

PODIATRIC MEDICINE

PM-PODM-DPM

ACM:

Faculty:

Student Learning Outcomes

SLO Count: 10

Name	Content
Assess systemic conditions and refer	3: Assessing medical conditions that affect the lower extremity and referring, as appropriate, those patients with conditions identified during the evaluation.
Cost effective diagnosis and treatment of LE disor	2: Prevention, diagnosis, and management of diseases and disorders of the lower extremity in a cost effective manner.
Developing reflective practitioners	10: The ability, insight, and self-awareness necessary to learn from experience and become reflective practitioners.
Information acquisition	9: The ability to acquire, assimilate, and evaluate information relevant to professional activities in order to engage in self-directed life-long learning.
Knowledge of pre-clinical sciences	1: Knowledge of the pre-clinical sciences which provide the foundations of podiatric clinical training, residency training, and practice.
Practice in multiple settings	6: Practice and manage patient care in a variety of communities, healthcare settings, and living arrangements.

Practicing with professionalism, compassion, and c	4: Practicing with professionalism, compassion, and concern and in an ethical fashion regardless of the patient's social class, gender, racial, or ethnic background.
Professional communication and collaboration	5: The ability to communicate and work collaboratively with others and to function in a professional manner in an interprofessional setting.
Research and scholarship	8: Understanding of research methodology and other scholarly activities.
Role of podiatric practice	7: Understanding of podiatric practice in a multitude of health-delivery settings.

Does this program have specialized accreditation?

Yes

Accreditation Activities

- Annual Report

Assessment Activities and Results

Assessment Activity Count: 7

Assessment Activity: Classroom examination performance.

Please provide a brief name for this assessment activity.	Classroom examination performance.
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Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.	Evaluation of student performance on in-class examinations.
What were the findings from this assessment?	The majority of students were successful in meeting all assessed objectives. While some students demonstrated isolated difficulties, a small minority were found to have difficulty with much of the program. The performance of the current first-year class is noticeably weaker than its predecessors which is consistent with the drop in matriculating students' application credentials during the ongoing decline of the profession's applicant pool.
How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.	TUSPM instituted a paid tutoring program for underperforming students.

Assessment Activity: Direct student clinical feedback.

Please provide a brief name for this assessment activity.	Direct student clinical feedback.
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<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>All students receive continual evaluations and feedback on patient encounters.</p>
<p>What were the findings from this assessment?</p>	<p>As in prior years, For the most part students met expectations in clinical training by the end of their respective academic years. Some students exhibited weaknesses in applying material that they had successfully mastered in class whereas others performed better with patients than their didactic. Individual variation cannot be completely explained but increasing attention is now being directed to the English language proficiency of non-US students. evaluations suggested.</p>
<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>TUSPM has always made provision for requiring the TOEFL examination when making admissions decisions for applicants for whom English is not a first language. Expanding the criteria for doing so is now being explored.</p>

Assessment Activity: OSCE

<p>Please provide a brief name for this assessment activity.</p>	<p>OSCE</p>
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Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.	Objective Standardized Clinical Encounters employing Standardized Patients
What were the findings from this assessment?	Assessment skills grossly correlate with classroom performance. The majority of student issues appears related to personality variables and self-awareness. The Class of 2018 performed well on their in-house OSCEs and also had the highest failure rate of any TUSPM graduating cohort on the OSCE based CSPE examination since its introduction in 2014 and oddly, there were no failures on the technical components--only on interpersonal communication skills (see the comments above regarding English proficiency among non-native English speaking students).
How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.	This finding is troubling because even if the role of the TOEFL in the admissions process is expanded it may not be possible to weed out all candidates likely to have difficulties not picked up on in-house examinations and clinical experiences. Moreover, given the sharp downturn in the profession's applicant pool, it may be infeasible to restrict incoming classes to candidates with high proficiency in English.

Assessment Activity: APMLE Part 1 Performance

Please provide a brief name for this assessment activity.	APMLE Part 1 Performance
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Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.	Students are required to take the American Podiatric Medical Licensing Examination Part 1 early during their third academic year which assesses knowledge of the preclinical sciences. The information provided to the schools is limited but TUSPM student performance is evaluated against their peers elsewhere vis-à-vis pass rates overall and in individual subject areas individual subject areas are compared within the TUSPM population to examine individual strengths and weaknesses in the program.
What were the findings from this assessment?	In contrast to last year, there was a significant decrease in the percent of students failing the examination in July, 2017 compared to 2016 and prior years while the fraction of students failing the reexamination remained approximately the same as historical norms. At the very least, this is evidence that TUSPM's recent curriculum revision has not had deleterious consequences in this regard. observed findings.
How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.	Since the current third-year class had one of the highest academic credential profiles at the time of matriculations in recent years, more data is needed to establish long-term effects of the curricular revision.

