

Assumption University

School of Health Professions

PA PROGRAM

**“DONEC FORMETUR CHRISTUS IN VOBIS”**

Program Required Competencies

Class of 2026

Richard J. and Sophia Catrambone Health Sciences Building

[500 Salisbury Street, Worcester, MA 01609](https://maps.apple.com/?address=500%20Salisbury%20St,%20Worcester,%20MA%20%2001609,%20United%20States&ll=42.291411,-71.829514&q=Work&_ext=EiYp2G83w7kkRUAx7pGwPXr1UcA5VkVdH+AlRUBBJPfsRrP0UcBQBA%3D%3D)

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| **PA Program Mission, Vision, Goals, & Core Values** |

## **PA Program Mission**

*The mission of the PA Program at Assumption University* *embodies the principles of Catholic social teaching, emphasizing the value and dignity of human life, compassion, and empathy, preparing our graduates to provide exceptional, ethical, patient-centered care with a focus on life-long learning, leadership, and service to individuals, families, and diverse communities. Our educational environment fosters the development of confident, competent graduates who practice medical care in a collaborative environment.*

*Approved by the PA Program Faculty & Staff 12 January 2022*

## **PA Program Vision**

The Assumption University PA Program strives to imbue our graduates with the clinical knowledge and reasoning needed to practice high-quality medicine while serving a diverse population through its emphasis on compassion, empathy, and treating the whole person. As a Catholic institution, Assumption University PA students will honor the value and dignity of human life through community service, compassion, and ethical principles as they enter meaningful careers in healthcare.

We envision our students to be leaders, significantly impacting their communities in their roles as healthcare professionals. We aim to be distinguished as a premier PA Program in the region, recognized for exceptional PAs in the community. Through the recruitment of a highly qualified pool of applicants that reflect the diversity of the community, we anticipate matriculating and graduating exceptional PA student cohorts.

*Approved by the PA Program Faculty & Staff 12 January 2022*

## **PA Program Goals**

1. Graduate students who align with Catholic social teaching by demonstrating concern for the value and dignity of human life as well as ethical, compassionate, and empathetic patient care.
2. Graduate students who provide exceptional patient care by applying a high level of medical expertise, clinical reasoning, and professionalism during patient encounters.
3. Through a comprehensive and supportive educational experience, the program will develop PAs well-prepared to enter clinical practice.
4. Provide an educational environment that fosters life-long learning.
5. Promote opportunities for community service throughout their educational experience.
6. Encourage leadership, scholarship, and professional development.
7. Create opportunities that encourage interdisciplinary collaboration among various healthcare professionals and students.

*Approved by the PA Program Faculty & Staff 12 January 2022*

## **PA Program Core Values**

**SERVICE | COLLABORATION | INTEGRITY | COMPASSION | LEADERSHIP**

**Service:** Rooted in our Catholic faith, we strive to form graduates known for their compassionate service.

**Collaboration:** Through the strong partnerships within the University and surrounding communities, we strive to educate our students using a collaborative team approach that instills critical thinking and problem-solving in addition to lifelong learning.

**Integrity:** We hold our students and faculty to the highest standards of professional behavior and conduct with an emphasis on honesty.

**Compassion:** Through our commitment to Catholic values, ethics, and integrity, we teach the importance of honoring the value and dignity of human life to provide compassionate care to those who have been entrusted to our care.

**Leadership:** Advocacy for the profession is a key component of our teachings and we strive to graduate PAs who will continue to lead the way in both the community and throughout healthcare.

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| **Patient-Centered Practice Knowledge** |

 Intended to help graduates understand that the patient is at the center of care, this domain emphasizes the essentials of medical knowledge in the context of the knowledge needed to care for individual patients.

 Framing knowledge as needed for the practice of patient-centered care creates an orientation from which all medical knowledge should be considered — that is, based on the needs of the patient. Situating medical knowledge in this way has implications for the new graduate competencies, as well as curriculum and assessments.

