



NEW PROGRAM PROPOSAL FORM

Sponsoring Institution(s): Stephens College

Program Title: Physician Assistant Studies

Degree/Certificate: Master

Options: Click here to enter text.

Delivery Site(s): on Campus

CIP Classification: 51.0912

*CIP code can be cross-referenced with programs offered in your region on MDHE's program inventory higher.mo.gov/ProgramInventory/search.jsp

Implementation Date: 2016

Cooperative Partners: Click here to enter text.

*If this is a collaborative program, form CL must be included with this proposal

AUTHORIZATION:

Suzan Harkness, Ph.D.
Vice President of Academic Affairs

May 17, 2016

Name/Title of Institutional Officer

Signature

Date

Linda S. Sharp, Registrar

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Person to Contact for More Information

Telephone



STUDENT ENROLLMENT PROJECTIONS

Master of Physician Assistant Studies

Year	1	2	3	4	5
Full Time	20	26	30	30	30
Part Time	0	0	0	0	0
Total	20	26	30	30	30

Please provide a rationale regarding how student enrollment projections were calculated:

Stephens College and the PA Program are committed to providing to its PA students a stellar education and experience. This is reflected by a commitment of the institution to create a resource-rich environment in which the program is being developed and delivered. The Program will begin with a cohort of 20 students and, based on program assessment and outcomes, increase to a maximum of 30 students in three years (a maximum of 20 matriculating students in the first cohort, a maximum of 26 matriculating students in the second cohort, and a maximum of 30 matriculating students in the 3rd cohort).

Provide a rationale for proposing this program, including evidence of market demand and societal need supported by research:

The foundation for the marketing plan was the Aslanian Market Research Study complemented by Stephens College's experience (via the collaboration of program faculty, marketing and admissions teams). The market research study makes it clear that there is demand for a PA program as it can be delivered by Stephens College. It is also clear that the market is looking for a "Midwestern city with a strong healthcare infrastructure and access to high quality clinical rotations". Direct marketing (traditional and online), marketing to influencers, quality support materials (print and virtual) and knowledgeable professional interaction during the recruitment cycle will be the key pillars of the marketing plan.

According to the research study, prospective students are interested in becoming PAs because of the field's 1) focus on wellness, health education and preventative medicine (not just sick care); and



2) job potential ("PAs are in need in all types of settings across the nation because they help reduce the cost of delivering health care").

The market behaves similar to that for traditional undergraduate students. Location and campus services and facilities will influence a final decision of where to attend (due to the fact that PA programs are all-day in-seat programs). The market is a mix of first-career students and second-career students.

Stephens College's Midwest location will help to keep the program affordable (value for investment) and will provide access to more clinical opportunities (prevent saturation of the market). The campus location is more affordable and attractive than bigger Midwestern cities (St. Louis for example was not seen as a selling point). Thirty-eight percent of survey respondents (highest among all answers) felt that a *medium-sized* Midwestern urban area *with a strong healthcare infrastructure* was the most desirable location for a physician assistant program. Columbia, MO. has received many accolades for its quality of life, has a robust graduate school/young professional culture, many affordable living options and a wealth of recreation to be touted.

Following research and recommendations for competitive positioning, Stephens has set tuition at a level in line with the University of Missouri-Kansas City's in-state level (and therefore significantly under UKMC's out-of-state tuition level).

Direct marketing will be critical to building and sustaining the PA program enrollments because of its ability to target specific customers. A healthy 39% of prospective students responded that they would look to direct mail for information.

The primary tactic would be to purchase lists of those students with majors in line with PA programs (e.g. biology, health science, chemistry) and build brand awareness with a series of mailers touting the different selling points of the program. (Half of all respondents were looking for a first career). As a complement to these efforts, Stephens will seek out lists of healthcare-related positions to serve as a proven pool of potential applicants for PA recruitment.

