



UNIVERSITY OF
**DETROIT
MERCY**
Build A Boundless Future

The University of Detroit Mercy Physician Assistant Program developed our program goals as a reflection of the Competencies for the Physician Assistant Profession (<http://www.nccpa.net/Uploads/docs/PACompetencies.pdf>) in conjunction with the mission and vision statements of our college and university, as well as respect for the historical dedication to service of our founders. A complete list of program objectives and outcomes can be found at http://healthprofessions.udmercy.edu/academics/pa/PA_Objectives.pdf

Competency One: Medical Knowledge

Achieved by:

- Instruction in the study of human disease from the perspectives of epidemiology, etiology, clinical manifestations and course, diagnostic tests, treatment and prognosis.

Measured by:

- Packrat
- Didactic Clinical Medicine Exams
- PANCE pass results
- EORE
- Preceptorship evaluations

Competency Two: Interpersonal & Communication Skills

Achieved by:

- Instruction in the medical history and physical exam skills required to perform a complete medical evaluation. The student will learn effective communication skills, the art of interviewing as well as construction and writing of an organized medical history and physical examination.

Measured by:

- Assessment of student generated medical records
- Assessment of student physical exam skills with Problem Oriented Physical Exam testing
- Clinical Preceptor Student Evaluations

Competency Three: Patient Care

Achieved by:

- Instruction and creation of student generated management plans
- The Clinical Rotation Year is a series of externships that provide the student with comprehensive clinical training in the major areas of primary medical care. It allows integration of learning from didactic and research components with direct patient care.

Measured by:

- Assessment of student physical exam skills and critical thinking with Problem Oriented Physical Exam testing
- Clinical Preceptor Student Evaluations throughout the program

Competency Four: Professionalism

Achieved by:

- Instruction and group discussion regarding professionalism, ethics, and cultural sensitivity throughout the curriculum
- Personal observation of students adhering to the professionalism objectives in the program policy manual and clinical year handbook
- Membership and service opportunities through the SAAAPA William Beaumont Society

Measured by:

- Didactic and Clinical Preceptor Student Evaluations
- Number of students participating in service projects

Competency Five: Practiced-based Learning and Improvement

Achieved by:

- Instruction is provided in the research process relevant to practice/management as a health professional. The research literature is critically evaluated for application to professional practice and/or management, determining client/patient population needs, and evaluating outcomes.

Measured by:

- Scholarly paper or grant proposal using evidence-based research
- Reflection papers on interprofessional experiences and improving patient outcomes

Competency Six: Systems-based Practice

Achieved by:

- Instruction in theoretical and empirical bases for health care delivery and policy issues in the United States. Health policy decisions are examined in relation to cost, quality, access and ethics.
- Instruction in providing population-centered, interdisciplinary, prevention-oriented health care.

Measured by:

- Health policy issue reflections
- Health policy analysis paper
- Development of community based interventions
- Clinical preceptor evaluations