

A close-up photograph of a green fern frond, showing the intricate spiral pattern of the unfurling leaves. The frond is covered in small, clear water droplets, which catch the light and create a shimmering effect. The background is a soft, out-of-focus green, suggesting a natural, outdoor setting. The overall composition is clean and fresh, with a strong emphasis on natural textures and colors.

**PAEA RESEARCH**

**Curriculum  
Report 2**

**Didactic**

By the Numbers | Data from the 2016 Didactic Curriculum Survey

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# Curriculum Report 2: Didactic

BY THE NUMBERS: DATA FROM THE 2016 DIDACTIC CURRICULUM SURVEY

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# INTRODUCTION

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## Physician Assistant Education Association

Founded in 1972, the Physician Assistant Education Association (PAEA) is the only national organization representing PA educational programs in the United States. At the time of the 2016 Didactic Curriculum Survey

administration, PAEA represented 209 member programs. For more information about PAEA and our products and services, visit [PAEAonline.org](http://PAEAonline.org).

# METHODS

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## The Survey Instrument

The survey consisted of eight sections:

**Section 1. Program Information:** Includes information on satellite campuses, distance learning, requirements students must meet to participate in supervised clinical practice rotations, and learning management systems

**Sections 2–6.** Includes information on course structure, required contact hours, methods of instruction, and methods of assessment for the following categories of didactic curriculum:

**Section 2. Basic Medical Sciences**

**Section 3. Clinical Preparatory Sciences**

**Section 4. Behavioral & Social Sciences**

**Section 5. Health Policy & Professional Practice Courses**

**Section 6. Research Courses**

**Section 7. Special Focus:** Includes information on hours spent on diagnosis, management, and pharmacotherapeutics for selected medical conditions.

**Section 8. Interprofessional Education in the Didactic Curriculum:** Includes information on the types of health professions students with whom PA students interact, and the classroom/laboratory and extracurricular settings in which interprofessional education occurs during the didactic phase.

## Survey Administration

The form, content, and timing of the PAEA Curriculum Survey have shifted throughout the past three decades. From 1983–1984 to 1990–1991, the survey was administered annually as part of the Annual Program Survey. Subsequently, its administration was pared down to once every three or four years. The last full Curriculum Survey Report was issued in 2010. Acknowledging the survey burden imposed by requiring program directors to complete two relatively long surveys each year, in 2014, the PAEA Research Council and Research Team decided to split the Curriculum Survey into three parts, corresponding to the major phases of PA school curriculum: the prerequisites/admissions phase, the didactic phase, and the clinical phase. Moving forward, the administration of these three surveys will be rotated every summer. Thus far, the Prerequisite Survey was administered in 2015, the Didactic Curriculum Survey administered in 2016, and the Clinical Curriculum Survey administered in 2017. Reports on each survey's results will be released the year following administration.

The 2016 Didactic Curriculum Survey was sent to 209 PA program directors on June 8, 2016. The data in all sections of the survey reflect the 2015–2016 academic year. PAEA Research Team staff sent email reminders to non-respondents via Qualtrics™ survey software and conducted follow-up calls between July and October 2016. Research staff conducted follow-up calls until all 209 PA programs had completed the survey. The survey closed in October 2016. The survey yielded an overall response rate of 100%; however, the response rate is lower for some individual items.

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## Data Cleaning & Analysis

Responses were checked for logical consistency and examined for extreme values and possible errors. In cases of obvious misinterpretations or inconsistencies in the responses to specific items, respondents were contacted for clarification. Responses that fell outside of reasonable parameters were not included in the analyses. The number of responses to individual survey items varied slightly. The tables and figures presented in this report display aggregate data from the respondents.

For each curriculum section, programs were asked to report on a predetermined list of courses but were also able to report on up to three “other” courses. Programs’ write-in descriptions of these “other” courses were analyzed and categorized. Results for “other” courses are presented separately from those of courses that programs were explicitly asked about. This acknowledges that the “other” statistics were based on programs’ voluntary disclosure of courses, and may therefore not be fully representative of PA programs. For example, 76 programs reported Physiology as an “other” basic medical science course. This does not necessarily indicate that only 76 programs had a Physiology course. To better capture the breadth of didactic courses, the most common “other” courses will be explicitly included as pre-specified response choices in future iterations of this survey.

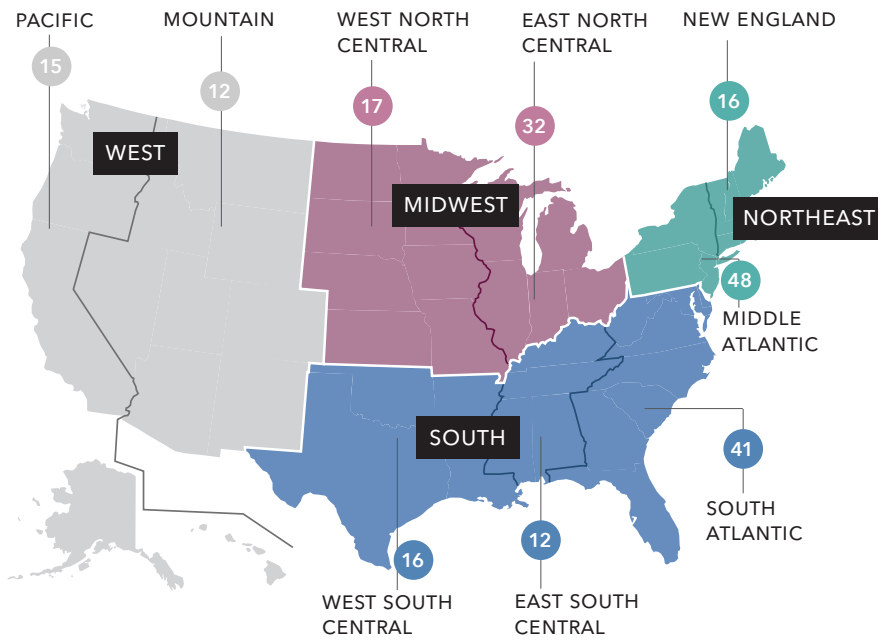
In general, analyses of the data consisted of producing descriptive statistics on the variables of interest: percentage, arithmetic mean (*M*), median (*Mdn*), standard deviation (*SD*), and range. For some tables and figures, percentages will not equal 100% due to rounding or when multiple responses were allowed. Total columns on tables and figures may be designated by *n* (P) for the number programs reporting. In cases where programs reported on multiple courses that fell into the same category, *n* (C) indicates the number of individual courses.

# SECTION 1. PROGRAM INFORMATION

## GENERAL PROGRAM INFORMATION

Data presented in **Figure 1** and **Table 1** were drawn from the 2016 Program Survey, which was administered concurrently with the Didactic Curriculum Survey, and were also published in *By the Numbers: Program Report 32: Data from the 2016 Program Survey*. For more information about program characteristics, please see [Program Report 32](#).

**FIGURE 1. GEOGRAPHIC DISTRIBUTION OF PA PROGRAMS BY US CENSUS BUREAU REGIONS & DIVISIONS**



### REGION 1 NORTHEAST

64 PROGRAMS

#### DIVISION 1 NEW ENGLAND

Connecticut  
Maine  
Massachusetts  
New Hampshire  
Rhode Island  
Vermont

#### DIVISION 2 MIDDLE ATLANTIC

New Jersey  
New York  
Pennsylvania

### REGION 2 MIDWEST

49 PROGRAMS

#### DIVISION 3 EAST NORTH CENTRAL

Indiana  
Illinois  
Michigan  
Ohio  
Wisconsin

#### DIVISION 4 WEST NORTH CENTRAL

Iowa  
Kansas  
Minnesota  
Missouri  
Nebraska  
North Dakota  
South Dakota

### REGION 3 SOUTH

69 PROGRAMS

#### DIVISION 5 SOUTH ATLANTIC

Delaware  
District of Columbia  
Florida  
Georgia  
Maryland  
North Carolina  
South Carolina  
Virginia  
West Virginia

#### DIVISION 6 EAST SOUTH CENTRAL

Alabama  
Kentucky  
Mississippi  
Tennessee

#### DIVISION 7 WEST SOUTH CENTRAL

Arkansas  
Louisiana  
Oklahoma  
Texas

### REGION 4 WEST

27 PROGRAMS

#### DIVISION 8 MOUNTAIN

Arizona  
Colorado  
Idaho  
New Mexico  
Montana  
Utah  
Nevada  
Wyoming

#### DIVISION 9 PACIFIC

Alaska  
California  
Hawaii  
Oregon  
Washington

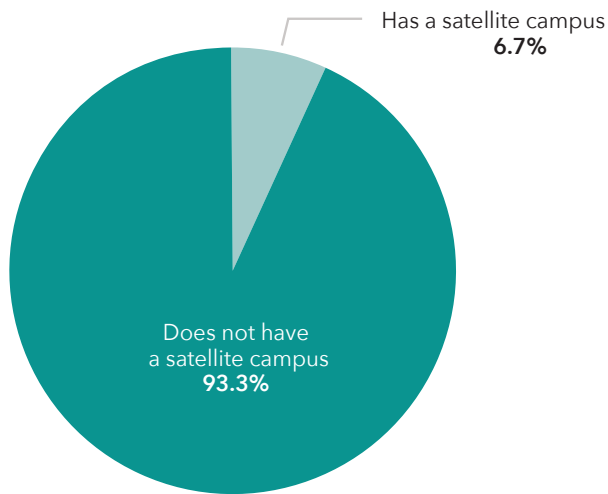


**TABLE 1. SPONSORING INSTITUTION ATTRIBUTES**

	n (P)	%
Type of institution		
Private, non-profit	124	59.3
Public	65	31.1
Private, for-profit	16	7.7
Public/private hybrid	3	1.4
Military	1	0.5
AHC status		
Non-Academic Health Center	143	68.4
Academic Health Center	66	31.6
Administrative housing		
School of Allied Health/Health Professions/Health Sciences	112	53.6
College/School of Medicine	32	15.3
Department/School of Physician Assistants (stand alone)	23	11.0
College of Graduate and Professional Studies	17	8.1
College of Arts and Sciences	8	3.8
Science Department	5	2.4
Other health discipline (e.g., Nursing, Pharmacy, Podiatry)	5	2.4
Other administrative housing	7	3.3

## DISTANCE LEARNING

**FIGURE 2. PROPORTION OF PROGRAMS WITH SATELLITE CAMPUSES**



**Figure 2** 14 programs (6.7%) reported having a satellite or distance campus, while 195 programs (93.3%) did not have a satellite campus.

