



**ARC-PA**

*Accreditation Review Commission on Education  
for the Physician Assistant, Inc.*

## Accreditation Issues for Clinical Coordinators Baltimore, Maryland

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**Presented by ARC-PA Commissioners  
Sharon Luke and Matthew McQuillan**



# Topics for this session in 2009

- Defining role of CC in relation to ARC-PA requirements (in preparing for an ARC-PA visit....ongoing self analysis)
- Describing how ARC-PA views long-term care
- Demonstrating compliance with the *Standards* (particularly the B7s')
- Preview of New *Standards*, 4<sup>th</sup> edition



# Topics for this session in 2010

- Defining role of CC in relation to ARC-PA requirements (in preparing for an ARC-PA visit....ongoing self analysis)
- Describing how ARC-PA views long-term care
- Demonstrating compliance with the *Standards* (particularly the B7s' B3's)
- **Focus on** *New Standards, 4<sup>th</sup> edition*

# Today

- Accreditation basics and process
- Key general points about new *Standards*
- The B and C *Standards*
- Important resources

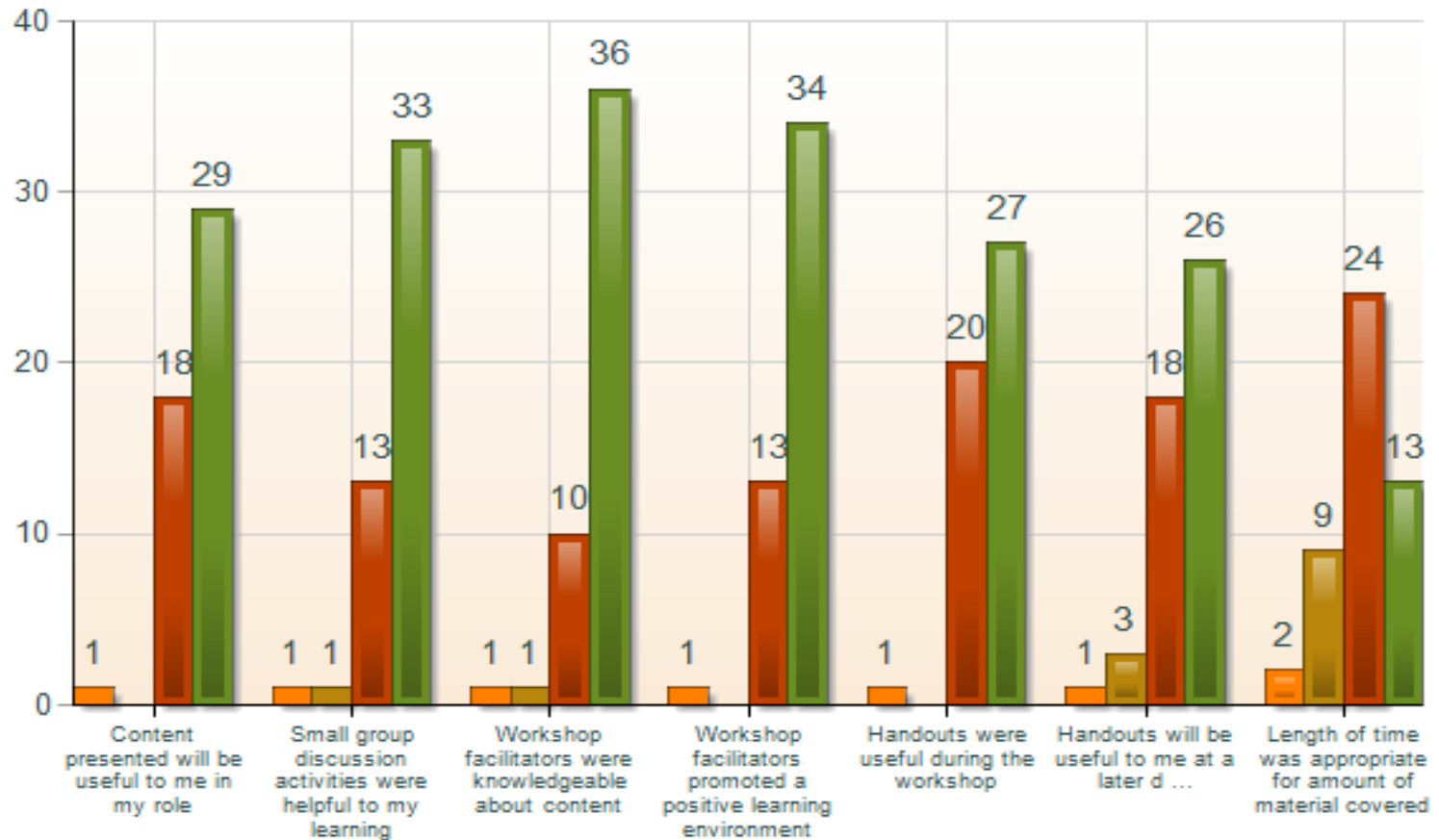
# From June 2010 Workshop

- How many of you were there?

# Accreditation and You Workshop Evaluation June 2010:

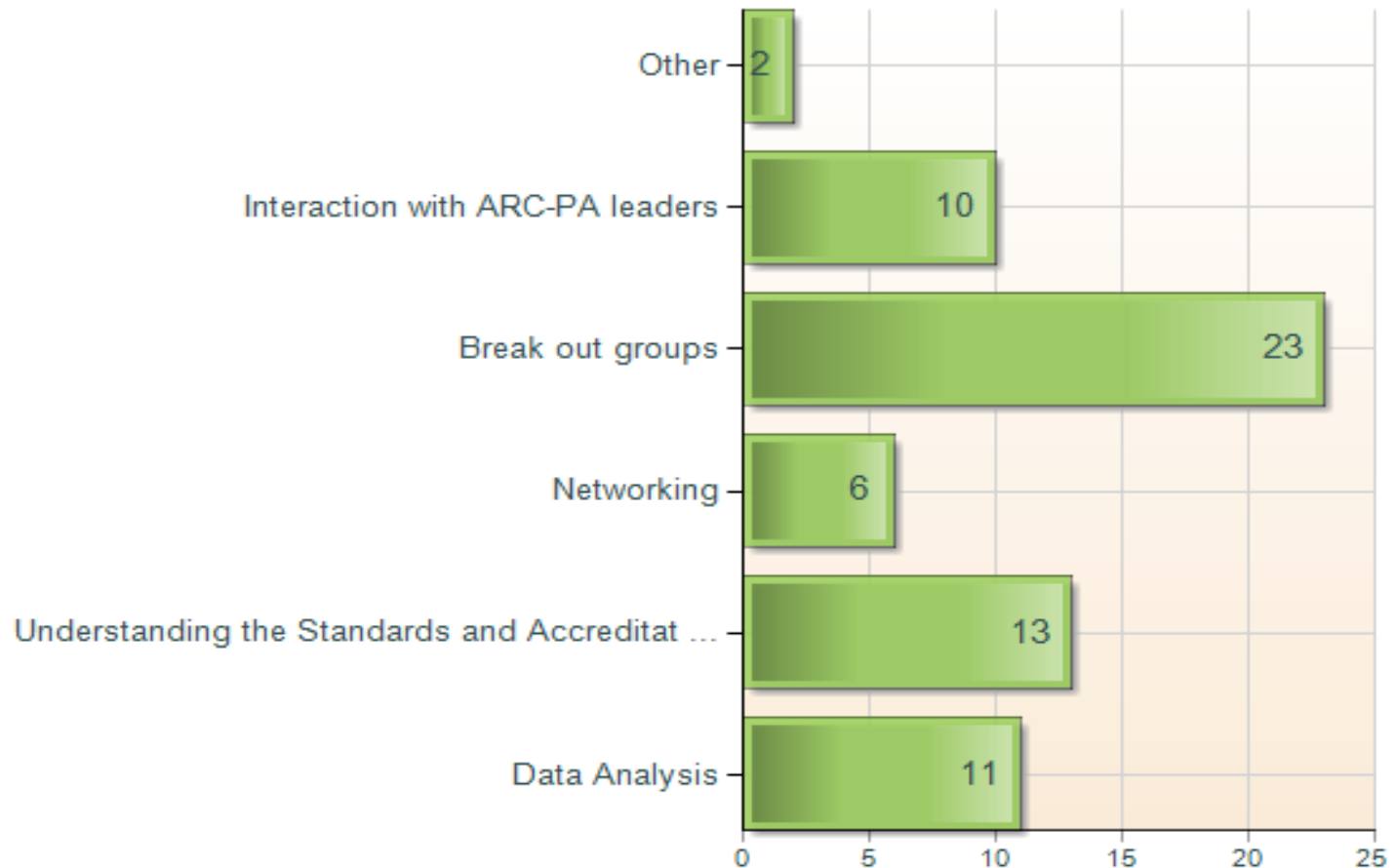
Please complete the section below using the following scale:

