

**NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D**

UNIT PREPARES IN QUADRUPLICATE
Route as indicated below under approvals. Return to the Registrar's Office once all signatures have been obtained.

Date: April 7, 2008

Nikki Katalanos
(Name of individual initiating Graduate Degree or Graduate Certificate)

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(Title, position, telephone number)

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Family & Community Med/PAP
(Department/Division/Program)

*Allow up to one year for the process to be completed for a certificate, and 18 months for a degree.

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Note: Proposals for new graduate degrees or graduate certificates need to follow an approved format. Please call the Office of Graduate Studies and ask for an outline. Revisions of graduate degrees and some new certificates also may need state approval, depending on the extent of changes proposed. Please consult the Office of the Provost for advice prior to initiating this form.

Attach the following required documents:

1. Executive Summary.
2. Program Proposal (in the approved format).
3. Catalog Description (to include program curriculum).
4. Graduate Program Projected Costs (only for new degrees).
5. Library Impact Statement.

Does this new degree affect any existing program? Yes No If yes, attach statement.

Proposed date to admit new students: Term Summer Year 2010

Required Signatures:

Department Chair	<u>[Signature]</u>	Date	<u>4/17/08</u>
College Curricula Committee	<u>[Signature]</u>	Date	<u>4/18/08</u>
College or School Dean	<u>[Signature]</u>	Date	<u>4/23/08</u>
Dean of Library Services	<u>Janis Neal, Dep. Dir. Health Sciences Library</u>	Date	<u>4/8/08</u>
Office of the Registrar—Catalog	<u>Elizabeth A. Braxton</u>	Date	<u>09/23/08</u>
FS Graduate Committee	<u>[Signature]</u>	Date	<u>11/21/07</u>
Dean of Graduate Studies		Date	
FS Curricula Committee	<u>[Signature]</u>	Date	<u>12-5-08</u>
Office of the Provost		Date	
Faculty Senate		Date	
Board of Regents		Date	

Additional Approvals for Degrees:

Board of Regents		Date	
Council of Graduate Deans		Date	
Academic Council of Higher Education		Date	
Higher Education Department		Date	
State Board of Finance		Date	

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NEW DEGREE PROPOSAL: Executive Summary

MASTER OF SCIENCE in PHYSICIAN ASSISTANT STUDIES

I Need for Program:

A Master's Degree in Physician Assistant Studies is needed for the following reasons:

- Addresses the critical need for primary health care providers in rural and/or underserved areas of New Mexico
- Consistent with the national trend for physician assistant programs
- Uniformly considered the terminal degree for a physician assistant
- Provides parity for the physician assistant in the job market
- Encourages academic advancement by graduates
- Increases the academic workforce in physician assistant education

Internal Support and Approval by the University of New Mexico:

The Master of Science in Physician Assistant Studies is supported and approved by the Executive Vice President and Dean of the School of Medicine, Paul Roth, MD, the Executive Dean of the School of Medicine, Jeffrey Griffith, PhD, the Senior Associate Dean for Medical Education, Ellen Cosgrove, MD, and the Chair of Family & Community Medicine, Arthur Kaufman, MD. Additionally, the School of Medicine Faculty, Department of Family & Community Medicine faculty, the School of Medicine Curriculum Committee, and the Diagnostic and Therapeutic Sciences sub-committee have formally approved the proposal.

A) Academic Purpose and Objectives

The primary purpose of an advanced degree is to prepare graduates for the rapidly changing world of health care. All new programs and the majority of existing physician assistant (PA) programs are Master's Degree programs. The University of New Mexico PA Program aims to train enough PAs to meet the growing need in our state, yet many native New Mexican applicants continue to choose outside programs that offer advanced degrees. Furthermore, there is also a critical need for PA educators to meet the needs of PA education in New Mexico.

The academic objectives of this proposed program are to assure each PA student the opportunity to acquire and demonstrate:

- Knowledge and skills in the basic, clinical, and behavioral sciences and in population health
- Professional attitudes, values & ethics in the provision of health care
- Effective communication skills with patients and with other health care providers

- The skills necessary to work effectively with all members of the health care team
- Competence in the recognition of the impact of culture on health and disease.
- The skills necessary to work with and among communities, particularly the under-served and/or rural communities of New Mexico
- The skills necessary to become a life-long learner

B) The Curriculum

The proposed graduate curriculum will build on the already developed program which partners with the School of Medicine (SOM) MD program. Established and respected MD/ PhD professors teach in this partnership program. PA students attend lectures, labs, and tutorials that are offered in Phase I (academic phase) of the MD curriculum. Students also attend PA specific classes in the afternoons. In anticipation of this degree change the entirety of the PA curriculum was reviewed. The learning objectives for each course, along with course requirements, have been redesigned to meet graduate level standards. We are prepared to enhance the existing curriculum by adding required short, evidence-based research papers to each of the Introduction to Clinical Medicine courses. The SOM MD program has added new units in public health and biostatistics to the Phase I core curriculum that our students will also attend.

Summary of the current PA courses:

Core courses (86 credit hours)

- Introduction to Clinical Medicine I-III: SOM faculty
9 courses
- Foundations of Medical Science I-IV: PA/ SOM faculty
15 courses
- Clinical Seminar I- III: PA/ SOM faculty
3 courses
- Clinical Clerkships: Community MDs and PAs
9 clerkships

Master's Degree Non-thesis Plan

Proposed major changes to the curriculum include the following:

- PAST 600 Program to Practice (P/F). This course is designed to be a capstone course and must be passed in order for the student to be eligible to sit for graduation. The course will include a summative exam, an oral presentation, a written evidence-based paper on a medical challenge and a summary of the required community projects.
- PAST 610 Independent Study (1-14 credits). This course has been designed to permit the graduate student additional time and credit for optional activities such as research or community projects.

II Description of the Need for the Program

A) Relationship to Programs offered at other New Mexico Universities

There are no duplicated programs offered at other NM universities. Only one other PA program exists in NM, the University of Saint Francis (USF). It is located in Albuquerque, but is a private institution and is sponsored by a parent school in Joliet, Illinois. The UNM program offers the highest priority for admission to New Mexico residents in contrast to USF, which admits students from around the country.

Special Features Making UNM-SOM the Appropriate Place to Initiate this Program

- The program is established and has graduated 98 physician assistants as of 2007.
- The program has an excellent track record of retention of graduates in NM (81%).
- The program has an excellent track record of placing graduates in rural/underserved areas of NM (40%).
- The program has placed an additional 26% of its graduates in the University Hospital (UNM) system.
- The program has a unique partnership with the SOM MD program, graduating PAs who have studied and trained with the very MDs they will work with in the future.

B) Opportunities for Advanced Degrees

As of this writing, there are no university-trained PhD level physician assistant programs. The US military does have an advanced degree program offering a PhD.

C) Opportunities for Employment

Ninety-five of the graduates of this program are employed as PAs and only three remain in other areas including one MD, one employed by the NM Department of Health, and one stay-at-home mother. Job opportunities for PAs in New Mexico are increasing faster than our current graduation rate. Recent surveys indicate a 50% increase in national job opportunities for PAs and Money Magazine rated the profession in 2007 as one of the top five best professions to go into.

III Resource Requirements

A) Budget Request

No additional funds are requested. The attached budget shows the current program funding resources.

B) Justification

The students will pay UNM graduate tuition fees to main campus. Until this past year, HRSA PA Training Grants have helped to support the program. The Department of Family & Community provided additional support and will continue to fully support the program. New training grants are offered for medical and PA programs on an ongoing basis. Student fees provide for costs associated with the educational program.

C) Library

There will be no, or minimal, impacts on the Health Sciences library, Computer Information Resources and Technology (CIRT), or the main campus library as a result of this change. A letter of support and an impact statement from Janis Teal of the HSC library is included.

D) Students/faculty

The program has been a UNM undergraduate program since 1997. Ninety-eight students have graduated from the program and 81% of these graduates have remained in New Mexico. Of these 76% are in primary care practices.

The current enrollment is 14 new students per year, with the same number of continuing students, or 28/year. Applicants from New Mexico are given the highest priority. No change is anticipated for the next five years of the program.

The program currently supports 4 full-time/2 half-time faculty members and two administrative staff members. This number is sufficient to meet current and projected needs and no additional faculty members are anticipated.

IV Timeline

2008

April

Preliminary review by provost
Meeting with Associate registrar
Letter of Intent to Dean of Graduate Studies
Approval by North Campus Curriculum Committee

Oct/Nov

Faculty Senate Graduate Curriculum Committee Approval
Faculty Senate approval

2009

Complete institutional review
Meet with NMHED and NMGDC

June 2010

(anticipated) First graduate class

NEW DEGREE PROPOSAL
Entry-level professional Degree

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT STUDIES

TABLE OF CONTENTS

I INTRODUCTION	1
II PROGRAM SUMMARY	4
A. Admission	4
B. Prerequisites	5
C. Curriculum	6
D. Faculty	8
E. Accreditation	10
III JUSTIFICATION FOR DEGREE CHANGE.....	11
A. Program Background.....	12
B. Program Mission & Goals	13
C. Rationale for Change in Level of Training	14
D. Duplication of Effort	17
E. Inter-institutional Collaboration	18
F. Student Enrollment	19
G. Projected Enrollment.....	19
H. Effect of Change on Current Students.....	21
IV FUNDING AND FINANCIAL IMPACT	22
A. Summary of Resources	22
B. Projected Costs	23
V SUMMARY OF THE PROPOSAL.....	24

TABLES

1. Program Prerequisites	5
2. Summary of Proposed Graduate Curriculum	7
3. Graduate Employment 1999-2007.....	16
4. Rates of Attrition/Deceleration 1999-2007	17
5. Demographics/Academic Characteristics of Enrolled Students.....	19
6. Recruitment Activities	20

APPENDICES

1. Appendix A: 2006-07 Budget.....	26
2. Appendix B: Curriculum: Current & Proposed.....	29
3. Appendix C: Accreditation.....	34
4. Appendix D: Abbreviated Faculty CVs	36

TABLE OF CONTENTS (continued)

5. Appendix E: Catalog Copy.....	50
6. Appendix F: Impact Statement.....	60
7. Appendix G: Letters of Support	62
8. Appendix H: Physician Assistant Competencies.....	74
9. Appendix I: Timeline	79
10. Appendix J: Core Texts	84

NEW DEGREE PROPOSAL
Entry-level Professional Degree

MASTER OF SCIENCE in PHYSICIAN ASSISTANT STUDIES

I Introduction

The University of New Mexico Physician Assistant (PA) Program is currently a bachelor's degree program housed within the School of Medicine. The purpose of the following proposal is to present a plan for transitioning this program to award an entry-level professional degree: Master of Science in Physician Assistant Studies (MSPAS) in replacement of the current Bachelor of Science in Physician Assistant Studies. The UNM Health Sciences Center, the UNM School of Medicine, the Council of Chairs, the School of Medicine Curriculum Committee (formerly the Education Council), and the Department of Family and Community Medicine are in strong support of this plan and have given their unanimous approval for this proposal at the respective faculty meetings.

Although not a mandate at this time, the national trend is the transition of PA programs to the Master's degree. All new programs and greater than 90% of existing programs are Master's level programs. The MSPAS degree would enable the UNM PA Program to be competitive and on an equal footing with the majority of the physician assistant programs in the country. The following list includes only a few of the advantages of a transition to the MSPAS:

- Addresses the critical need for primary health care providers in rural and/or underserved areas of New Mexico.
- Consistent with the national trend for PA programs

- Uniformly considered the terminal degree for a physician assistant
- Provides parity in the job market
- Encourages academic advancement
- Increases the academic workforce in PA education

Physician assistants are health professionals licensed to practice medicine with physician supervision. PAs are qualified by graduation from an accredited physician assistant educational program and certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, physician assistants exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. The clinical role of physician assistants includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician assistant practice is centered on patient care and may include educational, research and administrative activities.

A commitment to quality patient care is the foundation of the PA profession. By assuming some of the duties traditionally performed by a physician, the PA enables the supervising physician to dedicate more time to complicated patient care. For over 40 years PAs have been integral members of the health care team. In New Mexico, PAs have been providing patient care since the early 1970's and have had prescriptive authority since 1989.

The MSPAS is the appropriate terminal degree for the UNM PA Program in that it is in keeping with the awarding of an entry-level professional degree to programs such as the MD program, Physical/Occupational Therapy programs, and the MPH program within the UNM School of Medicine. The UNM PA students take the same block of

courses as the first year MD students along with PA-specific courses. The PA program operates under the same academic calendar as the MD program.

The UNM PA program is under the sponsorship of the SOM, and as such answers to the SOM Executive Vice President of the Health Sciences and Dean of the School of Medicine, the Executive Dean of the SOM, and the Chair of Family & Community Medicine.

II Program Summary

The mission of the UNM Physician Assistant Program is to educate physician assistants to practice primary care in medically under-served & rural New Mexico.

The UNM Physician Assistant Program is administered within the Department of Family & Community Medicine. Student instruction is provided by the physician assistant faculty as well as by integrative instruction with the School of Medicine. Students spend part of their mornings in basic science lectures and labs given by the SOM faculty and participate in small group tutorials in the PA classrooms. Afternoons are devoted to PA classes, workshops, and clinical skills.

In keeping with the Program's mission, much of the curriculum is devoted to preparing the student for eventual service in the under-served and rural areas of New Mexico. Many of the clinical clerkships are in rural communities and require students to be away from metropolitan areas for as much as half of their clinical time.

Admission Admission is through a centralized application service. The UNM PA Program currently admits 14 students per year. Admission is highly competitive with over 200 applicants for the Class of 2010. New Mexico residents are given the highest priority for acceptance.

The successful applicant brings more than academic skills to the program. Highly suggested experiences and skills include:

1. Direct patient health care experience
2. Evidence of community involvement
3. Evidence of leadership
4. Regional language skills
5. Computer literacy

Prerequisites The proposed Master of Science in Physician Assistant Studies will accept academically qualified applicants who have completed a Bachelor's Degree and can meet the prerequisites. The prerequisites will be changed to include a requirement of statistics in order to better accomplish the addition of biostatistics within the program of studies.

Table 1 describes prerequisites and courses that are required to apply to the program.

Table 1. UNM PA Program Prerequisites

- BA/BS degree or higher
- Grades of C or better in all prerequisite courses
- General grade point average of 2.75 or better for the last 50 credits
- Science prerequisites grade point average of 3.0 or better

The academic prerequisites for entering the UNM PA Program are as follows:

- | | |
|---------------------------------------|-----------|
| • General Biology with lab | 4 credits |
| • General Chemistry with lab | 8 credits |
| • Human Anatomy & Physiology with lab | 8 credits |
| • Psychology | 3 credits |
| • Statistics | 3 credits |
| • English | 6 credits |

Highly suggested courses include:

- Regional language
 - Biochemistry
 - Organic chemistry
 - Integrated organic and biochemistry
 - Nutrition
 - Microbiology
-

Curriculum The UNM PA Program is divided into two curricular phases: Academic (Phase I) and Clinical (Phase II). The proposed graduate curriculum will build on the already developed program (Table 2) which partners with the School of Medicine MD program. Established and respected MD/ PhD professors teach in this partnership program. PA students attend lectures, labs, and tutorials that are offered in Phase I (academic phase) of the MD curriculum. Students also attend PA specific classes in the afternoons.

In anticipation of this degree change the entirety of the PA curriculum was reviewed. The learning objectives for each academic course, along with course requirements, have been redesigned to meet graduate level standards. We are prepared to enhance the existing curriculum by adding required short, evidence-based research papers to each of the Introduction to Clinical Medicine courses. The SOM MD program has added new units in public health and biostatistics to the Phase I core curriculum that our students will also attend. One additional course is being requested, **PAST 600 Program to Practice**. This course will be a capstone course that will include seminar-style sessions to prepare the student for practice as he/she nears graduation. Included in the course will be a comprehensive summative final examination, an oral presentation, a written-evidence-based paper on a medical challenge, and a summary of the required community-based projects. Each of these elements must be passed in order for the student to be eligible to sit for graduation. Additionally, **PAST 610 Independent Study** has been designed to permit the graduate student additional time and credit for optional activities such as research or community projects.

Clerkships are supervised clinical practice activities that enable the PA student to learn the art and science of medicine from practicing PAs and MDs. One major change is proposed for the clinical phase (42 weeks), that of adding **Long-term Care** to the existing **PAST 575 Primary Care Clerkship**. This addition meets a soon-to-be added accreditation requirement. Clerkship learning objectives were rewritten to provide a more robust set of learning skills and methods of student assessment were improved through the use of National Board of Medical Examiner testing standards. Additionally students are currently required to demonstrate skill in the application of scientific concepts and use of best evidence-based practice methods through written papers and oral presentations.

A **non-thesis plan** is proposed for the graduate program. Table 2 summarizes the major additions and changes to curriculum.

Table 2. Summary of Proposed Graduate Curriculum

- All existing courses redesigned to meet graduate standards.
- Design of PAST 610 Independent Study (1-14 credits), permits the graduate student additional time and credit for optional activities such as research or community projects.
- PAST 575 Primary Care Clerkship (5 credits) includes a long-term care component.
- Addition of PAST 600 Program to Practice (2 credits) designed to be a capstone course and must be passed in order for the student to be eligible to sit for graduation.

All Phase I academic courses must be satisfactorily passed in order for the student to be promoted to Phase II, the clinical phase of study, or for graduation if in the clinical phase. Repeating a failed course requires permission of the Committee for Student Promotion

and Evaluation (PA-CSPE). Failed courses may only be repeated one time and for no additional credit. The proposed course Program to Practice has 3-4 capstone elements that must each be passed to obtain credit and to be eligible to sit for graduation. This course may be repeated for no additional credit up to a total of 3 retakes/per element.

Faculty The faculty members are fully qualified to teach in a graduate physician assistant program. The terminal degree for a physician assistant program is the Master's level of study. Industry standard is that faculty members hold a Master's degree or higher if in the position of advising graduate physician assistant students and their studies. Faculty members are expected to hold clinical rather than academic appointments. See Appendix D for an abbreviated CV for each of the core faculty. Core UNM PA program faculty include:

- **Nikki Katalanos, PhD, PA-C, Program Director.** The Program Director is assigned to the program on a full-time basis. The primary responsibilities of the Program Director include:
 - Overall responsibility for the operations and quality of the UNM PA Program.
 - Responsibility for the accreditation process, the organization, administration, continuous review and analysis, planning and development of the PA program.
 - Supervisory role over PA administrative staff, Medical Director and faculty.

