

PHYSICIAN ASSISTANT, MPA

The Physician Assistant Program at the University of Wisconsin School of Medicine and Public Health is guided by our mission to educate professionals committed to the delivery of comprehensive health care in a culturally and ethnically sensitive manner. We place an emphasis on primary health care for populations and regions in need.

Explore the five distinct PA program tracks, the application process, and why a degree from UW-Madison will prepare you for excellence in education, patient care, and service.

Visit our webpage for more information about the Physician Assistant Program and admissions requirements. (<https://www.med.wisc.edu/education/physician-assistant-pa-program/>)

LEARNING OUTCOMES

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1. MEDICAL KNOWLEDGE (MK): Understand essential medical knowledge needed to provide patient care.
2. MEDICAL HISTORY (HIST): Interview and elicit an appropriate complete, interval, or acute history.
3. PHYSICAL EXAMINATION (PE): Perform complete and focused physical examinations.
4. CLINICAL REASONING (CR): Identify, process, and integrate information in order develop a differential diagnosis, and diagnostic impression.
5. DIAGNOSTIC STUDIES (DIAG): Identify, order and interpret appropriate diagnostic studies.
6. THERAPEUTICS (TH): Formulate an appropriate and comprehensive therapeutic plan.
7. INTERPERSONAL COMMUNICATION WITH PATIENTS AND FAMILIES (PTCOM): Demonstrate effective exchange of information and collaboration with patients and their families.
8. INTERPERSONAL COMMUNICATION WITH HEALTH PROFESSIONALS (MEDCOM): Demonstrate effective exchange of information and collaboration with other health professionals both orally and in writing.
9. PROFESSIONALISM (PROF): Demonstrate the skills, attributes and behaviors of a competent physician assistant and serve as a member of the professional medical community.
10. EVIDENCE BASED Medicine (EBM): Use appropriate literature to make evidence-based decisions.
11. SELF-REFLECTION & SELF-IMPROVEMENT (SRSI): Engage in a process of ongoing self-reflection and self-improvement.
12. HEALTHCARE SYSTEMS (HS): Recognize financial and legal aspects of healthcare systems.
13. SOCIETY AND POPULATION HEALTH (SPH): Recognize social determinants affecting the health of individuals and communities.
14. CULTURAL HUMILITY (CH): Demonstrates sensitivity and adaptability to cultural differences, ensures equitable care.
15. INTERPROFESSIONAL COLLABORATION AND LEADERSHIP (ICL): Engage in interprofessional education that will enhance patient-/

population-centered care, collaboration, communication, teamwork and leadership in the clinical setting.

16. TECHNICAL SKILLS (TS): Demonstrate proficiency in common procedures and technical skills.

CERTIFICATION/LICENSURE

CERTIFICATION/LICENSURE PROFESSIONAL CERTIFICATION/ LICENSURE DISCLOSURE (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet certification/ licensure requirements in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, District of Columbia

The requirements of this program do not meet certification/licensure requirements in the following states:

Not applicable

Updated: 1 June 2024

ACCREDITATION

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Review Commission on Education for the Physicians Assistant (<http://www.arc-pa.org/accreditation/>)

Accreditation status: Accredited. Next Accreditation Review: 2025