STATE UNIVERSITY OF NEW YORK
HEALTH SCIENCES UNIVERSITY
SCHOOL OF HEALTH PROFESSIONS

PHYSICIAN ASSISTANT PROGRAM

GOALS, INDICATORS AND OUTCOMES
2016 - 2022

VI. MISSION, VISION, GOALS, EDUCATIONAL PHILOSOPHY, PROGRAM OBJECTIVES AND BELIEFS

THE STATE UNIVERSITY OF NEW YORK

The mission of the State University of New York is, proudly expressed in its motto: ―To Learn, To Search, To Serve!   The mission of the state university system shall be, to provide to the people of New York, educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall, have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals.

THE SUNY DOWNSTATE HEALTH SCIENCES UNIVERSITY, CAMPUS Mission Statement

"SUNY Downstate is the sole academic medical center located in the heart of one of our nation's largest, most ethnically diverse, working-class urban communities. With our schools of higher education, our goal is to train the next generation of physicians, nurses, health-care professionals and researchers serving our community and New York State. Through our research facilities, our mission is to advance the medical sciences to the community at large. Through our hospital and education affiliates, our mission is to serve the health-care needs of the 2.6 million residents of Brooklyn and Staten Island. Through graduate and continuing medical education, our mission is to provide lifelong learning opportunities for our physicians, nurses, and allied health professionals.

SCHOOL OF HEALTH PROFESSIONS

The mission of the College of Health Related Professions is to educate health care professionals in the delivery of excellent health care service by developing their scientific competence and fostering their humane spirit. The College seeks to accomplish this by providing a challenging and supportive atmosphere for learning that offers opportunities for structured experiences as well as independent inquiry. The faculty contributes to knowledge in allied health through advancements in clinical practice, scholarly activities, basic and applied research. Collaboration is emphasized among students, faculty, clinicians and professionals in health care and related disciplines. Students are prepared for professional leadership roles through course work, professional and campus activities. The College fosters ongoing professional growth by sponsoring continuing education opportunities in all disciplines. The College strives to serve the urban community in which it is located by providing health services and education to the population.

PHYSICIAN ASSISTANT PROGRAM
Mission Statement

The mission of the SUNY Downstate Medical Center Physician Assistant Program is to educate and graduate highly qualified, professionally competent and culturally sensitive Physician Assistants who can provide quality patient care and readily respond to the evolving healthcare needs of patients in America's urban population.

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PROGRAM DEFINED COMPETENCIES AND OBJECTIVES

The goals and objectives of the SUNY Downstate Health Sciences University Physician Assistant Program is tailored to ensure that our graduates attain all the competencies required of Physician Assistant graduates, for entry to professional practice.

Below are the areas of expected competencies for the Physician Assistant graduate:

MEDICAL KNOWLEDGE
- Utilize scientific principles related to patient care to differentiate between normal and abnormal anatomic, physiological, laboratory findings, and other diagnostic data.
- Analyze etiologies, risk factors, underlying pathologic process, and epidemiology for medical/surgical conditions.
- Identify medical, surgical, psychosocial and emergent problems, demonstrating an understanding of etiologies, risk factors, underlying pathology process and epidemiology.
- Interpret the clinical features, differential diagnosis, and management of common acute and chronic medical and/or surgical conditions seen in outpatient and inpatient settings.
- Identify the relationship between psychological and socioeconomic factors as they relate to health maintenance.
- Analyze and synthesize history and physical findings and diagnostic studies to formulate differential diagnoses.
- Recognize signs and symptoms of serious and emergent medical/surgical conditions.

INTERPERSONAL & COMMUNICATION SKILLS
- Provide patient and family education and counseling at a level of comprehension and sensitivity appropriate to the situation.
- Provide health education and counseling relative healthful living, prescribed therapeutic interventions, normal growth and development, family planning and emotional reaction to challenges of daily living including stress, safety, illness and death.
- Create and sustain a therapeutically and ethically sound relationship with patients.
- Use effective listening, nonverbal, explanatory, questioning and writing skills.
- Record and present data in appropriate, accurate and adequate oral and written formats, which satisfy medical, legal, quality and financial requirements.