- **Arthur Kaufman, MD, Medical Director.** The Medical Director is assigned to the program on a part-time basis. The Medical Director is a licensed physician, board certified in Family Practice. The Medical Director provides guidance in the standards of medical practice and serves as an advocate for the program in both the UNM School of Medicine and the medical community at large.
- **Tom White, JD, PA-C, Academic Coordinator and Associate Program Director.** The Academic Coordinator's primary responsibility is the oversight and coordination of the academic curriculum. In addition, the Academic Coordinator evaluates the performance of students in the academic curriculum and supervises the remediation of students not achieving course objectives.
- **Neal O'Callaghan, MS, PA-C, Clinical Coordinator.** The Clinical Coordinator's primary responsibility is the oversight and coordination of the clinical curriculum. In addition, the Clinical Coordinator supervises and assesses student progress in the clinical settings.
- **Norm Taslitz, PT, PhD, Admissions Coordinator, Instructional Faculty.** Dr. Taslitz' primary responsibility is the instruction of anatomy and the supervision of PA students in the anatomy lab. He also serves in the position of directing and coordinating the admissions process.
- **Todd LeCesne, MPAS, PA-C, Instructional Faculty.** Mr. LeCesne serves as full-time instructional faculty and Coordinator of outreach activities.
- **Yvonne Ellington, MS, PA-C, Associate Clinical Coordinator.** Ms. Ellington is a part-time faculty member (0.3 FTE, will be 0.5FTE as of 01/08).

- **Wilma Toledo, PA-C, Instructional Faculty.** Ms. Toledo is a part-time volunteer faculty member (0.1 FTE).

Accreditation The UNM PA program has been continuously accredited through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) since 1997. The most recent site visit was in 2005 and accreditation was renewed for 6 years. There were no citations. A copy of the New Degree Proposal will be sent to the ARC-PA after completion of the UNM Internal Review Process. All substantive changes must have the final approval of the Commission.

III Justification For Degree Change

The University of New Mexico Physician Assistant (PA) Program is proposing a change from an entry-level undergraduate program to an entry-level graduate program within the UNM School of Medicine. The program mission will remain the same: To educate physician assistants who will practice and serve in rural and/or underserved areas of New Mexico.

The UNM Health Sciences Center School of Medicine has set a high priority for a transition to a Masters of Physician Assistant Studies. Per the 2004-2009 Strategic Plan under Section I, Education Objectives:

Goal: The School of Medicine will provide outstanding students from all of the communities of New Mexico a continuum of education in the health sciences and health services that encourages life-long learning.

Objective 1.7: Improve the access to varied health professions for New Mexico and enhance the academic standing and scholarship of the Diagnostic and Therapeutic Sciences programs by creating new graduate degree programs.

Indicator 2: Advance the PA program to a Masters program by 2004.

The UNM PA Program supports *The University of New Mexico Strategic Framework For 2008 and Beyond* (March, 2008). Areas of Program distinction consistent with the UNM Vision Statement include:

- Excellence through relevance: Program focuses on New Mexico and its communities; training students with the highest likelihood of returning to their home community
- Student success through collaboration: Program is integrated with the MD training; collaborates with Family Medicine residency programs

- Vital academic climate: Students are exposed to the highest quality medical lectures, state-of-the-art medical technology, hands-on health care in the communities they will eventually work in
- Student success: High board pass rates, high employment rate, high state retention rate
- Health and wellness leadership: Graduates are in demand throughout the state and within the UNM Hospital system
- Strength through diversity: Emphasis placed on diversity in PA faculty/staff/student populations

Program Background In the early 1990's, members of the New Mexico Academy of Physician Assistants met with Leonard Napolitano, PhD, Dean of UNM School of Medicine to discuss the possibility of establishment of a PA program at UNM School of Medicine. Simultaneously, they also had discussions with members of the New Mexico Medical Society. In 1993, a memorial bill was passed by the legislature endorsing a study to be conducted to assess the need for a physician assistant program for the state.

The State of New Mexico Health Policy Commission, with the assistance of the New Mexico Department of Health authorized a state midlevel health care provider needs assessment. The final Health Policy Commission report stated, "A physician assistant program should be established and supported in New Mexico as part of an overall plan to improve access to primary health services."

The 1994 legislature appropriated the initial funds to begin development of a physician assistant program that would train students along with the medical students at the

UNM School of Medicine. The first class of 8 students entered the UNM PA Program in 1997 and graduated in 1999.

Program Mission and Goals

The mission of the UNM Physician Assistant Program is to educate physician assistants to practice primary care in medically under-served & rural New Mexico.

Program Goals The goals of the University of New Mexico Physician Assistant Program are:

I. The UNM PA Program's mission is integrated and congruent with the missions of our sponsoring institution.

- The UNM Health Sciences Center's Mission is to improve and enhance the health of New Mexico's citizens through education, research, patient care, and partnering.
- The UNM School of Medicine's Mission is to educate physicians, scientists, and allied health professionals through the transmission of biomedical knowledge acquired from research and patient care.
- The Department of Family & Community Medicine's Mission is threefold: education, service, and research directed toward the unique needs of New Mexico's diverse ethnic and socio-economic populations.

II. The UNM PA Program is a model of excellence in the administration of PA Education.

In order to meet this goal, the UNM PA Program provides an administrative environment that:

- Maintains continuing accreditation
- Recruits, trains, and develops competent core and adjunct faculty and staff
- Provides students with the resources and support necessary to attain knowledge skills and ability to become competent physician assistants

III. The UNM Physician Assistant Program, in partnership with the School of Medicine and the Department of Family Practice, graduates students who are competent and caring members of the PA/ Physician Primary Care team.

In order to meet this goal, the UNM PA Program will provide a supportive educational environment that assures each student the opportunity to acquire and demonstrate:

- Knowledge and skills in the basic, clinical, and behavioral sciences and in population health
- Professional attitudes, values & ethics in the provision of health care
- Effective communication skills with patients and with other health care providers
- The skills necessary to work effectively with all members of the health care team
- Competence in the recognition of the impact of culture on health and disease.
- The skills necessary to work with and among communities, particularly the under-served and/or rural communities of New Mexico
- The skills necessary to become a life-long learner

Rationale for Change in Level of Training Programmatic changes were necessary to provide the additional training that physician assistants require to provide the more complex primary medical care services needed by all age groups of New Mexico citizens in rural and underserved communities. The medical needs of our citizens in rural and underserved populations are no less complex than our more advantaged citizens. In fact, the very circumstances that create our underserved populations (ethnic minorities, the elderly,

the unemployed, the uninsured, etc) are the confounding factors that make these medical needs more complex.

These groups also experience their medical needs in unique cultural and economic circumstances that require specific training to prepare our graduates to address. The elder population of New Mexico is growing at a faster rate than the rest of the nation (New Mexico Selected Statistics, 2006). One example of the redevelopment of the UNM program included adding a three-semester course in geriatrics to the curriculum. A graduate level program for UNM physician assistants can provide higher-level course work that educates students to cope with the burgeoning medical and socioeconomic complexities of providing primary health care to New Mexico populations.

The State of New Mexico has a higher national rate of deaths by unintentional injury (61.7%), suicide (73.1%), and alcohol-induced mortality (148.6%) than national rates (New Mexico Selected Statistics, 2006). These causes of death are for the most part preventable and their reduction will require the concerted action of multiple community leaders including primary care medical providers. In fact, of the ten leading causes of death, New Mexico exceeds the national rate in accidents, suicide, diabetes mellitus and chronic liver disease (New Mexico Selected Statistics, 2006). Solely placing more primary care medical providers in rural and disadvantaged communities will not solve all these problems, however the current disparity in health provider placement cannot help but make a difference in health care outcomes. Physician Assistant graduates prepared at a graduate level are better educated to support the public health mission of the N. M. State Department of Public Health in the areas of disease surveillance, clinical outcomes research, STD monitoring/prevention, and community health programs. The anticipated effect of these

activities is both better health for our citizens and cost reduction in the provision of medical care to rural and disadvantaged populations across the state.

The UNM PA Program has clearly demonstrated an excellent track record in the retention of our graduates. Most of our graduates remain in New Mexico and practice in rural and underserved areas (Table 3).

Table 3. Graduate Employment Classes through 2007 (98 graduates)

	New Mexico	Texas	Colorado Arizona Utah	Other States	Totals
Residence at time of application	89% (87)	05% (5)	01% (1)	05% (5)	98
Employed as a PA N=95	81% (78)	07% (7)	03% (3)	08% (7)	95
Employed in rural and/or underserved NM N=78	40% (31)				31
Employed at UNMH (17) or VAH (3) N=78	26% (20)				20
Not employed as a PA *	01% (1)			01% (2)	3

* 1 employed by NMDOH, 1 MD, 1 stay at home mother

Additionally, the retention of students within the program is excellent, with an attrition rate far lower than most PA Programs in the country (Table 4). Deceleration indicates students who do not graduate with their class. The typical reason is for medical leave. Table 4 only reflects students who are decelerated for academic reasons.

Table 4. Rate of Attrition and Deceleration from classes of 1999-2007

	Class of 1999	Class of 2000	Class of 2001	Class of 2002	Class of 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Total %	All PAP % **
Attrition N=3/99	0	1	1	0	0	0	1	0	0	>1%	6.0%
Deceleration N=4/97	0	0	0	1	0	1	1	1	0	4.1%	4.1%

*22nd Annual PAEA Report for year 05-06

Duplication of effort There is no other private or public physician assistant program offered in the state that is specifically designated to educate students to practice in New Mexico. A private, for-profit institution, The University of Saint Francis (USF) was opened in Albuquerque two years after the UNM program. This program awards a Master's Degree in Physician Assistant Studies from the University of St. Francis in Joliet, Illinois. The educational program content although similar, as are all accredited physician assistant programs, is not entirely comparable. Communications between the two programs is cordial and the students enjoy social and professional association activities together.

The USF PA Program has a capacity of 35-37 students per year. In the first year of operation the program admitted 25 students and graduated 22. In years two, three, and four, respectively, the program admitted 33, 22, and again, 22 students. USF tuition rates are considerably higher than UNM rates. As such their tuition is out of reach for many NM residents. The regional accreditation for USF is by the North Central Association of

Colleges and Schools (NCA). The program funding is entirely private. Expansion, or the need for additional faculty and resources, would be provided for this program through internal means. The program is not an operating unit of a New Mexico educational institution and the program focus is national as opposed to New Mexico oriented.

As discussed previously, the UNM PA Program is a state initiated program that is the only New Mexico incorporated institution offering physician assistant education. This program is designed to meet the needs of the state mandate. The UNM PA Program has been a viable, accredited program since 1997 and has graduated ten classes of students (N=98). There is no other PA program in New Mexico with a priority on educating the residents of the state, nor is there one with a focus on sending graduates back into the state to practice. This proposal addresses taking an already existing program and transitioning it to a Master's degree. As there is a national trend for all PA programs to offer a Master's degree in PA studies, this current proposal does not affect the position of the other institution.

Inter-Institutional Collaboration In general this is not applicable as there are no other physician assistant programs operating in other public institutions in New Mexico (see the discussion above regarding relations with the University of St. Francis).

The UNM PA Program was designed in collaboration with the UNM School of Medicine as partners in education. Facilities, instruction, and resources are shared equally. Alliances and linkages with other programs and universities are an integral part of the UNM PA Program.

Student Enrollment Students are recruited from all ethnic and socioeconomic populations within New Mexico. Residents of New Mexico are given first priority in admissions. The program is currently consistent with state goals for equitable representation of all clusters of students. Historically underrepresented students have been represented at a high rate in each entering PA class (Table 5).

**Table 5. Demographic/Academic Characteristics of Enrolled Students:
Classes of 1999-2009***

	1999-2006 (84)	2007 (15)	2008 (14)	2009 (14)
Male	39% (33)	53% (8)	36% (5)	64% (9)
Female	61% (51)	47% (7)	64% (9)	36% (5)
White	60% (50)	47% (7)	64% (9)	57% (8)
Non-White	40% (34)	53% (8)	36% (5)	43% (6)
NM Residents	94% (79)	87% (13)	79% (11)	93% (13)
Mean Age	33	30	28	30
Cum GPA	3.53	3.47	3.51	3.59
Months HCE**	50	67	42	21
% BA/BS degrees or higher	80% (67)	47% (7)	86% (12)	71% (10)

* Numbers adjusted for attrition/deceleration N=127 ** Health care Experience

Projected Enrollment Applications to the UNM PA Program continue to be greater than the number of students this program can reasonably educate. With a current application rate of slightly over 200 in 2008, the majority of applicants continue to come from New Mexico residents. The program gives the highest admissions priority to these applicants. Successful out-of-state applicants are those who have earlier residency ties to the state, have family living here, or rarely, have a spouse who is currently employed in

NM. Some exception has been made for residents of El Paso who often commute to and from Las Cruces. The Program is currently in progress of selecting the 12th class of students. The Program actively recruits from the rural and disadvantaged populations that we seek to have our graduates serve (Table 6). At this time there are no intentions of increasing enrollment for the next 5 years.

Table 6. Recruitment Activities 2002-07

Event	Level	# Students
San Juan College On-site advisement	College	10
State Fair – info table	Elementary/mid school	75
UNM Choose a Major	College	40
Lobo Orientation	College	30
Gallup On-site advisement	College	15
Valencia On-site advisement	College	10
Health careers Academy	High School	30
Health Careers Academy	High School	80
Outreach- Incarcerated youth (Native American)	Middle/High School	50
Hand's On Mind's On Science Camp (4 sessions)	Elementary/Middle	35
Las Vegas (NM) Community Public Service Health Fair	High School	45
Presentation to UNM Sophomores	College	30
Welcome Back Day/ UNM	College	100+
Celebra La Ciencia (State Fair)	All ages	"Busloads"
TVI On-site advisement	College	20
Highland High School Career Day	High School	30
Youth development, Inc	Middle School/High School	35

Effect of Change on Current Students One of the first questions raised by new applicants to the UNM PA Program is to ask when the UNM PA Program will offer a Master's degree. The majority of applicants and students have completed a Bachelor of Science degree and desire the advanced degree. We are currently at a competitive disadvantage with other physician assistant programs. Our graduates have been encouraged to enroll in complementary Master's degree programs, but as they have so recently completed a rigorous course of studies, have debt and new jobs, this has proven an unsatisfactory solution.

Students who are enrolled in the BS degree program at the time of approval for the Master's degree, will complete the program they entered.

IV Funding And Financial Impact

The resources of the UNM Physician Assistant Program are adequate for the requested degree change (Appendix A). The teaching faculty for the program is adequate in number and qualifications (Appendix D). Physical resources will not need to be expanded, as they are adequate for programmatic needs. The number of students (14) will not be increased as a result of this change.

Summary of Resources

A. The library and other academic support services at the University of New Mexico Health Sciences Center/School of Medicine are adequate to initiate and maintain the program.

B. The physical facilities of the University of New Mexico Health Sciences Center/School of Medicine are adequate for the first five years of the program. No modification of space or facilities will be required during this time. The new education building includes the needs of physician assistant program and allows for future expansion.

C. The equipment and technological resources of the University of New Mexico Health Sciences Center/School of Medicine are adequate for the first five years of the program. Resources are shared with the School of Medicine.

D. The other operating resources of the University of New Mexico Health Sciences Center/School of Medicine are adequate to support the first five years of the program.

Projected Cost of the Program The UNM PA Program is funded through Instructional and General (I&G) funds, Health Resources and Services Administration Physician Assistant Training Grants (not currently available), Area Health Education Center funds (directly to students), Department of Family and Community Medicine support, and School of Medicine support. As the yearly costs of operations have increased, so have the resources. Much of the needs of the program are met through shared resources with the other Health Sciences Center programs and the School of Medicine. The Department of Family and Community Medicine provides strong administrative and financial support. Faculty salaries, while minimally below the national average, are on par with other SOM departments.

The University of New Mexico Physician Assistant Program does not receive formula funding and would not receive formula funding as a result of this proposal.

V Summary of the Proposal

This document outlines a proposal to enable the University of New Mexico Physician Assistant Program to offer an Entry-Level Professional Degree, the Master of Physician Assistant Studies. This plan is advantageous to the program, the university, and the state, for the following reasons:

- It addresses the critical need for primary health care providers in rural and/or underserved areas of New Mexico.
- It is consistent with the national trend for PA programs
- It enables the graduate to be competitive in today's job market
- A Master's degree is considered the terminal degree for the physician assistant
- An advanced degree encourages academic advancement
- An advanced degree enables increases in the academic workforce in PA education

The UNM Physician Assistant Program is prepared to make this transition as soon as approval is obtained beginning with the next entering class. Currently enrolled students will complete the program they entered. Program faculty, resources, and facilities are adequate to meet the needs of an advanced degree. Finally, institutional support is strong.

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Appendix A
The University of New Mexico
Physician Assistant Program Operating Budget

Projected Graduate Program Cost Estimates and Resources

Institution: The University of New Mexico

Proposed Program: Master of Science in Physician Assistant Studies

Estimated revenues:

The University of New Mexico Physician Assistant Program is currently funded by the following revenue sources:

1. I&G FY 07-08	\$423,400
2. Departmental support	117,579
3. Student fees	<u>(see below)</u>

Total income \$540,979

For the initial 10 years of the program, external funding from HRSA PA Training Grants provided a major source of revenue. As of 2007-8 the training grant expired. The Department of Family & Community Medicine and the School of Medicine provide continuing financial support. There is no information as to whether these grants will once again be fully funded.

Student fees are attached to courses based on the current cost of learning resources as assessed by the School of Medicine, such as cadaver lab fees, microscope usage fees, course syllabi, etc. This revenue is transferred to the various billing departments.

Estimated expenses:

Faculty/staff salaries 07-08:	\$500,038
Supplies/equipment/travel 07-08:	<u>40,941</u>

Total Expenses \$540,979

The above represents the estimated revenue/expenses for fiscal year 2007-08. No monies are requested, nor are there any anticipated additional expenses, for the proposed graduate program. On the average, program revenue and expenses increase 5% per annum. This increase should represent any change over the first five years of the new program.

Difference revenue-expenses: 0

Estimated impact of the program: No financial impact

FTE Enrollment: 14 students admitted per year (28 in attendance). At this time there are no projected increases in enrollment for the next five years.

Projected credits: 87/ 2 years

Tuition generated: Will vary based on current graduate tuition rates. The program does not receive formula funding, nor any return on tuition.

