

Pathology Assistant Program Started At Medical Center

Duke University Medical Center took another step toward meeting the ever-increasing need for paramedical personnel this month with the beginning of the new Pathology Assistant Program.

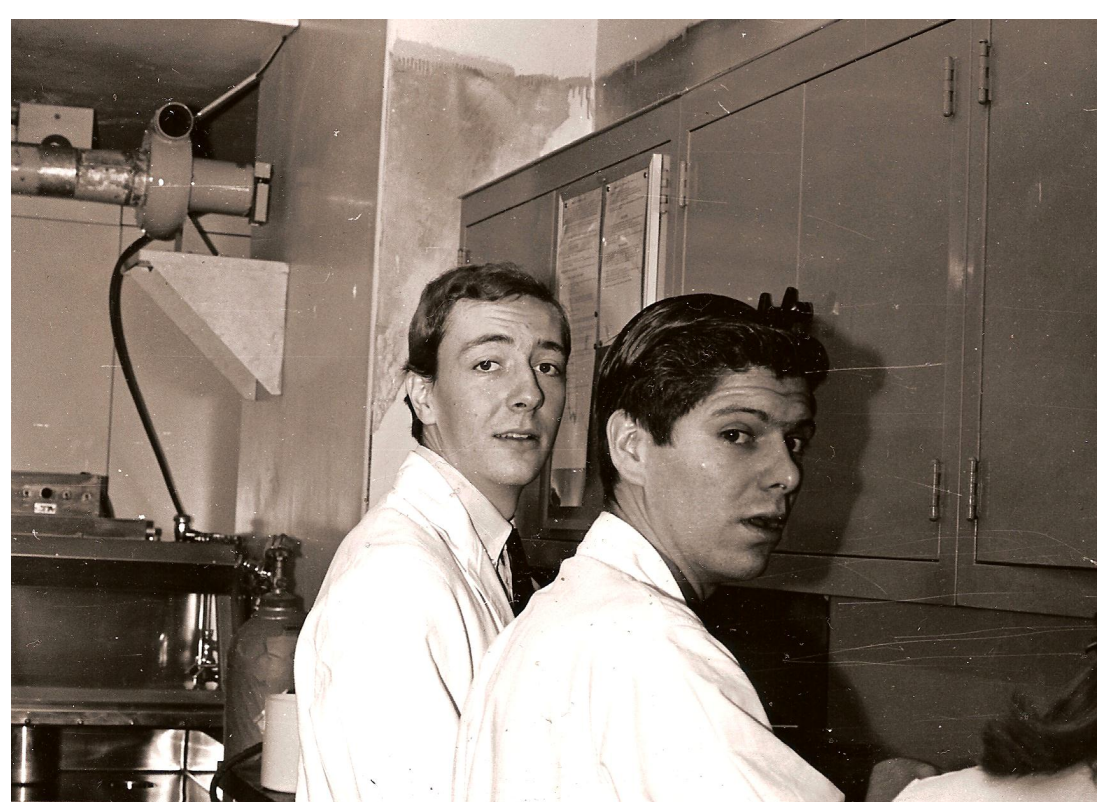
The pathology assistant students, under the direction of the departments of pathology at Duke and at the Durham Veterans Administration Hospital, began a one-year course in classroom, laboratory and clinical work Tuesday.

The pathology assistant will be trained to aid pathologists in the techniques used to study and diagnose disease.

The curriculum includes, lectures and labs in anatomy, physiology, histology, bacteriology, pathology, radiographic technique and photography. Practical rotations through the autopsy suite, histology, bacteriology and photography make up the second half of the course.

Applicants for the course must have at least a junior college certificate or equivalent or a high school diploma and at least two years experience as a hospital corpsman. An aptitude test is required of prospective high school students.

The first class, consisting of three students, includes Norman Gerard of Milwaukee, Wis., John McNamee of Salem, Mass., and Coy Wagoner of Sandborn, Ind.



Special Article

A History of the American Association of Pathologists' Assistants: Creating an Organization, Winning Hearts and Minds, and Building an Invaluable Profession

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Abstract

Thomas D. Kinney and Duke University started the first formal university-based training program for pathologists' assistants in 1969. Over the next 2 years, 2 more university-based programs were established. All 3 programs were affiliated with nearby Veterans Administration Hospitals and were funded as a pilot study by the US Veterans Administration to address a looming shortage of pathologists. Early graduates of these programs discovered that the concept of pathologists' assistants with well-defined skill sets encompassing both surgical and autopsy pathology was not initially accepted by important elements of organized pathology. Indeed, many academic pathologists were opposed to the concept from the outset. In the face of such opposition, a group of practicing pathologists' assistants created and incorporated their own professional organization, the American Association of Pathologists' Assistants, to provide support, advocacy, and continuing education for individual practicing pathologists' assistants. The history of the American Association of Pathologists' Assistants and its role in the establishment and success of the pathologists' assistant profession are described utilizing personal communications as well as published historical sources.

