Registration Open 1:00 PM-5:00 PM

8:00 AM-4:00 PM  
**PAEA Board of Directors Meeting**
*Closed meeting*

**EDUCATION SESSIONS**  
**WEDNESDAY**

*Learning objectives for each session are available on the mobile app.*

3:00 PM-4:20 PM  
**Peer Reviewing Manuscripts for Physician Assistant Journals**
MAGIC KINGDOM BALLROOM 3 • 1.5 HOURS CME • W101 • MAKERSPACE WORKSHOP
This presentation will provide faculty interested in developing or improving their skills as an author or peer reviewer the opportunity to practice peer reviewing a manuscript. Feedback from experienced peer reviewers and editors will be given to attendees.

David Asprey, PhD, PA-C, University of Iowa; Reamer Bushardt, PharmD, PA-C, George Washington University

**ORGANIZATIONAL SUCCESS**

5:00 PM-6:00 PM  
**Project Access Kickoff**
WILDERNESS

6:00 PM-7:30 PM  
**Welcome Reception**
MAGIC KINGDOM LAWN
THURSDAY

Continental Breakfast in Solutions Pavilion
SOUTH EXHIBIT HALL

WELCOME TO FORUM AND GENERAL SESSION

Shift Your Brilliance
Simon Bailey
DISNEYLAND CENTER BALLROOM • 1.5 HOURS CME • T101

Author, teacher, and keynote speaker Simon Bailey will inspire you to find your “inner brilliance” and take charge of your own future in this Forum kickoff address. A former Disney executive, Simon will channel that Disney positivity into helping you shift your thinking, build meaningful connections with others, and, of course, make your dreams come true.
## EDUCATION SESSIONS THURSDAY

Learning objectives for each session are available on the mobile app.

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
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| 9:30 AM-9:50 AM | **How Learners Use Feedback to Learn**              | MONORAIL BC             | 0.5 HOUR CME    | T102     | RESEARCH BRIEF: ORIGINAL RESEARCH  
Not all learners use feedback to their best advantage. This study examined differences in student use of feedback. An overarching theory was developed to explain the process used by students who successfully use feedback to learn. Non-cognitive characteristics that interfere with the receipt and use of feedback were identified.  
Alexandria Garino, PhD, PA-C, Yale University School of Medicine |
| 9:30 AM-10:20 AM | **Academic Coaching: Preparing Students for Lifelong Learning** | MAGIC KINGDOM BALLROOM 1 | 1 HOUR CME     | T103     | FOCUSED DISCUSSION  
In this session, participants will learn how academic coaching differs from advising by creating a more individualized and learner-driven process to help students: (1) identify their strengths and areas for improvement; (2) use evidence-based practice to construct goals in self-assessment; and (3) prepare for professional practice and lifelong learning.  
Claire Hull, MHS, PA-C, Oregon Health & Science University; Sarah Drummond Hays, EdD, Oregon Health & Science University |
9:30 AM–10:20 AM

**Competency-Based Medical Education: Begin with the End in Mind 2-Part Session: Part 1 of 2**

**MAGIC KINGDOM BALLROOM 4 • 1 HOUR CME • T104 • HOT TOPIC**

Competency-based medical education (CBME) is an outcomes-based approach to clinical learning. This session will introduce the core concepts of CBME, discussing the considerations that should be made when developing program-defined competencies and reviewing the tenets of assessment relative to CBME.

Rachel Ditoro, MSPAS, PA-C, Salus University

COMPETENCY-BASED EDUCATION

**Drilling Through the Hospital Barriers to Increase PA Student Integration**

**DISNEYLAND SOUTH BALLROOM A • 1 HOUR CME • T105 • FOCUSED DISCUSSION**

In an era of clinical site shortages, barriers to hospital affiliation agreements place students in jeopardy of not completing required inpatient SCPEs. The Society of Hospitalist Medicine initiated a movement creating a future remedy for clinical educators. Through this alliance, faculty can break through the barriers to solidifying inpatient SCPEs.

Ilaria Gadalla, DMSc, MS, PA-C, South University – Richmond; Shannon Schellenberg, MPA, PA-C, South University – Richmond

DRIVING INNOVATIONS IN CLINICAL EDUCATION

**Evidence-Based Teaching Strategies: Maximizing Student Outcomes and Success**

**NORTH EXHIBIT HALL HI • 1 HOUR CME • T106 • FOCUSED DISCUSSION**

As PA educators, we teach about evidence-based medicine but frequently overlook the large body of evidence-based teaching strategies. This session will help educators apply three specific evidence-based strategies to improve their curriculum. These techniques also transfer well to the challenge of advising students struggling with large volumes of material.

Carol Gorney, MPAS, PA-C, University of Iowa; Theresa Hegmann, MPAS, PA-C, University of Iowa

TEACHING THE 21ST CENTURY LEARNER
The Long Haul: Longitudinal Rotations in Rural Underserved Areas
NORTH EXHIBIT HALL BC • 1 HOUR CME • T107 • PANEL
Longitudinal clinical rotations of four to six months in rural underserved areas provide an approach for matching students with strong primary care interests with communities in need. Robust clinical experience in primary care settings may fortify a student’s passion for primary care and improve graduate placement in primary care in medically underserved areas.

April Stouder, MHS, PA-C, Duke University Medical Center; Patricia Dieter, MPA, PA-C, Duke University Medical Center; Melinda Blazar, MHS, PA-C, Duke University Medical Center; Jennifer Pennington, BA, Duke University Medical Center

NCCPA Update: Positive Changes to Certification Maintenance
DISNEYLAND NORTH BALLROOM A • 1 HOUR CME • T108 • CROSS-ORGANIZATION TALK
NCCPA will provide updated information on certification maintenance, including the status of the pilot alternative to PANRE and the revised content blueprint. We will also discuss the CAQ program and other resources available to PAs from NCCPA, the PA History Society, and the nccPA Health Foundation.

Dawn Morton-Rias, EdD, PA-C, NCCPA President/CEO; Greg Thomas, MPH, PA-C Emeritus

The PAEA MAT Waiver Training Initiative and Unique Identifier Project
MAGIC KINGDOM BALLROOM 3 • 1 HOUR CME • T109 • FOCUSED DISCUSSION
This session will introduce PA educators to the SAMHSA grant–supported MAT Waiver Training Initiative and present methods to include waiver training into their programs' curricula. In addition, the concept of a unique identifier number, the NPI number, will be introduced as a way to track outcomes from the initiative and aid programs in tracking alumni. This will allow programs to follow their graduates into their careers and provide outcomes research opportunities from a variety of perspectives.

John Lopes, DHSc, PA-C, PAEA

Probe the Future: Innovating PA Education with Ultrasound
NORTH EXHIBIT HALL DE • 1 HOUR CME • T110 • FOCUSED DISCUSSION
Ride the sound wave of ultrasound education. This session will demonstrate successful implementation of point of care ultrasound into the curriculum as a tool to enhance instruction of anatomy, clinical decision-making, and procedural success by using interactive vignettes and audience participation.

