

PREPARING FOR THE SITE VISIT IN YOUR FUTURE

ARC-PA

Suzanne York

SuzanneYork@arc-pa.org

2016 PAEA Education Forum

Minneapolis, MN

Saturday, October 15, 2016

TODAY'S SESSION WILL INCLUDE:

Recommendations for completing the application

Including the SSR (Appendix 13)

Guidance on preparation for the site visit

The most recent changes to the Standards

Discussion of ARC-PA resources available to programs

Answers to questions about the program review process

ACCREDITATION DECISIONS

The site visit is one component of the comprehensive evaluation of a program. The commission considers:

Application materials **as submitted** to the ARC-PA,

The site visitors' report,

The program's response to the site visit report, if any,

Any additional requested reports or documents submitted to the ARC-PA by the program,

Includes the portal

The program history.

APPLICATION OF RECORD

The application submitted by the program to the ARC- PA office is considered the program's application of record. It is one component of the official program record used by the commission throughout the accreditation review process. Site visitors have been instructed not to accept any new or revised application materials from the program at the time of the visit.

APPLICATION OF RECORD

Compare the materials being shipped with the "Required Appendices" checklist at the back of the application.

If a link requires a password, provide the log-in information.

PREPARING FOR THE VISIT

Review materials about site visit on web site

Application (sample on web)

Begin preparation early; sections of the application involve longitudinal data collection and analysis

Read list of materials and appendices

Contact the ARC-PA with questions

PREPARING FOR THE VISIT

Read the <i>Standards</i>	Read the Manual
Read the <i>Standards</i>	Read the Manual
Read the application	Read the Web
Read the application	Read the Web
Follow the instructions	Ask questions
Follow the instructions	Ask questions

Repeat Any of Above as Needed
accreditationservices@arc-pa.org

PREPARING THE APPLICATION

It is the site visitor's responsibility to verify, validate and clarify **at the time of the site visit**, but they can only do this successfully **IF** presented with clear and complete materials as a start.

AVOID COMMON ERRORS

Check that appendices, templates and documents downloaded from the portal are **up to date** and consistent with each other at the time of submission of the application.

Submit documents as required (some in Word, others in Excel)

Define abbreviations used

MORE TIPS

Name the appendix as described in the application

For example: **Apdx 1a DataSheet ABCU**

Abbreviate as necessary; the title of any document or folder in the application should not exceed 30 characters, including spaces.

Each application needs to be bound by 2 large, **thick** rubber bands.

Secure the stick drive so it does not get lost in shipment.

For example, place it in an envelope.

SCHEDULING THE VISIT

Program contacted by Accreditation Services to select dates

Timing of visit must consider presence of students on campus, presence of institution administrators, special institution events or holidays

Difficult to reschedule

PREPARING THE APPLICATION

It is program's responsibility to present coherent, succinct, easy to read responses to questions asked in the application

It is program's responsibility to provide appropriate clear and specific references within documents as necessary for clarification

PREPARING THE APPLICATION

Applications are sent to the program by the ARC-PA staff

Read the application materials all the way through

Follow the directions

Contact the ARC-PA if confused

Have others read what you are submitting

APPLICATION

Application due 12 weeks before visit:
this is application of record

Allows processing of application

Site Visit allows for verification, validation and clarification of materials submitted

BE SURE TO READ THE APPLICATION CAREFULLY

Provide Narrative describing how the program demonstrates **and** reviews compliance with (Standard)

A2.12 **Provide Narrative** describing which of the activities stated in the Annotation the program expects "active" participation.

B1.03. Include the considerations used to determine "sufficient breadth and depth" of the program curriculum.

COMPLETING THE APPLICATION

A1 Sponsorship

These standards address the **institution's** responsibilities

A1.11 The **sponsoring institution** *must* support the program in securing clinical sites and *preceptors* in *sufficient* numbers for program-required clinical practice experiences.