Stephens will also seek to influence the influencers with targeted mailings to 1) career services departments of Midwestern schools with appropriate undergraduate degrees, especially those with pre-PA clubs. (More than 55% of respondents indicated that they would look for information from "brochures or information packages that I can get from the career services"); and 2) Pre-PA club leadership where names are available.

Letters from Stephens College's dean/program director inviting a tour or visit will be mailed along with quality, cost-effective brochures for distribution. A calendar of ongoing outreach to these offices will be enacted to ensure Stephens College remains in consideration by students looking for

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a career as a physician assistant. Event marketing will also be considered as the program grows. Fifty-percent of respondents state that they would attend open houses to seek out information about the program.

There's no denying that a strong web presence will be necessary to the success of these marketing strategies. No matter how prospective students find out about Stephens' program, the reality is that they will visit the stephens.edu website before making a final decision. Therefore, carefully crafted copy that follows the core messages will be essential. Fortunately, Stephens College has a new web site format that is easy to update and maintains marketing and information technology staff to make needed modifications.

Outgoing marketing online will include careful application of search engine optimization to ensure the web site is located during web searches. (Sixty-two percent of prospective students responded that they would use search engines to find information, making it the #1 answer.) Stephens will also ensure that the PA program is listed on all appropriate Web-based college directory sites (ex. GradSchools.com). Direct mailers will be tailored to the lists purchased (recognizing first career/second career differences for example).

Printed materials will include an overall handout piece that works for all audiences and that aligns with current College branding. A collateral piece for career services offices that speaks to first-career students will be developed as well. On-demand, personalized print materials will also be generated via the College's enrollment management system ensuring a quick response to all inquiries.

Online marketing materials will include a robust web page with details on Stephens' location as well as the PA program details including costs, curriculum, entrance requirements and application instructions.

All of the following were considered important by respondents and will be considered when developing marketing messages:

- Breadth of healthcare system/diversity of clinical settings (58%)
- Reputation of college and reputation of faculty (48%)
- Cost of living in the city where the college or university is located (46%)

"Excellence" and "leadership" were perceived as the most positive words associated with a program.

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Form SE - Student Enrollment Projections

PROGRAM STRUCTURE

A. Total credits required for graduation: 122

B. Residency requirements, if any: 7 Semesters

C. General education: Total credits: N/A

Courses (specific courses OR distribution area and credits):

Course Number	Credits	Course Title
PAS 511	4	Clinical Skills 1
PAS 512	5	Clinical Medicine 1
PAS 513	2	Medical Pharmacology 1
PAS 514	1	Case Based Medicine 1
PAS 515	6	Human Anatomy & Radiology
PAS 516	3	Medical Physiology
PAS 517	3	Molecular Foundations of Biomedicine
PAS 521	4	Clinical Skills 2
PAS 522	9	Clinical Medicine 2
PAS 523	2	Medical Pharmacology 2
PAS 524	1	Case Based Medicine 2
PAS 525	2	Professional Practice 1
PAS 526	2	Evidence Based Medicine & Research 1
PAS 531	4	Clinical Skills 3
PAS 532	9	Clinical Medicine 3
PAS 533	2	Medical Pharmacology 3
PAS 534	1	Case Based Medicine 3
PAS 535	2	Professional Practice 2
PAS 536	2	Evidence Based Medicine & Research 2
PAS 611	4	Introduction to the Clinical Phase
*	6	SCPE 1 (Rotation 1)
PAS 620	4	Leadership Rotation (Rotation 2)
*	6	SCPE 2 (Rotation 3)
*	6	SCPE 3 (Rotation 4)
*	6	SCPE 4 (Rotation 5)
*	6	SCPE 5 (Rotation 6)
*	6	SCPE 6 (Rotation 7)
*	6	SCPE 7 (Rotation 8)
*	6	SCPE 8 (Rotation 9)
PAS 670	2	Capstone

F. Requirements for thesis, internship or other capstone experience:

Yes

G. Any unique features such as interdepartmental cooperation:

No



PROGRAM CHARACTERISTICS AND PERFORMANCE GOALS

Institution Name Stephens College
Program Name Master Physician Assistant Studies
Date May 17, 2016

(Although all of the following guidelines may not be applicable to the proposed program, please carefully consider the elements in each area and respond as completely as possible in the format below. Quantification of performance goals should be included wherever possible.)

