Pace University – Lenox Hill Hospital
Physician Assistant Program – NYC
Department of Physician Assistant Studies
College of Health Professions
161 William Street, 5th floor
New York, NY 10038
Phone: (212) 618-6050
Fax: (212) 618-6005
Email: paprogram@pace.edu
www.pace.edu/chp

Goal 2: Students will be prepared to function in diverse settings.

Didactic & Clinical curriculum to include diversity education

Didactic
Clinical Medicine courses (PAS 601-603): Provide instruction on outpatient and inpatient management of patients

Instructional Objectives:
- Assesses severity of patient condition and makes judgments as to status, need for consultation, prognosis, or need for further diagnostic evaluation.
- Recognizes factors in the history (given symptoms) that affect prognosis.
- Evaluates patient condition in terms of need for referral for surgical treatments/procedures versus other non-surgical options.
- Identifies priority in management, specifically in acute or emergency cases.
- Identifies appropriate management of selected conditions using a variety of therapies.
- Identifies appropriate long-term treatment or management goals.
- Identifies indication for hospital admission or other appropriate setting.

PAS 510 Psychosocial Medicine: Social determinants of health, healthcare disparities, and the practice of medicine
Instructional Objectives: Evaluate how cultural, class, and ethnic differences may affect health-centered encounters.
- Describe the effects of poverty, race, and ethnicity on health and the access to quality health care in the adult and pediatric populations.
- Explore health disparities among minority and ethnic groups and describe programs and efforts to close the gap in these disparities.
- Explore culturally different ways that people have of understanding and interpreting disease and treatment, interpreting behavior and gestures, showing respect, handling space and time, and prioritizing values.
- Recognize the impact the following issues may have on the rendering of effective healthcare: ethnically varying concepts of disease and illness, folk and popular traditions versus mainstream healthcare, problems of language and translation, dietary practices, religious practices, issues of compliance, health literacy, and the role of the family.
- Identify issues of adherence and noncompliance to a long-term medical regime, focusing on: access to biomedical knowledge, continued patient education, community resources, and maintenance of the therapeutic relationship.

- Describe and discuss factors that affect the ability of patients to follow a medical professional's management plan or guidance and evaluate methods to address them.
- Describe and discuss what is meant by cross–cultural communication and the delivery of culturally competent care.
- Describe and illustrate the importance of cultural competence when interacting with and caring for lesbian, gay, bisexual, transgender, queer, or questioning (LGBTQ) patients.
- Identify the challenges you will face as a PA working with diverse patient populations.
- Identify techniques to improve history taking and physical examination skills when interacting with patients who have mental and/or physical disabilities and examine the legal responsibilities when delivering care to this patient population.
- Explore characteristics of personal identity and how this plays a role in the daily performance as a health care provider.
- Recognize the importance of differences in other ethnicities and cultures without allowing personal biases to affect medical treatment or care.

Clinical
799C Clinical Capstone Course: Module 2 Aquifer cases
Module three will encompass cases exploring chronic disease, cultural diversity, and social determinants of health.
 Aquifer cases, as stated on the website, are interactive virtual patient cases to help the student's ability to:

- Demonstrate the knowledge and clinical reasoning skills needed
- Diagnosing and managing patient problems
- Provide effective health maintenance and anticipatory guidance outlined in the respective national core curricula.
- Identify important elements of the history, physical examination, and tests, and use these to create focused differential diagnoses for patient problems.

Completion of the designated cases is required to pass Module 3 of this course.

1. Social Determinants of Health 01: Overview of social and structural determinants of health
   Upon completion of this module, the student should be able to:
   - Give examples of health care disparities.
   - Define health equity.
   - Define social and structural determinants of health.
   - Discuss community culture and medical culture and their impact on patient health.
   - Outline strategies to manage bias and power differentials in the clinician-patient interaction.
   - Discuss health beliefs and their impact on health care outcomes.