CLINICAL & TECHNICAL SKILLS
- Perform physical examination, appropriate to the clinical situation and patient population.
- Present data in oral and written formats.
- Record patient information utilizing SOAP format.
- Record progress notes.
- Assist in performing surgical and emergency procedures.
- Assist in performing or directly perform life-saving interventions in emergent situations.

CLINICAL REASONING & PROBLEM SOLVING ABILITIES
- Order, perform and interpret therapeutic and diagnostic tests.
- Develop a thorough data-base and problem list.
- With appropriate physician collaboration formulate and implement plans for treatment and management of common medical/surgical problems.
- Evaluate and monitor patient progress.
- Identify indications for and limitations of common diagnostic and therapeutic procedures.
- Perform and interpret appropriate diagnostic procedures.
- Prescribe pharmacotherapeutics within the scope of local prescriptive authority.
- Critically searching and evaluating medical literature as a component of their life-long learning , in order to maintain knowledge of new medical findings.
- Implementing practiced based learning and improvement (PBLI).
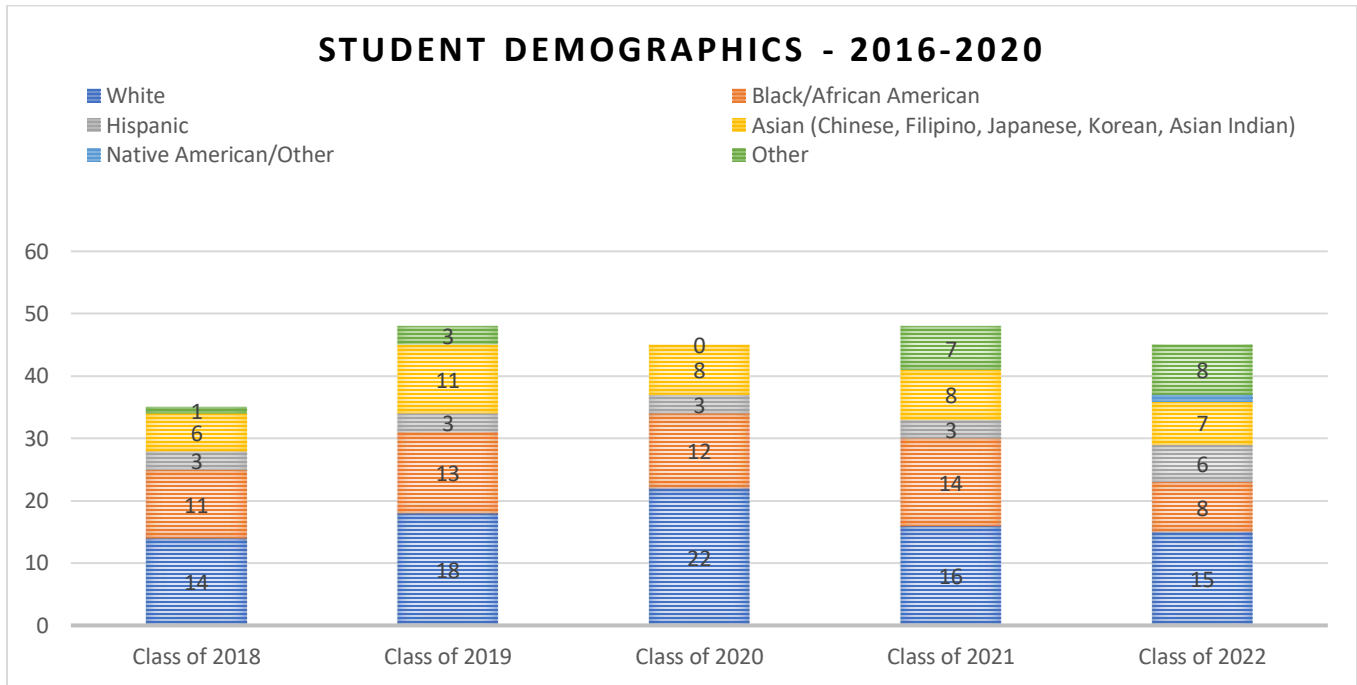
PROFESSIONAL BEHAVIOR

