

October 5, 2018



## **PAEA OTP Impact on Education Task Force Interim Report**

### **Current Status**

The task force was charged by the Board to “investigate the impact of Optimal Team Practice (OTP) on PA education and new graduates. As part of its charge, the task force will draft a white paper and report its findings during the 2018 business meeting.” This charge followed a membership motion at the 2017 Business Meeting asking the Board to develop such a task force.

To ensure that our work is of greatest utility for our members, the task force is requesting additional time to complete its work, and proposes to bring its final report forward at the 2019 PAEA Business Meeting. The concept of OTP is still evolving and the group’s thinking has been evolving with it. There are also many unknowns, of course, and the task force has wrestled with balancing the need to develop a clear framework for thinking about the future of PA education in an OTP environment, with the uncertainties about how OTP will be integrated into clinical practice. There are also many other factors driving the future of PA practice and education, in addition to OTP, which add a layer of complexity. We know this report will be in the public domain once final and that it will form the backbone of PAEA’s developing policy on an important issue for the PA profession as a whole. While we have a solid first draft, we have determined that we need additional time to get our language and position as clear as possible.

### **Process**

The task force was established with the goal of bringing together perspectives from a broad group of stakeholders — from each of the four national PA organizations, as well as other aspects of medical education and clinical practice. The complete task force membership and a diagram representing the perspectives included is below.

Michel Statler, MLA, PA-C (Chair)

Jeremy Adler, MS, PA-C

Scott Black, MD

Timothy M. Capstack, MD, FACP, SFHM

PAEA, director at large

AAPA-nominated representative

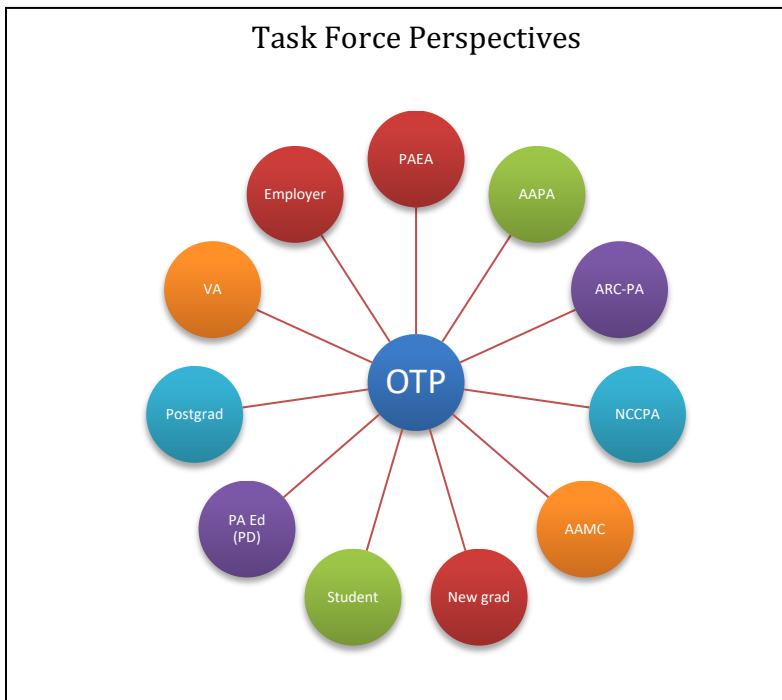
Program director/collaborating physician

Physician employer

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Linda Delaney, MPAS, PA-C  
Cragin Greene, MHS, PA-C  
David M. Latini, PhD, LMSW  
Priscilla S. Marsicovetere, JD, PA-C  
Daniel O'Donoghue, PA-C, PhD  
Kevin M. Schuer, DrPH, PA-C, PAEA  
Jordan Shuart, MHS, PA-C  
Kamilah Weems, MS

NCCPA-nominated representative  
PA fellowship director  
Veterans Health Administration  
Program director  
ARC-PA-nominated representative  
Director at large  
PAEA Student Health Policy Fellow  
Association of American Medical Colleges



The task force met monthly by teleconference and at one in-person meeting in Washington, DC, in April. We reviewed the literature on admissions, onboarding, residencies, the experiences of other health professions, and other aspects of transition to practice. At a high level, the following themes capture some of our thinking and preliminary conclusions on how OTP might affect PA education:

- Multiple factors, including but also far beyond OTP, have converged that require PA educators to consider what admission practices and curricular elements might need to change to adapt to changes in clinical practice, as well as in contemporary education.

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- In order to meet employer expectations and prepare new graduates to excel in an OTP world that reflects increasing autonomy, PA education must adapt to this new practice environment.
- Workforce, clinical practice, and employer trends continue to inform PAEA activities in this area, going back to our Stakeholder Summit of 2016. PAEA's focus is on developing and disseminating best practices and resources, such as our first iteration of the Core Competencies for New PA Graduates, to ensure continued high quality education of future PAs.
- Admission practices that promote holistic review may facilitate selection of individuals suited to practice in a contemporary health care setting where collaboration is defined at the practice level.
- Preclinical and clinical education should adopt best practices that promote OTP and acquisition of competencies specific to new graduates.
- Transition to practice is a critical reality that has been documented in the literature for health professions. PA education must include selection for and development of such characteristics as self-reflection and critical thinking that starts with the admissions process. These skills can be further enhanced via instructional content throughout the curriculum on professional preparation that will span the continuum of a PA clinical career.
- A shared understanding and unambiguous definition of OTP, across the national organizations, is important for consistency of messaging in outreach, advocacy, and education.
- PA education currently produces exceptional clinicians, as evidenced by studies demonstrating the high quality of patient care delivered by PAs and the high level of patient trust. By combining new perspectives with historically strong didactic and clinical education, PA programs will continue to thrive and meet the workforce needs of our nation.

### **Next Steps**

The task force will resume its work in November. We will review our draft paper and recommendations, consider additional input and new ideas, and bring a final report to the PAEA membership by the 2019 Business Meeting in Washington, DC.