BE SURE TO ADDRESS THE WHOLE STANDARD

A1.03 The **sponsoring institution** is responsible for:

g) addressing appropriate security and personal safety measures for PA students and faculty **in all locations** where instruction occurs and

COMPLETING THE APPLICATION

A3 OPERATIONS, POLICIES

Programs are asked to provide **evidence of compliance**

IF the program posts evidence of compliance with these standards on its web site, **include the url to the specific page** where compliance is demonstrated. (list the appropriate page number if compliance is demonstrated in an online document)

If NOT on the program web site, **provide a copy of the document(s)** which demonstrate compliance in the appendix indicated with the standard.

B3.07 Supervised clinical practice experiences should occur with preceptors practicing in the following disciplines:

ANNOTATION: PA education requires a breadth of supervised clinical practice experiences to help students appreciate the differences in approach to patients taken by those with varying specialty education and experience. Supervised clinical practice experiences used for required rotations are expected to address the fundamental principles of the above disciplines as they relate to the clinical care of patients. Subspecialists serving as preceptors might, by advanced training or current practice, be too specialty focused to provide the fundamental principles for required rotations in the above disciplines. Reliance on subspecialists as preceptors in the above disciplines is contrary to the intent of this standard.

a) family medicine, b) internal medicine, c) general surgery, d) pediatrics, e) ob/gyn and f) behavioral and mental health care.

Standard B3.07 is about the preceptors and **not** the types of patients that may be seen in certain practices.

MUST VS. SHOULD

Must: a term used to designate requirements that are compelled or mandatory. "Must" indicates an absolute requirement.

Should: a term used to designate requirements that are so important that their absence must be justified.

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.

**ACCREDITATION STANDARDS
4TH EDITION CLARIFICATIONS 3.2016**

Clarification wording to A2.02, A2.02b, B3.02, B3.03, C2.01, C4.01, E1.09d, 3/9/16

Annotation deletion to A2.02, A2.02b, A3.14, 3/9/16

Annotation additions or edits to A2.08, A2.09g, A3.08, A3.14b, A3.19, E1.09d, 3/9/16

Footnote removed from C2-Self –Study Report, 3/9/16

Definition edits or additions: Readily Available, Recognized Regional Accrediting Agencies, 3/9/16

Standard A2.02 was changed to eliminate the option to count a medical director working at 60% FTE or greater as one of the required non-PA principal faculty

Standard A2.08 now has an annotation addressing effective leadership and management by the program director

Standard A2.09g now has an annotation addressing the expectations of a program director demonstrating knowledge about, and responsibility for, participation in the accreditation process

A3.14 The program must define, publish and make readily available to enrolled and prospective students general program information to include:

b) the success of the program in achieving its goals,

ANNOTATION: The program is expected to provide factually accurate evidence of its effectiveness in meeting its goals.

B3.03 *Supervised clinical practice experiences must provide sufficient patient exposure to allow each student to meet program expectations and acquire the competencies* needed for entry into clinical PA practice with patients seeking:

medical care across the life span to include, infants, children, adolescents, adults, and the elderly,

women's health (to include prenatal and gynecologic care),

care for conditions requiring surgical management, including pre-operative, intra-operative, post-operative care and

care for behavioral and mental health conditions.

E1.09 The program must inform and/or receive approvals required from the ARC-PA in writing, using forms and processes developed by the ARC-PA, no less than six months prior to implementation of proposed changes in the following:

d) **any increase above the approved maximum entering class size,**

ANNOTATION: The maximum entering class size is approved by the ARC-PA upon review of the program by the commission or after approval of a change request for a class size increase. Any increase above the ARC-PA approved maximum entering class size for any reason requires program notification to the ARC-PA.

APPLICATION FORMAT: VALIDATION REVIEW (CONTINUING ACCREDITATION)

Does not require the program to narratively address each standard

The program is responsible for continuing to demonstrate compliance with all standards

THE SELF STUDY REPORT

Notes to Programs SSR Edition I and II

<http://www.arc-pa.org/accreditation/resources/notes-and-portal-updates/>

THE SELF STUDY REPORT

Standard C2.01 requires the program prepare a self-study report (SSR)

The SSR must accurately and succinctly document the process, application and results of the program's ongoing self-assessment.