- Provide continuity of patient care.
- Consider issues of cultural diversity with regard to obtaining the patient history, performing the physical exam and in communicating with patients and family especially with regard to health education and counseling.
- Recognize the contributions of other health professionals in the overall delivery of health care.
- Refer patients to medical, health maintenance, mental health and social service agencies in the community as appropriate.
- Maintain current knowledge of community health facilities, agencies and resources.
- Recognizing and responding appropriately to issues of diversity, which impact on the delivery of patient care.
- Practicing in a manner consistent with the highest standards of ethical and professional behavior.
- Remaining abreast of current issues affecting Physician Assistant practice.
- To implement systems based on Physician Assistant Professional Competency.

PROGRAM GOALS AND OUTCOMES

- Strengthen diversity of student body by recruiting and admitting a diverse cohort of students
- Recruit and retain a highly qualified and academically competent student body
- Have an absolute attrition rate that is at or below 5% of any incoming cohort
- Provide the academic and clinical foundations for primary care Physician Assistants as evidenced by PANCE outcomes that meet, exceed or are within 5 percentage points of the national average for First Time Test Takers
- Educate and graduate highly qualified, professionally competent and culturally sensitive Physician Assistants capable of attaining the program defined competencies required for entry to professional practice
- Increase access to quality patient care beginning with New Yorkers living in one of Americas largest urban centers and beyond

PROGRAM GOAL:

Strengthen the diversity of our student body by recruiting and admitting a diverse cohort of students that matches the diversity of Metro New York City within 10%.

STUDENT DEMOGRAPHICS - 2016-2020

Legend:
- White
- Black/African American
- Hispanic
- Asian (Chinese, Filipino, Japanese, Korean, Asian Indian)
- Native American/Other
- Other

Class	White	Black/African American	Hispanic	Asian	Other
Class of 2018	14	11	3	6	1
Class of 2019	18	13	3	11	3
Class of 2020	22	12	3	8	0
Class of 2021	16	14	3	8	7
Class of 2022	15	8	6	7	8

OUTCOMES:

Our student body reflects the rich diversity of New York City, as evidenced by the graph above.

PROGRAM GOAL:

Recruit and retain a highly qualified and academically competent student body whose overall and science GPA is no more than 0.4 points from the national mean or within 1 standard deviation from national mean.

SUNY DOWNSTATE HEALTH SCIENCES UNIVERSITY—PHYSICIAN ASSISTANT PROGRAM ADMISSION GPA

Cohort	SUNY DHSU Preadmission Science GPA	PAEA National Data Report—Science GPA	SD	SUNY DHSU Preadmission Overall GPA	PAEA National Data Report—Overall GPA	SD
2016-2018 (n: 35)	3.4	3.5	0.070	3.44	3.55	0.078
2017-2019 (n: 45)	3.51	3.51	0	3.47	3.56	0.064
2018-2020 (n: 45)	3.51	3.5	0.007	3.45	3.6	0.106
2019-2021 (n: 45)	3.53	3.52	0.007	3.5	3.58	0.057
2020-2022 (n: 45)	3.59	*P*	0.070	3.48	*P*	0.078

SD: Standard Deviation

SUNY DOWNSTATE HEALTH SCIENCES UNIVERSITY—PHYSICIAN ASSISTANT PROGRAM ADMISSION GPA						
Cohort	SUNY DHSU Preadmission Science GPA	PAEA National Data Report— Science GPA	Difference in GPA	SUNY DHSU Preadmission Overall GPA	PAEA National Data Report— Overall GPA	Difference in GPA
2016-2018 (n: 35)	3.4	3.5	0.1	3.44	3.55	0.11
2017-2019 (n: 45)	3.51	3.51	0	3.47	3.56	0.09
2018-2020 (n: 45)	3.51	3.5	0.01	3.45	3.6	0.15
2019-2021 (n: 45)	3.53	3.52	0.01	3.5	3.58	0.08
2020-2022 (n: 45)	3.59	*P*		3.48	*P*	

OUTCOMES:
The average science and overall GPAs for the last five cohorts is a combined reflection of our admissions standards and the strength of our applicant pool.

