

**This plan provides the PLO/SLO assessment plan for AY 2022-2025**

**Name of the program:** Department of PA Studies, School of Health Professions

**Plan for AY 2022-2023, 2023-2024, 2024-2025**

**Expected date of submission 6/30/2022**

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To ensure NYIT's CPI process meeting *MSCHE Standard V: Educational Effectiveness Assessment: Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.* in this CPI report, each department is requested to create a three-year assessment/evaluation plan to improve student learning for each degree programs. Reports should address the following points:

**Program's Student Learning Outcome Assessment Plan**

**PLO: State/update each degree program's learning outcomes. The original PLO are here:**  
[http://www.nyit.edu/planning/academic\\_assessment\\_plans\\_reports](http://www.nyit.edu/planning/academic_assessment_plans_reports).

1. Apply core knowledge about established and evolving biomedical and clinical sciences to patient care and be of sufficient breadth and depth to prepare the student for the clinical practice of medicine covering all organ systems.
2. Demonstrate medical knowledge through the synthesis of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion, and disease prevention.
3. Effectively communicate the exchange of information and collaboration with patients, their families and other health professionals.
4. Develop clinical reasoning and problem-solving abilities by utilizing evidence from scientific studies related to their patients' health.

## CPI\_STUDENT/PROGRAM LEARNING OUTCOMES

5. Provide medical care to patients with consideration for: a) disability status or special health care needs, b) ethnicity/race, c) gender identity, d) religion/spirituality, e) sexual orientation, and f) social determinants of health.
6. Provide education to patients that are patient centered and culturally sensitive with a focus on helping patients: a) adhere to treatment plans, b) modify their behaviors to more healthful patterns, and c) develop coping mechanisms.
7. Elicit a medical history, perform a comprehensive physical examination, generate a differential diagnosis, order, interpret diagnostic studies, and formulate acute and chronic care plans across all age groups from initial presentation through ongoing follow-up.
8. Navigate the business of healthcare to include a) coding and billing, b) documentation of care, c) health care delivery systems, and d) health policy.
9. The curriculum must include instruction in concepts of public health as they relate to the role of the practicing PA and: a) disease prevention, surveillance, reporting and intervention, b) the public health system, c) patient advocacy, and d) maintenance of population health.
10. The curriculum must include instruction in: a) patient safety, b) prevention of medical errors c) quality improvement d) risk management e) intellectual honesty f) academic integrity g) professional conduct and h) principles and practice of medical ethics.
11. The curriculum must include instruction about the PA profession to include: a) credentialing, b) historical development, c) laws and regulations regarding professional practice and conduct, d) licensure and certification, e) the PA relationship with the physician and other health care providers, f) policy issues that affect practice, and g) professional organizations.
12. The curriculum must include instruction in faculty and student a) personal wellness b) burnout.

**Matrix: provide/update the assessment matrix that indicate which learning outcomes are assessed in which set of courses.** The original matrix is here:

[http://www.nyit.edu/planning/academic\\_assessment\\_plans\\_reports](http://www.nyit.edu/planning/academic_assessment_plans_reports).

The matrix that is on file remains unchanged. Our course curriculum and assessment process continues to implement all.

**METHOD: Describe the method of assessment, and measurement instruments (e.g., rubric, exam items, scoring guide for a particular task, supervisor evaluation form, and standardized assessment tool). Note: direct learning outcome assessment is required. Both direct and indirect assessment are strongly recommended.**

Students are required to demonstrate proficiency in documentation by submitting history and physical exam write-ups that correspond to the practical assessment of standardized patient encounters. Rubrics are provided and used for evaluation.

PowerPoint presentations are required in the areas of PA professional issues, Behavioral medicine, Health Promotion & Disease Prevention, Clinical Decision Making, and clinical clerkships.

Assessment of physical examination is evaluated by program faculty during practical examinations according to rubric provided to the students.

Other assessment methods include formative summative examinations. ExamSoft scoring provides detailed feedback on strengths and opportunities.

Psychomotor skills pertaining to clinical procedures are assessed utilizing simulated scenarios and mannequins.

Please see attached PDF listing evaluation of competencies of students in each of the PLO (Appendix 1).

