

Clarkson University Physician Assistant Program Mission:

The mission of the Clarkson University Department of Physician Assistant Studies is to prepare exceptional, highly skilled clinicians who actively demonstrate the University's core values of teamwork, caring, integrity, diversity, service, growth, and diligence while compassionately providing for the healthcare needs of their communities.

Program Goals:

1. Produce highly skilled and compassionate health care providers licensed to practice medicine as part of a healthcare team.

Measures: PANCE pass rates, Summative cumulative exam performance, responses of alumni on employment survey questions, Successful completion of Patient and the PA didactic series, participation in first and last anatomy lectures dedicated to respect for anatomical donations

Class*	Class Graduation Year	Number of First Time Takers	Program First Time Taker Pass Rate
Class of 2014	2014	16	100%
Class of 2015	2015	20	100%
Class of 2016	2016	19	89%
Class of 2017	2017	20	95%
Class of 2018	2018	24	100%
Class of 2019	2019	29	90%

Five Year First Time Taker Average Pass Rate for Program: 95%

Summative Review: Comprehensive Examination Scores >80%*

Year	Cohort size	Students \geq 80% score - Cumulative	Percent value	Class Average (%)
*2016	19	18	95	90
*2017	20	18	90	84
2018	24	23	96	88
2019	28	**TBD	**TBD	**TBD

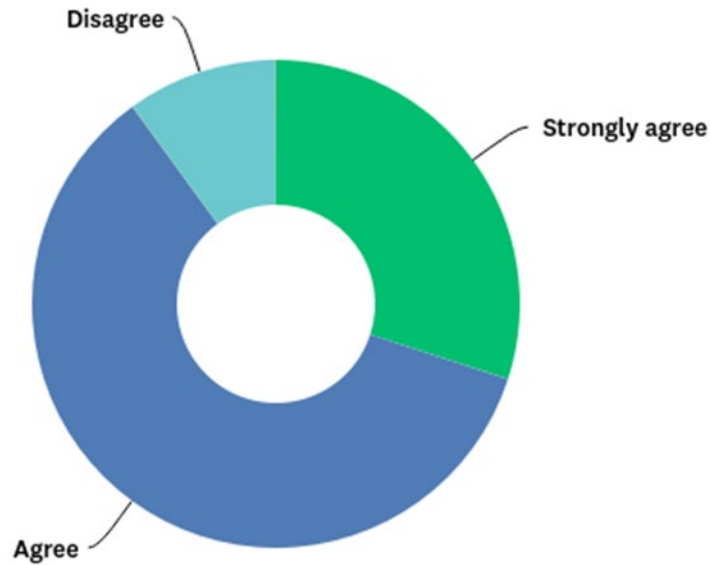
*Each cohort (2016, 2017, 2018, and 2019) had a 100% pass rate on their comprehensive exam.

Final Grades: Patient and the PA

Class	Year	Class Average	Combined Average
PA513	2018*	97.2	
	2019*	96.8	
			97
PA514	2018*	95.3	
	2019*	96	
			95.7
PA515	2018*	95.6	
	2019*	TBD	
			TBD

*100% completion rate for Patient and the PA (PA 513, 514, 515 for 2018 and 2019 graduation years)

-When asked the following question: “The CUPA program as a whole prepared me well for clinical practice;” 90% of respondents expressed agreement with that statement. (n=10 respondents)



Class year	Participation in first and last anatomy lectures dedicated to respect for anatomical donations
2017 n=18	100%
2018 n=24	100%
2019 n=29	100%
2020* n=28	100%

*last class has not been completed yet at the time of creation of this document

2. Establish student competence in medical and evidence based research through scholarly activity.

Measures: Successful completion of Medical Informatics course, Research rotation, Master’s project and presentation, Grand rounds presentation, and list of publications and conference presentations

Class year	Successful completion of Medical Informatics course	Successful completion of Research rotation	Successful completion of Master's project and presentation	Successful completion of Grand Rounds presentation
2017 n=19	100%	100%	100%	100%
2018 n=24	100%	100%	100%	100%
2019 n=29	100%	100%	100%	100%
2020 n=30	100%	In progress	In progress	In progress

Publications:

VanNess, J., Ciani, M. (2015). Documented variations of extensor digitorum attachments: the new normal. *International Journal of Anatomical Variations*, 8:20-22.

