

Assessment Plan Narrative

Program Overview

The Master of Physician Assistant Studies (MPAS) program at Mercy College of Ohio is a 7 semester, 118 hour, full time cohort program of study built on the Catholic identity of the College mission and values. The MPAS program is designed to meet the medical care needs of the region, the State of Ohio, and the nation while graduates contribute service, scholarship, and leadership.

The MPAS program provides a broad base of knowledge (generalist training) so that PA graduates are prepared to enter clinical practice in primary care or specialty medicine.

The MPAS program shaped seven competency domains for a new PA graduate based upon those identified by the Physician Assistant Education Association for PA program level editing and adoption. The MPAS program created six Program Learning Outcomes (PLOs) aligned with the College's Goals and Level 3 Learning Outcomes and mapped them to the seven competency domains.

Mission

The Mercy College of Ohio PA program provides a graduate-level learning experience that produces PA graduates who can provide competent, patient-centered medical care for diverse populations in a variety of clinical settings while also embracing service, scholarship, and leadership.

Program Learning Outcomes

Upon completion of the MPAS program, the PA student will be able to:

1. Analyze a population/public health issue that impacts patients and their communities.
2. Analyze clinical scenarios, formulate differential diagnoses, and create management plans rooted in current evidence-based and current best practice guidelines.
3. Engage in critical thinking in clinical decision making and scholarly inquiry.
4. Defend ethical decisions with respect to individual health care cases and population/public health issues using Mercy College Values.
5. Evaluate peers, interprofessional team members, and supervising professionals.
6. Create and carry out an action plan for professional growth and development.

Assessment Plan (for PLOs)

Program: Master of Physician Assistant Studies

Learning Outcome	Measure (specify direct or indirect)	Benchmark	Results & Analysis
1. Analyze a population/public health issue that impacts patients and their communities.	PAS 505 Health Care Policy and Systems course Final Assignment Direct	90% or more of PAS will score $\geq 75\%$ on Final Individual Assignment Grading Rubric item on re: Analysis of population/public health issue	
	PAS 673 Clinical Phase Seminar III-clinical summative evaluation Direct	100% of PAS rated “competent” at review of HC Policy and Systems Analysis Rubric	
2. Analyze clinical scenarios, formulate differential diagnoses, and create management plans rooted in current evidence-based and current best practice guidelines.	Didactic Summative Evaluation Case Study/OSCE Direct	100% of PAS will score $\geq 70\%$ on Didactic Summative Evaluation Case/OSCE	
	Clinical Summative Evaluation Case Study/OSCE/Summative knowledge exam Direct	100% of PAS score $\geq 70\%$ on Clinical Summative Evaluation Case/OSCE	
3. Engage in critical thinking in clinical decision making and scholarly inquiry.	PAS 552 Evidence Based Practice-II Final Assignment (Deconstruction of published research studies) Direct	90% or more of PAS score $\geq 75\%$ on the “deconstruction rubric”	

Learning Outcome	Measure (specify direct or indirect)	Benchmark	Results & Analysis
	PAS 653 Scholarly Inquiry III Scholarly Project Direct	90% or more of PAS score \geq 80% on Scholarly Inquiry Project	
4. Defend ethical decisions with respect to individual health care cases and population/public health issues using Mercy College Values.	PAS 500 Professional Issues and Medical Ethics Ethics Cases Direct	90% or more of PAS will score \geq 80% in class discussions as measured by Ethics discussion rubric	
	Clinical Summative Evaluation OSCE Medical Error Direct	100% of PAS score \geq 70% on Clinical Summative Evaluation Case/OSCE	
5. Evaluate peers, interprofessional team members, and supervising professionals.	PAS 563 CIDM III Didactic Summative Evaluation Peer evaluations Direct	100% of PAS score \geq 6 (competent) in peer evaluations “Assessment of Team Member Peer/Constructive Feedback Skills” rubric.	
	Rating on peer review of PAS 653 Scholarly Inquiry III project presentations Direct	100% of PAS rated competent or exceptional on “Final Project Participation and Feedback” Constructive Feedback Scores	
6. Create an action plan for professional growth and development.	PAS 563-didactic summative evaluation Direct	100% of PAS rated “acceptable” at review of MPAS professional development plan (including for clinical year study strategies) on didactic	

Learning Outcome	Measure (specify direct or indirect)	Benchmark	Results & Analysis
		summative evaluation	
	PAS 673 Clinical Phase Seminar III- clinical summative evaluation Direct	100% of PAS rated “acceptable” at review of MPAS professional development plan (including for board exam study strategies/plans) on clinical summative evaluation	