The SSR is used to **verify** that the program uses ongoing self-assessment to document program effectiveness and foster program improvement.

ANALYSIS

Show how interpretations and conclusions were based on data collected and displayed

Document analysis in a clear, coherent, succinct narrative that **shows** the cause and effect relationships and trends used to arrive at the conclusions and plans.

STUDENT EVALUATIONS OF COURSES/ROTATIONS- APPENDIX B

While evaluation surveys often include evaluation of the faculty or preceptor, the data and analysis reported for courses/rotations must be **separately** reported in this appendix.

Report data in **aggregate** and display in tables or graphs that directly support analysis.

Present data in a way that allows **comparison** of course scores and appreciation of **trends** over time.

STUDENT EVALUATIONS OF FACULTY- APPENDIX C

Faculty must not be identified by name
Use anonymous means of identification

Include *instructional faculty*

Data should be presented in a way that allows **comparison across courses** for faculty who may have taught multiple courses.

NUMBER OF FINAL COURSE GRADES OF "C OR BELOW" - APPENDIX D

All didactic and clinical courses must be listed by course number **AND** name.

Typically courses are listed in the **order** taken to facilitate discussion in the analysis.

Programs getting SSRs after May 2016 will report student remediation data and the number of students who have repeated courses or rotations.

STUDENT ATTRITION- APPENDIX E

Check your math

The number of graduates or anticipated graduates reported equal the total of the entering class size minus attrition plus the number joining from another cohort.

Entering class size is the number of students newly enrolled for each admission cycle.

It does not include students joining the class from a different cohort

PRECEPTOR EVALUATIONS OF STUDENTS' PREPAREDNESS FOR ROTATIONS- APPENDIX F

Data requested is **composite** data from preceptors about students' (**collective**) preparedness to enter required rotations / supervised clinical practice experiences (SCPEs).

This data is one measure of the effectiveness of the didactic curriculum.

STUDENT EXIT OR GRADUATE EVALUATION OF THE PROGRAM – APPENDIX G

Choose **one** if both are collected

About their perception of how well the program prepared them for entry into the profession and suggestions they may have for program improvement.

PANCE PERFORMANCE – APPENDIX H

Provide a copy of the **official NCCPA pdf** of the most recent five-year first time and aggregate graduate performance on the PANCE

Address PANCE outcomes in relation to other aspects of the program

student and graduate feedback, student outcomes, preceptor feedback, alumni feedback, program policies and procedures...

SUFFICIENCY AND EFFECTIVENESS OF PROGRAM FACULTY AND ADMINISTRATIVE SUPPORT STAFF- APPENDIX I

Principal **and** instructional faculty **AND** administrative support staff

Sufficiency **AND** effectiveness

Programs are cautioned to **validate** use of a national student/faculty ratio as a benchmark for its own needs

Programs must include **effectiveness** of faculty **and** staff in meeting program's **expectations**

FACULTY AND STAFF CHANGES- APPENDIX J

Not every position is listed

only positions that have changed are recorded.

TIMELINE FOR DATA GATHERING AND ANALYSIS- APPENDIX K

Summarize data gathering and analysis detailed in the templates required for C2.01

Supports the description of the program's established, formal, continuous self-assessment process (C1.01)

FACULTY EVALUATION OF THE CURRICULAR AND ADMINISTRATIVE ASPECTS OF THE PROGRAM- APPENDIX L

About faculty evaluation of the curricular **AND** **administrative aspects** of the program

Includes critical assessment of all aspects of the program relating to sponsorship, resources, students, operational policies, curriculum and clinical sites.