Category	Budget	Comments
	FY 07-08 Budget \$540,979.00	423,400.00 I&G '07-08 117,579.00 FCM, Grants, etc
SALARIES		
Katalanos	98,578	
White	77,410	
O'Callaghan	77,410	
LeCesne	77,410	
Taslitz	38,705	
Ellington	38,705	
Harrison	55,379	
Stevens	36,441	
	500,038.00	
SUPPLIES		
Supplies	3,310.00	
Books	2096	
Software	241	
Comp. Supplies	2731	
Non Capital Equip	2000	Furniture updated in '06
Computers	0	Computers updated '06
Dues	7,650.00	Professional, incl PAEA & AAPA
Mail	846.00	
overnight mail	68.00	
InState Travel	2,559.00	Site visit=1,150.50, Conferences=1,015.41)
Out of State trvl	4,378.00	Professional mtgs
Foreign Travel	0	PAEA in Quebec 06; none '07-08
phone line chgs	3,514.00	
Long Distance	480.00	
Voice Mail	684.00	
Conference fee	3,385.00	
UNM Copy	872.00	
Warranties	239.00	
IKON	4,329.00	
Com Link	54.00	
Parking space	1,005.00	
Banner Tax	500.00	
Total =Supplies	40,941.00	
	\$540,979.00	

Appendix B
Changes to curriculum
in preparation for graduate degree transition

Outline of proposed and completed changes to curriculum

Proposed admission requirement changes:

- BA/BS degree required
- Statistics required (replaces math requirement)

Completed curricular changes in pre-preparation for Master's Degree

I Curricular changes (additions) to undergraduate program:

- Pediatric and adolescent medicine (3 semester course)
- Geriatric and adult medicine (3 semester course)
- Clinical pharmacology (3 semester course)
- Emergency medicine & procedures (includes skills)
- Population health
- Introduction to research/ evidence-based medicine
- Orthopedics
- ACLS/PALS
- EKG workshop
- Diabetes workshop
- Anatomy (HSF&D) now fully integrated with MD program
- Communication skills (focus on ethnic/diversity)

II Curricular changes (deletions) from undergraduate program:

- Integrated pediatric lectures
- Integrated geriatric lectures
- Emergency Medicine skills classes
- Unrelated (out of synch) lectures
- Pharmacology (2 semester course- not PA specific)
- Bayer workshop- difficult patient

III General programmatic changes from undergraduate:

- Testing standards changed to meet BOME standards
- Increased summative assessment
- On-line testing introduced
- Increased part-time faculty
- All core PA faculty with Master's degree or higher
- Curricular sessions balanced to prevent over-load

Curricular changes proposed for Master's Degree

- All existing courses redesigned to meet graduate standards.
- Design of PAST 610 Independent Study (1-14 credits), permits the graduate student additional time and credit for optional activities such as research or community projects.
- PAST 575 Primary Care Clerkship (5 credits) include long-term care component.
- New course addition of PAST 600 Program to Practice (2 credits). This course is designed to be a capstone course and must be passed in order for the student to be eligible to sit for graduation.

BS in Physician Assistant Studies Curriculum (Current)

		Credits
SUMMER		
PAST 301	FMS I Population Health (\$275)	1
PAST 304	FMS I Foundations of Research Methodology	1
PAST 420	Clinical Seminar I	0
PAST 316	ICM I Dermatology	2
PAST 318	ICM I Orthopedics	<u>2</u>
		6
FALL		
PAST 302	FMS II Adolescent & Pediatric Medicine I	1
PAST 305	FMS II Adult & Geriatric Medicine I	1
PAST 306	FMS II Clinical Skills I	2
PAST 307	FMS II Pharmacology I	1
PAST 319	ICM I Human Structure, Function & Development(\$349)	5
PAST 320	ICM I Mechanisms of Disease	<u>5</u>
		15
SPRING		
PAST 303	FMS III Adolescent & Pediatric Medicine II	2
PAST 308	FMS III Adult & Geriatric Medicine II	2
PAST 309	FMS III Pharmacology II	2
PAST 310	FMS III Clinical Skills II	1
PAST 421	Clinical Seminar II	0
PAST 317	ICM II Neurosciences (\$300)	5
PAST 321	ICM II CV/Pulmonary/Renal	<u>5</u>
		17
SUMMER		
PAST 401	Clerkship Family Medicine (\$275)	4
PAST 405	Clerkship Pediatrics	<u>4</u>
		8
FALL		
PAST 311	FMS IV Emergency Medicine	2
PAST 312	FMS IV Adolescent & Pediatric Medicine III	2
PAST 313	FMS IV Adult & Geriatric Medicine III	2
PAST 314	FMS IV Pharmacology III	2
PAST 315	FMS IV Clinical Skills III	1
PAST 418	ICM III GI/Nutrition/Metabolism (\$349)	3
PAST 419	ICM III Human Sexuality & Reproduction	3
PAST 424	ICM III Endocrine	<u>2</u>
		17
SPRING		
PAST 403	Clerkship Emergency Medicine	4
PAST 406	Clerkship Women's Health/Prenatal Care	4
PAST 407	Clerkship Behavioral Medicine/Psychiatry	4
PAST 408	Clerkship General Internal Medicine	4
PAST 409	Clerkship Elective (\$300)	0
PAST 422	Clinical Seminar III	<u>0</u>
		16
SUMMER		
PAST 404	Clerkship Surgery	4
PAST 402	Primary Care Preceptorship	<u>6</u>
		10
Clerkship and preceptorship credits		34
Professional curriculum credits		55
Total semester credits		89

**PA Program Professional Curriculum
Proposed for Masters Degree**

SUMMER		Credits
	PAST 501 FMS I Population Health	1
	PAST 502 FMS I Foundations of Research Methodology	1
	PAST 535 Clinical Seminar I	1
	PAST 540 ICM I Dermatology	2
	PAST 541 ICM I Orthopedics	<u>2</u>
		7
FALL		
	PAST 510 FMS II Pediatric & Adolescent Medicine I	2
	PAST 515 FMS II Adult & Geriatric Medicine I	2
	PAST 520 FMS II Pharmacology I	2
	PAST 530 FMS II Clinical Skills I	2
	PAST 542 ICM I Human Structure, Function & Development	4
	PAST 543 ICM I Mechanisms of Disease Genetics & Neoplasia	2
	PAST 544 ICM I Mechanisms of Disease Infection & Immunity	<u>2</u>
		16
SPRING		
	PAST 511 FMS III Pediatric & Adolescent Medicine II	2
	PAST 516 FMS III Adult & Geriatric Medicine II	2
	PAST 521 FMS III Pharmacology II	2
	PAST 531 FMS III Clinical Skills II	1
	PAST 536 Clinical Seminar II	1
	PAST 545 ICM II Neurosciences	4
	PAST 547 ICM II CV-Pulmonary-Renal	<u>4</u>
		16
SUMMER		
	PAST 560 Clerkship Family Medicine	3
	PAST 562 Clerkship Pediatrics	<u>3</u>
		6
FALL		
	PAST 525 FMS IV Emergency Medicine	2
	PAST 512 FMS IV Pediatric & Adolescent Medicine III	2
	PAST 517 FMS IV Adult & Geriatric Medicine III	2
	PAST 522 FMS IV Pharmacology III	2
	PAST 532 FMS IV Clinical Skills III	1
	PAST 550 ICM III GI-Nutrition-Metabolism	4
	PAST 552 ICM III Human Sexuality, Reproduction, Endocrine	<u>4</u>
		17
SPRING		
	PAST 564 Clerkship Emergency Medicine	3
	PAST 561 Clerkship Women's Health & Prenatal Care	3
	PAST 563 Clerkship Behavioral Medicine-Psychiatry	3
	PAST 565 Clerkship General Internal Medicine	3
	PAST 566 Clerkship Elective	1
	PAST 537 Clinical Seminar III	<u>1</u>
		14

SUMMER

PAST 568	Clerkship Surgery	3
PAST 575	Clerkship LTC & Primary Care	5
PAST 600	Program to Practice	<u>2</u>
		10
PAST 610	Independent Study 1-14 possible credits	
Clerkship credits		27
Professional curriculum credits		<u>59</u>
Total semester credits		86

C
Accreditation



*Accreditation Review Commission on Education
for the Physician Assistant, Inc.*

*Certificate of Accreditation
Awarded to*

**The University of New Mexico
Physician Assistant Program
Albuquerque, New Mexico**

**Awarded: September 2005
Next Review: September 2011**

Patricia M. Dieter

**Patricia M. Dieter, MPA, PA-C
Chair, ARC-PA**

John E. McCarty

**John E. McCarty
Executive Director, ARC-PA**

Appendix D
Abbreviated Faculty Curriculum Vitae

1. Nikki Katalanos
2. Arthur Kaufman
3. Thomas White
4. Neal O'Callaghan
5. Norman Taslitz
6. Todd LeCesne
7. S. Yvonne Ellington

BIOGRAPHICAL SKETCH

Name: Katalanos, Nikki

Title: Program Director: Physician Assistant Program

Education:

University of New Mexico	Albuquerque, NM	PhD	2004	Health Education; Intercultural Communication.
University of New Mexico	Albuquerque, NM	MS	1994	Health Education
University of Florida	Gainesville, FL		1978	Medical Anthropology
Santa Fe Community College/University of Florida	Gainesville, FL	AS	1977-1978	General Science/Physician Assistant
University of South Florida	Tampa, Florida	BA	1969	Psychology

Professional and Teaching Experience:

Academic/Teaching

- 1997 **Program Director:** (since 1999)/Academic Coordinator and Faculty: University of New Mexico School of Medicine, Physician Assistant Program. Position includes oversight and supervision of Physician Assistant Program, facilitating in a Problem-Based Learning curriculum, clinical teaching/clinical service.
- 1993-94 **Teaching Assistant:** University of New Mexico
Courses taught: Multi-cultural Health Beliefs. Graduate and undergraduate students from several disciplines, including health education and nursing.
- 1993-94 **Curriculum design:** Taos/Red River Paramedic Project, University of New Mexico, Department of Emergency Medicine, Albuquerque, NM. Part of a team within the School of Medicine that designed the curriculum for an innovative program created to teach new skills to the rural paramedic. Task force ended 1/1/94. Also part of a second team that taught the newly designed curriculum.
- 1983-97 **Preceptor:** Varied school programs. Served as preceptor for Physician Assistants from multiple PA schools. As a follow-up to the Red River program, precepted three of the eight paramedics in advanced training.
- 1994-98 **Diabetes Education classes:** First Choice Community Healthcare, Albuquerque, NM. Taught a series of diabetes education classes to low-income persons with diabetes and their families.

Medical

- 1998 **Physician Assistant:** UNM Family Practice Clinics.
Faculty position includes regular clinical service to the Family Practice Clinics.
- 1980-98 **Physician Assistant:** First Choice Community Health Care, Albuquerque, NM. Provided primary health care to a multicultural population with emphasis on Hispanic, African American, and Anglos. Special duties have included designing and implementing an evening clinic to serve the Southeast Asian population of Albuquerque, developing and conducting an intensive Diabetes Education program, and developing a pilot project study through an NIH grant to look at the effects of different diabetes education methods in a Hispanic population.

- 1978-79 **Physician Assistant:** Corner Drugstore. Gainesville, FL.
Volunteer work with special community populations, including the homeless/drug addicts.
- 1978 **Physician Assistant:** Alachua Coalition for Rural Needs, Gainesville, FL.
Volunteer work with seasonal migrant workers and their families.
- 1978-79 **Physician Assistant:** Indian Health Service, Navajo Nation, Arizona.
Summer contract work on various rural reservation sites.

Contributions to the Field (selected):

- Katalanos, N. (2007). The Diabetic Foot Examination, in Clinical Procedures for Physician Assistants. Philadelphia: WB Saunders.
- Katalanos, N. (2004). The Efficacy of the Health Belief Model in Explaining and Predicting Health Behavior Among a Sample of Southeast Asians in Albuquerque, New Mexico. Doctoral dissertation. Albuquerque: University of New Mexico.
- Marsh, M., Katalanos, N., & Overman, B., (1999) Partnerships for Training: An Interdisciplinary Educational Experience. Paper presented to the 21st Annual Interdisciplinary Health Care Team Conference. Louisville, Kentucky.
- Katalanos, N. (1995). Yo Puedo: A Handbook of Nutritional Guidance for the Hispanic Person with Diabetes. Albuquerque, New Mexico.
- Katalanos, N. (1994). When Yes Means No: Verbal and Non-verbal Communication of Southeast Asian Refugees in the New Mexico Health Care System. Albuquerque: University of New Mexico.

Honors and Awards (selected):

- The University of New Mexico, College of Education: PhD awarded "With Distinction", 2004.
- New Mexico Academy of Physician Assistant: Distinguished Fellow PA (2000)
- New Mexico Primary Care Association: Special Achievement Award (1996).
- AAPA: PA Foundation Fellowship Award in Leadership (1996-97).
- The University of New Mexico, College of Education: Outstanding Achievement Award in the Department of Health Education (1994).

Professional Affiliations:

- New Mexico Academy of Physician Assistants, President 1997, Secretary 1993-95
House of Delegates to AAPA 1996-2000
- American Academy of Physician Assistants
- Physician Assistant Education Association
- New Mexico Rural Health Care Association
- New Mexico Primary Care Association/ Board of Directors 1997-99
- American Association of Health Educators
- American Public Health Association
- New Mexico Diabetes Advisory Council

Appointments (current):

- NCCPA Committee A Test item writer for PANCE
- UNM Faculty Senate (represent School of Medicine)
- UNM School of Medicine Education Council
- Master Tutor: Teacher and Educational Development

BIOGRAPHICAL SKETCH

Name: Kaufman, Arthur

Title: Chair, Family & Community Medicine

University of Chicago, Chicago Illinois	BA	1961-1965	
State University of New York, Downstate Medical Center	MD	1965-1969	
St. Vincent's Hospital, New York	Internship	1969-1970	Internal Medicine
St. Vincent's Hospital, New York	Residency	1972-1974	Internal Medicine

Professional Experience:

1970 - 1971	General Medical Officer, Indian Health Service - South Dakota, New Mexico
1971-1972	Field Health Director, Indian Health Service- Albuquerque, New Mexico
1982 - 1993	Director, Division of Family Medicine, Department of Family, Community and Emergency Medicine, University of New Mexico, School of Medicine, Albuquerque, New Mexico
1987 - 1988	Acting Assistant Dean for Graduate Medical Education
1984 - Present	Full Professor, Department of Family, Community and Emergency Medicine, University of New Mexico School of Medicine, Albuquerque, New Mexico
1989 - Present	Director, WHO Collaborating Center for the Dissemination of Community-Oriented, Problem-based Education
1993 - Present	Chair, Dept. of Family and Community Medicine
1999 - Present	Secretary General, The Network: Community Partnership for Health through Innovative Education, Service and Research (a W.H.O. non-govt. organization)

Publications (selected):

- Kaufman A, Mennin SP, Waterman R, et. al., The New Mexico Experiment: Educational Innovation and Institutional Change. *Academic Medicine*, 64 (no. 6) June, 1989 pp 285-294.
- Kaufman A. Rurally based education: Confronting Social Forces Underlying Ill Health. *Academic Medicine*, 65 (no. 12), December Supplement 1990.
- Urbina C, Kaufman A. University-Community Partnerships: The Needed Innovation. *Annals of Community-Oriented Education*, 4, 1991 pp 9-18.
- Pacheco M, Adelsheim S, Davis L, Mancha V, Aime L, Nelson P, Derksen D, Kaufman A. Innovation, Peer Teaching, and Multidisciplinary Collaboration: Outreach from a School-Based Clinic. *J. School Health* 61, November, 1991.
- Umland B, Waterman R, Wiese W, Duban S, Mennin S, Kaufman A. Learning from a Rural Physician Program in China. *Academic Medicine* 67 (5) 1992, pp 307-309
- Showstack J, Fein O, Ford D, Kaufman A, et.al. Health of the Public; the Academic Response. *JAMA* May 13, 1992, 267:2497-2505
- Urbina C, Hickey M, McHarney-Brown C, Duban S, Kaufman A. Innovative Generalist Programs. *J. of Gen Int Med* v 9, Supplement 1 (April) 1994, 581-589.
- Kaufman A, Galbraith P, Alfero C, et.al. Fostering the Health of Communities. A Unifying Mission for the University of New Mexico Health Sciences Center. *Academic Medicine*, May, 1996.
- Kaufman A. Leadership and Governance. *Academic Medicine*. Vol 73, No. 9, Supplement/September 1998.
- McGrew M, Kaufman A. Building Blocks of Innovation at the University of New Mexico. *Educ. For Health* V.12, No. 1, 1999, 29-38.
- Kaufman A. Measuring the Social Responsiveness of Medical Schools: A Case Study from New Mexico. *Academic Medicine*, 1999:Vol 74, August Supplement: S65-74.
- Kaufman A, Derksen D, McKernan S et al. Managed Care for Uninsured Patients in an Academic Health Center: A Case Study. *Academic Medicine*, Vol 75, No. 4/April 2000. pp 323-330.
- Beestra S, Derksen D, ROM, Powell W, Fry DE, Kaufman A. A "Health Commons" Approach to Oral health for Low Income Populations in a Rural State. *Am J Public Health*, Vol 92, No. 1, January 2002,12-13.

Pacheco M, Weiss D, Vaillant K, Bachofer S, Garrett B, Dodson WH, Urbina C, Umland B, Derksen D, Heffron W, Kaufman A. The Impact on Rural New Mexico of a Family Medicine Residency. Academic Medicine, 2005, Vol. 80, No.8/ August: 739-744.

Kaufman A, Derksen D, Alfero C, et al. The Health Commons and Care of New Mexico's Uninsured. Ann Fam Med. 2006. Vol 4., supplement 1, September/October:S22-S27.

Books:

Kaufman, A., (Ed.) Implementing Problem-based Medical Education: Lessons from Successful Innovations - Springer Publishing Company, New York, 1984.

Kantrowitz, M., Kaufman A., Mennin, S., Innovative Tracks at Established Institutions for the Education of Health Personnel: An Experimental Approach to Change Relevant to Health Needs. World Health Organization, Geneva, 1988.

Waterman R., Duban, S., Mennin, S., Kaufman, a., Workbook on Clinical Case Problems: The Relevance of Basic Science to Clinical Medicine. University of New Mexico Press, Albuquerque, 1988.

Kaufman, A., Waterman R, (Eds). Health of the Public: A Challenge to Academic Health Centers. Pew Charitable Trust, Philadelphia, 1993.