Jason Parente, PA-C, Northeastern University; Janelle Bludorn, MS, PA-C, University of North Carolina - Chapel Hill

INTEGRATING TECHNOLOGY INTO THE LEARNING EXPERIENCE
9:30 AM–10:20 AM  **Strength Lies in Differences: Promoting Inclusion Excellence in Admissions**
NORTH EXHIBIT HALL FG • 1 HOUR CME • T111 • FOCUSED DISCUSSION
We will present our model of an admissions process that successfully increased the diversity of the class. Using this framework, participants will interactively examine mock candidates and discuss various programs’ admission practices and policies. Participants will leave with admission strategies they can employ in an effort to improve diversity.
Jacqueline Barnett, DHSc, MSHS, PA-C, Duke University Medical Center; Susan Hibbard, PhD, Duke University Medical Center; Lovest Alexander, MHS, PA-C, Duke University Medical Center

10:00 AM–10:20 AM  **Making a Practitioner: Professional Identity in Didactic PA Students**
MONORAIL BC • 0.5 HOUR CME • T112 • RESEARCH BRIEF: ORIGINAL RESEARCH
Developing professional identity is a process that students undergo as they transform from layperson to practitioner. Little is known about the experience of PA students within the didactic phase. This research explores the complex process of professional identity development and provides further insight into the transformational aspects of the experience.
Anne Schempp, EdD, MPAS, PA-C, Shenandoah University

10:20 AM–11:00 AM  **Networking & Coffee Break**

11:00 AM–11:20 AM  **Holistic Admissions and Diversity in PA Programs**
MONORAIL BC • 0.5 HOUR CME • T113 • RESEARCH BRIEF: ORIGINAL RESEARCH
PAEA Support to Advance Research (STAR) program recipients will present results of their examination of holistic review in PA program admissions.
Bettie Coplan, MPAS, PA-C, Northern Arizona University; James Stoehr, PhD, Midwestern University - Glendale

11:00 AM–11:50 AM  **AAPA Update: National Overview of Trends and Issues Impacting the PA Profession**
DISNEYLAND NORTH BALLROOM A • 1 HOUR CME • T114 • CROSS-ORGANIZATION TALK
This session will discuss national trends and issues impacting the PA profession and how PAs can successfully lead sustainable and patient-centered change.
Jonathan Sobel, DMSc, MBA, PA-C, AAPA President and Chair of the Board
### Coming Out: A Discussion About LGBTQ+ Content in PA Curricula

**NORTH EXHIBIT HALL FG • 1 HOUR CME • T115 • FOCUSED DISCUSSION**

This session will provide participants a structured opportunity to learn about the delivery of LGBTQ+ content in other PA programs. The discussion will include limited available data and conversations about how and where LGBTQ+ content is integrated into curricula. Participants will also have the opportunity to discuss potential challenges to delivery of this content.

Quinnette Jones, MSW, MHS, PA-C, Duke University Medical Center; Mara Sanchez, MMS, PA-C, Duke University Medical Center; Susan Hibbard, PhD, Duke University Medical Center

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### Competency-Based Medical Education: Begin with the End in Mind 2-Part Session: Part 2 of 2

**MAGIC KINGDOM BALLROOM 4 • 1 HOUR CME • T116 • HOT TOPIC**

Through discussion and collaboration, participants will review the essential elements of competency-based medical education and assessment, and design a workplace-based assessment tool to be used by PA students in the clinical setting to track and document program-defined competencies.

Rachel Ditoro, MSPAS, PA-C, Salus University

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### Enhancing Student Learning Using Evidence-Based Approaches to Teaching

**MAGIC KINGDOM BALLROOM 1 • 1 HOUR CME • T117 • FOCUSED DISCUSSION**

In this engaging session, participants will explore scientific and evidence-based teaching strategies to improve their success as educators. By incorporating these strategies, participants can develop and integrate additional methods of teaching to enhance student learning and their classroom environment.

Jen Ramos, MPAP, PA-C, Keck School of Medicine of the University of Southern California; Emily WhiteHorse, PhD, MAEd, PA-C, Keck School of Medicine of the University of Southern California

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### Impostor Phenomenon’s Sabotaging Effects on Underrepresented Minority PA Students

**NORTH EXHIBIT HALL DE • 1 HOUR CME • T118 • FOCUSED DISCUSSION**

Impostor phenomenon (IP) negatively affects the well-being of underrepresented minority students. Individuals with IP view themselves as intellectually inferior, often living in fear of being discovered as an intellectual impostor. This state of anxiety can have detrimental effects on academic performance and mental health. This session will offer ways to help students overcome this self-sabotage.

Daytheon Sturges, MPAS, PA-C, UT Southwestern; Terry Scott, MPA, PA-C, University of Washington

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Integrating Substance Abuse Education in PA Curriculum
NORTH EXHIBIT HALL HI • 1 HOUR CME • T119 • FOCUSED DISCUSSION
This session will address the current opioid epidemic and the role PA educators can play in addressing this issue through enhancements of the current PA curriculum. Changes in both the didactic and clinical curriculum will be discussed, making this presentation relevant to both didactic faculty and clinical coordinators alike.
Robert Baginski, MD, Northeastern University; Brittany Pierce, PA-C, Cambridge Health Alliance

Managing Change
DISNEYLAND SOUTH BALLROOM A • 1 HOUR CME • T120
Change is a constant part of life, especially if you’re an educator. Join your Apple Educator team to learn about the mindset and tools needed to make change work for you.
Apple Educators

SCPE-ing Along: Using the PAEA End of Rotation Exams
MAGIC KINGDOM BALLROOM 3 • 1 HOUR CME • T121 • FOCUSED DISCUSSION
PAEA's End of Rotation exams are a set of objective, validated evaluations of the relevant medical knowledge gained in seven core clinical areas, intended to be used in conjunction with other evaluation modalities. In this session, you will learn the intended purpose of the End of Rotation exams and discuss best practices for implementing exams and interpreting results.
Denise Rizzolo, PhD, PA-C, and PAEA Assessment Team

Step into the Spotlight: Optimize Your Educator Portfolio
NORTH EXHIBIT HALL BC • 1 HOUR CME • T122 • PANEL
Does your curriculum vitae show others who you really are? Paint a more complete picture using an educator portfolio to showcase your various roles and contributions. Engage in discussion, tackle the challenges of EP development, enhance your teaching philosophy, and determine how to effectively portray your best educational self!
Holly West, DHEd, MPAS, PA-C, University of Texas Medical Branch; Cliff Snyder, MPAS, PA-C, University of Texas Medical Branch; Elisabeth Shell, PhD, MPAS, PA-C, Baylor College of Medicine
11:00 AM-11:50 AM  Using WebAdMIT to Optimize Your Admissions Process
MAGiC KINGDOM BALLROOM 2 • 1 HOUR CME • T123 • HOT TOPIC
This session will guide attendees through the tools available in WebAdMIT to help them effectively conduct their admissions processes from start to finish by addressing some of the challenges that programs typically face. This session will guide attendees through an interactive, scenario-based training.
Stephen Naso, Liaison International; Jennifer Raab, Liaison International
This session is also offered on Thursday at 4:00 PM.

11:30 AM-11:50 AM  Global Community Partner Impact: Multi-Level Case Study Comparisons
MONORAIL BC • 0.5 HOUR CME • T124 • RESEARCH BRIEF: ORIGINAL RESEARCH
Through a series of multi-level in-depth interviews, the benefits, challenges, and negative impact of global partnerships from the perspective of those who interact with students and others who participate in global health are highlighted. This research addresses commonalities that can guide global interactions towards sustainability and enhanced value for all involved in global health endeavors.
Donna DeGracia, MPAS, PA-C, St. Catherine University; Ingrid Johansen, MS, MPH, RN, St. Catherine University; Tara Rick, MPAS, PA-C, St. Catherine University; Jennie Whitehouse, MS, RN, St. Catherine University

Noon-12:50 PM  Boxed Lunch
Grab your lunch located near the Solutions Pavilion and join one of the 9 Collabor-EATS!
COLLABOR-EATS FORMERLY RETREATS
Noon-12:50 PM

You spoke and we listened. Back by popular demand are the role-based retreats. These hour-long sessions are designed to provide attendees the opportunity to network with their peers and share experiences with those who have similar roles and responsibilities. As Gloria Steinem once said, “Empathy is the most radical of human emotions.” The Forum Collabor-EATS allow attendees to exercise empathy and practice compassion. And lunch is on us!

EACH COLLABOR-EAT: 1 HOUR CME

“The ability to collaborate has always been important for the human species. It is important now, and in the future, its importance will only increase.”

