

# Motions for 2007 Annual Business Meeting

## **2007-COM1. Adoption of CECD Cultural Competencies for PA Students**

**Rationale:** The Association's Committee on Ethnic and Cultural Diversity has created this set of cultural competencies. This model will serve as a tool to help PA programs in the designing and revising of their cultural competency curriculum. We believe this to be generic and inclusive.

By 2004 the physician assistant professional organizations adopted the *Competencies for the Physician Assistant Profession*.<sup>1</sup> The document provided a set of competencies that all physician assistants regardless of specialty or setting are expected to acquire and maintain throughout their career. The United States is a multicultural nation of increasing diversity with goals of eliminating health disparities.<sup>2</sup> To provide quality care to all patients, physician assistants should acquire and maintain competencies for providing care across cultures. The Physician Assistant Education Association offers "Core Cultural Competencies for Physician Assistants" as a map of the specific knowledge, skills, and professional attitudes physician assistants should acquire and maintain to approach cultural competence that should serve as a supplement to the *Competencies for the Physician Assistant Profession*. These competencies are a guide for physician assistant education in the development of cultural competency curriculum.

Whereas, the physician assistant profession has declared a specific set of competencies for graduate physician assistants; the Physician Assistant Educational Association is requesting the adoption of core competencies for specific cultural competency domains; many health professions have adopted standards and models for including cultural competency in their curriculum, and currently no model exists for physician assistant education.

**Motion:** Be it resolved that the Physician Assistant Educational Association adopts the Committee on Ethnic and Cultural Diversity's "Cultural Competencies for Physician Assistant Students" as the Association's model for domains for PA cultural competency education.

**Submitted by:** PAEA Committee on Ethnic and Cultural Diversity

## **PROPOSED CORE CULTURAL COMPETENCIES FOR PHYSICIAN ASSISTANT STUDENTS**

### **Knowledge**

Knowledge includes an understanding of the definition of culture and its relationship to health, health disparities, disease incidence and prevalence for specific communities and or ethnic groups, historical factors that might shape the health behavior of a community,

community folk practices and ethnopharmacology, and community social and historical context. Physician assistants should demonstrate the application of this knowledge of social phenomena to patient care. In addition, physician assistants are expected to demonstrate investigatory and analytic thinking approach to clinical situations.

Physician assistants are expected to demonstrate:

- understand the definitions of culture, race and ethnicity and their use in medical literature
- recognize health disparities and factors that contribute to the existence of health disparities by race/ethnicity, gender, socioeconomic status, sexual orientation, and disability
- identify community specific disease incidence and prevalence including health disparities
- identify community practices including ethnopharmacology and folk practices
- apply an understanding of the cultural social context to the patient encounter

### **Professional Attitude**

Professional attitude is the demonstration or adherence to a set of positive values and ideals for the delivery of care. It includes prioritizing the interests of those being served above one's own. Physician assistants must know their professional and personal limitations. Physician assistants must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population.

Physician assistants are expected to:

- have an awareness of the socio-cultural factors that may affect individual patients
- have examined the power dynamics of both society and medicine including but not limited to racism, sexism, and classism
- recognize the power differential in the clinician-patient relationship
- understand the operation and effect of stereotyping and bias in the interaction between patient and clinician
- understand her/his personal cultural values and biases
- recognize the role of self-reflection and self-critique for clinician improvement to quality care

### **Skills**

Skills are the tools and abilities that enable the physician assistant to perform effectively. These skills enhance the quality of care provided by physician assistants to every patient regardless of setting or specialty

Physician assistants are expected to:

- elicit the patient's explanatory model
- assess the patient's spiritual values and practices
- negotiate the treatment plan across cultural and social context
- effectively utilize formally trained and informal interpreters

- assess community social and historical context
- identify community resources
- use specific evidence based information
- appraise, interpret, and critique the literature's use of race, ethnicity, and culture in application to the patient
- utilize reflective practice techniques to improve quality of cross cultural encounters

#### References

1. *Competencies for Physician Assistant Profession*. Available at: [http://www.nccpa.net/PAC/Competencies\\_home.aspx](http://www.nccpa.net/PAC/Competencies_home.aspx). Accessed September 21, 2007.
2. U.S. Department of Health and Human Services. *Healthy People 2010*. 2nd ed. With Understanding and Improving Health and Objectives for Improving Health. 2 vols. Washington, DC: U.S. Government Printing Office, November 2000. available at; [http://www.healthypeople.gov/Document/html/uih/uih\\_bw/uih\\_2.htm#goals](http://www.healthypeople.gov/Document/html/uih/uih_bw/uih_2.htm#goals). Accessed September 21, 2007.

