

A history of the Physician Assistant program at  
Trevecca Nazarene University, 1976-2006

Homer J. Adams



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at Trevecca Nazarene University

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Homer J. Adams, Ph.D



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Trevecca Nazarene University

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## Preface

As University Historian, I have been concerned that research be done in several areas, calling on retired professors to volunteer to write histories of various programs at T.N.U. President Reed and later, President Boone approved and gave encouragement to these research projects. In the 1990's our task was to take the lead in the five-volume centennial history, completed in 2001, the 100<sup>th</sup> birthday of the institution.

Dr. William Strickland completed the history of the ministerial program at Trevecca in early 2008. I started working on a history of the Physician Assistant Program in 2005, was delayed because of a health problem and another writing assignment, and started again in earnest in 2008. The work is completed in May, 2009.





## Acknowledgements

Appreciation is expressed to Dr. Earl Vastbinder and Dr. Michael Moredock for their help and to Marsha Overstreet for doing the typing. My gratitude also goes to the faculty in the P.A. Program, across thirty years, who made sacrifices beyond the norm. I salute the hundreds of T.N.U. graduates of the P.A. Program who are ministering to the medical needs of people in various parts of the world.

Homer J. Adams, Ph.D.



The Physician Assistant Program  
Trevecca Nazarene University  
1976 – 2006

Introduction

The P.A. Program at Trevecca was started in 1976 under the leadership of President Mark Moore and Dean William Strickland. Dr. Earl Vastbinder was invited to come to Trevecca, launch the program, and be its director.

The beginning of the P.A. Program and its continuation was bound up in the life and career of Dr. Earl Vastbinder, so let us consider his training and experience. His undergraduate work was done at Olivet Nazarene University and the University of Dayton which awarded him the B.S. degree. He received the M.D. degree from the Ohio State University Medical School in 1961. Then he interned at the large city-county Miami Valley Hospital in Dayton, Ohio.

Following this, he entered the military as a general medical officer with the rank of Captain. He was assigned to the Malmstrom Air Force Base (part of SAC's missile defense system in Montana) and served there for two years as a General Medical Officer and as Assistant Base Pediatrician, 1962-1964. The doctor returned to Ohio State University for a two-year residency in the Department of Pediatrics at the Columbus Children's Hospital. This was an intensive program with six or seven days of duty a week and overnight duty every third day.

During this time he completed the academic work and thesis for an M.S. in Pediatric Medicine with a focus on behavioral science that included psychiatry, psychology and sociology.

Upon completion of his training he was offered faculty appointments at Ohio State University College of Medicine and at the University of Kentucky Chandler Medical Center. He accepted joint appointments in the Department of Pediatrics and the University Health Service at Kentucky. He spent half of his time providing medical care in the Student Health Service as the Chief of the Medical Staff and the rest of his time teaching adolescent medicine. In his faculty role he ran a teaching clinic for medical students that provided care for teenagers and he gave lectures on the care and treatment of adolescents to pediatric residents, medical, dental and allied health students. In his patient care role he helped to care for varsity athletes including the football and basketball teams. In 1972 he was appointed Associate Professor in the College of Allied Health. He continued to teach in the medical school with a joint appointment as Associate Clinical Professor of Pediatrics.

The university had received a grant to start a Physician Assistant Program and Dr. Vastbinder was asked to be the director and start the program. He resisted at first for he was interested in training nurse practitioners (Physician Extenders). The chief of staff of Student Health Services made a presentation about this program to thousands of medical people at a Chicago meeting. The University of Kentucky was a pioneer, there being no other such program.



Dr. Vastbinder became interested in the role of the physician extender when asked to provide lectures at the Frontier Nursing Service in eastern Kentucky. Seeing that nurses with additional training could take over some patient care responsibilities previously done only by physicians, he began training several of the student health nurses to work as nurse practitioners. Based on the success of this program, Dr. Vastbinder made a major presentation of this concept to the national meeting of the American College Health Association. Kentucky was one of the early pioneers in this development. Because of his experience, when the university received a federal grant to begin physician assistant training Dr. Vastbinder was the first to be considered to develop the program. Duke University had one of the first physician assistant programs in the country. Their purpose was to train military corpsmen with prior training in some medical areas such as nursing, physical therapy, occupational therapy, x-ray technicians and other allied health disciplines. The program also accepted students who had degrees in other areas if they had the necessary prerequisites. The first program even accepted a student with a Ph.D. in an unrelated field.

He had one year to recruit students, hire faculty, and develop a curriculum. They started classes in 1973 and had an accreditation committee visit at the end of the second semester. Accreditation was awarded by the time the first class graduated. He directed this program for four years.

During his tenure with the Kentucky Physician Associate Program (University of Kentucky's name for this PA program), Dr. Vastbinder was appointed as a site visitor for accreditation of physician assistant programs. This gave him the opportunity to evaluate other training programs an activity that he continued after he moved to Trevecca.

Early in his training of physician assistants, Dr. Vastbinder recognized that PAs could be very valuable on the mission field in helping our greatly overworked medical missionaries. He raised the possibility of one of the Nazarene colleges having a program to train PAs specifically for mission service. While making an accreditation site visit at the University of Oklahoma Medical Center, Dr. Vastbinder made a call on Southern Nazarene University at the invitation of an old friend, President Dr. Stephen Nease. The consideration of a PA program was discussed with the university administrators. No decision was made at that time. At about the same time informal discussions were also carried out with administrators of several other Nazarene colleges but without any definitive action. In 1975 Dean Strickland invited Dr. Vastbinder to consult on possible medical training programs at Trevecca. His offer to follow-up with a feasibility study was accepted. On several return visits, he evaluated Trevecca's science curriculum and available faculty as well as looking for supportive resources in the middle Tennessee community. He talked with officials at Vanderbilt, Tennessee Medical Association, and various hospital administrators. Vanderbilt was encouraging about starting the program and offered cooperation. During the year 1975-76, Dr. Vastbinder visited Trevecca's campus several times assisting with the planning for the program.

After it became apparent that Trevecca did have the potential to create this program, Dr. Moore and Dr. Strickland realized that that it would require a doctor with P.A. experience and offered Dr. Vastbinder the job. He was cool to the idea at first. He had been told that he was being groomed to be the Dean of the School of Allied Health at Kentucky and the salary differential, should he come to Trevecca, would be considerable. After additional visits and much prayer, he accepted the offer and arrived at Trevecca in



August, 1976. He was to remain in his assignment nine years. When he left in 1985, it was to become Associate Clinical Professor of Pediatrics and Chief of Clinical Services at the University Student Health Service at Vanderbilt, where he served for nineteen years.

One could say that Trevecca got in on the “ground floor” for its P.A. Program. This was a new concept and this level of medical personnel had to be studied and accepted within states and by national professional organizations.

An example of this is found in the meeting of The Tennessee Medical Association House of Delegates and Resolution, 9-72. It is evident that the medical profession saw the need for physician assistants but also had a concern for standards and quality of training. An example to one of the “whereas” statements in the resolution:

WHEREAS, A national certification program is in the final stages of development, which will enable the adoption of uniform Physician Assistants Standards, which will provide a mechanism for evaluating the competency of the individual physician assistant to perform on the job; (other similar statements followed).

Among these was the Citation of Resolution Number 11 in 1970 urging institutions developing health career programs to follow the “guidelines for the development of new health occupations” prepared by the American Medical Association. A complete statement of this meeting is found in appendix V. An advance announcement about the forthcoming P.A. Program was made. A copy follows on a separate page.

There follows an original statement of explanation of the program.





Physician Assistant Program  
Trevecca Nazarene College

This new program is to prepare assistants to the primary care physician for work in mission service. The curriculum is four years in length leading to a baccalaureate degree. It is designed to meet the “Essentials of an Approved Educational Program for the Assistant to the Primary Care Physician” as prepared by the Council on Medical Education of the American Medical Association. The purpose of the program is to help meet health manpower needs in some of the developing nations where the church operates medical missions programs.

Physician assistants will be prepared for three basic areas of health care function. He will gather for the physician medical information that will include obtaining medical histories, performing physical examinations, and performing some laboratory studies. He will perform some health care service in areas that do not require a diagnostic process. This would include routine visits such as well baby examinations, school physicals, pre-employment physicals, and routine immunizations. It would include the management of cases of minor illnesses by the use of protocols. He will be taught to monitor patients with chronic illnesses who have established diagnosis and established treatment plans to determine when physician intervention is indicated. This latter function will also be carried out using protocols.

The program enrollment is being purposely kept small in order to assure the quality of the educational experience. Only ten students will be accepted for each class during the first two years of the program. No more than twenty students are planned for the three succeeding classes.

Students will be selected to enter the professional portion of the curriculum (the last two years) who have completed the pre-professional curriculum or who have had at least two years of college work in fields such as nursing, medical technology, physical therapy, or pharmacy. Preference for admission will be given to those who have had healthcare experience and those planning mission service.

The director of the program will be Earl E. Vastbinder, M.D., who is currently the director of the Physician Associate Program at the University of Kentucky. He is an Associate Professor in the College of Allied Health Professions and is an Associate Professor of Clinical Pediatrics in the College of Medicine at the University of Kentucky.



## Launching the Physician Assistant Program Early Challenges

Preparation for launching the P.A. Program at Trevecca involved a year of study and exploration accomplished by Dr. Vastbinder while serving as a volunteer consultant during 1975-76. This involved discussion and correspondence with the Tennessee Medical Association, the Nashville Academy of Medicine, Public Health Council, local doctors including Dr. Slonecker and Dr. Hardin, local hospitals, and the Dean and other officials in the Vanderbilt College of Medicine. Dean Strickland wrote the Tennessee Commissioner of Education, also describing the proposed program. This may well be a model of a process for starting a new program, particularly one in such a sensitive area.

A major issue in the new Physician Assistant Program at Trevecca was accreditation. On this recruitment of students and securing employment for graduates depended. Factors involved in the reach for accreditation were: sufficient faculty, adequate library resources, quality laboratory facilities, and budget to accomplish the above. The college and Dr. Vastbinder took a great leap of faith for we had none of the above. The way these needs were supplied is nothing short of miraculous. Dr. Earl Vastbinder provided the human leadership to deal with these problems.

State laws have a great deal to do with starting a P.A. Program. Some states have “bad laws”, those unfriendly to this type of program. Dr. Vastbinder considered Tennessee laws to be “good” ones. He had found Oklahoma laws to be favorable as well, thus leading to discussion with Dr. Nease of Bethany Nazarene College in 1975. However, nothing came of this discussion.

Dr. Vastbinder covered all the bases as a consultant advising Trevecca about starting a P.A. Program. He was in communication with Dr. Edward S. Mann, Secretary of the Education and the Ministry Department of the Nazarene Denomination, who gave strong encouragement.