KATRI SAARIKIVI, COGNITIVE NEUROSCIENTIST

Academic Coordinators
DISNEYLAND SOUTH BALLROOM A • T125

Admissions & Recruitment
NORTH EXHIBIT HALL FG • T126

Associate Program Directors
MAGIC KINGDOM BALLROOM 4 • T127

Clinical Coordinators
MAGIC KINGDOM BALLROOM 3 • T128

Experienced Program Directors
DISNEYLAND NORTH BALLROOM A • T129

Faculty
MAGIC KINGDOM BALLROOM 1 • T130

Medical Directors
NORTH EXHIBIT HALL HI • T131

New Program Directors
MAGIC KINGDOM BALLROOM 2 • T132

Research
NORTH EXHIBIT HALL DE • T133
THURSDAY // OCT 25

1:00 PM–2:20 PM

**PRESIDENT’S ADDRESS & COMPETENCIES PANEL**

**Spotlight On Our Future**

**Lisa Mustone Alexander, EdD, MPH, PA-C**

DISNEYLAND CENTER BALLROOM • 1.5 HOURS CME • T134

What will PA education look like in 5, 10, 20 years? PAEA President Lisa Mustone Alexander — and PAEA members from around the country — will provide some tantalizing glimpses into what the future could hold in areas like technology in the classroom, diversity and holistic admissions, leadership, faculty development, and educational innovation. Featuring guest appearances from selected PA educators, this session will explore the various aspects of our future. Teamwork, stagecraft, imagination — this will not be your standard presidential address!

**Panel: Core Competencies for New PA Graduates**

Envisioning the future of PA education will continue in part 2 of this session, starting with the question, “What do new graduates need to know on day one of practice?” This question has been thoughtfully addressed in a set of core competencies, tailored specifically for new PA graduates, recently developed by a PAEA task force. A panel of program leaders will discuss how the new competencies might be used to map curricula, better align education and practice, and assess whether graduates are ready to enter clinical practice.

2:20–3:00 PM

**Board Candidate Meet and Greet**

NORTH LOUNGE

Come grab a cup of coffee and get to know the candidates for the Board election before voting begins.

EDUCATION SESSIONS THURSDAY

Learning objectives for each session are available on the mobile app.

3:00 PM–3:20 PM

**Perceptions of Promotion Equity Among Underrepresented Minority Physician Assistant Faculty**

MONORAIL BC • 0.5 HOUR CME • T135 • RESEARCH BRIEF: ORIGINAL RESEARCH

With the ever-increasing number of PA programs, recruitment and retention of underrepresented minority (URM) faculty is of utmost importance. This research brief presentation examines perceptions of inclusion, workload equity, and mentorship/support in the areas of teaching, research, and service among URMs and non-URM PA educators.

Sheena Brown, PhD, MSCR, Mercer University; Anju Jain, MS, PA-C, University of Washington; Alicia Bolden, MPAS, MPH, PA-C, Nova Southeastern University; Kenya Samuels, MPAS, PA-C, University of North Texas Health Science Center
3:00 PM–3:50 PM

**Brave Spaces: Intentional Integration of Diversity and Inclusive Practices**
NORTH EXHIBIT HALL BC • 1 HOUR CME • T136 • PANEL

The panel will discuss approaches to increasing both diversity and inclusion through innovative faculty and staff development, curriculum embedment and integration, and process improvement and assessment. These innovations can improve recruitment and retention of diverse students, staff, and faculty, and meet the needs of an increasingly diverse patient population in the United States.

Jared Spackman, MPAS, PA-C, University of Utah; Darin Ryujin, MS, MPAS, PA-C, University of Utah; Kilo Zamora, MSW, University of Utah; Sobia Shariff Hussaini, MS, Wake Forest University – Bowman Gray; Lisa Tshuma, DBH, MPAS, MPA, PA-C, A.T. Still University

**Evaluating Student Competency: Formative and Summative Evaluations**
MAGIC KINGDOM BALLROOM 4 • 1 HOUR CME • T137 • FOCUSED DISCUSSION

Session participants will be guided through an exploration of the linkage between formative evaluations, summative evaluations, and graduating students who actually possess the knowledge and skills for entry into clinical practice. Attendees will gain insight, brainstorm ideas, and learn about how one program is approaching these topics.

Jay Peterson, MSBS, PA-C, High Point University; Toni Jackson, MMS, PA-C, High Point University

**Mistreatment of Learners: Practices and Policies for Prevention**
NORTH EXHIBIT HALL DE • 1 HOUR CME • T138 • FOCUSED DISCUSSION

This interactive session will begin with a review of the available literature pertaining to learner mistreatment in PA education, followed by discussion of mistreatment policies implemented at one institution. Small group discussion will focus on key components of program mistreatment policies and how those can best be implemented to promote positive learning environments for 21st century learners.

Nicholas Hudak, MPA, MSEd, PA-C, Duke University Medical Center; Melinda Blazar, MHS, PA-C, Duke University Medical Center
### 3:00 PM–3:50 PM

**Research & Publishing Made Easier**  
**NORTH EXHIBIT HALL FG • T139 • HOT TOPIC**

Are you an aspiring researcher? Do you need guidance on getting your conference proposal accepted or your first article published? Receive one-on-one advice from senior PA researchers, JPAE Editorial Board members, and PAEA research and journal staff about specific scholarly ideas you have, standards for publishable articles, and getting started in research and publishing.

JPAE Editorial Advisory Board; Research Mission Advancement Commission  

*This session is also offered on Friday at 11:30 AM.*

### 3:00 PM–4:20 PM

**Engage, Create, and Assess with iPad**  
**NORTH EXHIBIT HALL HI • 1.5 HOURS CME • T140**

Join your Apple Educator team to hear what’s new from Apple for education. You’ll also discover how the iPad is a powerful device, not just for enriching teaching and learning, but also for supporting assessment and publishing platforms.

Apple Educators

**Fast, Free, and Future-Proof: Transform Instruction for Active Learning**  
**MAGIC KINGDOM BALLROOM 3 • 1.5 HOURS CME • T141 • MAKERSPACE WORKSHOP**

Are you ready to dramatically increase student engagement? Come with your device and a lesson you are ready to revamp. We’ll use fast and free technologies that make dense content dynamic and engaging. Participants will leave the session with plans for immediate use and resources for future development.

Rachel Porter, PhD, Duke University Medical Center; Haley Schomburg, MTS, Duke University Medical Center

**Hackathon: Building a Supervised Clinical Practice Experience Evaluation**  
**MAGIC KINGDOM BALLROOM 2 • 1.5 HOURS CME • T142 • MAKERSPACE WORKSHOP**

Evaluating student performance on clinical practice experiences requires more than a single multiple-choice examination. True evaluation requires mapping a series of assessments to objectives to evaluate competence. In this interactive workshop, teams of participants will construct and present a package that effectively evaluates students’ experiences in clinical rotations.

Olivia Ziegler, MS, PA, and PAEA Assessment Team
3:00 PM–4:20 PM  

**Engaging Educators in the PArtners in Mental Health Initiative**  
DISNEYLAND SOUTH BALLROOM A • 1.5 HOURS CME • T143 • MAKERSPACE WORKSHOP  
Mental health and substance use disorder are critical health care challenges. The PArtners in Mental Health Initiative recommends fostering PA capacity to address these needs. This session seeks to foster dialogue about facilitators and barriers in PA mental health education, identify faculty champions, and raise awareness of this movement.  
Dawn Morton-Rias, EdD, PA-C, President/CEO, NCCPA & nccPA Health Foundation; O.T. Wendel, PhD, nccPA Health Foundation Board Chair  

**Presentation of Accreditation Documents During an ARC-PA Site Visit**  
DISNEYLAND NORTH BALLROOM A • 1.5 HOURS CME • T144 • MAKERSPACE WORKSHOP  
This interactive presentation will provide a framework for organizing and presenting documents for an ARC-PA site visit using an online, website format. This session is useful for programs that have a site visit in their future or for programs that wish to centralize their documents.  
Mary Warner, MMSc, PA-C, Boston University School of Medicine; Angela Reffel, MHP, PA-C, Boston University School of Medicine; Aliza Stern, MMSc, PA-C, Boston University School of Medicine  

**Problem-Based Learning: Developing an Engaging Patient Case**  
MAGIC KINGDOM BALLROOM 1 • 1.5 HOURS CME • T145 • MAKERSPACE WORKSHOP  
Problem-based learning (PBL) is a teaching strategy that engages students and allows them to become self-directed learners. Central to the success of PBL is the quality of the patient case. This session will discuss best practices for developing a case to be used in a PBL session. Through the interactive workshop format, participants will leave the session with a patient case to be used at their home program.  
Shannon Diallo, MMS, PA-C, Arcadia University; Renee Langstaff, MSPAS, PA-C, Arcadia University  

