
UND SMHS Strategic Plan Individual Unit Report for 2022

GOAL 1 for **PHYSICIAN ASSISTANT STUDIES**

LEARNING

One UND Strategic Plan Goal 1: Provide a strong undergraduate liberal arts foundation
UND SMHS Strategic Plan Goal 1: SMHS Units that offer educational programs will expand their curricula to include learning outcomes that align with UND's Essential Studies goals.

- *Critical Inquiry and Analysis*
- *Quantitative Reasoning*
- *Written Communication*
- *Oral Communication*
- *Information Literacy*
- *Intercultural Knowledge and Skills*

1. Describe if/how your unit has addressed this goal.

The DPAS continues to offer multiple learning activities and related assessments within the curriculum in all areas noted above. The sciences of anatomy, physiology, and pharmacology foster critical inquiry and analysis of basic science concepts and application related to clinical preparatory sciences. The scholarly project inquiry, literature review and analysis ties in the aspects of critical inquiry and analysis, quantitative reasoning, information literacy and written communication. The clinical medicine course series applies aspects of critical inquiry and analysis, oral and written communication and application of intercultural skills when assessing patients. The diagnostic studies course series applies quantitative reasoning, critical inquiry and analysis and further clinical decision making related to patient care. The professionalism course series also applies critical inquiry and analysis, information literacy, intercultural knowledge and written communication as related to preparedness for entrance into the profession. Finally, clinical practice experiences foster opportunities in all areas above as students apply what they've learned in a clinical setting under the supervision of a preceptor. For specialty clinical practice experiences, students call in and present a case to a faculty member to provide even more practice in oral case presentation.

This year, the DPAS revised the pharmacology course implementing greater intentionality to critical inquiry and analysis as well as information literacy related to pharmacology curriculum. Assignments and exams were streamlined and focused to content areas necessary for PA practice as determined by experienced faculty, professional competencies, and examination blueprints. Additionally, assignments for the anatomy course were redesigned in a similar fashion, as well as content and exam wrappers for the pathophysiology course with the intent to streamline content more specifically to PA practice.

Further, the DPAS continues the peer-learning, clinical reasoning lab with focus to oral presentation of the patient encounter and diagnostic studies interpretation to further clinical decision making. Students presented their findings with a submitted recording of their oral presentation which was reviewed by faculty (modified method due to COVID). This year, students will present their findings directly to faculty for feedback immediately finishing their patient lab. Additionally, students have completed writing assignments to enhance medical note writing skills. Data is still being collected related to these experiences to determine trends as modifications have been necessary due to COVID contingencies.

2. Describe how your efforts are measured/assessed.

All activities are assessed by faculty either in real-time or asynchronously and feedback is provided to students immediately or after the asynchronous assignments are graded. Students requiring remediation are counseled and further assessments may be required to ensure competency in all areas. Clinical preceptors also provide feedback as to how well each student performs in clinical decision-making, critical inquiry and analysis, oral and written communication, and information literacy throughout their clinical education.

3. How were the data analyzed and what were the outcomes?

Data from specific assignments and activities are analyzed by predetermined rubrics and percentage grading applied. Clinical preceptors complete Likert-type scale evaluations which are analyzed by individual student and per cohort. This data is analyzed by courses instructor, faculty advisors and reported to the faculty at weekly meetings, through end of semester reports or annual assessment retreats. Modifications to the activities/assessments are made as needed, specifically if there is an identified area of difficulty or a gap in content found within the curriculum. Data continues to be collected and analyzed as determined and reported by the graduate program assessment, program assessment plan for the university and as the accreditation body requires. No major changes have been implemented to date.

4. Describe how your unit will implement any further changes and what barriers may exist.

Some of the activities planned continue to be modified due to the COVID pandemic; however, all students have continued to meet learning goals and outcomes of the program in these areas. The program will continue to explore methods of adding more simulated patient encounters to better prepare students for their clinical experiences. A continued barrier is the difficulty in scheduling space and time needed for focal problem-solving labs or simulation activities.

PROVIDE A RATING OF YOUR PROGRESS ON THIS GOAL: ● On Track;

(additional space for text is provided on page 2 if needed)

Additional Information on Goal 1 (optional):

Insert any additional information here.