**CPI\_STUDENT/PROGRAM LEARNING OUTCOMES**

<b>Timeline of PLO Assessment 2022-2025</b>			
Program Learning Outcomes	AY 22-23	AY 23-24	AY 24-25
1	X	X	X
2	X	X	X
3			X
4		X	X
5			X
6			X
7		X	X
8	X		X
9	X		
10	X	X	X
11	X		
12	X	X	X

**Personal responsibilities for implementing the assessment, collecting data and analyzing the results against expected outcomes.**

Each faculty member is responsible for implementing the assessment as it pertains to the course they teach. Once a course is complete, all data collected from the assessment is reviewed by the course instructor and submitted to the Director of Didactic Education. This is then entered into a

master spreadsheet that includes PLO. Each student's progress is monitored by their faculty mentor. If a student is identified as “at risk”, they will be provided with resources and, when indicated, remediation of the subject matter.

All data collected is then analyzed and compared to PANCE performance in each topic area. This is tracked across each academic year in order to assess decline or improvement in student results. The program chair, director of didactic education, and director of clinical education review the findings and make recommendations to the department faculty, providing evidence from the analysis, for improvements in low performing content areas.

### **II. Brief description of how the plan is shared and communicated with all faculty members in the department**

The Department of PA studies shares all data collected from PANCE performance each academic year on a rolling basis until the National Average is provided in January of the subsequent year. The Exit Survey and Graduate Survey feedback specific to the PLO is shared with the faculty at the beginning of each academic year. These results are then discussed during a departmental meeting and ways to how and what adjustments need to be made are determined utilizing all aspects of the assessment process.

*Last updated 8/1/2022*

Please rate the student's performance in these general areas using the scale below.

► Response Required






	Very Poor	Poor	Satisfactory	Very Good	Excellent
<b>KNOWLEDGE FOR PRACTICE: Demonstrates investigative and critical thinking in clinical situations.</b>	<p style="text-align: center;">○</p> <p>Demonstrates very poor competency by being unable to demonstrate any element of the expected behavior or skill.</p>	<p style="text-align: center;">○</p> <p>Demonstrates poor competency demonstrated by a constant need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.</p>	<p style="text-align: center;">○</p> <p>Demonstrates satisfactory competency as demonstrated by an infrequent (&lt; 20% of the time) need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.</p>	<p style="text-align: center;">○</p> <p>Demonstrates very good competency by demonstrating the expected behavior or skill (&gt; 90% of the time) and asking questions for enhancement after performance.</p>	<p style="text-align: center;">○</p> <p>Demonstrates excellent competency as demonstrated by a complete knowledge of the expected behavior or skill (100% of the time) and possesses the ability to teach and supervise others in the behavior or skill.</p>

Additional Comments






	Very Poor	Poor	Satisfactory	Very Good	Excellent
<b>INTERPERSONAL &amp; COMMUNICATION SKILLS: Demonstrates interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.</b>	<p style="text-align: center;">○</p> <p>Demonstrates very poor competency by being unable to demonstrate any element of the expected behavior or skill.</p>	<p style="text-align: center;">○</p> <p>Demonstrates poor competency demonstrated by a constant need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.</p>	<p style="text-align: center;">○</p> <p>Demonstrates satisfactory competency as demonstrated by an infrequent (&lt; 20% of the time) need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.</p>	<p style="text-align: center;">○</p> <p>Demonstrates very good competency by demonstrating the expected behavior or skill (&gt; 90% of the time) and asking questions for enhancement after performance.</p>	<p style="text-align: center;">○</p> <p>Demonstrates excellent competency as demonstrated by a complete knowledge of the expected behavior or skill (100% of the time) and possesses the ability to teach and supervise others in the behavior or skill.</p>

Additional Comments






	Very Poor	Poor	Satisfactory	Very Good	Excellent
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	Very Poor	Poor	Satisfactory	Very Good	Excellent
<b>PERSON-CENTERED CARE:</b> <b>Gathers accurate and essential information about patients through history-taking, physical examination, and diagnostic testing.</b>	 Demonstrates very poor competency by being unable to demonstrate any element of the expected behavior or skill.	 Demonstrates poor competency demonstrated by a constant need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	 Demonstrates satisfactory competency as demonstrated by an infrequent (< 20% of the time) need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	 Demonstrates very good competency by demonstrating the expected behavior or skill (> 90% of the time) and asking questions for enhancement after performance.	 Demonstrates excellent competency as demonstrated by a complete knowledge of the expected behavior or skill (100% of the time) and possesses the ability to teach and supervise others in the behavior or skill.