Awards:

Recipient of the Khatali Award for Teaching Excellence - Presented by the Medical School Senior Class, 1979, 1985 (runner up 1980, 1983).

Recipient of 1983 Annual Certificate of Excellence - Presented annually by Society of Teachers of Family Practice for outstanding contributions to education in Family Medicine nationally.

Recipient of Fulbright Senior Scholarship – Western Australia, 1984.

Recipient of Best Teacher Award, 1991- Family Practice Residents.

Recipient of Golden Hippo Teaching Award, 1996

Recipient of "Family Physician of the Year," AAFP-New Mexico, 2000

Recipient of Humanitarianism in Medicine Pfizer Award – Chosen by Medical School Senior Class, 2001

Recipient of Primary Care Award in Academic Medicine – National Center for Primary Care (Atlanta), 2006

Grants

"Primary Care Curriculum, W.K. Kellogg Foundation \$670,000 over 3 years, (Co-principal Investigator) 1979 - 1986

"Health of the Public" Rockefeller Foundation/PEW Memorial Trust. \$1.2 million over 5 years (Principal Investigator) 1987 - 1992

"Preparing Physicians for the Future", Robert Wood Johnson, 2.5 million over 4 years(Co-principal Investigator). 1992-1996.

"Community Medical Education in Rural China (Project Director), Project HOPE, \$160,000 over 4 years.

"Generalist Physician Initiative," implementation grant - Robert Wood Johnson Foundation, \$1,200,000 over six years – (Principle Investigator)1994-2000.

"Community Partnerships in Graduate Medical Education Training; implementation grant. W.K. Kellogg Foundation, \$1,800,000 over four years – (Principle Investigator) 1996-2000.

"New Mexico Family Practice/General Internal Medicine Primary Care Research Collaborative (academic medicine in primary care grant). HRSA. \$304,387. Three year grant - 2000-2003.

"Community Access Program-Central New Mexico," HRSA, \$900,000 capacity development grant over 1 year (Principal Investigator) 2000-2001.

BIOGRAPHICAL SKETCH

Name: White, Thomas, G.
Title: Associate Program Director & Academic Coordinator

Education:

University of Pennsylvania Wharton School of Business	Philadelphia, PA	BS	1967	Economics & Finance
Alderson Broaddus College	Phillipi, WV	BS Magna Cum Laude	1974	Medical Science
Columbia Pacific University	Mill Valley, CA	MBA	1982	Health Services Administration and Health Science
Newport University	Newport Beach, CA	Juris Doctorate	1990	

Professional Experience:

- 2001 – Present University of New Mexico, Health Sciences Center, Department of Family & Community Medicine, Physician Assistant Program, Albuquerque, New Mexico
 Academic Coordinator & Instructor, Adult & Geriatric Medicine, Pharmacology & Pharmacotherapy; Associate Program Director (2007)
- 1997 - 2001 President: Long Term Care Systems, LLC, Amarillo, TX
 President of corporation developing clinical software for long term care medical visits to support compliance with HCFA rules, state Department of Health regulations, and Medicaid requirements.
- 1997 - 2001 Private Practice: Long Term Care Practice, Ted Nicklaus, MD, FACP, CMD, Amarillo, TX
 Long Term Care/Geriatric Care practice providing primary geriatric care to approximately 600 residents in nine nursing homes in the city of Amarillo and surrounding counties. Provided direct care for 300 residents in four nursing homes.
- 1994 – 1997 Physician Assistant/Coordinator of Clinical Personnel: Baptist/St. Anthony's Health System, Regional Health Services Division, and Claude Medical Clinic, Claude TX
 Clinical member of management team responsible for developing a system of 12 Rural Health Clinics over a 40,000 square mile region in the Texas Panhandle. Concurrent responsibility for supervising all non-physician clinical staff in the system (30 - 35 employees).

- 1984 – 1994 Physician Assistant/Administrator: Ear, Nose & Throat Associates, of Oneonta, PC, Oneonta, NY
Clinical and administrative responsibilities in a private Otolaryngology practice. Management duties included responsibility for billing and collections, employee supervision, clinic scheduling, and strategic planning. Clinical duties included office visits, hospital rounds, and assisting in surgery.
- 1979 – 1983 Staff Physician Assistant: MI Bassett Hospital Department of Surgery, Cooperstown, NY
Clinical and administrative duties as Physician Assistant in Department of General Surgery and Department of Otolaryngology at a regional teaching hospital in upstate New York
- 1979 Senior Staff Physician Assistant: Cedar Vale Regional Hospital and Clinic, Cedar Vale, KS
Clinical duties throughout a rural hospital and clinic in rural Kansas.
- 1974 – 1978 Director of Student Health Services: Colgate University, Hamilton, NY
Clinical duties and subsequent management responsibility for the Student Health Service at a major Eastern university.
- 1974 – 1978 Emergency Room Physician Assistant: Community Memorial Hospital, Hamilton, NY
- 1974 – 1978 Emergency Room Physician Assistant: Oneida Community Hospital, Oneida, NY

BIOGRAPHICAL SKETCH

Name: O'Callaghan, Neal S.
Title: Clinical Coordinator

Education:

University of New Mexico, College of Education	Albuquerque, NM	MA	1994	Training and Learning Technology Biology
University of the State of New York	New York	BS	1978	Biology
Wake Forest University	Wake Forest, NC	Certificate	1974	Physician Assistant Program

Professional Experience:

1999 – Present	Clinical Coordinator and Lecturer III: Physician Assistant Program, Department of Family and Community Medicine, University of New Mexico School of Medicine
1999 – Present	Sandia Medical Legal Review: Self-owned business of medical-legal consulting
1998 – 1999	Sub-investigator on medical staff: Lovelace Scientific Resources, Inc.
1997 – 1999	Adjunct Volunteer Faculty Member: University of New Mexico Physician Assistant Program Served as volunteer clinical faculty member and preceptor to PA students on continuity clinic rotations. Taught clinical skills to PA and medical students in small group setting. Participated in clinical clerkship site identification and recruitment. Counseled PA students on professionalization issues and study techniques.
1997-1998	Served on the PA Program admissions committee.
1996 – 1998	Physician Assistant: Lovelace Health Systems, Carlisle Family Practice Clinic, Primary and Urgent Care.
1988 – 1996	Physician Assistant: Lovelace Occupational Medicine Department, Occupational and Primary Care.
1982 – 1988	Physician Assistant: Albuquerque Public Schools Employees Health Clinic, Primary and Occupational Medical Care.
1979 – 1981:	Not employed full time due to medical disability. Kept PA certification current.
1977 – 1978	Physician Assistant: Veteran's Administration Medical Center, Albuquerque, Ambulatory Internal Medicine Clinic.
1975 – 1977	Physician Assistant: Trans-Alaska Pipeline Project, Occupational and Primary Care in remote construction setting.
1974	Physician Assistant: Wake Forest University Physician Assistant Program, PA in primary care and educational setting.

Professional Activities:

New Mexico Academy of Physician Assistants

- Immediate Past President 2000 - 2001.
- Delegate to AAPA House of Delegates 2000 – 2001.
- Secretary 1996.
- Director-at-large 1995.
- Newsletter editor 1997 - 1999.
- Scholarship Committee chair 1997 - present.
- Past chair of Continuing Medical Education Committee and Communications Committee.

Appointments:

Clinical Volunteer Faculty, University of New Mexico Department of Family and Community Medicine 1998 – 2000.

Licenses/Registrations/Professional Affiliations

- State of New Mexico: Physician Assistant registered and licensed 1980 – present.
- New Mexico Academy of Physician Assistants: Fellow 1980 -- present.
- American Academy of Physician Assistants: Fellow 1985 – present.
- National Commission on Certification of Physician Assistants certified 1975 – present.

Health-Related Publications:

- Accepted for publication: “Addressing Clinical Preceptor Educational Development,” Journal of the Physician Assistant Education Association, Apr. 2007
- “A Physician Assistant in the Alaska Range,” Physician Assistant magazine, June 1980. Article on Trans-Alaska Pipeline health care experience.
- “The Body Electric,” Science 81 magazine, January 1981. Article on new therapeutic medical uses of microelectric and electromagnetically induced electrical currents.

Research Summary:

1998 - 1999 (as Sub-Investigator at Lovelace Scientific Resources, Inc.)

BIOGRAPHICAL SKETCH

Name: Taslitz, Norman
Title: Faculty

Education:

New York University	New York, NY	BS	1951	
University of Pennsylvania	Philadelphia, PA	Certificate	1952	Physical Therapy
Stanford University	Stanford, CA	PhD	1963	Anatomy

Professional Experience:

1997-Pres. Lecturer: Physician Assistant Program, University of New Mexico, School of Medicine

1994-Pres. Emeritus, Professor of Anatomy and Associate Dean for Academic Affairs: Northeastern Ohio Universities College of Medicine

1984-Pres. Adjunct Professor of Biomedical Engineering Research: University of Akron

1975-Pres. Adjunct Professor: School of Law, Case Western Reserve University

1996-1997 Associate Dean for Health Professions: Walsh University

1995-1996 Chairman: Physical Therapy Department, Walsh University

1994-1995 Assistant to the President: Edwin Shaw Hospital

1983-1994 Associate Dean for Academic Affairs: Northeastern Ohio Universities College of Medicine

1983-1991 Professor and Chairman: Department of Anatomy, Northeastern Ohio Universities College of Medicine

1980-1983 Assistant Dean for Academic Affairs: Northeastern Ohio Universities College of Medicine

1977-1983 Chairman: Program of Human Anatomy, Northeastern Ohio Universities College of Medicine

1974-1975 Visiting Assistant Professor: Department of Anatomy, Stanford University School of Medicine

1973-1977 Assistant Professor: School of Dentistry, Case Western Reserve University, Cleveland, Ohio

1972-1977 Associate: Division of Medical Education, Case Western Reserve University, Cleveland, Ohio

1968-1977 Educational Consultant: Departments of Neurosurgery and Neurology, Cleveland Clinic, Cleveland, Ohio

1967-1977 Assistant Professor: Department of Anatomy and Director of Gross Anatomy, Western Reserve University, Cleveland, Ohio

1966-1967 Senior Instructor: Department of Anatomy, Western Reserve University, Cleveland, Ohio

1964-1966 Instructor: Department of Anatomy, Western Reserve University, Cleveland, Ohio

- 1963-1971 Assistant Professor of Physical Therapy: Case Western Reserve University, Cleveland, Ohio
- 1954-1958 Staff Physical Therapist: Wisconsin Neurological Foundation, Madison, Wisconsin
- 1952-1954 Staff Physical Therapist: University Hospitals, University of Wisconsin, Madison, Wisconsin

Honors and Awards:

School of Medicine, Case Western Reserve University, Kaiser-Permanente Teaching Award: Outstanding Basic Science Teacher (1976).

Northeastern Ohio Universities College of Medicine: Professor of the Year (1978).

Selected Publications:

1. White, R.J., L.R. Wolin, N. Taslitz, J.C. Austin and P.E. Austin, Jr. 1973 Recovery of the monkey after deep hypothermia (5°C) and ischemia (1 hour) of brain. *Excerpta Medica* 293, Fifth Internat. Congress of Neurol. Surg. Tokyo, Japan #465:165, October.
2. White, R.J., N. Taslitz, J.C. Austin and P.E. Austin, Jr. 1973 An idealized in vitro model of the human Circle of Willis. *Excerpta Medica* 293, Fifth Internat. Congress of Neurol. Surg. Tokyo, Japan #464:164, October.
3. Kadoya, S., L.C. Massopust, L.R. Wolin, N. Taslitz and R.J. White 1974 Effect of experimental cervical spinal cord injury on respiratory function. *J. Neurosurg.*, 41:455-462.
4. White, R.J., L.R. Wolin, N. Taslitz, J.C. Austin, P.E. Austin, Jr., Y. Takaoka and O.A. Hill 1975 Cerebral Autoregulation and Metabolism with Deep Hypothermia. In: *Cerebral Circulation and Metabolism*, ed. by T.W. Langfitt, L.C. McHenry, Jr., M. Reirich and H. Wollman. Springer-Verlag, Berlin pp. 537-539.
5. Landau, B.R., M. Abrams, R.S. White, Y. Takaoka, N. Taslitz, P. Austin and C. Chernicky 1976 Insulin action on the primate hypothalamus. *Diabetes*: 25 (Suppl. 1):322.
6. Taslitz, N. 1977 Anatomy, research, and basic science and their relation to clinical medicine. *The Environment Affecting Health Science Libraries*, ed. by R.G. Chesier, pp. 6-15.
7. Takaoka, Y., N. Taslitz, M.J. White, R.B. Billiar and B.A. Little 1978 Microsphere determination of regional cerebral blood flow in the primate. *Anat. Rec.*, 190:556.
8. Takaoka, Y., R.J. White and N. Taslitz 1979 A simplified isolated brain model: design and performance. *Anat. Rec.*, 193:700.
9. Taslitz, N. 1981 Anatomy of the Female Reproductive System, Chap. 2. In: *Principles and Practice of Obstetrics and Perinatology*, ed. by L. Iffy and H. Kaminetzky, J. Wiley & Sons, Inc., Publ. New York.
10. Turner, O.A., N. Taslitz and S. Ward 1990 *Handbook of Peripheral Nerve Entrapments*. Humana Press, Clifton, New Jersey.
11. White, R.S., M.S. Albin, J. Verdura, Y. Takaoka, L.C. Massopust, L.R. Wolin, G.E. Locke, N. Taslitz and D. Yashon 1996 The isolation and transplantation of the brain. An historical perspective emphasizing the surgical solutions to the designs of these classical models. *Neurological Research*, 18:194-203.
12. Bourget, C.C., W.L. Whittier and N. Taslitz, 1997 A Survey of the Educational Roles of the Faculty of Anatomy Departments. *Clinical Anatomy*, 10: 264-271.

- 1963-1971 Assistant Professor of Physical Therapy: Case Western Reserve University, Cleveland, Ohio
- 1954-1958 Staff Physical Therapist: Wisconsin Neurological Foundation, Madison, Wisconsin
- 1952-1954 Staff Physical Therapist: University Hospitals, University of Wisconsin, Madison, Wisconsin

Honors and Awards:

School of Medicine, Case Western Reserve University, Kaiser-Permanente Teaching Award: Outstanding Basic Science Teacher (1976).
 Northeastern Ohio Universities College of Medicine: Professor of the Year (1978).

Selected Publications:

1. White, R.J., L.R. Wolin, N. Taslitz, J.C. Austin and P.E. Austin, Jr. 1973 Recovery of the monkey after deep hypothermia (5°C) and ischemia (1 hour) of brain. *Excerpta Medica* 293, Fifth Internat. Congress of Neurol. Surg. Tokyo, Japan #465:165, October.
2. White, R.J., N. Taslitz, J.C. Austin and P.E. Austin, Jr. 1973 An idealized in vitro model of the human Circle of Willis. *Excerpta Medica* 293, Fifth Internat. Congress of Neurol. Surg. Tokyo, Japan #464:164, October.
3. Kadoya, S., L.C. Massopust, L.R. Wolin, N. Taslitz and R.J. White 1974 Effect of experimental cervical spinal cord injury on respiratory function. *J. Neurosurg.*, 41:455-462.
4. White, R.J., L.R. Wolin, N. Taslitz, J.C. Austin, P.E. Austin, Jr., Y. Takaoka and O.A. Hill 1975 Cerebral Autoregulation and Metabolism with Deep Hypothermia. In: *Cerebral Circulation and Metabolism*, ed. by T.W. Langfitt, L.C. McHenry, Jr., M. Reirich and H. Wollman. Springer-Verlag, Berlin pp. 537-539.
5. Landau, B.R., M. Abrams, R.S. White, Y. Takaoka, N. Taslitz, P. Austin and C. Chernicky 1976 Insulin action on the primate hypothalamus. *Diabetes*: 25 (Suppl. 1):322.
6. Taslitz, N. 1977 Anatomy, research, and basic science and their relation to clinical medicine. *The Environment Affecting Health Science Libraries*, ed. by R.G. Chesier, pp. 6-15.
7. Takaoka, Y., N. Taslitz, M.J. White, R.B. Billiar and B.A. Little 1978 Microsphere determination of regional cerebral blood flow in the primate. *Anat. Rec.*, 190:556.
8. Takaoka, Y., R.J. White and N. Taslitz 1979 A simplified isolated brain model: design and performance. *Anat. Rec.*, 193:700.
9. Taslitz, N. 1981 Anatomy of the Female Reproductive System, Chap. 2. In: *Principles and Practice of Obstetrics and Perinatology*, ed. by L. Iffy and H. Kaminetzky, J. Wiley & Sons, Inc., Publ. New York.
10. Turner, O.A., N. Taslitz and S. Ward 1990 *Handbook of Peripheral Nerve Entrapments*. Humana Press, Clifton, New Jersey.
11. White, R.S., M.S. Albin, J. Verdura, Y. Takaoka, L.C. Massopust, L.R. Wolin, G.E. Locke, N. Taslitz and D. Yashon 1996 The isolation and transplantation of the brain. An historical perspective emphasizing the surgical solutions to the designs of these classical models. *Neurological Research*, 18:194-203.
12. Bourget, C.C., W.L. Whittier and N. Taslitz, 1997 A Survey of the Educational Roles of the Faculty of Anatomy Departments. *Clinical Anatomy*, 10: 264-271.

BIOGRAPHICAL SKETCH

Name: LeCesne, Todd M.

Title: Physician Assistant Certified
Faculty, Lecturer III

Education:

University of Utah	Salt Lake City, UT	MPAS	2006	Evidence Based Medicine
University of Utah PA Program	Salt Lake City, UT	Graduate	1994	Physician Assistant Studies
Albuquerque TV-I	Albuquerque, NM	EMT	1978	Medical Anthropology
University of New Mexico	Albuquerque, NM	BA	1993	Biological Sciences

Professional and Teaching Experience:

Academic/Teaching

2002 – Present **Faculty/Lecturer III:** University of New Mexico School of Medicine, Physician Assistant Program. Position includes redesigning and teaching aspects of Emergency Medicine and Orthopedic curriculums, UNM SOM and PA students' clinical skills courses. Tutored in the Mechanisms of Disease block and served as Block Chair and tutor for the Human Structure and Function (HSFD), and CV/Pulm Medicine blocks.

Medical

2002 – Present **Physician Assistant:** UNM Family Practice Clinics, Albuquerque, NM. Faculty position includes regular clinical service to University of New Mexico's Family Practice Clinics.

