### PROGRAM GOALS

**The PA Program goals are to graduate PA’s who have thorough education, training and experience in:**

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<th>PROGRAM GOALS</th>
<th>INDICATORS OF SUCCESS</th>
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| **1. Understanding of health promotion & disease prevention, and mechanisms of disease.**
  Achieved by providing a comprehensive curriculum of basic and clinical sciences delivered in a systems-based format. During the initial didactic phase, the transition from acquiring medical knowledge to putting it into practice is facilitated by frequent use of simulated patients and gradual introduction to actual patients. | Confirmation of knowledge is assessed through objective testing, performance on procedural skills, evaluations from patient interactions and a summative examination process. Assessment of graduate performance may be measured with PANCE results, alumni and employer surveys. See Student Learning Objective (SLO) 1 |
| **2. Proficient application of critical thinking in medical decision making.**
  Achieved by emphasis that medicine requires the practitioner to apply logic and reasoning to achieve healing. These principles are taught and practiced in the didactic curriculum in small group discussions, through interactions with simulated patients, and through a commitment to the application of science in medicine. | Confirmation that critical thought is developing appropriately is assessed by evaluations on objective written examinations, objective structured clinical examinations and by observations of preceptors in the clinical year. Assessment of graduate performance measured with PANCE results, as well as alumni and employer surveys. See SLO 2 |
| **3. Patient-centered approach to health care practice.**
  Patient-centered care is based on putting the needs of others first and helping people develop and perform to the best of their abilities. It strives to improve outcomes by strengthening the provider-patient relationship, by providing care in consultation with patients and by replacing the provider-centered system with one from the patient’s viewpoint. Students will become familiar with this type of practice in the didactic phase and will gain hands-on experience working directly with preceptors and PA program faculty who serve as mentors. | Confirmation that patient-centered and service-learning approaches are developing appropriately as assessed by preceptor evaluations & student surveys. Assessment of graduate performance measured with alumni and employer surveys. See SLO 3 |
| **4. Health care delivery through a team-based model that fosters community collaboration.**
  Achieved by providing students the opportunity to develop a passion for community service through frequent experiences serving the health care needs of the underserved alongside physician and PA role models. Graduate PAs are in a unique position to have a tremendous impact on the communities in which they live and work. The ability to provide compassionate care to marginalized citizens with the breadth of care multiplied through a team-based approach is paramount. During their tenure with the PA program, students will participate in such collaborative environments in a variety of clinical settings. | Confirmation that collaborative and community approaches are developing appropriately are assessed by preceptor evaluations & student surveys. Assessment of graduate performance may be measured with alumni and employer surveys. See SLO 4 |
| **5. Commitment to life-long learning.**
  Achieved by modelling self-study and continuing education, by encouraging on-going enthusiasm for exploration and investigation, and by directing students to resources for furthering knowledge. | Assessment of life-long learning achievements measured with alumni and employer surveys along with CME inventories from licensing and certifying bodies. See SLO 5 |