Additional Comments

	Very Poor	Poor	Satisfactory	Very Good	Excellent
<b>INTERPROFESSIONAL COLLABORATION: Works effectively with other health professionals to provide collaborative, patient-centered care while maintaining a climate of mutual respect, dignity, diversity, ethical integrity, and trust.</b>	 Demonstrates very poor competency by being unable to demonstrate any element of the expected behavior or skill.	 Demonstrates poor competency demonstrated by a constant need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	 Demonstrates satisfactory competency as demonstrated by an infrequent (< 20% of the time) need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	 Demonstrates very good competency by demonstrating the expected behavior or skill (> 90% of the time) and asking questions for enhancement after performance.	 Demonstrates excellent competency as demonstrated by a complete knowledge of the expected behavior or skill (100% of the time) and possesses the ability to teach and supervise others in the behavior or skill.

Additional Comments

	Very Poor	Poor	Satisfactory	Very Good	Excellent
<b>PROFESSIONALISM &amp; ETHICS: Demonstrates a commitment to practicing medicine in ethically and legally appropriate ways and emphasizing professional maturity and accountability for delivering safe and quality care to patients and populations.</b>	 Demonstrates very poor competency by being unable to demonstrate any element of the expected behavior or skill.	 Demonstrates poor competency demonstrated by a constant need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	 Demonstrates satisfactory competency as demonstrated by an infrequent (< 20% of the time) need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	 Demonstrates very good competency by demonstrating the expected behavior or skill (> 90% of the time) and asking questions for enhancement after performance.	 Demonstrates excellent competency as demonstrated by a complete knowledge of the expected behavior or skill (100% of the time) and possesses the ability to teach and supervise others in the behavior or skill.

	Very Poor	Poor	Satisfactory	Very Good	Excellent
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Additional Comments

	Very Poor	Poor	Satisfactory	Very Good	Excellent
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**PRACTICE-BASED LEARNING & QUALITY IMPROVEMENT: Exhibit self-awareness to identify strengths, address deficiencies, and recognize limits in knowledge and expertise.**

○	○	○	○	○	○
Demonstrates very poor competency by being unable to demonstrate any element of the expected behavior or skill.	Demonstrates poor competency demonstrated by a constant need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	Demonstrates satisfactory competency as demonstrated by an infrequent (< 20% of the time) need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	Demonstrates very good competency by demonstrating the expected behavior or skill (> 90% of the time) and asking questions for enhancement after performance.	Demonstrates excellent competency as demonstrated by a complete knowledge of the expected behavior or skill (100% of the time) and possesses the ability to teach and supervise others in the behavior or skill.	

Additional Comments

	Very Poor	Poor	Satisfactory	Very Good	Excellent
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**SOCIETY & POPULATION HEALTH: Applies principles of social-behavioral sciences by assessing the impact of psychosocial and cultural influences on health, disease, care seeking, and compliance.**

○	○	○	○	○	○
Demonstrates very poor competency by being unable to demonstrate any element of the expected behavior or skill.	Demonstrates poor competency demonstrated by a constant need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	Demonstrates satisfactory competency as demonstrated by an infrequent (< 20% of the time) need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	Demonstrates very good competency by demonstrating the expected behavior or skill (> 90% of the time) and asking questions for enhancement after performance.	Demonstrates excellent competency as demonstrated by a complete knowledge of the expected behavior or skill (100% of the time) and possesses the ability to teach and supervise others in the behavior or skill.	

Additional Comments

	Very Poor	Poor	Satisfactory	Very Good	Excellent
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	Very Poor	Poor	Satisfactory	Very Good	Excellent
<b>WRITING ABILITY</b> (documentation, H&Ps, SOAP notes, progress notes)	○	○	○	○	○
	Demonstrates very poor competency by being unable to demonstrate any element of the expected behavior or skill.	Demonstrates poor competency demonstrated by a constant need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	Demonstrates satisfactory competency as demonstrated by an infrequent (< 20% of the time) need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	Demonstrates very good competency by demonstrating the expected behavior or skill (> 90% of the time) and asking questions for enhancement after performance.	Demonstrates excellent competency as demonstrated by a complete knowledge of the expected behavior or skill (100% of the time) and possesses the ability to teach and supervise others in the behavior or skill.
Additional Comments					