PROGRAM GOAL:
The goal of the SUNY Downstate PA program is to have an absolute attrition rate that is at or below 5% of any incoming cohort.

Program Attrition Rate 2016 – 2020 SUNY DHSU Physician Assistant Program, BS and MS															
Academic Cohort	Students Admitted	N (%) Students Graduated		N (%) Students Progressed		N (%) Students Progressed from Previous Cohort		N (%) Decelerated		N (%) LOA		N (%) Students Withdrew/ Dismissed		N (%) Attrition	
	N	N	%	N	%	N	%	N	%	N	%	N	%	N	%
2016-2018	35	37	100	33	94	4	11	2	5	0	0	0	0	2	6
2017-2019	45	42	93	40	89	2	4	1	2	2	4	2	4	2	11
2018-2020	45	44	94	42	94	2	4	0	0	1	2	2	4	3	6
2019-2021	45	TBD	TBD	44	98	2	4	0	0	1	2	0	0	1	2
2020-2022	44	TBD	TBD	43	98	1	2	1	2	0	0	0	0	1	2

OUTCOMES:
For the current matriculated cohorts, the average attrition rate does not meet benchmark for 3 the graduated cohorts of students. The final attrition rate for the classes who matriculated in 2019 and 2020 will be available in 2021 and 2022, respectively. The program uses both intra-course and post course remediation to ensure that decelerated students gain the requisite knowledge and skills required for a successful program completion.

PROGRAM GOAL:

Provide the academic and clinical foundations for primary care Physician Assistants as evidenced by PANCE outcomes that meet, exceed or are within 5 percentage points of the national average for First Time Test Takers.

NCCPA
Certification. Excellence.

Physician Assistant National Certifying Examination
Five Year First Time Taker Summary Report

Program Name: SUNY Downstate Medical Center

Program Number: 1074

Report Date: 03-02-2021

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.

Class*	Class Graduation Year	Number of First Time Takers	Program First Time Taker Pass Rate
Class of 2016	2016	37	84%
Class of 2017	2017	35	91%
Class of 2018	2018	37	95%
Class of 2019	2019	42	86%
Class of 2020	2020	41	93%

Five Year First Time Taker Average Pass Rate for Program: 90%

National First Time Taker Pass Rate By Calendar Year	
Year	**Pass Rate**
2016	96%
2017	97%
2018	98%
2019	93%
2020	95%
2021**	Available in 2022