 A cursory reading of the new graduate competencies may cause some alarm for readers expecting to see a comprehensive list of all of the medical knowledge and clinical skills that have traditionally been listed in competency documents. However, no such list will be found in the Core Competencies for New PA Graduates, and there are at least three good reasons for this omission:

1. Medical knowledge alone is insufficient. It is not enough to know information for its own sake; rather, new graduates must deeply understand the core knowledge needed to care for patients and be able to apply it. With a solid foundation of the knowledge needed for patient care, new graduates will then be able to extend their knowledge through lifelong learning and the use of technology.
2. Not all medical knowledge is essential for patient care. PA curricula should focus on ensuring that new graduates possess and can apply the core knowledge needed to care for patients upon entry into clinical practice. Additional knowledge and skills will be gained as new graduates gain on-the-job experience.
3. Given the exponential growth in medical knowledge, it is no longer feasible for new graduates to know everything. According to Prober and Kahn, “It is neither possible nor desirable for all students to deeply explore all aspects of biomedical knowledge.” Therefore, PA program curricula should not try to cover as much content as possible. Rather, the scope should be narrowed to focus on the medical knowledge that is essential, thus allowing for a deeper understanding of core knowledge that has practical application for better patient care.

 Competent graduates will continually refine and revise their knowledge base to ensure they remain abreast of current scientific evidence and best practices in patient care. Demonstrating the ability to continually assess one’s level of medical knowledge and constantly strive to augment it is essential for lifelong learning and delivering quality, patient-centered care.

 Graduates must demonstrate the ability to listen to and understand patients’ beliefs and attitudes toward health and health care. Competent graduates understand that their relationship with patients can be affected by differences in power, privilege, and the inequities embedded therein, and they work to ensure that patients are viewed as partners in health. Competent practitioners must be able to develop professional relationships with their patients that will ensure patient-focused decision-making.

 The competent graduate will be able to access and integrate pertinent information from both the best scientific evidence and their clinical expertise and apply it to the care of the patient in a way that respects the individual needs, desires, care preferences, and values of the patient. In this way, PAs use an evidence-based approach to shared medical decision-making. Developing not only critical thinking and clinical reasoning skills but also critical consciousness is essential for graduates.

## **Domain Description**

Graduates will be able to recognize healthy versus ill patients in the context of the patients’ lives and determine the stage of illness — acute, at risk of illness (emerging), or chronic. Graduates will demonstrate the ability to utilize up-to-date scientific evidence to inform clinical reasoning and clinical judgment

## **Competencies**

* 1. Recognize normal and abnormal health states.
	2. Discern among acute, chronic, and emerging disease states.
	3. Elicit and understand the stories of individual patients and apply the context of their lives (including environmental influences, cultural norms, socioeconomic factors, and beliefs) when determining healthy versus ill patients.
	4. Develop meaningful, therapeutic relationships with patients and their families.
	5. Partner with patients to address issues of ongoing signs, symptoms, or health concerns that remain over time without a clear diagnosis despite evaluation and treatment.

## **Essential Skills**

1. Information Sharing
2. History Taking
3. Physical Examination
4. Discernment of important versus extraneous information
5. Prioritization of actions and clinical care decisions based on information available and the patient’s beliefs about their care
6. Empathetic Listening
7. Relationship Building
8. Evidence-Based Decision Making

## **Questions to Ponder**

1. Are graduates able to apply appropriate scientific evidence to patient care?
2. Are graduates able to recognize sick versus healthy patients?
3. Are graduates able to gather essential and accurate information about patients?

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| **Society & Population Health** |

 This domain is intended to ensure that graduates understand how the health of individual patients may be affected by and contribute to the health status of the larger community. Good health care providers are part of the fabric of the community. While caring for individual patients in a health care setting is often the focus of the PA’s daily work, new graduates should appreciate the patient’s existence within the broader context of society.

 A population health approach is required for improving health outcomes and reducing health disparities. Competent graduates will understand how individual patients are affected by the communities in which they live and work. They will also be able to demonstrate an understanding of how their patients contribute to the health of the community and society at large. By understanding the community, environmental, genetic, and other influences on the health of a community, graduates will be able to accept the responsibility for the betterment of the patient populations they serve.

 Competent graduates must be aware of their own biases and work intentionally to recognize that their ego and ethnocentric beliefs and norms can impact patient care. They will understand how civic responsibility, patient advocacy, service to the community, diversity of the workforce, and improving the health of underserved populations factor into patient care.

## **Domain Description**

Graduates will be able to recognize and understand that the influences of the larger community may affect the health of patients and integrate knowledge of social determinants of health into care decisions.

