NEW GRADUATE DEGREE OR GRADUATE CERTIFICATE
FORM D

Date: April 7, 2008

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

Director 272-1402
(Telephone number)
nkatalanos@salud.unm.edu
(Email address)

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

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

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

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MAY 01 2008
RECORDS OFFICE

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).

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

College Curricula Committee

College or School Dean

Dean of Library Services

Office of the Registrar—Catalog

FS Graduate Committee

Dean of Graduate Studies

FS Curricula Committee

Office of the Provost

Faculty Senate

Board of Regents

Additional Approvals for Degrees:

Board of Regents

Council of Graduate Deans

Academic Council of Higher Education

Higher Education Department

State Board of Finance
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 on 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

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NEW DEGREE PROPOSAL
Entry-level Professional Degree

MASTER OF SCIENCE in PHYSICIAN ASSISTANT STUDIES

1 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.
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.
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>
<thead>
<tr>
<th>Table 2. Summary of Proposed Graduate Curriculum</th>
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<tr>
<td>• All existing courses redesigned to meet graduate standards.</td>
</tr>
<tr>
<td>• 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.</td>
</tr>
<tr>
<td>• PAST 575 Primary Care Clerkship (5 credits) includes a long-term care component.</td>
</tr>
<tr>
<td>• 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.</td>
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</table>

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 Heath 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)

<table>
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<tr>
<th>Residence at time of application</th>
<th>New Mexico</th>
<th>Texas</th>
<th>Colorado Arizona Utah</th>
<th>Other States</th>
<th>Totals</th>
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<tbody>
<tr>
<td>Employed as a PA N=95</td>
<td>89% (87)</td>
<td>05% (5)</td>
<td>01% (1)</td>
<td>05% (5)</td>
<td>98</td>
</tr>
<tr>
<td>Employed in rural and/or underserved NM N=78</td>
<td>40% (31)</td>
<td></td>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>Employed at UNMH (17) or VAH (3) N=78</td>
<td>26% (20)</td>
<td></td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Not employed as a PA *</td>
<td>01% (1)</td>
<td></td>
<td></td>
<td>01% (2)</td>
<td>3</td>
</tr>
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* 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 %
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<tr>
<td>Attrition</td>
<td>0</td>
<td>1</td>
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<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
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*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>
<thead>
<tr>
<th></th>
<th>1999-2006 (84)</th>
<th>2007 (15)</th>
<th>2008 (14)</th>
<th>2009 (14)</th>
</tr>
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<td>Male</td>
<td>39% (33)</td>
<td>53% (8)</td>
<td>36% (5)</td>
<td>64% (9)</td>
</tr>
<tr>
<td>Female</td>
<td>61% (51)</td>
<td>47% (7)</td>
<td>64% (9)</td>
<td>36% (5)</td>
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<tr>
<td>White</td>
<td>60% (50)</td>
<td>47% (7)</td>
<td>64% (9)</td>
<td>57% (8)</td>
</tr>
<tr>
<td>Non-White</td>
<td>40% (34)</td>
<td>53% (8)</td>
<td>36% (5)</td>
<td>43% (6)</td>
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<tr>
<td>NM Residents</td>
<td>94% (79)</td>
<td>87% (13)</td>
<td>79% (11)</td>
<td>93% (13)</td>
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<td>Mean Age</td>
<td>33</td>
<td>30</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>Cum GPA</td>
<td>3.53</td>
<td>3.47</td>
<td>3.51</td>
<td>3.59</td>
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<tr>
<td>Months HCE**</td>
<td>50</td>
<td>67</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>% BA/BS degrees or higher</td>
<td>80% (67)</td>
<td>47% (7)</td>
<td>86% (12)</td>
<td>71% (10)</td>
</tr>
</tbody>
</table>