The development of the program faculty gives testimony to God’s work in progress. At the beginning of the program in the fall of 1976 Dr Vastbinder taught all the courses except Medical Terminology. Early in 1977 Dr. Vastbinder learned of the availability of Dr. Henry through a mutual friend. He joined the faculty that year and rendered invaluable service to the teaching program during his tenure at Trevecca. Dr. Henry came from Columbia University in New York where as a resident he had been honored as an outstanding teacher. Dr. Vastbinder stated that the program would not have survived the early years without the services of Dr. Henry. Another position was providentially filled with the coming of Dr. Orpha Speicher, who, while serving as a missionary physician, had experience teaching nurses. A PA student alerted Dr. Vastbinder that Dr. Speicher was returning to the states after serving for 40 years in India and might be available to help with the program. Dr. Speicher was a major help to the program in many ways through teaching, administration and patient care. Whatever needed to be done found her willing and able. When a life-size leather doll was needed for teaching obstetrics, she, a skilled seamstress, made one. Dr. H.C. Haney, teacher of Dr. Vastbinder at Ohio State University Medical School, retired in Nashville and taught some courses.



Doctor Speicher, realizing that she was behind times in current medical practices in the United States, launched into a major study and brought herself up to date. She was a strict taskmaster with students but they learned from her. Dr. Ralph Ungar, with a distinguished career in microbiology, was in the Biology Department at Trevecca and also taught in the P.A. Program. Dr. Woodcock was an administrator at the Miller Hospital and was responsible for overseeing the clinical rotations at that facility. He was also a prominent member of the Nashville Academy of Medicine and provided liaison for Trevecca with that organization.

Another significant way that needs for faculty were met leads us to say, “Vanderbilt to the rescue.” The Vanderbilt connection with Trevecca goes back to the early years, as Vanderbilt loaned Trevecca the money to purchase the property on Fourth Avenue, in downtown Nashville in 1905. In the 1950s and 1960s when Trevecca Nazarene College lacked regional accreditation, the Vanderbilt Registrar, wrote a letter often quoted, saying, “Vanderbilt University accepts Trevecca graduates on the same basis as those from any other institution”. This opened the door for Trevecca students to gain entrance to graduate programs in many locations. Dr. Batts, the registrar was basing this on outstanding work by Trevecca alumni like L. P. Gresham, William Greathouse, Ed Cox, and many others.

The director, Dr. Vastbinder, established and maintained good communication with Vanderbilt Medical School. Thus, several different doctors came to give lectures at Trevecca in special areas. They were paid \$50 per lecture. Dr. Woodcock served as liaison between Trevecca and Vanderbilt. Working from the bottom up, dealing with doctors and department heads, rather than working through the leaders in the Medical School, the Trevecca director was able to secure access for our students to the Vanderbilt Medical Library. Some professors donated medical journals. The anatomy lab was open to our students. They provided the cadavers for our students to use for research. A professor gave lectures on anatomy. Another Vanderbilt professor was instrumental in opening the door of the V.A. Hospital for clinical rotations of Trevecca P.A. students.

At this time, the head of the Anatomy Department at Vanderbilt retired. The new acting head, Paula Hoose, was extremely helpful to the Trevecca program. A Psychologist on the staff provided a psychiatry rotation for our students.

Thank you, Vanderbilt, for a helpful friendship across the years!

Dr. Vastbinder also made arrangements with Miller Hospital to serve as an affiliation. We also had an agreement with a clinical psychologist at the VA Hospital to provide psychiatry. Other commitments were made with other doctors to train students in their offices. We got many good reports on the courtesy, maturity, and professionalism of our students.

The Trevecca P.A. Program was started with great faith and few dollars. The conventional wisdom was, in the 1970s, that a college needed an initial budget of a quarter of a million dollars as start-up money. Trevecca did not have it, so where did the dollars come from? The answer is—the sacrificial service of the faculty. They not only came at considerable sacrifice, they put money into the program! Teaching faculty were required to engage in medical practice to keep their skills current. Teaching loads were



reduced and the doctors took on additional assignments and plowed the extra money back into the P.A. Program. This is a unique example of professors supporting the college.

Trevecca Health Care became affiliated with the program in 1977. The doctor serving as medical director of this long-term care facility became ill and this position was available. When Dr. Moore heard of the opening, he and Dr. Strickland felt this would be a good opportunity to tie together the college and this facility which was located on the northeast border of the campus. Dr. Vastbinder was asked if he would assume this responsibility. He was given some reduction in teaching load and payment for his services was turned back over to the college. Dr. Vastbinder remained in this position throughout his stay with the university. This turned out to be good for the program as the patients provided good teaching for a physical diagnosis class and for a geriatrics rotation. Almost any heart murmur or abnormal chest sound that a student needed to know how to recognize could be found in one of its patients. The patients were also please to have the attention the students gave them.

The big question, looming over the Trevecca's P.A. Program during the first two years was "Can initial accreditation be secured before the first class graduates?" The P.A. Program was accredited by the American Medical Association in the second year of its operation. At first it was year-by-year recognition and then changed to longer periods.

The Trevecca P.A. Program was accredited in record time, the first class graduating in 1978 from a fully accredited program. The visiting committee was impressed with the qualifications of Drs. Haney, Vastbinder, Henry, and Ungar. This accreditation was a major victory won by excellent leadership, dedicated faculty, and Divine intervention.

The Trevecca P.A. Program was the only one in Tennessee, when founded. There was also one in Kentucky and fifty two P.A. programs nationwide.

Meharry Medical College trained nurse practitioners and Trevecca joined her in a federal grant. This provided funds to place students in their rotations in various parts of the state.





## Faculty and Staff

It has been difficult to determine just who the faculty members were year by year. For example, “Clinical Coordinator,” often a Trevecca graduate with a bachelor’s degree, would not be listed with academic faculty in the catalog. Sometimes they would be named under “administration,” when the P.A. Program administrators were a subset of the section called “Administration...” But in some catalogs there was no such listing. The P.A. Program is different and I suspect that those who edit the catalog have not found a standard way of listing these persons.

In some cases clinical coordinators had the title, “Instructor.” Indeed they were instructors, evaluating students they placed, conferring with those at the clinical site and with the help of the on-site doctor arriving at a grade for the student. For the purpose of this study all “Clinical Coordinators” are considered faculty with “Instructor” rank. Accreditation officials should have no problem with this.

Faculty with master degrees or doctorates have been listed in the catalog along with other professors.

Titles and responsibilities have changed across the years. At the outset Dr. Vastbinder did it all – Departmental Chair, P.A. Director, and Clinical Coordinator. Looking back on it, I think we let him work too hard.

Later on, some clinical coordinators would hold the position for a long time, Paul Brown for 7 years and Deborah Hinkle for 4 years. However, this responsibility was also carried by those who served only a year or two, as Sharon Wilcox (85-86), Lori Bourne (90-91), Tonya Krantz (91-92) and Debra Dover (92-94).

It is interesting to note that the “Director of the P.A. Program” was caught up in the responsibilities of Dr. Vastbinder at the beginning and of Dr. Moredock at the present. In between were directors with long tenure, Gary Johnson 1985-1992 and David Lennon 1992 to 2004.

Comments on major faculty members and administrators of the P.A. Program are as follows.

### Dr. Earl Vastbinder

The Vastbinder story was written up in the introductory chapter. Perhaps we should say more about his dream for the program – to train medical professionals to work in missions overseas, relieving the load on overworked doctors. There is a letter in the appendices about this need from Dr. Hynd of Swaziland, Africa. This has been only partially realized, as one cannot give a “call” to another person for missionary service. However, some have responded to this need and some have done clinical rotations overseas. Details are given in another chapter. Dr. Vastbinder had an illustrious career at Vanderbilt where he served for 19 years after leaving Trevecca. He taught all the courses that first year but later shared them with Dr. Henry and Dr. Speicher. He also taught in other departments “Marriage and the Family” and “Public Health.”

In addition, Dr. Vastbinder served as Medical Director of Trevecca Health Care and for several years as the primary doctor in the student clinic. During his tenure as faculty member he served on the academic council, the administrative council and for several years as chairman on the academic council. He was named Faculty Member of the Year in 1978 and was awarded the McClurkan Award by the Trevecca Alumni Association in 1986.

Dr. Vastbinder was a diplomate of the American Board of Pediatrics, A Fellow of the American Academy of Pediatrics and a charter member of the Society for Adolescent



Medicine. He served for 14 years on the board of directors of the Nazarene Health Care Fellowship and for two years as its president. He was later named President Emeritus.

#### Dr. Michael Moredock

He came to Trevecca in 1986 to fill the position held by Dr. Vastbinder who left in 1985. Dr. Moredock has held a variety of titles in his 22 years at TNU – Director of the P.A. Program, Chair of the Department of Allied Health, and Chair of the Division of Natural and Applied Sciences. This includes P.A., Mathematics, Science, Health and Human Performance, Medical Technology, and Nursing.

Dr. Moredock attended Indiana Wesleyan University and later, Indiana University where he received a B.S. in Chemistry. He earned the M.D. degree at the Indiana University School of Medicine in 1970. His residency was at Saint Joseph Hospital in Flint, Michigan. He practiced medicine in Ronan, Montana in 1977-78 and in Watford City, North Dakota until he came to Trevecca in 1986. Since his arrival at Trevecca he has also been Medical Director of University Health. He was Trevecca “Teacher of the year,” 2005.

Dr. Moredock is active professionally as a member of the American Medical Association and a member of seven other state and local boards. He was President of the Middle Tennessee Area Health Education Corporation Board of Directors in 1990-93. He has also served as a site reviewer for the Southern Association of Colleges and Schools.

#### Dr. Orpha Speicher

Dr. Speicher served at Trevecca as Professor and briefly as Medical Director of the P.A. Program from 1977 to 1978. She had spent most of her career as a medical missionary in India and that is a thrilling story in its own right. She was medical director in the P.A. Program from 1977-1986. She earned a B.A. degree at Pasadena College and the M.D. from Loma Linda University.

Dr. Vastbinder said she was very requiring of her students but was greatly loved and appreciated. She was an excellent seamstress and when a doll was needed as a teaching aid, she made one of leather. She was a lady of many talents, including being a skilled organist. After retiring at Trevecca she spent her remaining years in Casa Robles in California.

#### Dr. Douglas Henry

Dr. Henry earned the B.S. degree at Muhlenberg College and the M.D. at the Columbia University School of Medicine. He also served his residency in pediatrics at this prestigious institution where he was honored for his outstanding teaching. He was a Diplomat of the American Board of Pediatrics and a Fellow of the American Academy of Pediatrics. He was on the Trevecca faculty from 1977 to 1982, being part-time at the last. Dr. Vastbinder described him as an exceptional teacher whose service was invaluable to the program in its early days.

Once again a combination of events, with God’s help I believe, were involved in his coming to Trevecca. Karen Dean, Trevecca alum, in New York became friends with Dr. Henry’s wife and met him. Impressed, she got in touch with Dr. Vastbinder and recommended him. He joined the P.A. faculty in 1976 at its time of greatest need and helped get the Program accredited.

#### Lois Wolfgang

She is a nurse by profession and came to Trevecca in 1978. Her assignment was in the Medical Assistant Program but she began teaching part-time in the P.A. Program



that first year. After that she was a full-time professor teaching Medical Ethics, Interviewing Skills, and Clinical Practicum. She was also Director of Didactic Education.

Lois earned her B.S. degree at Roberts Wesleyan College and the M.H.S. at Governor's State University and, of course, she had the R.N.