## **Competencies**

* 1. Recognize the cultural norms, needs, influences, and socioeconomic, environmental, and other population-level determinants affecting the health of the individual and community being served.
	2. Recognize the potential impacts of the community, biology, and genetics on patients and incorporate them into decisions of care.
	3. Demonstrate accountability and responsibility for removing barriers to health.
	4. Understand the role of structural disparities in causing illness.
	5. Engage members of the health care team in the surveillance of community resources to sustain and improve health.
	6. Engage the health care team in determining the adequacy of community resources.
	7. Reflect on personal and professional limitations in providing care.
	8. Exercise cultural humility
	9. Elicit and hear the story of the individual and apply the context of the individual’s life (including environmental influences, culture, and disease) when determining healthy versus ill patients.
	10. Understand and apply the fundamental principles of epidemiology.
	11. Recognize the value of the work of monitoring and reporting for quality improvement.
	12. Use appropriate literature to make evidence-based decisions on patient care.

## **Essential Skills**

1. Patient Advocacy
2. Patient agency
3. Self-advocacy
4. Self-agency
5. Active community engagement
6. Resourcefulness
7. Relationship development
8. Self-awareness
9. Interpersonal skills including influence, empathy, and humility
10. Awareness of unconscious biases
11. Information gathering
12. Discernment of important versus extraneous information
13. Prioritization of action steps based on information available
14. Awareness of biases and attitudes towards others
15. Empathetic listening

## **Questions to Ponder**

1. Can graduates define key terminology and apply basic concepts of population health?
2. Are graduates able to locate and secure resources for patients within a given community?
3. Are graduates able to identify personal bias or knowledge deficits that would adversely affect the delivery of patient-centered care?

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| **Health Literacy & Communication** |

 This domain is intended to underscore the importance of two key tenets required for patient-centered care:

1. The patient’s capacity for understanding information about their health
2. The ability of the health care provider to communicate with patients to ensure they understand their health and the care they are receiving. These are combined because they are closely connected.

 Competent PAs understand the importance of helping and possess the skills to help patients become partners in their health care. Competent PA graduates will also use a variety of techniques to determine patients’ capacities for understanding their health and the systems that serve them. For example, new graduates must be able to incorporate an understanding of genetics and pathophysiology as well as the importance of environmental and societal influences on health.

 PA graduates must be emotionally intelligent and able to guide how best to communicate with patients, then adjust the content and style of their verbal communication for maximum clarity. Developing strategies to communicate effectively with patients will become increasingly important as demographics shift and reliance on technology continues to increase. Competent PA graduates will need to be able to establish rapport and communicate in meaningful ways with patients, regardless of the modality. In addition, competent PA graduates will need to be able to recognize and overcome linguistic and cultural barriers to effective communication, as well as understand different perspectives and expectations about health and how health care can impact health disparity.

## **Domain Description**

Graduates will be able to communicate with patients as partners who engage in shared decision-making and who communicate, interpret, and express themselves as individuals with unique personal, cultural, and social values.

## **Competencies**

* 1. Establish meaningful, therapeutic relationships with patients and families that allow for a deeper connection and create space for exploration of the patient's needs and goals to deliver culturally competent care.
	2. Interpret information so that patients can understand and make meaning out of the information conveyed to them.
	3. Recognize the need for and the governing mandates that ensure patients have access to interpreters and appropriate resources when barriers to communication arise.
	4. Demonstrate insight and understanding about emotions and human responses to emotions that allow one to develop and manage interpersonal interactions.
	5. Communicate effectively with patients, families, and the public.
	6. Provide effective, equitable, understandable, and respectful quality care and services that are responsive to diverse cultural health beliefs and practices, preferred languages, health literacy, and other communication needs.
	7. Organize and communicate information with patients, families, community members, and health team members in a form that is understandable, avoiding discipline-specific terminology when possible, and checking to ensure understanding.

## **Essential Skills**

1. Self-awareness
2. Knowing when to consult
3. Awareness of unconscious biases
4. Interpersonal skills
5. Active listening
6. Patient Education
7. Cultural competency
8. Health literacy
9. Trust-building

## **Questions to Ponder**

1. Are graduates able to demonstrate sensitivity to patient health needs in the context of the patient’s life and views on health and health care?
2. Are graduates able to establish rapport and communicate with patients to appropriately address the patients’ health needs?