**COMPETENCY-BASED EDUCATION**

**ORGANIZATIONAL SUCCESS**

**TEACHING THE 21ST CENTURY LEARNER**
3:30 PM–3:50 PM  Multiple Mini-Interview Utilization in U.S. PA Program Admissions Processes
MONORAIL BC • 0.5 HOUR CME • T146 • RESEARCH BRIEF: ORIGINAL RESEARCH
Findings from a mixed methods study on MMI implementation at 12 PA programs provide guidance on how programs might implement the MMI in their own admissions process to assess applicants’ non-cognitive attributes. This inaugural study also provides baseline data that can be used in future research endeavors.
Kassidy James, MHS, PA-C, UT Southwestern; Ziemowit Mazur, EdM, MS, PA-C, Rosalind Franklin University of Medicine and Science; Michel Statler, MLA, PA-C, Rosalind Franklin University of Medicine and Science; Theresa Hegmann, MPAS, PA-C, University of Iowa; Grace Landel, MEd, PA-C, Touro University California; Venetia Orcutt, PhD, PA-C, UT Southwestern

4:00 PM–4:20 PM  Feasibility Assessing Professionalism and Communication in Summative Evaluations Using Simulation
MONORAIL BC • 0.5 HOUR CME • T147 • RESEARCH BRIEF: ORIGINAL RESEARCH
Summative testing the elusive concepts of professionalism and appropriate interpersonal communication skills using multiple-choice questions is inadequate for the high stakes of PA education. Feasibility of high-fidelity simulation, educational theory supporting simulation, and programmatic barriers to the use of high-fidelity simulation will be explored.
Janet Sparker, EdD, MS, RN, PA-C, Nova Southeastern University – Fort Myers

4:00 PM–4:50 PM  “Bad Apple Syndrome”: Stopping the Ripple Effect of Toxic Personalities
NORTH EXHIBIT HALL FG • 1 HOUR CME • T148 • FOCUSED DISCUSSION
This session engages attendees in identifying individual and organizational factors that foster toxic personalities while exploring associated organizational costs. Strategies for navigating toxic systems will be developed through focused case discussions on hidden enabling, dark side traits, personality disorders, dysfunctional coping, and fixable versus non-fixable organizational dynamics.
Danielle Kempton, DHSc, PA-C, University of Nevada – Reno; Michelle DiBaise, DHSc, PA-C, A.T. Still University; Jennifer Feinstein, MSPAS, PA-C, Northern Arizona University

ORGANIZATIONAL SUCCESS
Team-Based Approach to Clinical Education
NORTH EXHIBIT HALL BC • 1 HOUR CME • T149 • PANEL
“Single, high-functioning, overwhelmed, isolated individual seeks motivated team that enjoys long walks on the beach.” In this session, participants will hear how team-based management of clinical education can be rewarding and then develop a list of various team-based models that could be individualized to the participant’s program.

Jason Parente, PA-C, Northeastern University; Bonnie Jo Casey, PA-C, Northeastern University; Carey Barry, MHS, PA-C, Northeastern University; Joyce Nieman, MHS, PA-C, University of Colorado; Janice Baker, MHR, University of Colorado

Using PA Graduate Competencies to Prioritize Cognitive and Noncognitive Variables in the Selection of Applicants for Practice in 2025
MAGIC KINGDOM BALLROOM 4 • 1 HOUR CME • T150 • FOCUSED DISCUSSION
In our fast-changing world, it’s important to consider the future practice environment for PAs and, therefore, what kinds of characteristics we want in our students. The 2018 PAEA Presidents Commission will share its vision of future admissions using the draft “Core Competencies for New PA Graduates” to determine potential attributes that programs might select for in students who will practice in 2025.

Constance Goldgar, MS, PA-C, University of Utah; Karen Hills, MS, PA-C, PAEA; Stephane VanderMeulen, MPAS, PA-C, Creighton University; Jennifer Snyder, PhD, PA-C, Butler University; William Kohlhepp, DHSc, PA-C, Quinnipiac University

Using WebAdMIT to Optimize Your Admissions Process
NORTH EXHIBIT HALL DE • 1 HOUR CME • T151 • HOT TOPIC
This session will guide attendees through the tools available in WebAdMIT to help them effectively conduct their admissions processes from start to finish by addressing some of the challenges that programs typically face. This session will guide attendees through an interactive, scenario-based training.

Stephen Naso, Liaison International; Jennifer Raab, Liaison International

This session is also offered on Thursday at 11:00 AM.

Past Presidents Reception
SLEEPING BEAUTY PAVILION
By invitation only
SPECIAL INTEREST GROUPS (SIGs)
7:00–9:00 PM
All interested are welcome to attend.

Are you looking to meet with fellow educators who care as much as you do about a specific topic or issue? Do you want to share your experiences and learn from others in a particular area? Special Interest Group (SIG) meetings provide the opportunity to do just that. Simply show up to whichever meeting fits your interests and begin connecting with your colleagues from across the country!

Interprofessional Education
DISNEYLAND SOUTH BALLROOM A • T152

Minority Faculty Leadership
DISNEYLAND NORTH BALLROOM A • T153

Northeastern PA Programs
NORTH EXHIBIT HALL BC • T154

PA Programs in Academic Health Centers and Medical Schools
NORTH EXHIBIT HALL DE • T155

PA Programs in Catholic Institutions
NORTH EXHIBIT HALL FG • T156

PA Christian Educators
NORTH EXHIBIT HALL HI • T157

Problem-Based Learning
MAGIC KINGDOM BALLROOM 1 • T158

Resiliency
MAGIC KINGDOM BALLROOM 2 • T159

Simulation in PA Education
MAGIC KINGDOM BALLROOM 3 • T160

Western PA Programs
MAGIC KINGDOM BALLROOM 4 • T161

Please see the mobile app for more information.

PROJECT ACCESS IN YOUR CITY

What Is Project Access?
Project Access is an outreach program that aims to encourage high school students from underrepresented minority groups to consider the PA profession. As part of our primary goal to increase the number of minority PAs, provide more accessible primary care, and eliminate health disparities, we connect with students early on to help them plan their career path.

How Can You Help?
We have developed a toolkit with all the necessary resources — brochures, presentations, videos — which you are free to use to host your own local Project Access event.

Visit paea.io/projectaccess
Poster Presentation Session 1
SOUTH EXHIBIT HALL • 1 HOUR CME • F101
Enjoy a light breakfast while perusing original research and educational innovation posters. Authors will be present to answer questions and discuss their findings. Session 1 posters will be on display from 3:00 p.m. Thursday through noon on Friday.

See Posters Tab: Poster Session 1
CONTINENTAL BREAKFAST SERVED

GENERAL SESSION

The Fallacy of Impossible
Mick Ebeling
DISNEYLAND CENTER BALLROOM • 1.5 HOURS CME • F102
Professional optimist, filmmaker, and inventor Mick Ebeling will bring home to you the power of the possible in his talk on “the fallacy of impossible.” He will demonstrate how to turn creativity, teamwork, and a “never give up” attitude into solutions for everyday problems. You will learn how his team has created solutions for paralyzed artists and people who have lost limbs in war-torn South Sudan — and, most importantly, how to recognize the deep possibilities in your own talents and life.

Networking & Coffee Break
EDUCATION SESSIONS FRIDAY

Learning objectives for each session are available on the mobile app.