■ Strongly Disagree   
 ■ Disagree   
 ■ Agree   
 ■ Strongly Agree



# ***Accreditation and You Workshop Evaluation June 2010: What was the most valuable component of this workshop for you?***

**Tagged results for: What was the most valuable component of this workshop for you?**





# Purpose of Accreditation

- Process of self-assessment and external review of educational programs offered by institutions that meet national standards
- Provides quality assurance for students, and public



# Purpose of ARC-PA

- Determine if programs are in compliance with the *Standards*



# ARC-PA Composition

- 7 collaborating organizations, the public, an institutional representative
- 18 voting commissioners
- Staff

# ARC-PA Website

- [www.arc-pa.org](http://www.arc-pa.org)
- Designed for programs, site visitors, students, public



# Pages to See



- NEWS
- Listing of Accredited Programs  
Accreditation Resources
- *Standards* and Accreditation Manual
- FAQs (being revised some)
- Contacting the ARC-PA

# ★ Accreditation Resources ★

- Outlines and power points from general sessions ARC-PA gives
- Preparing for a Visit, Understanding the *Standards*, Analysis, Syllabi and Instructional Objectives
- [http://www.arc-pa.org/acc\\_programs/acc\\_resources.html](http://www.arc-pa.org/acc_programs/acc_resources.html)



# What is Your Role?



- Thinking about the *Standards*
- Thinking about demonstrating compliance
- Keeping track of supporting data in an ongoing manner
- Asking questions during program meetings and retreats regarding application of *Standards* to your program



# *Standards*

- Our “Bible”
- *Standards, 4<sup>th</sup> edition*, took effect in September, 2010
- Accreditation Manual
  - Includes ARC-PA policies
  - Includes suggestions for demonstrating compliance

# *Standards* 4<sup>th</sup> edition

- Definitions in *Italics*
- Annotations are an integral component of the standards. Will be used in verbiage of observations and citations.



# **THE ACCREDITATION PROCESS**

QUICK OVERVIEW

# ARC-PA Review Process overview

- ~ 1 year out program notified of need to schedule visit, pick dates, confirm dates, receive forms
- Program submits application (8 weeks prior to visit)
- Site visitors review materials submitted

# ARC-PA Review Process overview

- Visit occurs
- Site Visitors complete report to ARC-PA
- ARC sends 'observations' to program
- Program may choose to respond

# ARC-PA Meeting





# ARC-PA Review Process

- Application Record (program application materials and supporting documents, site visitor report, program response)  
*thoroughly* reviewed by 2 ARC commissioners
- Also consider program's accreditation history

# ARC-PA Review Process

- Site visit report and program response reviewed by ALL commissioners.
- Commissioners discuss and vote on accreditation action.
- Action includes time until next visit, content and timing of reports due.



# You and the *Standards*



- Remain knowledgeable
- Questions for PD
- Questions for ARC-PA
- Comments to ARC-PA



# Accreditation Manual



- Helps with certain policies
- Provides guidance about demonstrating compliance with specific standards.



# Definitions in the *Standards*

- Must vs. should
- Instructional objectives
- Competencies
- Learning outcomes
- Analysis
- Supervised Clinical Practice Experiences

# Should vs. Must

- **Should:** a term used to designate requirements that are so important that their absence must be justified.
- **Must:** a term used to designate requirements that are compelled or mandatory. “Must” indicates an absolute requirement.



# The Importance of Should

- It is the program's responsibility to provide a detailed justification related to why it is not able to comply with any standards including the term *should*.



# When is *should* important to me?

- Standards ...search and find
- A2.15      B1.10
- B3.06



# When is *must* important to me?

- TNTC (too numerous to count)
- Lots in the A, B and C



# Instructional Objectives

- Statements that describe observable actions or behaviors the student will be able to demonstrate after completing a unit of instruction.