To stay active professionally she served at the Tennessee Mental Health Institute for 15 years. Lois had a remarkable career at TNU serving on the faculty 30 years and retiring in 2008.

#### Dr. Ralph Ungar

I had not planned to go into detail about part-time teachers but Dr. Ungar is different. He was a full-time professor, in the Biology Department, and part-time in the P.A. Program. He taught microbiology.

Dr. Ungar earned his bachelor's degree and master's degree (M.T.) at Montana School of Technology and the Ph.D. at the University of Oklahoma. He had a brilliant career as a microbiologist before coming to Trevecca to teach. He taught in the P.A. Program from 1976 to 1995.

#### Gary Johnson

He was Director of the P.A. Program from 1983 to 1992. Dr. Vastbinder gives him high praise. He taught at the University of Iowa before he came to Trevecca. He got married while here. His credentials were B.S. and PA-C.

#### David Lennon

He served as Director of the P.A. Program from 1992 to 2004. David earned his B.S. degree at Trevecca in 1983 and his masters as well. Since leaving Trevecca he went into internal medical practice and now specializes in chronic pain management. He also served in general surgery, private practice. His military service started with four years of active service in the U.S. Air Force. Then he joined the Tennessee Air National Guard, in which he has served for 29 years, practicing P.A. medicine. He has achieved Lt. Col. rank and has served as executive officer of his unit.

#### Scot Hill

He served as Clinical Coordinator from 1997 to 2005. He earned his B.S. at Trevecca in 1990 and his M.P.A.S. at the University of Nebraska in 1999.

#### Deborah Hinkle

She served as clinical coordinator from 1986 to 1990. She earned her B.S. degree at Trevecca in 1981.

In 2004-2006 there was a significant change in faculty. David Lennon had left and Dr. Moredock became Director of the P.A. Program in September 2004. The following faculty were employed:

#### Larry E. Gerdom

He earned his B.S. at Bob Jones College (1976), his M.S. at Miami University (1979), Ph.D. at the University of Iowa (1983) and the M.S.P.A.S. at the University of South Alabama (1998).



Katrina Gill

She earned the B.S. at the University of Tennessee (1995) and the M.S.M. at Trevecca (2001).

Jennifer Campbell

Her B.S. Degree was awarded by Western University (1998) and the M.S.M. from Trevecca (2001).

Kimberly Nielson (Instructor)

Her B.A. was conferred by the University of North Iowa (1997) as was the M.P.A.S. (2001)

Iliana J. Carpenter

Her B.S. was from Abilene Christian University (1989) and the M.P.A. awarded by the University of Nebraska (1999).





## List of Faculty

Here is a list of P.A. faculty who served between the years 1976-2006.

Bourne, Lori K	Clinical Coordinator
Bowers, Ann	Educational Coordinator
Brown, Paul	Clinical Coordinator
Campbell, Jennifer	Instructor
Carpenter, Iliana J.	Instructor
Dover, Debra	Clinical Coordinator
Duncan, Thomas	Instructor, Allied Health
Krantz, Tonya	Clinical Coordinator
Gill, Katrina	Instructor
Gerdom, Larry E.	Director of Clinical Education
Haney, H.C.	Professor
Henry, Douglas C.	Assistant Professor
Hill, Scot	Director of Clinical Education
Hinkle, Deborah	Clinical Coordinator, Educational Coordinator
Johnson, Gary C.	Director of P.A. Program
Lennon, David	Director of P.A. Program
Lutz, David	Assistant Professor
Miller, Judson	Instructor
Moredock, G. Michael	Professor, Director of P.A. Program
Nielsen, Kimberly	Instructor
Speicher, Orpha	Professor, Medical Director of P.A. Program
Taylor, Kathie A.	Instructor
Ungar, Ralph F.	Professor
Vastbinder, Earl	Professor, Director, Chair of Allied Health
Wilcox, Sharon	Clinical Coordinator
Wolfgang, Lois	Director of Didactic Education



## P.A. Secretaries

Across the years secretaries in the Physician Assistant Program have had a significant impact. They are listed here in order of their years of employment.

Jodene North  
Ann House  
Marcia Burke  
Doreen Farnsley  
Brenda White  
Sandy Serino  
Georgia Larnes  
Sherry Johnson  
Shirley Sigler  
Teresa Pigue  
Beverly Layman  
Marsha Overstreet



## Curriculum and Schedule

The original set of course requirements was coupled with a recruitment document which also gave explanation of the program. This document follows this section.

In the undergraduate program students would enter August/September and would graduate twenty-four months later in August. The summer session is a twelve-week semester; fall and spring semesters, fifteen weeks long.

At the beginning of the program, care was given to resource committees. These are as follows:

P.A. Admissions Committee

Dr. Earl Vastbinder  
Dr. Bill Slonecker  
Mr. John Dix  
Mr. Franklin Cook  
Mr. E. Drell Allen  
Shirley Caldwell  
Dr. William Strickland

P.A. Advisory Committee

Dr. Earl Vastbinder  
Dr. Ralph Ungar  
Dr. Robert Hardin  
Charlotte Beals  
Miller Hospital Representative – Dr. Woodcock  
Representative of Nashville Medical Academy  
Student  
Representative of Tennessee Medical Association – Dr. Richard  
Cannon

Clinical rotations make up a vital part of the training for P.A. students. There are eight of these supervised by a clinical coordinator. Here is a list of instructions for these rotations dating to the beginning of the program. Also listed are the original objectives of the program. There follows an original curriculum statement. There are pages from the 2008-2009 P.A. Student Handbook outlining the curriculum. Finally, pages from this handbook are included to show the current mission statement, purpose and objectives.



Department of Allied Health  
B.S. IN PHYSICIAN ASSOCIATE

The Physician Associate (assistant to the primary care physician) is a new health care worker whose purpose is to extend the services of a physician. He performs diagnostic and therapeutic tasks under the supervision of the physician in the following general categories: the collection of medical data, the management problems, and monitoring the care of patients with chronic medical conditions. Aid provided by the P.A. in these general duties enables the physician to focus his attention specifically on complex medical problems.

Traditionally medical education focused on hospital care. The training given to physicians, nurses, and allied health profession prepared them to work with the hospitalized patient. Due to the rising cost of institutional treatment, emphasis is now shifting toward ambulatory care. The P.A.'s training is designed to prepare him to assist in the diagnosis, management and treatment of the outpatient, making him a valuable member of the new health care team.

The Physician Associate Program has been designed to meet the Guidelines for Educational Programs for the Assistant to the Primary Care Physician as developed by the Council on Medical Education of the American Medical Association. This agency has been informed of our program plans and an application for preliminary accreditation will be submitted during the 1977-78 academic year.

Although more than 60 accredited programs exist throughout the United States, Trevecca's program is the first in the State of Tennessee. Trevecca's Physician Associate Program will be unique because its ultimate goal is the preparation of men and women desiring Christian service in this health care role.

#### Role of the Physician Associate

- Collection of Medical Data
- Obtain medical histories
- Perform physical examinations
- Perform some basic laboratory tests

#### Curriculum

Admission to the professional program will be at the third year college level. Students will have completed general study requirements and prerequisites of general chemistry, anatomy, physiology, microbiology, psychology, and sociology. The professional curriculum for the P.A. program is as follows:

#### Pre-Professional

1. General Chemistry
2. Anatomy
3. Physiology
4. Microbiology
5. Psychology
6. Sociology
7. General Study Requirements





Professional  
(Third Year)

(1st quarter)

1. Introduction to the Profession
2. Biology of Disease (modules 1-5)
3. Counseling and Interviewing Skills
4. Medical Terminology
5. Medical Ethics

(2nd quarter)

1. Clinical Medicine
2. Laboratory Medicine
3. Physical Diagnosis
4. Pharmacology
5. Ages and Stages of Man

(3rd Quarter)

1. Clinical Medicine
2. Physical Diagnosis
3. Office Procedures
4. Introduction to Pediatrics
5. Psychiatry

Fourth Year

- |                            |              |                        |
|----------------------------|--------------|------------------------|
| 1. Pediatrics              | 8 wks.       |                        |
| 2. Family Medicine         | 4 wks.       |                        |
| 3. Medicine                | 8 wks. (4+4) |                        |
| 4. Emergency Medicine      | 4 wks.       |                        |
| 5. Surgery                 | 4 wks.       |                        |
| 6. Obstetrics & Gynecology | 4 wks.       |                        |
| 7. Dermatology             | 2 wks.       |                        |
| 8. Psychiatry              | 2 wks.       |                        |
| 9. Geriatrics              | 4 wks.       | (Trevecca Health Care) |
| 10. Preceptorship          | 8 wks.       |                        |

Editor's Note: These are course requirements at the beginning of the P.A. Program. Note the term, "Physician Associate" in the caption. This soon gave way to "Physician Assistant."



## Instructions for Students on Clinical Rotations

1. Students should not implement patient care activities without prior approval of the preceptor. This includes ordering patient treatment, moving patients, and initiating some types of diagnostic studies.
2. Students will submit their rotation schedule after their first day on a new rotation. This schedule should include approximately 40 hours per week of patient care activity.
3. Absences from a scheduled clinical rotation must be cleared with the clinical coordinator and the preceptor. (This includes any absences of more than 2 hours.)
4. When an absence for illness is necessary, the student must notify the PA office and the preceptor.
5. Students who have outside work must obtain approval for their work schedule prior to beginning new employment.
6. All written materials and reading materials for rotation must be turned in within 3 days after completion of the rotation.

Earl E. Vastbinder, M.D.  
Director, Physician Associate Program

September 1, 1977



## General Objectives of the Clinical Associate Program

All Objectives to be achieved at the functional Qualitative level of the Primary Care Physician.

1. Will be able to collect a complete, routine Data Base – history, physical and laboratory data appropriate to that Data Base (POMR oriented)
2. Will be able to triage, diagnose, treat and follow up all minor, common problems seen in the Primary Care Setting.
3. Will be able to assist in the long-term follow-up care of common chronic illnesses.
4. Will be able to manage routine health care monitoring such as: Well Child Clinic and Prenatal care.
5. Will be able to assist with the monitoring of hospital inpatients and the production of quality hospital records.
6. Will be able to perform very basic screening clinical procedures and laboratory tests.
7. Will be able to initiate Life Maintaining Procedures in life threatening or emergency situations.
8. Will have a Humanistic approach to the patient and Practice of Medicine.
9. Will be aware of, and effectively utilize, appropriate community agencies participating in Health Care.



## Change to a Graduate Program

There was a major reorganization in 1992. The Allied Health Department ceased to exist. Dr. Moredock became Chair of the Division of Natural and Applied Sciences. Included were:

- The P.A. Program
- Mathematics
- Science
- Health and Human Performance
- Medical Technology
- Nursing has since been included

In 1998 the P.A. Program changed from a B.S. to the M.S. degree. The curriculum saw changes with added research, new courses and others reorganized.

The change was in keeping with a national trend. There was also the matter of marketability and competition with nurse practitioner programs.

The curriculum saw some change but not a radical change. Some new courses were added, others reorganized. According to Dr. Moredock, older, higher quality students are a result. The program now includes 116 semester hours spread over seven semesters.

