



## **The Pace Path in the College of Health Professions (CHP): CHP Path to Health Careers**

The goal of the Pace Path is to assist students in making a successful transition to Pace University and ultimately successful transition to graduate education or career. A structured approach will focus on personal discovery, self-reflection, identification of social/professional norms, and the value of respect for others. The College of Health Professions has maintained a long-term commitment to creating such a path through fieldwork, advisement, and close student relationships with faculty and staff. The following outline reflects a process of building on, and strengthening, a foundation of experiential learning beginning during the freshman year and beyond. The plan is designed to integrate the general principles of the Pace Path, while preserving the unique focus on personal and professional development already inherent in the College of Health Professions programs.

## Year 1 (Freshman): CHP Path to Health Careers (Nursing/CSD/HS)

Goals	Objectives	Measureable Objectives	Activities	Implementation
All	All	Create a Four Year Plan.	Students will create a Pace Path Four Year Plan in UNV 101 to help guide them through their four years at Pace University.	The Pace Path Four Year Plan is currently used as an assignment in UNV 101. Student plans should be flexible and evolve over their four years at Pace. This activity should incorporate all of the goals from the Pace Path and will articulate the student's personal, academic, and professional goals along with courses, co-curricular activities, coaching/mentoring plan, and self-reflection.
Interpersonal Relations	Relationship Management	Students will establish strong connections with peers, faculty, and staff for entering freshmen.	Coaching/mentoring will occur throughout the freshman year, including both peer and faculty coach/mentor relationships. Peer mentoring could be connection with senior level undergraduates, graduate students, and alumni.	The UNV 101 instructor will provide 1:1 coaching/mentoring for students. CAP students will be coached/mentored by CAP advisors.
Managing Oneself	Self-Awareness	Students will participate in activities design to help them identify personal strengths, weaknesses, and aspirations.	Students will create a personal narrative describing their personal and cultural identity and responding to the question "Why do I want to prepare for a career in the health professions?" Class discussion with peers will build an appreciation of the diversity of the group as future health professionals.	This would be an assignment in the NURS 110 / UNV 101 / UNV 101 curriculum.
Interpersonal Relations	Communication Cross-Cultural Appreciation	Students will demonstrate respect for views of others; demonstrate the ability to understand the perspectives of others from diverse cultural backgrounds; and demonstrate active listening skills.	A special workshop focused on cultural identity, diversity, team, and problem-solving skills will be proposed to be incorporated into NURS 110 / UNV 101/ UNV 101 as a precursor to participation in "glocal" experiential learning opportunities. The Pace Office of Multicultural Affairs (OMA) and CHP Center for Excellence – (ALPS) will facilitate this.	Ongoing activities in UNV 101 / UNV 101 and NURS 110 will be focused on objectives related to communication, with a more intensive focus during the workshop as a basis for re-examining the personal narrative (self-awareness) produced earlier.
Managing Oneself Interpersonal Relations	Self-Awareness Communication	Students will take a survey to determine their intelligence style, dispositions, and cultural intelligence.	Students take the survey in order to determine their own learning style and dispositions.	Students study multiple intelligences in UNV 101 / UNV 101 and NURS 110. The survey would be a deliberate attempt to help students understand their own style and dispositions. CHP has an expectation of Professional Standards and Dispositions.
Interpersonal Relations Organizational Awareness	Relationship Awareness Cross-Cultural Appreciation	Students will articulate their own cultural identities and impact on personal experiences; demonstrate respect for others' cultural identify ideas, and opinions; and recognize the impact	Students will participate in "glocal" experiential learning opportunities facilitated by CHP ALPS/OMA/Pace International as co-curricular activities or as part of NURS 110/ UNV 101/ UNV 101 starting in fall semester. In spring semester, students will continue	NURS 110/ UNV 101/ UNV 101 classroom experiences will focus on continued exploration of cultural identity, personal experience in the context of a community-based organization. NURS 110 students are also studying the social determinants of health via group discussion, self-reflections, and fieldwork experiences. CHP ALPS, in coordination with Pace International, facilitates a variety