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| **Interprofessional Collaborative Practice & Leadership** |

 This domain emphasizes that teamwork is key to delivering safe, quality health care, in a way that is complementary to the goals of the provider-patient partnership. PAs are well positioned to coordinate care across health professions and specialties. The profession’s identity is grounded in team-based care. PAs have worked in collaboration with their physician and other colleagues since the profession began.

 Competent PA graduates will have a firm grasp of the roles of PAs and other team members and will demonstrate the ability to work effectively in teams, but not for this end unto itself. Rather, effective teamwork begins by ensuring that the goals of the patient remain the focus of the health care team.

 As patient advocates, PAs will have to assume a leadership role on a healthcare team, and they will also need to understand how to contribute to quality patient care by working with other healthcare professionals. PAs who possess knowledge and skills in this domain will have the self- and team awareness to recognize limitations and rely on other members of the team to provide the highest level of patient care.

 Leadership in this context is demonstrated regardless of title or status and is determined by the needs of the patient above all else. Knowing when to lead and when to follow is essential and demonstrates one’s ability to value the needs of the patient over self. The ability to determine how to demonstrate leadership requires PAs to be competent in self-awareness, communication, and interpersonal skills.

## **Domain Description**

Graduates will be able to recognize that the patient is at the center of all health care goals and to partner with the patient to define the patient’s health care goals.

## **Competencies**

* 1. Articulate one’s role and responsibilities to patients, families, communities, and other professionals.
	2. Redirect the focus of the health care team to the needs of the patient.
	3. Assure patients that they are being heard.
	4. Ensure patients’ needs are the focus over self and others.
	5. Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices.
	6. Recognize when referrals are needed and make them to the appropriate health care provider.
	7. Coordinate care.
	8. Develop relationships and effectively communicate with physicians, other health professionals, and health care teams.
	9. Use the full scope of knowledge, skills, and abilities of available health professionals to provide care that is safe, timely, efficient, effective, and equitable.
	10. Use unique and complementary abilities of all members of the team to optimize health and patient care.
	11. Engage diverse professionals who complement one’s own professional expertise, as well as associated resources, to develop strategies to meet specific health and health care needs of patients and populations.
	12. Describe how professionals in health and other fields can collaborate and integrate clinical care and public health interventions to optimize population health.

## **Essential Skills**

1. Interpersonal skills, including humility and beneficence
2. Self-awareness
3. Effective communication
4. Empathetic listening
5. Advocacy
6. Teamwork
7. Relationship building
8. Care planning

## **Questions to Ponder**

1. Are graduates able to work effectively as members of a team to address the patient’s health needs?
2. Are graduates able to articulate the appropriate scope of PA practice?
3. Are graduates able to determine which patients require other team members to participate in the delivery of care to achieve the patient’s goals?

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| **Professional & Legal Aspects of Healthcare** |

 This domain is intended to stress the importance of practicing medicine in ethically and legally appropriate ways and emphasize the need for graduates to demonstrate professional maturity and accountability for delivering safe and quality care to patients and populations. Competent PA graduates will be able to articulate and adhere to standards of care and will possess knowledge of the laws and regulations that govern the delivery of health care in the United States. They will be able to demonstrate professional maturity by attending to the needs of the patient over self-interest. Competency in this domain requires graduates to use self-assessment and metacognitive skills, as well as exercise humility and compassion to provide patient-centered care regardless of the situation. This requires a level of maturity and professional identity that is demonstrated consistently, even in high-stress, ambiguous, and uncomfortable situations.

## **Domain Description**

Graduates will be able to practice medicine in a beneficent manner, recognizing and adhering to standards of care while attuned to advancing social justice.

## **Competencies**

* 1. Articulate standard of care practice.
	2. Admit mistakes and errors.
	3. Participate in difficult conversations with patients and colleagues.
	4. Recognize one’s limits and establish healthy boundaries to support healthy partnerships.
	5. Demonstrate respect for the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
	6. Demonstrate responsiveness to patient needs that supersede self-interest.
	7. Demonstrate accountability to patients, society, and the profession.
	8. Exhibit an understanding of the regulatory environment.

## **Essential Skills**

1. Interpersonal skills including humility, compassion
2. Empathetic listening
3. Ethical decision-making
4. Integrity
5. Accountability
6. Responsibility
7. Help-seeking behaviors
8. Self-advocacy

## **Questions to Ponder**

1. Are graduates able to demonstrate adherence to standards of care?
2. Are graduates able to admit mistakes and take accountability for their actions?
3. Are graduates able to discuss and explore ethical issues in a thoughtful, nonbiased manner that respects the autonomy of patients while demonstrating beneficence and non-maleficence?