For the year 1999-2000 a special P.A. Catalog was published. It included a list of faculty with degrees. An unusual feature is in the inclusion of adjunct faculty. Many universities use adjunct faculty but their names are not usually listed in the catalog.

There follows a mission statement and other information from that catalog.





## Mission Statement

The Graduate Physician Assistant Program exists to prepare professionally competent physician assistants who will use their skills to serve their communities in compassionate ministry.

## Physician Assistant Role Definition

Physician Assistants are health professionals licensed, or in the case of those employed by the Federal Government, credentialed to practice medicine with physician supervision. Physician Assistants are qualified by graduation from an accredited physician assistant educational program and/or 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.



## The Physician Assistant Program

The Physician Assistant Program has been in existence since 1976 graduating nearly 600 students to date. Alumni serve all across the world from the United States to Mongolia and Africa. As a part of the International Church of the Nazarene, emphasis is placed on integrating faith and learning by educating from a Christian world view.

### Mission Statement

The Physician Assistant Department exists to prepare professionally competent physician assistants who will use their skills to serve their communities in compassionate ministry.

### Statement of Purpose

To fulfill the mission statement the physician assistant department commits itself to:

Recruit qualified candidates for admission into the program.

Provide a high quality educational program, which meets Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) accreditation standards.

Provide adequate learning resources and support systems that assist students in meeting the academic requirements of the physician assistant department.

Integrate faith in learning in the life and thought of students.

Encourage students to develop life-long learning behaviors that prepare them for a career in medicine.

Engage in on-going review and evaluation of department effectiveness in preparing competent physician assistant graduates.



## Physician Assistant Program Objectives

The chief aim of the Physician Assistant Program is to create an environment in which an individual can develop the professional skills of a physician assistant and demonstrate competency by successful completion of the national certifying examination for physician assistants. Specific operational objectives include:

Developing student skills required to obtain a comprehensive medical history and perform a complete physical examination for all classes of patients in any setting.

Preparing students to recognize, by the presenting clinical picture, common diseases.

Developing students cognitive and problem solving skills allowing them to systematically move through the diagnostic process.

Preparing students to develop and implement management plans for common acute and chronic illnesses.

Preparing students to order and interpret common diagnostic studies.

Preparing students to perform routine diagnostic and therapeutic procedures.

Preparing students to assist at surgery.

Preparing students to counsel and educate patients from diverse cultures and socio-economic backgrounds.

Preparing students to read and interpret the medical literature and to practice evidence-based medicine.

Developing attitudes and behaviors in students consistent with life-long learning required for medical practice.

Assisting the student in his/her intellectual, social, and spiritual development.

Preparing students to successfully complete the NCCPA national certifying examination.



Didactic Phase

Summer Semester I

PAS 5010 Medical Ethics	(2)
PAS 5020 Research Methods and Designs in Medicine	(4)
PAS 5030 Introduction to the Profession	(2)
PAS 5040 Clinical Human Physiology	(4)
PAS 5070 Applied Anatomy	(4)

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Fall Semester

PAS 5080 Clinical Medicine I	(4)
PAS 5090 Introduction to Psychiatry	(3)
PAS 5100 Medical Communications	(2)
PAS 5120 Laboratory Medicine	(4)
PAS 5180 Physical Assessment	(4)

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Spring Semester

PAS 5050 Clinical Procedures	(2)
PAS 5400 Introduction to EKG	(1)
PAS 5410 Introduction to X-Ray	(1)
PAS 5300 Medical Spanish	(1)
PAS 5140 Clinical Medicine II	(4)
PAS 5150 Clinical Pharmacotherapeutics I	(4)
PAS 5170 Introduction to Surgery	(3)

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Summer Semester II

PAS 5155 Clinical Pharmacotherapeutics II	(4)
PAS 5200 Introduction to Pediatrics	(3)
PAS 5230 Introduction to Obstetrics and Gynecology	(3)
PAS 5240 Clinical Medicine III	(4)
PAS 5250 Introduction to Emergency Medicine	(3)
PAS 5260 Clinical Practicum	(1)

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## Clinical Phase

All clinical rotations are six weeks in duration with a forty-hour per week minimum.

PAS 5280 Research Seminar	(1)
PAS 6000 Clinical Rotations (block registration)	(x)
PAS 6010 Primary Care I	(6)
PAS 6020 Primary Care II	(6)
PAS 6030 Emergency Medicine	(6)
PAS 6050 Internal Medicine	(6)
PAS 6070 Pediatrics	(6)
PAS 6090 Surgery	(6)
PAS 6110 Psychiatry	(6)
PAS 6xxx Elective	(6)

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Elective rotations are six weeks in duration and are available in a variety of medical and surgical disciplines.



## Students and Graduates

Information for this section of the study came from a sampling of graduates from the years 1978 to 2006, forty in number. Word also came from Dr. Vastbinder, Dr. Moredock and Lois Wolfgang.

P.A. graduation numbers year by year is the caption of a list on a separate page

Next is a summary of survey of graduates data, on the survey form, and then in narrative form.



## Physician Assistant Survey Form

In one of several research projects at Trevecca Nazarene University, I am doing a study of the history of the P.A. program at T.N.U. Your name has been randomly selected as one to share information. It would be much appreciated if you would fill in the blanks and answer the questions below.

Thank you,  
Homer J. Adams

<p>States where Graduates serve:</p> <p>Tennessee – 18 New York – 3 Maryland – 2 Oklahoma – 2 Washington – 2 Florida – 1 N. Carolina – 1 Kentucky – 1 Idaho – 1 Connecticut – 1 Arizona – 1 S. Carolina - 1 Georgia - 1</p>	<p>Name _____ Year Graduated _____</p> <p>Address _____</p> <p>Place of employment or present assignment _____ A wide variety reported.</p> <p>Spouse name _____ Ages of Children _____</p> <p>What other positions have you held? _____</p> <p>You present salary (choose your answer) <u>6</u> \$50,000-59,000 <u>2</u> \$60,000-69,000 <u>4</u> \$70,000-79,000 <u>18</u> \$80,000 or more <u>11</u> left blank / N.A.</p> <p>How do you evaluate your training at Trevecca? Excellent <u>13</u> Good <u>16</u> Fair _____ Below average _____</p> <p>What is your fondest memory of Trevecca? _____</p> <p>Have you attended a Trevecca homecoming since you graduated? _____</p> <p>What advance degree(s) have you earned? <u>P.A. students earned 9 M.D. degrees, 1 Ph.D., and 5 Masters degrees.</u></p> <p>What previous work assignments have you had? _____</p> <p>What church do you attend (If you choose to answer) <u>Nazarene-14, Baptist-6, Interdenominational-6, Methodist-1, Presbyterian-2, Assembly of God-2, Catholic-1, Church of Christ-1, Friends-1.</u></p> <p>What is your previous work experience? _____</p>	<p><u>Fondest Memories:</u></p> <p>Faculty – 13 Graduation – 12 Chapel – 9 Classes – 6 Dating/Marriage – 2 Roommate – 2 Concert choir – 1 Band – 1 Campus – 1 Dorm Life – 1 Building a float-1 Christian Educ. – 1 A prank – 1 Living in Trevecca Towers-1 Having Christian teachers - 1</p>
<p>Please mail your response in the enclosed envelope.</p>		



## Comments about the Survey of P.A. Graduates

Survey forms were sent to 100 P.A. graduates, randomly selected from classes of these graduates from 1978 to 2006. The hope was to get 50 back. Instead 25 were returned. So we sent 70 more and received 13. A few more were mailed and two were returned. Thus the views of graduates are based on 40 returns. It should be mentioned that a stamped, return envelope was included with each survey form.

I probably made a mistake not to add \$90,000 to \$99,000 and \$100,000 or more as options on the salary question. I hear of some who top the latter figure.

It is interesting to note that these 40 P.A. graduates live and work in 13 states, from coast to coast with more in Tennessee than in all the others combined.

The graduates rated their training at TNU highly: Excellent-13 and Good-16. It is not known why some left this item blank.

On church attendance those who attended Nazarene churches numbered 14 and the other 20 were distributed over 8 other denominations.

Responses on fondest memories are interesting and touching. The condensed listing does not do justice to the commentary. For example, on faculty, students would name certain professors and go in detail. One student wrote of an illness that sent him to the hospital. He was overwhelmed with the compassion and support of faculty and fellow students. It is understandable that friends and fellowship were highly esteemed, typical of college students in general.

It is regrettable that only 9 listed chapel as the most memorable. One explanation may be that some of the 8 clinical rotations are done at a distance and thus one cannot attend chapel. One student wrote "I especially enjoyed attending chapel, otherwise I couldn't have survived."

A couple of responses are intriguing. Building a float referred to one publicizing the P.A. Program in the homecoming parade. The prank referred to the report of a student squirting a professor with a water gun, following an exam. Nothing was said about what happened to his grade.

The reference to enjoying living in Trevecca Towers deserves an explanation. One-room efficiency apartments are more difficult to rent than the larger ones and for a time, the Towers Management was allowed to rent these apartments to P.A. students. This is no longer allowed by HUD and we have empty apartments in the Towers. The reference to campus was a note of appreciation for beauty and order of buildings and grounds. The other answers are easy to understand.

The survey revealed that prior to 2000, five graduates earned master degrees, eight the M.D., and one the Ph.D., Dr. Caterina. A second Ph.D. has been reported. It is likely that many more advanced degrees were among those from whom we have not heard.

Here is a list of P.A. graduates who went on to earn the M.D. or D.O. degree.

Dr. Fred Behr

Dr. Walt Brown

Dr. Lindsay Bishop

Dr. Randy Davis

Dr. James D. Forshee

Dr. Mindi Guptill

Dr. Glenn Morris

Dr. Philip Rayers





## P. A. Graduation Numbers Year by Year

1978 - 9  
1979 - 14  
1980 - 18  
1981 - 18  
1982 - 21  
1983 - 14  
1984 - 19  
1985 - 21  
1986 - 16  
1987 - 20  
1988 - 15  
1989 - 15  
1990 - 21  
1991 - 15  
1992 - 19  
1993 - 31  
1994 - 29  
1995 - 35  
1996 - 29  
1997 - 28  
1998 - 32  
1999 - 31  
2000 - 32  
2001 - 28  
2002 - 36  
2003 - 27  
2004 - 32  
2005 - 30  
2006 - 31

Average size of graduating classes:

First five years – 16  
Next ten years – 17.5  
Next ten years – 31  
Last 14 years – 30

29 classes had graduated by 2006.  
There were 578 alumni by 2006



## P.A. Students and Missions

One of the original objectives of the P.A. Program was to prepare medical personnel to assist doctors overseas. Some students chose to do clinical rotations in overseas missions. One of these was Alfred Thomas who went to Papua New Guinea. Records are incomplete as to who all served in missions after graduating from T.N.U. However, Mark Tipton served in Africa, as did Michellene Collins Larrabee. Victoria Houston Lehr went to Papua New Guinea. Dana Turner became a missionary for the Church of Christ but it is not known where she served. It is reported that Linda Stover Jackson became a missionary but details are not known. Others reported to have served on the mission field are David Lutz, Caryl Brower, Tara Lynn Joseph, Louisa Duke, Warren Rose, and Carl King.