Goals	Objectives	Measureable Objectives	Activities	Implementation
	<b>Situational Awareness</b>	of cultural identity on teams and organizations.	participation in “glocal” experiential learning opportunities as part of NURS 110, with a focus on civic engagement and community service, and produce a “glocal community portrait” closely linked to later expectations for the Community Health course for nursing students, using electronic portfolios consisting of written work and videos. Students can study abroad in spring semester (1 <sup>st</sup> year semester abroad). Students may participate in service learning abroad during winter intersession & summer.	of global and glocal learning opportunities for CHP students. We will explore the possibility to incorporate “glocal” experiential learning opportunities in the CSD and HS core courses as appropriate.
<b>Interpersonal Relations</b>	<b>Relationship Management</b>	Students will capitalize on academic and personal support services offered by Pace and external organizations to promote success.	Students engage in Pace opportunities while building connections with staff, faculty, and peers. Students attend professional conferences.	Experts in the field will visit NURS 110/ UNV 101/ UNV 101 class sessions, interact with students, and provide academic and personalized support. Students are sponsored by ALPS to attend professional conferences.
<b>Interpersonal Relations</b>	<b>Relationship Management</b>	Students will leverage a relationship with coaches/mentors to achieve personal and professional growth.	During the fall semester, mentoring will be available for all nursing students	Beginning in the fall nursing students will participate regularly in acculturation in the nursing profession activities and other mentoring opportunities.
<b>Managing Oneself</b>	<b>Initiative and Accountability</b>	Students will establish a record of progress toward personal and professional objectives that lead to personal growth and professional leadership.	Students will create an electronic portfolio and initiate a network of communication as appropriate with health care professionals.	Students will be introduced to the ePortfolio <sup>1</sup> information management system, through which CHP monitors student progress as it relates to preparation for licensing and program accreditation (as applicable to their program). ePortfolio will serve as the repository for artifacts selected by students to demonstrate their personal growth and professional leadership, consistent with CHP’s emphasis on reflective practice.

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<sup>1</sup> ePortfolio offers students opportunities to develop personal and professional portfolios that incorporate field experiences, coursework, and individual and collaborative projects.

Year 2 (Sophomore): CHP Path to Health Careers (Nursing/CSD/HS)

Goals	Objectives	Measureable Objectives	Activities	Implementation
Interpersonal Relations  Organizational Awareness	Relationship Management  Situational Awareness	Students will successfully implement evidence-based nursing strategies through simulated experiences using the simulation lab.	Nursing students practice clinical skills in the Clinical Education Lab (CEL) through simulation.	Nursing students learn clinical skills in the CEL with patient simulators and actors, which allow students to make mistakes in a non-threatening simulated environment, thus learning to avoid mistakes in an actual clinical setting. Simulation is used throughout the program.
Interpersonal Relations  Organizational Awareness	Relationship Management  Situational Awareness	Students will demonstrate competencies gained from deeper exposure to field work and connected assignments.	Student will engage more deeply and purposefully in clinical/field experiences. Nursing students spend 2 days per week in CEL/clinical rotations with a preceptor. This work is integral to NURS 202, 212, 250 & 258. In CSD 240, CSD students engage in 5 hours of observation in clinics/hospitals/schools. In Health Care for Diverse Populations, HS students will engage in field experiences.	Nursing students take NURS 202 & 212 in fall of sophomore year. Nursing students take NURS 250 & 258 in spring of sophomore year. All four courses require rotations in clinical settings connecting theory and practice. CSD students take CSD 240 in Sophomore year. HS students take HSC 200 in Sophomore year.
Interpersonal Relations  Organizational Awareness	Relationship Management  Cross Cultural Appreciation  Situational Awareness  Communication	Student will demonstrate competencies with working with others in their professional environments. Students will develop global awareness and cross-cultural understanding.	Workshops will be provided to students by CHP ALPS / OMA and other Pace departments in order to facilitate discussions on organizational culture and relationships in clinical/community agencies. Guest speakers in sophomore level classes will facilitate this conversation. Students may take a study abroad elective during Winter Intersession or Summer. Students may participate in service learning abroad during winter intersession and summer. Students will continue to participate in “glocal” experiential learning opportunities facilitated by CHP ALPS/OMA/Pace International.	Students will use the Professional Standards of their respective health profession as appropriate (Nursing: National Student Nurses Association (NSNA); CSD: American Speech Language Hearing Association (ASHA)) in order to gain understanding of the health care culture. Students will need to know how to conduct themselves with patients, families, colleagues, and administration personnel. Students will demonstrate respect for others at all levels of interaction as well as cultural sensitivity. Students will understand the difference between appropriate and inappropriate dispositions in the health care culture. Students will know how to dress for and act in the health care environment. CHP ALPS, in coordination with Pace International, facilitates a variety of global and glocal learning opportunities for CHP students.
Interpersonal Relations	Relationship Management	Students will capitalize on academic and personal support services offered by Pace and external organizations to promote success. CSD students participate in National Student Speech Language Hearing Association (NSSLHA)	Students engage in Pace opportunities while building connections with staff, faculty, and peers. Students attend professional conferences. CSD students attend Health Care Related Educational or Networking Events	Experts in the field will visit class sessions (Nursing: NURS 202, 212, 250 & 258; CSD: CSD 240 Introduction to Communication Disorders; HS: HSC 200 Health Care for Diverse Populations, HSC 210 Health Care Policy, HSC 215 Introduction to Epidemiology &EBP), interact with students, and provide academic and personalized support. Students are sponsored by ALPS to attend professional conferences.