MODIFICATIONS THAT OCCURRED AS A RESULT OF SELF-ASSESSMENT- APPENDIX M

List modifications that have occurred as a **result of the program's ongoing self-assessment process**

Omit modifications that are routine updates

Areas currently in need of improvement will be listed in Appendix N

PROGRAM STRENGTHS, AREAS IN NEED OF IMPROVEMENT AND PLANS- APPENDIX N

Summarize strengths and areas currently in need of improvement as identified by the process of ongoing self-assessment

Strengths are outcomes of analysis described in the SSR that indicate the program is meeting or exceeding its benchmarks or goals

Areas needing improvement must come from outcomes of analysis presented in Appendices B-L of the SSR

GENERAL COMMENTS

Provide only enough additional data to support pertinent conclusions in the analysis

provide summaries of the data being referred to
all source data will be available to the site visitors

When qualitative data is cited, provide a summary and explain the method of analysis

State the scale used and provide definitions for each of the available scores.

Identify benchmarks used and rationale for selection

SITE VISIT

2 -3 site visitors

Multi campus programs may have additional visitor (s)

1 remote site visitor

1.5 day visit

Verify, validate and clarify information

It is the program's responsibility to provide **evidence** in support of compliance

IMPORTANT DOCUMENTS ON THE WEB SITE

<http://www.arc-pa.org/accreditation/site-visits/>

Standards

Accreditation Manual

Site Visit Protocol for Program Director

Site Visit Schedule. Select the correct one!

Template differs by type of visit.

Rationale for Scheduled Sessions

Organizing Materials

PREPARE THE PLAYERS

Be sure all key faculty and staff have read the *Standards* and materials submitted

Prepare faculty

Prepare students

Prepare administration

ORGANIZE DOCUMENTS

Make it easy for the visitors to find what they need...(read the *Standards*) It is the program's responsibility to demonstrate compliance

Think like a site visitor

Table of what is where

Flag materials needed

Highlight evidence within documents

APPLICATION OF RECORD

If, during the process of the visit, the site visitors suggest additional information or materials be submitted to the ARC-PA office, these materials should be sent with the program's response to observations.

WHAT WILL HAPPEN

The site visit team will verify, validate and clarify

The schedule may change

You will have to assist the team in finding materials

You will be asked the same question more than once

It is the program's responsibility to demonstrate compliance

CONCLUDING THE VISIT

Site visitors may respond to questions to clarify the process.

Site Visit team does not speak on behalf of ARC-PA

Site visitors do not make recommendations to the ARC-PA regarding accreditation and therefore cannot provide any indication of accreditation action.

AFTER THE VISIT

Team has no further contact with the program

Chair submits team report of observations to ARC-PA

Programs have opportunity to respond to observations letter from ARC-PA

Program evaluates team and process

OBSERVATIONS

The team's way of alerting the ARC-PA and the program that the site visit team was unable to validate information provided in the materials as submitted by the program or that the program was unable, in writing or in person, to provide evidence that sufficiently supported its demonstration of compliance with the standard to which the observation refers.

OBSERVATIONS

Observations are made based on information supplied by the program and gathered by the team during the visit.

CITATIONS

Areas of the program judged not in compliance with the *Standards*

Citations are NOT written by site visitors but come from the Commission

RESPONDING TO OBSERVATIONS

To eliminate errors of fact or clarify ambiguities and misperceptions

Explain what the program did **at the time of the site visit** to demonstrate compliance

Include the evidence used at the time of the site visit

Details about responding in the Accreditation Manual

SUMMARY

Read the *Standards*, Accreditation Manual and application materials

Check the ARC-PA web site

<http://www.arc-pa.org/>

Follow directions, and ask us if unclear

accreditationservices@arc-pa.org

Accreditation Resources

<http://www.arc-pa.org/accreditation/resources/>

On this web page you will find the following:

Program Defined Expectations

Notes to Program/ SSR Notes

Accreditation Manual

Analysis and the SSR

Syllabi, Competencies and Objectives

PANCE required reports

ARC-PA WORKSHOP ACCREDITATION AND YOU

June 11-13 2017

The Ritz-Carlton,
Cleveland, OH

More information and
registration coming soon.