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| **Healthcare Finance & Systems** |

 This domain focuses on the essential knowledge and skills needed to successfully navigate the health care system to deliver high-quality, patient-centered care. Competent graduates will understand how the micro and macro systems of health care impact patient outcomes, and they will be able to increase their capacity to improve access to care and quality of care. This requires graduates to not only identify the barriers but to see the avenues to quality care. Competency in this domain requires an understanding of the economic factors that affect access to care, including how to deliver high-quality care in a value-based system. Graduates must also demonstrate an understanding of their role and productivity limits and potential and how it impacts the finances of their organizations.

## **Domain Description**

Graduates will be able to articulate the essential aspects of value-based health care and apply this understanding to the delivery of safe and quality care.

## **Competencies**

* 1. Recognize that health care is a business.
	2. Articulate individual providers’ value-add to the health care team in terms of cost.
	3. Appreciate the value of the collaborative physician/PA relationship.

## **Essential Skills**

1. Systems thinking
2. Adaptability
3. Leadership
4. Stewardship of resources
5. Help-seeking behaviors
6. Reimbursement
7. Coding
8. Care coordination
9. Technology fluency
10. Patient and personal safety
11. Quality improvement
12. Evidence-based practice
13. Practice-based improvement

## **Questions to Ponder**

1. Are graduates able to articulate the defining characteristics of value-based health care and apply this knowledge to care for patients in a cost-conscious, fiscally responsible manner?
2. Are graduates able to identify and resolve issues in the health system that affect the quality and safety of patient care?

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| **Entrustable Professional Activities** |

 This domain focuses on the core medical knowledge and skills necessary for a newly graduated physician assistant to competently enter practice with an appropriate balance of supervision, collaboration, and autonomy. It is focused on an essential skillset needed for practice, not on the medical conditions a PA may encounter.

## **Domain Description**

Graduates will be able to effectively demonstrate entry-level competence in the following Entrustable Professional Activities.

1. **Competencies**
	1. Gather a history and perform a physical examination
	2. Prioritize a differential diagnosis following a clinical encounter
	3. Order and interpret common diagnostic and screening tests
	4. Enter and discuss orders and prescriptions
	5. Document a clinical encounter in the patient record
	6. Provide an oral presentation of a clinical encounter
	7. Form clinical questions and retrieve evidence to advance patient care
	8. Give or receive a patient handover to transition care responsibility
	9. Collaborate as a member of an interprofessional team
	10. Recognize a patient requiring urgent or emergent care and initiate evaluation and management
	11. Obtain informed consent for tests and procedures
	12. Perform clinical and technical skills, including procedures based on then-current professional practice
	13. Identify system failures and contribute to a culture of safety and improvement.

## **Essential Skills**

1. Obtain a Complete Physical Examination, including Specialty Tests
2. Perform Basic OR Scrub and Demonstrate OR Etiquette
3. Procedures per PAS 534 Syllabus
	1. Airway Management
	2. Cardiovascular Procedures
	3. Dental Procedures
	4. Dermatology Procedures
	5. Electrical Therapy
	6. ENT Procedures
	7. Eye Procedures
	8. ICU and Inpatient Procedures
	9. Injections and Skin Testing
	10. Male and Female Genitourinary Procedures
	11. Orthopedic Procedures
	12. Trauma Procedures
	13. Vascular and Laboratory Procedures

## **Questions to ponder**

1. What is the level of entrustment for the student learner?

Not Currently Entrustable

-Observe Only

-Developing Skill

On Track for Entrustment

-Active Participation

-Active Demonstration

Entrustable – Ready for Practice

-Performs

-Excels

Adopted from the [Core Entrustable Professional Activities (EPAs) for Entering Residency](https://www.aamc.org/what-we-do/mission-areas/medical-education/cbme/core-epas)

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| Catholic Social Teaching |

This domain focuses on the [Seven Themes of Catholic Social Teaching](https://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching).