		meetings and in two NSSLHA activities per semester		
<b>Interpersonal Relations</b>	<b>Relationship Management</b>	Students will leverage a relationship with coaches/mentors to achieve personal and professional growth.	During sophomore year, mentoring will be available for all nursing and CSD students	During sophomore year, students will participate regularly in acculturation in the nursing/CSD professions activities and other mentoring opportunities. We will explore mentoring opportunities for HS students.
<b>Managing Oneself</b>	<b>Initiative and Accountability</b>	Students will establish a record of progress toward personal and professional objectives that lead to personal growth and professional leadership.	Students will continue to document success through an electronic portfolio and continue to utilize a network of communication with health care professionals and about the field of nursing/CSD/health sciences.	Students were introduced to the ePortfolio information management system in freshman year, through which CHP monitors student progress as it relates to preparation for licensing and program accreditation (as applicable to their program). ePortfolio will serve as the repository for artifacts selected by students to demonstrate their personal growth and professional leadership, consistent with CHP's emphasis on reflective practice.
<b>Managing Oneself</b> <b>Interpersonal Relations</b>	<b>Self-Awareness</b> <b>Cross-Cultural Appreciation</b>	Students will demonstrate competencies in NURS 202, 212, 250 & 258, CSD 240, 251, 256 & 223, HSC 200.	It is recommended students take NURS 202, 212, 250 & 258, CSD 240, 251, 256 & 223, HSC 200 & 210 in their sophomore year.	NURS 202, 212, 250 & 258 examine the social determinants of health and why they are essential to the understanding of nursing practice. The goals of these courses are: therapeutic communication, cultural intelligence, and multigenerational sensitivity. CSD 240 (Introduction to Communication Disorders), CSD 251 (Early Language Development), CSD 256 (Phonetics) & CSD 223 (Introduction to Psycholinguistics); HS: HSC 200 (Health Care for Diverse Populations); HSC 210 (Health Care Policy). A unique aspect of these courses is the use of the urban environment of New York City and its surrounding areas, particularly its rich immigrant neighborhoods and communities, as resources for learning about the social determinants of health.