Five Year National First Time Taker Average:96%

5 YEAR FIRST TIME PASS RATE - 2016- 2020
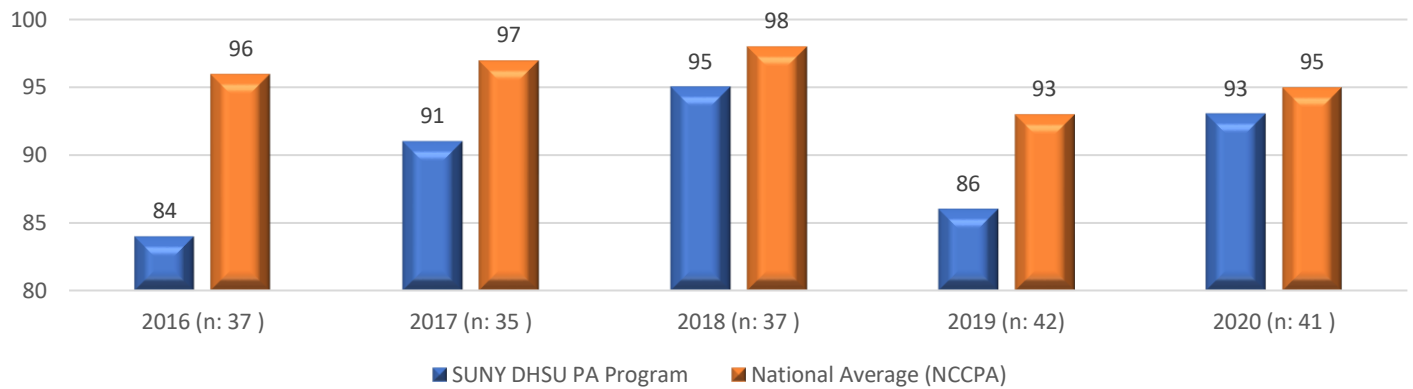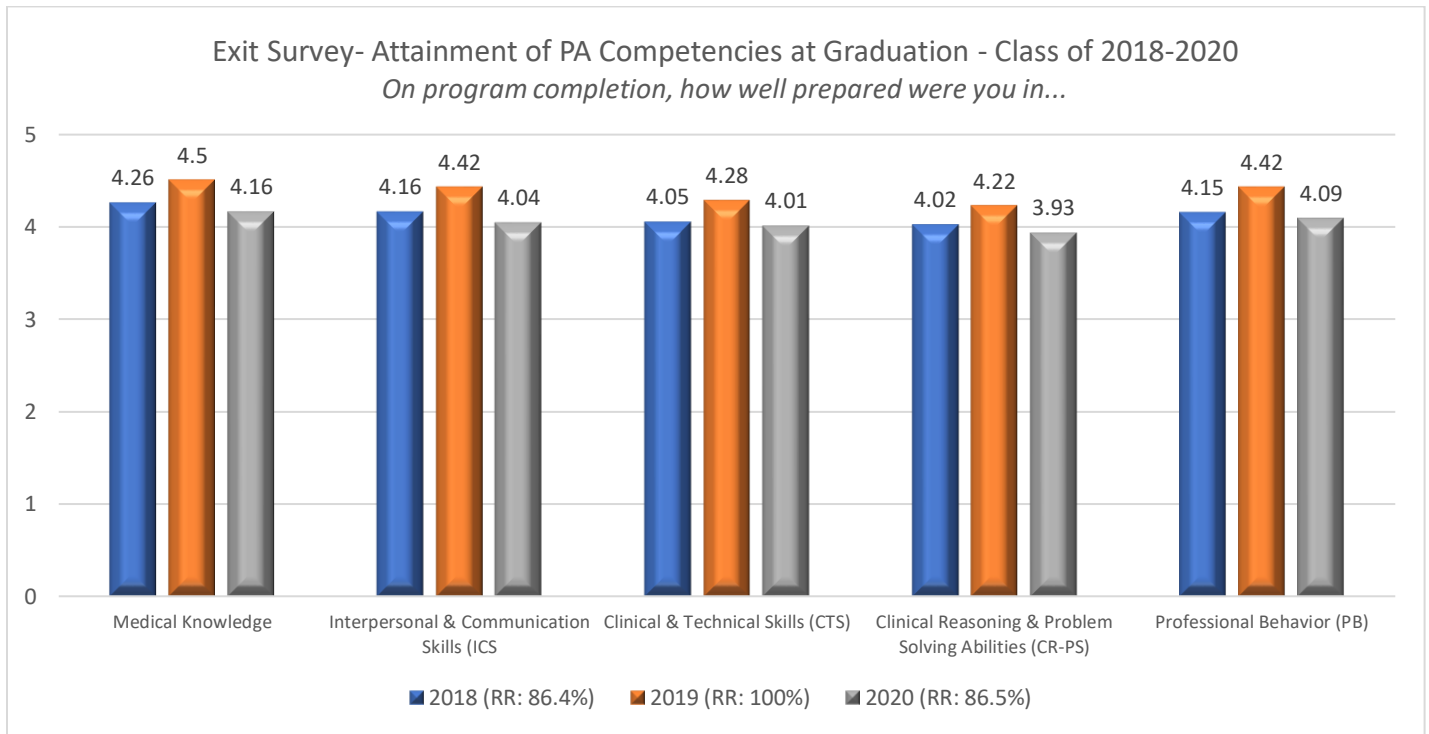