**TABLE 2. NUMBER OF STUDENTS ENROLLED AT SATELLITE CAMPUSES**

	n (P)	n (S)	Range	M	SD	Mdn
Students enrolled at primary location	14	898	30-121	64.1	27.0	56.5
Students enrolled at satellite campus(es)	14	558	8-142	39.9	34.9	30.0

**Table 2** On average, among the 14 programs with satellite campuses, 35.7% of the program's students were enrolled at a satellite campus (range = 8.1–62.3%, SD = 17.5%, Mdn = 30.1%).

**TABLE 3. DELIVERY OF CURRICULUM TO SATELLITE CAMPUSES (%)**

	<i>n</i> (P)	Never	Rarely	Sometimes	Frequently	Always
Faculty assigned to primary campus	14	0.0	7.1	21.4	28.6	42.9
Faculty assigned to satellite campus(es)	14	0.0	0.0	14.3	28.6	57.1
Primary and satellite campus curricula are independent	14	71.4	21.4	0.0	7.1	0.0
Virtual Classroom Training (VCT)	12	50.0	16.7	25.0	8.3	0.0

**TABLE 4. PERCENTAGE (%) OF DIDACTIC CONTENT ORIGINATING FROM EACH SITE**

	<i>n</i> (P)	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Primary campus content offered to satellite campus(es)	14	0.0-95.0	43.3	33.7	42.5
Satellite campus content offered to primary campus	14	0.0-60.0	23.9	21.4	17.5
Primary campus self-contained content	14	0.0-95.0	20.1	29.2	5.0
Satellite campus self-contained content	14	0.0-50.0	12.6	18.8	3.5

*Table 4* Programs were asked to report the percentage of their didactic content that originated from the primary and satellite sites, and whether the content was offered at the other campus or was self-contained. Percentages had to sum to 100%.

## CONTENT DELIVERY

**TABLE 5. PRIMARY MODE OF INSTRUCTION**

	<i>n</i> (P)	%
Lecture/laboratory	108	51.7
Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL)	6	2.9
Combination of these modes	94	45.0
Other	1	0.5
<b>Total</b>	<b>209</b>	<b>100.0</b>

*Note: Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL) are loosely grouped pedagogical practices that often use authentic clinical cases and a collaborative student team approach to encourage application of medical knowledge to real-world clinical cases to enhance problem-solving skills and medical-scientific knowledge.*

**TABLE 6. PRIMARY CURRICULUM DELIVERY METHOD**

	<i>n</i> (P)	%
On-site	198	94.7
Distance, synchronous	7	3.4
Distance, asynchronous	1	0.5
Other	3	1.4
<b>Total</b>	<b>209</b>	<b>100.0</b>

**TABLE 7. PRIMARY METHOD FOR TESTING WITHIN CURRICULUM**

	<i>n</i> (P)	%
Computer-based, locally developed (e.g., ExamSoft™, Blackboard™)	130	62.2
Scantron™ or similar scannable device	49	23.4
Computer-based, commercially developed (e.g., Exam Master™)	22	10.5
Paper-based	5	2.4
Both computer-based, locally developed and Scantron™	3	1.4
<b>Total</b>	<b>209</b>	<b>100.0</b>

**TABLE 8. PRIMARY LEARNING MANAGEMENT SYSTEM(S)**

	n (P)	%
Blackboard™	102	48.8
Canvas™	38	18.2
Moodle™	30	14.4
D2L™	17	8.1
Sakai™	11	5.3
Other	18	8.6
Not applicable	2	1.0

Note: Programs were allowed to check multiple learning management systems so percentages will sum to more than 100%.

## REQUIREMENTS FOR ADVANCEMENT WITHIN & BEYOND DIDACTIC PHASE

170 programs (81.3%) reported that students had to meet a minimum average GPA to be considered for promotion/advancement to the next semester of the didactic phase. Of these programs, 169 programs reported an average minimum GPA of 2.79 (range = 2.00–3.50, *SD* = 0.38, *Mdn* = 3.00).

**TABLE 9. ACADEMIC REQUIREMENTS TO PROCEED TO CLINICAL PHASE OF PROGRAM**

	n (P)	%
Minimum GPA for entire didactic curriculum	162	83.9
Pass OSCEs	96	49.7
Pass pre-clinical summative examination	88	45.6
Minimum average percentage/letter grade for entire didactic curriculum	65	33.7
Minimum GPA or percentage/letter achieved for some, but not all courses	19	9.8
Pass-fail grading program	17	8.8

Note: Percentages will sum to more than 100% because programs could select multiple requirements.

**Table 9** 194 programs (92.9%) required students to meet academic requirements to proceed to the clinical phase of the program. Of the academic requirements presented in this table, 193 programs reported having an average of 2.3 requirements (range = 1–5, *SD* = 1.0, *Mdn* = 2.0). Among the 158 programs that reported a minimum average GPA, the average requirement was 2.90 (range = 2.00–3.00, *Mdn* = 3.00). 114 programs (64.4%) expected their students to meet a professionalism standard to participate in supervised clinical practice rotations.

**TABLE 10. MINIMUM GRADE FOR ENTIRE DIDACTIC CURRICULUM REQUIRED TO PROCEED TO CLINICAL PHASE OF PROGRAM**

	n (P)	%
B+	2	3.2
B	25	39.7
B-	11	17.5
C+	2	3.2
C	18	28.6
C-	5	7.9
<b>Total</b>	<b>63</b>	<b>100.0</b>

**Table 10** Programs were able to report minimum letter grades, percentages, or GPAs that their students were required to achieve in order to move on to the clinical phase. All responses were converted to letter grades using [The College Board's guidelines](#).

# SECTION 2. BASIC MEDICAL SCIENCES

Programs were asked to report on the following basic medical science courses:

- Anatomy
- Genetics
- Medical Terminology
- Microbiology
- Molecular Basis of Disease
- Pathophysiology
- Pharmacology

Programs could also specify up to 3 “other” basic medical science courses. These “other” courses were grouped by subject and are presented later in this section, beginning on [page 8](#).

**TABLE 11. BASIC MEDICAL SCIENCES: COURSE STRUCTURE (%)**

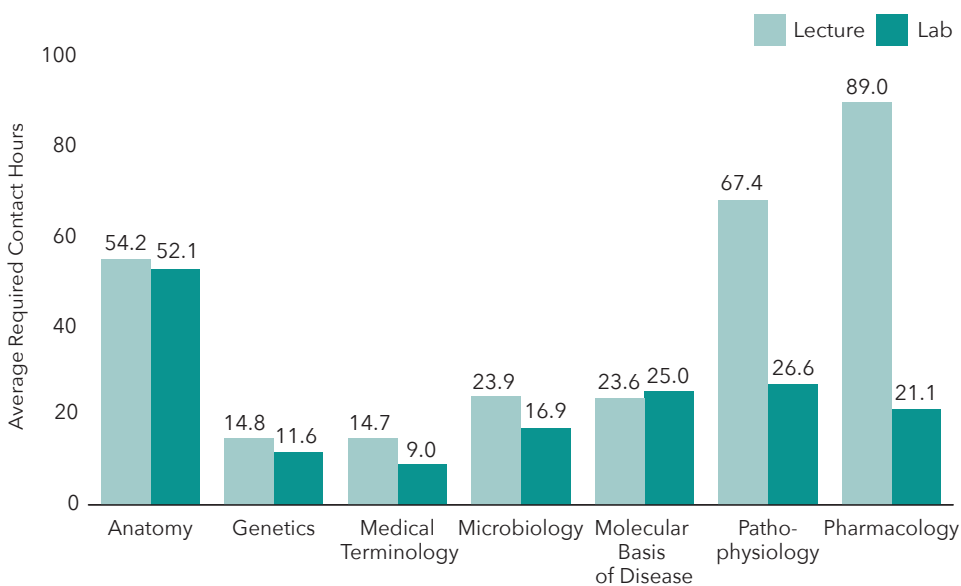
	<i>n</i> (P)	Stand-Alone/ Distinct	Integrated into Several Courses	Module in One Course	Do Not Offer
Anatomy	208	88.5	9.6	1.9	0.0
Genetics	208	23.6	50.5	24.5	1.4
Medical Terminology	207	16.4	27.1	11.1	45.4
Microbiology	208	24.0	42.3	12.5	21.2
Molecular Basis of Disease	207	7.2	68.1	10.6	14.0
Pathophysiology	208	53.8	45.2	1.0	0.0
Pharmacology	207	81.6	18.4	0.0	0.0

**TABLE 12. BASIC MEDICAL SCIENCES: REQUIRED CONTACT HOURS**

	<i>n</i> (P)	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
<b>Anatomy</b>					
Lecture	200	1-180	54.2	28.4	47.5
Lab	187	1-192	52.1	36.3	45.0
<b>Genetics</b>					
Lecture	180	1-96	14.8	13.7	10.0
Lab	5	4-30	11.6	11.3	5.0
<b>Medical Terminology</b>					
Lecture	75	1-200	14.7	24.6	10.0
Lab	5	2-15	9.0	6.3	10.0
<b>Microbiology</b>					
Lecture	150	1-85	23.9	17.5	20.0
Lab	22	1-60	16.9	16.8	13.5
<b>Molecular Basis of Disease</b>					
Lecture	145	1-128	23.6	21.0	16.0
Lab	3	10-45	25.0	18.0	20.0
<b>Pathophysiology</b>					
Lecture	192	2-360	67.4	53.1	49.0
Lab	12	2-64	26.6	18.5	23.3
<b>Pharmacology</b>					
Lecture	200	3-360	89.0	47.5	84.5
Lab	11	2-96	21.1	27.8	10.0

*Note: Only programs that reported a minimum number of required contact hours are reported here. If a program left the question blank or entered "0," they were excluded from this table.*

**FIGURE 3. BASIC MEDICAL SCIENCES: REQUIRED CONTACT HOURS**



**TABLE 13. BASIC MEDICAL SCIENCES: MODES OF INSTRUCTION (%)**

	n (P)	Lecture Only	Lab Only	Lecture/Lab Combination	Seminar	Self-Instructional	CBL/TBL/PBL
<b>Anatomy</b>							
Primary mode	207	10.1	1.9	86.0	0.0	1.0	1.0
Secondary mode	89	3.4	13.5	15.7	2.2	28.1	37.1
<b>Genetics</b>							
Primary mode	199	87.4	0.0	4.5	0.5	5.0	2.5
Secondary mode	70	11.4	0.0	0.0	7.1	20.0	61.4
<b>Medical Terminology</b>							
Primary mode	130	36.9	0.8	2.3	0.8	55.4	3.8
Secondary mode	39	15.4	0.0	2.6	2.6	53.8	25.6
<b>Microbiology</b>							
Primary mode	168	76.2	0.0	16.1	0.0	3.6	4.2
Secondary mode	54	7.4	7.4	3.7	5.6	14.8	61.1
<b>Molecular Basis of Disease</b>							
Primary mode	170	89.4	0.0	7.1	0.0	1.8	1.8
Secondary mode	54	11.1	1.9	0.0	3.7	16.7	66.7
<b>Pathophysiology</b>							
Primary mode	205	88.8	0.0	7.8	0.0	0.0	3.4
Secondary mode	83	8.4	3.6	2.4	4.8	10.8	69.9
<b>Pharmacology</b>							
Primary mode	207	94.7	0.0	3.9	0.0	0.0	1.4
Secondary mode	96	7.3	2.1	0.0	3.1	12.5	75.0

Note: Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL) are loosely grouped pedagogical practices that often use authentic clinical cases and a collaborative student team approach to encourage application of medical knowledge to real-world clinical cases to enhance problem-solving skills and medical-scientific knowledge.

