
UND SMHS Strategic Plan Individual Unit Report for 2020

GOAL 3 for **Physician Assistant Studies**

LEARNING

One UND Strategic Plan Goal 3: *Deliver more educational opportunity online and on-campus.*

UND SMHS Strategic Plan Goal 3: *The SMHS will identify opportunities to employ state-of-the-art technologies to enhance education.*

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

DPAS has actively delivered content electronically and has adapted to the changing technologies for several years. Nearly 86% of the curriculum is taught virtually, both with synchronous and asynchronous methods. The department continues to challenge technology and always strives to best serve students with technological capabilities.

With distance online curricular delivery, faculty skills have advanced over the years from accepting assignments delivered by US postal mail to e-mail attachments and more recently, to Bb submissions. Now with more virtual teaching options, faculty are adept at Bb collaborate, zoom, mediasite, chats, discussion boards, turning point, break-out rooms, virtual student presentations, video proctoring and more. In 2006, the program developed an online anatomy course which, although has certainly been modified over the years, has proven successful in bringing students from a variety of health care backgrounds together to one solid foundation in the subject of anatomy. Other basic sciences, such as Physiology/Pathophysiology and Pharmacology are taught online as well as the series of Diagnostic Studies and Professional Issues courses, EKG, scholarly project and most aspects of the H&P and clinical medicine courses.

In addition, when students are on campus, faculty regularly teach procedural skills on campus with simulation mannequins, Trauma Man, ultrasound, ACLS skills including airway management, pulmonary function testing, phlebotomy models, and more. That said, nearly 100% of our curriculum involves technology in some way or another.

2. Describe how your efforts are being assessed.

Technology in education is an aspect of every course taught in the DPAS and therefore, assessment measures include student performance in terms of assignments, case studies, exams, clinical performance, preceptor evaluations and the national board examination. Students complete the SELFI course evaluations and participate in qualitative discussions (such as faculty advising and PA Hour) each semester. Additional focus groups are conducted in areas of concern or need as applicable. There are also lab and lecturer evaluations, preceptor evaluations, faculty advising sessions, a final program assessment and a graduate survey nine months after students complete the program.

3. Describe how your unit analyzed these data and what assessments were determined.

The program assesses the data in multiple ways as required by the annual assessment reports required by the university, the assessment process required by the School of Graduate Studies and the self-study process required of the accreditation body. Overall, the assessment of technology in PA education is reviewed favorably as has been the hallmark of this program for 50 years. The UND PA Program has been successful due to the innovative curricular delivery affording students the opportunity to complete much of their education in their home communities. For further assessment details, please see the reports as noted in the first sentence of this section.

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

The DPAS will continue to assess, analyze, draw conclusions and make modifications based on the above methods of curricular and program assessment. Changes have been made most recently due to the COVID-19 pandemic where alternative learning strategies have been implemented due to students being delayed in achieving clinical hours. This has been challenging for faculty and students, not necessarily due to creativity in content, but because online case studies, case presentations and faculty involvement in such is not the same as true clinical application with a patient and a preceptor. The DPAS continues to look for creative ideas and options to deliver clinical application should we need to return to virtual clinical application of material in lieu of clinical practice experiences.

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

(additional space for text is provided on page 3 if needed)

Additional Information on Goal 2 (optional):

Insert any additional information here.