10:30 AM-10:50 AM  Oral Health Integration in PA Education: Benchmarking Our Progress
MONORAIL BC  • 0.5 HOUR CME  • F103  • RESEARCH BRIEF: ORIGINAL RESEARCH
PAs are responding to a call for oral health integration in education and practice with a profession-wide movement leveraging collective impact. This study documents gains in oral health curriculum integration, provides comparative data across health professions, and describes effective strategies to ready the future PA workforce for integrated care delivery.
Anita Glicken, MSW, University of Colorado School of Medicine and National Interprofessional Initiative on Oral Health; Cynthia Booth Lord, MHS, PA-C, Case Western Reserve University; Hugh Silk, MD, MPH, Center for Integration of Primary Care and Oral Health; Tiffany Flick, BA, BS, nccPA Health Foundation

10:30 AM-11:20 AM  Competency-Based Education: Reflections on a Framework for the Future
MAGIC KINGDOM BALLROOM 3  • 1 HOUR CME  • F104  • FOCUSED DISCUSSION
Competency-based education has become ubiquitous in medicine, yet the PA profession has yet to adopt it as a framework for learning and assessment. This session will explore the benefits of competency-based education for PAs and propose a curricular model for PA education.
Meg Beal, MMS, PA-C, University of North Carolina – Chapel Hill; Janelle Bludorn, MS, PA-C, University of North Carolina – Chapel Hill

Competency-Based Education: Reflections on a Framework for the Future

Incorporating Telehealth into PA Education: Three Programs – One Curriculum
NORTH EXHIBIT HALL BC  • 1 HOUR CME  • F105  • PANEL
Join colleagues and three PA program directors to virtually examine and discuss the current state of telehealth education in PA education. Learn why and how three program directors came together to design, fund, and implement a longitudinal telehealth curriculum. Brainstorm with colleagues how you can collaborate inter-institutionally or with your interprofessional colleagues to enhance telehealth instruction on your campus.
Mary Jo Bondy, DHEd, MHS, PA-C, Anne Arundel Community College/University of Maryland, Baltimore; Mark McKinnon, DSc, PA-C, Towson/Community College of Baltimore County; Beth Smolko, DMSc, MMS, PA-C, Frostburg State University

Incorporating Telehealth into PA Education: Three Programs – One Curriculum

INTEGRATING TECHNOLOGY INTO THE LEARNING EXPERIENCE
10:30 AM-11:20 AM  **The Perfect PA Faculty Workload Allocation: Chasing Unicorns and Other Myths**
NORTH EXHIBIT HALL DE • 1 HOUR CME • F106 • FOCUSED DISCUSSION
There is a complex balance between resources and expectations when calculating PA faculty workloads. Finding the ideal workload and demonstrating sufficiency of faculty can be as challenging as discovering a unicorn. This discussion will provide information on PA workload and the application of workload calculations to different PA program types in various settings. Participants will gain an understanding of how to demonstrate faculty sufficiency.
Johnna Yealy, PhD, MSPAS, PA-C, University of Tampa; Patrick Auth, PhD, MS, PA-C, Drexel University; Todd Doran, EdD, PA-C, University of Tampa

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10:30 AM-11:50 AM  **The Student Did What? Transforming Professionalism Curriculum in PA Education**
NORTH EXHIBIT HALL HI • 1 HOUR CME • F107 • FOCUSED DISCUSSION
Is unprofessional conduct during the clinical phase on the rise? One PA school sought input from three areas to answer this question: the literature, PA program clinical coordinators, and current PA students. The results of this data analysis culminated in an action plan to build an evidence-based longitudinal professionalism curriculum. This session will provide an opportunity to discuss the issue with colleagues and review a sample curriculum.
Mary Von, DHEd, PA-C, Pacific University; Brandy Pestka, MS, PA-C, Pacific University

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10:30 AM-11:50 AM  **Becoming an Authentic Leader: Why Should You Be Trusted?**
MAGIC KINGDOM BALLROOM 2 • 1.5 HOURS CME • F108 • MAKERSPACE WORKSHOP
This session will explore authentic leadership (AL) using real world examples, tools, and experiences. Presenters will introduce the theoretical and practical perspectives of AL. Participants will complete an AL inventory, measuring dimensions of AL. In small groups, they will explore components of the inventory, and use other activities and tools, to explore AL attributes and the challenges to becoming and remaining an authentic leader.
Vasiliki Sgouras, MD, Seton Hall University; Mona Sedrak, PhD, PA, University of Cincinnati – Clermont College
Beyond the Feedback Sandwich: Mentored Self-Review for Clinical Skills Improvement
NORTH EXHIBIT HALL FG • 1.5 HOURS CME • F109 • MAKERSPACE WORKSHOP
This workshop will provide training for faculty using a new feedback model to offer optimal self-directed feedback to students about their clinical performance in a patient-care setting. The session uses examples from OSCE stations captured on video to trigger feedback scenarios involving students. Instead of using the feedback sandwich or didactic teaching, this model employs open-ended questioning to invite student self-critique and reflection.
Mitzi D’Aquila, MACM, PA-C, Keck School of Medicine of the University of Southern California;
Chloe Powell, MPAS, PA-C, Keck School of Medicine of the University of Southern California

I Was Recruited, But Do I Actually Belong?
DISNEYLAND NORTH BALLROOM A • 1.5 HOURS CME • F110 • MAKERSPACE WORKSHOP
Faculty will have an invaluable opportunity to investigate the impact of students’ sense of belonging on their PA education success, gain insight into how societal structures cause intentional or unintentional negative interactions towards marginalized groups, and learn useful strategies for educators to identify these issues before it is too late.
Annie Wofford, MA, University of California – Los Angeles; Charlene Justin, MMS, PA-C, Yale University School of Medicine; Shani Fleming, MS, MPH, PA-C, Individual Colleague

PACKRAT Item Writing Workshop
MAGIC KINGDOM BALLROOM 4 • 1.5 HOURS CME • F111 • MAKERSPACE WORKSHOP
Writing high-quality items for examinations is a difficult and sometimes challenging task for PA educators, especially new faculty members. The PACKRAT Exam Development Board will explain the characteristics of good items, and then participants will break into groups to review and rewrite sample questions and discuss item development challenges.
PAEA PACKRAT Exam Development Board

The Power of Design: Developing Solutions-Oriented Graduates
MAGIC KINGDOM BALLROOM 1 • 1.5 HOURS CME • F112 • MAKERSPACE WORKSHOP
Today's health care environment requires PA graduates to provide more than patient care. They need to be innovative and solutions-oriented thinkers who can solve complex problems to make a sustainable impact on their community. Infusing design thinking pedagogy into the PA curriculum can aid in developing the next generation of PAs.
Tracey Thurnes, MPAS, PA-C, Elon University; Diane Duffy, MD, Elon University

TEACHING THE 21ST CENTURY LEARNER
Simulation Case Development

This workshop will introduce a practical method for developing and implementing a simulation-based educational scenario for PA educators. Both novice and experienced educators will benefit from the stepwise approach to developing a simulation scenario that takes into account the need for determining the appropriate level of scenario participants, setting, timing, and content.

Nina Multak, PhD, MPAS, PA-C, University of Florida; Jami Smith, MPA, MEd, PA-C, Arcadia University

COMPETENCY-BASED EDUCATION

Work-Life Factors and Their Relationship to PA Interest in Leadership

The PA profession is based on the premise that PAs work within a health care team and increasingly are becoming leaders in their organizations. The relationship between organizational and personal characteristics and PAs’ interest in leadership positions will be discussed. Given that PAs are poised to take on more roles in health care leadership, PA education efforts can begin to address gaps in knowledge and expectations needed for PAs to enter leadership.

Noel Smith, MA, AAPA; Timothy McCall, PhD, AAPA; Elaine Slaven, BS, AAPA

Entrustable Professional Activities (EPAs): Tools for Assessment

Competency-based education is gaining momentum in PA education. Entrustable Professional Activities (EPAs) can classify and describe key competencies that students must achieve to enter clinical practice. This session will address EPAs as part of a framework for teaching and assessing a student’s competency in the clinical context.

Patty Scholting, MPH, MPAS, PA-C, Creighton University; Cody Sasek, MPAS, PA-C, Creighton University; Erin Hoffman, MPAS, PA-C, Creighton University

COMPETENCY-BASED EDUCATION
Outcomes-Based Education and Teaching Physician Assistants
NORTH EXHIBIT HALL HI • 1 HOUR CME • F116 • FOCUSED DISCUSSION

This session is designed to help participants understand existing models of education and applications to promote better learner outcomes. Models discussed include: Outcomes-Based, Competency-Based, and Master-Based Education. Time will be allotted for a participant-based discussion about existing teaching models including the benefits and challenges they present.