* 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

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

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: $40,941

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.
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<thead>
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<th>Budget</th>
<th>Comments</th>
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<td>FY 07-08 Budget</td>
<td>$540,979.00</td>
<td>423,400.00 I&amp;G '07-08</td>
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<td></td>
<td></td>
<td>117,579.00 FCM, Grants, etc</td>
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<td><strong>SALARIES</strong></td>
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<tr>
<td>Katalanos</td>
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<tr>
<td>White</td>
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<td>O'Callaghan</td>
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<tr>
<td>Taslitz</td>
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<td>Ellington</td>
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<td>Harrison</td>
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<td>Stevens</td>
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<td>Computers updated '06</td>
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<td>overnight mail</td>
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<tr>
<td>InState Travel</td>
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<td><strong>Total</strong></td>
<td><strong>$540,979.00</strong></td>
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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)

#### SUMMER
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<th>Course Title</th>
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<td>PAST 301</td>
<td>FMS I Population Health ($275)</td>
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<td>PAST 304</td>
<td>FMS I Foundations of Research Methodology</td>
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<tr>
<td>PAST 420</td>
<td>Clinical Seminar I</td>
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<td>PAST 316</td>
<td>ICM I Dermatology</td>
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<tr>
<td>PAST 318</td>
<td>ICM I Orthopedics</td>
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<td>FMS II Adolescent &amp; Pediatric Medicine I</td>
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<tr>
<td>PAST 305</td>
<td>FMS II Adult &amp; Geriatric Medicine I</td>
<td>1</td>
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<td>PAST 306</td>
<td>FMS II Clinical Skills I</td>
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<td>PAST 307</td>
<td>FMS II Pharmacology I</td>
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<tr>
<td>PAST 319</td>
<td>ICM I Human Structure, Function &amp; Development ($349)</td>
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</tr>
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<td>PAST 320</td>
<td>ICM I Mechanisms of Disease</td>
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<td>FMS III Adult &amp; Geriatric Medicine II</td>
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<td>PAST 309</td>
<td>FMS III Pharmacology II</td>
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</tr>
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<td>PAST 310</td>
<td>FMS III Clinical Skills II</td>
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<td>PAST 421</td>
<td>Clinical Seminar II</td>
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<td>PAST 317</td>
<td>ICM II Neurosciences ($300)</td>
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<tr>
<td>PAST 321</td>
<td>ICM II CV/Pulmonary/Renal</td>
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#### SUMMER
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<td>FMS IV Adolescent &amp; Pediatric Medicine III</td>
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<tr>
<td>PAST 406</td>
<td>Clerkship Women's Health/Prenatal Care</td>
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<tr>
<td>PAST 407</td>
<td>Clerkship Behavioral Medicine/Psychiatry</td>
<td>4</td>
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<tr>
<td>PAST 408</td>
<td>Clerkship General Internal Medicine</td>
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<tr>
<td>PAST 409</td>
<td>Clerkship Elective ($300)</td>
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<td>PAST 422</td>
<td>Clinical Seminar III</td>
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#### SUMMER
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<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>PAST 404</td>
<td>Clerkship Surgery</td>
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<tr>
<td>PAST 402</td>
<td>Primary Care Preceptorship</td>
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<td><strong>Total</strong></td>
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</table>

Clerkship and preceptorship credits 34
Professional curriculum credits 55
Total semester credits 89
# PA Program Professional Curriculum

Proposed for Masters Degree

## Summer

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PAST 501</td>
<td>FMS I Population Health</td>
<td>1</td>
</tr>
<tr>
<td>PAST 502</td>
<td>FMS I Foundations of Research Methodology</td>
<td>1</td>
</tr>
<tr>
<td>PAST 535</td>
<td>Clinical Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>PAST 540</td>
<td>ICM I Dermatology</td>
<td>2</td>
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<td>PAST 541</td>
<td>ICM I Orthopedics</td>
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## Fall