William Dawson went to Haiti and then was promoted to being Field Strategy Coordinator for the French Field for "The Caribbean Region." Before this he was Compassionate Ministries Coordinator and Mission Director.

Paul Finch went to Alaska to practice and then went to Mongolia. He cannot practice medicine because of red tape and proper paperwork. Apparently the government there does not know how to handle the work of a physician assistant. In the meantime, he is serving as a pastor and teacher.

Some students took their talents into the military, Creel and Lennon being two. David Lennon served in the Tennessee State Guard for more than twenty years achieving the rank of Lt. Colonel.



## P.A. Program involved in Compassionate Ministry

Sid Gholson of Atlanta, GA has a daughter who went on a volunteer mission trip. She came back with a report about poverty and disease that touched his heart. Children were malnourished and suffering from intestinal worms.

He was determined to do something about it. He found out that there was medication available, a tablet taken once a year that would eliminate the parasite. The tablets cost a dollar but he found a way to get them for ten cents each. The requirement was that a medical group had to order and distribute the medicine.

An arrangement was made with Dr. Moredock at Trevecca Nazarene University to order the tablets and join in a cooperative plan to distribute them overseas. The results are heartwarming.



## Enrollment Trends

The quality of the Trevecca's P.A. Program, the lure of good salaries, and the opportunity to render service in medicine have combined to create a demand for admission. This year there were 400 applicants for 40 openings. A larger number is expected next year. The screening committee has a challenging task.

## National Board Exams

After a P.A. student receives the B.S. or since 2000, the M.S. degree the next step toward certification and putting PA-C behind one's name, is passing the National Board Exams. The pass rate for Trevecca graduates is 97%, up from 94%. If they don't pass, they can retake it.

One reason that these graduates do so well is that they take advantage of a national post-graduation seminar. It is a brief capstone course that reviews the big issues in the students' training and helps prepare them for the exam. T.N.U. pays \$150 on each student's expense when he or she enrolls in this seminar.

I asked Dr. Moredock if some students just wash out. He said, "Perhaps five in thirty years."





## Accreditation

Initial accreditation has already been discussed so now we turn to reaccreditation. This is a never ending challenge. You hardly complete one study and application before it is time to start all over again. The medical profession is jealous of the continuing quality of medical training.

Here is a list of renewals of accreditation. The term of accreditation is for two or three years.

DATE	LENGTH (YRS)	STATUS
10/78	3	Accredited
10/81	1	Accredited
10/82	2	Probation
10/84	2	Accredited
10/86	2	Accredited
10/88	2	Accredited
10/90	1	Probation
2/91	1	Probation
10/91	2	Accredited
10/93	1	Probation
10/94	2	Accredited
10/96	3	Accredited
10/99	1.5	Probation
3/01	3	Accredited
3/04	2	Accredited
3/06	3	Accredited

As illustrations of how the university is informed of reaccreditation two letters are attached, one from the early years of the P.A. Program and a more recent one. A typical certificate is also included. Trevecca attaches much importance to P.A. accreditation as an appendix statement from the Trevecca Connection reveals.



# COMMITTEE ON ALLIED HEALTH EDUCATION AND ACCREDITATION

Office of the Secretary

Department of  
Allied Health Evaluation  
American Medical Association  
535 N. Dearborn Street  
Chicago, Illinois 60610  
(312) 751-6272

October 30, 1978

Dr. Mark R. Moore, President  
Trevecca Nazarene College  
333 Murphreesboro Road  
Nashville, Tennessee 37210

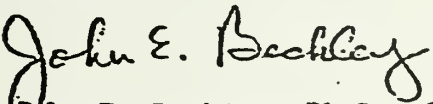
Dear President Moore

It is a pleasure to inform you that at its meeting on October 18-20, 1978, the Committee on Allied Health Education and Accreditation granted continuing *Accreditation* to the Physician Associate Program of the Trevecca Nazarene College for a period of three (3) years. This action was taken on recommendation from the Joint Review Committee on Educational Programs for Physician's Assistants. The Review Committee is sponsored by the American Academy of Family Physicians, the American Academy of Pediatrics, the American Academy of Physician Assistants, the American College of Physicians, the American College of Surgeons, and the American Society of Internal Medicine.

The Program is encouraged to continue to impress upon students the purpose, value and need for physician supervision in foreign medical service as well as in the continental USA.

You have our best wishes for the continued successful operation of the Program.

Sincerely



John E. Beckley, Ph.D., Secretary  
Committee on Allied Health Education  
and Accreditation

JEB/cg

cc: Earl E. Vastbinder, MD ✓  
F. L. Schoen, MD, Chairman JRC  
David Lewis, Ed.D.  
John McCain, MD  
Rosemary Sebastian, PA-C





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

March 23, 2006

*Sent 2/20/06*

**John E. McCarty**  
*Executive Director*

12000 Findley Road  
Suite 240  
Duluth, GA 30097  
Phone: 770-476-1224  
Fax: 770-476-1738  
johnmccarty@arc-pa.org  
www.arc-pa.org

Stephen Pusey, PhD  
VP for Academic Affairs  
Trevecca Nazarene University  
333 Murfreesboro Road  
Nashville, TN 37210

Dear Dr. Pusey:

At its most recent meeting, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) reviewed the application and supporting materials submitted from the **Trevecca Nazarene University Physician Assistant Program**, sponsored by **Trevecca Nazarene University**.

The ARC-PA is pleased to notify you that the program has been awarded **Accreditation**. Please note that the program is approved for up to **66** students, the maximum student capacity as specified in the program's application. The approximate date for the next full review of the program by the ARC-PA will be **2009**. The program will be contacted by the ARC-PA in advance of that review regarding specific details of the application, reports, and site visit.

An accreditation letter often includes the word(s) "note" or "general/additional comments". The definitions for these words as used by the ARC-PA are as follows:

**Note** - An explanation that often will accompany a citation in the accreditation letter or other correspondence dealing with program compliance with the Standards. The purpose of the "note" is to clarify the issue of noncompliance with a specific Standard for the program and not to specify "how to" comply with the cited Standard.

**General/Additional Comment(s)** - Narrative that may be included in the accreditation letter or other correspondence with the program from the ARC-PA that may or may not be linked with a specific Standard(s) that conveys a concern or expresses congratulatory comments. The purpose of the "Additional Comment(s)" is to clarify for the program a more global issue between the ARC-PA and the program but not to give advice or specify "how to" resolve the issue(s).

During its review of the program, the ARC-PA noted the following citations related to noncompliance with the *Standards* (2<sup>nd</sup> edition). The citations listed have been referenced to the *Standards* under which the program was evaluated.

**Standard B6.2d**

While specific clinical rotations are not required for each clinical discipline listed below, the program must document that every student has clinical experiences in - prenatal care and gynecology.

Note: Not all students have documented prenatal care experience. The program response confirms the site visit observation.



The logo for the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA). It features the letters "ARC-PA" in a bold, sans-serif font. The "ARC" is white and set against a black rectangular background, while the "PA" is black and set against a white rectangular background.

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

*Certificate of Accreditation  
Awarded to*

**Trevecca Nazarene University  
Physician Assistant Program  
Nashville, TN**

**Awarded: March 2006 .  
Next Review: March 2009**

*Gloria M Stewart*

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**Gloria M. Stewart, EdD, PA-C  
Chair, ARC-PA**

*John E. McCarty*

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





## Professional Connections

Trevecca entered the training of physician assistants in the early decades of this kind of educational enterprise. Thus we were involved, early on, with professional organizations supporting and advising institutions with P.A. Programs. One of these was the Association of Physician Assistant Programs. Its role is defined as:

APAP's primary role is to assist its member programs to accomplish their mission of improving the quality and accessibility of health care in the country through the selection, education and employment of physician assistant students and graduates.

This association appoints a commissioner to serve on the Board of Directors of the National Commission on the Certification of Physician Assistants (NCCPA). This organization administers the National Certification Examination for Physician Assistants.<sup>1</sup>

Complete information on this organization is found in Profile, excerpts from which are in the appendix.

### American Academy of Physician Assistants

The Academy, founded in 1968, is clear in its purpose:

The Academy was organized to facilitate the recognition of the physician assistant as a professional dedicated to the delivery of quality care.

This organization represents the interests of this profession to congress, and is interested in the curriculum for P.A. students. Additional information is found in a publication bearing the title given in the footnote.<sup>1</sup>

1. National Health Practitioner Program, 1983-84, page v



# Association of Physician Assistant Programs

The Association of Physician Assistant Programs (APAP) was formed in 1972. It was founded by a group of concerned PA educators who perceived an urgent need to collaborate and to discuss a wide range of important issues concerning accreditation, certification, role delineation and continuing medical education requirements for the PA profession. APAP's primary role is to assist its member programs to accomplish their mission of improving the quality and accessibility of health care in the country through the selection, education and deployment of physician assistant students and graduates. The Association is served by a Board of Directors elected by the general membership, and by a national office staff located in the Washington, D.C. metropolitan area.

The Association has grown to represent virtually all of the programs accredited by the Committee on Allied Health Education and Accreditation (CAHEA) and by the Joint Review Committee on Educational Programs for Physician's Assistants (JRC). (The JRC includes representatives from the American Academy of Family Physicians, American Academy of Pediatrics, American Academy of Physician Assistants, American College of Physicians, American College of Surgeons and the Association of Physician Assistant Programs). APAP member programs educate a variety of health practitioners including Assistants to the Primary Care Physician (PAs), MEDEX, Surgeon's Assistants (SAs), Family Nurse Practitioners (FNPs) and Child Health Associates (CHAs). Generically, these practitioners have come to be known by the title "Physician Assistant" denoting their close ties to the medical profession.

Because APAP member programs are required to be accredited by the Committee on Allied Health Education and Accreditation, the Association is most interested in the activities of this Committee. The Association participates in CAHEA activities by appointing a faculty member from one of its member programs to serve on the CAHEA Panel of Consultants. In this manner APAP, as a collaborating organization, is able to provide input to the policy and procedure making process of CAHEA.

In order to represent physician assistant educational programs within the physician assistant profession, the Association appoints a commissioner to serve on the Board of Directors of the National Commission on the Certification of Physician's Assistants (NCCPA). The NCCPA

is the organization which administers the National Certification Examination for Physician's Assistants.

The broad aims of the Association are: 1) to facilitate communication among programs, 2) to serve as an information center for the public, government agencies, foundations and other health-related organizations, 3) to assist programs with curriculum, faculty and staff development and 4) to provide professional representation to affiliated organizations involved in health education, manpower and policy decisions.

The APAP BIWEEKLY REPORT, prepared by the national office staff, contains information about topics and activities of importance to member program faculty and to other affiliated agencies and organizations. Included in the BIWEEKLY are brief announcements about member programs, legislative updates, professional news and information about faculty job opportunities.

Member programs are listed in the publication of the NATIONAL HEALTH PRACTITIONER PROGRAM PROFILE, which is distributed to potential applicants, guidance counselors, teachers and libraries. In addition to detailed information about APAP member programs, the PROFILE contains general information about the PA profession which is especially helpful to individuals involved in career planning.