**TABLE 14. BASIC MEDICAL SCIENCES: MODES OF ASSESSMENT (%)**

	n (P)	Multiple Choice	Practical Exams	OSCEs	Writing Assignment	Oral Presentation	Portfolio
<b>Anatomy</b>							
Primary mode	208	88.5	11.1	0.0	0.5	0.0	0.0
Secondary mode	172	9.9	83.7	1.2	3.5	1.7	0.0
<b>Genetics</b>							
Primary mode	200	97.0	1.0	0.0	1.5	0.5	0.0
Secondary mode	42	11.9	0.0	9.5	42.9	33.3	2.4
<b>Medical Terminology</b>							
Primary mode	136	89.7	1.5	0.7	7.4	0.0	0.7
Secondary mode	28	25.0	0.0	10.7	53.6	10.7	0.0
<b>Microbiology</b>							
Primary mode	166	97.0	1.2	0.0	1.2	0.6	0.0
Secondary mode	34	11.8	32.4	5.9	23.5	26.5	0.0
<b>Molecular Basis of Disease</b>							
Primary mode	170	97.6	1.2	0.0	1.2	0.0	0.0
Secondary mode	28	25.0	10.7	10.7	10.7	39.3	3.6
<b>Pathophysiology</b>							
Primary mode	205	98.5	1.0	0.0	0.5	0.0	0.0
Secondary mode	56	8.9	10.7	21.4	35.7	21.4	1.8
<b>Pharmacology</b>							
Primary mode	208	98.1	1.4	0.0	0.5	0.0	0.0
Secondary mode	67	9.0	6.0	20.9	46.3	17.9	0.0

---

## OTHER BASIC MEDICAL SCIENCES

Programs' reports of "other" basic medical science courses fell into the following categories:

- Anatomy
- Biochemistry
- Histology
- Immunology
- Neuroscience
- Physiology
- Pharmacology
- Other basic medical sciences (e.g., Embryology, Mechanisms of Disease)

Although Anatomy and Pharmacology were included in the pre-specified list of basic medical science courses, they are presented here because these data were generated from program directors' write-in responses.

$n$  (C), or the number of individual courses reported, may exceed  $n$  (P) because a program could report multiple courses that could fall into the same category.

Percentages are calculated based on  $n$  (C).

TABLE 15. OTHER BASIC MEDICAL SCIENCES: COURSE STRUCTURE (%)

	$n$ (P)	$n$ (C)	Stand-Alone/ Distinct	Integrated into Several Courses	Module in One Course
Anatomy	7	7	85.7	0.0	14.3
Biochemistry	12	12	66.7	16.7	16.7
Histology	5	5	40.0	20.0	40.0
Immunology	18	18	33.3	11.1	55.6
Neuroscience	4	4	75.0	25.0	0.0
Physiology	76	77	89.6	6.5	3.9
Pharmacology	9	10	90.0	10.0	0.0
Other basic medical sciences	13	13	69.2	30.8	0.0

**TABLE 16. OTHER BASIC MEDICAL SCIENCES: REQUIRED CONTACT HOURS**

	<i>n</i> (P)	<i>n</i> (C)	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Anatomy						
Lecture	6	6	1-53	18.6	19.9	11.5
Lab	1	1	-	54.0	-	-
Biochemistry						
Lecture	12	12	3-64	31.5	22.2	26.3
Lab	0	0	-	-	-	-
Histology						
Lecture	4	4	6-30	14.5	10.6	11.0
Lab	1	1	-	19.0	-	-
Immunology						
Lecture	17	17	4-27	14.7	6.3	15.0
Lab	1	1	-	2.0	-	-
Neuroscience						
Lecture	5	5	16-56	31.8	14.7	30.0
Lab	2	2	15-30	22.5	10.6	22.5
Physiology						
Lecture	74	75	3-144	56.5	26.0	54.0
Lab	10	10	6-90	28.8	28.3	16.0
Pharmacology						
Lecture	9	10	30-105	62.9	22.6	60.0
Lab	0	0	-	-	-	-
Other basic medical sciences						
Lecture	12	12	2-72	37.3	22.4	40.5
Lab	1	1	-	5.0	-	-

*Note: Only programs that reported a minimum number of required contact hours are reported here. If a program left the question blank or entered "0," they were excluded from this table.*



**TABLE 17. OTHER BASIC MEDICAL SCIENCES: MODES OF INSTRUCTION (%)**

	<i>n</i> (P)	<i>n</i> (C)	Lecture Only	Lab Only	Lecture/Lab Combination	Seminar	Self-Instructional	CBL/TBL/PBL
<b>Anatomy</b>								
Primary mode	4	4	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	1	2	0.0	0.0	0.0	50.0	0.0	0.0
<b>Biochemistry</b>								
Primary mode	7	7	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	0	0	-	-	-	-	-	-
<b>Histology</b>								
Primary mode	2	2	50.0	0.0	0.0	0.0	50.0	0.0
Secondary mode	2	2	0.0	0.0	0.0	0.0	0.0	100.0
<b>Immunology</b>								
Primary mode	16	16	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	1	8	0.0	0.0	0.0	12.5	0.0	0.0
<b>Neuroscience</b>								
Primary mode	3	3	33.3	0.0	66.7	0.0	0.0	0.0
Secondary mode	1	1	100.0	0.0	0.0	0.0	0.0	0.0
<b>Physiology</b>								
Primary mode	68	68	86.8	0.0	11.8	1.5	0.0	0.0
Secondary mode	46	18	11.1	11.1	5.6	5.6	11.1	55.6
<b>Pharmacology</b>								
Primary mode	9	10	80.0	0.0	10.0	0.0	0.0	10.0
Secondary mode	7	6	16.7	0.0	0.0	0.0	0.0	83.3
<b>Other basic medical sciences</b>								
Primary mode	9	9	77.8	0.0	22.2	0.0	0.0	0.0
Secondary mode	0	0	-	-	-	-	-	-

*Note: Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL) are loosely grouped pedagogical practices that often use authentic clinical cases and a collaborative student team approach to encourage application of medical knowledge to real-world clinical cases to enhance problem-solving skills and medical-scientific knowledge.*

**TABLE 18. OTHER BASIC MEDICAL SCIENCES: MODES OF ASSESSMENT (%)**

	<i>n</i> (P)	<i>n</i> (C)	Multiple Choice	Practical Exams	OSCEs	Writing Assignment	Oral Presentation	Portfolio
<b>Anatomy</b>								
Primary mode	3	3	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	1	1	0.0	0.0	100.0	0.0	0.0	0.0
<b>Biochemistry</b>								
Primary mode	9	9	88.9	0.0	0.0	11.1	0.0	0.0
Secondary mode	1	1	100.0	0.0	0.0	0.0	0.0	0.0
<b>Histology</b>								
Primary mode	4	4	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	2	2	0.0	100.0	0.0	0.0	0.0	0.0
<b>Immunology</b>								
Primary mode	16	16	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	2	2	0.0	0.0	0.0	0.0	100.0	0.0
<b>Neuroscience</b>								
Primary mode	2	2	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	2	2	50.0	0.0	0.0	0.0	50.0	0.0
<b>Physiology</b>								
Primary mode	67	67	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	45	14	21.4	7.1	0.0	35.7	35.7	0.0
<b>Pharmacology</b>								
Primary mode	3	3	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	0	0	-	-	-	-	-	-
<b>Other basic medical sciences</b>								
Primary mode	7	7	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	2	2	0.0	50.0	0.0	50.0	0.0	0.0

# SECTION 3. CLINICAL PREPARATORY SCIENCES

Programs were asked to report on the following clinical preparatory science courses:

- Clinical Medicine
- History/Interviewing Skills
- Laboratory Medicine/Imaging/Diagnostics
- Physical Assessment/Examination Skills
- Technical Skills/Procedures

Programs could also specify up to 3 “other” clinical preparatory science courses.

These “other” courses were grouped by subject and are presented later in this section, beginning on [page 15](#).