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<tbody>
<tr>
<td>PAST 510</td>
<td>FMS II Pediatric &amp; Adolescent Medicine I</td>
<td>2</td>
</tr>
<tr>
<td>PAST 515</td>
<td>FMS II Adult &amp; Geriatric Medicine I</td>
<td>2</td>
</tr>
<tr>
<td>PAST 520</td>
<td>FMS II Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td>PAST 530</td>
<td>FMS II Clinical Skills I</td>
<td>2</td>
</tr>
<tr>
<td>PAST 542</td>
<td>ICM I Human Structure, Function &amp; Development</td>
<td>4</td>
</tr>
<tr>
<td>PAST 543</td>
<td>ICM I Mechanisms of Disease Genetics &amp; Neoplasia</td>
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<tr>
<td>PAST 544</td>
<td>ICM I Mechanisms of Disease Infection &amp; Immunity</td>
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## Spring

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<tbody>
<tr>
<td>PAST 511</td>
<td>FMS III Pediatric &amp; Adolescent Medicine II</td>
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<tr>
<td>PAST 516</td>
<td>FMS III Adult &amp; Geriatric Medicine II</td>
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<td>PAST 521</td>
<td>FMS III Pharmacology II</td>
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<td>PAST 531</td>
<td>FMS III Clinical Skills II</td>
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<td>PAST 536</td>
<td>Clinical Seminar II</td>
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<td>PAST 545</td>
<td>ICM II Neurosciences</td>
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<tr>
<td>PAST 547</td>
<td>ICM II CV-Pulmonary-Renal</td>
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## Summer

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<td>PAST 560</td>
<td>Clerkship Family Medicine</td>
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<tr>
<td>PAST 562</td>
<td>Clerkship Pediatrics</td>
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## Fall

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<td>PAST 525</td>
<td>FMS IV Emergency Medicine</td>
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<tr>
<td>PAST 512</td>
<td>FMS IV Pediatric &amp; Adolescent Medicine III</td>
<td>2</td>
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<tr>
<td>PAST 517</td>
<td>FMS IV Adult &amp; Geriatric Medicine III</td>
<td>2</td>
</tr>
<tr>
<td>PAST 522</td>
<td>FMS IV Pharmacology III</td>
<td>2</td>
</tr>
<tr>
<td>PAST 532</td>
<td>FMS IV Clinical Skills III</td>
<td>1</td>
</tr>
<tr>
<td>PAST 550</td>
<td>ICM III GI-Nutrition-Metabolism</td>
<td>4</td>
</tr>
<tr>
<td>PAST 552</td>
<td>ICM III Human Sexuality, Reproduction, Endocrine</td>
<td>4</td>
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## Spring

<table>
<thead>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PAST 564</td>
<td>Clerkship Emergency Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PAST 561</td>
<td>Clerkship Women’s Health &amp; Prenatal Care</td>
<td>3</td>
</tr>
<tr>
<td>PAST 563</td>
<td>Clerkship Behavioral Medicine-Psychiatry</td>
<td>3</td>
</tr>
<tr>
<td>PAST 565</td>
<td>Clerkship General Internal Medicine</td>
<td>3</td>
</tr>
<tr>
<td>PAST 566</td>
<td>Clerkship Elective</td>
<td>1</td>
</tr>
<tr>
<td>PAST 537</td>
<td>Clinical Seminar III</td>
<td>1</td>
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32
### SUMMER

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<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PAST 568</td>
<td>Clerkship Surgery</td>
<td>3</td>
</tr>
<tr>
<td>PAST 575</td>
<td>Clerkship LTC &amp; Primary Care</td>
<td>5</td>
</tr>
<tr>
<td>PAST 600</td>
<td>Program to Practice</td>
<td>2</td>
</tr>
<tr>
<td>PAST 610</td>
<td>Independent Study</td>
<td>1-14 possible credits</td>
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</table>

Clerkship credits: 27  
Professional curriculum credits: 59  
Total semester credits: 86
C
Accreditation
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, MPA, PA-C
Chair, ARC-PA

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.

