

# Physician Assistant Studies Academic Assessment Plan

College of Medicine  
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*Office of the Provost*

*University of  
Florida*

*Institutional  
Assessment*

*Continuous Quality  
Enhancement*

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# Academic Assessment Plan for Physician Assistant Studies

College of Medicine

Instructions: Use this template to prepare your Academic Assessment Plan. Some of the information has been pre-loaded into the template for you. Refer to pages 1-5 of the instructions for descriptions of each section.

## A. Mission

The mission of the School of Physician Assistant Studies is to recruit high quality students to become exemplary physician assistants who will serve the people of Florida and the nation as part of a multidisciplinary healthcare team.

The mission of the College of Medicine states: "The College of Medicine strives to improve health care in Florida, our nation, and the world through excellence and consistently superior leadership in education, clinical care, discovery, and service."

The mission of the University of Florida is: "...Its faculty and staff are dedicated to the common pursuit of the university's threefold mission: teaching, research and service.

"The University of Florida belongs to a tradition of great universities. Together with its undergraduate and graduate students, UF faculty participate in an educational process that links the history of Western Europe with the traditions and cultures of all societies, explores the physical and biological universes and nurtures generations of young people from diverse backgrounds to address the needs of the world's societies.'

The mission of the School is in alignment with the mission of the College and University through education physician assistants to serve and meet the growing health care needs of the people of Florida and the nation. Faculty members in the School also contribute to this missions through teaching and serving the community in various clinical practice settings.

Service to the people of Florida and the country is consistent with the defined service statement of the University in that the School shares the knowledge of its students, graduates, and faculty members for the public good and advances the health and well-being of the people.

## B. Student Learning Outcomes and Assessment Measures

We have pre-loaded the SLO's on file for your program in Compliance Assist!. If these are NOT the SLOs you are currently using, or if you wish to revise them, please submit the changes for review by the Academic Assessment Committee. The procedure for updating your SLOs is found at <http://approval.ufl.edu/> > Graduate.

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Applies and relates medical knowledge to patient care and clinical presentations accurately and effectively.	Evaluation of the program is done on a continuous basis and monitored by the Curriculum Committee and Faculty Committee. This evaluation includes performance on written assignments and examinations during both years of the program, faculty observations, clinical preceptor assessments, patient encounter logs, comprehensive internal examination and two external examinations (Physician Assistant Clinical Knowledge Ratings and Assessment Tool [PACKRAT]), student exit surveys, and surveys of graduates and clinical preceptors.	Campus
Skills	Collect and accurately record comprehensive and coherent patient encounter data, including history, physical examination, and diagnostic tests and implement an appropriate management plan.	Evaluated through OSCE examinations with standardized patients and written clinical notes based on these examinations, written clinical notes on patients seen in the later portion of the didactic year. Physical examination skills are assessed through practical examinations in both years of the program by School faculty members, and in patient encounters by clinical preceptors. Included in this skill set is professionalism and ethical behavior, an integral part of skills necessary to practice medicine. Professional behaviors are assessed through observations by the faculty and clinical preceptor during classroom and small group activities and in patient encounters, and as part of OSCE examinations.	Campus

Professionalism	Create and sustain a therapeutic and ethically sound relationship with patients and work effectively as a member of an interdisciplinary healthcare team.	Evaluated through assessment by faculty members and clinical preceptors, in the classroom and patient encounters, OSCE examinations, and portfolio review.	Campus
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### C. Research

The current degree, Master of Physician Assistant Studies, is not a research degree. Students are not required but are encouraged to participate in scholarly activities under the mentorship of a faculty member through participation in the student writing competition sponsored by the Physician Assistant Education Association and in poster presentations at state and national meetings. Students are educated in research methods in the required Evidence-Based Medicine course which introduces them to study design and critical analysis of various types of studies, including conclusions, through currently published journal articles. A group project is required of all students (working in groups of four students per group) demonstrating their ability of critical analysis of a topic selected by the group.

### D. Assessment Timeline

Use this Assessment Timeline template for your plan. Add or delete rows and columns to accommodate your SLOs and assessments.

Program Physician Assistant Studies

College of Medicine

Assessment	Assessment 1	Assessment 2	Assessment 3	Enter more as needed
<b>SLOs</b>				
<b>Knowledge</b>				
Medical knowledge	End of course examinations. OSCE examinations. Physical examination practical examinations. PACKRAT examination. (Didactic year)	End of rotations examinations. Preceptor observation and evaluations. OSCE examinations. PACKRAT examination. (Clinical year)	Comprehensive examination and OSCE within four months of graduation. (Clinical year)	
<b>Skills</b>				
Clinical skills	OSCE examinations. Practical examinations. Faculty observation. (Didactic year)	OSCE examinations. Faculty and preceptor observations. (Clinical year)	OSCE summative evaluation within four months of graduation. (Clinical year)	
<b>Professional Behavior</b>				
Professionalism and ethics	Assessed by faculty members during all classroom and laboratory activities. (Didactic year)	Assessed by faculty members and clinical preceptors during all clinical rotations and patient encounters. (Clinical year)	OSCE examination within four months of graduation. (Clinical year)	Portfolio review by faculty members. (Both didactic and clinical years)

### E. Assessment Cycle

Use this Assessment Cycle template for your plan. Add or delete rows as needed to accommodate your SLOs.