2001 – 2002 **Physician Assistant:** New Mexico Orthopedic Associates Quick Care Orthopedic Clinic, Albuquerque, NM. Provider pool coverage. Responsible for primary evaluation and management of common presenting orthopedic complaints. Duties also included X-Ray interpretation, wound management, casting/splinting, and incorporation of on-site physical therapy services.

1996 – 2002 **Staff Physician Assistant:** First Choice Community Health Care Clinic, Albuquerque, NM. Provided comprehensive primary care services to adults and children.

1986 – 1993 **Physical Therapy Technician:** Presbyterian Hospital, Albuquerque, NM. Implemented all rehabilitation protocols (orthopaedic, stroke and cardiac rehab). Staffed wound care clinic. Also served as part-time Emergency Room Technician.

Extramural Professional Activities:

Journal of Physician Assistant Education, PBL Editor, 2005-present.

HRSA, BHPR Grant Reviewer, 2005.

University of New Mexico Faculty Senate, North Campus Caucus Secretary, 2004-present.

University of New Mexico School of Medicine, Leadership and Negotiation Workshop, 2004.

New Mexico Disaster Medical Assistance Team (DMAT-1), Volunteer, 2003 – present.
Diversity and Cultural Competence Task Force, 2003-present.
Albuquerque Health Care for the Homeless, Staff, 2003-present.
Pre-Health Advisement Steering Committee, Chair, 2003-2004.
Diagnostic and Therapeutic Sciences Committee, Chair, 2002-2004.
University of New Mexico Dept. of Family & Community Medicine, Preceptor, 1997-2000.
AIDS Project Arizona, Volunteer Medical Staff, 1997.
Bernalillo County Fire Department, Emergency Medicine Technician, 1993-1995.

Professional Affiliations:

American Academy of Physician Assistants
National Commission on Certification of PA's
New Mexico Academy of Physician Assistants, President 2005-present; Board of Directors
2003-present; District 5 Representative at Large 2003-present, Student Affairs Liaison 2003-
present.
National Health Service Corp (NHSC)

Appointments (current):

President NM Academy of Physician Assistants
UNM Faculty Senate (represent School of Medicine)
Governor's Task Force for MCD Redesign
Master Tutor: Teacher and Educational Development

BIOGRAPHICAL SKETCH

Name: Ellington, S. Yvonne

Title: Faculty

Education:

University of New Mexico	Albuquerque, NM	BS	2004	Physician Assistant
University of New Mexico	Albuquerque, NM	MPA	1994	Public Administration/Gerontology Administration
San Diego State University	San Diego, CA	BA	1989	Physical Education/Human Biology

Professional Experience:

2006 – Present **Faculty:** University of New Mexico School of Medicine, Physician Assistant Program and Physician Assistant in UNM School-Based Health Centers.

2004 – 2006 **Physician Assistant:** New Mexico Orthopaedics Clinic; Albuquerque, NM.

2000 – 2002 **Environmental Safety and Health Specialist:** Los Alamos National Laboratory Environmental, Safety & Health Training Center, Los Alamos, NM.

1998 – 2000 **Emergency Management Training Specialist:** Los Alamos National Laboratory Emergency Operations Center, Los Alamos, NM.

1994 – 1998 **Supervisor:** Environmental, Safety & Health Training Center, Los Alamos National Laboratory, Los Alamos, NM.

1991 – 1993 **Graduate Research Assistant:** Los Alamos National Laboratory, Los Alamos, NM.

1990 **Fitness Specialist:** Los Alamos National Laboratory Wellness Center; Los Alamos, NM.

Medical:

2006-present **Physician Assistant:** University of New Mexico, Albuquerque, NM.

2004 – 2006 **Physician Assistant:** New Mexico Orthopaedics Clinic, Albuquerque, NM.

Appendix E
Catalog Copy

PHYSICIAN ASSISTANT STUDIES PROGRAM

Nikki Katalanos, PhD, PA-C, Director
The University of New Mexico School of Medicine
Department of Family and Community Medicine
MSC09 5040
1University of New Mexico
Albuquerque, NM 87131-0001
(505) 272-9678
e-mail: paprogram@salud.unm.edu

For more information about the PA profession and programs contact:

American Academy of Physician Assistants
950 North Washington Street
Alexandria, VA 22314-1552
Phone: (703) 836-2272
FAX: (703) 684-1924
Web site: <http://www.aapa.org>

New Mexico Academy of Physician Assistants
Web site: <http://www.nmapa.org>

For information on financial aid contact:

The Office of Student Financial Aid
Allied Health Financial Aid Coordinator
The University of New Mexico
Albuquerque, NM 87131-2081
(505) 272-8008

The Physician Assistant Profession

Physician Assistants (PAs) are health professionals licensed to practice medicine with physician supervision. PAs are qualified by graduation from an accredited Physician Assistant educational program and certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, PAs exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician Assistant practice is centered on patient care and may include educational, research and administrative activities.

Physician Assistant Studies Program

The PA program's mission is to educate Physician Assistants to practice primary care in medically underserved and rural areas of New Mexico.

This is a program housed in the Department of Family and Community Medicine within the School of Medicine. Instruction is provided by various departments and faculties of the Health Sciences Center. The professional curriculum is based on the principle of problem-based learning in small group tutorials.

The program is 25 months in length and consists of didactic and clinical instruction. Students can expect to have clinical clerkships in rural and underserved areas of New Mexico. A Masters of Physician Assistant Studies degree will be awarded upon successful completion of the curriculum. Entry into this program is very competitive.

Program Accreditation Status

The program has been fully accredited by the Accreditation Review Commission on Education for the Physician Assistant since 1999. Graduation from an accredited program is required to sit for the National Commission on Certification of Physician Assistants exam.

Program Prerequisites

Applicants must have a BA/BS degree or higher by the start of the program. They must complete all prerequisites prior to the application deadline and receive a grade of C or higher. A minimum grade point average of 2.75 on a 4.0 scale as well as a science grade point average of at least 3.0 are required. Course numbers listed below refer to the University of New Mexico courses.

Science:

- General Biology with lab (BIOL 123 and 124L) 4 credits
- General Chemistry with lab (CHEM 121/123L and CHEM 122/124L) 8 credits
- Human Anatomy & Physiology I & II for the Health Sciences with lab with lab (BIOL 237/247L and BIOL 238/248L) 8 credits
- General Psychology (PSY 105) 3 credits

Mathematics:

- Statistics (MATH 145) or (PSY 200) 3 credits

Communication Skills:

(all English courses must be taken in the U.S.)

- English (writing or literature) 6 credits

Highly Recommended for All:

- Regional language
- Biochemistry
- Organic chemistry
- Integrated organic and biochemistry
- Nutrition
- Microbiology

Clinical/Community Experience

We strongly recommend that applicants have worked a minimum of six months in either a patient care setting or a significant community care environment. Hands-on patient care experience is preferred.

Application for admission is made through the Central Application Service for Physician Assistants (CASPA) at <https://portal.caspaonline.org>. The application and all supporting documents must be received at CASPA by September 1 each year for the class starting the following June. Applicants are encouraged to check the status of their CASPA application on a weekly basis. Apply early as CASPA may take up to five weeks to verify and process the application. For questions or technical assistance call CASPA at (617) 612-2080, Monday through Friday, 9:00 am to 5:00 pm eastern time or e-mail to caspainfo@caspaonline.org. The University of New Mexico Physician Assistant Program will send a supplemental application after the CASPA application is submitted, if all requirements are met. A separate application to The University of New Mexico is required upon acceptance into the program, if not currently enrolled. Admission to the Physician Assistant Program is based on evaluation of those applicant qualities and experiences which advance the program's mission. For this reason residents of New Mexico are given primary consideration for admission. The criteria for evaluation also include academic and personal record, letters of recommendation and, if selected, a personal interview.

PA Program Professional Curriculum

		Credits
SUMMER		
PAST 501	FMS I Population Health	1
PAST 502	FMS I Foundations of Research Methodology	1
PAST 535	Clinical Seminar I	1
PAST 540	ICM I Dermatology	2
PAST 541	ICM I Orthopedics	<u>2</u>
		7
FALL		
PAST 510	FMS II Pediatric & Adolescent Medicine I	2
PAST 515	FMS II Adult & Geriatric Medicine I	2
PAST 520	FMS II Pharmacology I	2
PAST 530	FMS II Clinical Skills I	2
PAST 542	ICM I Human Structure, Function & Development	4
PAST 543	ICM I Mechanisms of Disease- Genetics & Neoplasia	2
PAST 544	ICM I Mechanisms of Disease- Infection & Immunity	<u>2</u>
		16
SPRING		
PAST 511	FMS III Pediatric & Adolescent Medicine II	2
PAST 516	FMS III Adult & Geriatric Medicine II	2
PAST 521	FMS III Pharmacology II	2
PAST 531	FMS III Clinical Skills II	1
PAST 536	Clinical Seminar II	1
PAST 545	ICM II Neurosciences	4
PAST 547	ICM II CV-Pulmonary-Renal	<u>4</u>
		16
SUMMER		
PAST 560	Clerkship Family Medicine	3
PAST 562	Clerkship Pediatrics	<u>3</u>
		6

FALL

PAST 525	FMS IV Emergency Medicine	2
PAST 512	FMS IV Pediatric & Adolescent Medicine III	2
PAST 517	FMS IV Adult & Geriatric Medicine III	2
PAST 522	FMS IV Pharmacology III	2
PAST 532	FMS IV Clinical Skills III	1
PAST 550	ICM III GI/Nutrition/Metabolism	4
PAST 552	ICM III Human Sexuality, Reproduction, Endocrine ⁴	4
		17

SPRING

PAST 564	Clerkship Emergency Medicine	3
PAST 561	Clerkship Women's Health & Prenatal Care	3
PAST 563	Clerkship Behavioral Medicine-Psychiatry	3
PAST 565	Clerkship General Internal Medicine	3
PAST 566	Clerkship Elective	1
PAST 537	Clinical Seminar III	<u>1</u>
		14

SUMMER

PAST 568	Clerkship Surgery	3
PAST 575	Clerkship LTC & Primary Care	5
PAST 600	Program to Practice	<u>2</u>
		10

PAST 610 Independent Study 1-14 possible credits

Clerkship and preceptorship credits	27
Professional curriculum credits	59
Total semester credits	86

Physician Assistant Studies Program (PAST)

All courses require admission to the PA Program. No PAST course may be challenged or preempted based on clinical or academic experiences.

501 Foundations of Medical Science I Population Health. (1)

This course is an orientation to population health. Topics include: public health, epidemiology, health promotion and disease prevention, health policy, intervention, models for change, and rural health.

Restriction: admitted to PAST program.

502 Foundations of Medical Science I Foundations of Research Methodology. (1)

An overview of evidence-based medicine (EBM), medical informatics, and medical research methodologies. It includes accessing and critically evaluating the medical literature as well as the structuring of research studies.

Restriction: admitted to PAST program.

510 Foundations of Medical Science II Pediatric & Adolescent Medicine I. (2)

An introduction to the major biological principles of pediatric and adolescent health care including embryology, anatomy, normal physiology, pharmacology and pathophysiology. Behavioral perspectives emphasize the effect of health and disease on children and families.

Restriction: admitted to PAST program.

511 Foundations of Medical Science III Pediatric & Adolescent Medicine II. (2)

This course continues with the principles of pediatric and adolescent health care. Emphasis is on the presentation, evaluation and treatment of the common neurologic, psychiatric, cardiovascular, pulmonary and renal disorders seen in this age group.

Restriction: admitted to PAST program.

512 Foundations of Medical Science IV Pediatric & Adolescent Medicine III. (2)

This course continues with the principles of pediatric and adolescent health care. Emphasis is on the presentation, evaluation and treatment of the common nutritional, metabolic, gastrointestinal, endocrine and reproductive system disorders seen in this age group.

Restriction: admitted to PAST program.

515 Foundations of Medical Science II Adult & Geriatric Medicine I. (2)

This course begins with the major biological principles of adult and geriatric health care including anatomy, normal physiology, pharmacology and pathophysiology. Behavioral and population perspectives are addressed.

Restriction: admitted to PAST program.

516 Foundations of Medical Science III Adult & Geriatric Medicine II. (2)

This course continues with the principles of adult and geriatric health care. Emphasis is on the presentation, evaluation and treatment of common neurologic, psychiatric, cardiovascular, pulmonary and renal disorders seen in this age group.

Restriction: admitted to PAST program.

517 Foundations of Medical Science IV Adult & Geriatric Medicine III. (2)

This course continues with the principles of adult and geriatric health care. The emphasis is on the presentation, evaluation and treatment of the common nutritional, metabolic, gastrointestinal, endocrine and reproductive system disorders.

Restriction: admitted to PAST program.

520 Foundations of Medical Science II Pharmacology I. (2)

This course provides a basic foundation in pharmacology through selected prototype drugs and a more thorough understanding of pharmacotherapeutics. The emphasis will be on clinical application of prototype drugs, their therapeutic effects and toxicities.

Restriction: admitted to PAST program.

521 Foundations of Medical Science III Pharmacology II. (2)

This course continues to provide a foundation in pharmacology through selected prototype drugs and a more thorough understanding of pharmacotherapeutics.

Restriction: admitted to PAST program.

522 Foundations of Medical Science IV Pharmacology III. (2)

This course focuses on selected prototype drugs and an emphasis on the drug class, the generic names of drugs, organ system effects, including drug metabolism, elimination and drug-drug interactions.

Restriction: admitted to PAST program.

525 Foundations of Medical Science IV Emergency Medicine. (2)

This course is designed to prepare students to evaluate and treat common patient problems seen in emergency departments.

Restriction: admitted to PAST program.

530 Foundations of Medical Science II Clinical Skills I. (2)

This course begins with an introduction to basic exam skills and a focus on orthopedic skills and continues as a shared course with the MD Program's Foundations of Clinical Practice.

Restriction: admitted to PAST program.

531 Foundations of Medical Science III Clinical Skills II. (1)

This course serves as a platform for the demonstration of skills learned in Clinical Skills I. It includes competency exams in Neurosciences and Cardiovascular/Pulmonary/Renal Medicine and a 1/2 day/week clinical experience.

Restriction: admitted to PAST program.

532 Foundations of Medical Science IV Clinical Skills III. (1)

This course continues with the demonstration of skills learned in Clinical Skills I & II. It includes competency exams in GI/Nutrition/Metabolism and Endocrinology/Human Sexuality & Reproduction, and a 1/2 day/week clinical experience.

Restriction: admitted to PAST program.

535 Clinical Seminar I. (1)

This course introduces the student to the physician assistant profession including the history of the profession and current trends, the PA-MD-patient relationship, scope of practice, and an overview of the professional and political PA organizations.

Restriction: admitted to PAST program.

536 Clinical Seminar II. (1)

This course focuses on issues relevant to the practice of medicine: special patients, critical thinking, electronic medical record, case presentations, delivery of health care to rural /underserved patient populations and substance abuse.

Restriction: admitted to PAST program.

537 Clinical Seminar III. (1)

This course focuses on two broad areas of interest: 1) transition to medical practice from student to licensed PA and 2) health policy and legal issues relevant to PA practice.

Restriction: admitted to PAST program.

540 Introduction to Clinical Medicine I Dermatology. (2)

This course focuses on the major biological principles of dermatology including anatomy, normal physiology, pharmacology and pathophysiology.

Restriction: admitted to PAST program.

541 Introduction to Clinical Medicine I Orthopedics. (2)

This course focuses on the major biological principles of the musculoskeletal system including anatomy, normal physiology, pharmacology and pathophysiology.

Restriction: admitted to PAST program.

542 Introduction to Clinical Medicine I Human Structure, Function & Development. (4)

This course focuses on human anatomy, histology and embryology.

Restriction: admitted to PAST program.

543 Introduction to Clinical Medicine I Mechanisms of Disease Genetics & Neoplasia. (2)

This course provides an overview of broad mechanistic concepts providing a conceptual structure for approaching disorders of the organ systems related to genetics and neoplasia.

Restriction: admitted to PAST program.

544 Introduction to Clinical Medicine I Mechanisms of Disease Infection & Immunity. (2)

This course provides an overview of broad mechanistic concepts providing a conceptual structure for approaching disorders of the organ systems related to infection and immunity.

Restriction: admitted to PAST program.

545 Introduction to Clinical Medicine II Neurosciences. (4)

This course provides a foundation in the basic medical and clinical science of the nervous system. Focus is on neurology, psychiatry, and behavioral medicine.

Restriction: admitted to PAST program.

547 Introduction to Clinical Medicine II CV-Pulmonary-Renal. (4)

This course provides a foundation in the basic medical and clinical science of the cardiovascular, pulmonary, and renal systems, including the pathophysiology associated with common disorders of these organ systems.

Restriction: admitted to PAST program.

550 Introduction to Clinical Medicine III GI-Nutrition-Metabolism. (4)

This course provides a foundation in the basic medical and clinical science of the gastrointestinal (GI) tract, including the pathophysiology associated with common disorders of this organ system.

Restriction: admitted to PAST program.

552 Introduction to Clinical Medicine III - Human Sexuality, Reproduction, Endocrine. (4)

This course provides a foundation in the basic medical and clinical science of the endocrine and human reproductive systems, including the pathophysiology associated with common disorders of these organ systems.

Restriction: admitted to PAST program.

560 Clerkship Family Practice. (3)

This supervised clerkship is a first year field experience and covers the health care needs of patients across the life span. The course surveys major aspects of primary health care.

Restriction: admitted to PAST program.

561 Clerkship Women's Health & Prenatal Care. (3)

This supervised clerkship focuses on the management of women's health care in a family practice setting. Clerkship activities include evaluation and management of common gynecological conditions/disorders and routine prenatal care.

Restriction: admitted to PAST program.

562 Clerkship Pediatrics. (3)

This supervised family practice-pediatric clerkship focuses on the development of skills in the health care of pediatric and adolescent patients.

Restriction: admitted to PAST program.

563 Clerkship Behavioral Medicine-Psychiatry. (3)

This supervised clerkship focuses on the healthcare of patients with behavioral health problems commonly seen in the primary care setting. Field experience may be in the office setting as well as clinic/in-patient settings.

Restriction: admitted to PAST program.

564 Clerkship Emergency Medicine. (3)

This supervised clerkship focuses on the triage, evaluation and management of patients in the emergency setting.

Restriction: admitted to PAST program.

565 Clerkship General Internal Medicine. (3)

This supervised clerkship focuses on the care of the adult patient in both the outpatient and inpatient setting. It is the foundation for subspecialty (elective) courses such as cardiology, endocrinology, etc.