**Statement of  
Estimated Financial Impact**

**Presented for Motions Submitted  
to the 2007 PAEA Education Forum**

**2007-COM1. Adoption of CECD Cultural Competencies for PA Students**

**Does this motion reflect a one-time or ongoing expense for the association, requiring changes to the current or future fiscal year budget?** no expense

**List the first fiscal year the motion has impact in.  
List the subsequent years of impact or list as *all* if ongoing.**

**Areas of Impact**

**Volunteer Resources:** No                      **Number:**  
**Travel:** No                                      **Number of meetings (current fiscal year):**  
**Number of hotel nights:**

**Potential Revenue Generated?**

**Other services or supplies required (check all that apply):**

- Conference calls or other telecommunication**
- Postage**
- Supplies (binders, etc.)**
- Copying**
- Other (Please list: )**

**Leadership involvement Required:** No

**Staff resources:** No  
 **Full-Time**  
 **Part time**  
 **Adhoc/temporary**  
 **Consultant**

**Estimate of Financial Impact (including all areas of impact):** \$0

**Would funding this proposal have a high, medium, or low level of impact on the Association:** low

**This document has been drafted by the PAEA Finance Committee.**

**Charles Brakhage  
Chair, and PAEA Secretary-Treasurer**

## **2007-MP01. Ability for Consortia to Submit Motions**

**Rationale:** Currently, motions may be submitted by PAEA member programs, committees, and the Board of Directors. There is an additional group that should be included. An issue may be identified and discussed at a consortium meeting. If the group feels that it is an issue that warrants follow up, it makes sense for the motion to come from the consortium itself, rather than from only one of the member programs. The consortium has discussed and developed and supports the motion. Therefore, including consortia in the group who can submit motions is a logical addition.

**Motion:** The University of Washington Physician Assistant Program moves that the Governance Committee be charged by the board to develop an appropriate mechanism to enable consortia be added to the list of who may submit motions to the PAEA business meetings.

**Submitted by:** Grace Landel, MEd, PA-C  
University of Washington

**Statement of  
Estimated Financial Impact**

**Presented for Motions Submitted  
to the 2007 PAEA Education Forum**

**2007-MP01. Ability for Consortia to Submit Motions**

**Does this motion reflect a one-time or ongoing expense for the association, requiring changes to the current or future fiscal year budget?** no expense

**List the first fiscal year the motion has impact in.  
List the subsequent years of impact or list as *all* if ongoing.**

**Areas of Impact**

**Volunteer Resources:** No                      **Number:**  
**Travel:** No                                      **Number of meetings (current fiscal year):**  
**Number of hotel nights:**

**Potential Revenue Generated?**

**Other services or supplies required (check all that apply):**

- Conference calls or other telecommunication**
- Postage**
- Supplies (binders, etc.)**
- Copying**
- Other (Please list: )**

**Leadership involvement Required:** No

**Staff resources:** No  
 **Full-Time**  
 **Part time**  
 **Adhoc/temporary**  
 **Consultant**

**Estimate of Financial Impact (including all areas of impact):** \$0

**Would funding this proposal have a high, medium, or low level of impact on the Association:** low

**This document has been drafted by the PAEA Finance Committee.**

**Charles Brakhage  
Chair, and PAEA Secretary-Treasurer**

## **2007-MP02. Investigation of the Impact of Paying Preceptors**

**Rationale:** There is a trend among DO schools to pay clinical training sites. This can be up to \$1000/month/student. With the growing number of DO schools, MD schools are also starting to look into this. Medical schools are increasing their enrollment and also moving to more community based training. These trends could have a significant impact on PA programs and may already be happening. We have heard rumblings at PAEA meeting about some PA programs paying or thinking about paying their preceptors. The ability to pay for clinical sites may disproportionately effect PA programs public institutions more than private schools due to legislative directives on public school tuitions. PAEA should have a position on this issue. However, without good data, we cannot make an informed decision.

**Motion:** The University of Washington Physician Assistant Program and the University of Colorado Child Health Associate/Physician Assistant Program move that the PAEA Board of Directors develop an appropriate mechanism to explore the impact of paying clinical preceptors/clinical training sites.

