

**RUSH University**  
**PA Program Performance on Goals**  
**Update 2022**

The RUSH University PA Program uses its Mission as the foundation for its goals, which are the basis for assessing our program's performance. The following is a review of the program's goals, the assessment mechanism used to evaluate the program's achievement in attaining its goals, and performance outcome data to support our program's success in achieving its goals through the graduating Class of 2022:

**Goal 1 - Prepare PAs to practice interprofessional, patient-centered care**

Assessment Mechanisms: Evaluation of the program's curriculum, simulation lab and other co-curricular training activities, outcome performance data, graduate surveys, and employment data.

Performance Outcome:

- PA students are integrated into RUSH's highly-rated interprofessional education course, IPE 502.
- Multiple didactic courses– PHA 512, PHA 513, PHA 525, PHA 533, and PHA 535 – reinforce training in principles of patient-centered communication.
- Coursework, simulation-based training, and standardized patient encounters reinforce student learning of patient-centered care throughout the curriculum.
- Students work on interprofessional teams during clinical rotation.
- Students meet all performance requirements and demonstrate the acquisition of increasing skills and knowledge as they progress through the program.
- Clinical preceptor feedback positively on students' knowledge, communication, collaboration, and skills.
- RUSH PA graduates are employed throughout the country in various professional settings, including HRSA-designated medically underserved communities.

**Goal 2 - Promote leadership, service, and advocacy to the profession**

Assessment Mechanisms: Evaluation of participation in PA Program Student Society and RUSH's community service activities, service hour logs, IAPA/AAPA representation, participation in challenge bowl and state/national conferences, and graduate engagement activities.

Performance Outcome:

- Students typically exceed the annual minimum 12 hours of service activity requirement.
- Students hold leadership positions both within the program and within the larger University.
- Students are members of both the Illinois Academy of Physician Assistants and the Student Academy of the American Academy of Physician Assistants and actively participate in legislative decision-making and advocacy activities.
- Two students per year are offered a Grainger Scholarship, which promotes service to underserved communities in Chicago.
- RUSH PA graduates are engaged and give back to the program and profession through guest lecturing, precepting, mentorship, and program committee membership.

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**Goal 3 - Provide enhanced training opportunities to students in various areas of clinical practice.**

Assessment Mechanisms: Evaluation of advanced rotation placement growth, types and locations of clinical rotations, participation in simulation curriculum, participation in global health trips

Performance Outcome:

- Students complete 30 weeks of advanced clinical rotations during the program's third year.
- Students are consistently placed in one of their top three choices for advanced clinical rotations.
- Students complete a longitudinal simulation curriculum that provides hands-on skills training, ultrasound practice, and high-fidelity simulated patient cases.
- Students complete three elective rotations in an area of their choice during clinical rotations.
- Students participate in Global Health trips to the Dominican Republic with primary care and surgical teams.
- Students complete longitudinal training on substance use disorders.

**Goal 4 - Prepare PAs who use evidence-based methods to plan, develop, and deliver high-quality, cost-effective healthcare.**

Assessment Mechanisms: course grades, final preceptor evaluations

Performance Outcome:

- Students complete a longitudinal research curriculum culminating in a master's research project and presentation.
- Clinicians educate and train students using evidence-based and best-practice methods, and training includes considerations of both quality and cost of care.

**Goal 5 - Promote an environment of diversity, equity, inclusion, and cultural humility**

Assessment Mechanisms: Evaluation of curriculum and courses, participation in PA Student Society and RUSH community service and engagement activities.

Performance Outcome:

- Students complete Psychosocial Medicine and Public Health and Epidemiology courses that emphasize cultural awareness, humility, and inclusiveness.
- Students volunteer with various community service programs through the RUSH Community Services Initiative Program (RCSIP).
- Students attend RUSH's regularly sponsored DEI presentations and activities.
- The PA Student Society class officers include up to two Diversity Chairs, who develop diversity, equity, and inclusion opportunities for PA and other university students.