1. Student Preparation

- Any special admissions procedures or student qualifications required for this program which exceed regular university admissions, standards, e.g., ACT score, completion of core curriculum, portfolio, personal interview, etc. Please note if no special preparation will be required.

Admissions: Current procedures include submission of transcripts, letters of recommendation and an interview.

The application paperwork will be managed via CASPA. An admissions committee will review students who have submitted their application via CASPA and decide to solicit a secondary application if the student meets the minimum criteria. The secondary application will consist of two (2) essay questions and will be included in the decision to interview students. The admissions committee will interview selected students for an incoming class of 20. 1. Completed Application and Fee through CASPA. 2. Conferred Bachelor's Degree. 3. Statement of Purpose: Describe in no more than one page, typed and double spaced, why you want to pursue this program and your career goals. 4. Three (3) Recommendation Letters. 5. Resume or Curriculum Vita. 6. Grade Point Average (GPA): Overall GPA of at least 3.0. on a scale of four. 7. Direct Patient Care Experience: All applicants need to have acquired a minimum of 500 hours of direct patient care experience by the time the CASPA application is submitted. This experience varies and can be acquired on a full- or part-time basis. Direct patient care experience requiring certification and providing monetary compensation is most competitive (e.g., CAN, EMT, Patient Care Technician, etc.). Stephens requires a minimum of 50 hours of shadowing experience, 20 of which must be shadowing a Physician Assistant. Only 100 student clinical hours (obtained while fulfilling the required components of an educational program or course) will count towards the 500 hours of healthcare experience needed. Volunteer hours are not competitive healthcare experience, and Stephens typically will not count more than 250 of these hours towards the 500 minimum. 8. TOEFL IBT: If English is not the applicant's first language, he or she must also submit TOEFL results (paper-based score of 550, computer-based score of 213, or Internet-based score of 79 required) or ESL Certificate of Completion. A graduate of an international college/university is required to successfully complete at least 9 semester hours of social-behavioral science courses (e.g., psychology, sociology) and 12 semester hours of upper-

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division science courses at an accredited, four-year U.S. college or university (online coursework is not acceptable). International medical graduates with 500 hours of healthcare experience outside of the U.S. must also acquire at least 250 hours of patient care experience in the U.S. by the time of application. 9. GRE (Graduate Record Exam): A GRE score is required. Stephens College will accept an MCAT score, as well. The GRE school code for Stephens College is 1576. 10. Successful Completion of the following prerequisite courses or equivalents. Stephens courses from the Undergraduate Curriculum Catalog that meet these requirements are listed below. Medical Terminology 2 credit hours, Psychology 3 credit hours, Statistics 3 credit hours, General Chemistry I and II 6 credit hours, Organic Chemistry 3 credit hours, Microbiology 3 credit hours, Human Anatomy 3 credit hours, Human Physiology 3 credit hours, Cell Biology (will accept Molecular biology) 3 credit hours, Genetics 3 credit hours. Applications will be reviewed beginning October 1st of each year. Students will be interviewed in the months of December and January, with the goal of a class of 20 (in year one) selected by February 1 for a July 1 start date. Students will be required to make a \$500 deposit by April 1st.

- Characteristics of a specific population to be served, if applicable. According to the feasibility study, prospective students are interested in becoming PAs because of the field's 1) focus on wellness, health education and preventative medicine (not just sick care); and 2) job potential ("PAs are in need everywhere because they help reduce the cost of delivering health care"). The market behaves similar to that for traditional undergraduate students. Location and campus services and facilities will influence a final decision of where to attend (due to the fact that PA programs are all-day in-seat programs). The market is a mix of first-career students and second-career students.