## Year 3 (Junior): CHP Path to Health Careers (Nursing/CSD/HS)

Goals	Objectives	Measureable Objectives	Activities	Implementation
Interpersonal Relations  Organizational Awareness	Relationship Management  Situational Awareness	Students will successfully implement evidence-based nursing strategies through simulated experiences using the simulation lab. CSD students start audio testing practice in sound booth.	Nursing students practice clinical skills in the Clinical Education Lab (CEL) through simulation. CSD students are introduced to theory and practice of audiology.	Nursing students learn clinical skills in the CEL with patient simulators and actors, which allows students to make mistakes in a non-threatening simulated environment, thus learning to avoid mistakes in an actual clinical setting. Simulation is used throughout the program. CSD students learn hearing screening, testing, hearing aids, and cochlear implants through lab work and detailed case studies.
Interpersonal Relations  Organizational Awareness	Relationship Management  Situational Awareness	Students will demonstrate competencies gained from deeper exposure to field work and connected assignments.	Student will engage more deeply and purposefully in clinical experiences. Nursing students spend 2 days per week in clinical rotations and work with a mentor. CSD students continue observations (6-8 hours).	Students are more deeply engaged in CHP coursework connecting theory and practice from the Pace classroom to the clinical setting. CSD students prepare observation records as part of various courses (CSD 241, 242 & 355)
Organizational Awareness	Resource Management	It is recommended that students will engage in community service in hospital/clinical agency contexts.	By junior year students will be active in community service within clinical/health care/community agencies. This can be connected to their clinical experiences.	Junior students will be engaging more fully in clinical experiences, which could include community service. Volunteer opportunities will be explored in which CHP utilizes University infrastructure and/or initiates its own volunteer opportunities.
Interpersonal Relations	Relationship Management	Students will capitalize on academic and personal support services offered by Pace and external organizations to promote success. CSD students participate in NSSLHA meetings and in two NSSLHA activities per semester.	Students engage in Pace opportunities while building connections with staff, faculty, and peers. Students attend professional conferences. CSD students attend Health Care Related Educational or Networking Events. HS students attend Health Promotion Related Educational or Networking Events.	Experts in the field will visit NURS 340, 350, 360, 370 & 380, and CSD / HS class sessions as appropriate, interact with students, and provide academic and personalized support. Students are sponsored by ALPS to attend professional conferences.
Interpersonal Relations	Relationship Management	Students will leverage a relationship with coaches/mentors to achieve personal and professional growth.	During junior year, mentoring will be available for all CHP students. CSD & HS Honors students seek out potential mentors to discuss honors thesis projects.	During junior year, students will continue to participate regularly in acculturation in the nursing/CSD/health science professions through activities and other mentoring opportunities.
Managing Oneself	Initiative and Accountability	Students will establish a record of progress toward personal and professional objectives that lead to personal growth and professional leadership. Students develop creative problem solving skills.	Students will continue to document success through an electronic portfolio and continue to utilize a network of communication with nurses and about the field of nursing/CSD /health science. HS students begin concentration course work. Students have the opportunity to work with faculty on research projects. CSD students are offered research assistant opportunities with CSD faculty.	Students were introduced to the ePortfolio information management system in freshman year, through which CHP monitors student progress as it relates to preparation for licensing and program accreditation (as applicable to their program). ePortfolio will serve as the repository for artifacts selected by students to demonstrate their personal growth and professional leadership, consistent with CHP's emphasis on reflective practice. CSD students have the opportunity to work with CSD faculty on research projects and are invited to co-present at a national conference.

Goals	Objectives	Measureable Objectives	Activities	Implementation
<b>Organizational Awareness</b>	<b>Teamwork and Collaboration</b>	Students will work with their peers in group projects throughout their coursework.	Collaborative learning and problem solving is a critical aspect of nursing practice. Students will have the opportunity develop an Evidence-Based Practice (EBP) group project and present their poster at the annual CHP Scholarship Day and also an external research conference. For each student group, the best poster will be selected to receive an award.	Throughout the curriculum there are numerous opportunities for students to engage in collaborative work with their peers. Courses with collaborative learning are: <b>NURS 298, 340, 350, 360, 370 &amp; 380</b> ; all CSD and all HS courses.
<b>Interpersonal Relations</b>	<b>Communication</b>  <b>Cross-Cultural Appreciation</b>  <b>Relationship Management</b>	Students will demonstrate respect for views of others; demonstrate the ability to understand the perspectives of others from diverse cultural backgrounds; and demonstrate active listening skills. Students will develop global awareness and cross-cultural understanding.	<b>Students will have the option to complete some of their clinical rotations abroad during Winter Intersession or Summer.</b> CHP students may take a study abroad elective course during Winter Intersession and Summer. CHP students may participate in service learning abroad during winter intersession and summer. CHP students will continue to participate in “glocal” experiential learning opportunities facilitated by CHP ALPS/OMA/Pace International.	CHP ALPS, in coordination with Pace International, facilitates a variety of global and glocal learning opportunities for CHP students.