**TABLE 19. CLINICAL PREPARATORY SCIENCES: COURSE STRUCTURE (%)**

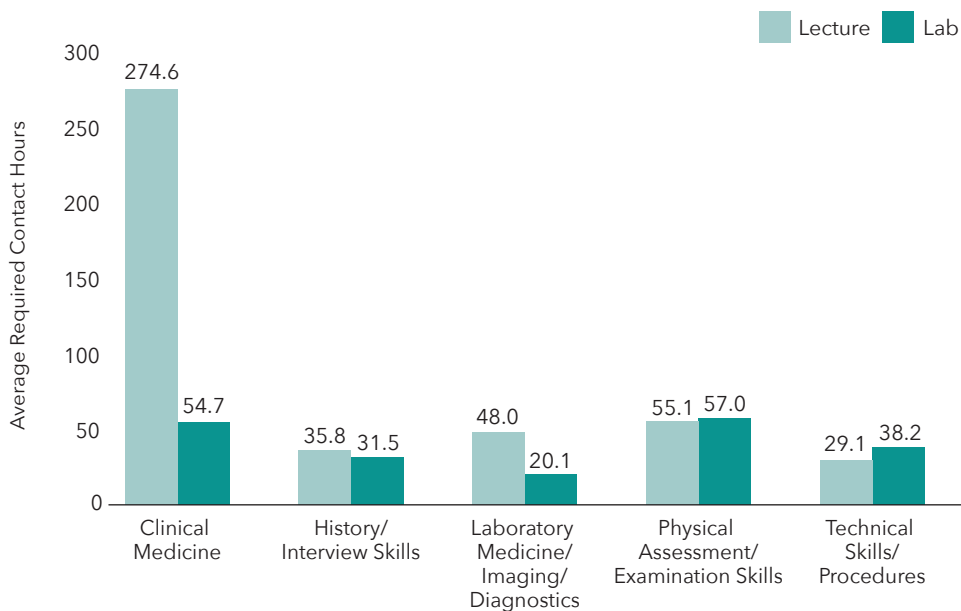
	n (P)	Stand-Alone/ Distinct	Integrated into Several Courses	Module in One Course	Do Not Offer
Clinical Medicine	207	74.9	23.2	1.9	0.0
History/Interviewing Skills	208	57.7	36.1	6.3	0.0
Laboratory Medicine/Imaging/ Diagnostics	207	44.0	52.2	3.9	0.0
Physical Assessment/Examination Skills	208	77.4	20.2	2.4	0.0
Technical Skills/Procedures	208	52.4	40.4	7.2	0.0

**TABLE 20. CLINICAL PREPARATORY SCIENCES: REQUIRED CONTACT HOURS**

	<i>n</i> (P)	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Clinical Medicine					
Lecture	196	5-880	274.6	173.6	240.0
Lab	48	4-250	54.7	47.5	37.5
History/Interview Skills					
Lecture	196	1-260	35.8	31.4	29.4
Lab	139	1-120	31.5	26.9	25.0
Laboratory Medicine/Imaging/Diagnostics					
Lecture	197	2-192	48.0	34.7	45.0
Lab	83	2-75	20.1	16.8	15.0
Physical Assessment/Examination Skills					
Lecture	195	2-260	55.1	39.9	45.0
Lab	168	1-210	57.0	45.0	40.1
Technical Skills/Procedures					
Lecture	175	2-224	29.1	29.5	20.0
Lab	171	8-200	38.2	27.2	30.0

Note: Only programs that reported a minimum number of required contact hours are reported here. If a program left the question blank or entered "0," they were excluded from this table.

**FIGURE 4. CLINICAL PREPARATORY SCIENCES: REQUIRED CONTACT HOURS**



**TABLE 21. CLINICAL PREPARATORY SCIENCES: MODES OF INSTRUCTION (%)**

	n (P)	Lecture Only	Lab Only	Lecture/Lab Combination	Seminar	Self-Instructional	CBL/TBL/PBL
Clinical Medicine							
Primary mode	207	78.7	0.5	17.4	0.0	0.0	3.4
Secondary mode	137	3.6	2.9	2.2	8.0	9.5	73.7
History/Interview Skills							
Primary mode	207	21.7	1.9	72.0	1.4	0.0	2.9
Secondary mode	128	3.1	18.0	8.6	5.5	7.8	57.0
Laboratory Medicine/Imaging/Diagnostics							
Primary mode	205	51.7	0.0	45.9	0.0	0.0	2.4
Secondary mode	103	3.9	13.6	7.8	1.9	13.6	59.2
Physical Assessment/Examination Skills							
Primary mode	207	13.0	3.9	80.7	1.9	0.0	0.5
Secondary mode	130	4.6	20.0	7.7	0.8	13.1	53.8
Technical Skills/Procedures							
Primary mode	206	8.7	12.6	77.2	1.0	0.0	0.5
Secondary mode	101	6.9	20.8	15.8	2.0	20.8	33.7

Note: Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL) are loosely grouped pedagogical practices that often use authentic clinical cases and a collaborative student team approach to encourage application of medical knowledge to real-world clinical cases to enhance problem-solving skills and medical-scientific knowledge.

**TABLE 22. CLINICAL PREPARATORY SCIENCES: MODES OF ASSESSMENT (%)**

	n (P)	Multiple Choice	Practical Exams	OSCEs	Writing Assignment	Oral Presentation	Portfolio
Clinical Medicine							
Primary mode	207	99.0	1.0	0.0	0.0	0.0	0.0
Secondary mode	108	2.8	15.7	50.9	19.4	11.1	0.0
History/Interview Skills							
Primary mode	205	58.0	24.4	9.3	6.3	2.0	0.0
Secondary mode	196	15.3	28.6	37.2	13.3	5.6	0.0
Laboratory Medicine/Imaging/Diagnostics							
Primary mode	204	92.6	6.4	0.5	0.5	0.0	0.0
Secondary mode	109	9.2	43.1	29.4	11.0	6.4	0.9
Physical Assessment/Examination Skills							
Primary mode	207	58.0	31.4	10.1	0.5	0.0	0.0
Secondary mode	198	17.2	41.4	37.4	3.0	1.0	0.0
Technical Skills/Procedures							
Primary mode	205	49.8	44.4	3.9	1.0	0.0	1.0
Secondary mode	168	26.8	57.1	11.3	3.6	0.6	0.6

## OTHER CLINICAL PREPARATORY SCIENCES

Programs' reports of "other" clinical preparatory science courses fell into the following categories:

- Clinical Decision-Making
- Electrocardiology
- Emergency Medicine
- Laboratory Medicine/Imaging/Diagnostics
- Surgery
- Other clinical preparatory science courses (e.g., Geriatrics, Oral Health)

Although Laboratory Medicine/Imaging/Diagnostics was included in the pre-specified list of clinical preparatory science courses, it is presented here because these data were generated from program directors' write-in responses.

$n$  (C), or the number of individual courses reported, may exceed  $n$  (P) because a program could report multiple courses that could fall into the same category. Percentages are calculated based on  $n$  (C).

**TABLE 23. OTHER CLINICAL PREPARATORY SCIENCES: COURSE STRUCTURE (%)**

	$n$ (P)	$n$ (C)	Stand-Alone/ Distinct	Integrated into Several Courses	Module in One Course
Clinical Decision-Making	10	10	90.0	10.0	0.0
Electrocardiology	8	8	87.5	0.0	12.5
Emergency Medicine	6	6	83.3	0.0	16.7
Laboratory Medicine/Imaging/Diagnostics	12	12	91.7	0.0	8.3
Surgery	6	7	100.0	0.0	0.0
Other clinical preparatory sciences	22	28	75.0	17.9	7.1

**TABLE 24. OTHER CLINICAL PREPARATORY SCIENCES: REQUIRED CONTACT HOURS**

	$n$ (P)	$n$ (C)	Range	$M$	$SD$	$Mdn$
Clinical Decision-Making						
Lecture	8	8	4-60	25.5	17.6	27.5
Lab	4	4	20-68	40.5	22.7	37.0
Electrocardiology						
Lecture	7	7	12-30	22.6	7.4	20.0
Lab	5	5	2-14	6.8	5.2	6.0
Emergency Medicine						
Lecture	7	7	4-48	26.8	15.8	24.0
Lab	0	0	-	-	-	-
Laboratory Medicine/Imaging/Diagnostics						
Lecture	11	11	14-48	27.5	11.9	30.0
Lab	3	3	5-12	8.3	3.5	8.0
Surgery						
Lecture	6	6	4-60	35.3	21.5	30.0
Lab	2	3	10-30	18.0	10.6	14.0
Other clinical preparatory sciences						
Lecture	22	26	3-105	33.7	27.7	24.0
Lab	7	8	2-72	34.4	21.4	30.0

Note: Only programs that reported a minimum number of required contact hours are reported here. If a program left the question blank or entered "0," they were excluded from this table.

**TABLE 25. OTHER CLINICAL PREPARATORY SCIENCES: MODES OF INSTRUCTION (%)**

	n (P)	n (C)	Lecture Only	Lab Only	Lecture/Lab Combination	Seminar	Self-Instructional	CBL/TBL/PBL
Clinical Decision-Making								
Primary mode	5	5	40.0	40.0	0.0	20.0	0.0	0.0
Secondary mode	1	1	0.0	0.0	0.0	100.0	0.0	0.0
Electrocardiology								
Primary mode	3	3	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	1	1	0.0	0.0	0.0	100.0	0.0	0.0
Emergency Medicine								
Primary mode	7	7	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	0	0	-	-	-	-	-	-
Laboratory Medicine/Imaging/Diagnostics								
Primary mode	6	6	83.3	16.7	0.0	0.0	0.0	0.0
Secondary mode	1	1	0.0	100.0	0.0	0.0	0.0	0.0
Surgery								
Primary mode	7	8	62.5	0.0	37.5	0.0	0.0	0.0
Secondary mode	3	4	0.0	0.0	25.0	0.0	0.0	75.0
Other clinical preparatory sciences								
Primary mode	20	26	69.2	3.8	11.5	0.0	0.0	15.4
Secondary mode	7	9	22.2	44.4	11.1	0.0	0.0	22.2

Note: Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL) are loosely grouped pedagogical practices that often use authentic clinical cases and a collaborative student team approach to encourage application of medical knowledge to real-world clinical cases to enhance problem-solving skills and medical-scientific knowledge.

**TABLE 26. OTHER CLINICAL PREPARATORY SCIENCES: MODES OF ASSESSMENT (%)**

	n (P)	n (C)	Multiple Choice	Practical Exams	OSCEs	Writing Assignment	Oral Presentation	Portfolio
Clinical Decision-Making								
Primary mode	0	0	-	-	-	-	-	-
Secondary mode	0	0	-	-	-	-	-	-
Electrocardiology								
Primary mode	3	3	66.7	33.3	0.0	0.0	0.0	0.0
Secondary mode	1	1	100.0	0.0	0.0	0.0	0.0	0.0
Emergency Medicine								
Primary mode	1	1	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	0	0	-	-	-	-	-	-
Laboratory Medicine/Imaging/Diagnostics								
Primary mode	5	5	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	1	1	0.0	100.0	0.0	0.0	0.0	0.0
Surgery								
Primary mode	1	1	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	1	1	0.0	0.0	100.0	0.0	0.0	0.0
Other clinical preparatory sciences								
Primary mode	8	10	80.0	0.0	0.0	10.0	10.0	0.0
Secondary mode	4	4	0.0	0.0	50.0	25.0	25.0	0.0

# SECTION 4. BEHAVIORAL & SOCIAL SCIENCES

Programs were asked to report on the following behavioral & social science courses:

- Counseling Skills
- Human Sexuality
- Psychological Development
- Psychological/Interpersonal/Cultural Health Factors

Programs could also specify up to 3 “other” behavioral & social science courses.