Restriction: admitted to PAST program.

566 Clerkship Elective . (1)

This supervised clerkship provides an opportunity for the student to choose a clinical field experience in an area of personal interest.

Restriction: admitted to PAST program.

568 Clerkship Surgery. (3)

This supervised clerkship focuses on the care of the surgical patient. Activities include experience in the operating room as well as pre- and post operative care and assessment of the patient in the office setting.

Restriction: admitted to PAST program.

575 Clerkship Long Term Care & Primary Care. (5)

This supervised clerkship incorporates elements of patient care gained from the Family Practice and specialty clerkships. The student will learn to function at a higher level in the clinical management of the patient.

Restriction: admitted to PAST program.

600 Program to Practice. (2)

This course prepares the student for clinical practice. Topics range from medical coding to state medical practice laws. It also includes the final graduate level capstone projects and oral/written summative evaluations.

Restriction: admitted to PAST program.

610 Independent Study. (1-14)

This course is designed to develop specialized skills, which may include: research, development of a particular interest and development of an overseas or cultural clerkship.

Restriction: admitted to PAST program & by permission of instructor

Appendix F
Impact Statement

MEMORANDUM

To: Kathleen Sena, Registrar

Cc: Nikki Katalanos, PA Program Director
Holly Phillips, HSLIC PA Program Liaison

From: Janis Teal, Deputy Director, Library Services

Janis Teal

Date: October 6, 2007

Re: Health Sciences Library Impact Statement, Master's Program in Physician Assistantship

This memorandum addresses the impact on the Health Sciences Library and Informatics Center (HSLIC) incurred by the proposed change from a Bachelor's in Physician Assistantship to a Master's degree.

Because the PA program follows the curriculum of the School of Medicine, HSLIC is well-positioned to support the PA program now and should be able to maintain the same level of support in the future when it becomes a Master's program.

I have reviewed the lists of print texts provided to me by Nikki Katalanos. There are 25 titles recommended in the curriculum, and HSLIC currently owns 20 of them (80%). This includes 2 titles owned in electronic format rather than print format.

The remaining 5 titles will cost about \$400 to acquire, and HSLIC should be able to do that without adversely impacting its general collection budget.

The PA program operates as an on-campus, face-to-face program. If, in the future, it were to move to have a significant online component in WebCT, HSLIC would have concerns regarding staffing, as our WebCT staff currently supports 255 courses each, a maximum load.

Disregarding that stipulation, which is not an issue at this time, I fully support the efforts to change the PA program to a Master's level program.

Appendix G Letters of Support

Paul B. Roth, MD, FACEP
Executive Vice President for Health Sciences, UNM

Craig Timm, MD,
Associate Dean for Undergraduate Medical Education

Jeffrey Griffith, PhD
Executive Dean, School of Medicine

Arthur Kaufman, MD
Chair, Department of Family & Community Medicine

Martha Cole McGrew, MD
Associate Professor and Associate Chair, Department of Family & Community Medicine

Teresita McCarty, MD
Assistant Dean of Simulation & Assessment
Medical Director, B.A.T.C.A.V.E. Medical Simulation Program
Director of Assessment, UNM School of Medicine

Deanna M. Richter, MA
Director, Teacher & Educational Development

Cheri Koinis, MA, M.Ed.
Instructor/Coach, UNM Academic Support

Jonathan Eldredge, PhD
Associate Professor



September 11, 2007

Nikki Katalanos, PhD, PA-C
The University of New Mexico Physician Assistant Program
Department of Family and Community Medicine
MSC 09 5040
Campus Mail

Dear Dr. Katalanos:

I am pleased to offer my strong support for the transition of the Physician Assistant Program from a bachelor's level program to a master's level program. The ultimate goal is that future PAs and future MDs will work together to bring high quality and affordable health care to New Mexico.

This program should offer an entry-level professional degree program at the master's level, as over 90% of the physician assistant programs in the country have now done. The course work will be demanding but the program will share workshops, lectures and labs with the MD program and will operate under the same schedule. The PA faculty members will teach joint classes with the MD program. I am confident that the PA students will do very well in this competitive academic environment. Board pass rates average >90% for first attempts and nears 100% for the second attempt. Clinical preceptors hold our students in outstandingly high regard.

Applicants who are New Mexico residents will be given highest priority for admission to the program. The majority (>75%) will remain in New Mexico to practice in a primary care setting. A large segment of our graduates return to the rural and underserved areas of our state to practice and, as you know, this outcome greatly improves access to quality health care in New Mexico.

I am in anticipation of making this proposal a reality.

Sincerely,



Paul B. Roth, MD, FACEP
Executive Vice President for Health Sciences
Dean, UNM School of Medicine

2007-239-PBR

A HEALTHY
OUTLOOK



THE UNIVERSITY OF NEW MEXICO ♦ HEALTH SCIENCES CENTER

SCHOOL OF MEDICINE

Office of Undergraduate Medical Education
Craig Timm, M.D.
Associate Dean

October 9, 2007

Nikki Katalanos, PhD, PA-C
The University of New Mexico Physician Assistant Program
Department of Family and Community Medicine
MSC 09 5040

Dear Dr. Katalanos;

This letter is written in strong support of the transition of the Physician Assistant Program from a bachelor's level to a master's level program. The current program shares many activities (workshops, lectures, small group tutorials, and labs) with the MD curriculum. In addition, the PA faculty members teach joint classes with the MD program. PA students do very well in their current competitive academic environment, working along side medical students. And outside of the classroom, clinical preceptors hold the PA students in high regard, recognizing their excellent clinical skills.

There are several advantages to Master's degree program for PA students. Among these are becoming consistent with the national trend in which >90% of programs offer master's degrees. This will also encourage academic advancement and provided parity in the job market.

The numerous changes you have outlined for a master's degree curriculum will make this an even stronger program, clearly suitable for a graduate degree. I fully support your efforts to make this transition.

Sincerely,

Craig Timm, MD
Associate Dean for Undergraduate Medical Education
Professor of Internal Medicine and Cardiology

OFFICE OF THE EXECUTIVE DEAN

Basic Medical Sciences Building
Suite 177, MSC08 4720
Albuquerque, NM 87131-0001
tel: 505.272.2321 fax: 505.272.6581



THE UNIVERSITY OF NEW MEXICO HEALTH SCIENCES CENTER

SCHOOL OF
MEDICINE

Nikki Katalanos, PhD, PA-C
The University of New Mexico Physician Assistant Program
Department of Family and Community Medicine
MSC 09 5040

Dear Dr. Katalanos,

I am very pleased to offer my strong support for the proposed elevation of the Physician Assistant Program to a master's level program. There are many important reasons why the UNM Physician Assistant Program should offer an advanced degree: (i) The UNM program would become consistent with the overwhelming majority of other PA programs, (ii) the MS degree is uniformly considered the terminal degree for a physician assistant, (iii) UNM graduates would have parity in the job market, (iv) academic advancement would be encouraged, and (v) the academic workforce in PA education would be increased. I am also pleased to note that the revised curriculum will have a greater emphasis on evidence-based medicine, population health and communication skills (with a focus on cultural diversity). All of these skills are especially relevant in the context of New Mexico's health disparities and multi-cultural environment.

The PA Program currently shares many workshops, lectures and labs with MD program and operates under the same schedule. PA faculty members also teach joint classes within the MD Program. Our PA students do very well in this competitive academic environment and their clinical preceptors hold our students in high regard. Thus, the creation of a master's level PA program, with its close integration with the MD training program, will ensure that future PAs have the skills and experiences to work successfully with MDs to bring New Mexicans high quality and affordable healthcare.

Sincerely,

Jeffrey Griffith, Ph.D.
Executive Dean, SOM



THE UNIVERSITY OF NEW MEXICO • HEALTH SCIENCES CENTER
SCHOOL OF MEDICINE

Department of Family & Community Medicine

MSC 09 5040

1 University of New Mexico

Albuquerque, NM 87131-0001

PHONE: (505) 272-2165

FAX: (505) 272-8045

October 9, 2007

Nikki Katalanos, PhD, PA-C
The University of New Mexico Physician Assistant Program
Department of Family and Community Medicine
MSC 09 5040

Dear Dr. Katalanos,

I strongly support the transition of the Physician Assistant Program from a bachelor's to a master's level program. I have long felt this program should offer an advanced degree both to acknowledge the high level of teaching and caliber of the students and their work.

The program shares workshops, lectures and labs with MD program. It operates under the same schedule. The PA faculty members teach joint classes with the MD program. PA students do very well in this competitive academic environment. Clinical preceptors hold our students outstanding high regard. And finally, the competitive market means peer institutions offer Masters PA degrees while we do not.


The ultimate goal is that future PAs and future MD will work together to bring high quality and affordable healthcare to New Mexico, so advanced degrees facilitate this critical relationship.

In summary, a Masters degree will be

- Consistent with the national trend for PA programs (>90%)
- Uniformly considered the terminal degree for a physician assistant
- Provides parity in the job market
- Encouraging of academic advancement
- Increasing the academic workforce in PA education

As chair of the Department in which the PA program resides and has grown, I see it as one of the most effective education programs addressing the healthcare needs of rural and underserved populations in the state. It is deserving of this elevation in status within our institution.

Sincerely,



Arthur Kaufman, MD
Chair, Department of Family and Community Medicine
VP for Community Health
University of New Mexico Health Sciences Center



THE UNIVERSITY OF NEW MEXICO • HEALTH SCIENCES CENTER
SCHOOL OF MEDICINE

Department of Family & Community Medicine

MSC 09 5040

1 University of New Mexico

Albuquerque, NM 87131-0001

PHONE: (505) 272-2165

FAX: (505) 272-8045

October 9, 2007

Nikki Katalanos, Ph.D., PA-C
University of New Mexico Physician Assistant Program
Department of Family and Community Medicine
MSC 09 5040

Dr. Katalanos,

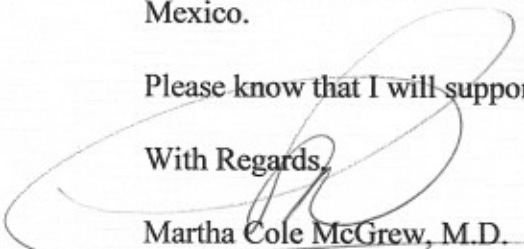
I am delighted to offer my highest support for the transition of the Physician Assistant program from a bachelor's level program to a master's level program. This program had been and is of the rigor and quality to offer a master's degree. Our students have done well in a competitive academic environment spending the first one and one-half years of their education in conjunction with the medical students for many of their classes, small group learning sessions, labs and workshops. PA faculty members teach both M.D. and PA students in these courses.

Moving to a master's level program is in line with the current national trends. It provides parity for our students in the job market, encourages academic advancement, increases the scholarly aspect of their education and will provide more appropriately educated PA faculty as future preceptors and teachers of our PA students.

I have taught the PA students over the years and find them to be bright and energetic learners. It is only appropriate that we continue parity with the national trends in order to provide these students with the best education possible and the best outlook for successful careers. PA's will play a major role in the health care systems of the future as we look at ways to provide more access to high quality and affordable healthcare in New Mexico.

Please know that I will support you in any way that I am able in this endeavor.

With Regards,



Martha Cole McGrew, M.D.
Associate Professor and Associate Chair
Department of Family and Community Medicine



THE UNIVERSITY OF NEW MEXICO
HEALTH SCIENCES CENTER

Assessment & Learning Programs

HSLIC Building Room 116
MSC08 4710
1 University of New Mexico
Albuquerque, NM 87131-0001
Telephone (505) 272-8028
Fax (505) 272-9012

October 10, 2007

Nikki Katalanos, PhD, PA-C
Program Director
Physician Assistant Program
1 University of New Mexico
MSC09-5040
Dept of Family & Community Medicine
Albuquerque, New Mexico 87131-0001

Dear Dr. Katalanos,

As an enthusiastic supporter of the University of New Mexico School of Medicine's PA Program I am writing to further support the program's transition to awarding a Master's degree.

As I understand it, most other PA programs are moving toward or are already awarding a master's degree upon completion. Additionally, other of the School of Medicine's Diagnostic and Therapeutic medical education programs are moving toward awarding Master's Degrees. The amount of knowledge acquired and the level of expertise required in your program seem entirely consistent with such a degree. Since student grades are processed through the Assessment & Learning program, I happen to know that the PA students complete the same standardized patient performance and ethics and professionalism examinations that the medical students complete and the standards are the same for both sets of students.

If I can be of assistance in helping the PA Program move to becoming a Master's Degree level program, please let me know.

Regards,

Teresita McCarty MD
Assistant Dean of Simulation & Assessment
Medical Director, B.A.T.C.A.V.E. Medical Simulation Program
Director of Assessment, UNM School of Medicine



THE UNIVERSITY OF NEW MEXICO • HEALTH SCIENCES CENTER

SCHOOL OF MEDICINE

Office of Undergraduate Medical Education
Craig Timm, MD, Associate Dean

Division of Educational Development and Research
Teacher and Educational Development
Deana M. Richter, MA, Associate Director

October 15, 2007

Nikki Katalanos, PhD, PA-C
Program Director
Physician Assistant Program
Family & Community Medicine
1 University of New Mexico
MSC09 5040
Albuquerque, NM 87131-0001

Dear Dr. Katalanos: *Nikki*

I am writing in strong support of the proposed transition of the Physician Assistant Program to a Master's level degree program. Having chaired your Assessment Committee for many years and worked with your faculty in relation to faculty development and curricular issues, I have a clear sense of your program and the students who are admitted to it. I firmly believe that the Master's degree is the appropriate level. Making this change will also be in keeping with the national trend for Physician Assistant Programs and for other School of Medicine programs such as Occupational Therapy and Physical Therapy.

If I may be of assistance to you in furthering this transition, please feel free to call on me.

Sincerely,

Deana M. Richter, MA
Director, Teacher & Educational Development
Lecturer II, Family & Community Medicine



THE UNIVERSITY OF NEW MEXICO • HEALTH SCIENCES CENTER

SCHOOL OF MEDICINE

Office of Academic Support & Information Systems (OASIS)

MSC 09 5090

1 University of New Mexico

Albuquerque, NM 87131-0001

October 10, 2007

Nikki Katalanos, PhD, PA-C

Program Director

Physician Assistant Program

University of New Mexico

Dept of Family & Community Medicine

Dear Dr. Katalanos:

I am happy to write in support of transitioning the UNM Physician Assistant Program toward the Masters degree. The UNM PA students have a strong history of doing well on block exams and excelling in their work with standardized patients. As you know I have a long history working with these students and know that their education and clinical expertise will be strengthened and patients seen by these future PA's will benefit.

In addition, by awarding a Masters Degree to the future UNM PA students, we will be following the national trend of other PA programs across the country, as well as UNM School of Medicine programs of Occupational Therapy and Physical Therapy.

Now is the right time to expand the UNM PA program and award the Masters degree to these very capable and hard-working students.

Sincerely,

Cheri Koinis, MA, M.Ed.,

Instructor/Coach

UNM Academic Support



THE UNIVERSITY OF NEW MEXICO HEALTH SCIENCES CENTER

LIBRARY AND
INFORMATICS
CENTER

September 27, 2007

Nikki Katalanos, PhD, PA-C
Physician Assistant Program
Department of Family and Community Medicine
The University of New Mexico
MSC 09 5040

Dear Dr. Katalanos:

As a faculty member I would like to offer a strong letter of support for the transition of the Physician Assistant Program from a Bachelor's level program to a Master's level program.

For the past six years I have been involved in teaching PA Program students in a variety of capacities. During the years 2001-2005 I taught informatics skills to PA Program students for about 14 contact hours per year. During 2006 and 2007 I taught informatics for about 10 contact hours per year as a co-instructor in the Evidence-Based Medicine course in the PA Program. During the entire span of the years 2001-2007 I have served as a faculty problem-based learning tutor/facilitator, lecturer, and lab instructor for the School of Medicine's undergraduate medical education curriculum.

In these multiple capacities and learning contexts I have had the opportunity to work directly with and observe the PA Program students. I have found them to be intelligent students who are eager to learn and who approach their education with a great deal of professionalism.

During 2006 I had two PA Program students in my School of Medicine problem-based learning tutorial sessions. This experience stands out in my memory because I observed in sustained and intense three-hour length tutorial sessions that the PA Program students performed as well as if not better than most medical students.

I believe that my medical students in this and other cooperative learning contexts have gained admiration and respect for their fellow PA Program colleagues. I anticipate that this high regard for our PA Program students will translate into their future medical practices when they work alongside our PA Program graduates.

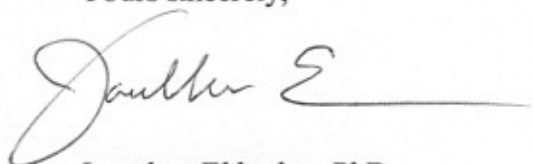
As you know, I almost always attend the Physician Assistant Program graduation ceremony every August. I voluntarily attend this graduation ceremony because I have earned high respect for these students and their achievements. In my personal life, both of my children regularly visit their physician assistant rather than their physician at our pediatrician's office.

Through my seven year experience with the UNM School of Medicine's Curriculum Committee I have learned that the Master's Degree has become the standard terminal professional degree for physician assistants. I would expect that this upgraded recognition for our graduates would translate into a higher paid and more respected physician assistant workforce.

In closing, I fully support the transition of the current Bachelor's Degree to the Master's Degree level for the UNM Physician Assistant Program graduates. If asked, I will speak in support of this change and plan to vote as a faculty member for this needed transition. If I can provide any additional information, please contact me at jeldredge@salud.unm.edu or at 272-0654.

Thank you.

Yours sincerely,

A handwritten signature in cursive script, appearing to read "Jonathan E", followed by a long horizontal line extending to the right.

Jonathan Eldredge, PhD
Associate Professor

Appendix H
Physician Assistant Competencies

Competencies for the Physician Assistant Profession

Preamble

In 2003, the National Commission on Certification of Physicians Assistants (NCCPA) initiated an effort to define PA competencies in response to similar efforts being conducted within other health care professions and growing demand for accountability and assessment in clinical practice. The following year, representatives from three other national PA organizations, each bringing a unique perspective and valuable insights, joined NCCPA in that effort. Those organizations were the Accreditation Review Commission for Education of the Physician Assistant (ARC-PA), the body that accredits PA educational programs; the Association of Physician Assistant Programs (APAP), the membership association for PA educators and program directors; and the American Academy of Physician Assistants (AAPA), the only national membership association representing all PAs.