# Competencies

- The knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem solving abilities **required for PA practice.**

# Learning Outcomes

- The knowledge, interpersonal, clinical and technical skills, professional behaviors, and clinical reasoning and problem solving abilities that have been attained **at the completion of** a curricular component, course or program.



Accreditation Review Commission on Education  
for the Physician Assistant, Inc.

- About
- News
- Calendar
- Accredited Programs
- Standards of Accreditation
- Provisional Accreditation
- Continuing Accreditation

## Standards of Accreditation

- Standards, 3rd edition
- Standards, 4th edition
- Accreditation Manual, 3rd edition
- Accreditation Manual, 4th edition
- Competencies and Standards, 3rd edition
- Competencies and Standards, 4th edition
- Clinical Postgraduate PA Program Standards

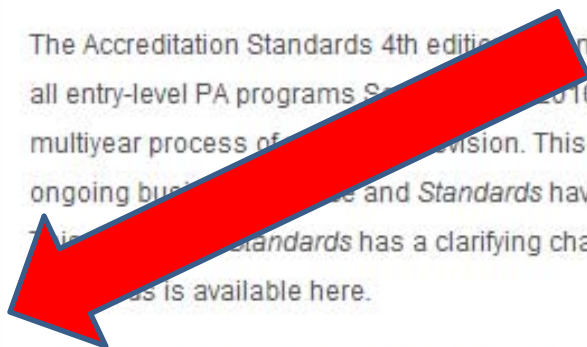
### Accreditation Standards

(10.2010)

The Accreditation Standards 4th edition for entry-level programs became effective in their entirety for all entry-level PA programs September 1, 2010. These *Standards* resulted from an extensive multiyear process of revision. This revision process is an integral part of the ARC-PA's ongoing business process and *Standards* have historically been reviewed and revised every 5 years. This new *Standards* has a clarifying change. A notice about the clarification to the *Standards* is available here.


A comparison of the 3rd and 4th editions of the *Standards* is available here.

New application materials are available on the Continuing and Provisional sections of this web site.



# Analysis

- Study of compiled or tabulated data interpreting cause and effect relationships and trends, with the subsequent understanding and conclusions used to validate current practices or make changes as needed for program improvement.



# ***More* on Analysis and the Self Study Report**

**David Weigle, PhD, MPH**

*University of Texas Medical Branch - Austin*

*Public Commissioner – ARC-PA*



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# Simple Instructions for Analysis!



Look at the data.



Say what it means.



Tell us what you're doing about it.

**All three elements are essential!**



# Supervised Clinical Practice Experiences

Supervised student encounters with patients that include **comprehensive patient assessment** and **involvement in patient care decision making**, and which result in a **detailed plan for patient management**.

# *Standards*, 4<sup>th</sup> edition

- Each standard is listed separately

**BUT**

- Standards are often inter-related





# Issues for Clinical Coordinators

- Curriculum issues.....B3s
- Clinical site evaluation issues.....C4's
- Student issues
  
- Demonstrating Compliance



# Supervised Clinical Practice

## B3.02-B3.07

1. **types of patient encounters** (B3.02),
2. **types of care** patients are seeking (B3.03)
3. **settings** in which SCPE must occur (B3.04), and
4. **people** with whom the students should work to obtain those experiences (B3.05, B3.06, B3.07)



# Supervised Clinical Practice

- B3.02 *Supervised clinical practice experiences must enable students to meet program expectations and acquire the competencies needed for clinical PA practice.*



# Supervised Clinical Practice

- B3.03 *Supervised clinical practice* experiences *must* provide sufficient patient exposure to allow each student **to meet program-defined requirements** with patients seeking:



# Supervised Clinical Practice

- B3.04 *Supervised clinical practice experiences must occur in the following settings:*
  - outpatient,
  - emergency department,
  - inpatient and
  - operating room.



# Supervised Clinical Practice

- B3.05 *Instructional faculty* for the supervised clinical practice portion of the educational program **must consist primarily of practicing physicians and PAs.**



# Supervised Clinical Practice

- B3.06 *Supervised clinical practice experiences should occur with:*
- a) **physicians** who are specialty board certified in their area of instruction,
- b) **PAs teamed with physicians** who are specialty board certified in their area of instruction or
- c) **other licensed health care providers** experienced in their area of instruction.