**Year 4 (Senior): CHP Path to Health Careers (Nursing/CSD/HS)**

Goals	Objectives	Measureable Objectives	Activities	Implementation
<p><b>Interpersonal Relations</b></p> <p><b>Organizational Awareness</b></p>	<p><b>Relationship Management</b></p> <p><b>Situational Awareness</b></p>	<p>Students will successfully implement evidence-based nursing strategies through simulated experiences using the simulation lab.</p>	<p>Nursing students practice clinical skills in the Clinical Education Lab (CEL) through simulation.</p>	<p>Nursing students learn clinical skills in the CEL with patient simulators and actors, which allow students to make mistakes in a non-threatening simulated environment, thus learning to avoid mistakes in an actual clinical setting. Simulation is used throughout the program.</p>
<p><b>Interpersonal Relations</b></p> <p><b>Organizational Awareness</b></p>	<p><b>Relationship Management</b></p> <p><b>Situational Awareness</b></p>	<p>Students will expand upon the strong connections made in junior year with peers, faculty, and staff. Students will have mentor relationships with health care professionals in the nursing/CSD/health sciences fields. CSD students participate in NSSLHA meetings and in two NSSLHA activities per semester.</p>	<p>Coaching/mentoring will continue throughout the senior year, including faculty coach/mentor relationships. CHP and Professional mentor relationships will be an integral part of the Senior year. Students attend professional conferences and are encouraged to present. CSD students attend Health Care Related Educational or Networking Events. HS students attend Health Promotion Related Educational or Networking Events.</p>	<p>Students will continue planning with their faculty advisor in CHP. Students will have a nurse mentor in a clinical agency in which they do a clinical rotation. HS students will have professional mentors in their concentration for their capstone project. The mentor will be found by the students with assistance from CHP faculty and staff as needed. Students are sponsored by ALPS to attend professional conferences.</p>
<p><b>Organizational Awareness</b></p>	<p><b>Situational Awareness</b></p>	<p>Students will demonstrate competencies gained from deeper exposure to field work and connected assignments.</p>	<p>Nursing students will engage deeply and purposefully in clinical experiences. Nursing students spend 3 days per week in clinical rotations in the Fall of Senior year, and 3 days per week in spring of Senior year. CSD students provide supervised clinical service to clients.</p>	<p>Students are deeply engaged in CHP coursework connecting theory and practice from the Pace classroom to the clinical setting. CSD students provide supervised clinical service to clients as part of clinical practicum courses (CSD 460 &amp; 461) at Pace and outside. HS students will be completing capstone project which includes an internship in their concentration.</p>
<p><b>Organizational Awareness</b></p>	<p><b>Resource Management</b></p>	<p>It is recommended that students will engage in community service in school contexts.</p>	<p>In senior year students will be active in community service within clinical agencies. This can be connected to their clinical/field experiences.</p>	<p>Senior students will be engaging more fully in clinical/field experiences, which could include community service. Volunteer opportunities will be explored in which CHP utilizes University infrastructure and/or initiates its own volunteer opportunities.</p>
<p><b>Managing Oneself</b></p> <p><b>Organizational Awareness</b></p>	<p><b>Creative Problem Solving (Undergraduate Research) Initiative and Accountability Situational Awareness Resource Management</b></p>	<p>It is recommended that students will demonstrate the ability to conduct Evidence-Based Practice (EBP) research in a clinical setting.</p>	<p>It is recommended that students will work with faculty mentors to engage in writing research objectives, conducting literature reviews, and implementing EBP research in the clinical setting.</p>	<p>EBP research preparation will prepare students for health professions careers and graduate study. Projects can be presented at CHP Scholarship Day in order for students to present their research in poster session environment at Pace. For each student group, the best poster will be selected to receive an award. Students will also be encouraged to submit posters for Research Day at clinical agencies and other regional professional meetings. Students who wish to pursue research opportunities will work with a CHP faculty research mentor in fall or spring of senior year.</p>



