

Duke University Medical Center

DURHAM, NORTH CAROLINA

DEPARTMENT OF COMMUNITY  
HEALTH SCIENCES

September 29, 1969

POSTAL CODE 27706  
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- To: Thomas D. Kinney, M. D., Director of Medical Education; and  
William G. Anlyan, M. D., Vice President of Duke University for  
Medical Affairs
- From: E. Harvey Estes, Jr., M.D., Chairman, Department of Community  
Health Sciences  
D. Robert Howard, M.D., Physician's Assistant Program Director; and  
David E. Lewis, M.A., Physician's Assistant Program Director of  
Education
- Purpose: To provide a baccalaureate degree option that would allow qualified  
students participating in the Physician's Assistant Program and  
other established and emerging health career programs the opportunity  
of academic achievement that would provide a pathway for both career  
mobility and advancement.
- Need: It is increasingly evident throughout the United States and painfully  
evident in North Carolina that there is an acute shortage of people  
trained to provide patient care services. The need for physician  
services will not be met solely by increasing the capacity and/or  
number of medical schools. Increasing the quantity of physicians  
must continue in the future as in the past to be the prime objective  
of the medical educational institutions, but this alone cannot  
fulfill either present or projected needs. If the health services  
industry is to ever meet the increasing demands for service, it  
must produce a cadre of professionals at all levels dedicated to  
the physical and mental well being of each individual in our society.  
The provision of these services is the primary challenge that con-  
fronts the medical profession today.
- Background: In 1965 Duke University initiated an effort to alleviate the physi-  
cian manpower shortage by instituting a program for training ancil-  
lary health professionals to increase the capability of physicians  
in their efforts to meet the demand for health services. The  
graduates of the program have, during the interim, demonstrated  
their ability to assist physicians in extending both the quantity  
and quality of patient care services. Verification of the success  
of the program is further documented by the fact that eight other  
medical teaching centers have since inaugurated similar programs,  
eleven insitutions are currently developing programs of this type,  
many more are in a planning stage for such a program, and virtually  
all medical teaching centers have investigated the concept with  
the idea of possible future initiation of a similar type program.

During the past five years the Duke University Physician's Assistant Program has been accepted by both physicians and patients, and, as a reflection of this, has grown in both size and scope beyond all expectations. Because of the success of the program, official recognition has since been accorded by both the University and the Medical Society of the State of North Carolina. Also, in this interim, issues regarding the legal status, professional liability coverage, and hospital utilization have largely been resolved.

Duke University, because of its foresight, has emerged as an unprecedented leader in the development of innovative health career programs, and although great strides have been made, much has yet to be accomplished. One of the constraints on further recognition and application of the program is that the professional educational effort is not applicable toward an academic degree for those who desire to achieve greater flexibility, recognition, and status by progression through academic channels. 34

Curriculum  
Content:

Since its inception the twenty-four month professional training program has become formalized into an educational experience incorporating an academic year of basic medical sciences, with fifteen months of varied clinical experience to provide an intermediate level of professional assistant for virtually each and every type of physician. In the basic science academic year students receive formal training in history, philosophy, and ethics of medicine, basic clinical laboratory, medical terminology, inorganic chemistry, introduction to animal experimentation, bacteriology, anatomy and physiology, essentials of chemical biology, clinical medicine, pharmacology, physical evaluation, clinical chemistry, diagnostic procedures, animal surgery, electrocardiography, introductory radiology, community health, basic principles of data processing, patient evaluation, and medical instrumentation. During the clinical training portion of the program students have the option of applying their newly acquired medical knowledge in any of thirteen areas of clinical application. This will be expanded to twenty-four specialty areas by 1972 and will include all major and surgical specialties within five years. The clinical training emphasizes the development of proficiency in skills which can be applied to both inpatients and outpatients and thus provides the physician with an assistant who possesses a geographic mobility not heretofore available.

Proposed  
Curriculum:

In order to provide qualified students with the option of furthering their academic achievements so that career mobility can be more than a phrase and a career ladder can become a reality, it is proposed that the option of a baccalaureate degree be incorporated into

\* under the proposed curriculum

the program. In addition to the successful completion of the Physician's Assistant Program, it is proposed that this professional training be coupled with a broad background in liberal arts to comply with the standards of education at the baccalaureate level. In addition to the eighty-two credits received in the course of professional training, it is proposed that for qualified students to achieve a Bachelor of Science in Health Sciences degree from the Duke University Medical Center, they should be required to take the equivalent of four courses in social science, three courses in English, two courses each in mathematics, history, science and humanities, one elective course and physical education in compliance with current standards.

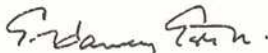
The incorporation of this type of degree option would allow the student the flexibility of acquiring his professional education prior to, during, or following his academic education. Although the introduction of such sequential independence reflects a new approach, such a move is certainly in accordance with current trends in education, and compatible with the new undergraduate curriculum at Duke. The establishment of a professional baccalaureate degree is a time-honored tradition in the health field and has been utilized by nursing and other allied health professions.

The difficulties of developing new procedures are minimized by the facts that student records are maintained by the Registrar's Office, grades are recorded on the established allied health division transcript, facilities used in the entire proposed program are already in existence, and no new courses would have to be implemented.

Conclusion: Because of the tenor of the times, the dictates of professional needs, the current social, professional, and educational trends, and Duke University's established position in formulating realistic educational programs, it is proposed that the Duke University Medical Center institute a Bachelor of Science in Health Sciences degree to provide an educational pathway that can simultaneously meet the needs of society and those of the medical profession.

Attached are documents to provide details related to this proposal. These include the current program Bulletin, a detailed course breakdown of the existing program, the proposed academic degree requirements, and other documents related to the existing program.

Respectfully submitted,



E. Harvey Estes, Jr., M.D.  
Professor and Chairman