2. Social Determinants of Health 02: 2-year-old male with fever and headache
   Upon completion of this module, the student should be able to:

   - Reflect on their own cultural norms to work toward cultural self-awareness.
   - Use negotiating and problem-solving skills in shared decision-making with patients using the LEARN model to foster shared decision-making.

- List factors related to language that affect clinician-patient communication and explain their effect on health care outcomes.
- Identify situations where use of an interpreter is indicated and recognize how both clinician and patient comfort and desire to use an interpreter can impact care.
- Outline elements of professional behavior in caring for patients with language barriers

PAS 703 Clerkship in Women's Health Simulation

- Upon reading these articles and completing the simulation experience, the student will be able to distinguish and apply appropriate prenatal and pre-operative management guidelines, and to discuss how women's health is impacted by issues of gender identity, ethnicity/race, and social determinants of health care

Diversity of clinical experience (100% of students have exposure to diverse clinical sites)

Medically Underserved Area (MUA) and Health Professional Shortage Area (HPSA) Clinical Sites
MUA: Medically Underserved Areas/Populations are areas or populations designated by HRSA as having too few primary care providers, high infant mortality, high poverty or a high elderly population.

HPSA: Health Professional Shortage Areas (HPSAs) are designated by HRSA as having shortages of primary medical care, dental or mental health providers and may be geographic (a county or service area), population (e.g. low income or Medicaid eligible) or facilities (e.g. federally qualified health center or other state or federal prisons).

https://data.hrsa.gov/tools/shortage-area/by-address

Site Name	HPSA	MUA
Advanced Quality Medical, PC	Y	N
Brookdale University Hospital & Medical Center	Y	Y
Child Family Health International	N	N
Citimed JFK	N	N
Ciuffo, Joseph, MD	Y	N
Flushing Hospital Medical Center	N	N
Garnet Health Medical Center	Y	N
Hospital for Special Surgery	N	N
Jacobi Medical Center	Y	N
Lenox Hill Greenwich Village	N	N
Lenox Hill Hospital	N	N
Lincoln Medical & Mental Health Center	Y	Y
Maimonides Medical Center	Y	Y
Medemerge, PA	N	N
Memorial Hospital for Cancer & Allied Diseases	Y	Y

Site Name	HPSA	MUA
Montefiore Medical Center	Y	Y
Mount Sinai Beth Israel	N	N
Mount Sinai Queens	Y	N
Nicholas, Stephen, MD	N	N
North Central Bronx Hospital	Y	Y
NYU Lutheran Medical Center	Y	Y
NYU Medical Center	N	N
NYU Winthrop	N	N
Pace University Health Clinic	N	N
Park Avenue Family Medicine	Y	Y
Pediatric Health Care of Queens, P.C.	Y	N
ProHealth Care Associates, LLP	Y	N
Radhakrishna, Vijaya, MD	N	N
Medical Office of Manhattan	N	N
Skin Solutions Collective	N	N
South Nassau Community Hospital	N	N
The Mount Sinai Hospital	Y	Y
The New York Presbyterian/Columbia Hospital	Y	Y
The New York Presbyterian/Weill Cornell	N	N
The New York Presbyterian/Weill Cornell Downtown	N	N
Universal Medical Service	Y	Y
White Plains Hospital Center	N	N
Total	17	9

Goal 2 – Preparation to Work in Diverse Settings
Students rate how prepared upon graduation they are to work in diverse settings.

1-5 Likert scale 5= Strongly Agree 4=Somewhat Agree 3=Neither agree nor disagree 2= Disagree
1=Strongly Disagree
The benchmark is 3.5 out of 5.0

Measure	Cohort 2021	Cohort 2022	Cohort 2023
Graduate Exit Survey (preparation in working in diverse settings)	4.6	4.4	4.5
Faculty Evaluation of Curriculum (student preparation in working in diverse settings)	-	4.7	4.7