Issues to be explored should include, but not be limited to:

1. The impact that such a movement (i.e. preceptor payment) has had on clinical education in general.
2. The current number of physician assistant programs required to pay monetary compensation for clinical rotations
3. The average amount of payment required
4. The reasons the program has instituted preceptor payments
5. The financial impact that this has had on the programs
6. Other reimbursements that programs may employ such as paying part of salary (hiring the preceptor)
7. Creation of a “menu” of possible preceptor rewards, looking at alternatives to direct monetary payments

Input on these issues will be solicited from, at a minimum, clinical coordinators and program directors at different types of institutions (private vs. public, academic health center vs. 2-, 4-year institutions) representing the range of PA educational models and from geographically diverse areas.

The initial finding will be reported back to the 2008 PAEA Annual Education Forum. Based on the findings, a policy statement or position paper with recommendations will be submitted to the 2009 PAEA Annual Education Forum.

**Submitted by:** Grace Landel, Med, PA-C  
University of Washington

Sandy Hoops, MS, PA-C  
University of Colorado

**Statement of  
Estimated Financial Impact**

**Presented for Motions Submitted  
to the 2007 PAEA Education Forum**

**2007-MP02. Investigation of the Impact of Paying Preceptors**

**Does this motion reflect a one-time or ongoing expense for the association, requiring changes to the current or future fiscal year budget?** one time

**List the first fiscal year the motion has impact in.** FY 09 (FY 08)

**List the subsequent years of impact or list as *all* if ongoing.** FY 10 (FY 09)

**Areas of Impact**

**Volunteer Resources:** Yes

**Number:** 7

**Travel:** Yes

**Number of meetings (current fiscal year):** 1

**Number of hotel nights:** 3

**Potential Revenue Generated?**

**Other services or supplies required (check all that apply):**

**Conference calls or other telecommunication**

**Postage**

**Supplies (binders, etc.)**

**Copying**

**Other (Please list: )**

**Leadership involvement Required:** Yes

**Staff resources:** Yes

**Full-Time**

**Part time**

**Adhoc/temporary**

**Consultant**

**Estimate of Financial Impact (including all areas of impact):** \$12,150 (per year)

**Would funding this proposal have a high, medium, or low level of impact on the Association:** high

**This document has been drafted by the PAEA Finance Committee.**

**Charles Brakhage  
Chair, and PAEA Secretary-Treasurer**

### **2007-MP03. Formation of a Committee to Address Clinical Doctorate**

**Motion:** DeSales University and the Eastern Consortium respectfully request that the PAEA form a committee in order to address whether the profession should or should not consider offering a clinical doctorate in physician assistant studies and the implications of this change for our profession. We request that this committee consist of educators and clinically practicing physician assistants since any proposed changes will not just affect the educational process but will also have implications for the people who are practicing full-time in our profession.

**Submitted by:** Christine Bruce, MHSA, PA-C  
DeSales University

**Statement of  
Estimated Financial Impact**

**Presented for Motions Submitted  
to the 2007 PAEA Education Forum**

**2007-MP03. Formation of a Committee to Address Clinical Doctorate**

**Does this motion reflect a one-time or ongoing expense for the association, requiring changes to the current or future fiscal year budget?** one time

**List the first fiscal year the motion has impact in.** FY 09 (FY 08)

**List the subsequent years of impact or list as *all* if ongoing.** FY 10 (FY 09)

**Areas of Impact**

**Volunteer Resources:** Yes

**Number:** 7

**Travel:** Yes

**Number of meetings (current fiscal year):** 1

**Number of hotel nights:** 3

**Potential Revenue Generated?**

**Other services or supplies required (check all that apply):**

**Conference calls or other telecommunication**

**Postage**

**Supplies (binders, etc.)**

**Copying**

**Other (Please list: )**

**Leadership involvement Required:** Yes

**Staff resources:** Yes

**Full-Time**

**Part time**

**Adhoc/temporary**

**Consultant**

**Estimate of Financial Impact (including all areas of impact):** \$12,150 (per year)

**Would funding this proposal have a high, medium, or low level of impact on the Association:** high

**This document has been drafted by the PAEA Finance Committee.**

**Charles Brakhage  
Chair, and PAEA Secretary-Treasurer**

## **2007-MP04. Development of Listserves for PAEA Groups**

**Rationale:** This motion addresses the goal area of Communication in PAEA’s strategic plan: “Objective (2): Increase the Association’s use of listserves and other electronic tools to facilitate dialogue among association members and its components.” This motion establishes a specific priority for the enhancement of the Association’s listserves. The consortia and the clinical coordinators, which are crucial components of the Association’s infrastructure, would communicate more effectively with the tool of listserves to reduce geographic and time barriers.