	Very Poor	Poor	Satisfactory	Very Good	Excellent
<b>ORAL CASE PRESENTATIONS</b> (initial presentation, follow-up)	○	○	○	○	○
	Demonstrates very poor competency by being unable to demonstrate any element of the expected behavior or skill.	Demonstrates poor competency demonstrated by a constant need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	Demonstrates satisfactory competency as demonstrated by an infrequent (< 20% of the time) need of ongoing prompting, remediation, or demonstration for the expected behavior or skill.	Demonstrates very good competency by demonstrating the expected behavior or skill (> 90% of the time) and asking questions for enhancement after performance.	Demonstrates excellent competency as demonstrated by a complete knowledge of the expected behavior or skill (100% of the time) and possesses the ability to teach and supervise others in the behavior or skill.
Additional Comments					

The following are the learning outcomes for this supervised clinical practice experience. Students must demonstrate achievement of each learning outcome specific for this clinical clerkship. Learning outcomes may have one or several components to the learning outcome. Students must complete all components of the learning outcome to successfully meet the learning outcome. If a student achieves a mark of "Satisfied" or "Strongly Satisfied", then the learning outcome is successfully met. If a student receives "Dissatisfied" or "Strongly Dissatisfied" for the learning outcome, then the student is required to remediate that learning outcome with the program. If a student receives "Neutral", then the learning outcome was not observed or was unavailable for assessment.

Please rate the student's achievement in meeting the following learning outcomes specific to the Behavioral Medicine Supervised Clinical Practice Experience using the scale below:

	Strongly Dissatisfied	Dissatisfied	Neutral	Satisfied	Strongly Satisfied
<b>Elicit a patient-centered problem-oriented history to include pertinent psychiatric history components.</b>	<input type="radio"/> The student did not make an effort to learn or demonstrate the specific outcome.	<input type="radio"/> The student demonstrated minimal elements of the learning outcome.	<input type="radio"/> The learning outcome was not observed or was unavailable.	<input type="radio"/> The learning outcome was met.	<input type="radio"/> The learning outcome was met at an honors level.
	Strongly Dissatisfied	Dissatisfied	Neutral	Satisfied	Strongly Satisfied
<b>Evaluate a patient for a depressive disorder using the appropriate criteria, screen for suicidal ideation, and recommend a management plan to include pharmacological treatment.</b>	<input type="radio"/> The student did not make an effort to learn or demonstrate the specific outcome.	<input type="radio"/> The student demonstrated minimal elements of the learning outcome.	<input type="radio"/> The learning outcome was not observed or was unavailable.	<input type="radio"/> The learning outcome was met.	<input type="radio"/> The learning outcome was met at an honors level.
	Strongly Dissatisfied	Dissatisfied	Neutral	Satisfied	Strongly Satisfied
<b>In an adult patient with an anxiety disorder, develop a differential diagnosis, and recommend a management plan.</b>	<input type="radio"/> The student did not make an effort to learn or demonstrate the specific outcome.	<input type="radio"/> The student demonstrated minimal elements of the learning outcome.	<input type="radio"/> The learning outcome was not observed or was unavailable.	<input type="radio"/> The learning outcome was met.	<input type="radio"/> The learning outcome was met at an honors level.
	Strongly Dissatisfied	Dissatisfied	Neutral	Satisfied	Strongly Satisfied
<b>Write an accurate SOAP note for an inpatient/outpatient with a behavioral medicine complaint.</b>	<input type="radio"/> The student did not make an effort to learn or demonstrate the specific outcome.	<input type="radio"/> The student demonstrated minimal elements of the learning outcome.	<input type="radio"/> The learning outcome was not observed or was unavailable.	<input type="radio"/> The learning outcome was met.	<input type="radio"/> The learning outcome was met at an honors level.
	Strongly Dissatisfied	Dissatisfied	Neutral	Satisfied	Strongly Satisfied
<b>Counsel patients and caregivers regarding the side effects of medications utilized in behavioral medicine.</b>	<input type="radio"/> The student did not make an effort to learn or demonstrate the specific outcome.	<input type="radio"/> The student demonstrated minimal elements of the learning outcome.	<input type="radio"/> The learning outcome was not observed or was unavailable.	<input type="radio"/> The learning outcome was met.	<input type="radio"/> The learning outcome was met at an honors level.