

## Search

Enter search terms:

Search

in this series

[Advanced Search](#)

[Notify me via email or RSS](#)

## Browse

[Authors](#)

[Collections](#)

[Disciplines](#)

## Contribute Content

## Submission Guidelines

[Jack N. Averitt College of Graduate Studies Home Page](#)

[Thesis Template](#)

[Dissertation Template](#)

[ETD Student Guide](#)

[Home](#) > [Academic Units](#) > [Graduate Studies](#) > [Electronic Theses and Dissertations](#) > 389

[< Previous](#)

[Next >](#)



## ELECTRONIC THESES AND DISSERTATIONS

### Self-Efficacy and First-Generation Students in a Physician Assistant Program

[Download](#)

[Judith B. Stallings](#), *Georgia Southern University*

[Find in your library](#)

#### Term of Award

Fall 2011

#### Degree Name

Doctor of Education in Education Administration (Ed.D.)

#### Document Type and Release Option

Dissertation (open access)

#### Department

Department of Leadership, Technology, and Human Development

#### Committee Chair

Teri Denlea Melton

#### Committee Member 1

Meca Williams-Johnson

#### Committee Member 2

James Green

#### Abstract

Purpose: The purpose of this mixed method study was to determine if a relationship existed between self-efficacy scores and a final program course grade for first-generation graduate professional college students (FGS) and non-first-generation graduate professional college students (NFGS) in a physician assistant program. In addition, the researcher sought to explore the perceptions of first-generation graduate professional program students regarding experiences, contributors, and successful strategies relative to self-efficacy as related to completion of their degree program. Method: This mixed method study examined the experiences of 59 physician assistant students from Georgia Health Sciences University (formerly known as the Medical College of Georgia) by using the Generalized Self-Efficacy Scale (GSE), originally developed by Schwarzer and Jerusalem in 1981, and a demographic questionnaire which was designed by the researcher. Results from the two instruments were evaluated using bivariate correlations and descriptive statistics. The researcher also utilized chi-square and t-test for quantitative analyses. Second, the researcher developed a list of interview questions which expanded upon the study's research questions in order to explore the perceptions of first-generation graduate professional students regarding experiences, contributors, and successful strategies relative to self-efficacy as related to completing their degree program. Major Findings: Based on the quantitative findings of this study, it was not determined if self-efficacy has a significant influence on a final Anatomy course grade based on generation status. In addition, the researcher concluded that the group comparison between FGS and NFGS did not show a significant difference when comparing group Anatomy scores or self-efficacy scores. The qualitative phase revealed three common themes regarding self-efficacy in a physician assistant program: (a) mastery experiences, (b) family support, and (c) self-confidence.

#### Recommended Citation

Stallings, Judith B., "Self-Efficacy and First-Generation Students in a Physician Assistant

#### SHARE



Physician assistants work under the supervision of physicians, providing support to healthcare teams. They need an advanced education and extensive training in a medical setting. Coursework and clinical hours prepare physician assistant students to provide support during surgical procedures, develop treatment plans, and work in a fast-paced healthcare setting. This comprehensive guide serves as a resource for individuals interested in pursuing a physician assistant career. What Does a Physician Assistant Do? Physician assistants (PA) provide frontline medical care under the supervision of phys... Self-efficacious students also recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle. (Bandura (more info) ) [Margolis and McCabe, 2006]. How can students gain self-efficacy? Physician assistant student handbook. Class of 2022. CONTACT INFO: physician.assistant@wichita.edu. (316) 978-3011. Last Revised 06/2020. Notice of Nondiscrimination WSU does not discriminate in its programs and activities based on race, religion, color, national origin, gender, age, sexual orientation, marital status, political affiliation, status as a veteran, genetic information, or disability. The Director. of the WSU Office of Equal Employment. A physician-collaborative role affords PAs a large amount of responsibility and autonomy without usurping the ultimate authority of physicians. Thus, the legal basis for PA practice is built upon physician collaboration, a relatively unique arrangement among health care providers. Our physician assistant masters degree program is one of the best post bacc programs for PAs, building a strong foundation in sciences and offering hands-on clinical experiences. A virtual cadaver is helping Physician Assistant students deepen their understanding of anatomy and clinical medicine. The ability to undo mistakes, which can't be done on a real cadaver, allows the PA students to explore without fear. Three Degree Options for M.S. in Physician Assistant: Master of Science – for those already holding a bachelor degree. Articulated Bachelor of Arts/Master of Science or Bachelor of Science/Master of Science – a 3+3 program offered in affiliation with 10 college partners.