**Motion:** PAEA should establish and maintain a listserv for the Western Consortium, clinical coordinators, and other consortia.

**Submitted by:** Sherry Stolberg, MGPGP, PA-C  
Stanford University

**Statement of  
Estimated Financial Impact**

**Presented for Motions Submitted  
to the 2007 PAEA Education Forum**

**2007-MP04. Development of Listserves for PAEA Groups**

**Does this motion reflect a one-time or ongoing expense for the association, requiring changes to the current or future fiscal year budget?** ongoing

**List the first fiscal year the motion has impact in.** FY 08

**List the subsequent years of impact or list as *all* if ongoing.** all

**Areas of Impact**

**Volunteer Resources:** No

**Number:**

**Travel:** No

**Number of meetings (current fiscal year):**

**Number of hotel nights:**

**Potential Revenue Generated?**

**Other services or supplies required (check all that apply):**

**Conference calls or other telecommunication**

**Postage**

**Supplies (binders, etc.)**

**Copying**

**Other (Please list: legal/technical)**

**Leadership involvement Required:** No

**Staff resources:** Yes

**Full-Time**

**Part time**

**Adhoc/temporary**

**Consultant**

**Estimate of Financial Impact (including all areas of impact):** \$7,400 (per year)

**Would funding this proposal have a high, medium, or low level of impact on the Association:** medium

**\*Efficiency created if listserv is integrated with overall member database functions in new system being investigated.**

**This document has been drafted by the PAEA Finance Committee.**

**Charles Brakhage**

**Chair, and PAEA Secretary-Treasurer**

## **2007-MP05. Regionalization of Faculty Development Institute Workshops**

**Rationale:** This motion addresses the goal area of Faculty Development in PAEA's strategic plan: "Objective (1): Expand and enhance faculty development services." PAEA members recognize the value of current faculty development workshops, which provide knowledge, skills, and opportunities for faculty networking. The constant recruitment of new faculty and the transition of faculty to new roles suggest the need to conduct faculty development more frequently and at lower cost to programs. This motion directs the FDI to regionalize current workshops to make these important sources of faculty development more accessible to PAEA member programs.

**Motion:** The Faculty Development Institute should develop strategies to regionalize its workshops, particularly those focused on new faculty.

**Submitted by:** Sherry Stolberg, MGPGP, PA-C  
Stanford University

**Statement of  
Estimated Financial Impact**

**Presented for Motions Submitted  
to the 2007 PAEA Education Forum**

**2007-MP05. Regionalization of Faculty Development Institute Workshops**

**Does this motion reflect a one-time or ongoing expense for the association, requiring changes to the current or future fiscal year budget?** ongoing

**List the first fiscal year the motion has impact in.** FY 09

**List the subsequent years of impact or list as *all* if ongoing.** all

**Areas of Impact**

**Volunteer Resources:** Yes                      **Number:** 3  
**Travel:** Y N                                      **Number of meetings (current fiscal year):**  
**Number of hotel nights:**

**Potential Revenue Generated?** Yes (registration fees)

**Other services or supplies required (check all that apply):**

- Conference calls or other telecommunication**
- Postage**
- Supplies (binders, etc.)**
- Copying**
- Other (Please list: hotel liability, meeting space)**

**Leadership involvement Required:** Y N

**Staff resources:** Yes  
 **Full-Time**  
 **Part time**  
 **Adhoc/temporary**  
 **Consultant**

**Estimate of Financial Impact (including all areas of impact):** see spreadsheet

**Would funding this proposal have a high, medium, or low level of impact on the Association:** high

**\*potential to draw from Ed Forum (decreased involvement/orientation to PAEA)**

**\*increases staff time**

**This document has been drafted by the PAEA Finance Committee.**

**Charles Brakhage**

**Chair, and PAEA Secretary-Treasurer**

Add On Workshop  
Cost Comparison  
Quebec 06 vs Denver 07

	<b>Quebec 06</b>	<b>Denver 07</b>	
	28 registrants	21 registrants	
<b>Food and Beverage</b>	\$3,609.96	\$3,446.61	
<b>AV</b>	\$1,001.33	\$620.92	
<b>Meeting &amp; Travel</b>	\$3,686.21	\$3,063.00	
<b>Printing</b>	\$343.68	\$544.28	
<b>Speaker Fees</b>	\$1,975.00	\$1,225.00	
<b>Total:</b>	\$10,616.18	\$8,899.81	
<b>Total Per Registrant</b>	\$379.15	\$423.80	Denver 11% higher per registrant