The resultant document, *Competencies for the Physician Assistant Profession*, is a foundation from which each of those four organizations, other physician assistant organizations and individual physician assistants themselves can chart a course for advancing the competencies of the PA profession.

Introduction

The purpose of this document is to communicate to the PA profession and the public a set of competencies that all physician assistants regardless of specialty or setting are expected to acquire and maintain throughout their careers. This document serves as a map for the individual PA, the physician-PA team and organizations that are committed to promoting the development and maintenance of these professional competencies among physician assistants.

The clinical role of PAs includes primary and specialty care in medical and surgical practice settings. Professional competencies¹ for physician assistants include the effective and appropriate application of medical knowledge, interpersonal and communication skills, patient care, professionalism, practice-based learning and improvement, systems-based practice, as well as an unwavering commitment to continual learning, professional growth and the physician-PA team, for the benefit of patients and the larger community being served. These competencies are demonstrated within the scope of practice, whether medical or surgical, for each individual physician assistant as that scope is defined by the supervising physician and appropriate to the practice setting.

¹ In 1999, the Accreditation Council for Graduation Medical Education (ACGME) endorsed a list of general competencies for medical residents. NCCPA's Eligibility Committee, with substantial input from representatives of AAPA, APAP and ARC-PA, has modified the ACGME's list for physician assistant practice, drawing from several other resources, including the work of Drs. Epstein and Hundert; research conducted by AAPA's EVP/CEO, Dr. Steve Crane; and NCCPA's own examination content blueprint.

PHYSICIAN ASSISTANT COMPETENCIES

Vers. 3.5 (3/22/05)

The PA profession defines the specific knowledge, skills, and attitudes required and provides educational experiences as needed in order for physician assistants to acquire and demonstrate these competencies.

MEDICAL KNOWLEDGE

Medical knowledge includes an understanding of pathophysiology, patient presentation, differential diagnosis, patient management, surgical principles, health promotion and disease prevention. Physician assistants must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, physician assistants are expected to demonstrate an investigatory and analytic thinking approach to clinical situations. Physician assistants are expected to:

- understand etiologies, risk factors, underlying pathologic process, and epidemiology for medical conditions
- identify signs and symptoms of medical conditions
- select and interpret appropriate diagnostic or lab studies
- manage general medical and surgical conditions to include understanding the indications, contraindications, side effects, interactions and adverse reactions of pharmacologic agents and other relevant treatment modalities
- identify the appropriate site of care for presenting conditions, including identifying emergent cases and those requiring referral or admission
- identify appropriate interventions for prevention of conditions
- identify the appropriate methods to detect conditions in an asymptomatic individual
- differentiate between the normal and the abnormal in anatomic, physiological, laboratory findings and other diagnostic data
- appropriately use history and physical findings and diagnostic studies to formulate a differential diagnosis
- provide appropriate care to patients with chronic conditions

INTERPERSONAL & COMMUNICATION SKILLS

Interpersonal and communication skills encompass verbal, nonverbal and written exchange of information. Physician assistants must demonstrate interpersonal and communication skills that result in effective information exchange with patients, their patients' families, physicians, professional associates, and the health care system. Physician assistants are expected to:

- create and sustain a therapeutic and ethically sound relationship with patients
- use effective listening, nonverbal, explanatory, questioning, and writing skills to elicit and provide information
- appropriately adapt communication style and messages to the context of the individual patient interaction
- work effectively with physicians and other health care professionals as a member or leader of a health care team or other professional group

- apply an understanding of human behavior
- demonstrate emotional resilience and stability, adaptability, flexibility and tolerance of ambiguity and anxiety
- accurately and adequately document and record information regarding the care process for medical, legal, quality and financial purposes

PATIENT CARE

Patient care includes age-appropriate assessment, evaluation and management. Physician assistants must demonstrate care that is effective, patient-centered, timely, efficient and equitable for the treatment of health problems and the promotion of wellness. Physician assistants are expected to:

- work effectively with physicians and other health care professionals to provide patient-centered care
- demonstrate caring and respectful behaviors when interacting with patients and their families
- gather essential and accurate information about their patients
- make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
- develop and carry out patient management plans
- counsel and educate patients and their families
- competently perform medical and surgical procedures considered essential in the area of practice
- provide health care services and education aimed at preventing health problems or maintaining health

PROFESSIONALISM

Professionalism is the expression of positive values and ideals as care is delivered. Foremost, it involves prioritizing the interests of those being served above one's own. Physician assistants must know their professional and personal limitations. Professionalism also requires that PAs practice without impairment from substance abuse, cognitive deficiency or mental illness. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population and adherence to legal and regulatory requirements. Physician assistants are expected to demonstrate:

- understanding of legal and regulatory requirements, as well as the appropriate role of the physician assistant
- professional relationships with physician supervisors and other health care providers
- respect, compassion, and integrity
- responsiveness to the needs of patients and society
- accountability to patients, society, and the profession
- commitment to excellence and on-going professional development
- commitment to ethical principles pertaining to provision or withholding of clinical care, confidentiality of patient information, informed consent, and business practices
- sensitivity and responsiveness to patients' culture, age, gender, and disabilities
- self-reflection, critical curiosity and initiative

PRACTICE-BASED LEARNING AND IMPROVEMENT

Practice-based learning and improvement includes the processes through which clinicians engage in critical analysis of their own practice experience, medical literature and other information resources for the purpose of self-improvement. Physician assistants must be able to assess, evaluate and improve their patient care practices. Physician assistants are expected to:

- analyze practice experience and perform practice-based improvement activities using a systematic methodology in concert with other members of the health care delivery team
- locate, appraise, and integrate evidence from scientific studies related to their patients' health problems
- obtain and apply information about their own population of patients and the larger population from which their patients are drawn
- apply knowledge of study designs and statistical methods to the appraisal of clinical studies and other information on diagnostic and therapeutic effectiveness
- apply information technology to manage information, access on-line medical information, and support their own education
- facilitate the learning of students and/or other health care professionals
- recognize and appropriately address gender, cultural, cognitive, emotional and other biases; gaps in medical knowledge; and physical limitations in themselves and others

SYSTEMS-BASED PRACTICE

Systems-based practice encompasses the societal, organizational and economic environments in which health care is delivered. Physician assistants must demonstrate an awareness of and responsiveness to the larger system of health care to provide patient care that is of optimal value. PAs should work to improve the larger health care system of which their practices are a part. Physician assistants are expected to:

- use information technology to support patient care decisions and patient education
- effectively interact with different types of medical practice and delivery systems
- understand the funding sources and payment systems that provide coverage for patient care
- practice cost-effective health care and resource allocation that does not compromise quality of care
- advocate for quality patient care and assist patients in dealing with system complexities
- partner with supervising physicians, health care managers and other health care providers to assess, coordinate, and improve the delivery of health care and patient outcomes
- accept responsibility for promoting a safe environment for patient care and recognizing and correcting systems-based factors that negatively impact patient care
- apply medical information and clinical data systems to provide more effective, efficient patient care
- use the systems responsible for the appropriate payment of services

###

Appendix I
Timeline

Master of Physician Assistant Studies (MPAS) Proposed Timeline

PA calendar is loosely based on the School of Medicine MD Program calendar. Dates used for this example are for the current year as 2009 and 2010 are not as yet published. The actual anticipated start date is 2010.

Summer I June 16 – July 25 The first Summer session is not integrated with the MD cohort.					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Orientation (8)* <ul style="list-style-type: none"> • Curriculum overview • Student Handbook • Testing & assessment • Guest speakers Dermatology (10) Population Health (2) Research & Informatics (4) Clinical skills (10)** Clinical seminar (2)*** High ropes course (4)	Dermatology (14) Population Health (4) Research & Informatics (4) Clinical Skills (12) Clinical Seminar I (4)	Dermatology (10) Population Health (4) Research & Informatics (4) Clinical Skills (8) Clinical Seminar I (2)	Orthopedics (26) Population Health (4) Research & Informatics (4) Clinical Skills (4) Clinical Seminar I (2)	Orthopedics (24) Population Health (4) Research & Informatics (2) Clinical skills (4) Clinical seminar I (2)	Orthopedic (8) Final exams & oral reports (12)
40 hours	36 hours	28 hours (depends on 7/4 holiday)	40 hours	36 hours	20 hours

*Lecture hours in parentheses

** Clinical skills: Patient history, physical examination, communication skills, inter/cross cultural dynamics

***Clinical seminar: Professionalism, ethics, history of medicine, history of PA profession, patient issues

Fall I July 28- December 19 Begins integrated classes with MD cohort.			
Orientation week	10 Weeks	Vacation	5.3 Weeks
Intro to the SOM White Coat Ceremony	Human Structure, Function & Development (20/week) Problem-based learning tutorial (PBL) (6/week) Clinical Skills (6/week) Biostatistics (2/biweekly)		Genetics & Neoplasia (14/week) PBL tutorial (6/week) Clinical skills (6/week) Biostatistics (2/biweekly) Pediatrics I (2/week) Adult & Geriatrics I (2/week) Clinical pharmacology I (2/week)
Hours vary	Average week: 32-34 hours	3 days	Average week: 32-34 hours

Fall continues		Winter break	Spring I January 3-25	Spring break
Holiday	5 Weeks			
Thanksgiving	Infection & Immunity -begins early December, carries into Spring. (14/week) PBL tutorial (6/week) Clinical skills (6/week) Epidemiology & Biostatistics (2/biweekly) Pediatrics I (2/week) Adult & Geriatrics I (2/week) Clinical Pharmacology I (2/week)	12/24-1/2	Infection & Immunity continues (14/week) PBL tutorial (6/week) Clinical skills (6/week) Epidemiology & Biostatistics (2/biweekly)	3/27-4/6
2 days	Average week: 32-34 hours		Average week: 26-28	

Spring continues January 28-June 20			
8 Weeks	10 Weeks	1 week	Vacation
Neurosciences (Neurology, Behavior, Psychiatry) (14/week) PBL tutorial (6/week) Clinical Skills (2/week) Continuity Clinic (4/week) Pediatrics II (2/week) Adult & Geriatrics II (2/week) Clinical Pharmacology II (2/week) Clinical Seminar II (2 biweekly) Epidemiology & Biostatistics (2/biweekly)	Cardiovascular/Pulmonary/Renal Medicine (14/week) PBL tutorial (6/week) Clinical Skills (2/week) Continuity Clinic (4/week) Pediatrics II (2/week) Adult & Geriatrics II (2/week) Clinical Pharmacology II (2/week) Clinical Seminar II (2 biweekly) Epidemiology & Biostatistics (2/biweekly)	ACLS/PALS (Advanced lifesaving)	May be before or after clerkships
Average week: 34-36 hours	Average week: 34-36 hours		1 week

Summer II June
8 Weeks
Clerkships begin (2 only): <ul style="list-style-type: none"> • Family Practice Choose 1 <ul style="list-style-type: none"> • Pediatrics • Women's Health • Behavioral Medicine
Average week: 40 hours, but varies with clerkship

Fall II September 10- December 20			
7 Weeks	Holiday	10 Weeks	Winter Break
Gastrointestinal Medicine, Nutrition, Metabolism (14/week) PBL tutorial (6/week) Clinical Skills (2/biweekly) Continuity Clinic (4/week) Pediatrics III (2/week) Adult & Geriatrics III (1/week) Clinical Pharmacology III (1/week) Emergency Medicine & Procedures (4/week) Epidemiology & Biostatistics (2/biweekly)	Thanksgiving	Human Sexuality & Reproduction/ Endocrinology (14/week) PBL tutorial (6/week) Clinical Skills (2 biweekly) Continuity Clinic (4/week) Emergency Medicine & Procedures (4/week) Epidemiology & Biostatistics (2/biweekly)	12/21-1/2
Average week: 38-40 hours	2 days	Average week: 30-32 hours	

83

Spring II through Summer III: January 2- August 18		
4 Weeks each	Monthly on Fridays	1 week
Clerkships restart: choose remaining 2 <ul style="list-style-type: none"> • Pediatrics • Women's health • Behavioral medicine Plus <ul style="list-style-type: none"> • Emergency Medicine • Internal Medicine • General Surgery • Primary Care Preceptorship • Elective 	Clinical Seminar III (2) Program to Practice (2-4)	Summative Evaluations
Average week: 40 hours, but varies with clerkship		

Appendix J
Core Texts

- Agur AMR, Dalley AF. *Grant's atlas of anatomy*, 11th ed. Philadelphia, PA: Lippincott. Williams & Wilkins; 2004.
- Bickley LS, Szilagy PG. *Bates' Guide to Physical Examination and History Taking*, 9th ed. Philadelphia, PA: Lippincott. Williams & Wilkins; 2007.
- Copstead LE, Bansik J. *Pathophysiology*, 3rd ed. Philadelphia: Elsevier-Saunders; 2005.
- DiPiro JT, Talbert RL, Yee GC, et al. *Pharmacotherapy*, 6th ed. New NY: McGraw-Hill; 2005.
- Green W, Griffin LY. *Essentials of musculoskeletal care*, 3rd ed. American Academy of Orthopedic Surgeons; 2005.
- Fitzpatrick TB, Johnson RA, & Wolff, K. *Color atlas & synopsis of clinical dermatology*, 4th ed. New York, NY: McGraw-Hill; 2001.
- Gehlbach SH. *Interpreting the medical literature: practical epidemiology for clinicians*. New York, NY: McGraw-Hill; 2006.
- Hay WW, Levin MJ, Sondheimer JM & Deterding RR. *Current diagnosis & treatment in pediatrics*, 18th ed. New NY: McGraw-Hill; 2007.
- Hazzard WR, Blass JP, Halter, JB & Ouslander, JG. *Principles of geriatric medicine and gerontology*, 5th ed. New NY: McGraw-Hill; 2003.
- Katsung BG. *Basic & clinical pharmacology*. 10th ed. New York, NY: McGraw-Hill; 2006.
- Kliegman RM, Marcandante KJ, Jenson HB & Berhman RE. *Nelson essentials of pediatrics*. 5th ed. Philadelphia: Elsevier Saunders; 2006.
- Moore KL, Agur AMR. *Essential clinical anatomy*. Philadelphia, PA: Lippincott. Williams & Wilkins; 2006.
- Moore KL, Persaud TVN. *The developing human: Clinically oriented embryology*, 7th ed. Philadelphia: Saunders; 2004.
- Novelline RA. *Squire's Fundamentals of radiology*. 6th ed. Massachusetts: Harvard University Press; 2004.
- Pagana KD, Pagana, DJ. *Mosby's manual of diagnostic and laboratory test reference*. St. Louis, MI: Mosby; 2005.

Sadock BJ, Sadock VA. *Kaplan and Sadock's synopsis of psychiatry*, 10th ed. Philadelphia, PA: Lippincott. Williams & Wilkins; 2007.

Tierney LM, McPhee SJ & Papadakis MA. *Current medical diagnosis and treatment*. 47th ed. New York, NY: McGraw-Hill; 2007.

PHYSICIAN ASSISTANT STUDIES PROGRAM

Nikki Katalanos, PhD, PA-C, Director
 The University of New Mexico School of Medicine
 Department of Family and Community Medicine
 MSC09 5040
 1 University of New Mexico
 Albuquerque, NM 87131-0001
 (505) 272-9678
 e-mail: paprogram@salud.unm.edu

For more information about the PA profession and programs contact:

American Academy of Physician Assistants
 950 North Washington Street
 Alexandria, VA 22314-1552
 Phone: (703) 836-2272
 FAX: (703) 684-1924
 Web site: <http://www.aapa.org>

New Mexico Academy of Physician Assistants
 Web site: <http://www.nmapa.org>

For information on financial aid contact:

The Office of Student Financial Aid
 Allied Health Financial Aid Coordinator
 The University of New Mexico
 Albuquerque, NM 87131-2081
 (505) 272-8008

The Physician Assistant Profession

Physician Assistants (PAs) are health professionals licensed to practice medicine with physician supervision. PAs are qualified by graduation from an accredited Physician Assistant educational program and certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, PAs exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician Assistant practice is centered on patient care and may include educational, research and administrative activities.

Physician Assistant Studies Program

The PA program's mission is to educate Physician Assistants to practice primary care in medically underserved and rural areas of New Mexico.

This is a program housed in the Department of Family and Community Medicine within the School of Medicine. Instruction is provided by various departments and faculties of the Health Sciences Center. The professional curriculum is based on the principle of problem-based learning in small group tutorials. The program is 25 months in length and consists of didactic and clinical instruction. Students can

expect to have clinical clerkships in rural and underserved areas of New Mexico. A Masters of Physician Assistant Studies degree will be awarded upon successful completion of the curriculum. Entry into this program is very competitive.

Program Accreditation Status

The program has been fully accredited by the Accreditation Review Commission on Education for the Physician Assistant since 1999. Graduation from an accredited program is required to sit for the National Commission on Certification of Physician Assistants exam.

Program Prerequisites

Applicants must have a BA/BS degree or higher by the start of the program. They must complete all prerequisites prior to the application deadline and receive a grade of C or higher. A minimum grade point average of 2.75 on a 4.0 scale as well as a science grade point average of at least 3.0 are required. Course numbers listed below refer to the University of New Mexico courses.

Science:

- General Biology with lab (BIOL 123 and 124L) 4 credits
- General Chemistry with lab (CHEM 121/123L and CHEM 122/124L) 8 credits
- Human Anatomy & Physiology I & II for the Health Sciences with lab with lab (BIOL 237/247L and BIOL 238/248L) 8 credits
- General Psychology (PSY 105) 3 credits

Mathematics:

- Statistics (MATH 145) or (PSY 200) 3 credits

Communication Skills:

(all English courses must be taken in the U.S.)

- English (writing or literature) 6 credits

Highly Recommended for All:

- Regional language
- Biochemistry
- Organic chemistry
- Integrated organic and biochemistry
- Nutrition
- Microbiology

Clinical/Community Experience

We strongly recommend that applicants have worked a minimum of six months in either a patient care setting or a significant community care environment. Hands-on patient care experience is preferred.

