

# UNIVERSITY OF NORTH DAKOTA PHYSICIAN ASSISTANT PROGRAM

## DESCRIPTION OF CONTINUOUS SELF ASSESSMENT

### STATEMENT OF PHILOSOPHY AND MISSION

The primary mission of the University of North Dakota Physician Assistant Program is to prepare selected registered nurses to become clinically competent physician assistants working collaboratively with and under the supervision of physicians in response to primary health care needs of the people in North Dakota and other rural/underserved areas of the United States. The goals are to help alleviate shortages and maldistribution of primary care providers and to provide access to comprehensive, affordable health care services to rural and underserved populations.

The Program's approach to education is based on the philosophical considerations that adult students are mature, highly motivated, and have a rich resource of past personal and professional experiences for present learning. While the faculty and preceptor serve as catalysts, learning is the responsibility of the student. The interdisciplinary teaching approach integrates previous clinical skill and knowledge utilizing multiple techniques to facilitate learning. The goal is preparation of the student as a primary care provider in a variety of settings, utilizing a problem-oriented approach to logical thinking and sound judgment to assure accountable and responsible life-long learners.

### PROGRAM OBJECTIVES

The objectives of the UND PA Program are to:

- Prepare clinically competent physician assistants to provide primary health care services.
- Provide an orientation to practices serving rural and underserved populations.
- Develop physician assistant/physician primary health care teams through the didactic curriculum and clinical experiences.
- Prepare physician assistants who will serve as "role models" for future physician assistant students.

At the University of North Dakota Program, the physician assistant is prepared as a generalist with responsibilities relating to the delivery of individual, family and community health care. The most important aspect is the delivery of primary care with emphasis placed on health promotion, risk reduction, health maintenance and preventive care. This requires sound judgment and decision-making capabilities.

Upon successful completion of the Physician Assistant Program, the graduate under the supervision of a physician will be able to use a multi-dimensional approach to:

- Assess the health status of individuals of all ages by obtaining a database, which includes a history, physical examination and investigative studies, and develop a problem-oriented record from the database.
- Provide counseling, education, interventions, and appropriate referral for promotion, maintenance, and restoration of optimal levels of health and disease prevention for individuals of all ages, families, and communities.
- Assess and manage clients of all ages with common, acute undiagnosed problems.
- Assess and manage clients of all ages experiencing common emergencies.
- Assess and provide follow-up management of clients of all ages with stable chronic conditions.
- Develop a professional role identity as a primary care provider, serve as an accountable primary care provider, and serve as a physician assistant role model.

## DESCRIPTION OF CONTINUOUS SELF-ASSESSMENT

Continuous self-assessment is seen as a fundamental cornerstone of the UND PA Program. A review of the admissions process, the core curriculum, lecturers' evaluations, student progress, NCCPA success rates, and graduate data is accomplished in a systematic way each year.

### Curriculum EVALUATION

MONTH	J	F	M	A	M	J	J	A	S	O	N	D	J
Comprehensive review of curriculum by <b>core faculty</b> (group meeting: ½ to full day - MINUTES)		x				x				x			x
Review of evaluations of all speakers (by <b>core faculty</b> ) (group meeting: ½ day)		x				x				x			
Review of Didactic Objectives (by <b>core faculty</b> ) individual sections assigned to specific faculty followed by group meeting-MINUTES		x					x					x	x
Evaluation feedback given to <b>lecturers</b> (summative written feedback) PRINTED SUMMARIES	x	x				x				x			
Evaluation of individual speakers by <b>students</b> (done daily via Blackboard-CHECKLIST with comments)	x	x			x				x				x
<b>Student</b> evaluation of clinical phase (written evaluation submitted at end of each clinical session)				x				x					x
<b>Student</b> evaluation of clerkships (written evaluation after each clerkship)							x					x	
<b>Student</b> evaluation of program (WRITTEN evaluation)													x
<b>Preceptor</b> evaluation of program (WRITTEN evaluation at end of program; VERBAL evaluation once during each clinical phase)			x					x				x	x
<b>New graduates</b> evaluation of program (WRITTEN SURVEY @ 6 months after graduation)							x						

## Selection EVALUATION

On a yearly basis, prior to and immediately after the Admissions Process is completed, Core faculty review the criteria for admission of applicants and readjust as needed. This has been reviewed on a yearly basis since 2000. The next step, now that data is available, is to formally review student outcomes with admission criteria and look for meaningful trends.

## Student EVALUATION

Student Evaluations are conducted continuously. All faculty are kept apprised of the progress of all students. This is accomplished through weekly meetings when the students are on campus, periodically when the students are at their clinical sites, and immediately after any type of testing. The various forms of student evaluation are listed below.

MONTH	J	F	M	A	M	J	J	A	S	O	N	D	J
Students: Objective Testing	x	x		x	x		x		x	x			
Students: Clinical Testing	x	x		x	x				x				
Students: Conferencing With faculty advisor	x	x		x	x			x		x		x	
Students: Remedial or Disciplinary Conferencing (Program Director)	A	S		N	E	C	E	S	S	A	R	Y	
Students: Summative Testing (Objective and Clinical)													x
Students: Written, graded assignment			x			x	x	x		x	x	x	
Preceptor Evaluation (Written)				x				x					x
Clerkship Physician Evaluation (Written)								x				x	
Faculty review contact logs/procedure logs		x	x	x		x	x	x		x	x	x	x
Lecturers' feedback (Verbal)	x	x			x				x				x
NCCPA Results	x	x								x			

## Graduate SURVEYS

Graduates are surveyed: six months after graduation. An All Graduate Survey is sent every 4 years. This data is compiled, compared to APAP and AAPA data, and used in assessing program outcomes.

An example of data evaluation leading to curriculum changes: Review of this data verified information gleaned from other sources on the need for additional instruction in pathophysiology and more hours in clinical diagnostic studies. A new course in pathophysiology and an entire course in diagnostic studies was added to the master's curriculum.