Table: 5 YEAR FIRST TIME PASS RATE—PANCE						
	2016 (n: 37)	2017 (n: 35)	2018 (n: 37)	2019 (n: 42)	2020 (n: 44)	Average
SUNY DHSU First Time Taker Pass Rate	84%	91%	95%	86%	93%	90%
National First Time Taker Pass Rate	96%	97%	98%	93%	95%	96%
Percentage Points from the National Mean	12	6	3	7	2	6
Standard Deviation (SD)	8.49	4.24	2.12	4.95	1.41	

OUTCOMES: The program met the stated goal for 2 of the most recent 5 years for PANCE First Time Test scores (2018, 2020) and were within 1 and 2 percentage points from goal for 2 years (2017 and 2019, respectively). The program continues to strive to meet benchmark with every year of the PANCE and maintains our efforts to improve our curriculum and clinical year instruction to achieve this goal.
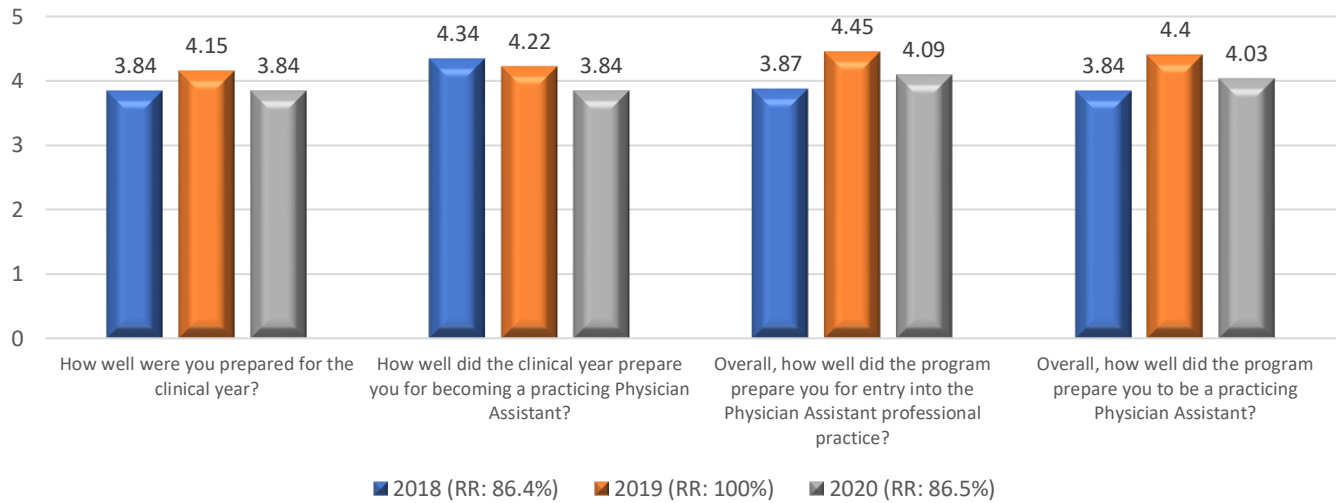
PROGRAM GOAL:

Educate and graduate Physician Assistants capable of attaining the program defined competencies required for entry to professional practice as demonstrated by an exit survey mean score of ≥ 3.5 in all skills.

Exit Survey- Attainment of PA Competencies at Graduation - Class of 2018-2020
On program completion, how well prepared were you in...

SUNY DHSU PHYSICIAN ASSISTANT PROGRAM—ATTAINMENT OF PROFESSIONAL COMPETENCIES AT GRADUATION			
Class of:	2018	2019	2020
Medical Knowledge (MK)	*(RR: 86.4%)*	*(RR: 100%)*	*(RR: 86.5%)*
Accurately and effectively obtain historical information	4.32	4.55	4.21
Identify the relationship between psychological and socioeconomic factors as they relate to health maintenance	4.19	4.45	4.11
Mean:	4.26	4.5	4.16
Interpersonal & Communication Skills (ICS)			
Provide patient and family education and counseling at a level of comprehension and sensitivity appropriate to the situation	4.26	4.42	4.05
Provide health education and counseling relative healthful living, prescribed therapeutic interventions, normal growth and development, family planning and emotional reaction to challenges of daily living including stress, safety, illness and death	4.06	4.42	4.03
Mean:	4.16	4.42	4.04
Clinical & Technical Skills (CTS)			
Perform physical examination, appropriate to the clinical situation and patient population	4.23	4.47	4.11
Present data in oral and written formats	4.06	4.22	4.03
Record patient information utilizing SOAP format	4.29	4.4	4.11