Amy Allen, PA-C, EdS; Anthony Brenneman, MPAS, PA-C, University of Iowa; Carol Gorney, MPAS, PA-C, University of Iowa; David Eckhardt, MS, PA-C, Rocky Vista University; Patrick Enking, MS, PA-C, University of Nevada; Robert Hadley, PhD, PA-C, Jefferson College of Health Sciences; Nicholas Hudak, MPA, MSEd, PA-C, Duke University; Rosann Ippolito, PhD, MHP, PA-C, Brigham and Women's Hospital; Matthew McQuillan, MS, PA-C, Rutgers School of Health Professions; Nina Multak, PhD, PA-C, University of Florida

Preceptor Recruitment Through State and Federal Policy Action
NORTH EXHIBIT HALL DE • 1 HOUR CME • F117 • PANEL

Recruitment of clinical preceptors is a top priority in PA education. Several state and federal policies have recently been enacted that would help to address preceptor shortages. This panel, comprised of members from the PAEA Government Relations Steering Committee, will engage participants in a discussion of these policy strategies.

Ryan White, MS, MPH, PA-C, Rutgers University; Carolyn Bradley-Guidry, MPAS, PA-C, UT Southwestern; Priscilla Marsicovetere, JD, PA-C, Franklin Pierce University; Amy Akerman, MPAS, PA-C, University of Colorado

Research & Publishing Made Easier
MONORAIL BC • F118 • HOT TOPIC

Are you an aspiring researcher? Do you need guidance on getting your conference proposal accepted or your first article published? Receive one-on-one advice from senior PA researchers, JPAE Editorial Board members, and PAEA research and journal staff about specific scholarly ideas you have, standards for publishable articles, and getting started in research and publishing.

JPAE Editorial Advisory Board; Research Mission Advancement Commission

This session is also offered on Thursday at 3:00 PM.

Summing It Up: Using the PAEA End of Curriculum Exam
MAGIC KINGDOM BALLROOM 3 • 1 HOUR CME • F119 • FOCUSED DISCUSSION

PAEA's End of Curriculum exam is an objective, standardized evaluation of students' medical knowledge as one component of their readiness for graduation. In this session, you will learn the intended purpose of the exam and its guiding principles, and discuss best practices for implementation in anticipation of its January 2020 release.

Kimberly Cavanagh, DHSc, MPAS, PA-C, Gannon University, and PAEA Assessment Team
12:30 PM–2:20 PM

**Awards Lunch & CEO Address**

*DISNEYLAND CENTER BALLROOM • F120*

As PA education evolves, PAEA is evolving with it. New products and services are being rolled out all the time, and many more exciting tools for programs are in the pipeline. PAEA Chief Executive Officer Timi Agar Barwick will talk about how PAEA is supporting members in 2018 and preview the next generation of PAEA products and services for members, including future plans to expand our Digital Learning Hub, new admissions tools and analytics, and the End of Curriculum Exam.

**Awards Lunch**

All attendees are encouraged to come and honor the achievements of their colleagues at the 2018 PAEA Faculty and Staff Awards ceremony with MC, President Elect Jonathan Bowser.

2:30 PM–2:50 PM

**PA—Health Informatics: Creating PA Leadership in Health Care Technology**

*MONORAIL BC • 0.5 HOUR CME • F121 • CHALK TALK*

We present a novel curriculum that prepares PA students to be leaders in the trans-disciplinary field of PA practice and health informatics. This educational opportunity provides a pathway for new PA graduates to enter the clinical workforce in positions of leadership at the vanguard of medicine and technology.

Trent Honda, PhD, MMS, PA-C, University of Utah; Daniel Feinberg, EdD, MBA, Northeastern University

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**Accreditation-Required Data Analysis and Program Self-Assessment: Strategies for Success**

*MAGIC KINGDOM BALLROOM 4 • 1 HOUR CME • F122 • HOT TOPIC*

The cornerstone of PA education accreditation by the ARC-PA encompasses ongoing program self-assessment; yet, PA educators are not trained in program assessment and the process of critically analyzing data. This session will address the four elements of data analysis (data collection, critical analysis, results/conclusions, action plan development) and the importance of linking the steps of assessment.

Patricia Kelly, PhD, MMSc, PA-C, ARC-PA

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**Charting the Course for Online Technology**

*NORTH EXHIBIT HALL DE • 1 HOUR CME • F123 • FOCUSED DISCUSSION*

The future of PA education is found in many of the innovative technologies now available in online education. Discussion will provide insight into incorporation of these technologies into program curriculum whether at an on-campus, online, or blended program.

James Van Rhee, MS, PA-C, Yale University School of Medicine PA Online Program
2:30 PM–3:20 PM  

**Preceptors Behaving Badly: When to Remediate and When to Withdraw?**  
NORTH EXHIBIT HALL FG • 1 HOUR CME • F124 • FOCUSED DISCUSSION  
Is it time to pull the plug on a clinical site or attempt remediation for behaviors that do not align with your program’s responsibilities? Participants in this session will discuss situations and solutions involving sexual harassment, using students as staff, poor educational experiences, and conflicts with a preceptor’s personal beliefs.  
Paul Bradford, MMS, PA-C, Thomas Jefferson University, East Falls and New Jersey campuses; Cathy Lee, MS, PA-C, Thomas Jefferson University, East Falls and New Jersey campuses  

**Semi-Homemade: Medical Models on a Budget**  
DISNEYLAND SOUTH BALLROOM A • 1 HOUR CME • F125 • HOT TOPIC  
Attendees will learn the secret to creating their own cost-effective, realistic medical models that can be used for teaching various medical procedures, including nail removal, digital block, suturing, abscess incision and drainage, foreign body removal, and ultrasonography.  
Taylor Fischer, PA-C, Wingate University; Nicole Drake, MSM, PA-C, Wingate University  

**Transformational Learning by Lectures: Don't Throw Them All Away**  
NORTH EXHIBIT HALL HI • 1 HOUR CME • F126 • FOCUSED DISCUSSION  
This session applies best practices of lecture format instruction to achieve high levels of learning and retention. Advanced lecture strategies that address clarity, sequence, focus, and illustration will be discussed. Lecture-driven, higher-level problem-solving also will be presented. PA educators will be given tools that foster continued growth in effective lecture delivery.  
Michael Huckabee, PhD, MPAS, PA-C, Mayo Clinic  

**Transforming the Student Experience: Making Resilience a Priority**  
NORTH EXHIBIT HALL BC • 1 HOUR CME • F127 • PANEL  
Educational stress is often detrimental to student wellness as well as academic and clinical performance. PA educators have the power to transform students’ experiences with resiliency training. Attendees will analyze curricula from four PA programs, practice resilience activities, and engage in discussions to develop strategies for curricular implementation specific to their PA programs.  
Eve Hoover, MSPAS, PA-C, Midwestern University - Glendale; Rachel Byrne, MS, PA-C, University of Colorado; Tiffany Huit, PhD, University of Arkansas for Medical Sciences; Catherine Sadowski, MHS, PA-C, Mercer University
2:30 PM–3:50 PM

**EPAs for PAs: Developing Tools to Foster Student Competency**
MAGIC KINGDOM BALLROOM 1 • 1.5 HOURS CME • F128 • MAKERSPACE WORKSHOP
This workshop will explore the integration of Entrusted Professional Activities (EPAs) into an existing curriculum. Participants will discover how EPAs can reflect program-defined expectations and foster lifelong learning in students through mentored self-evaluation. Participants will use interactive scenarios, mapping activities, and facilitated discussion to meet these objectives.
Jason Fromm, MD, University of Florida; Petar Breitinger, MPAS, PA-C, University of Florida

**Maximizing Impact: Course Design for Engagement and Retention**
MAGIC KINGDOM BALLROOM 2 • 1.5 HOURS CME • F129 • MAKERSPACE WORKSHOP
This workshop will help participants assimilate principles of adult learning and effective instructional design as they integrate active learning techniques into their existing or future courses. Participants will be provided with frameworks and resources to guide them through the design process, with intensive support from the workshop facilitators.
Debra Herrmann, DHSc, MPH, PA-C, George Washington University; Tamara Ritsema, MPH, MMSc, PA-C/R, George Washington University