Medical
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):**

**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):


**Books:**


**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


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


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


"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).
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<th>Year</th>
<th>Position and Affiliation</th>
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<tr>
<td>1974 – 1978</td>
<td>Director of Student Health Services: Colgate University, Hamilton, NY</td>
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<td></td>
<td>Clinical duties and subsequent management responsibility for the Student Health Service at a major Eastern university.</td>
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<td>1979 – 1983</td>
<td>Staff Physician Assistant: MI Bassett Hospital Department of Surgery, Cooperstown, NY</td>
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<td></td>
<td>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</td>
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<tr>
<td>1979</td>
<td>Senior Staff Physician Assistant: Cedar Vale Regional Hospital and Clinic, Cedar Vale, KS</td>
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<td>Clinical duties throughout a rural hospital and clinic in rural Kansas.</td>
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<td>1974 – 1978</td>
<td>Emergency Room Physician Assistant: Community Memorial Hospital, Hamilton, NY</td>
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<tr>
<td>1974 – 1978</td>
<td>Emergency Room Physician Assistant: Oneida Community Hospital, Oneida, NY</td>
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<tr>
<td>1984 – 1994</td>
<td>Physician Assistant/Administrator: Ear, Nose &amp; Throat Associates, of Oneonta, PC, Oneonta, NY</td>
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<td></td>
<td>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.</td>
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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
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
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.
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.
• 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.
• 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

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:
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:
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.

47
New Mexico Disaster Medical Assistance Team (DMAT-1), Volunteer, 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.

**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.
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
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](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**

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PAST 501 FMS I Population Health</td>
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<td>PAST 502 FMS I Foundations of Research Methodology</td>
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</tr>
<tr>
<td>PAST 535 Clinical Seminar I</td>
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</tr>
<tr>
<td>PAST 540 ICM I Dermatology</td>
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<tr>
<td>PAST 541 ICM I Orthopedics</td>
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<tr>
<td>PAST 510 FMS II Pediatric &amp; Adolescent Medicine I</td>
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</tr>
<tr>
<td>PAST 515 FMS II Adult &amp; Geriatric Medicine I</td>
<td>2</td>
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<tr>
<td>PAST 520 FMS II Pharmacology I</td>
<td>2</td>
</tr>
<tr>
<td>PAST 530 FMS II Clinical Skills I</td>
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<tr>
<td>PAST 542 ICM I Human Structure, Function &amp; Development</td>
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<tr>
<td>PAST 543 ICM I Mechanisms of Disease- Genetics &amp; Neoplasia</td>
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<tr>
<td>PAST 544 ICM I Mechanisms of Disease- Infection &amp; Immunity</td>
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**SPRING**

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<tr>
<td>PAST 511 FMS III Pediatric &amp; Adolescent Medicine II</td>
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<tr>
<td>PAST 516 FMS III Adult &amp; Geriatric Medicine II</td>
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<td>PAST 521 FMS III Pharmacology II</td>
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<td>PAST 531 FMS III Clinical Skills II</td>
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<td>PAST 536 Clinical Seminar II</td>
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<tr>
<td>PAST 545 ICM II Neurosciences</td>
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<td>PAST 547 ICM II CV-Pulmonary-Renal</td>
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**SUMMER**

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<td>PAST 560 Clerkship Family Medicine</td>
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<td>PAST 562 Clerkship Pediatrics</td>
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16
### FALL

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>PAST 525</td>
<td>FMS IV Emergency Medicine</td>
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<tr>
<td>PAST 512</td>
<td>FMS IV Pediatric &amp; Adolescent Medicine III</td>
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<tr>
<td>PAST 517</td>
<td>FMS IV Adult &amp; Geriatric Medicine III</td>
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<td>PAST 522</td>
<td>FMS IV Pharmacology III</td>
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<td>PAST 532</td>
<td>FMS IV Clinical Skills III</td>
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<tr>
<td>PAST 550</td>
<td>ICM III GI/Nutrition/Metabolism</td>
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<tr>
<td>PAST 552</td>
<td>ICM III Human Sexuality, Reproduction, Endocrine</td>
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**Total Credits: 17**

