# Degree Program Assessment Plan

**Program:** Saint Louis University Physician Assistant Program  
**Department:** Physician Assistant Education Department  
**College/School:** Doisy College of Health Sciences  
**Date Submitted:** December 1, 2015

## Program Goal: The SLU PA program has a primary Mission, Goals and Learning Outcomes

**Mission:** The primary mission of the Saint Louis University (SLU) Physician Assistant (PA) Program is to educate men and women to become competent, compassionate physician assistants dedicated to excellence in healthcare and the service of humanity.

**Program Goals:**
1. Prepare students to practice patient centered medicine as graduate PAs.
2. Foster intellectual curiosity in order to graduate PAs who are committed to lifelong learning, evidence-based medical practice, continuous improvement in the practice of medicine and delivery of patient care.
3. Cultivate an environment that expects and encourages respect for others and outstanding professionalism.
4. Provide a rigorous curriculum and supportive educational environment to attain a superior first time PANCE pass rate.
5. Promote Jesuit values to prepare students to serve their patients and the community in the spirit of cura personalis.

## Learning Outcome(s) to be Assessed

<table>
<thead>
<tr>
<th>Learning Outcome(s)</th>
<th>Groups to be Assessed</th>
<th>Data Needed</th>
<th>Measure D=Direct I=Indirect</th>
<th>Who will conduct assessment?</th>
<th>Timeline Even years – E Odd years - O</th>
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<tbody>
<tr>
<td>Goal 1 - Prepare students to practice patient centered medicine as graduate PAs.</td>
<td>1) Interpersonal</td>
<td>OSCE</td>
<td>D</td>
<td>PD</td>
<td>E</td>
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DCHS_PAE_MMS-PROGRAM ASSESS PLN-12_13-2015  
1 | P a g e
### Communication skills
Demonstrate interpersonal and communication skills that result in effective information exchange with patients, their families, physicians, professional associates, and other individuals within the health care system.

<table>
<thead>
<tr>
<th>Evaluations</th>
<th>I</th>
<th>CD</th>
<th>E</th>
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<tbody>
<tr>
<td>Preceptor completed rotation evaluations</td>
<td></td>
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<tr>
<td>Graduate survey</td>
<td>I</td>
<td>PD</td>
<td>E</td>
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### 2) Patient Care
Demonstrate care of the patient that is effective, safe, high quality, and equitable in various patient settings and various populations.

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<tr>
<th>OSCEs</th>
<th>D</th>
<th>PD</th>
<th>E</th>
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<tbody>
<tr>
<td>Preceptor end of rotation evaluations</td>
<td>I</td>
<td>CD</td>
<td>E</td>
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<tr>
<td>Graduate survey</td>
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### Goal 2 - Foster intellectual curiosity in order to graduate PAs who are committed to lifelong learning, evidence-based medical practice, continuous improvement in the practice of medicine and delivery of patient care.

### 1) Practice-based Learning & Improvement
Demonstrate critical thinking skills to allow the student to assess, investigate, and analyze clinical situations in order to evaluate and improve patient care within a

<table>
<thead>
<tr>
<th>Professional development assessment</th>
<th>I</th>
<th>PD</th>
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<tr>
<td>Evidence based learning projects</td>
<td>D</td>
<td>PD</td>
<td>O</td>
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<tr>
<td>Graduate survey</td>
<td>I</td>
<td>PD</td>
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<tr>
<td>Goal 1 - Professionalism</td>
<td>Entire curriculum, IPTS, Orientation, HRC, Ethics seminar, PDAs, Clinical &amp; Student Mentoring Program</td>
<td>Professional component of clinical evaluation</td>
<td>Professional development assessments (PDA)</td>
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<tr>
<td></td>
<td>EBM, IPTS, Issues, Issues, Clin, Ethics seminars, OSBM, Ess, Pharm I &amp; II</td>
<td>DPD</td>
<td>DPD</td>
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<tr>
<td>Goal 2 - Systems-based Practice</td>
<td>Demonstrate an awareness and responsiveness to the larger system of health care to provide patient care that balances quality and cost, while maintaining the primacy of the individual patient.</td>
<td>Preceptor completed clinical evaluations</td>
<td>Graduate survey</td>
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<td>Goal 3 - Cultivate an environment that expects and encourages respect for others and outstanding professionalism.</td>
<td>EBM, IPTS, Issues, Issues, Clin, Ethics seminars, OSBM, Ess, Pharm I &amp; II</td>
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<tr>
<td>Goal 4 - Provide a rigorous curriculum and supportive educational environment to attain a respectable first</td>
<td>EBM, IPTS, Issues, Issues, Clin, Ethics seminars, OSBM, Ess, Pharm I &amp; II</td>
<td>DPD</td>
<td>DPD</td>
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<tr>
<td>Time</td>
<td>1) Medical Knowledge</td>
<td>2) Medical Knowledge</td>
<td>Goal 5 - Promote Jesuit values to prepare students to serve their community and patients in the spirit of cura personalis.</td>
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<td></td>
<td>Entire Curriculum, HRC</td>
<td>Graduate survey</td>
<td>PACKRAT scores</td>
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<td>End of Program survey</td>
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**Use of Assessment Data**