These “other” courses were grouped by subject and are presented later in this section, beginning on [page 19](#).

**TABLE 27. BEHAVIORAL & SOCIAL SCIENCES: COURSE STRUCTURE (%)**

	<i>n</i> (P)	Stand-Alone/ Distinct	Integrated into Several Courses	Module in One Course	Do Not Offer
Counseling Skills	207	6.8	81.6	11.6	0.0
Human Sexuality	207	5.3	68.1	24.6	1.9
Psychological Development	204	17.2	63.7	16.7	2.5
Psychological/Interpersonal/ Cultural Health Factors	206	12.6	76.7	10.7	0.0

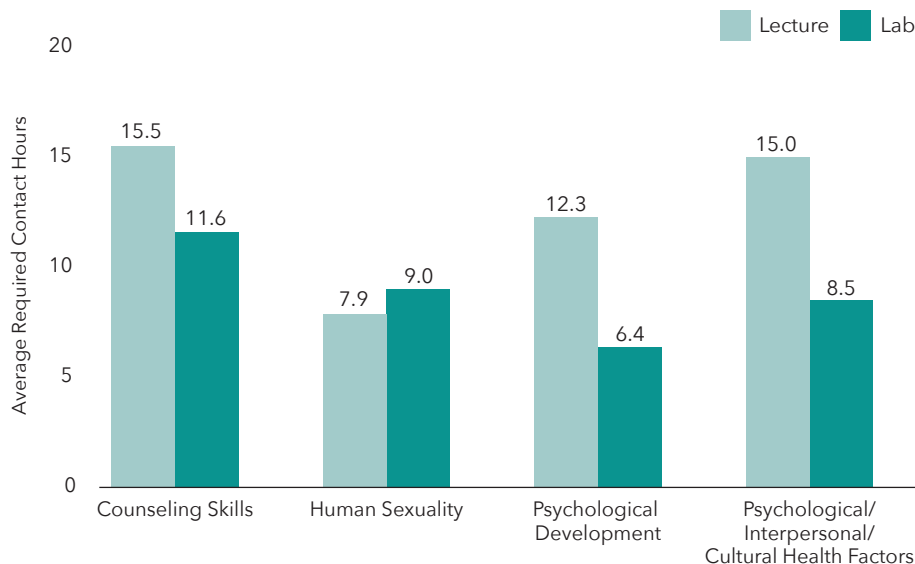
**TABLE 28. BEHAVIORAL & SOCIAL SCIENCES: REQUIRED CONTACT HOURS**

	<i>n</i> (P)	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Counseling Skills					
Lecture	196	1-150	15.5	17.9	10.0
Lab	85	1-100	11.6	13.6	10.0
Human Sexuality					
Lecture	193	0.3-90	7.9	9.0	5.0
Lab	29	0.5-90	9.0	16.6	4.0
Psychological Development					
Lecture	189	1-60	12.3	12.2	8.0
Lab	19	1-20	6.4	5.2	4.0
Psychological/Interpersonal/Cultural Health Factors					
Lecture	197	1-60	15.0	11.8	10.0
Lab	34	1-36	8.5	7.9	5.5

*Note: Only programs that reported a minimum number of required contact hours are reported here. If a program left the question blank or entered “0,” they were excluded from this table.*



**FIGURE 5. BEHAVIORAL & SOCIAL SCIENCES: REQUIRED CONTACT HOURS**



**TABLE 29. BEHAVIORAL & SOCIAL SCIENCES: MODES OF INSTRUCTION (%)**

	n (P)	Lecture Only	Lab Only	Lecture/Lab Combination	Seminar	Self-Instructional	CBL/TBL/PBL
<b>Counseling Skills</b>							
Primary mode	206	46.6	1.0	45.6	2.9	0.0	3.9
Secondary mode	106	8.5	7.5	7.5	8.5	3.8	64.2
<b>Human Sexuality</b>							
Primary mode	204	83.3	0.0	11.8	2.0	0.5	2.5
Secondary mode	59	10.2	5.1	6.8	15.3	8.5	54.2
<b>Psychological Development</b>							
Primary mode	200	82.0	0.0	13.5	1.0	0.0	3.5
Secondary mode	60	8.3	5.0	5.0	10.0	6.7	65.0
<b>Psychological/Interpersonal/Cultural Health Factors</b>							
Primary mode	205	67.8	0.0	24.4	4.4	0.0	3.4
Secondary mode	114	6.1	5.3	3.5	21.9	6.1	57.0

Note: Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL) are loosely grouped pedagogical practices that often use authentic clinical cases and a collaborative student team approach to encourage application of medical knowledge to real-world clinical cases to enhance problem-solving skills and medical-scientific knowledge.

**TABLE 30. BEHAVIORAL & SOCIAL SCIENCES: MODES OF ASSESSMENT (%)**

	n (P)	Multiple Choice	Practical Exams	OSCEs	Writing Assignment	Oral Presentation	Portfolio
<b>Counseling Skills</b>							
Primary mode	206	60.7	14.6	17.5	4.9	2.4	0.0
Secondary mode	138	13.8	20.3	40.6	12.3	13.0	0.0
<b>Human Sexuality</b>							
Primary mode	202	88.6	3.5	2.5	3.0	2.5	0.0
Secondary mode	61	11.5	13.1	34.4	24.6	16.4	0.0
<b>Psychological Development</b>							
Primary mode	200	96.0	1.0	1.0	1.0	1.0	0.0
Secondary mode	68	8.8	17.6	29.4	27.9	14.7	1.5
<b>Psychological/Interpersonal/Cultural Health Factors</b>							
Primary mode	206	77.2	2.9	5.3	10.2	4.4	0.0
Secondary mode	128	8.6	15.6	27.3	31.3	16.4	0.8

## OTHER BEHAVIORAL & SOCIAL SCIENCES

Programs' reports of "other" behavioral & social science courses fell into the following categories:

- Behavioral Medicine
- Psychiatry
- Other behavioral & social science courses (e.g., Mental Health Assessment, Psychosocial Medicine)

$n$  (C), or the number of individual courses reported, may exceed  $n$  (P) because a program could report multiple courses that could fall into the same category.

Percentages are calculated based on  $n$  (C).

**TABLE 31. OTHER BEHAVIORAL & SOCIAL SCIENCES: COURSE STRUCTURE (%)**

	$n$ (P)	$n$ (C)	Stand-Alone/ Distinct	Integrated into Several Courses	Module in One Course
Behavioral Medicine	23	24	91.7	4.2	4.2
Psychiatry	10	10	80.0	0.0	20.0
Other behavioral & social sciences	11	11	45.5	27.3	27.3

**TABLE 32. OTHER BEHAVIORAL & SOCIAL SCIENCES: REQUIRED CONTACT HOURS**

	$n$ (P)	$n$ (C)	Range	$M$	$SD$	$Mdn$
Behavioral Medicine						
Lecture	23	24	5-60	32.3	15.6	30.0
Lab	2	2	8-18	13.0	7.1	13.0
Psychiatry						
Lecture	10	10	16-48	28.5	10.3	30.0
Lab	0	0	-	-	-	-
Other behavioral & social sciences						
Lecture	10	10	4-45	23.0	13.6	29.5
Lab	2	2	4-9	6.5	3.5	6.5

*Note: Only programs that reported a minimum number of required contact hours are reported here. If a program left the question blank or entered "0," they were excluded from this table.*

**TABLE 33. OTHER BEHAVIORAL & SOCIAL SCIENCES: MODES OF INSTRUCTION (%)**

	<i>n</i> (P)	<i>n</i> (C)	Lecture Only	Lab Only	Lecture/Lab Combination	Seminar	Self-Instructional	CBL/TBL/PBL
Behavioral Medicine								
Primary mode	22	23	91.3	0.0	8.7	0.0	0.0	0.0
Secondary mode	6	7	0.0	14.3	14.3	28.6	0.0	42.9
Psychiatry								
Primary mode	10	10	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	0	0	-	-	-	-	-	-
Other behavioral & social sciences								
Primary mode	6	6	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	2	2	0.0	0.0	0.0	100.0	0.0	0.0

*Note: Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL) are loosely grouped pedagogical practices that often use authentic clinical cases and a collaborative student team approach to encourage application of medical knowledge to real-world clinical cases to enhance problem-solving skills and medical-scientific knowledge.*

**TABLE 34. OTHER BEHAVIORAL & SOCIAL SCIENCES: MODES OF ASSESSMENT (%)**

	<i>n</i> (P)	<i>n</i> (C)	Multiple Choice	Practical Exams	OSCEs	Writing Assignment	Oral Presentation	Portfolio
Behavioral Medicine								
Primary mode	15	16	87.5	0.0	0.0	12.5	0.0	0.0
Secondary mode	6	6	16.7	0.0	16.7	33.3	33.3	0.0
Psychiatry								
Primary mode	9	9	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	1	1	0.0	0.0	100.0	0.0	0.0	0.0
Other behavioral & social sciences								
Primary mode	10	10	60.0	20.0	10.0	10.0	0.0	0.0
Secondary mode	6	6	0.0	0.0	16.7	50.0	33.3	0.0

# SECTION 5. HEALTH POLICY & PROFESSIONAL PRACTICE COURSES

Programs were asked to report on the following health policy & professional practice courses:

- Coding & Billing
- Cultural & Socioeconomic Issues
- Medical Ethics
- PA Professional Issues (includes legal & policy issues)
- Public Health Topics (includes health promotion & preventative medicine)
- Quality Improvement/Patient Safety

Programs could also specify up to 3 “other” health policy & professional practice courses. These “other” courses were grouped by subject and are presented later in this section, beginning on [page 23](#).