**PA Diversity from Pipeline to Practice**
MAGIC KINGDOM BALLROOM 3 • 1.5 HOURS CME • F130 • PANEL
A diverse medical workforce is key to providing culturally competent care for an increasingly diverse population. This session explores PA diversity at three critical points – from entering PA school to getting certified to practicing – and investigates how demographic characteristics of aspiring and practicing PAs influence their experiences at each stage.
Cynthia Yuen, MA, PAEA; Colette Jeffery, MS, NCCPA; Noel Smith, MA, AAPA

**Strong Foundations: Building Effective Didactic and Clinical Course Assessment Reports**
DISNEYLAND NORTH BALLROOM A • 1.5 HOURS CME • F131 • MAKERSPACE WORKSHOP
The purpose of this workshop is to navigate attendees through developing a comprehensive course report that documents aggregated data from multiple sources, analysis of the data, and a plan based on data analysis to document the evaluation of didactic and clinical course effectiveness.
Diana Noller, DHSc, MMS, MSPT, PA-C, Arcadia University; Jami Smith, MPA, MEd, PA-C, Arcadia University
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<tr>
<th>Time</th>
<th>Session Title</th>
<th>Venue</th>
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<th>CME Credits</th>
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<tr>
<td>3:00 PM-3:20 PM</td>
<td><strong>The Healer's Art: Cultivating Professionalism and Reducing Burnout</strong></td>
<td>MONORAIL BC • F132 • CHALK TALK</td>
<td>0.5 HOUR CME</td>
<td>F132 • CHALK TALK</td>
<td>TRANSFORMING THE STUDENT EXPERIENCE</td>
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<td>Stress and burnout are experienced by a significant number of PA students and often are unaddressed in the traditional academic curriculum. This session will introduce the Healer’s Art as a strategy to fill this gap in easing transitions during PA training and fostering professionalism.</td>
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<td>Molly Middleton, MD, University of Dayton; Lindsey Hammett, MPAS, PA-C, University of Dayton</td>
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<td>3:30 PM-3:50 PM</td>
<td><strong>Hero to Healer: Bridging the Gap</strong></td>
<td>MONORAIL BC • F133 • CHALK TALK</td>
<td>0.5 HOUR CME</td>
<td>F133 • CHALK TALK</td>
<td>INCLUSIVE EXCELLENCE</td>
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<td>Creating academic pathways to support veteran PA program applicants is our responsibility. Because of degree requirements and the competitive nature of PA training programs, our veterans are being squeezed out. This is an opportunity to share with other programs a process to recruit and retain veterans in PA training programs.</td>
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<td>Elizabeth Mercer, MPAS, PA-C, Le Moyne College; Jacki Boulter, MS, United States Army Veteran, Le Moyne College</td>
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<td>4:00 PM-5:50 PM</td>
<td><strong>ARC-PA Update</strong></td>
<td>DISNEYLAND CENTER BALLROOM • F134 • CROSS-ORGANIZATION TALK</td>
<td>2 HOURS CME</td>
<td>F134 • CROSS-ORGANIZATION TALK</td>
<td>INCLUSIVE EXCELLENCE</td>
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<td>The first part of the session will provide an update on PA program accreditation. The second part of the presentation will provide information about activities of the ARC-PA, including the Standards revision process.</td>
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<td>Matthew McQuillan, MS, PA-C, Commissioner, ARC-PA; Robert Philpot, PhD, PA-C, Commissioner, ARC-PA; Sharon Luke, MSHS, PA-C, Executive Director, ARC-PA; Suzanne York, MPH, PA-C, Associate Executive Director, ARC-PA</td>
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<td>6:00 PM-7:00 PM</td>
<td><strong>PAEA Volunteer Thank-You Reception</strong></td>
<td>SLEEPING BEAUTY PAVILION</td>
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**2019 PAEA Volunteer Call**

Applications due November 1, 2018

Visit the PAEA Solutions Center or PAEA.io/volunteer for more information.
Saturday

**General Session**

**PAEA Business Meeting**

DISNEYLAND CENTER BALLROOM • S101

Join leaders from PAEA and other PA organizations — including AAPA, ARC-PA, the PA Foundation, NCCPA, nccPA Health Foundation, and the PA History Society — to hear about organizational initiatives affecting PA education. Following these short remarks, you’ll have the opportunity to discuss and vote on any motions and policies brought forward. Also at this time, the 2019 Board of Directors election results will be announced, and the gavel will officially be passed from current PAEA President Lisa Mustone Alexander to President Elect Jonathan Bowser.

**Trading Places: PAEA End of Rotation Exam Preview for Faculty**

MAGIC KINGDOM BALLROOM 1 • 2 HOURS CME • S102 • MAKERSPACE WORKSHOP

This immersive, interactive session will give faculty a student’s experience of taking an End of Rotation exam. Faculty will be able to review half of an exam form with real exam items in our ExamDriver system. Additionally, experienced faculty will model proctoring best practices. Pre-registration required.

Emily Yunker, MPA; PAEA Assessment Team

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**Continental Breakfast**

SOUTH EXHIBIT HALL

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**Registration Open** 7:00 AM-12:00 PM

**Solutions Pavilion Open** 7:00 AM-12:00 PM

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**Teaching the 21st Century Learner**

This session is also offered on Saturday at 10:00 AM.
9:00 AM-9:50 AM  **Poster Presentation Session 2**
SOUTH EXHIBIT HALL • 1 HOUR CME • S103
Enjoy a light breakfast while perusing original research and educational innovation posters. Authors will be present to answer questions and discuss their findings. Session 2 posters will be on display from 3:00 p.m. Friday through noon on Saturday.

*See Posters Tab: Poster Session 2*

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**EDUCATION SESSIONS**  **SATURDAY**

*Learning objectives for each session are available on the mobile app.*

10:00 AM-10:20 AM  **Distribution of Online Job Postings for Physician Assistants by Practice Specialty: 2014 & 2016**
MONORAIL BC • 0.5 HOUR CME • S104 • RESEARCH BRIEF: ORIGINAL RESEARCH
This study examines the distribution and characteristics of primary care and specialty job postings in the U.S. for PAs, and how they have changed from 2014 to 2016. Primary care and specialty postings were compared to each other and occupied PA positions. Results show similar proportions of primary care to specialty position postings for 2014 and 2016; findings suggest a stronger market for specialty practice.

Quinnette Jones, MSW, MHS, PA-C, Duke University Medical Center; Brandi Leach, PhD, Duke University Medical Center; Christine Everett, PhD, MPH, PA-C, Duke University Medical Center; Melinda Blazar, MHS, PA-C, Duke University Medical Center; Perri Morgan, PhD, PA-C, Duke University Medical Center

10:00 AM-10:50 AM  **Diversity and Inclusion: Creating Excellence from Classrooms to Clinics**
MAGIC KINGDOM BALLROOM 3 • 1 HOUR CME • S105 • PANEL
Diversity and inclusion bring enrichment to the classroom, particularly when the students come from a more diverse background. This session will share the approaches of the three recipients of the PAEA Excellence in Diversity Award that demonstrate diversity and inclusion from admissions to graduation, including carefully considered classroom and clinical education approaches that contribute to transformative experiences in education.

Kevin Lohenry, PhD, PA-C, Keck School of Medicine of the University of Southern California; Carolyn Bradley-Guidry, MPAS, PA-C, UT Southwestern; Shannon Ijams, MPAS, PA-C, University of Oklahoma-Tulsa

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**INCLUSIVE EXCELLENCE**
10:00 AM–10:50 AM  **Effective Interviewing Beyond the MMI**
Disneyland North Ballroom A • 1 Hour CME • S106 • Focused Discussion

PA programs use various interview formats to evaluate applicants. The Multiple Mini-Interviews model has become an increasingly popular interview strategy among PA programs, yet it also has its drawbacks. This presentation will explore two group interview models, including the infrastructure used, the role of WebAdMIT, and the selection process.

Kay Denler, BA, University of Colorado; Mariah Kindle, MSOL, University of Washington

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**Leveraging Technology for Learning: Envisioning the Future of PA Education**
Magic Kingdom Ballroom 4 • 1 Hour CME • S107 • Panel

This panel aims to promote a community of scholars and practitioners committed to evidence-based adoption of technology in PA education. Discussion will include leveraging technology for learning, challenges and successes in technology adoption, technology and the future of PA education, and ways in which participants can engage in a learning community.