Keywords

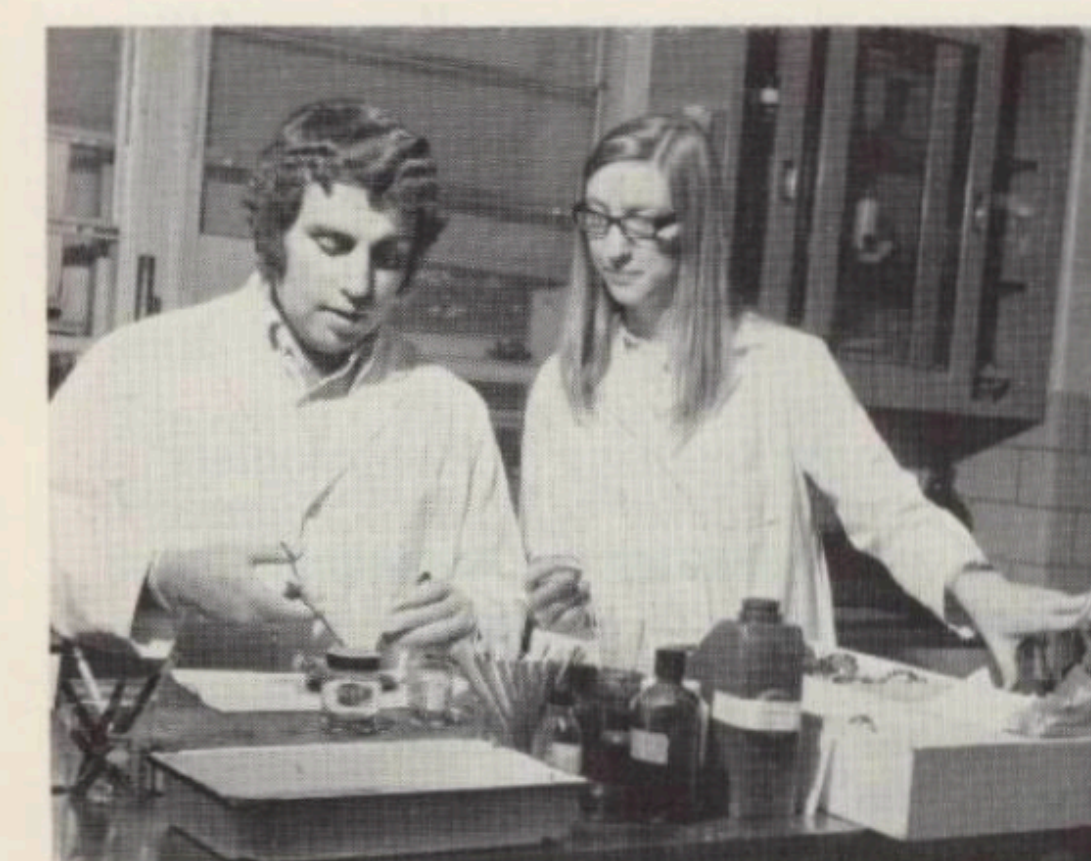
American Association of Pathologists' Assistants, autopsy, history of pathology, pathologists' assistants, surgical pathology

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388 College of American Pathologists, October, 1973



Vincent Corniello and Nancy Browne, second year Pathologist's Assistant Trainees, are engaged in gross surgical pathology.

They were trained as anatomic supervisors, controlling sanitation, supplies, etc. for morgue, cutting rooms, and histology. We envisioned them as being of great help to a pathologist working alone in a hospital, or covering several small hospitals, or to a group of pathologists in a larger center. In the latter instance, as a permanent employee, the pathology assistant would fill in during transition periods, assist with the training of interns, and be of great value where the number of residents is unpredictable, or when there are problems with rotations, vacations, and sickness.



Leo Kelly, Pathologist's Assistant, instructs Vincent Corniello, second year Pathologist's Assistant Trainee, in preparation of cryostat sections.