The SELECTED ANNOTATED BIBLIOGRAPHY OF THE PHYSICIAN ASSISTANT PROFESSION is another valuable reference published by the Association to meet the information and research needs of individuals interested in the PA profession. It contains over 300 entries from medical journals and government reports on a variety of topics ranging from the selection and education of students to the quality of care and productivity of graduate PAs.

The full membership of the Association meets twice each year. The spring meeting is held in conjunction with the Annual Physician Assistant Conference which is jointly sponsored by the Association and the American Academy of Physician Assistants. The fall meeting is held in conjunction with the annual meeting of the Association of American Medical Colleges (AAMC). In addition to providing a means for conducting the business of the Association, these meetings offer a forum for the presentation of papers on current research, and workshops to



# American Academy of Physician Assistants

The American Academy of Physician Assistants (AAPA) was founded by graduate physician assistants in April 1968. The Academy was organized to facilitate the recognition of the physician assistant as a professional dedicated to the delivery of quality care. In May 1974, the Academy centralized its operations with the establishment of a national office in the Washington, D.C. metropolitan area.

The Academy's purposes and activities include:

- Increasing the public awareness of and support for the PA profession
- Representing the interests of the PA profession to Congress, government agencies and other health related organizations
- Providing a wide range of membership services designed for the unique needs of the PA - publications, conferences, public education materials, insurance programs, continuing education opportunities and record-keeping and representation
- Assisting APAP with the development and coordination of a curriculum for the PA
- Participating in the accreditation of PA programs as a collaborating member of the Joint Review Committee on Educational Programs for Physician's Assistants and as a member of the Committee on Allied Health Education and Accreditation Panel of Consultants
- Contributing to the continuing education and certification processes of the profession; holding five seats on the Board of Directors of the National Commission on Certification of Physician's Assistants
- Developing, coordinating and participating in appropriate research on the PA profession
- Defining the role of the PA in the health care delivery system for the benefit of the public.

Physician assistants who are graduates of, or students in, PA educational programs accredited by the Committee on Allied Health Education and Accreditation (CAHEA) are eligible for membership in the AAPA. The Academy has a federated structure of 53 chartered constituent chapters representing the interests of physician assistants in 50 states and Washington, D.C., the Air Force, Navy/Coast Guard, Army and Public Health Service. Physician assistant programs also have formed student societies that make up the Student Academy of the AAPA (SAAAPA). The chapters and student societies

send representatives to form the AAPA House of Delegates which meets annually to adopt legislation and policy proposed by 16 standing committees, the constituent chapters, the Board of Directors and the Student Academy. The Academy's graduate-members elect 11 people to serve on the Board of Directors.

The Academy offers its membership a wide range of benefits: AAPA NEWS (an official monthly newsletter), The Drug Compendium, malpractice insurance, logging and reporting of continuing medical education hours, conferences and workshops, employment listing in AAPA NEWS and availability of public education materials. In October 1977, the Board of Directors established the Educational and Research Foundation (ERF) to provide student financial assistance and financial support for research on the PA profession. In 1980, the AAPA formed the AAPA Political Action Committee (AAPA PAC) to increase the political effectiveness of the PA profession.

The Academy participated in the development of the PA certification examination by the National Board of Medical Examiners. Five AAPA members serve on the Board of Directors of the National Commission on Certification of Physician's Assistants, the organization which is charged with establishing criteria used in determining eligibility for the certifying examination and with administering the examination.

Through early cooperation with the American Medical Association's approval mechanism for programs training physician assistants, the Academy, in 1974, became an official collaborating organization on the Joint Review Committee on Educational Programs for Physician's Assistants. It is the function of this committee to recommend programs for accreditation to the Committee on Allied Health Education and Accreditation.

The Academy has liaison advisors from the American Academy of Family Physicians, American College of Surgeons, American Hospital Association, American Group Practice Association, and Association of American Medical Colleges, Association of Physical Assistant Programs, and serves on the Panel of Consultants of the Committee on Allied Health Education and Accreditation.

The American Academy of Physician Assistants has grown tremendously since 1968 and is now recognized as the organization most representative of the physician assistant profession in the United States today.

CAHEA



improve the administrative and teaching skills of member faculty. Informal time is provided to allow members to explore issues and topics of mutual interest.

The depth of the Association's activities has enabled it to assume an influential position in defining the health care roles of physician assistants in order to maximize the benefits of their service to the public. Its research interest gives priority to evaluating the functional performance of physician assistants, to learning which curriculum efforts are efficient and effective, and

to studying the various health delivery systems in which physician assistants work most efficiently. This information is published and provided to federal officials and to funding agencies interested in physician assistants. It is also shared with member programs to help them evaluate their curricula and to meet the goal of providing quality education to their students.

In summary, APAP is concerned with education, communication, research, student welfare, recruitment of students and placement of graduates in medically underserved areas.

The sequence of accreditation organizations is documented here for the early years. In sequence CAHBA, then CAHBP, & finally ARC-PA have provided oversight as to quality of program instruction & administration.

Mike





## Summary Statements

One comes to the following conclusions regarding the 30 year history of the Physician Assistant Program at Trevecca.

1. When it began, the program at Trevecca was the only one in the state. Now there is a P.A. Program at Bethel College in McKenzie, Tennessee and one at South College in Knoxville, and soon at Lincoln Memorial at Harrowgate in 2009 or 2010.
2. The program has had excellent leadership with Dr. Vastbinder at the helm for the first nine years and Dr. Moredock for the last twenty-three years. Directors of the program, under the supervision of these leaders, for lengthy periods of service were Gary Johnson and David Lennon.
3. The P.A. Program at Trevecca would not have succeeded without the cooperation and assistance of the Vanderbilt Medical School which provided adjunct professors, medical library, and laboratory for the use of our students.
4. Initial accreditation was achieved in record time because of quality faculty, Doctors Vastbinder, Henry, and Haney, and the Vanderbilt resources mentioned above.
5. Excellence was involved in starting the program – a year of study, communication with Vanderbilt, planning for clinical sites, use of an experienced consultant, and contact with state and local medical officials. The only negative was the lack of start-up funds.
6. Accreditation and renewal of accreditation has been a major issue and challenge across the years. A self-study is done, a report is written and a visiting committee evaluates the program. The renewed accreditation is by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).
7. The level of dedication and sacrifice of faculty across the years is remarkable. They turned away from higher salaries to teach at Trevecca and produced graduates who went out to start at higher salaries than the professors who trained them.
8. Trevecca graduates have a good record in passing national board exams – 97 %.
9. Students are allowed to try again if they fail. An overwhelming number of those who start in the P.A. Program, finish.
10. The Family Medical Group and the Trevecca Professional Medical Service Fund are related to the P.A. Program. They are summarized in Dr. Vastbinder words in Appendix V.
11. Regarding trends and changes in the P.A. Program here are Dr. Moredock's observations:
  - There are more female students now in proportion to males.
  - Larger classes are admitted
  - There is a more rigorous curriculum; new courses.
  - Students are better prepared when they come
  - Improvements in facilities and equipment have been a benefit.
  - There are more applicants now – 400 in 2008 applied for 40 openings.
12. At first observation, one might conclude that the creation, development and accreditation of the Physician Assistant Program at Trevecca Nazarene College in the mid seventies was merely the addition of another major to the curriculum. However on more careful evaluation and consideration, the program's very existence is a testimony to the way our sovereign God works in amazing ways. In looking back it was totally unrealistic for a small liberal arts college that was struggling financially to embark on the ambitious tasks



of starting a medical program with essentially no up front funding that would need to meet the accreditation standards that only 52 universities had previously achieved. These include large and prominent schools like Duke University, Johns Hopkins, Yale, the University of Kentucky and 48 others. In hindsight it is apparent that the Lord was at work in the development of this program by preparing the way years before the first student started class. As the program progressed God provided just the right personnel, opened the right doors and provided just enough financial resources in ways that we could never have planned. To God be the glory! – Dr. Earl Vastbinder

13. In reviewing this history of the Physician Assistant Program here at Trevecca Nazarene University, it struck me that I had lived two-thirds of the time period. Twenty-three years can seem to be a long time. After all, I teach graduates who would call that their entire life. Yet, the time has gone quickly. I won't answer the question 'Where has the time gone?' for I know full well and can read about it here. But I reflect on how my time to be here arose and to recall the lives encountered.

God's leading to prod my wife, Naomi, to write the Nazarene International Headquarters as to a position in one of her institutions, His leading Dr. Homer Adams to admonish me to not do anything until I speak with his academic dean Dr. Bill Strickland, their willingness to gamble on hiring me (Does God gamble?), and God's putting me in a situation whereby I would be able and willing to accept the position here, recounts a string of events in timing and purpose. In the early years I wrote down a phrase that I heard in a Trevecca assembly: "I am here ...under God's will ... under His care ...under His discipline ...and for His time." God opens and closes doors in His way. Clarity is seen in hindsight.

I do know that I was brought here to provide some stability to the program. I do know that much prayer was given by many; Dr. Orpha Speicher recounted to me her many petitions over several months. In the ensuing years I have tried my best and believe some success has been realized. Only through God's sustaining hand have I been able to stay healthy, provide instruction and wisdom to students, mediate interesting situations among personnel, and maintain a positive liaison with the administration. Lately, it seems more of a burden in that it is a desire for the program to continue to succeed. But God shares the burden and has placed very capable people in the program for now and in the future. Having encountered most of the nearly 700 alumni in my tenure, it is sobering and wonderful to know that these practitioners are reflecting God's purpose, Trevecca Nazarene University, and our instruction in medical practice. Because of the demanding nature of medical knowledge, most were strained to the point of unhappiness with their grades or some other issue when leaving here. They felt competent to carry on the management of patients, but it took a little time for them to realize that they had changed into confident practitioners and that the processes of the program did have purpose and a positive outcome. I have accumulated over the years, a body of missives from the alumni replete with "thank yous" for our time invested in them and the rigorousness of the curriculum to make them what they are today.

Trevecca's PA Program has enjoyed a unique place in medical education, influencing a cadre of young people in service to mankind from a Christian world-view, and having a part in establishing new programs in Christian-oriented universities. I am very thankful for God's leading me to Trevecca, for allowing me to be a part of this endeavor, and for the opportunity to forge new and lasting friendships in the Trevecca family. For



Trevecca and the Program to continue in His will should ensure that it will continue for many more years to fulfill His plan. May we ever be so faithful. Amen.

G. Michael Moredock, MD, ABFM  
April 2009



## Appendix Contents

- Appendix I – “The History of the Physician Assistant Program at TNU”
- Appendix II – Research Design
- Appendix III – “How the Seed was Planted”
- Appendix IV – Planning Schedule, Items Needed
- Appendix V – Proposal for a Physician Assistant Program at Trevecca
- Appendix VI – Tennessee Medical Association House of Delegates
- Appendix VII – The Vastbinder statement about the Family Medical Group
- Appendix VIII – Letter from Dr. David Hynd
- Appendix IX – Continuing Accreditation, 2006





Appendix I  
The History of the Physician Assistant Program at TNU

Research Plan

Objectives

1. To trace the origin and development of the P.A. Program.
2. To analyze its relationship to other academic programs at TNU.
3. To evaluate the product of the program and take note of where and how its graduates serve.