Record progress notes	4.06	4.47	4.03
Assist in performing surgical and emergency procedures	3.81	4.13	3.92
Assist in performing or directly perform life-saving interventions in emergent situations	3.84	4	3.86
Mean:	4.05	4.28	4.01
Clinical Reasoning & Problem Solving Abilities (CR-PS)			
Order, perform and interpret therapeutic and diagnostic tests	3.94	4.08	3.87
Delineate medical, surgical, psychosocial and emergent problems	4.06	4.17	3.87
Develop a thorough data-base and problem list	4.06	4.28	3.95
With appropriate physician collaboration formulate and implement plans for treatment and management of common medical/surgical problems	4.1	4.24	3.95
Evaluate and monitor patient progress	4.23	4.45	4.19
Identify indications for and limitations of common diagnostic and therapeutic procedures	4	4.21	3.92
Perform and interpret appropriate diagnostic procedures	3.81	4.21	3.95
Prescribe pharmacotherapeutics within the scope of local prescriptive authority	3.81	3.95	3.76
Critically searching and evaluating medical literature as a component of their life-long learning , in order to maintain knowledge of new medical findings	4.1	4.39	3.97
Implementing practiced based learning and improvement (PBLI) - see Physician Assistant Professional Competency	4.1	4.24	3.89
Mean:	4.02	4.22	3.93
Professional Behavior (PB)			
Provide continuity of patient care	4	4.34	4.03
Consider issues of cultural diversity with regard to obtaining the patient history, performing the physical exam and in communicating with patients and family especially with regard to health education and counseling	4.19	4.47	4.14
Recognize the contributions of other health professionals in the overall delivery of health care	4.26	4.57	4.11
Refer patients to medical, health maintenance, mental health and social service agencies in the community as appropriate	4.16	4.41	4.06
Maintain current knowledge of community health facilities, agencies and resources	4.1	4.19	3.92
Recognizing and responding appropriately to issues of diversity, which impact on the delivery of patient care	4.19	4.45	4.05
Practicing in a manner consistent with the highest standards of ethical and professional behavior	4.19	4.55	4.19
Remaining abreast of current issues affecting Physician Assistant practice	4.13	4.39	3.97
To implement systems based on Physician Assistant Professional Competency	4.13	4.39	4
Mean:	4.15	4.42	4.05

Exit Survey: Student Perceptions of SUNY DHSU Preparation for Physician Assistant Practice