 The Catholic Church proclaims that human life is sacred, and that the dignity of the human person is the foundation of a moral vision for society. This belief is the foundation of all the principles of our social teaching. In our society, human life is under direct attack from abortion and euthanasia. The value of human life is being threatened by cloning, embryonic stem cell research, and the use of the death penalty. The intentional targeting of civilians in war or terrorist attacks is always wrong. Catholic teaching also calls on us to work to avoid war. Nations must protect the right to life by finding increasingly effective ways to prevent conflicts and resolve them by peaceful means. We believe that every person is precious, that people are more important than things, and that the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

 The person is not only sacred but also social. How we organize our society – in economics and politics, law and policy – directly affects human dignity and the capacity of individuals to grow in the community. Marriage and the family are the central social institutions that must be supported and strengthened, not undermined. We believe people have a right and a duty to participate in society, seeking together the common good and well-being of all, especially the poor and vulnerable.

 The Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected, and responsibilities are met. Therefore, every person has a fundamental right to life and a right to those things required for human decency. Corresponding to these rights are duties and responsibilities – to one another, to our families, and to the larger society.

 A basic moral test is how our most vulnerable members are faring. In a society marred by deepening divisions between rich and poor, our tradition recalls the story of the Last Judgment (Mt 25:31-46) and instructs us to put the needs of the poor and vulnerable first.

 The economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God’s creation. If the dignity of work is to be protected, then the basic rights of workers must be respected – the right to productive work, decent and fair wages, the organization and joining of unions, private property, and to economic initiative.

 We are one human family whatever our national, racial, ethnic, economic, and ideological differences. We are our brothers’ and sisters’ keepers, wherever they may be. Loving our neighbor has global dimensions in a shrinking world. At the core of the virtue of solidarity is the pursuit of justice and peace. Pope Paul VI taught that if you want peace, work for justice. The Gospel calls us to be peacemakers. Our love for all our sisters and brothers demands that we promote peace in a world surrounded by violence and conflict.

 We show our respect for the Creator by our stewardship of creation. Care for the earth is not just an Earth Day slogan; it is a requirement of our faith. We are called to protect people and the planet, living our faith in a relationship with all of God’s creation. This environmental challenge has fundamental moral and ethical dimensions that cannot be ignored.

Adopted from the [United States Conference of Catholic Bishops](https://www.usccb.org/).

## **Domain Description**

Graduates must be compassionate and empathetic in caring for patients and must be trustworthy and truthful in their professional dealings. They must act with integrity, honesty, and respect for patient’s privacy and dignity.

## **Competencies**

* 1. Answer the Call to Family, Community, and Participation
	2. Understand Rights and Responsibilities
	3. Provide for the Poor and Vulnerable
	4. Acknowledge the Dignity of Work and the Rights of Workers
	5. Promote Solidarity
	6. Care for God's Creation

## **Essential Skills**

1. Inclusiveness
2. Equity
3. Compassion
4. Empathy
5. Trustworthiness
6. Truthfulness
7. Integrity
8. Honesty
9. Respect
10. Altruism
11. Professionalism
12. Cultural Awareness
13. Excellence

## **Questions to Ponder**

1. Are graduates able to demonstrate commitment to the Tenets of Catholic Social Teaching through lived experience while attending Assumption University as PA students?
2. Are graduates committed to the highest levels of professionalism, integrity, and empathy expected of those individuals who have earned the privilege of providing care?

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| **Cross Domain Competencies** |

## **Cultural Humility**

Across each of the six core domains, competent PA graduates must demonstrate the ability to exercise humility, “a state of openness toward understanding and respecting important aspects of other people’s cultural identities.” This requires an awareness of one’s personal and professional beliefs, biases, attitudes, and actions that affect patient care and a commitment to ongoing professional development. To demonstrate cultural humility, “health care providers should consider a person’s culture from the individual’s specific view and to be aware and humble enough to ‘say that they do not know when they do not know’ and know when to ask for help.” Integrity is an essential skill under the Professional and Legal Aspects of Health Care.

Cultural humility requires listening to those from different backgrounds while also being aware of one’s own thoughts and feelings about the culture of others. Cultural humility goes hand-in-hand with ongoing professional development because developing it is a lifelong project. Some experts in the field believe that “cultural humility does not have an end-point” and therefore requires a commitment on the part of the health care professional to be open to learning from their patients in a true partnership in health care.