### SPRING

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<tr>
<td>PAST 561</td>
<td>Clerkship Women's Health &amp; Prenatal Care</td>
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<tr>
<td>PAST 563</td>
<td>Clerkship Behavioral Medicine-Psychiatry</td>
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<td>PAST 565</td>
<td>Clerkship General Internal Medicine</td>
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<td>Clerkship Elective</td>
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<tr>
<td>PAST 537</td>
<td>Clinical Seminar III</td>
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**Total Credits: 14**

### SUMMER

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<tr>
<td>PAST 575</td>
<td>Clerkship LTC &amp; Primary Care</td>
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</tr>
<tr>
<td>PAST 600</td>
<td>Program to Practice</td>
<td>2</td>
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</table>

**Total Credits: 10**

- 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.
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.

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.

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.

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.

Introduction to Clinical Medicine I Human Structure, Function & Development. (4)
This course focuses on human anatomy, histology and embryology.
Restriction: admitted to PAST program.

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.

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.

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.

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 subspeciality (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
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
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, M.D.
Associate Dean for Undergraduate Medical Education
Professor of Internal Medicine and Cardiology
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,

[Signature]

Jeffrey Griffith, Ph.D.  
Executive Dean, SOM
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
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
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
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,

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
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 Koimis, MA, M.Ed.,
Instructor/Coach
UNM Academic Support
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,

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 competencies 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.

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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 1 June 16 – July 25**
The first Summer session is not integrated with the MD cohort.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation (8)*&lt;br&gt;• Curriculum overview&lt;br&gt;• Student Handbook&lt;br&gt;• Testing &amp; assessment&lt;br&gt;• Guest speakers&lt;br&gt;Dermatology (10)&lt;br&gt;Population Health (2)&lt;br&gt;Research &amp; Informatics (4)&lt;br&gt;Clinical skills (10)<strong>&lt;br&gt;Clinical seminar (2)</strong>&lt;br&gt;High ropes course (4)</td>
<td>Dermatology (14)&lt;br&gt;Population Health (4)&lt;br&gt;Research &amp; Informatics (4)&lt;br&gt;Clinical Skills (12)&lt;br&gt;Clinical Seminar I (4)</td>
<td>Dermatology (10)&lt;br&gt;Population Health (4)&lt;br&gt;Research &amp; Informatics (4)&lt;br&gt;Clinical Skills (8)</td>
<td>Orthopedics (26)&lt;br&gt;Population Health (4)&lt;br&gt;Research &amp; Informatics (4)&lt;br&gt;Clinical Skills (4)&lt;br&gt;Clinical Seminar I (2)</td>
<td>Orthopedics (24)&lt;br&gt;Population Health (4)&lt;br&gt;Research &amp; Informatics (2)&lt;br&gt;Clinical skills (4)&lt;br&gt;Clinical Seminar I (2)</td>
<td>Orthopedic (8)&lt;br&gt;Final exams &amp; oral reports (12)</td>
</tr>
<tr>
<td>40 hours</td>
<td>36 hours</td>
<td>28 hours (depends on 7/4 holiday)</td>
<td>40 hours</td>
<td>36 hours</td>
<td>20 hours</td>
</tr>
</tbody>
</table>

*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.**

<table>
<thead>
<tr>
<th>Orientation week</th>
<th>10 Weeks</th>
<th>Vacation</th>
<th>5.3 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Coat Ceremony</td>
<td>Average week: 32-34 hours</td>
<td>Average week: 32-34 hours</td>
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</table>