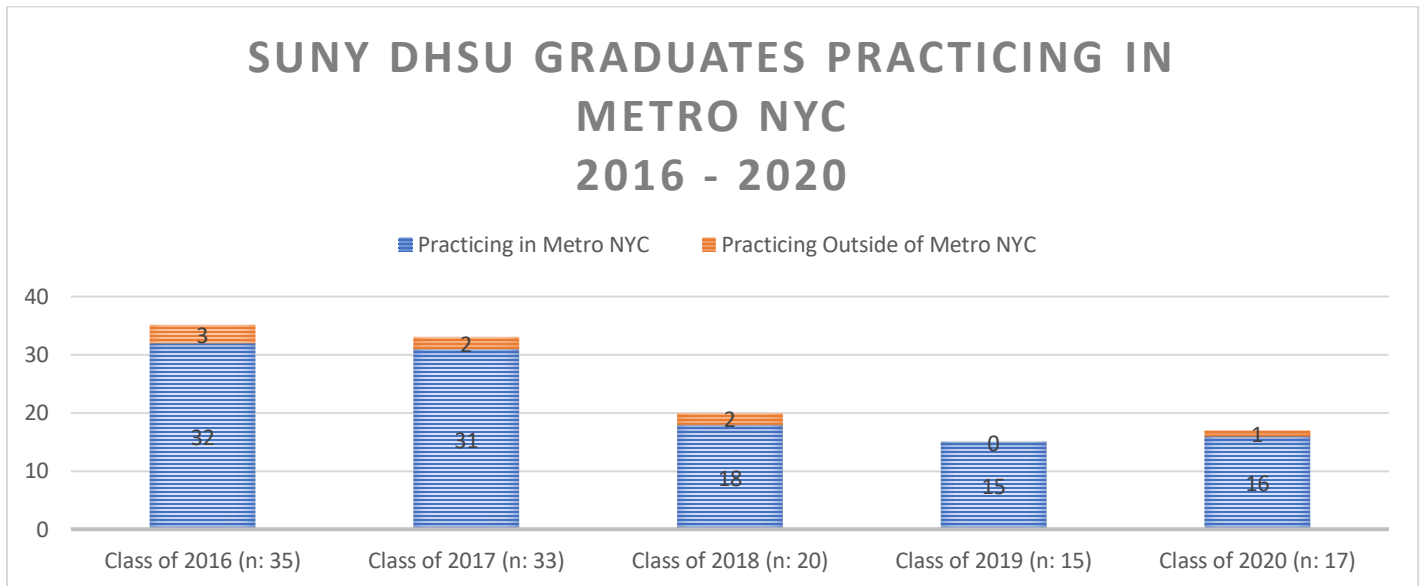|	How well were you prepared for the clinical year?	How well did the clinical year prepare you for becoming a practicing Physician Assistant?	Overall, how well did the program prepare you for entry into the Physician Assistant professional practice?	Overall, how well did the program prepare you to be a practicing Physician Assistant?
2018 (RR: 86.4%)	3.84	4.34	3.87	3.84
2019 (RR: 100%)	4.15	4.22	4.45	4.4
2020 (RR: 86.5%)	3.84	3.84	4.09	4.03

OUTCOMES:

In the exit survey at program completion of the three most recent cohorts – Classes of 2018 – 2020, the response of the graduates demonstrated their confidence in the attainment of the program defined competencies required for entry to professional practice.

The program's acceptable rating in all the indices below is equal to or greater than 3.5 on a 5.0 scale, on a Likert scale of 1-5, where 1: Inadequate; 2: Below Average; 3: Average; 4: Above Average; 5: Excellent ratings. The average ratings for each of the response areas were higher that than 3.5 on a 5.0 in the exit surveys. They also demonstrate graduate satisfaction with the educational experience at SUNY Downstate PA Program.

PROGRAM GOAL:

Increase access to quality patient care for residents of New York City (NYC) as demonstrated by ≥ 90% retention of graduates working in the Metro New York area.

The following chart displays the number of graduates, who responded to survey data or requested references that practice in the New York City metro area.

SUNY DHSU GRADUATES PRACTICING IN METRO NYC 2016 - 2020

■ Practicing in Metro NYC   ■ Practicing Outside of Metro NYC

	Class of 2016 (n: 35)	Class of 2017 (n: 33)	Class of 2018 (n: 20)	Class of 2019 (n: 15)	Class of 2020 (n: 17)
Practicing Outside of Metro NYC	3	2	2	0	1
Practicing in Metro NYC	32	31	18	15	16

SUNY DHSU Graduates Practicing in Metro NYC 2016 - 2020			
	Number of respondents (n)	Practicing in Metro NYC	Practicing Outside of Metro NYC	Percentage of Graduates Practicing in Metro NYC (%)
Class of 2016	35	32	3	91.4
Class of 2017	33	31	2	93.9
Class of 2018	20	18	2	90
Class of 2019	15	15	0	100
Class of 2020	17	16	1	94.1
				Average: 93.9

OUTCOMES:

The vast majority of our graduates begin their professional practice in the New York City metro area as demonstrated in the chart and table above, thereby, immensely contributing to the care of the residents of Metro New York.