## **Self-Assessment and Ongoing Professional Development**

Within each of the six core domains, competent graduates must demonstrate an awareness of their personal and professional limitations and develop plans and interventions for addressing gaps. Being competent in this domain requires self-reflection, metacognition, continuous quality improvement, and recognition of the PA’s potential impact for improving the health of individual patients, populations, and

society at large. Competent graduates develop systems and strategies for determining their level of understanding and confidence in addressing patients’ health needs. This is an ongoing, continual process that requires discipline and self-control. Graduates must possess the ability to self-evaluate and make a commitment to refining their knowledge throughout their career as practitioners.

**Adopted from:** [**PAEA Core Competencies for New PA Graduates**](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjzs7Pe-LD6AhXRFVkFHRzdBFIQFnoECCsQAQ&url=https%3A%2F%2Fpaeaonline.org%2Fwp-content%2Fuploads%2F2021%2F01%2Fcore_competencies-new-pa-graduates-092018.pdf&usg=AOvVaw1JP58fNs5aCidhtQhElL2W)

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| **Accreditation** |

## [**ARC-PA**](http://www.arc-pa.org/)

The [Assumption University Master of Science in Physician Assistant Studies Program](https://www.assumption.edu/graduate/physician-assistant-studies) has applied for Accreditation-Provisional from the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA). The program anticipates matriculating its first class in January 2024, pending achieving Accreditation-Provisional status at the June 2023 ARC-PA meeting. “Accreditation-Provisional” is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program’s ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for graduation of the first class (cohort) of students. If Assumption University is not granted accreditation, no students will be enrolled in the program, and any deposits paid will be refunded. [CASPA](https://caspa.liaisoncas.com/applicant-ux/#/login) application fees will not be refunded.

## **Assumptionist Sponsorship**

The order of the [Augustinians of the Assumption](https://assumption.us/), founders of Assumption University, was established by Fr. Emmanuel d’Alzon, an educator whose most cherished project was the creation of a Catholic university. Fr. D’Alzon was devoted to helping people learn, adapt, grow and change in a multitude of ways. The Assumptionists sustain vigorous engagement with the University because they see higher education as an especially rich field within which to achieve the mission of the Church. In collaboration with the Trustees and the entire administrative, academic, and clerical staff, the Assumptionists fill a primary role in guaranteeing the Catholic character of the University, and in promoting a philosophy of education, which is consonant with the highest Christian and classical values and ideals. Through this commitment, the Assumptionists share in the building of an enlightened Church and in the formation of Christian leaders.

## [**NECHE**](https://www.neche.org/)

[Assumption University](https://www.assumption.edu/) is accredited by the [New England Commission of Higher Education](https://www.neche.org/institution/assumption-college/) (formerly the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, Inc.).

Accreditation of an institution of higher education by the Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer-review process. An accredited college or university is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

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| **ARC-PA Standards (5th Edition)** |

## **A3.12 The program must define, publish, and make readily available to enrolled and prospective students general program information to include:**

### **a) the program’s ARC-PA accreditation status as provided to the program by the ARC-PA****.**

**g) program required competencies for entry-level practice, consistent with the competencies as defined by the PA profession.**

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| **Symbolism of the Assumption University Seal** |



The Assumption College seal was designed by Brother Gerard Brassard, A.A. in 1954 when the College and the Assumption Preparatory School became separate, distinct entities. The elements of the official Assumption College seal each have symbolic meaning and tell the story of the College’s rich history and goals.

The seal’s blue and white coloring and the crowned “M” in the upper left-hand section of the shield both signify the Blessed Virgin Mary, the Patron of the Augustinians of the Assumption.

A fleur-de-lis cross quarters the shield, its presence a representation of the College’s faith and its styling an acknowledgment of its location within the Roman Catholic Diocese of Worcester, which employs a similar style of cross in its coat of arms.

On the cross is an open book: it represents the Gospel, which is the foundation of teaching at a Catholic institution of higher learning, as well as a more general signifier of knowledge and wisdom. Written on the book are the letters ART, a shortened form of “Adveniat Regnum Tuum” (Thy Kingdom Come), a phrase from the Lord’s Prayer that serves as the motto of the Assumptionists.

In the lower right corner, the fleur-de-lis is a reminder of the French origin of the College’s founding religious order.

Together, these components of the seal remind us of what it means to be a member of the Assumption College community and how we are all inheritors of a proud tradition.

Light the way.

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