**YU Program/Major Assessment Template:**

**Mission, Goals, Objectives & Curriculum Map[[1]](#footnote-1)**

**College/School Name:** Katz School

**Department/Program Name:** Physician Assistant Studies

**Contact Name:** Sharon Verity

**Email:** sharon.verity@yu.edu

**Phone:** 646-592-4734

**I.          Department/Program Mission Statement**

The Yeshiva University PA program will prepare diverse, culturally competent physician assistants who lead lives of kindness, generosity, and integrity as they provide excellent, patient-centered health care for patients from all cultural and socioeconomic backgrounds. The PA program mission will be accomplished through the provision of a nurturing learning environment, excellence in teaching and learning, service to the community, and the delivery of evidence-based medical education through the lifespan.

**II. Department/Program Student Learning Goals**

Upon completion of the Physician Assistant Studies Master of Science degree, graduates will demonstrate:

1. PROFESSIONALISM – Graduates will provide health care with integrity, respect, accountability, ethics, and compassion and demonstrate a commitment to excellence, lifelong learning and professional development.
2. CLINICAL EXCELLENCE – Graduates will demonstrate a knowledgeable, analytical approach to clinical situations and provide patient care that is effective, high quality, and evidence based through the lifespan.
3. CULTURAL COMPETENCE – Graduates will effectively and sensitively provide culturally competent, equitable health care to an increasingly diverse patient population.
4. LEADERSHIP – Graduates will contribute to and enrich the PA profession throughout their careers as mentors, educators, clinicians and members of state and national professional organizations. Graduates will contribute to the advancement of medicine and health care at their work sites and in the US healthcare systems.
5. SCHOLARSHIP – Graduates will commit to lifelong learning, inquiry, study, evidence-based practice and continuous professional development.

**III. Department/Program Student Learning Objectives:**

**Definition:** Statements that describe the specific skills, values, knowledge, and/or attitudes that students should exhibit as a result of the program, and which are reflective of the overarching goal. Learning objectives should be stated so that they are measurable performance indicators of the larger overarching goal.

***Directions:***Complete the following table[[2]](#footnote-2) by listing each department/program goal in the left column. For each Program goal list 2-3 objectives in the right column. Remember that an objective is a specific, measurable, indicator of a learning goal. *Tip: Use the chart (presented on next page) of action words for specific performance indicators of the various cognitive processes in Bloom’s taxonomy if helpful.*

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| **Department/Program Goal** | **Objectives** |
| 1. **PROFESSIONALISM – Graduates will provide health care with integrity, respect, accountability, ethics, and compassion and demonstrate a commitment to excellence, lifelong learning and professional development.** | 1. Students will be able to understand the legal and regulatory requirements that pertain to the physician assistant profession. 2. Students will be able to demonstrate respect, compassion, and integrity in all interactions with peers, faculty, and patients. 3. Students will be able to apply principles of medical ethics to patient care/clinical practice. |
| 1. **CLINICAL EXCELLENCE – Graduates will demonstrate a knowledgeable, analytical approach to clinical situations and provide patient care that is effective, high quality, and evidence based through the lifespan.** | 1. Students will be able to apply knowledge of anatomy, physiology, and pathophysiology to the clinical manifestations of diseases through the lifespan. 2. Students will be able to obtain essential and accurate information from their patients and conduct focused and comprehensive physical exams. 3. Students will be able to analyze data to make appropriate decisions pertaining to diagnostic and management interventions in patient care. |
| 1. **CULTURAL COMPETENCE – Graduates will effectively and sensitively provide culturally competent, equitable health care to an increasingly diverse patient population.** | 1. Students will be able to discuss the principles of cultural competence. 2. Students will be able to describe the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. 3. Students will be able to demonstrate respect and compassion for individuals regardless of background. |
| 1. **LEADERSHIP – Graduates will contribute to and enrich the PA profession throughout their careers as mentors, educators, clinicians and members of state and national professional organizations. Graduates will contribute to the advancement of medicine and health care at their work sites and in the US healthcare systems.** | 1. Students will be able to describe the current role of the physician assistant in American health care delivery and be able to describe the role of the physician assistant in various practice settings. 2. Students will be able to describe the function and the importance of PA professional organizations such as the NYSSPA, AAPA and NCCPA. 3. Students will be able to demonstrate current membership in state and national professional organizations. |
| 1. **SCHOLARSHIP – Graduates will commit to lifelong learning, inquiry, study, evidence-based practice and continuous professional development.** | 1. Students will be able locate, appraise, and integrate evidence from scientific studies related to patient health care. 2. Students will be able to critically evaluate the scientific merit of studies. 3. Students will be able to analyze their own fund of knowledge and clinical skills to recognize limitations and areas that need improvement. |

**IV. Curriculum Mapping**

**Definition:** Aligning courses with department and program level goals and objectives

**Directions:** Complete the table[[3]](#footnote-3) below by listing each learning objective/outcome for students in your department/program in the rows in the far left column. List the required courses/experiences in the remaining columns of the first row. Place an X in the cells of each course that targets each objective/outcome. A completed example by a psychology department is provided on the next page.

**\*The table/map is attached to this document for review.**

1. Some of the content on this form is based on material from the University of Connecticut and University of Massachusetts (Amherst) learning assessment websites. [↑](#footnote-ref-1)
2. Table adapted from the OAPA handbook program based assessment and review, University of Massachusetts (Amherst). Retrieved Nov. 8, 2013 from http://www.umass.edu/oapa/oapa/publications/online\_handbooks/program\_based.pdf [↑](#footnote-ref-2)
3. Table adapted from Curriculum Mapping Template from Lehman College Office of Assessment and Planning. Retrieved Nov. 7., 2013 from http://www.lehman.edu/research/assessment/templates.php [↑](#footnote-ref-3)