From "The Pathologist's Assistant Training Program at West Haven,"
R Yesner MD and R Enriquez MD
College of American Pathologists, October, 1973

"By the late sixties, Duke University Physician staff started training PAs (Pathology Assistants). Finally in 1971 the Federal Government funded three training programs in the U.S. for the Pathologists' Assistants. Duke University, Quinnipiac University (College at that time) and the University of Alabama in Birmingham. The Federal Government funded the three programs for 5 years. By 1976 the Federal Government terminated the government monies.

Duke University took over their Baccalaureate training program until the mid 1980's. Quinnipiac University took over their Master's Degree program M.H.S. (Master of Health Science) and is still in full operation with 25 students per class with over 600 graduates as of May 2019. The University of Alabama closed their program down before the Federal Government funds had run out (1974).

In September 1971, four students started at Quinnipiac College. The first year was mainly academics. They had three semesters the first year. Their anatomy class was only "cats" (no humans) that year. Their second year was autopsies at the VA Medical Center, mainly male cadavers. Then the students trained at Yale University utilizing deceased female and children cadavers. The second class of the first year students trained with Anatomic Pathology cadavers for their human training and this has gone on since the beginning (to date, 47 plus years)!"



Leo Kelly, 6/27/19

"UAB/VA had its first class, two students in a one-year certificate program. The students were Larry Renner and Aubrey Dale. Larry stayed on to become the program director/administrator. Aubrey was there initially but moved to Maine to accept a different job. My class was the first of three to start the two-year program – everyone received a BS degree. Everyone but me had to make up enough other course work to complete requirements for the degree. I already had a BS, so credits were accepted from my previous education. Five of the 10 students in my class had a military background. I am a Navy Corpsman, John Mullins and Lee Weisz were Army medics (Lee served in Nam – Bronze Star), Dave Driscoll is a former Marine (Navy Cross from Nam), and Billy May was Army reserve. I do not know if Billy had military training, but he did have some radiology and respiratory therapy background. There were two classes after mine (graduated in '73). The program closed after the class of '75 graduated."



John Mitchell
UAB class of '73

NAACLS
National Accrediting Agency for Clinical Laboratory Sciences

AAPA Institutional Members

NAACLS Accredited or Serious Applicant* PA Training Programs

For more information on these programs, select "Become a PA" from pathassist.org



Drexel University
College of Medicine
Philadelphia, PA
MS Degree
drexel.edu/medicine



Duke University
Durham, NC
MHS Degree
pathology.duke.edu



Eastern Virginia Medical School
Norfolk, VA
MHS Degree
evms.edu



Loma Linda University
Loma Linda, CA
MHS Degree
llu.edu



Quinnipiac University
Hamden, CT
MHS Degree
qu.edu



Rosaling Franklin University
of Medicine and Science
Chicago, IL
MS Degree
rosalingfranklin.edu



Tulane University
New Orleans, LA
MS Degree
tupathassist.com



University of Alberta*
Edmonton, Alberta, Canada
MS Degree
ualberta.ca



University of Calgary
Calgary, Alberta, Canada
MDPA Degree
ucalgary.ca



University of Maryland
School of Medicine
Baltimore, MD
MS Degree
medschool.umaryland.edu



University of Texas Medical Branch*
Galveston, TX
MS Degree
utmb.edu



University of Toledo
Toledo, OH
MSBS Degree
utoledo.edu



University of Western Ontario
Schulich School of Medicine &
Dentistry
London, Ontario, Canada
MC1Sc Degree
schulich.uwo.ca/pathol/