### Fall continues

<table>
<thead>
<tr>
<th>Holiday</th>
<th>5 Weeks</th>
<th>Winter break</th>
<th>12/24-1/2</th>
<th>Spring I January 3-25</th>
<th>Spring break</th>
<th>3/27-4/6</th>
</tr>
</thead>
</table>

Average week: 26-28
## Spring continues January 28-June 20

<table>
<thead>
<tr>
<th>8 Weeks</th>
<th>10 Weeks</th>
<th>1 week</th>
<th>Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neurosciences (Neurology, Behavior, Psychiatry) (14/week)</td>
<td>Cardiovascular/Pulmonary/Renal Medicine (14/week)</td>
<td>ACLS/PALS (Advanced lifesaving)</td>
<td>May be before or after clerkships</td>
</tr>
<tr>
<td>PBL tutorial (6/week)</td>
<td>PBL tutorial (6/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Skills (2/week)</td>
<td>Clinical Skills (2/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuity Clinic (4/week)</td>
<td>Continuity Clinic (4/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatrics II (2/week)</td>
<td>Pediatrics II (2/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult &amp; Geriatrics II (2/week)</td>
<td>Adult &amp; Geriatrics II (2/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Pharmacology II (2/week)</td>
<td>Clinical Pharmacology II (2/week)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Seminar II (2 biweekly)</td>
<td>Clinical Seminar II (2 biweekly)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Epidemiology &amp; Biostatistics (2/biweekly)</td>
<td>Epidemiology &amp; Biostatistics (2/biweekly)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Average week: 34-36 hours</strong></td>
<td><strong>Average week: 34-36 hours</strong></td>
<td><strong>1 week</strong></td>
<td><strong>1 week</strong></td>
</tr>
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</table>

## Summer II June

<table>
<thead>
<tr>
<th>8 Weeks</th>
<th>1 week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clerkships begin (2 only):</td>
<td></td>
</tr>
<tr>
<td>• Family Practice</td>
<td></td>
</tr>
<tr>
<td><strong>Choose 1</strong></td>
<td></td>
</tr>
<tr>
<td>• Pediatrics</td>
<td></td>
</tr>
<tr>
<td>• Women’s Health</td>
<td></td>
</tr>
<tr>
<td>• Behavioral Medicine</td>
<td></td>
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<tr>
<td><strong>Average week: 40 hours, but varies with clerkship</strong></td>
<td></td>
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</tbody>
</table>
## Fall II: September 10–December 20

<table>
<thead>
<tr>
<th>7 Weeks</th>
<th>Holiday</th>
<th>10 Weeks</th>
<th>Winter Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gastrointestinal Medicine, Nutrition, Metabolism (14/week)</td>
<td>Thanksgiving</td>
<td>Human Sexuality &amp; Reproduction/Endocrinology (14/week)</td>
<td>12/21-1/2</td>
</tr>
<tr>
<td>PBL tutorial (6/week)</td>
<td></td>
<td>PBL tutorial (6/week)</td>
<td></td>
</tr>
<tr>
<td>Clinical Skills (2/biweekly)</td>
<td></td>
<td>Clinical Skills (2 biweekly)</td>
<td></td>
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<tr>
<td>Continuity Clinic (4/week)</td>
<td></td>
<td>Continuity Clinic (4/week)</td>
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<tr>
<td>Pediatrics III (2/week)</td>
<td></td>
<td>Emergency Medicine &amp; Procedures (4/week)</td>
<td></td>
</tr>
<tr>
<td>Adult &amp; Geriatrics III (1/week)</td>
<td></td>
<td>Epidemiology &amp; Biostatistics (2/biweekly)</td>
<td></td>
</tr>
<tr>
<td>Clinical Pharmacology III (1/week)</td>
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</tr>
<tr>
<td>Emergency Medicine &amp; Procedures (4/week)</td>
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<tr>
<td>Epidemiology &amp; Biostatistics (2/biweekly)</td>
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<tr>
<td>Average week: 38-40 hours</td>
<td>2 days</td>
<td>Average week: 30-32 hours</td>
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## Spring II through Summer III: January 2–August 18