2. Faculty Characteristics

- Any special requirements (degree status, training, etc.) for assignment of teaching for this degree/certificate. The ARC-PA provides very specific standards guiding personnel to deliver the educational program in Physician Assistant Studies. Standard A2.02 reads as follows: "The program must have program faculty that include the program director, medical director and at least three FTE principal faculty positions and instructional faculty." The ARC-PA have very specific requirements for the program director and principal faculty, requiring a specific number of program faculty to hold the PA credential. Since 2014, a program director was hired in February 2015; principal faculty members, including an academic coordinator and clinical coordinator, were hired between July and October 2015; and a medical director was hired in September 2015. These staffing hires fulfill each of the requirements stipulated by the ARC-PA for academic, clinical and administrative qualifications necessary to begin and deliver a quality PA education program. In keeping with best practices in clinical medicine, Stephens College has developed a contractual practice to ensure that the program director and principal faculty who

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are licensed clinicians are provided twenty percent release time per week to facilitate their ability to remain current by continuing clinical practice, while non-clinician principal faculty enjoy the same opportunities for research support as all other non-clinician faculty at Stephens College.

- Estimated percentage of credit hours that will be assigned to full time faculty. Please use the term "full time faculty" (and not FTE) in your descriptions here.
9 credit hours

- Expectations for professional activities, special student contact, teaching/learning innovation.

In keeping with best practices in clinical medicine, Stephens College has developed a contractual practice to ensure that the program director and principal faculty who are licensed PA clinicians are provided twenty percent release time per week to facilitate their ability to remain current by continuing clinical practice, while non-clinician principal faculty enjoy the same opportunities for research support as all other non-clinical faculty at Stephens College. Stephens College has successfully hired personnel to meet these criteria. In light of the clinical demands and year-round nature of these appointments, the College determined that faculty in these positions would find it significantly challenging to meet the College's expectations for the level of scholarly research required of tenure-track and tenured faculty. Consistent with common practice in clinical programs, and after benchmarking similar positions at the University of Missouri and elsewhere, the College decided to establish these initial faculty hires as non-tenure-track clinical faculty. Under the terms of those hires, these PA faculty are provided 20 percent release time to ensure they maintain currency in clinical practice, even as they help to build and deliver a rigorous and quality PA Program to Stephens students. It is the College's expectation that future faculty hires may be tenure-track where the role or disciplinary expertise of the faculty member is largely didactic rather than clinical.

3. Enrollment Projections

- Student FTE majoring in program by the end of five years.
60
- Percent of full time and part time enrollment by the end of five years.
100% Full time

4. Student and Program Outcomes

- Number of graduates per annum at three and five years after implementation.
46, 76
- Special skills specific to the program.

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II. Program Learning Outcomes for the PA Program

The following competencies will serve as program level student learning outcomes for the Stephens College Physician Assistant program. All course objectives listed in the syllabi are linked to these competencies, which are based upon Competencies for the Physician Assistant Profession adopted 2012 by ARC-PA, NCCPA, and PABA; adopted 2013 by AAPA. Medical Knowledge Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigative and analytic thinking approach to clinical situations.

Upon graduation from the PA program, students are expected to:

MK 1: Apply principles of evidence-based medicine to clinical scenarios

MK 2: Apply scientific principles to explain etiologies, risk factors, and underlying pathologic processes for emergent, acute, and chronic medical conditions

MK 3: Describe social, behavioral and psychological aspects of health and disease.

MK 4: Demonstrate the ability to evaluate, diagnose, and treat patients across the lifespan.

MK 5: Demonstrate the ability to develop and evaluate interventions for promotion and maintenance of health.

Interpersonal & Communication Skills Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates and other individuals within the health care system.

Upon graduation from the PA program, students are expected to:

ICS 1: Demonstrate interpersonal skills promoting ethically sound and therapeutic relationships with patients, families, and members of the healthcare team.