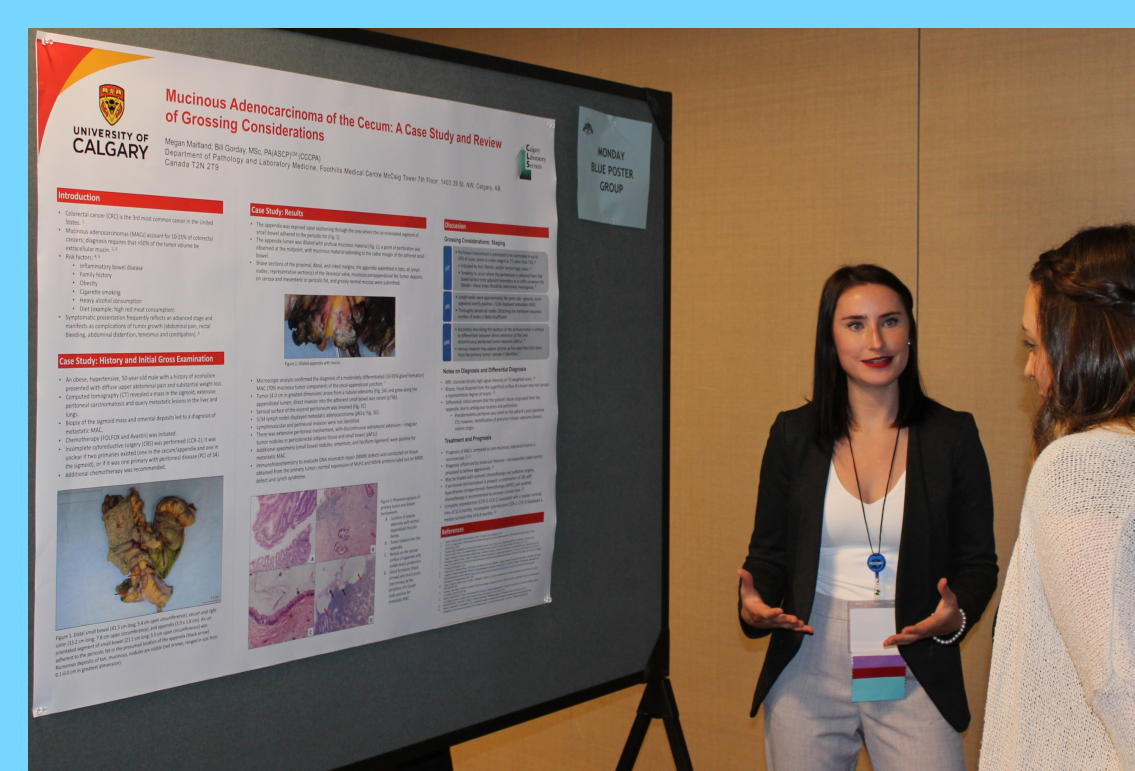


Wayne State University
Eugene Applebaum College of
Pharmacy and Health Sciences
Detroit, MI
MS Degree
cphs.wayne.edu



West Virginia University
School of Medicine
Morgantown, WV
MHS Degree
medicine.hsc.wvu.edu

LOOKING FORWARD



The AAPA offers multiple opportunities for students to attend the Annual Conference.

- Two students are chosen by each program as official AAPA Student Delegates. Delegates must write a publication-worthy manuscript and create a poster to be presented at the conference.
- Those not chosen as delegates are invited to enter the Student Non-Delegate Conference Travel Grant competition for a chance to attend the conference. The best publication-worthy manuscript wins!
- All students are welcome and encouraged to attend the conference at a discounted registration rate.

CHAIR
Develops and supervises projects, ensuring that the direction of the committee is in line with the goals and mission. Oversees committee initiatives and Program Representative responsibilities. Acts as a liaison between the Student Committee and the AAPA Membership Committee. Organizes and directs meetings.

PUBLIC RELATIONS CHAIR
Oversees public media outlets including writing, editing, and maintaining online content. Manages committee Facebook, Instagram, and Twitter accounts. Assists the Secretary in maintaining communication within the Student Committee. Acts as the liaison between the Student Committee and the AAPA IT Committee.

CONTENT COORDINATOR
Works alongside Student Committee Officers to complete projects, primarily social media, including creating, writing, gathering, organizing, and editing material to be posted.

VICE CHAIR
Assists the Chair in representing the committee, preparing meeting agendas, and developing mission and goal-based projects. Takes personal responsibility to perform any additional duties as assigned or delegated by the Chair. Monitors the Program Representative program and communication.

SECRETARY
Maintains committee records, documents, and the Google Drive. Controls the committee calendar, email account, and contact information. Monitors committee timelines, keeping all officers on schedule and reminding the committee of deadlines. Documents meetings and creates agendas.

AAPA STUDENT COMMITTEE



Scan here for the AAPA Student Committee Facebook page

The primary objective of the student committee is to provide pathologists' assistant students and future AAPA fellows with leadership and professional opportunities and to enhance their professional interests, especially in regard to the acquisition and experience of pathology knowledge, while engaging in activities to support the AAPA.

The Preceptor Program is a new education initiative aimed at one of the main roles of Pathologists' Assistants – teaching. It covers topics from providing meaningful feedback to teaching grossing using different learning styles to preventing educator burnout. Each lesson will be based upon the latest scientific, psychological, and educational research and will feature examples directly applicable to teaching in a gross lab. Scan the code for a link to volunteer for the Preceptor Program, or for other volunteer opportunities.



There are now more than a dozen NAACLS accredited programs in the United States and Canada. University of Toronto (not pictured above) started accepting students in 2020 and is in Serious Applicant status.