

Educational Innovation: Improving Student Faculty Interaction Through a ProSeminar Series

Quinnette Jones, MSW, MHS, PA-C, Mara Sanchez MMS, PA-C, RD, Susan Hibbard PhD, Annamarie Streilein MHS, PA-C, Sandro Pinheiro, PhD, MA, MRE
Duke University Physician Assistant Program

Background

- Informal learning opportunities are valued by students as part of the development of their professional identities.¹
- Positive student-faculty relationships have been shown to result in improvements in learners' academic, intellectual, and personal development.²

Purpose

- The ProSeminar series was developed with the intent of increasing opportunities for students to interact with faculty and to learn about Physician Assistant (PA) experiences in various clinical practice environments.

Methods

- Optional monthly seminars were offered to PA students throughout the didactic year over the lunch hour.
- Faculty shared and discussed with students his/her practice experiences in a particular area of medicine.

Evaluation methods:

- Participants of the ProSeminar sessions were asked to complete a survey via Qualtrics at the end of the 2015-2016 didactic year regarding the program.
- In the 2016-2017 didactic year, students were asked to complete a survey immediately following each ProSeminar session they attended.
- Students rated the effectiveness of the ProSeminar(s) with a six-item survey using a five-point Likert scale; Strongly Disagree =1 and Strongly Agree =5.
- Three items were open ended where participants commented on their experiences and ways to improve the program.

Institutional Review Board: Declared Exempt from IRB Review

Results

- Nineteen students responded to the 2015-2016 survey and provided ratings for the sessions they attended. Total responses for each session was 69.
- Eighty students responded to the 2016-2017 ends of session(s) survey. Note: some students attended more than one seminar and completed the survey for each.
- When asked if they would recommend the ProSeminar series to peers, 97.3% of respondents answered either agree or strongly agree.

Overall Results

	Broadened understanding of the various roles in which PAs practice	More realistic appreciation of the daily work of Pas	Get to know the program faculty better	Explored an area of medicine interested in practicing in	Increased interest in an area of practice previously not very interested in
2015-2016	4.52	4.43	4.49	3.78	3.49
2016-2017	4.48	4.30	4.51	4.43	3.61

1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

Results by Topic

	Broadened understanding of the various roles in which PAs practice		More realistic appreciation of the daily work of Pas		Get to know the program faculty better		Explored an area of medicine interested in practicing in		Increased interest in an area of practice previously not very interested in	
	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17
International	4.46	4.00	4.55	3.57	4.73	4.43	3.91	3.86	3.27	2.86
Cardiology	4.50	-	4.25	-	4.13	-	3.50	-	3.50	-
Oncology	4.50	4.58	4.50	4.58	4.50	4.58	4.00	4.75	4.00	4.08
Primary Care	4.40	4.30	4.40	4.60	4.60	4.50	3.80	4.60	3.00	3.50
Neurology	4.36	4.63	4.27	4.50	4.45	4.50	3.64	4.13	3.36	4.14
Research	4.57	4.40	4.43	3.75	4.43	4.40	3.43	4.40	2.43	4.20
Leadership	4.57	4.50	4.43	4.17	4.43	4.17	3.43	4.50	2.43	3.67
Sports Medicine/Anesthesiology	-	4.88	-	4.88	-	4.88	-	4.50	-	4.38
Women's Health	-	4.54	-	4.69	-	4.62	-	4.54	-	3.31
Forensic Medicine	4.67	-	4.67	-	4.67	-	3.5	-	3.83	-
Roles in PA Education	-	4.36	-	3.45	-	4.30	-	4.27	-	3.18

Note: Some topics changed from one year to the next based on availability of faculty

1 – Strongly Disagree, 2 – Disagree, 3 – Neutral, 4 – Agree, 5 – Strongly Agree

Open-ended Questions

- 54% of the students who responded to selected response portion of the survey answered the question about which aspect of the ProSeminar series was most valuable.

Question and answer session

Personal experiences Small group sizes

Learning about day to day experiences

Getting to know faculty better

More personable Informal setting

Learning about career paths

Open dialogue

Casual

Discussion

- Overall, students found the ProSeminar sessions to be valuable as they reported they would recommend them to their peers.
- One of the most valuable aspects of the program was to get to know faculty members on a personal level outside the classroom.
- Students attended sessions in practice areas they reported not necessarily being interested in, perhaps to interact in a smaller and less formal setting with faculty and/or to expand their knowledge of other practice environments.
- In future surveys, we plan to ask specifically why students chose to attend the ProSeminar session(s) to further assess the value of these sessions to students.

References

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