Goals	Objectives	Measureable Objectives	Activities	Implementation
<b>Interpersonal Relations</b>	<b>Relationship Management</b>	Students will leverage a relationship with coaches/mentors to achieve personal and professional growth.	During senior year, mentoring continues to be available for all CHP students. <b>Senior nursing students have the opportunity to tutor underclassmen in patho-physiology and anatomy with grant funding from NYS.</b> CSD & HS Honors students complete their honors thesis projects guided by mentor.	During senior year, students will continue to participate regularly in acculturation in the <b>nursing/CSD/health science</b> professions activities and other mentoring opportunities. <b>Senior students participate in peer tutoring.</b> CSD & HS Honors students work on, complete, and present their honors thesis projects with guidance from mentor.
<b>Managing Oneself</b>  <b>Organizational Awareness</b>	<b>Initiative and Accountability</b>  <b>Resource Management</b>	Students will establish a record of progress toward personal and professional objectives that lead to personal growth and professional leadership.	Students will continue to document success through an electronic portfolio and continue to utilize a network of communication with health care professionals and about the field of <b>nursing/CSD/health science.</b> CSD students are offered research assistant opportunities with CSD faculty.	Students were introduced to the ePortfolio information management system in freshman year, through which CHP monitors student progress as it relates to preparation for licensing and program accreditation (as applicable to their program). ePortfolio will serve as the repository for artifacts selected by students to demonstrate their personal growth and professional leadership, consistent with CHP's emphasis on reflective practice. CSD students have the opportunity to work with CSD faculty on research projects and are invited to co-present at a national conference.
<b>Organizational Awareness</b>	<b>Teamwork and Collaboration</b>	Students will work with their peers in group projects throughout their coursework.	Collaborative learning and problem solving is a critical aspect of CHP professional education. <b>Nursing students will develop an Evidence-Based Practice (EBP) group project and present their poster at the annual CHP Scholarship Day and also an external research conference.</b> CSD and HS students are also encouraged to present posters at the annual CHP Scholarship Day and also at an external research conference. For each student group, the best poster will be selected to receive an award.	Throughout the curriculum there are numerous opportunities for students to engage in collaborative work with their peers. Courses with collaborative learning are: <b>NURS 470, 474, 476, 478 &amp; 480;</b> all CSD courses and all HS courses.
<b>Interpersonal Relations</b>	<b>Communication</b>  <b>Cross-Cultural Appreciation</b>  <b>Relationship Management</b>	Students will demonstrate respect for views of others; demonstrate the ability to understand the perspectives of others from diverse cultural backgrounds; and demonstrate active listening skills. Students will develop global awareness and cross-cultural understanding.	<b>Nursing students will have the option to complete some of their clinical rotations abroad during Winter Intersession.</b> CHP students may take a study abroad elective course during Winter Intersession. CHP students may participate in service learning abroad during winter intersession. Students will continue to participate in "glocal" experiential learning opportunities facilitated by CHP ALPS/OMA/Pace International. Senior students will be encouraged to apply for Fulbright fellowships.	CHP ALPS, in coordination with Pace International, facilitates a variety of global and glocal learning opportunities for CHP students. <b>Nursing students have one nursing elective (3 credits) during their 4 years which can be taken during a summer or intersession. The international or glocal experiences can be taken to fulfill this elective requirement.</b> CSD students can take one of their Psychology courses in India during Winter Intersession or Summer. HS students have several opportunities to study abroad for their Field Study/Capstone requirement.