ICS 2: Use effective communication skills to elicit and provide information in a manner that is appropriate to the context of the interaction.

Patient Care Patient care includes patient-specific and setting-specific assessment, evaluation and management. Physician assistants must demonstrate care that is effective, safe, high quality, and equitable.

Upon graduation from the PA program, students are expected to:

PC 1: Demonstrate the ability to provide patient-centered care characterized by compassionate and respectful relationships with patients and their families.

PC 2: Demonstrate the ability to make decisions about diagnostic and therapeutic interventions based on patient information and preferences, current scientific evidence and informed clinical judgment.

PC 3: Perform medical and surgical procedures appropriate to a PA entering the profession.

PC 4: Demonstrate the ability to provide health care services and education to prevent

disease and promote health in patients across the lifespan.

Professionalism - Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Physician assistants must be reflective practitioners who place their patients' needs above their own.

Upon graduation from the PA program, students are expected to:

PR 1: Demonstrate professional relationships characterized by respect, compassion, accountability, and integrity with patients, families, supervisors, and other members of the health care providers.

PR 2: Describe the role of the PA including professional, ethical, legal, and regulatory standards regarding the PA profession.

PR 3: Demonstrate sensitivity and responsiveness to patients' culture, age, gender and abilities.

PR 4: Demonstrate initiative, flexibility and tolerance of ambiguity and anxiety.

PR 5: Demonstrate commitment to the education of all other learners.

Practice-Based Learning & Improvement

Physician assistants must engage in critical analysis of their own practice experience, the medical literature, and other information resources for the purposes of self-improvement and enhancement of the practice. Physician assistants must be able to assess, evaluate, and improve their patient care practices.

Upon graduation from the PA program, students are expected to:

PLI 1: Analyze practice experience and contribute to practice-based improvement activities

PLI 2: Access, select, appraise, critically evaluate, and apply scientific studies to patient cases.

PLI 3: Demonstrate self-reflection to recognize and appropriately address personal biases, gaps in medical knowledge, and limitations in themselves and others.

Systems-based Practice - Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient. PAs should work to improve the health care system of which their practices are a part.

Upon graduation from the PA program, students are expected to:

SBP 1: Discuss the components of healthcare delivery systems and the roles and relationships of various members of healthcare teams.

SBP 2: Be able to describe examples of cost-effective health care and resource allocation that does not compromise quality of patient care.

SBP 3: Apply the concepts of population health to patient care.

III. Physician Assistant Functions and Task Proficiencies Professional Proficiencies of the PA

1. Obtain and maintain certification by the NCCPA.

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2. Practice within the professional and legal boundaries of the role of the physician assistant, as interdependent with the supervising physician and in the context of team-delivered care.
3. Participate in continuing medical education (CME).
4. Be an active member in professional organizations.
5. Participate in community service.
6. Engage in scholarly work, which may include presentations, research and teaching.
7. Maintain a current knowledge of the medical literature and apply principles of evidence-based medicine in clinical practice.
8. Represent and advocate for the role of physician assistants in the health professions and public realm.

Patient Evaluation, History Taking and Physical Examination

1. Conduct a thorough patient history.
2. Conduct a patient history by problems
3. Conduct patient history by systems.
4. Identify patient needs and triage patients in an emergency department setting.
5. Conduct a thorough screening exam.
6. Assess developmental milestones for well child check.
7. Conduct specialized histories and including sexual, substance abuse and domestic violence.
8. Conduct patient histories from additional sources for uncooperative or compromised patients.
9. Perform a mental status exam.
10. Perform physical examinations to gather data with respect to a. Vital signs b. Skin c. HEENT/Thyroid d. Pulmonary system e. Cardiovascular system f. Abdomen g. Female reproductive system i. Pelvic ii. Breast h. Male reproductive system i. Rectal/prostate ii. Testicles i. Musculoskeletal system i. General ii. Specific anatomical regions j. Neurological/Cognitive k. Lymphatic system l. Obstetrical patient
11. Perform physical examinations specific to the following patient populations;
 - a. Pediatric patients i. Newborns ii. Infants iii. Children iv. Adolescents
 - b. Geriatric patients c. Trauma patients (with life-threatening injuries)
 - d. Patients with psychiatric or behavioral health issues