**TABLE 35. HEALTH POLICY & PROFESSIONAL PRACTICE COURSES: COURSE STRUCTURE (%)**

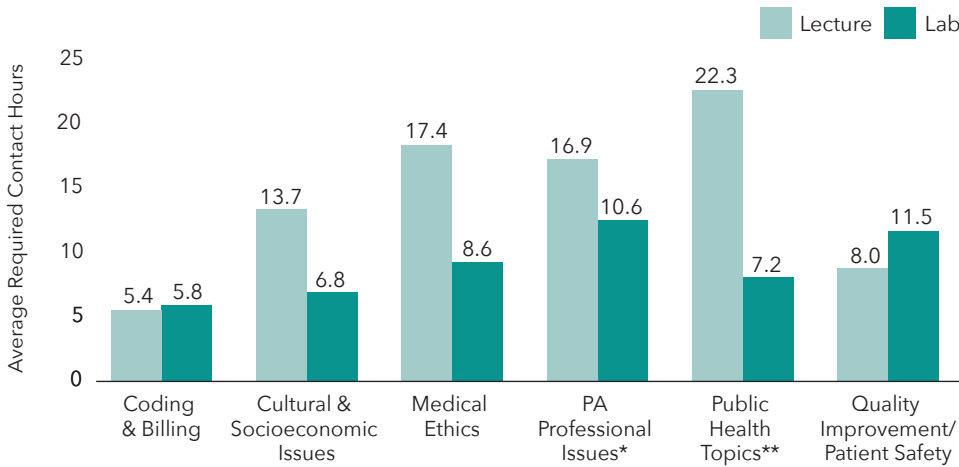
	<i>n</i> ( <i>P</i> )	Stand-Alone/ Distinct	Integrated into Several Courses	Module in One Course	Do Not Offer
Coding & Billing	207	9.2	33.3	56.5	1.0
Cultural & Socioeconomic Issues	207	7.2	75.4	17.4	0.0
Medical Ethics	205	45.9	35.1	18.5	0.5
PA Professional Issues (includes legal & policy issues)	207	48.3	29.5	22.2	0.0
Public Health Topics (includes health promotion & preventative medicine)	207	30.4	56.5	13.0	0.0
Quality Improvement/Patient Safety	206	5.3	61.2	32.5	1.0

**TABLE 36. HEALTH POLICY & PROFESSIONAL PRACTICE COURSES: REQUIRED CONTACT HOURS**

	<i>n</i> ( <i>P</i> )	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Coding & Billing					
Lecture	195	1-45	5.4	4.9	4.0
Lab	28	1-50	5.8	9.3	3.0
Cultural & Socioeconomic Issues					
Lecture	197	1-100	13.7	12.2	10.0
Lab	21	1-30	6.8	6.7	4.0
Medical Ethics					
Lecture	195	1-60	17.4	13.9	15.0
Lab	16	2-30	8.6	8.0	6.0
PA Professional Issues (includes legal & policy issues)					
Lecture	198	1-96	16.9	13.6	15.0
Lab	5	3-35	10.6	13.8	4.0
Public Health Topics (includes health promotion & preventative medicine)					
Lecture	196	1-200	22.3	23.9	15.0
Lab	15	2-20	7.2	6.2	4.0
Quality Improvement/Patient Safety					
Lecture	193	1-50	8.0	7.3	6.0
Lab	10	1-60	11.5	18.5	3.0

*Note: Only programs that reported a minimum number of required contact hours are reported here. If a program left the question blank or entered “0,” they were excluded from this table.*

**FIGURE 6. HEALTH POLICY & PROFESSIONAL PRACTICE COURSES: REQUIRED CONTACT HOURS**



\*includes legal & policy issues

\*\*includes health promotion & preventative medicine

**TABLE 37. HEALTH POLICY & PROFESSIONAL PRACTICE COURSES: MODES OF INSTRUCTION (%)**

	n (P)	Lecture Only	Lab Only	Lecture/Lab Combination	Seminar	Self-Instructional	CBL/TBL/PBL
<b>Coding &amp; Billing</b>							
Primary mode	205	82.4	0.5	11.2	2.9	1.0	2.0
Secondary mode	67	11.9	1.5	9.0	14.9	20.9	41.8
<b>Cultural &amp; Socioeconomic Issues</b>							
Primary mode	206	70.4	0.0	16.0	7.3	1.0	5.3
Secondary mode	109	8.3	3.7	4.6	24.8	15.6	43.1
<b>Medical Ethics</b>							
Primary mode	204	77.0	0.5	12.3	5.4	0.5	4.4
Secondary mode	124	4.8	2.4	1.6	17.7	11.3	62.1
<b>PA Professional Issues (includes legal &amp; policy issues)</b>							
Primary mode	205	87.8	0.0	6.8	3.4	0.0	2.0
Secondary mode	86	3.5	2.3	1.2	24.4	19.8	48.8
<b>Public Health Topics (includes health promotion &amp; preventative medicine)</b>							
Primary mode	207	85.0	0.0	10.6	1.0	1.0	2.4
Secondary mode	106	2.8	2.8	3.8	21.7	16.0	52.8
<b>Quality Improvement/Patient Safety</b>							
Primary mode	202	89.1	0.0	5.0	1.0	3.0	2.0
Secondary mode	76	3.9	1.3	6.6	18.4	21.1	48.7

Note: Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL) are loosely grouped pedagogical practices that often use authentic clinical cases and a collaborative student team approach to encourage application of medical knowledge to real-world clinical cases to enhance problem-solving skills and medical-scientific knowledge.

**TABLE 38. HEALTH POLICY & PROFESSIONAL PRACTICE COURSES: MODES OF ASSESSMENT (%)**

	<i>n</i> (P)	Multiple Choice	Practical Exams	OSCEs	Writing Assignment	Oral Presentation	Portfolio
<b>Coding &amp; Billing</b>							
Primary mode	196	73.0	7.7	0.0	14.3	2.0	3.1
Secondary mode	42	16.7	23.8	14.3	38.1	2.4	4.8
<b>Cultural &amp; Socioeconomic Issues</b>							
Primary mode	203	66.0	2.0	3.0	21.2	7.4	0.5
Secondary mode	103	6.8	4.9	32.0	34.0	19.4	2.9
<b>Medical Ethics</b>							
Primary mode	203	59.6	1.0	1.0	30.0	7.9	0.5
Secondary mode	114	7.9	1.8	13.2	42.1	33.3	1.8
<b>PA Professional Issues (includes legal &amp; policy issues)</b>							
Primary mode	205	69.8	1.0	0.0	20.0	8.8	0.5
Secondary mode	84	14.3	1.2	3.6	41.7	36.9	2.4
<b>Public Health Topics (includes health promotion &amp; preventative medicine)</b>							
Primary mode	205	77.1	1.5	1.0	14.6	4.9	1.0
Secondary mode	106	16.0	1.9	11.3	35.8	33.0	1.9
<b>Quality Improvement/Patient Safety</b>							
Primary mode	199	75.4	3.5	1.0	15.1	3.5	1.5
Secondary mode	58	13.8	5.2	8.6	37.9	24.1	10.3

## OTHER HEALTH POLICY & PROFESSIONAL PRACTICE COURSES

Programs' reports of "other" health policy & professional practice courses fell into the following categories:

- Medical Ethics
- PA Professional Issues
- Public Health Topics
- Other health policy & professional practice courses (e.g., Risk Management, Health Insurance)

Although these courses were included in the pre-specified list of health policy & professional practice courses, they are presented here because these data were generated from program directors' write-in responses.

*n* (C), or the number of individual courses reported, may exceed *n* (P) because a program could report multiple courses that could fall into the same category. Percentages are calculated based on *n* (C).

**TABLE 39. OTHER HEALTH POLICY & PROFESSIONAL PRACTICE COURSES: COURSE STRUCTURE (%)**

	<i>n</i> (P)	<i>n</i> (C)	Stand- Alone/ Distinct	Integrated into Several Courses	Module in One Course
Medical Ethics	7	5	71.4	14.3	14.3
PA Professional Issues	15	13	76.5	17.6	5.9
Public Health Topics	11	10	76.9	7.7	15.4
Other health policy & professional practice courses	18	11	55.0	10.0	35.0

**TABLE 40. OTHER HEALTH POLICY & PROFESSIONAL PRACTICE COURSES: REQUIRED CONTACT HOURS**

	<i>n</i> (P)	<i>n</i> (C)	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Medical Ethics						
Lecture	6	6	15-32	25.2	7.6	29.0
Lab	0	0	-	-	-	-
PA Professional Issues						
Lecture	15	17	10-105	33.0	23.8	30.0
Lab	0	0	-	-	-	-
Public Health Topics						
Lecture	10	12	2-90	32.1	27.1	25.0
Lab	2	3	6-45	21.0	21.0	12.0
Other health policy & professional practice courses						
Lecture	18	20	1-60	21.1	18.9	16.0
Lab	2	2	3-90	46.5	61.5	46.5

*Note: Only programs that reported a minimum number of required contact hours are reported here. If a program left the question blank or entered "0," they were excluded from this table.*

**TABLE 41. OTHER HEALTH POLICY & PROFESSIONAL PRACTICE COURSES: MODES OF INSTRUCTION (%)**

	<i>n</i> (P)	<i>n</i> (C)	Lecture Only	Lab Only	Lecture/Lab Combination	Seminar	Self-Instructional	CBL/TBL/PBL
Medical Ethics								
Primary mode	5	5	100.0	0.0	0.0	0.0	0.0	0.0
Secondary mode	1	1	0.0	0.0	0.0	100.0	0.0	0.0
PA Professional Issues								
Primary mode	16	18	94.4	0.0	5.6	0.0	0.0	0.0
Secondary mode	10	11	0.0	0.0	0.0	9.1	27.3	63.6
Public Health Topics								
Primary mode	10	12	75.0	0.0	25.0	0.0	0.0	0.0
Secondary mode	6	7	0.0	14.3	0.0	42.9	0.0	42.9
Other health policy & professional practice courses								
Primary mode	18	20	85.0	0.0	15.0	0.0	0.0	0.0
Secondary mode	8	9	11.1	11.1	0.0	22.2	22.2	33.3

Note: Case-Based/Team-Based/Problem-Based Learning (CBL/TBL/PBL) are loosely grouped pedagogical practices that often use authentic clinical cases and a collaborative student team approach to encourage application of medical knowledge to real-world clinical cases to enhance problem-solving skills and medical-scientific knowledge.

**TABLE 42. OTHER HEALTH POLICY & PROFESSIONAL PRACTICE COURSES: MODES OF ASSESSMENT (%)**

	<i>n</i> (P)	<i>n</i> (C)	Multiple Choice	Practical Exams	OSCEs	Writing Assignment	Oral Presentation	Portfolio
Medical Ethics								
Primary mode	6	6	83.3	0.0	0.0	16.7	0.0	0.0
Secondary mode	6	6	0.0	16.7	0.0	16.7	50.0	16.7
PA Professional Issues								
Primary mode	11	13	76.9	0.0	0.0	23.1	0.0	0.0
Secondary mode	6	6	16.7	0.0	0.0	16.7	66.7	0.0
Public Health Topics								
Primary mode	8	10	80.0	0.0	0.0	10.0	10.0	0.0
Secondary mode	6	8	25.0	0.0	0.0	50.0	25.0	0.0
Other health policy & professional practice courses								
Primary mode	17	19	68.4	0.0	10.5	21.1	0.0	0.0
Secondary mode	10	11	0.0	9.1	0.0	54.5	18.2	18.2



## SECTION 6. RESEARCH COURSES

Programs were asked to report on the following research courses:

- Biostatistics
- Epidemiology
- Evidence-Based Medicine
- Research Methodology
- Thesis/Capstone Project

Programs could also specify up to 3 “other” research courses. These “other” courses were grouped by subject and are presented later in this section, beginning on [page 28](#).