How does the program use assessment results to recognize success and “close the loop” to inform additional program improvement? How/when is this data shared, and with whom? Data is shared at faculty meetings, curriculum retreats, special assessment meetings & course director evaluation meetings.

These data points are evaluated once yearly at the DCHS faculty retreat. Other data collected by the program is evaluated at the above listed meetings. For a complete list of all assessment activities please contact the program director.
## Abbreviations and curriculum information

### Curriculum: course number, name, credit hours, optional abbreviation

- **BLS 4900:** Clinical Laboratory Medicine (2) (CLM)
- **PAED 5010:** Professional and Psychosocial Issues of PA Practice (3) (Issues)
- **PAED 5040:** Human Physiology (4) (Phys)
- **PAED 5070:** Principles of the Medical Interview (2) (PMI)
- **PAED 5150:** Clinical Pharmacology I (2) (Pharm I)
- **PAED 5200:** Clinical Pharmacology II (2) (Pharm II)
- **PAED 5300:** Evidence-Based Medicine (2) (EBM)
- **ANAT 4100:** Human Gross anatomy (6) (Anat)
- **PAED 6000:** Senior Seminar (1) (SS)

### Organ System Based Modules (OSBM)

- **PAED 5120:** Principles & Practice of Hematology (2)
- **PAED 5110:** Intro Systems Approach & Integument (2)
- **PAED 5130:** Principles and Practice (P&P) of Otorhinolaryngology and Ophthalmology (2)
- **PAED 5310:** P&P of Orthopedics and Rheumatology (3)
- **PAED 5230:** P&P of Gastroenterology and Nutrition (3)
- **PAED 5230:** P&P of Pulmonology (3)
- **PAED 5220:** P&P of Cardiovascular Medicine (4)
- **PAED 5320:** P&P of Nephrology and Genitourinary Medicine (3)
- **PAED 5250:** P&P of Endocrinology (2)

### Essential Courses (Ess)

- **PAED 5330:** Essentials of Surgery (2)
- **PAED 5340 E:** Emergency Medicine (2)
- **PAED 5360:** E of Pediatrics (2)
- **PAED 5370:** E of Behavioral Medicine (2)
- **PAED 53880:** E of Obstetrics and Gynecology (2)

### Clinical Course (Clin)

- **PAED 5400:** Internal Medicine (4)
- **PAED 52320:** Family Medicine (4)
- **PAED 5510:** General Surgery (4)
- **PAED 5600:** Pediatrics (3)
PAED 5800: Emergency Medicine (4)  
PAED 5700: Psychiatry and Behavioral Medicine (3)  
PAED 575-0: Women’s Health  
PAED 5860: EMB Clerkship (4)  
PAED 5930: Clinical Elective (4)  

Inter-professional Team Seminar (IPTS) – Multiple healthcare disciplines collaborate as a team on clinical cases that examine patient care and health systems.  
Health Resource Center (HRC) – student led clinic that provides quality health care to the underserved.  
Ethics seminar – Ethical discussions and training during the clinical year related to experiences on clinical rotations.  
Professional Development Assessment – PDA  
Physician Assistant Performance Report by Class - PACKRAT  
Program Director – PD  
Clinical Director – CD  
Objective Structured Clinical Exams – OSCE  
Department Chair - Chair

### Direct vs. Indirect Measures

Direct measures of assessment require students to demonstrate what they have learned through an instrument, such as a paper, laboratory report, demonstration, or portfolio. This is different from indirect measures, which are proxies of what students have learned. With indirect measures, the assessment information is filtered through the student or other party. A student can tell us what they think they learned through a survey, but it is their opinion of what they learned. Indirect measures are good at revealing why and how students learned what they learned – or didn’t. Indirect measures would also include any assessments received by other groups familiar with the students’ performance.