Differences:	Quebec - no lunch provided	Denver - lunch provided for 2 days (\$875/\$41.66 per person per day)
	Quebec - 4 facilitators	Denver - 2 facilitators (plus Anita who is local, no travel or hotel cost)
	No Contractual Risk	Contractual Risk

Registrants who attended Education Forum after workshop in Quebec 06

Basic Skills	82%
Clinical Coordinator's	66%
Research	100%

## **2007-MP06. Improving the Recruitment and Retention of Teaching Faculty**

**Rationale:** Rapid growth of physician assistant training programs nationally over the past two decades has created increasing challenges in sustaining quality educational programs, specifically in the recruitment and retention of qualified physician assistant faculty. Secondly, the more recent transition of the majority of programs to the master's degree is driving a demand for master's and doctoral prepared faculty to fill the new teaching positions. According to the 2005 PAEA Annual Survey, over two-thirds (67.7%) of Category I-III program personnel (teaching and/or administrative roles) have a master's degree and 15.1% have a doctorate degree; seventy-four percent of programs awarded the master's degree accounting for more than 60% of students graduating with advanced degrees. Lastly, programs typically draw from PAs in clinical practice for teaching faculty necessitating a well-developed orientation and mentoring program to minimize turnover and increase professional development in pedagogy. Personnel turnover and vacancy rates, however, indicate that academic programs will be challenged to continue to recruit on a regular basis and find creative ways to retain key faculty and quality education standards.

Whereas, by the increasing difficulty in recruiting and retaining qualified physician assistant faculty, programs become at risk in maintaining a quality education program for their graduates; and

Whereas, PA programs nationwide are finding it more difficult to recruit and retain qualified physician assistant faculty; and

Whereas, PA program faculty salaries cannot compete with clinical salaries for physician assistants; and,

Whereas, PA programs with insufficient faculty put an additional burden on those faculty who are in the program, increasing faculty burnout and attrition and;

Whereas, Programs must strive to recruit a diverse student body, so must they do the same with faculty; and

Whereas, Programs must have better support through other university-wide services including new faculty training, human resources support, faculty development, and clinical release times: Now therefore

**Motion:** Be it resolved that PAEA develop and publish a best practices model for recruitment and retention for all PA programs nationwide.

**Submitted by:** Lauren Padilla-Valverde, PA-C  
Touro University – California

Steven Meltzer, PA-C  
University of Washington

**Statement of  
Estimated Financial Impact**

**Presented for Motions Submitted  
to the 2007 PAEA Education Forum**

**2007-MP06. Improving the Recruitment and Retention of Teaching Faculty**

**Does this motion reflect a one-time or ongoing expense for the association, requiring changes to the current or future fiscal year budget?** one time

**List the first fiscal year the motion has impact in.** FY 09 (FY 08)

**List the subsequent years of impact or list as *all* if ongoing.** FY 10 (FY 09)

**Areas of Impact**

**Volunteer Resources:** Yes                      **Number:** 7

**Travel:** Yes                                      **Number of meetings (current fiscal year):** 1

**Number of hotel nights:** 3

**Potential Revenue Generated?**

**Other services or supplies required (check all that apply):**

**Conference calls or other telecommunication (2)**

**Postage**

**Supplies (binders, etc.)**

**Copying**

**Other (Please list: )**

**Leadership involvement Required:** yes

**Staff resources:** Yes

**Full-Time**

**Part time**

**Adhoc/temporary**

**Consultant**

**Estimate of Financial Impact (including all areas of impact):** \$12,150 (per year)

**Would funding this proposal have a high, medium, or low level of impact on the Association:** high

**This document has been drafted by the PAEA Finance Committee.**

**Charles Brakhage  
Chair, and PAEA Secretary-Treasurer**