Medical Problem Solving

1. Interpret, synthesize and prioritize data from the history and physical examination.
2. Develop a problem list from patient history and available data.
3. Communicate findings from patient data in concise statements.
4. Utilize data from the history and physical examination, including biological, psychological and social etiologies, to accurately formulate a differential diagnosis.
5. Apply understanding of biological and pathophysiological mechanisms to interpret patient data.

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6. Generate a working diagnosis.
7. Acquire and critically evaluate information accessed from databases, medical journals and other reliable sources of current medical information.

Diagnosis

1. Apply knowledge of sensitivity, specificity and positive and negative predictive value to determine appropriate diagnostic tests.
2. Interpret the results of diagnostic tests and procedures.
3. Prioritize diagnostic procedures with consideration of cost-effectiveness and risk/benefit ratio.
4. Perform diagnostic procedures.
5. Perform and interpret diagnostic tests. a. glucose finger stick test b. urine dip-stick test c. guaiac test
6. Interpret basic rhythm strip and 12-lead EKG.
7. Interpret diagnostic radiologic results including a. X-ray (long bone, skull, abdominal) b. CT c. Ultrasound

Patient Assessment

1. Assess patient in terms of: a. appropriate level of care, b. length of hospital stay if admitted, and c. prognosis.
2. Develop outpatient treatment plans.
3. Develop discharge plans.

Patient Management

1. Develop an appropriate management plan incorporating medical assessment, the patient's expectations and any psychosocial or cultural barriers.
2. Write admission orders.
3. Identify and communicate basic nutritional needs of patients, both in health and illness.
4. Prioritize treatment options with consideration of cost-effectiveness and risk/benefit ratio.
5. Practice universal precautions.
6. Practice aseptic technique.
7. Manage cardiac arrest with ACLS protocol.
8. Perform therapeutic procedures.
9. Assess drugs, dosage, and side effects for a specific patient.

Procedures - Perform Diagnostic and Therapeutic Procedures:

- a. Perform Pap smear.
- b. Collect cervical culture.
- c. Collect laboratory specimens for wounds.
- d. Collect laboratory specimen for throat.
- e. Perform phlebotomy.
- f. Insert intravenous lines.
- g. Perform lumbar puncture.
- h. Place central venous catheter.
- i. Place arterial line.
- j. Perform thoracentesis.
- k. Perform paracentesis.
- l. Place sutures.
- m. Perform excision of skin lesion.
- n. Perform urethral catheterization.
- o. Insert nasogastric tube or oral pharyngeal tube.
- p. Apply casts, splints, and stabilization devices.
- q. Incise, drain, pack and dress an abscess.
- r. Debride wounds and perform dressing changes.
- s. Infiltrate local anesthesia.
- t. Administer parenteral medications or

therapeutic injections.

Communication with Healthcare Professionals

1. Compose organized and concise written or electronic reports including important patient information, status of identified problems, new findings and current state of patient management.
2. Give organized, professional presentations using effective verbal and nonverbal communication.
3. Identify need for and carry out consultations with other health professionals.
4. Understand, assess and appropriately address patients' expectations about their condition and care.
5. Communicate respectfully with other members of the healthcare team to provide optimal care for patients; recognize and appreciate the roles of practitioners of various professions.

Communication with Patients and Families

1. Communicate effectively with patients and their families about the patient's condition and elicit their understanding for clarification.
2. Explain a procedure to a patient.
3. Listen to and address the questions and concerns of patients and their families.
4. Obtain proper informed consent from a patient or family member prior to diagnostic or therapeutic procedures.
5. Communicate with the patient and the family about treatment options, advantages versus disadvantages, risks versus benefits and cost.
6. Educate patients and their families about the importance of self-care in the healing and recovery process.
7. Incorporate an understanding of how social determinants of health impact health outcomes into their patient interactions.
8. Help patients develop health literacy; recognize how health literacy impacts patients' motivation and compliance with treatment plans.
9. Develop strategies for effectively communicating with patients who have communication problems.

