ELON PA PROGRAM GOALS (SSR 14H)

Goal 2: Prepare students for academic excellence, using an evidence-based approach to clinical decision-making, and for self-direction

Academic excellence is defined as meeting program progression standards at competency-based program checkpoints (as defined in the student handbook) and passing the national certifying exam for PAs (PANCE).

An *evidence-based approach* to clinical decision-making involves developing a research question and using current scientific evidence to make decisions related to the care of patients.[2]

Self-direction means that learners have opportunities to self-assess and choose assignments that best serve their growth and development in some courses. Self-direction is an important skill for developing lifelong learning.[3]

Benchmarks/Outcomes

B2.1 Elon PA program meets or exceed national PANCE pass rates for first-time takers based on the currently reported NCCPA pass rates

- Outcome 2.1: Elon PA PANCE pass rates meet or exceed the national average. See Figure 2.1

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<tr><td colspan="4"></td><td>Page: 1 of 2</td></tr>
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Physician Assistant National Certifying Examination
Exam Performance Summary Report

Program Name: Elon University
Program Number: 6017
Test Taker Status: All Test Takers

Definitions of the report headings are provided at the end of the report.
All information is current as of the date the report was generated unless otherwise specified.

Class	Class Graduation Year	Group	Number of Candidates Who Took PANCE	Number of Exam Attempts	Number of Exams Passed	Program Exam Pass Rate	National Exam Pass Rate for the Class Graduation Year	% of Candidates Who Ultimately Passed PANCE
Class of 2020	2020	All Takers	36	42	34	81%	93%	94%
		First Time Takers	36	36	32	89%	95%	94%
Class of 2021Dec	2021	All Takers	39	42	39	93%	91%	100%
		First Time Takers	39	39	37	95%	93%	100%
Class of 2021F	2021	All Takers	38	40	38	95%	91%	100%
		First Time Takers	38	38	37	97%	93%	100%
Class of 2022	2022	All Takers	36	37	36	97%	89%	100%
		First Time Takers	36	36	35	97%	92%	100%
Class of 2023	2023	All Takers	36	38	36	95%	89%	100%
		First Time Takers	36	36	34	94%	92%	100%
Class of 2024	2024	All Takers	36	36	34	94%	89%	94%
		First Time Takers	36	36	34	94%	92%	94%

Figure 2.1: Five-year PANCE performance data from NCCPA

B2.2 An evidence-based approach to medicine is threaded throughout the curriculum

- Outcome 2.2: See table outlining the integration of evidence-based practices in our curriculum. There are evidence-based assignments in each module, starting with academic integrity and culminating in an evidence-based research project.

Table 2.2: Threading of Evidence-Based Assignments and Elements Throughout the Elon PA Curriculum by Course and Modular Timing									
COURSES		**M1**	**M2**	**M3**	**M4**	**M5**	**M6**	**M7**	**M8**
PAS5600	Professional Issues	I, A							
PAS6140	Clinical Medicine 1		A, C, G						
PAS6160	Pharmacology 1		C, G						
PAS6240	Clinical Medicine II			A, C, G					
PAS6260	Pharmacology II			C, G					
PAS6300	Emergency Medicine				G				
PAS6320	Surgical Care				G				
PAS6460	Advanced Clinical Reasoning					A, C, G			
PAS6480	Masters Project 1					A, EBP			
PAS6800	Clinical Phase Prep						QI		
PAS7480	Masters Project 2							A, EBP, MP	A, EBP, MP

Glossary: A=assignment requiring supporting evidence; C=case work requiring supporting evidence; EBP=evidence-based practices (forming questions, strength of data); I=academic integrity review; G=evidence-based guidelines used extensively in course; MP=master's project-capstone based on research inquiry; QI=using data to discuss quality care and compliance

B2.3 The Elon PA curriculum provides opportunities for self-direction, self-assessment, and goal setting

– Outcome 2.3a: In addition to mandatory coursework, as learners enter the clinical phase of learning they pursue self-directed learning opportunities through the Clinical Year Seminar 1 and 2 course (CYS1 and CYS2) assignments. These are called "Choose Your Path". This assignment allows learners to self-direct professional development towards skills that will prepare them for their specific interests.

Table 2.3a: Elon PA "Choose Your Path" Self-Directed Learning Opportunities in the Clinical Year Seminar Courses						
	c/o 2022 Participants (n)		c/o 2023 Participants (n)		c/o 2024 Participants (n)	
	CYS1	CYS2	CYS1	CYS2	CYS1	CYS2
Self-directed	16	21	3	5	*4*	*7*
Faculty-mentored						
Clinical Year POCUS (CYPOCUS)	21	16	33	31	*28*	28
Health Professions Education Primer	n/a	n/a	n/a	n/a	3	*0*
Leadership	n/a	n/a	n/a	n/a	4	*1*

– Outcome 2.3b: Opportunities for self-assessment and goal setting are initiated in the Professional Issues course of Module 1 with reflective exercises. Self-assessment is encouraged throughout each advising meeting and at academic checkpoints (as defined in the student handbook). Modules 6, 7, and 8 include self-assessment assignments that allow learners to identify areas of growth and generate a plan of addressing those needs.

Citations:

1. NCCPA website. www.nccpa.net Accessed March 25, 2024.
2. Ramis M-A, Chang A, Conway A, Lim D, Munday J, Nissen L. Theory-based strategies for teaching evidence-based practice to undergraduate health students: a systematic review. *BMC Medical Education*. 2019;19(1):1-13. doi:10.1186/s12909-019-1698-4
3. Charokar K, Dulloo P. Self-directed Learning Theory to Practice: A Footstep towards the Path of being a Life-long Learne. *J Adv Med Educ Prof*. 2022 Jul;10(3):135-144. doi: 10.30476/JAMP.2022.94833.1609. PMID: 35910513; PMCID: PMC930916