Assessment Activity: APMLE Part 2 performance

Please provide a brief name for this assessment activity.	APMLE Part 2 performance
Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.	All fourth-year students are required to sit for the American Podiatric Medical Licensing Examination Part 2 which assesses clinical knowledge (going forward the examination will also assess clinical skills). Student results are scrutinized at both the cohort and individual levels and both within TUSPM and at the level of national aggregate data as in the case with APMLE Part 1 Performance.

<p>What were the findings from this assessment?</p>	<p>TUSPM students in the Class of 2018 failed the first attempt at higher than national average rates and at the highest rate the School as seen in more than a decade. The technical summary by subject area and national aggregate data have not been released yet. Student performance on the second administration of the examination is not know yet (the examination is being administered today).</p>
<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>We need to examine the technical summary before making any meaningful decisions.</p>

Assessment Activity: Mock board examinations.

<p>Please provide a brief name for this assessment activity.</p>	<p>Mock board examinations.</p>
<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>In addition to the actual APMLE Part 1, TUSPM requires students to sit for practice examinations during the spring of their second years and early third years. While these examinations follow the APMLE blueprint they are composed of past in-class examination questions and are more reflective of the curriculum at TUSPM rather than the national examination. An important difference is that TUSPM receives no score information on students who pass the national examination beyond their passing status and only scaled score data for students who fail the examination with qualitative subject level assessments whereas on the practice examination individual scores for each subject area are know and it is possible to correlate student performance to admission credentials and performance within the program using more powerful comparison techniques than is the case with the actual board examinations. The mock board examination was only conducted for the APMLE Part 1 this year due to changes in student scheduling.</p>

<p>What were the findings from this assessment?</p>	<p>The findings on the mock board examination presaged the superior performance of the current third-year cohort on the actual APMLE Part 1 and confirmed earlier suggestions suggesting relationships between board examination performance and students' grades within the program and scores on the MCAT examination prior to admission.</p>
<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>Given the current applicant pool, it appears unlikely that TUSPM can be more selective among candidates and still enroll a class large enough to function. However, it appears that the School may have to become more liberal in dismissing students early on whose initial performance in the program suggests that they will have difficulty passing the board examinations and qualifying for licensure after graduation.</p>

Assessment Activity: Graduating student survey

<p>Please provide a brief name for this assessment activity.</p>	<p>Graduating student survey</p>
<p>Describe the assessment method used to assess the learning outcome(s). Provide enough detail so that we understand the nature of the project.</p>	<p>All graduating seniors are surveyed to assess their perceptions as to how well TUSPM prepared them in various domains.</p>
<p>What were the findings from this assessment?</p>	<p>The majority of responses in all domains rated the preparation afforded by TUSPM to be adequate or better, though deficiencies have been noted in individual areas and corresponded to weaknesses identified by internal reviews.</p>

<p>How are you using or planning to use the findings from this assessment for program improvement? Where applicable, give specific examples of changes you are making to the program as a result of your findings.</p>	<p>Selective attention is being paid to strengthening identified areas of weakness. The newly completed simulation center is expected to aid in buttressing physical examination skills.</p>
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Planned Assessment

Direct Assessment Activities

corresponding ID	Assessment Name	corresponding ID	Assessment Name
1	Portfolio	2	Practicum, Internship, Other Field Placement
3	Clinical Evaluations	4	Student Work in Capstone WITH Rubric
5	Student Work in Capstone WITHOUT Rubric	6	Student Work WITH Rubric in 1 or More Courses
7	Student Work WITHOUT Rubric in 1 or More Courses	8	Final Paper, Thesis, or Dissertation
9	National or Board Exam	10	Local Test or Exam
11	Juried Show, Performance, or Critique	12	Oral Presentation

13	Design Project	14	Group Project or Demonstration
15	Journal	16	Other

SLO	None	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Assess systemic conditions and refer			X	X				X		X	X						
Cost effective diagnosis and treatment of LE disor			X	X				X		X	X						

Developing reflective practitioners			X	X													
Information acquisition			X	X				X									
Knowledge of pre-clinical sciences								X		X	X						
Practice in multiple settings			X	X						X							

Practicing with professionalism, compassion, and c			X	X						X							
Professional communication and collaboration			X	X													
Research and scholarship								X			X						
Role of podiatric practice			X	X						X	X						

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