Jane Trapp, MSEd, PA-C, is a Clinical Associate Professor and Director of Didactic Education in the Department of Physician Assistant Studies. She joined ECU in 2008 as a clinical assistant professor. She completed her PA certificate and BS in Physician Assistant Studies from George Washington University. She also attended the Norwalk Hospital-Yale University Post Graduate Physician Assistant Surgical Residency Program. She obtained a MSEd. In Educational Leadership from Wilkes University in 2000. She has worked in emergency medicine, family practice and hospital medicine in Cleveland, Ohio and Pittsburgh, Pennsylvania prior to becoming an assistant professor within the Physician Assistant Program at Pennsylvania College of Technology in Williamsport PA where she spent 6 years as a teaching faculty and two years as program director. She also has clinically practiced as a physician assistant in emergency medicine and urgent care in several facilities in PA, Ohio, and North Carolina. She has served on the National Commission on Certification of Physician Assistant test item writer committees.

**What do you like best about working at ECU?**

Wow. This may be a hard question for me to answer because there are many aspects that I enjoy. The comradery amongst faculty and staff is exceptional across multiple areas within the ECU system and I value this each day. I believe that the best aspect of working for ECU is that there is the potential for you to become who you want to be. I never see myself as being bored in my job and there is always the ability to innovate. ECU has given me the tools and opportunity to engage in teaching and to try innovative ways to teach students to become successful.

**What do you find most exciting about your research and its potential?**

I have been involved in research directed at teaching effectiveness and indebtedness in PA education. I am also involved in a primary health care teaching grant that will likely result in several research projects in the future. The exciting aspect of research is working with others to devise a project that helps to solve questions or answers that are interesting. The process of working through the structure, revisions, and the findings can be daunting, yet rewarding. The primary care teaching grant involves learners from the Brody School of Medicine, ECU family practice and pediatric residencies, physician assistant, nurse practitioner, and clinical psychology programs. It will involve the development of transformative health care curriculum focusing on population health, patient safety, quality improvement and leadership. Working together on this project has been one of my most rewarding career endeavors. For myself,
Curriculum development has always piqued my interest, however working in a collaborative team on a curriculum that will involve well over 700 transdisciplinary learners is a massive project and will prepare learners for collaborative care in medically rural and underserved populations. This project will likely keep us busy for several years!

**What excites you about teaching?**

Everything! I would say the most enjoyable aspect is observing the maturing of students as they progress through our curriculum. It is extremely exciting and rewarding as the students gain the intellectual knowledge as well as learn valuable lifelong skills that enhance their abilities as a clinician. To see the outcome and the growth that transcends over time brings fulfillment not only to ourselves as faculty, but also to students as they realize the importance of health care in its simplistic form – caring for patients with professional comportment utilizing compassion, empathy and respect.

**What do you hope students take away from their experiences from working with you on your research?**

I want students to know that it is the effort of trying to do something better that can make a difference, even if the first, second or third attempt does not get you the results that you had hoped for. Being part of the process alone, empowers students to become involved themselves in future projects and in doing so foster collaborations and relationships that will improve quality of health care.

**What is your favorite teaching or research moment?**

My favorite teaching moment occurs every fall. Since the PA didactic curriculum is 15 months in length, PA students start their second year fall semester in a course (Introduction to Clinical Practice) designed to bridge the gap from the didactic phase to the clinical phase of their education. This overall arching course incorporates all aspects of medicine that has been taught over the previous year. What has made this my favorite teaching moment(s), is that through the design of the course, students are placed in experiential, real-life scenarios that give them the tools and especially, confidence, to walk into their clinical year and demonstrate a high level of competency. Throughout the semester, it is extremely rewarding to watch the progression as student realize that they have the capabilities to participate and provide excellent healthcare.