- B3.07 *Supervised clinical practice experiences* **should** occur with **preceptors** practicing in the following disciplines:
  - family medicine,
  - internal medicine,
  - general surgery,
  - pediatrics,
  - ob/gyn and
  - behavioral and mental health care.



# Is This OK?

The following slides will give examples of how a program might apply the Standards to individual PA student experiences.

Think about your role as a clinical coordinator in tracking and documenting your students' experience based on **your program's expectations**



# Is This OK?

- Students do H&Ps in preclinical phase in EDs.....

Does this count for “supervised clinical practice experience?”

**NO!** Not supervised clinical practice experience per the definition.



# Is This OK?

- Student A goes to ED with board certified family physician to see a 7 year old sent there by family physician.
- Good for documenting B3.03a, B3.04b, B3.05, **B3.06a** and B3.07a
- May be OK for B3.02 (emergent)



# Is This OK?

- Student B has a rotation that combines ambulatory adult medicine some days with ED some days/evenings.
- Probably Good for B3.02
- OK for B3.03a, B3.04a & B3.04b
- May also be OK for some of B3.07 depending on supervisor background



# Is This OK?

- Student D assigned to academic med center on ortho surgery service, assisting with hip replacement.
- OK for B3.03a, B3.03c and B3.04d (c?)
- Presume OK for B3.06a
- **NOT** OK for B3.07c (not general surgery)



# Is This OK?

- Student F sees female patients in a government clinic working with a Gyn nurse practitioner.
- **OK** for B3.03a, B3.03b, B3.04a, B3.06c, B3.07e

# Clinical Site Evaluation Standards C4

- These are *not* stand-alone standards.
- These relate to the evaluation **of the site** as an appropriate learning experience
- Does not relate to the evaluation of the student.



# PAEA Journal

- Evaluating Clinical Sites
- *Accreditation Pearls* Column in Volume 18, number 1.
- Designed for 3<sup>rd</sup> edition but still good ideas



# Clinical Site Evaluation

- program **must** define, maintain, document effective processes to routinely evaluate sites
- process **must** be applied to all sites, regardless of geographical location
- program **must** ensure that sites provide supervision and what is needed (i.e., patient populations) for students to fulfill **program expectations of experience** (relates to B3.02)



# Clinical Site Evaluation

## Standard C4.01

- C4.01 The program *must* define, maintain and document **effective processes** for the initial and ongoing evaluation of all sites and *preceptors* used for *supervised clinical practice experiences* to ensure that sites and *preceptors* **meet program defined expectations for learning outcomes and performance evaluation measures.**



# Clinical Site Evaluation

- Must the processes for site evaluation be comparable as in 3<sup>rd</sup> edition.
- NO...but they must be effective



# Clinical Site Evaluation

## Standard C4.02

- C4.02 The program *must* document that each clinical site provides the student access to physical facilities, patient populations and supervision necessary **to fulfill program expectations of the clinical experience.**

# True or False?

- You will get a citation if you do not visit each site you use.
- You will *not* get a citation if you never visit sites.
- Even if you get a citation, one citation is *no big deal* and will not effect your accreditation status.



# The Reality

- The *Standards* do not mandate site visits, either to evaluate the sites or the students
- It is the responsibility of programs to demonstrate compliance with the *Standards*
- **Use good practices and describe and document what you do!**



# Curriculum Issues

- B1.03 The curriculum **must** be of sufficient breadth and depth to prepare the student for the clinical practice of medicine.
- Consider level of objectives and competencies



# Curriculum Issues

- B1.09 For **each didactic and clinical course**, the program *must* define and publish *instructional objectives* that guide student acquisition of required *competencies*.



# Is a Syllabus Required

- Syllabus per se not required in the *Standards*

However, syllabus is traditional method of conveying expectations to students and the ARC-PA does define what it expects to see in a syllabus in the Accreditation Manual and application



# Syllabus

- Course name
- Course description
- Course goals
- Outline of topics to be covered
- Instructional objectives
- Expected learning outcomes
- Faculty instructor of record
- Methods of student assessment
- Plan for grading

# Issues for the ARC-PA

- Distant Education
- Program evaluation / SV process
- Conference for Provisional Programs
- Workshops for program faculty
- On line data project
- Web site revisions and update
- More program resources

# Contact Information

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