Unlike for other parts of the curriculum, programs were not asked to report on modes of instruction and assessment.

**TABLE 43. TYPE OF MASTER’S CAPSTONE**

	n (P)	%
Scholarly paper (e.g., review of literature)	81	47.9
Project	49	29.0
Original research (e.g., thesis)	20	11.8
Other		
Student choice of original research, project, or scholarly paper	7	4.1
Combination of original research, project, or scholarly paper	6	3.6
Portfolio	6	3.6
<b>Total</b>	<b>169</b>	<b>100.0</b>

**Table 43** 170 programs (81.7%) required students to complete a master’s capstone or similar project.

Note: The types of capstone under “Other” were categorized based on programs’ write-in descriptions. One program whose master’s capstone did not fall into any of these categories was excluded from this table.

**TABLE 44. RESEARCH COURSES: COURSE STRUCTURE (%)**

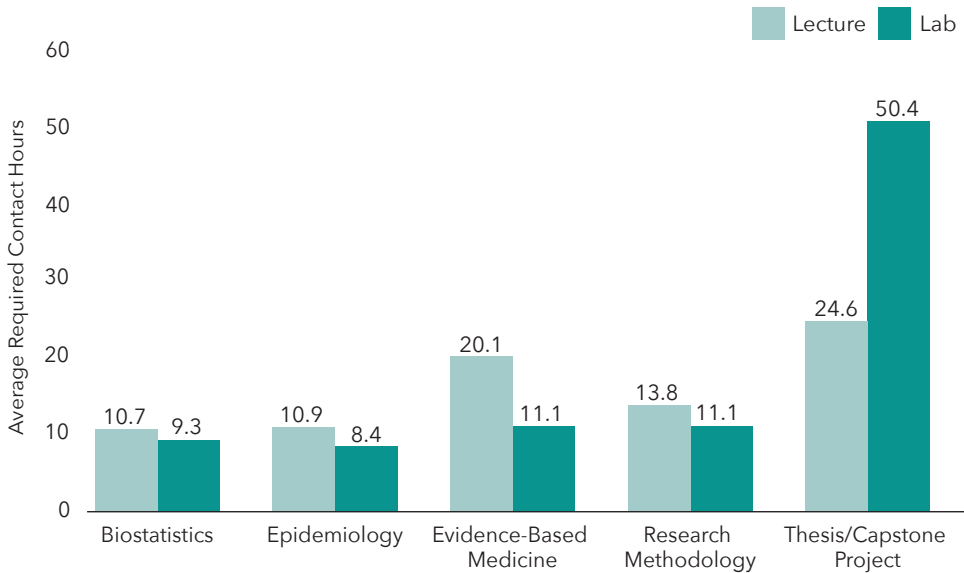
	n (P)	Stand-Alone/ Distinct	Integrated into Several Courses	Module in One Course	Do Not Offer
Biostatistics	199	26.1	53.3	12.1	8.5
Epidemiology	201	18.4	68.2	10.9	2.5
Evidence-Based Medicine	207	35.7	54.1	8.7	1.4
Research Methodology	202	41.6	42.6	14.4	1.5
Thesis/Capstone Project	187	66.8	20.9	2.7	9.6

**TABLE 45. RESEARCH COURSES: REQUIRED CONTACT HOURS**

	<i>n</i> (P)	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Biostatistics					
Lecture	169	1-70	10.7	12.4	6.0
Lab	12	1-30	9.3	7.8	9.0
Epidemiology					
Lecture	183	1-70	10.9	12.2	6.0
Lab	5	2-20	8.4	7.4	87.0
Evidence-Based Medicine					
Lecture	193	1-180	20.1	22.9	15.0
Lab	23	2-25	11.1	6.0	12.0
Research Methodology					
Lecture	188	1-70	13.8	13.0	10.0
Lab	11	1-40	11.1	10.5	10.0
Thesis/Capstone Project					
Lecture	141	1-160	24.6	24.7	19.0
Lab	36	2-270	50.4	54.4	30.0

Note: Only programs that reported a minimum number of required contact hours are reported here. If a program left the question blank or entered "0," they were excluded from this table.

**FIGURE 7. RESEARCH COURSES: REQUIRED CONTACT HOURS**



## OTHER RESEARCH COURSES

Programs' reports of "other" research courses fell into the following categories:

- Evidence-Based Medicine
- Other research courses (e.g., Publication Skills, Science Writing)

Although Evidence-Based Medicine was included in the pre-specified list of research courses, it is presented here because these data were generated from program directors' write-in responses.

$n$  (C), or the number of individual courses reported, may exceed  $n$  (P) because a program could report multiple courses that could fall into the same category. Percentages are calculated based on  $n$  (C).

**TABLE 46. OTHER RESEARCH COURSES: COURSE STRUCTURE (%)**

	$n$ (P)	$n$ (C)	Stand-Alone/ Distinct	Integrated into Several Courses	Module in One Course
Evidence-Based Medicine	9	9	100.0	0.0	0.0
Other research courses	10	12	75.0	16.7	8.3

**TABLE 47. OTHER RESEARCH COURSES: REQUIRED CONTACT HOURS**

	$n$ (P)	$n$ (C)	Range	$M$	$SD$	$Mdn$
Evidence-Based Medicine						
Lecture	8	8	4-32	20.3	10.5	20.5
Lab	2	2	5-28	16.5	16.3	16.5
Other research courses						
Lecture	11	12	4-60	22.6	15.7	18.0
Lab	1	1	-	30.0	-	-

*Note: Only programs that reported a minimum number of required contact hours are reported here. If a program left the question blank or entered "0," they were excluded from this table.*

# SECTION 7. CERTIFICATIONS

Programs were asked to report on the following certifications:

- Advanced Cardiac Life Support (ACLS)
- Basic Life Support (BLS)
- Pediatric Advanced Life Support (PALS)

Programs could also specify up to 3 “other” certifications. These “other” certifications were grouped by subject and are presented below.

**TABLE 48. CERTIFICATIONS (%)**

	<i>n</i> (P)	Required, but Not Included in Program’s Curriculum	Separate Course in Program’s Curriculum	Integrated into Other Courses
Advanced Cardiac Life Support (ACLS)	201	15.9	34.8	49.3
Basic Life Support (BLS)	203	37.9	27.1	35.0
Pediatric Advanced Life Support (PALS)	50	12.0	44.0	44.0

## OTHER CERTIFICATIONS

Programs’ reports of “other” certifications fell into the following categories:

- Child abuse
- Health Insurance Portability and Accountability Act (HIPPA)
- Infection control
- Other certification (e.g., disaster preparedness)

**TABLE 49. OTHER CERTIFICATIONS (%)**

	<i>n</i> (P)	Required, but Not Included in Program’s Curriculum	Separate Course in Program’s Curriculum	Integrated into Other Courses
Child abuse	10	10.0	30.0	60.0
Health Insurance Portability and Accountability Act (HIPPA)	8	12.5	37.5	50.0
Infection control	2	0.0	50.0	50.0
Other certification	10	20.0	10.0	70.0

# SECTION 8. INTERPROFESSIONAL EDUCATION IN THE DIDACTIC CURRICULUM

TABLE 50. PERCENTAGE (%) OF TOTAL DIDACTIC CURRICULUM DEVOTED TO IPE

	<i>n</i> ( <i>P</i> )	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Overall	192	0.1-90.0	7.6	12.2	5.0
Type of institution					
Private	126	0.1-70.0	7.7	11.7	5.0
Public	62	0.1-90.0	7.4	13.6	5.0
AHC status					
Academic Health Center	62	0.5-90.0	8.4	14.9	5.0
Non-Academic Health Center	130	0.1-70.0	7.3	10.8	5.0
Administrative housing					
School of Allied Health/Health Professions/Health Sciences	102	0.1-60.0	8.0	10.9	5.0
College/School of Medicine	32	0.1-60.0	6.0	10.4	4.5
College of Graduate and Professional Studies	16	0.5-32.0	5.8	7.6	5.0
Department/School of Physician Assistants (stand alone)	21	0.1-25.0	4.9	6.4	3.0
College of Arts and Sciences	6	1.0-10.0	4.2	3.3	3.5
Science Department	3	1.0-5.0	3.7	2.3	5.0
Other health discipline (e.g., Nursing, Pharmacy, Podiatry)	5	10.0-90.0	28.0	34.8	15.0
Other administrative housing	7	1.0-70.0	11.6	25.8	1.0

Note: Only programs that provided an estimate are reported here. If a program left the question blank or entered "0," they were excluded from this table.

FIGURE 8. DISTRIBUTION OF PERCENTAGE OF DIDACTIC CURRICULUM DEVOTED TO IPE

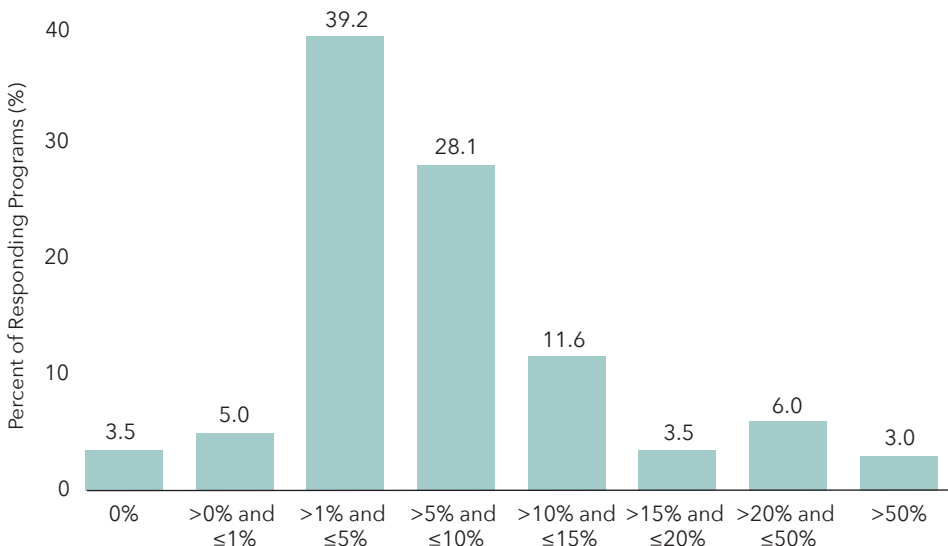


Figure 8 199 programs reported the percentage of their didactic curriculum that was devoted to IPE. Figure 8 presents data from all 199 responding programs, including 7 programs that reported 0%. Descriptive statistics for the 192 programs that reported a percentage above 0% are reported in Table 50.