Paige McDonald, EdD, MA, George Washington University; Jacqueline Barnett, DHSc, MSHS, PA-C, Duke University Medical Center; Maria Maldonado, MPH, MPAP, PA-C, Keck School of Medicine of the University of Southern California

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**Using Disease Narratives and Databases in Teaching Differential Diagnosis**
North Exhibit Hall DE • 1 Hour CME • S108 • Focused Discussion

Using disease narratives to teach differential diagnosis helps learners to recognize patterns that help them become more proficient clinical problem-solvers in less time. This session will review the facts and outcomes of this didactic method and provide participants with the tools to return to their programs to not only teach their own students differential diagnosis, but to create and measure learning outcomes related to it.

Lynn-Beth Satterly, MD, MS, Le Moyne College

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**Your Struggling Student: A Differential Diagnosis**
North Exhibit Hall BC • 1 Hour CME • S109 • Focused Discussion

Many faculty are uncomfortable with the process of working with struggling students — it can seem difficult to even know where to begin. Fortunately, the diagnostic expertise that you developed in PA school makes you ideally suited to develop a “diagnosis” and “treatment plan” for a student with academic difficulties.

Christopher Hanifin, MS, PA-C, Seton Hall University
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<th>Time</th>
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<th>Presenter(s)</th>
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<tr>
<td>10:00 AM-11:20 AM</td>
<td><strong>AAPA-PAEA Research Fellows Presentations</strong></td>
<td>DISNEYLAND SOUTH BALLROOM A  • 1.5 HOURS CME • S110</td>
<td></td>
<td>Presentation</td>
<td>Alicia Quella, PhD, PA-C, Augsburg University; Christina Hanson, MPAS, PA-C, Bethel University; Virginia Valentin, DrPH, PA-C, University of Utah; Morgan Nowak, MS, PA-C, Shenandoah University; Ryan White, MS, MPH, PA-C, Rutgers University; Bettie Coplan, MPAS, PA-C, Northern Arizona University</td>
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<td>10:00 AM-11:50 AM</td>
<td><strong>Trading Places: PAEA End of Rotation Exam Preview for Faculty</strong></td>
<td>MAGIC KINGDOM BALLROOM 1  • 2 HOURS CME • S111 • MAKERSPACE WORKSHOP</td>
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<td>Interactive Session</td>
<td>Emily Yunker, MPA; PAEA Assessment Team</td>
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<td>10:30 AM-10:50 AM</td>
<td><strong>Utilization and Costs by Primary Care Provider Type</strong></td>
<td>MONORAIL BC  • 0.5 HOUR CME • S112 • RESEARCH BRIEF: ORIGINAL RESEARCH</td>
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<td>Research Brief</td>
<td>Perri Morgan, PhD, PA-C, Duke University Medical Center</td>
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<td>11:00 AM-11:20 AM</td>
<td><strong>Primary Care Teams and Coordination</strong></td>
<td>MONORAIL BC  • 0.5 HOUR CME • S113 • RESEARCH BRIEF: ORIGINAL RESEARCH</td>
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<td>Research Brief</td>
<td>Christine Everett, PhD, MPH, PA-C, Duke University Medical Center; Sharron Docherty, PhD, PNP-BC, Duke University Medical Center; Elaine Matheson, DNP, CPNP, Duke University Medical Center; Brandi Leach, PhD, Duke University Medical Center; Perri Morgan, PhD, PA-C, Duke University Medical Center; Lloyd Michener, MD, Duke University Medical Center; Valerie Smith, DrPH, Duke University Medical Center; Anthony Viera, MD, MPH, Duke University Medical Center; George Jackson, PhD, MHA, Duke University Medical Center</td>
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11:00 AM – 11:50 AM  Coaching Your Students Toward Resilience and Professional Behavior
MAGIC KINGDOM BALLROOM 3 • 1 HOUR CME • S114 • FOCUSED DISCUSSION
Burnout and its effect on professional behavior is a real phenomenon. This interactive session will help participants develop learning environments that foster student growth in self-awareness and resiliency. Participants will engage in a short version of the Actualized Leadership Profile, a tool used to develop healthy life-style and professional behaviors.

Mary Beth McGranaghan, PhD, PA-C, University of North Carolina – Chapel Hill; Jim Richmond, MS, University of North Carolina – Chapel Hill

Creating Lean, Mean, Learning Machines: Helping Students Become Effective Learners
MAGIC KINGDOM BALLROOM 4 • 1 HOUR CME • S115 • FOCUSED DISCUSSION
Most PA students rely on unproductive learning strategies. Educators must become learning coaches and help students develop lifelong learning skills. This presentation will explore practical teaching and learning strategies that educators can harness to help students strengthen memory pathways, boost recall, and improve transfer of knowledge strategies that increase learning efficiency and unleash students’ learning potential.

Alexandria Garino, PhD, PA-C, Yale University School of Medicine

Early Remediation Using a Competency-Based Medical Education Model
DISNEYLAND NORTH BALLROOM A • 1 HOUR CME • S116 • FOCUSED DISCUSSION
Addressing the needs of the struggling learner can often be challenging for an educator. Early identification of deficient competencies allows for sufficient time to implement remediation. This session will focus on progressive assessment to support early identification of the struggling learner, targeted remediation of deficient competencies, and appropriate reassessment.

Rachel Ditoro, MSPAS, PA-C, Salus University; Donna Agnew, MSPAS, PA-C, Salus University

Guided Learning Opportunity: Fostering Growth Through PA Student Remediation
NORTH EXHIBIT HALL BC • 1 HOUR CME • S117 • FOCUSED DISCUSSION
Determining how and when to remediate the struggling learner during the didactic phase of PA education can be difficult. We will discuss implementation strategies to foster growth and enhance competency of lower performers. We hope to spark consideration of novel remediation approaches that attendees can carry out in their own educational programs.

Amanda Diles, PA-C, Harding University; Mary Madill, MS, PA-C, Harding University
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
<th>Location</th>
<th>CME Hours</th>
<th>Session Type</th>
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<tr>
<td>11:00 AM-11:50 AM</td>
<td><strong>Remote, But Not Distant: Integrating PA Faculty from Afar</strong>&lt;br&gt;Faculty recruitment and retention can be a significant challenge for programs. This session will discuss the pros and cons of hiring remote faculty as an option for overcoming geographic constraints that may be hindering recruitment and/or retention of experienced PA faculty leaders and educators.</td>
<td>NORTH EXHIBIT HALL DE • 1 HOUR CME • S118 • FOCUSED DISCUSSION</td>
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<td>11:30 AM-11:50 AM</td>
<td><strong>Kentucky Physicians Perceive PAs to Be Competent Health Care Providers</strong>&lt;br&gt;As PAs move towards competency-based education, it is important to understand how PAs are perceived by stakeholders. In this study, 288 physicians rated PAs on certain competency-derived skills from Entrustable Professional Activities, based on their perception. While the results suggest that the majority of perceptions are favorable, areas for improvement in PA education are identified.</td>
<td>MONORAIL BC • 0.5 HOUR CME • S119 • RESEARCH BRIEF: ORIGINAL RESEARCH</td>
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<td>11:50 AM-NOON</td>
<td><strong>Grab Your Boxed Lunch - Bring It to General Session Room!</strong></td>
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<td>NOON-1:30 PM</td>
<td><strong>The Power of One: How One Attitude, One Action, and One Person Can Change the World</strong>&lt;br&gt;Closing speaker John O’Leary will challenge and entertain you with his powerful story of overcoming unimaginable trauma to live a life driven by helping others to surmount their own challenges. John’s life changed forever when he suffered third-degree burns over most of his body in a childhood accident. John learned that he had no choice but to accept himself as he was — and will help you to do the same.</td>
<td>DISNEYLAND CENTER BALLROOM • 1.5 HOURS CME • S120</td>
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<td>1:30 PM-3:00 PM</td>
<td><strong>Closing Reception</strong></td>
<td>ADVENTURE LAWN</td>
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