Steps to Take

1. Confer with the founding Director, Dr. Earl Vastbinder, and the present Director, Dr. Mike Moredock, about the research project seeking their advice and suggestions.
2. Outline information needed and how this might be obtained.
3. Check out copies of self-study and accreditation reports for examination.

Information Needed

1. A list of graduates for each year. (Register provides?)
2. Access to previous studies and reports. (Coordinated with the program director)
3. Official correspondence, accreditation responses to studies and applications for accreditation (Provided by the P.A. Program which determines what is relevant)
4. Evaluate any news articles about the Trevecca P.A. Program. (Check with P.A. Office)
5. Secure a list of faculty serving in the P.A. Program and their years of service. (Secure from the Academic Dean or from a study of College catalogs)
6. Give attention to major challenges to the program and prospects for the future. An example might be – competition to the TNU Physician Assistant Program within the state. (Confer with the Director)
7. Noting any effort to acquire a state subsidy or a federal grant for the program. (Confer with the Director)

Other steps and interviews may appear needed as the process unfolds.

Any letter or memo to the P.A. Director or Registrar requesting information will be copied to the Academic Dean.

- H.J. Adams 10/05



## Appendix II Research Design

The plan for this study was very simple:

1. Write the history of the program from 1976 to 2006. I started the study before graduation in 2007. Little was done that year because of health problems and other writing projects. Thus most of the work has been done in 2008.
2. Interview Dr. Vastbinder, the founding director of the P.A. Program, Dr. Moredock, the present director, and Lois Wolfgang, long-time faculty member, asking many questions. Some of the information garnered here will be kept for the files.
3. Send out survey forms to randomly selected students from the various classes from 1978 to 2006. This form is appendix III. The expectation was to get at least 50 back, but of the 170, unfortunately we received only 40 responses.
4. Tabulate and analyze the responses and make general statements about the response to each question. Putting this information in tables was considered but deemed unnecessary.
5. Study the Trevecca catalogs 1976 – 2006 to learn the faculty and see how the P.A. Program fits within the academic structure.
6. Organize the history of the program within the following chapters.
  - Introduction
  - Launching the program
  - Faculty and staff
  - Curriculum and schedule
  - Students and graduates
  - Accreditation
  - Professional connections
  - Summary statements

There are several Appendices

1. Research Plan
2. Survey Form
3. Objectives
4. Accreditation Documents
5. The Family Medical Group and the Trevecca Professional Medical Service Fund  
(This section was later enlarged.)



### Appendix III

#### When and How the Seed was Planted

While serving for a number of years on the board of the Nazarene Health Organization I became aware of the serious personnel needs of medical missions. In this role I came to know some of the medical missionaries of the Church of the Nazarene. I was troubled by the staggering work load our doctors carried running hospitals and clinics at times with as little as one physician. None were even close to having adequate staffs. I heard of long hours in the hospital or clinic and then to take call at night. After starting the Physician Associate Program at the University of Kentucky I recognized that the physician assistant could be very useful in a mission medical facility. After the program at Kentucky was fully established and accredited I began to explore with several of our Nazarene colleges about the possibility of developing a program to meet this need.

I was invited to visit Trevecca on July 25, 1975 as a consultant in Allied Health. My faculty appointments at Kentucky were in the Medical School and the School of Allied Health which gave me a general knowledge about available health educational programs. I was told they would like my advice as to whether it would be practical for Trevecca to start a nursing program and if not, what allied health program would be feasible. After a long discussion of nursing and other possible programs, they admitted they were really wanting to talk about a PA program for Trevecca. My brother-in-law who was on the board of trustees had mentioned to Dr. Moore my intentions of a program in one of our colleges. Up to that point I had not considered Trevecca as a possibility for such a program. After further discussion, I agreed to do a feasibility study to see if there was any possibility of creating a viable program at Trevecca.

After a number of visits to Nashville, many appointments, many letters, and many phone calls, I determined it could be possible provided a suitable director could be recruited. The college then asked me to consider accepting an appointment as director for the program. I accepted and the rest is history.

Statement from Dr. Earl Vastbinder









Appendix IV(b)  
Items Needed for Proposal

1. General description of the college
2. Current copies of the Curriculum and Admissions Catalogs
3. Current C.V.s on each faculty member in a standard form

Dr. Vastbinder	Dr. Nyssen
Mr. Dix	Dr. Slonecker
Mrs. Fuqua	Dr. Hardin
Dr. Ungar	
4. Letters of agreement regarding clinical affiliate
5. Description of facilities available to program
  - (a) office space
  - (b) laboratory space
  - (c) description of the science building
  - (d) description of the extendicare facility
6. Description of the clinical affiliate
7. Letters of support from medical organizations and individual physicians  
    SETHEC., Dr. Gordon Smith
8. Tentative brochure
9. Description of admissions process and tentative admission form
10. List of needed equipment items, teaching programs and other start up costs
11. Personnel and operating budget
12. Curriculum – general and specific objectives
13. Advisory Committee



Appendix V  
Proposal for a Physician Assistant Training Program  
Trevecca Nazarene College

I. Historical Perspective:

In 1961, Dr. Charles Hudson, then President of the American Medical Association, proposed the greater utilization of “non-professional personnel” to expand the services of existing medical professionals. The intention was that rather than educating an ever increasing number of physicians to keep up with medical needs, short-term training should be provided to a new category of personnel that could increase the effectiveness of physicians. In a general sense, these new personnel have been referred to as physician extenders or health workers who extend the hands of the physician.

In 1966, a program was started at the Duke University College of Medicine to train physician assistants. In 1970, the Carnegie Commission on Higher Education recommended that every medical center in the United States, not already having done so, consider establishing a physician assistant program. Since 1966, over 10 training programs have been developed, some in medical schools, some in hospitals or large clinics, several in four year liberal arts schools, and even several in two-year junior colleges (the latter have usually had some association with a medical center or were part of a larger university with a medical center).

II. Concept:

It is anticipated that physician assistants can help to alleviate the health manpower shortage in the United States. Physician assistants can be utilized to relieve physicians from many routine health care tasks which do not require a physician’s training, but occupy a great portion of a physician’s time. These extender personnel have already demonstrated their effectiveness in collecting medical data, handling non-diagnostic medical problems, and monitoring care of chronic health problems.

The physician assistant is defined by the American Academy of Science as “a person qualified by academic and clinical training to provide patient services under the supervision of a licensed physician.”

III.

Basic pulmonary function studies

Preparation and use of the problem-oriented medical record

Take and prepare electrocardiographs for interpretation

Basic interpretation of chest and extremity x-rays

Perform the following laboratory tests (includes obtaining and preparing specimens for testing):

Complete blood count, hemoglobin and hematocrit

Urinalysis-gross and microscopic

Inoculation and plating some routine cultures



Reading a strep culture  
Preparation of smears  
Stool exams

Therapeutic:

Surgical

Treatment of abrasions, sprains and strains  
Incision and drainage of superficial skin abscesses  
Suture repair of simple lacerated wounds and removal of sutures  
Simple splinting and bandaging of extremities  
Application and removal of dressings  
Application and removal of plaster splints  
Assisting at surgery  
Removal of minor skin lesions

Pediatrics

Follow and monitor the well child  
Plan immunization schedules and administer immunizations  
Instructions on care to parents  
Preventive care

Medicine

Management of routine office medical problems  
Follow and monitor chronic diseases  
Advise on common special diets  
Advise on maintenance of health

Obstetrics and Gynecology

Follow and monitor normal pregnancy  
Advise on diet, hygiene, physical activity during pregnancy  
Management of routine office GYN problems  
Do pap smears, vaginal smears, and vaginal cultures

IV. Accreditation:

The Council of Medical Education is the accrediting agency for physician assistant programs. The Joint Committee on Educational Programs for the Assistant to the Primary Care Physician is made up of representatives from the American Academy of Pediatrics and the American Academy of Family Practice.

This body developed the essentials by which a program must be evaluated for purposes of accreditation. To date more than 60 programs have been approved.

V. Proposed Curriculum:

First Year

General Biology	151	4 hrs
Introductory Chemistry	101	4 hrs



Introductory Chemistry	102	4 hrs
Vertebrate Zoology	153	4 hrs

## Second Year

General Psychology	201	5 hrs
General Psychology	202	4 hrs
Early Child Growth	217	4 hrs
Adolescent Growth & Development	218	4 hrs
Medical Ethics		2 hrs
Medical Terminology		2 hrs

## Third Year

### 1<sup>st</sup> Quarter

Anatomy		4 hrs
Physiology	303	4 hrs
Introduction to the Profession		2 hrs
Microbiology	352	4 hrs
Nutrition	303	4 hrs

### 2<sup>nd</sup> Quarter

Biology of Disease (modules 1-3)		4 hrs
Physical Diagnosis		4 hrs
Pharmacology		3 hrs
Microbiology	353	4 hrs

### 3<sup>rd</sup> Quarter

Biology of Disease (modules 4-5)		3 hrs
Physical Diagnosis		5 hrs
Clinical Medicine		5 hrs
Genetics		4 hrs

### 4<sup>th</sup> Quarter

Laboratory Medicine		5 hrs
Introduction to Pediatrics		3 hrs
Psychiatry		3 hrs
Common Office Problems		5 hrs
Electrocardiography		2 hrs

## Fourth Year

Pediatrics		4 wks
Internal Medicine		4 wks





Surgery		4 wks
Obstetric & Gynecology		4 wks
Emergency Medicine		4 wks
Family Practice		4 wks
Psychiatry		2 wks
Radiology		2 wks
Dermatology		2 wks
Electrocardiography		2 wks
Preceptorship		12 wks

Courses which are currently in the curriculum which could be included in the program or could be electives:

Genetics	370	4 hrs
Histology	301	4 hrs
Embryology	302	4 hrs
Mental Hygiene	331	3 hrs
Biochemistry	351	4 hrs
Parasitology	354	4 hrs
Abnormal Psychology	415	3 hrs

#### VI. Plan to Evaluate Feasibility:

##### A. Determine availability of a suitable director

###### 1. Requirements

- a) Must be a physician who can relate to the medical community
- b) Must have experience in medical education who can develop and evaluate curriculum
- c) Must be able to teach
- d) Needs an in-depth understanding of the PA concept, problems, accreditation, legal status

##### B. Consult with Nazarene physicians to determine willingness to support and potential community support

##### C. Evaluate in-college capabilities and document

###### 1. Can the new courses be met?

- a) Can their objectives be met?
- b) Is there appropriate faculty to teach these courses?