**TABLE 51. OTHER HEALTH PROFESSIONS STUDENTS THAT PA STUDENTS ROUTINELY INTERACT WITH**

	<i>n</i> (P)	%
Medical	123	65.1
Physical therapy	102	54.0
Nursing (undergraduate)	97	51.3
Residents	84	44.4
Occupational therapy	74	39.2
Nursing (advanced practice)	66	34.9
Dental	29	15.3
Other health profession		
Pharmacy	48	25.4
Speech pathology	17	9.0
Athletic training	13	6.9
Social work	12	6.3
Respiratory therapy	8	4.2
Dental hygiene	8	4.2
Audiology	7	3.7
Public health	6	3.2
Radiography	6	3.2
Paramedic/EMT	6	3.2
Optometry	5	2.6
Other health professions	37	19.6

*Note: Percentages will sum to more than 100% because programs could select multiple types of health professions students. The health professions students under “Other” were categorized based on programs’ write-in descriptions. “Other” health professions students were only reported if 5 or more programs wrote in that response.*

## **INTERPROFESSIONAL EDUCATION SETTINGS IN THE DIDACTIC CURRICULUM**

Programs responded to exploratory, open-ended questions regarding how interprofessional education (IPE) was incorporated into their didactic curricula in both classroom/laboratory and extracurricular settings. Programs were specifically instructed to base their responses on whether their students were interacting with other health professional students during their educations, and not simply present in the same classroom or laboratory.

The data reported below are the result of thematic qualitative analysis. The raw responses were first open coded by a PAEA Research Team member. Then, a PA educator and the Research Team member reviewed and refined the themes, producing the categories presented here. A second closed coding was conducted to ensure that all coded responses were allocated to the correct category.

**TABLE 52. IPE IN CLASSROOM AND LABORATORY SETTINGS**

	n (P)	%
IPE seminar or series of seminars (required)	45	26.6
Anatomy lecture	31	18.3
OSCE: Simulation	27	16.0
Case studies or case-based learning	23	13.6
Stand-alone IPE course	14	8.3
Physiology or Biochemistry course	12	7.1
Anatomy lab	11	6.5
Medical Ethics course	11	6.5
Clinical Medicine	10	5.9
OSCE: Standardized patient	9	5.3
History and Physical Exam lab	9	5.3
Campus-wide simulation/mock disaster	8	4.7
Research course	7	4.1
Health fairs and community events/service learning (required)	6	3.6
PA Professional Issues course	6	3.6
Pharmacology or Pharmacotherapeutics course	6	3.6
Other classroom/laboratory settings	54	32.0

Note: Percentages will sum to more than 100% because programs could report multiple settings.

**Table 52** 169 programs (80.9%) described classroom and/or laboratory settings in which their PA students engaged in interprofessional learning. Percentages presented in this table are based on these 169 programs.

**TABLE 53. REGULAR EXTRACURRICULAR IPE ACTIVITIES**

	n (P)	%
Community health fairs	86	57.0
Student-run clinic or volunteering at a clinic for underserved	67	44.4
Interprofessional student groups	19	12.6
Non-medical community service	15	9.9
Mission trips	9	6.0
Conducting free sports physicals	8	5.3
Fundraising events	8	5.3
Health screenings in community settings	8	5.3
Volunteering as medical support at community events	6	4.0
Other extracurricular IPE activities	8	5.3

Note: Percentages will sum to more than 100% because programs could report multiple activities.

**Table 53** 151 programs (72.3%) described extracurricular activities that occurred on a regular basis where their PA students interacted with other health professions students. Percentages presented in this table are based on these 151 reporting programs.

# SECTION 9. SPECIAL FOCUS ON CLINICAL MEDICINE TOPICS

With each administration of the Didactic Curriculum Survey, PAEA will focus on selected clinical medicine topics to allow for comparison across programs' curricula.

The topics for the 2016 Didactic Curriculum Survey were:

- Congestive heart failure
- Contraceptive methods
- Depression
- Diabetes mellitus
- Obesity
- Oral health
- Otitis media
- Peptic ulcer disease/GERD

**TABLE 54. HOURS SPENT ON SPECIAL FOCUS MEDICAL CONDITIONS**

	<i>n</i> (P)	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
Congestive heart failure					
Adult acute diagnosis & management	190	0.5-30.0	3.8	4.1	2.0
Adult chronic management	186	0.5-70.0	3.3	5.7	2.0
Pediatrics diagnosis & management	111	0.3-10.0	1.5	1.5	1.0
Emergency diagnosis & management	169	0.1-30.0	2.1	2.9	1.0
Pharmacotherapeutics	188	0.3-60.0	3.3	4.9	2.0
Other	8	0.5-10.0	3.3	3.3	1.8
<b>Total time</b>	<b>194</b>	<b>1.6-190.0</b>	<b>12.8</b>	<b>16.4</b>	<b>8.0</b>
Contraceptive methods					
Adult acute diagnosis & management	144	0.3-16.0	2.5	2.1	2.0
Adult chronic management	125	0.3-10.0	2.0	1.5	2.0
Pediatrics diagnosis & management	63	0.3-8.0	1.3	1.2	1.0
Emergency diagnosis & management	108	0.1-15.0	1.4	1.7	1.0
Pharmacotherapeutics	176	0.3-120.0	3.1	9.0	2.0
Other	10	1.0-4.0	1.8	0.9	1.8
<b>Total time</b>	<b>195</b>	<b>1.5-137.0</b>	<b>7.1</b>	<b>10.7</b>	<b>5.0</b>
Depression					
Adult acute diagnosis & management	186	0.3-30.0	3.3	3.9	2.0
Adult chronic management	174	0.5-60.0	3.1	5.2	2.0
Pediatrics diagnosis & management	139	0.2-30.0	7.8	2.8	1.0
Emergency diagnosis & management	145	0.3-30.0	7.7	2.8	1.0
Pharmacotherapeutics	186	0.5-30.0	3.1	3.1	2.0
Other	9	0.5-6.0	2.9	1.8	3.0
<b>Total time</b>	<b>195</b>	<b>2.0-180.0</b>	<b>11.6</b>	<b>15.2</b>	<b>8.0</b>

*Continued on next page*



**TABLE 54. HOURS SPENT ON SPECIAL FOCUS MEDICAL CONDITIONS, CONTINUED**

	<i>n</i> (P)	Range	<i>M</i>	<i>SD</i>	<i>Mdn</i>
<b>Diabetes mellitus</b>					
Adult acute diagnosis & management	187	0.5-30.0	4.5	4.8	3.0
Adult chronic management	188	0.5-40.0	4.5	4.2	3.5
Pediatrics diagnosis & management	166	0.5-24.0	2.2	2.6	1.0
Emergency diagnosis & management	178	0.5-16.0	2.1	2.1	1.5
Pharmacotherapeutics	187	0.5-120.0	5.2	9.4	3.5
Other	7	0.5-6.0	3.1	1.8	3.0
<b>Total time</b>	<b>195</b>	<b>2.0-120.0</b>	<b>17.4</b>	<b>16.0</b>	<b>13.0</b>
<b>Obesity</b>					
Adult acute diagnosis & management	117	0.5-40.0	3.3	5.0	2.0
Adult chronic management	180	0.3-24.0	2.7	3.1	2.0
Pediatrics diagnosis & management	154	0.3-16.0	1.7	1.8	1.0
Emergency diagnosis & management	41	0.5-5.0	1.9	1.3	1.0
Pharmacotherapeutics	143	0.3-20.0	1.9	2.3	1.0
Other	7	1.0-10.0	2.6	3.3	1.0
<b>Total time</b>	<b>190</b>	<b>0.8-80.0</b>	<b>7.9</b>	<b>9.8</b>	<b>5.0</b>
<b>Oral health</b>					
Adult acute diagnosis & management	154	0.3-30.0	2.5	3.3	2.0
Adult chronic management	133	0.5-60.0	2.6	5.5	1.0
Pediatrics diagnosis & management	148	0.3-30.0	2.0	2.9	1.0
Emergency diagnosis & management	101	0.3-15.0	1.5	1.7	1.0
Pharmacotherapeutics	76	0.3-8.0	1.6	1.3	1.0
Other	10	1.0-8.0	3.6	2.7	2.5
<b>Total time</b>	<b>190</b>	<b>1.0-113.0</b>	<b>7.0</b>	<b>10.3</b>	<b>5.0</b>
<b>Otitis media</b>					
Adult acute diagnosis & management	166	0.3-18.0	1.8	2.2	1.0
Adult chronic management	99	0.1-30.0	1.7	3.3	1.0
Pediatrics diagnosis & management	187	0.5-30.0	2.3	2.9	2.0
Emergency diagnosis & management	122	0.2-15.0	1.5	1.9	1.0
Pharmacotherapeutics	179	0.0-12.0	1.7	1.5	1.0
Other	4	0.5-4.0	3.1	1.8	4.0
<b>Total time</b>	<b>195</b>	<b>1.0-75.0</b>	<b>7.2</b>	<b>8.4</b>	<b>5.0</b>
<b>Peptic ulcer disease/GERD</b>					
Adult acute diagnosis & management	182	0.5-30.0	2.4	3.0	1.9
Adult chronic management	183	0.2-30.0	2.2	2.8	1.0
Pediatrics diagnosis & management	109	0.2-10.0	1.2	1.2	1.0
Emergency diagnosis & management	137	0.2-16.0	1.5	1.8	1.0
Pharmacotherapeutics	183	0.3-60.0	2.5	4.8	2.0
Other	10	0.5-5.0	2.1	1.6	1.1
<b>Total time</b>	<b>195</b>	<b>1.0-120.0</b>	<b>8.4</b>	<b>11.1</b>	<b>6.0</b>

FIGURE 9. AVERAGE TOTAL HOURS SPENT ON SPECIAL FOCUS MEDICAL CONDITIONS