Bergamo, D., White, D. (2016). Frequency of Faith and Spirituality Discussion in Health Care. *Journal of Religion and Health*, 55(2), 618-630, DOI: 10.1007/s10943-015-0065-y.

Boolani, A., O'Connor, P., Reid, J., Ma, S., Mondal, S. (2018). Predictors of feelings of energy differ from predictors of fatigue. *Fatigue: Biomedicine, Health & Behavior*, DOI: 10.1080/21641846.2018.1558733.

Presentations:

Cassidy, E., McCollum, S.B., Parnes, N., Kuxhaus, L., Ciani, M. NYSSPA Fall Conference 2015, Tarrytown, NY, "Morphological variation of the carotid arterial system increases the risk and probability of the development of central nervous system ischemia", Poster presentation, (October 2015).

Davis, B., Shea, M., Kuxhaus, L. World Congress of Biomechanics, Dublin, Ireland, "DART Brace: A custom solution for early mobilization", Poster presentation, (July 2018).

White, D., Matthis, K., Scacchetti, V. PAEA Education Forum 2018, Anaheim, CA, "Stressed Out: Quality of Life of a Graduate Healthcare Student", Poster presentation, (October, 2018).

Whaley, D., Lemieur, T., Caruso, J., White, D. NYSARH 2019 Conference. Niagara Falls, NY, “Da Vinci Robotic Surgery: An Analysis of Efficacy and Cost in the North Country”, Poster presentation, (September, 2019).

Agley, A., Fana, M., White, D. NYSARH 2019 Conference. Niagara Falls, NY, “Outcomes in Hospice Care: Rural vs. Urban Setting”, Poster presentation, (September, 2019).

3. Develop in students the professionalism, medical knowledge, and clinical skills needed to provide comprehensive care to diverse populations in a variety of clinical settings.

Measures: PANCE pass rates, summative evaluation results, preceptor evaluations, and professionalism evaluations, pass rate for Patient and the PA course series, successful completion of PA 517 Clinical Procedures course

*Please see PANCE pass rates and Summative evaluation results from above.

-Professionalism is evaluated as part of each rotation via preceptor evaluations of student interactions within the medical team, and as a portion of each course within the didactic and clinical years.

-Students are assigned to a variety of clinical rotations across the U.S., including rural, urban, and suburban settings.

Class year	Grade of 85% or greater on final preceptor evaluation	% of students receiving a score of 89% (B+) or greater on the professionalism portion of their rotations	% of students assigned to both rural and urban/suburban clinical settings
2017	100%	100%	100%
2018	100%	100%	100%
2019	100%	100%	100%
2020*	100%	100%	100%

*in progress; scores to date

Class year	Pass rate for Patient and the PA course series
2017 n=18	100%
2018 n=24	100%
2019 n=29	100%
2020* n=28	100%

Class year	% of students scoring >90% in PA 517 Clinical Procedures
2017 n=18	100%
2018 n=24	100%
2019 n=29	100%
2020* n=28	In progress

4. Instill in students the core values of Clarkson University, while fostering a commitment to community service.

Measures: Completion of community service week (participation in), participation in Physician Assistant Student Society (PASS), Students Without Borders (SWOB), Interprofessional Education committee (IPE), Graduate Student Association (GSA)

-100% participation in Community service week as part of the Summative phase

Class year	Participation in community service week	Student membership in PASS (and participation in PASS events)	Participation in SWOB events	Participation in IPE committee**	Participation in GSA***
2017	100%	100%	100%	n/a	n/a
2018	100%	100%	100%	n/a	n/a
2019	100%	100%	100%	*see below	** see below
2020*	n/a	n/a	n/a	n/a	n/a

*in progress

**Student IPE committee was formed in late 2019. Representatives from each class will be involved each year from 2019 forwards.

***The first representatives from the Health Sciences were included beginning in the summer of 2019. Each year there will be representatives from PA, PT, and OT involved in the GSA council moving forward.