

PHYSICIAN ASSISTANT PROFESSIONAL ORGANIZATIONS

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

www.arc-pa.org (<http://www.arc-pa.org>)

The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) is the accrediting agency that protects the interests of the public and PA profession by defining the standards for PA education and evaluating PA educational programs to ensure their compliance with those standards. Accreditation is a process of quality assurance that determines whether the program meets established standards for function, structure, and performance. Accreditation of PA programs began in the early 1970s under the auspices of the American Medical Association, and in 2000 the ARC-PA was constituted as an independent organization and the Standards for accreditation were created. Graduation from an ARC-PA-accredited program is required for NCCPA PANCE eligibility, for licensure or registration in all states, and for entry into most PA specific post-Professional doctoral programs. Accreditation of PA specific post-Professional programs by the ARC-PA is voluntary and not required by any U.S. jurisdictions. As of March 2019, the Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Marshall B. Ketchum University Physician Assistant Program sponsored by Marshall B. Ketchum University signifying our PA programs is in compliance with the ARC-PA Standards. The MBKU DMSc program does not require ARC-PA accreditation and is fully accredited by the Western Association of Schools and Colleges Senior College and University Commission.

The American Academy of PAs (AAPA)

www.aapa.org (<http://www.aapa.org>)

The American Academy of PAs (AAPA) is the national organization that represents physician assistants/associates in all specialties and all employment settings. Founded in 1968, the Academy has a federated structure of 57 chartered chapters representing PAs in all 50 states, the District of Columbia, Guam, and the federal services. Its membership also includes PA students and supporters of the profession. The AAPA advocates for the PA profession by lobbying for improvements in the utilization of PAs in federal health care delivery systems, support of PA education including the National Health Service Corps scholarships, and state legislation that governs PA practice. The AAPA has also been an active voice for our profession on issues related to education and certification. For a frame of reference, the AAPA is analogous to the physician-advocacy organization the American Medical Association (AMA).

The California Academy of PAs (CAPA) and Other State Constituency Organizations

www.capanet.org (<http://www.capanet.org>)

Constituent organizations (COs) are independent organizations affiliated with AAPA. COs are comprised of state and federal chapters, specialty organizations, special interest groups, and caucuses. They provide their members with locally based CME, networking opportunities, social

gatherings, timely information, advocacy and job resources. Since most applicants to the MBKU DMSc program are located in California, the following is a description of the California Academy of PAs, which is a constituent organization of the AAPA.

The Mission of the California Academy of PAs is to represent and serve PAs statewide. As an advocate of its members for quality healthcare and for their valued, unique alliance with collaborating physicians, CAPA will enhance, educate, and empower PAs for the ultimate benefit of their patients. With over 13,000 PAs, California is seeing the PA profession grow and PAs are becoming involved in every aspect of health care. CAPA's purpose is to represent the interests of California PAs. For a frame of reference, CAPA is analogous to the physician advocacy organization, the California Medical Association (CMA).

The Physician Assistant Education Association (PAEA)

www.paeaonline.org (<http://www.paeaonline.org>)

The PAEA was founded in 1972 by Alfred Sadler and Thomas Piemme, two physician educators who understood the need for an educational organization that was responsible for aligning and standardizing the education of the PA. Initially, the PAEA was part of the AAPA and was called the Association of PA Programs (APAP). In 2005, the APAP membership voted to change the name to Physician Assistant Education Association and moved the organization to leadership independent of the AAPA. The PAEA is the equivalent of the physician group, the Association of American Medical Colleges (AAMC).

The National Commission on the Certification of Physician Assistants (NCCPA)

www.nccpa.net (<http://www.nccpa.net>)

The NCCPA was developed by David Glazer, Alfred Sadler, and Thomas Piemme to create the PA national certification examination. Its Board members include physician representatives from medicine and surgery, the PA profession, and the public. The early founders of the profession believed that professional legitimacy could be established if rigorous certification standards were maintained. Thus, in the early 1970s, the PA profession started with a 6-year certification cycle. Initially, PAs were expected to pass a generalist multiple-choice examination (PANCE) and clinical skills encounter, obtain 100 hours of continuing medical education (CME) every two years, and pass a multiple-choice exam at year ten (PANRE) or the longitudinal assessment (PANRE-LA). The clinical skills encounter was stopped in the late 1990s because of issues with inter-rater reliability and methodology. In 2012, the NCCPA Board of Directors voted to change the certification requirements and cycle. PAs are required to pass the PANCE exam and complete 100 hours of CME every two years. In year 10, they must also pass a multiple-choice examination. The NCCPA is similar to the National Board of Medical Examiners (NBME).

The Academy of Doctoral PAs (ADPA)

<https://www.padoc.org/>

- The Academy of Doctoral PAs is an association of doctorate-trained PAs who are dedicated to progressing the PA profession so that it remains competitive in the healthcare industry. Their vision is to collaborate with PAs and healthcare partners on the importance of a terminal PA degree, educate healthcare business leaders in the appropriate utilization of PAs, and Advocate for legislation that allows PAs to be utilized as efficiently and diversely as possible.