Assessment Cycle for:

Program Physician Assistant Studies College of Medicine

Analysis and Interpretation: Assessment is continuous with comprehensive reviews by the Curriculum Committee and Faculty Committee at the end of each semester and each academic year.

Program Modifications:  
Dissemination:

Completed by mid-August  
Completed by mid-August

Accreditation of the School is conducted by the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) occurs based on the results of the previous accreditation timeline. The last action of ARC-PA on the School occurred September of 2012 and the School was awarded five years of continued accreditation. The next site visit is scheduled for 2017.

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
<b>Content Knowledge</b>							
#1		X	X	X	X	X	X
<b>Skills</b>							
#3		X	X	X	X	X	X
<b>Professional Behavior</b>							
#5		X	X	X	X	X	X

## F. Measurement Tools

Medical knowledge SLOs are assessed through written examinations, in addition to OSCE and practical examinations, and a comprehensive examination. The Physician Assistant Clinical Knowledge Assessment and Ratings Tool (PACKRAT) examination is given twice during the student's education, once near the end of each year of training. Clinical skills are assessed through OSCE examinations, practical examinations, clinical preceptor and faculty evaluations. Professionalism and ethics is assessed throughout the educational process, by observation in all settings by faculty members and clinical preceptors, portfolio review, and OSCE examinations.

## G. Assessment Oversight

Here, list the names and contact information of those who oversee the assessment process in your program. Add or delete rows as needed.

Name	Department Affiliation	Email Address	Phone Number
Ralph Rice	School of Physician Assistant Studies	ralph.rice@medicine.ufl.edu	352/265-7955
Karen Mulitalo	School of Physician Assistant Studies	karen.mulitalo@medicine.ufl.edu	352/265-7955

## Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
<b>Mission Statement</b>	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
<b>Student Learning Outcomes (SLOs) and Assessment Measures</b>	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
<b>Research</b>	Research expectations for the program are clear, concise, and appropriate for the discipline.				
<b>Assessment Map</b>	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
<b>Assessment Cycle</b>	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				



University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
<b>Measurement Tools</b>	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
<b>Assessment Oversight</b>	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				

Example of grading rubric for Medical Knowledge:

Medical Interview: Conveys understanding and warmth to patient. Obtains pertinent data; Follows organized format; Obtains history in a reasonable amount of time.

Physical Examination: Follows organized format; Is respectful of patient's comfort and feelings; Performs appropriate and accurate physical examination; Uses observational skills to recognize subtle findings; Uses appropriate techniques and maneuvers for examination; Explains procedures to patient.

Oral Case Presentation: Presents clear, concise, accurate, and complete statements of patient's problems; Includes all major active problems of patient.

Written Patient Record: Writes in a legible, accurate, and organized manner; Uses electronic health records accurately and appropriately; Uses SOAP or other classical format for write-ups.

Medical Knowledge Foundation: Integrates basic and clinical sciences with clinical application; Demonstrates evidence of outside reading and study.

Problem-Solving and Critical Thinking: Synthesizes and analyzes clinical data correctly; Correlates clinical and laboratory data; Accurately determines major active problems; Distinguishes normal from abnormal findings; Proposes alternative assessments.

Differential Diagnosis: Formulates a differential diagnosis; Justifies selection of diagnosis based on information gathered and knowledge.

Quality of Management Plan: Designs effective program of care; Selects appropriate teaching methods for patient education; Selects appropriate consultation and referrals; Selects effective therapeutic modalities; Implements plan consistently and effectively; Arranges for follow-up; Carries out teaching methods of patient education; Monitors the effects and effectiveness of the plan.

Appropriate Ordering of Lab Tests and Utilization of Results: Orders appropriate tests that aid in the differential diagnosis; Uses tests discriminately, taking into account cost effectiveness and morbidity; Demonstrates a sound knowledge of laboratory tests; Incorporates results into the overall treatment plan of the patient.

Clinical Procedures: Competently and safely performs technical tasks; Uses basic diagnostic instruments with skill and appropriate caution; Understands when a procedure is needed; Performs clinical procedures under appropriate supervision.

Overall Evaluation of Student's Clinical Skills and Performance: (Open response)

Example of grading rubric for Professionalism:

Relating to Colleagues: Works effectively with all health professionals; Shows appropriate respect and empathy to peers, subordinates, and supervisors.

Relating to Patients: Understands patient's rights; Communicates effectively with patients; Relates to patients as individuals, and shows appropriate empathy and respect; Exhibits sensitivity to cultural and ethnic diversity.

Professionalism: Demonstrates ethical behavior and attitudes; Maintains professional relationship with patients; Maintains professional relationship with peers; Maintains professional relationship with supervisors; Understand the PA role.

Reliability: Assumes responsibility appropriately  
Attends duties regularly and punctually  
Completes work thoroughly  
Carries out tasks within realistic time limits

Initiative: Demonstrates initiative in patient work-up

Appearance: Dresses appropriately for professional role  
Maintains clean and neat appearance

Attitude: Responds appropriately to supervision  
Accepts constructive criticism  
Motivates and encourages others

Self-confidence: Fosters confidence in his/her competence among patients, peers, and supervisors; Demonstrates adequate and appropriate confidence in his/her abilities.

Initiative: Demonstrates initiative in patient work-up and follows through on tasks; Asks appropriate questions; Uses self-study to fill in gaps in knowledge or skills.

Overall Evaluation of Student's Professionalism: (Open response)