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<tr>
<th>4 Weeks each</th>
<th>Monthly on Fridays</th>
<th>1 week</th>
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<tr>
<td>Clerkships restart: choose remaining 2</td>
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<td>Summative Evaluations</td>
</tr>
<tr>
<td>• Pediatrics</td>
<td>Clinical Seminar III (2)</td>
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</tr>
<tr>
<td>• Women’s health</td>
<td>Program to Practice (2-4)</td>
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<tr>
<td>• Behavioral medicine</td>
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<tr>
<td>Plus</td>
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<tr>
<td>• Emergency Medicine</td>
<td></td>
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<tr>
<td>• Internal Medicine</td>
<td></td>
<td></td>
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<tr>
<td>• General Surgery</td>
<td></td>
<td></td>
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<tr>
<td>• Primary Care Preceptorship</td>
<td></td>
<td></td>
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<tr>
<td>• Elective</td>
<td></td>
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</tr>
<tr>
<td>Average week: 40 hours, but varies with clerkship</td>
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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.nnmapa.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

Communications 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

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PAST 501 FMS I Population Health</td>
<td>1</td>
</tr>
<tr>
<td>PAST 502 FMS I Foundations of Research Methodology</td>
<td>1</td>
</tr>
<tr>
<td>PAST 535 Clinical Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>PAST 540 ICM I Dermatology</td>
<td>2</td>
</tr>
<tr>
<td>PAST 541 ICM I Orthopedics</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>7</td>
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<table>
<thead>
<tr>
<th>FALL</th>
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</thead>
<tbody>
<tr>
<td>PAST 510 FMS II Pediatric &amp; Adolescent Medicine I</td>
<td>2</td>
</tr>
<tr>
<td>PAST 515 FMS II Adult &amp; Geriatric Medicine I</td>
<td>2</td>
</tr>
<tr>
<td>PAST 520 FMS II Pharmacology I</td>
<td>2</td>
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<tr>
<td>PAST 530 FMS II Clinical Skills I</td>
<td>2</td>
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<tr>
<td>PAST 542 ICM I Human Structure, Function &amp; Development</td>
<td>4</td>
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<tr>
<td>PAST 543 ICM I Mechanisms of Disease- Genetics &amp; Neoplasia</td>
<td>2</td>
</tr>
<tr>
<td>PAST 544 ICM I Mechanisms of Disease- Infection &amp; Immunity</td>
<td>2</td>
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<td></td>
<td>16</td>
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<table>
<thead>
<tr>
<th>SPRING</th>
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<tbody>
<tr>
<td>PAST 511 FMS III Pediatric &amp; Adolescent Medicine II</td>
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<tr>
<td>PAST 516 FMS III Adult &amp; Geriatric Medicine II</td>
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<td>PAST 521 FMS III Pharmacology II</td>
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<td>PAST 531 FMS III Clinical Skills II</td>
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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.
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.

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.

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.

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.

Introduction to Clinical Medicine I Human Structure, Function & Development. (4)
This course focuses on human anatomy, histology and embryology.
Restriction: admitted to PAST program.

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.

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.

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.

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.
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

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: 40,941

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.
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MEMORANDUM

To: Kathleen Sena, Registrar
Cc: Nikki Katalanos, PA Program Director
    Holly Phillips, HSLIC PA Program Liaison
From: Janis Teal, Deputy Director, Library Services
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.
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**INSTRUCTIONS:**

- Please submit three copies of the Associate Proposal for Academic Affairs for approval.
- Explanations and blank budget forms are provided on the Master Sheet. These are to modify or add additional budget forms as necessary.
- Explanations for increases or new fees must be fully justified financially by multiplying projected revenues by the margin.
- Special courses fees are appropriate only when these are multiple courses associated with a course of which these are physical residua.