###### 2. Are there appropriate facilities?

- a) Available classrooms
- b) Available space for laboratories and self-instructional media
- c) Available office space



- d) Adequate equipment, i.e. microscopes, models
- e) Library needs

- 3. Is there adequate faculty and administrative support?
- 4. What costs estimates for the program per year for the next five years?
  - a) Program director 12-month appointment \$15,000-18,000
  - b) Assistant director (PA or Nurse Practitioner) \$10,000-12,000
  - c) Equipment
  - d) Operating budget

D. Determine availability of a clinical facility as a clinical affiliate.

- 1. General hospital of a minimum of 300 to 400 beds
- 2. Support of administrator
- 3. Support of medical staff
- 4. Get letters indicating support

E. Determine the availability of physicians to assist in didactic instruction.

- 1. Four individuals to provide three hours per week for six months of the year

F. Determine availability of physicians and other facilities to provide clinical rotations.

- 1. Pediatricians
- 2. Surgeons
- 3. Family physicians
- 4. Internists
- 5. Health department
- 6. Comprehensive Care Center

G. Seek support of local and state medical organizations

- 1. Meet with Board of Trustees of the Tennessee Medical Association and present plans and request support
- 2. Letters to president's of Academy of Pediatrics and Academy of Family Practice indicating intentions and requesting support

H. Explore financing sources

- 1. Write a proposal including all supporting documentation (this documentation will be essential before gaining any serious consideration for funding)
- 2. Request support on the basis of a cost effective program in the liberal arts college
- 3. Determine appropriate tuition charges to support program

I. Present to Board of Trustees



AS ADOPTED  
APR 15, 1972

Appendix VI  
Tennessee Medical Association House of Delegates

Resolution No: 9-72

Introduced By: Board of Trustees  
Tennessee Medical Association

Subject: Physician's Assistants

Referred to: REFERENCE COMMITTEE C  
Durwood L. Kirk, M.D., Chairman

---

WHEREAS, a popular topic of discussion for various groups, agencies, councils, institutions, and organizations is that of Physician's Assistants; and

WHEREAS, some groups that study the concept frequently feel they have discovered the solutions relative to the problems of development, education, utilization and legalization of Physician Assistants; and

WHEREAS, only physicians know to what extent they need assistance; to what extent they need their aides to be trained and in what areas they should be knowledgeable and proficient; to what extent they plan to utilize an assistant, and in what areas of their practice; and

WHEREAS, a definition of the term "Physician Assistant" has been adopted by the American Medical Association as "...a skilled person qualified by academic and practical training to provide patient services under the supervision and direction of a licensed physician who is responsible for the performance of that assistant." And

WHEREAS, whatever legal definition is ultimately developed in Tennessee should not exclude any specific Medical Specialist from being able to fully utilize a Physician Assistant in their practice; and

WHEREAS, the American Medical Association has, in conjunction with respective national medical specialty organization, developed basic essentials and principles for the training of Physician Assistants in specific areas of medical practice; and

WHEREAS, three such sets of essentials have been accepted by the AMA House of Delegates, which outline specific job descriptions listing potential functions and responsibilities for personnel developed to assist the orthopaedic surgeon, urologist, and the internist and family physician as developed by representatives of the following medical specialty organizations: American Academy of Orthopaedic Surgeons, American Urological Association, and (jointly) the American Society of Internal Medicine, American Academy of Family Physicians, American Academy of Pediatrics, and American College of Physicians; and

WHEREAS, additional essentials and guidelines for other medical specialties are in the process of being developed by AMA through its Council on Medical Education; and

WHEREAS, a national certification program is in the final stages of development which will enable the adoption of uniform Physician Assistant Standards which will provide a



mechanism for evaluating the competency of the individual physician assistant to perform on the job; and

WHEREAS, this House of Delegates adopted Resolution 11 at the 1970 Annual Meeting encouraging institutions which intend to develop new health career programs to follow the "Guidelines for the Development of New Health Occupations" prepared by the American Medical Association which specify desirable steps to be taken and questions to be resolved by any institution attempting to develop a new health career. Now therefore be it

RESOLVED, that the Tennessee Medical Association inform all interested parties, agencies, groups, councils, institutions and organizations, that the development, education and utilization of Physician Assistants is the rightful province of the medical profession as the ultimate employer of all Physician Assistants and whose recognition and acceptance is mandatory; and be it further

RESOLVED, that every effort be made through appropriate channels of communication with the Department of Public Health, Office of Comprehensive Health Planning, Public Health Council, Regional Medical Programs, University of Tennessee, Tennessee Department of Education and any other governmental agency or department to require the endorsement of the Tennessee Medical Association of any plan or program relative to the development, training, education, utilization and legalization of Physician Assistants in Tennessee; and be it further

RESOLVED, that a copy of this resolution be forwarded to the above departments, agencies, councils, institutions and organizations in an attempt to seek their cooperation in this effort of the Tennessee Medical Association to coordinate the endeavors of all concerned and interested in the development of Physician Assistants.





## Appendix VII

The following were related to the P.A. Program though not integral to it. This is stated in Dr. Vastbinder's words.

### THE FAMILY MEDICAL GROUP

The Family Medical Group was a private nonprofit corporation we founded to operate the medical clinic for students, faculty, staff, towers residents and others. We started it in hopes of having it grow to become our own clinical facility for training our students. We recruited Dr. Tom Duncan to serve as director, see patients and also help with teaching in the program. For a number of reasons it did not create enough income to support Dr. Duncan and cover the overhead. I was probably unrealistic in my expectations for this medical practice. I was too busy with other things to really devote the time needed for its development. Dr. Duncan left to set up his own private practice.

### THE TREVECCA PROFESSIONAL MEDICAL SERVICE FUND

This fund was set up like similar ones at the University of Kentucky and at Vanderbilt with which I have been involved. It had two purposes: to provide continuing medical practice activities for the faculty while generating income for the program. In order to keep current in medical practice one has to spend some time working in his or her discipline. Shortly after I arrived at Trevecca, the Academic Dean asked me to serve as Medical Director of Trevecca Health Care to affiliate the college with that facility. I agreed to serve under the condition that I be given some relief in teaching time and the money I received would be turned back over to the college. Subsequently all the medical faculty were given time to see patients in the clinic or at the Health Care and the monies received were returned to the college. This fund was the account in which the money was placed. This money was used in part to get Dr. Duncan started and provide operating money for the beginning the clinic. This arrangement was never well understood by anyone other than the Dean and our people. It is probably only done where there is a medical faculty and not something found on the usual undergraduate campus.



Appendix VIII

Copy of a letter from Dr. Samuel Hynd to Dr. Earl Vastbinder

R.F.M. Hospital  
P. O. Box 14  
Manzini, Swaziland  
Southern Africa  
14 May 1976

Dr. Earl E. Vastbinder  
805 S. Lime  
Lexington, Kentucky  
U. S. A.

Dear Dr. Vastbinder:

I appreciated receiving your letter of 26 November 1975 in which you enclosed information regarding the Physician's Assistant Program. I have found the material you have sent me to be of considerable interest and I am sure as this new level of health personnel develops that this would be a very helpful addition to the health team in our medical missionary work.

I have examined the curriculum and it appears sufficiently broad to be of help to us on the mission field. We are having difficulty finding sufficient doctors to meet the demands being made on us and it would be most helpful, particularly in outpatient clinic work, to have someone who could screen patients and also carry out some of the simpler procedures that are required. I assume that you met Mr. Thomas who was at the Doctors' Conference in Kansas City who has already completed his training in this field and has applied to the Department for appointment. I encouraged him in this direction and we could use him as an experiment if our Medical Council would accept his qualifications. I am on the Medical Council myself and would therefore be in a position to influence the outcome.

I have just heard from Rev. David Heaps who has served one term as a Nurse Anesthetist here. He has indicated his interest in joining the new program for such Physician's Assistant at Trevecca. I have told him that if we were able to have a replacement during his time of training we would feel happy for him to undertake this training program. I am sure you have been involved in developing the course at Trevecca and once we were able to assess the contribution that they can make we would know better how to proceed in encouraging young people for this training in the future.

I am sending to you, under separate cover, a copy of our 1975 Annual



Appendix IX(a)  
PA Program and Continuing Accreditation

Trevecca's Physician Assistant Program received notification that the Accreditation Review Commission for Physician Assistants (ARCPA) extended the program's accreditation to 2009.

This reaffirmation of accreditation was the result of a self-study process that examined aspects of the program and included input from student and alumni groups and data from program and national exams. The findings were compiled in a 250-page report and submitted to the ARCPA in December 2005. The facts in that report were verified by a two-person team who visited the campus in January. In mid-March ARCPA considered the reports and awarded the program a three-year reaccreditation

Michael Moredock, director of the program, explains that this reaccreditation "maintains and enhances the program's stability and reputation among PA programs in the nation. Current and future students will graduate from an accredited program, allowing them to be eligible for the national certifying exam for PAs. The reaccreditation confirms the talents, hard work, and ideas invested by program personnel in the operation, purpose, and educational process of Trevecca Nazarene University's Physician Assistant Program."

Recent renewal of accreditation is for four years, until March 2013.



## PA Program reaccredited

Trevecca's Physician Assistant Program received notification that the Accreditation Review Commission for Physician Assistants (ARCPA) extended the program's accreditation to 2009.

This reaffirmation of accreditation was the result of a self-study process that examined aspects of the program and included input from student and alumni groups and data from program and national exams. The findings were compiled in a 250-page report and submitted to the ARCPA in December 2005. The facts in that report were verified by a two-person team who visited the campus in January. In mid-March ARCPA considered the reports and awarded the program a three-year reaccreditation.

Michael Moredock, director of the program, explains that this reaccreditation "maintains and enhances the program's stability and reputation among PA programs in the nation. Current and future students will graduate from an accredited program, allowing them to be eligible for the national certifying exam for PAs. The reaccreditation confirms the talents, hard work, and ideas invested by program personnel in the operation, purpose, and educational process of Trevecca Nazarene University's Physician Assistant Program."

## Report—'06 apps

As of 4/9/06, 681 freshmen applications and 139 transfers or new student applications had applied for admission to Trevecca. If you know of a high school senior who you think would love Trevecca, let the Office of Enrollment Management know (1-888-210-4TNU).

# THE TREVECCHA Connection

## "Stewardship of the Earth Day" planned to raise awareness about responsibility to the creation

Trevecca will welcome community and state environmental leaders to hear Susan Drake Emmerich, a nationally known speaker on environmental stewardship and the founder and CEO of Emmerich Environmental Consulting, in chapel on "Stewardship of the Earth Day," April 18. Dr. Emmerich, an assistant professor of environmental science at Trinity Christian College (IL), directed the Tangier Waterman's Initiative that was instrumental in the clean-up of Chesapeake Bay. The award-winning PBS documentary on the Tangier effort explains how Dr. Emmerich enlisted local fishermen in the effort to revitalize the Chesapeake Bay by showing them how a concern for the environment was part of their responsibility to God's creation.

Later that day interested students will be able to take an "environment hike" with David Mahan from the AuSable Institute of Environmental Studies. Mahan will "read" the environmental "messages" that are present in the land around Nashville's Radnor Lake.

## College Republicans host political candidates

Trevecca's chapter of College Republicans welcomed to campus Republican candidates for state offices and the U. S. Senate for Political Awareness and Leadership Sessions, a new campus event. On the mornings of April 6 and 7, Van Hilleary and Ed Bryant, Republican candidates for the U. S. Senate seat that will be vacated by Bill Frist, spoke. Later candidates visited with residents of Trevecca Towers. On the evening of April 6, Mae Beavers, Tennessee representative and Trevecca alumna, and Robin Smith, vice chair of the Tennessee State Republican Party, spoke.

**2006 Commencement—May 6, 9 A.M.**  
**Baccalaureate—May 5, 7:30 P.M.**



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