

Equity and Longitudinal Assessments: Perspectives from Physician Assistants/Associates (PAs) Participating in PANRE-LA

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Background/Objective

- Longitudinal assessments (LAs) may offer more flexibility and unique opportunities to enhance equity
- Although prior findings on LAs demonstrate that they foster learning, limited research exists on potential differences in examinee perspectives by demographics and practice characteristics
- Addressing this research gap is vital to ensuring that examinees from different backgrounds equally derive learning benefits from LAs
- We evaluated potential differences in perspectives and experiences of Physician Assistants/Associates (PAs) participating in the PA National Recertification Exam Longitudinal Assessment (PANRE-LA) program, considering a wide range of demographic and practice characteristics

Methods

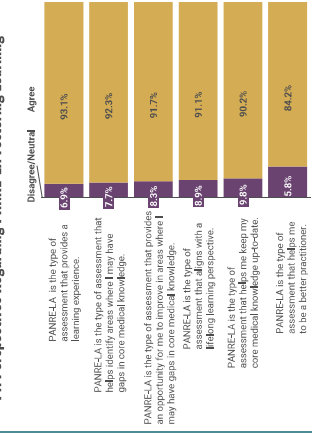
- We adapted and refined previously used survey items from our quarterly pilot surveys and developed new items based on a comprehensive literature review
 - 42,897 PANRE-LA participants were invited to complete the online survey; 11,896 participated for a 27.7% response rate
 - Descriptive, bivariate, and multivariate analyses were conducted using R
- Email questions to Andrzej.Kozikowski@nccpa.org

Results

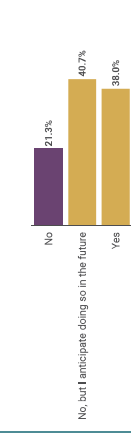
PA Demographic and Practice Characteristics by Perspectives Regarding PANRE-LA

Characteristic	Provides a learning opportunity that may have gaps in core medical knowledge		Helps identify areas where I may have gaps in core medical knowledge		Aligns with lifelong learning		Helps me keep my core medical knowledge up-to-date		Helps me to be a better practitioner	
	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes
Age	7.2%	92.8%	8.5%	91.5%	9.5%	90.5%	9.7%	90.3%	10.1%	89.9%
Gender	6.3%	93.7%	7.3%	92.7%	8.2%	91.8%	8.2%	91.8%	8.4%	91.6%
Race	6.5%	93.5%	8.0%	92.0%	9.7%	90.3%	9.7%	90.3%	10.1%	89.9%
Ethnicity	6.5%	93.5%	7.7%	92.3%	8.3%	91.7%	8.3%	91.7%	8.8%	91.2%
Speaks Second Language	6.5%	93.5%	7.5%	92.5%	8.5%	91.5%	8.5%	91.5%	9.0%	91.0%
US Region	7.4%	92.6%	8.9%	91.1%	10.0%	90.0%	10.0%	90.0%	10.5%	89.5%
Rural/Urban Setting	7.0%	93.0%	8.3%	91.7%	9.2%	90.8%	9.2%	90.8%	9.7%	90.3%
Years Certified	6.2%	93.8%	7.2%	92.8%	8.2%	91.8%	8.2%	91.8%	8.7%	91.3%
Changed Specialties	7.3%	92.7%	8.7%	91.3%	9.7%	90.3%	9.7%	90.3%	10.1%	89.9%
Specialty	6.5%	93.5%	7.8%	92.2%	8.4%	91.6%	8.4%	91.6%	8.8%	91.2%
Other	7.3%	92.7%	8.7%	91.3%	9.7%	90.3%	9.7%	90.3%	10.1%	89.9%

PA Perspectives Regarding PANRE-LA Fostering Learning



Have you been able to apply anything you learned during PANRE-LA to your clinical practice?



Key Findings and Conclusion

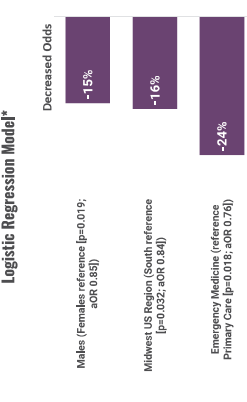
- Over 90% agreed that PANRE-LA provides a learning experience, helps to identify knowledge gaps and provides an opportunity to improve, aligns with a lifelong learning perspective, and keeps core medical knowledge up-to-date; 84% said it helps to be a better practitioner
 - No significant differences in perspectives were observed by PA characteristics
- About 79% anticipated/applied learning from PANRE-LA to their clinical practice
 - Few small in magnitude but statistically significant differences were detected in bivariate analyses
 - In the multivariate logistic model, being male, residing in the Midwest, and practicing in Emergency Medicine were associated with lower odds of indicating anticipating/applying learning
- Our research suggests that PAs across diverse backgrounds and practice characteristics equally report favorable perspectives and self-reported learning benefits from PANRE-LA
- LAs may provide unique opportunities to promote equity in knowledge acquisition, foster continuous learning, and ultimately contribute to improved patient care

References

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- Traver, A. L., Gilsdorf, M., Smith, A. C., Guzman, J., Bradford, A., Abshire, L., & Leble, L. K. (2019). Postgraduate perspectives on learning and practice change in the workplace: a 7-year, multi-center study. *Academic Medicine*, 94(10), 1711-1716.

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Factors Significantly Associated with Anticipating/Applying Learning From PANRE-LA to Clinical Practice in Multivariate Logistic Regression Model*



*All variables included in the model are marked as statistically significant in the model. US region, rural/urban setting, years certified, whether PAs changed specialties and current specialty