Application for admission is made through the Central Application Service for Physician Assistants (CASPA) at <https://portal.caspaonline.org>. The application and all supporting documents must be

received at CASPA by September 1 each year for the class starting the following June. Applicants are encouraged to check the status of their CASPA application on a weekly basis. Apply early as CASPA may take up to five weeks to verify and process the application. For questions or technical assistance call CASPA at (617) 612-2080, Monday through Friday, 9:00 am to 5:00 pm eastern time or e-mail to caspainfo@caspaonline.org. The University of New Mexico Physician Assistant Program will send a supplemental application after the CASPA application is submitted, if all requirements are met. A separate application to The University of New Mexico is required upon acceptance into the program, if not currently enrolled. Admission to the Physician Assistant Program is based on evaluation of those applicant qualities and experiences which advance the program's mission. For this reason residents of New Mexico are given primary consideration for admission. The criteria for evaluation also include academic and personal record, letters of recommendation and, if selected, a personal interview.

PA Program Professional Curriculum

SUMMER		Credits
PAST 501	FMS I Population Health	1
PAST 502	FMS I Foundations of Research Methodology	1
PAST 535	Clinical Seminar I	1
PAST 540	ICM I Dermatology	2
PAST 541	ICM I Orthopedics	<u>2</u>
		7
FALL		
PAST 510	FMS II Pediatric & Adolescent Medicine I	2
PAST 515	FMS II Adult & Geriatric Medicine I	2
PAST 520	FMS II Pharmacology I	2
PAST 530	FMS II Clinical Skills I	2
PAST 542	ICM I Human Structure, Function & Development	4
PAST 543	ICM I Mechanisms of Disease- Genetics & Neoplasia	2
PAST 544	ICM I Mechanisms of Disease- Infection & Immunity	<u>2</u>
		16
SPRING		
PAST 511	FMS III Pediatric & Adolescent Medicine II	2
PAST 516	FMS III Adult & Geriatric Medicine II	2
PAST 521	FMS III Pharmacology II	2
PAST 531	FMS III Clinical Skills II	1
PAST 536	Clinical Seminar II	1
PAST 545	ICM II Neurosciences	4
PAST 547	ICM II CV-Pulmonary-Renal	<u>4</u>
		16
SUMMER		
PAST 560	Clerkship Family Medicine	3
PAST 562	Clerkship Pediatrics	<u>3</u>
		6

FALL

PAST 525	FMS IV Emergency Medicine	2
PAST 512	FMS IV Pediatric & Adolescent Medicine III	2
PAST 517	FMS IV Adult & Geriatric Medicine III	2
PAST 522	FMS IV Pharmacology III	2
PAST 532	FMS IV Clinical Skills III	1
PAST 550	ICM III GI/Nutrition/Metabolism	4
PAST 552	ICM III Human Sexuality, Reproduction, Endocrine	4
		17

SPRING

PAST 564	Clerkship Emergency Medicine	3
PAST 561	Clerkship Women's Health & Prenatal Care	3
PAST 563	Clerkship Behavioral Medicine-Psychiatry	3
PAST 565	Clerkship General Internal Medicine	3
PAST 566	Clerkship Elective	1
PAST 537	Clinical Seminar III	1
		14

SUMMER

PAST 568	Clerkship Surgery	3
PAST 575	Clerkship LTC & Primary Care	5
PAST 600	Program to Practice	2
		10

PAST 610 Independent Study 1-14 possible credits

Clerkship and preceptorship credits	27
Professional curriculum credits	59
Total semester credits	86

512 Foundations of Medical Science IV Pediatric & Adolescent Medicine III. (2)

This course continues with the principles of pediatric and adolescent health care. Emphasis is on the presentation, evaluation and treatment of the common nutritional, metabolic, gastrointestinal, endocrine and reproductive system disorders seen in this age group.

Restriction: admitted to PAST program.

513 Foundations of Medical Science II Adult & Geriatric Medicine I. (2)

This course begins with the major biological principles of adult and geriatric health care including anatomy, normal physiology, pharmacology and pathophysiology. Behavioral and population perspectives are addressed.

Restriction: admitted to PAST program.

516 Foundations of Medical Science III Adult & Geriatric Medicine II. (2)

This course continues with the principles of adult and geriatric health care. Emphasis is on the presentation, evaluation and treatment of common neurologic, psychiatric, cardiovascular, pulmonary and renal disorders seen in this age group.

Restriction: admitted to PAST program.

Physician Assistant Studies Program (PAST)

All courses require admission to the PA Program. No PAST course may be challenged or preempted based on clinical or academic experiences.

501 Foundations of Medical Science I Population Health. (1)

This course is an orientation to population health. Topics include: public health, epidemiology, health promotion and disease prevention, health policy, intervention, models for change, and rural health.

Restriction: admitted to PAST program.

502 Foundations of Medical Science I Foundations of Research Methodology. (1)

An overview of evidence-based medicine (EBM), medical informatics, and medical research methodologies. It includes accessing and critically evaluating the medical literature as well as the structuring of research studies.

Restriction: admitted to PAST program.

510 Foundations of Medical Science II Pediatric & Adolescent Medicine I. (2)

An introduction to the major biological principles of pediatric and adolescent health care including embryology, anatomy, normal physiology, pharmacology and pathophysiology. Behavioral perspectives emphasize the effect of health and disease on children and families.

Restriction: admitted to PAST program.

511 Foundations of Medical Science III Pediatric & Adolescent Medicine II. (2)

This course continues with the principles of pediatric and adolescent health care. Emphasis is on the presentation, evaluation and treatment of the common neurologic, psychiatric, cardiovascular, pulmonary and renal disorders seen in this age group.

Restriction: admitted to PAST program.

512 Foundations of Medical Science IV Pediatric & Adolescent Medicine III. (2)

This course continues with the principles of pediatric and adolescent health care. Emphasis is on the presentation, evaluation and treatment of the common nutritional, metabolic, gastrointestinal, endocrine and reproductive system disorders seen in this age group.

Restriction: admitted to PAST program.

515 Foundations of Medical Science II Adult & Geriatric Medicine I. (2)

This course begins with the major biological principles of adult and geriatric health care including anatomy, normal physiology, pharmacology and pathophysiology. Behavioral and population perspectives are addressed.

Restriction: admitted to PAST program.

516 Foundations of Medical Science III Adult & Geriatric Medicine II. (2)

This course continues with the principles of adult and geriatric health care. Emphasis is on the presentation, evaluation and treatment of common neurologic, psychiatric, cardiovascular, pulmonary and renal disorders seen in this age group.

Restriction: admitted to PAST program.

517 Foundations of Medical Science IV Adult & Geriatric Medicine III. (2)

This course continues with the principles of adult and geriatric health care. The emphasis is on the presentation, evaluation and treatment of the common nutritional, metabolic, gastrointestinal, endocrine and reproductive system disorders.

Restriction: admitted to PAST program.

520 Foundations of Medical Science II Pharmacology I. (2)

This course provides a basic foundation in pharmacology through selected prototype drugs and a more thorough understanding of pharmacotherapeutics. The emphasis will be on clinical application of prototype drugs, their therapeutic effects and toxicities.

Restriction: admitted to PAST program.

521 Foundations of Medical Science III Pharmacology II. (2)

This course continues to provide a foundation in pharmacology through selected prototype drugs and a more thorough understanding of pharmacotherapeutics.

Restriction: admitted to PAST program.

522 Foundations of Medical Science IV Pharmacology III. (2)

This course focuses on selected prototype drugs and an emphasis on the drug class, the generic names of drugs, organ system effects, including drug metabolism, elimination and drug-drug interactions.

Restriction: admitted to PAST program.

525 Foundations of Medical Science IV Emergency Medicine. (2)

This course is designed to prepare students to evaluate and treat common patient problems seen in emergency departments.

Restriction: admitted to PAST program.

530 Foundations of Medical Science II Clinical Skills I. (2)

This course begins with an introduction to basic exam skills and a focus on orthopedic skills and continues as a shared course with the MD Program's Foundations of Clinical Practice.

Restriction: admitted to PAST program.

531 Foundations of Medical Science III Clinical Skills II. (1)

This course serves as a platform for the demonstration of skills learned in Clinical Skills I. It includes competency exams in Neurosciences and Cardiovascular/Pulmonary/Renal Medicine and a 1/2 day/week clinical experience.

Restriction: admitted to PAST program.

532 Foundations of Medical Science IV Clinical Skills III. (1)

This course continues with the demonstration of skills learned in Clinical Skills I & II. It includes competency exams in GI/Nutrition/Metabolism and Endocrinology/Human Sexuality & Reproduction, and a 1/2 day/week clinical experience.

Restriction: admitted to PAST program.

535 Clinical Seminar I. (1)

This course introduces the student to the physician assistant profession including the history of the profession and current trends, the PA-MD-patient relationship, scope of practice, and an overview of the professional and political PA organizations.

Restriction: admitted to PAST program.

536 Clinical Seminar II. (1)

This course focuses on issues relevant to the practice of medicine: special patients, critical thinking, electronic medical record, case presentations, delivery of health care to rural /underserved patient populations and substance abuse.

Restriction: admitted to PAST program.

537 Clinical Seminar III. (1)

This course focuses on two broad areas of interest: 1) transition to medical practice from student to licensed PA and 2) health policy and legal issues relevant to PA practice.

Restriction: admitted to PAST program.

540 Introduction to Clinical Medicine I Dermatology. (2)

This course focuses on the major biological principles of dermatology including anatomy, normal physiology, pharmacology and pathophysiology.

Restriction: admitted to PAST program.

541 Introduction to Clinical Medicine I Orthopedics. (2)

This course focuses on the major biological principles of the musculoskeletal system including anatomy, normal physiology, pharmacology and pathophysiology.

Restriction: admitted to PAST program.

542 Introduction to Clinical Medicine I Human Structure, Function & Development. (4)

This course focuses on human anatomy, histology and embryology.

Restriction: admitted to PAST program.

543 Introduction to Clinical Medicine I Mechanisms of Disease Genetics & Neoplasia. (2)

This course provides an overview of broad mechanistic concepts providing a conceptual structure for approaching disorders of the organ systems related to genetics and neoplasia.

Restriction: admitted to PAST program.

544 Introduction to Clinical Medicine I Mechanisms of Disease Infection & Immunity. (2)

This course provides an overview of broad mechanistic concepts providing a conceptual structure for approaching disorders of the organ systems related to infection and immunity.

Restriction: admitted to PAST program.

545 Introduction to Clinical Medicine II Neurosciences. (4)

This course provides a foundation in the basic medical and clinical science of the nervous system. Focus is on neurology, psychiatry, and behavioral medicine .

Restriction: admitted to PAST program.

547 Introduction to Clinical Medicine II CV-Pulmonary-Renal. (4)

This course provides a foundation in the basic medical and clinical science of the cardiovascular, pulmonary, and renal systems, including the pathophysiology associated with common disorders of these organ systems.

Restriction: admitted to PAST program.

550 Introduction to Clinical Medicine III GI-Nutrition-Metabolism. (4)

This course provides a foundation in the basic medical and clinical science of the gastrointestinal (GI) tract, including the pathophysiology associated with common disorders of this organ system.

Restriction: admitted to PAST program.

552 Introduction to Clinical Medicine III - Human Sexuality, Reproduction, Endocrine. (4)

This course provides a foundation in the basic medical and clinical science of the endocrine and human reproductive systems, including the pathophysiology associated with common disorders of these organ systems.

Restriction: admitted to PAST program.

560 Clerkship Family Practice. (3)

This supervised clerkship is a first year field experience and covers the health care needs of patients across the life span. The course surveys major aspects of primary health care.

Restriction: admitted to PAST program.

561 Clerkship Women's Health & Prenatal Care. (3)

This supervised clerkship focuses on the management of women's health care in a family practice setting. Clerkship activities include evaluation and management of common gynecological conditions/disorders and routine prenatal care.

Restriction: admitted to PAST program.

562 Clerkship Pediatrics. (3)

This supervised family practice-pediatric clerkship focuses on the development of skills in the health care of pediatric and adolescent patients.

Restriction: admitted to PAST program.

563 Clerkship Behavioral Medicine-Psychiatry. (3)

This supervised clerkship focuses on the healthcare of patients with behavioral health problems commonly seen in the primary care setting. Field experience may be in the office setting as well as clinic/in-patient settings.

Restriction: admitted to PAST program.

564 Clerkship Emergency Medicine. (3)

This supervised clerkship focuses on the triage, evaluation and management of patients in the emergency setting.

Restriction: admitted to PAST program.

565 Clerkship General Internal Medicine. (3)

This supervised clerkship focuses on the care of the adult patient in both the outpatient and inpatient setting. It is the foundation for subspecialty (elective) courses such as cardiology, endocrinology, etc.

Restriction: admitted to PAST program.

566 Clerkship Elective . (1)

This supervised clerkship provides an opportunity for the student to choose a clinical field experience in an area of personal interest.

Restriction: admitted to PAST program.

568 Clerkship Surgery. (3)

This supervised clerkship focuses on the care of the surgical patient. Activities include experience in the operating room as well as pre- and post operative care and assessment of the patient in the office setting. Restriction: admitted to PAST program.

575 Clerkship Long Term Care & Primary Care. (5)

This supervised clerkship incorporates elements of patient care gained from the Family Practice and specialty clerkships. The student will learn to function at a higher level in the clinical management of the patient.

Restriction: admitted to PAST program.

600 Program to Practice. (2)

This course prepares the student for clinical practice. Topics range from medical coding to state medical practice laws. It also includes the final graduate level capstone projects and oral/written summative evaluations.

Restriction: admitted to PAST program.

610 Independent Study. (1-14)

This course is designed to develop specialized skills, which may include: research, development of a particular interest and development of an overseas or cultural clerkship.

Restriction: admitted to PAST program & by permission of instructor

For information on financial aid contact:

The Office of Student Financial Aid
Sallye Heath, Financial Aid Coordinator
The University of New Mexico
Albuquerque, NM 87131-2081
(505) 772-2005

The Physician Assistant Profession

Physician Assistants (PAs) are health professionals licensed to practice medicine with physician supervision. PAs are qualified by graduation from an accredited Physician Assistant educational program and certification by the National Commission on Certification of Physician Assistants. Within the physician/PA relationship, PAs exercise autonomy in medical decision-making and provide a broad range of diagnostic and therapeutic services. The clinical role of PAs includes primary and specialty care in medical and surgical practice settings in rural and urban areas. Physician Assistant practice is centered on patient care and may include educational, research and administrative activities.

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Projected Graduate Program Cost Estimates and Resources

Institution: The University of New Mexico

Proposed Program: Master of Science in Physician Assistant Studies

Estimated revenues:

The University of New Mexico Physician Assistant Program is currently funded by the following revenue sources:

1. I&G FY 07-08	\$423,400
2. Departmental support	117,579
3. Student fees	(see below)

Total income	\$540,979
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For the initial 10 years of the program, external funding from HRSA PA Training Grants provided a major source of revenue. As of 2007-8 the training grant expired. The Department of Family & Community Medicine and the School of Medicine provide continuing financial support. There is no information as to whether these grants will once again be fully funded.

Student fees are attached to courses based on the current cost of learning resources as assessed by the School of Medicine, such as cadaver lab fees, microscope usage fees, course syllabi, etc. This revenue is transferred to the various billing departments.

Estimated expenses:

Faculty/staff salaries 07-08:	\$500,038
Supplies/equipment/travel 07-08:	<u>40,941</u>

Total Expenses	\$540,979
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The above represents the estimated revenue/expenses for fiscal year 2007-08. No monies are requested, nor are there any anticipated additional expenses, for the proposed graduate program. On the average, program revenue and expenses increase 5% per annum. This increase should represent any change over the first five years of the new program.

Difference revenue-expenses: 0

Estimated impact of the program: No financial impact

FTE Enrollment: 14 students admitted per year (28 in attendance). At this time there are no projected increases in enrollment for the next five years.

Projected credits: 87/ 2 years

Tuition generated: Will vary based on current graduate tuition rates. The program does not receive formula funding, nor any return on tuition.

Category	Budget	Comments
	FY 07-08 Budget \$540,979.00	423,400.00 I&G '07-08 117,579.00 FCM, Grants, etc
SALARIES		
Katalanos	98,578	
White	77,410	
O'Callaghan	77,410	
LeCesne	77,410	
Taslitz	38,705	
Ellington	38,705	
Harrison	55,379	
Stevens	36,441	
	500,038.00	
SUPPLIES		
Supplies	3,310.00	
Books	2096	
Software	241	
Comp. Supplies	2731	
Non Capital Equip	2000	Furniture updated in '06
Computers	0	Computers updated '06
Dues	7,650.00	Professional, incl PAEA & AAPA
Mail	846.00	
overnight mail	68.00	
InState Travel	2,559.00	Site visit=1,150.50, Conferences=1,015.41)
Out of State trvl	4,378.00	Professional mtgs
Foreign Travel	0	PAEA in Quebec 06; none '07-08
phone line chgs	3,514.00	
Long Distance	480.00	
Voice Mail	684.00	
Conference fee	3,385.00	
UNM Copy	872.00	
Warranties	239.00	
IKON	4,329.00	
Com Link	54.00	
Parking space	1,005.00	
Banner Tax	500.00	
Total =Supplies	40,941.00	
	\$540,979.00	

Tuition generated: Will vary based on current graduate tuition rates. The program does not receive formula funding, nor any return on tuition.

MEMORANDUM

To: Kathleen Sena, Registrar

Cc: Nikki Katalanos, PA Program Director
Holly Phillips, HSLIC PA Program Liaison

From: Janis Teal, Deputy Director, Library Services *Janis Teal*

Date: October 6, 2007

Re: Health Sciences Library Impact Statement, Master's Program in Physician Assistantship

This memorandum addresses the impact on the Health Sciences Library and Informatics Center (HSLIC) incurred by the proposed change from a Bachelor's in Physician Assistantship to a Master's degree.

Because the PA program follows the curriculum of the School of Medicine, HSLIC is well-positioned to support the PA program now and should be able to maintain the same level of support in the future when it becomes a Master's program.

I have reviewed the lists of print texts provided to me by Nikki Katalanos. There are 25 titles recommended in the curriculum, and HSLIC currently owns 20 of them (80%). This includes 2 titles owned in electronic format rather than print format.

The remaining 5 titles will cost about \$400 to acquire, and HSLIC should be able to do that without adversely impacting its general collection budget.

The PA program operates as an on-campus, face-to-face program. If, in the future, it were to move to have a significant online component in WebCT, HSLIC would have concerns regarding staffing, as our WebCT staff currently supports 255 courses each, a maximum load.

Disregarding that stipulation, which is not an issue at this time, I fully support the efforts to change the PA program to a Master's level program.

Affect on existing program:

The proposed Master's of Science in Physician Assistant Studies will replace the existing Bachelor's of Science Degree in Physician Assistant Studies. The Bachelor's degree courses will be phased out as the last class of BS students complete the curriculum.