Legal, Ethical and Compassionate Care

1. Treat patients with empathy and compassion, recognizing their values and goals.
2. Respect patients' rights and privacy, applying principles of patient autonomy, justice, beneficence and non-maleficence.
3. Recognize patients' rights to refuse treatment and to execute advanced directives.
4. Be aware of and abide by legal reporting requirements related to medical practice.
5. Strive to become aware of personal perceptions and biases that may influence treatment of patients.
6. Recognize and develop strategies to solve problems that involve conflicts of values that arise in clinical practice.

7. Be aware and sensitive toward religious practices or values that impact patients' approach to their medical care.
8. Show sensitivity and provide support in situations that involve death and dying.
9. Develop strategies to work effectively with uncooperative patients.
10. Be aware of alternative healing approaches and the meanings of those approaches to patients.

Health Promotion, Disease Prevention and Patient Education

1. Teach self-examination techniques to patients for cancer screening (e.g., breast, testicles and skin).
 2. Identify health risks for particular patients, families and communities.
 3. Identify persons at risk for genetic conditions and refer them to appropriate professionals when appropriate.
 4. Apply disease prevention screening protocols appropriate to age, sex and patient risk factors.
 5. Evaluate immunization records based on the current practice guidelines.
 6. Counsel patients on family planning/contraception.
 7. Provide health education for communicable disease (e.g. STIs, HBV, HCV, HIV/AIDS, Syphilis, and GC).
 8. Provide counseling on modification of lifestyle behaviors that will positively impact health outcomes as they relate to each of the following: a. safer sex b. use of tobacco products c. substance abuse/miss use d. suicide/homicide prevention e. weight management f. exercise g. stress management h. dietary counseling
- Proportion of students who will achieve licensing, certification, or registration. Graduates will be required to complete all required coursework, supervised clinical practice experiences, and pass a summative examination that simulates the NCCPA licensing exam. The ARC-PA requires a minimum of 82% PANCE first time pass rate.
 - Performance on national and/or local assessments, e.g., percent of students scoring above the 50th percentile on normed tests; percent of students achieving minimal cut-scores on criterion-referenced tests. Include expected results on assessments of general education and on exit assessments in a particular discipline as well as the name of any nationally recognized assessments used.
No data available – program begins August 2016
 - Placement rates in related fields, in other fields, unemployed.
No data available
 - Transfer rates, continuous study.
No data available

5. Program Accreditation

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- Institutional plans for accreditation, if applicable, including accrediting agency and timeline. If there are no plans to seek specialized accreditation, please provide a rationale.
ARC-PA granted Accreditation-Provisional. Higher Learning Commission

6. Alumni and Employer Survey

- Expected satisfaction rates for alumni, *including timing and method of surveys*.
No data available
- Expected satisfaction rates for employers, including timing and method of surveys.
No data available

7. Institutional Characteristics

- Characteristics demonstrating why your institution is particularly well-equipped to support the program.

Mission of the College – Historically committed to meeting the changing needs of women, Stephens College prepares students to become leaders and innovators in a rapidly changing world. Stephens engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression and professional practice, in an environment supported by accomplished faculty and dedicated alumnae. Graduates of Stephens are educated in the liberal arts, professionally prepared and inspired by our tradition of the Ten Ideals as core values that enrich women's lives.

The mission of the Stephens College Physician Assistant Program is to educate and prepare clinically astute and compassionate, patient-centered physician assistants who will become leaders in their profession, while remaining dedicated to meeting the needs of the medically underserved. Graduates will be ethical professionals, committed members of the healthcare team, practitioners of evidence-based medicine, and providers of quality health care for those they serve.