College of Nursing and Allied Health
Speech-Language Pathology & Audiology Program
Strategic Plan – 2018-2023

MISSION:
The SU Speech-Language Pathology and Audiology program aspires to:
- The mission of the Master of Science Degree Program in Speech-Language Pathology is to prepare students from diverse backgrounds who qualify to become licensed, certified speech-language pathologists (SLPs) who can:
- 1.Provide ethical, evidence-based clinical services, independently, to individuals with communication differences and disorders across the lifespan, from culturally and linguistically diverse backgrounds.
- 2.Work independently and collaboratively with other professionals in various employment settings, including schools and other educational institutions, hospitals, rehabilitation centers, nursing homes, community clinics, and private practice.
- 3.Educate the public and advocate for individuals with communication differences and disorders and their families and assist them in acquiring the resources needed to enhance the quality of their lives.
- 4.Provide quality academic training that emphasizes evidence-based content using pedagogies that allow for synthesis and application of knowledge in a supportive environment
- 5.Foster a mindset of collaboration through interprofessional and clinical experiences that involve the community, clients and families.

VISION:
The mission of the Bachelor of Science program in speech-language pathology and audiology is to prepare students to engage successfully in graduate or professional study in speech and hearing or other fields with a strong foundation in human communication, swallowing, and hearing.

The mission of the Master of Science program in speech-language pathology strives to be the premier institution for training, research, clinical service, and outreach in the field of communication sciences and disorders. Our graduates will be prepared to engage in interprofessional collaboration to improve the lives of individuals and families affected by communication, swallowing, language and hearing disorders globally.

Graduates of both programs will be lifelong learners who fulfill the university goals of becoming critical thinkers and effective communicators. They will demonstrate ethical and professional behaviors that adhere to the highest standards of contemporary practice in a culturally diverse and global society.

Focus Area 1: PROGRAM/CURRICULUM
Maintain viability of the Speech-Language Pathology & Audiology Program and accreditation of the MS program

Objectives:

1.1 Maintain compliance with national and state standards of accreditation and certification.
   Outcome measures:
- Maintain 80 to 100% of students eligible for ASHA certification based on successful program completion and passing the Praxis Examination.

- Maintain 80 to 100% of students who successfully complete the KASA and graduation requirements.
- Implement CSDCAS for admission process for Fall 2019 Cohort
- Achieve reaccreditation by the Council on Academic Accreditation of ASHA.

Program-Faculty/Recruitment

Maintain pool of qualified professionals for adjunct teaching at the undergraduate and graduate levels.

Advertise and recruit at least 1-3 faculty members at the doctoral level in speech-language pathology.

Action: Hired one doctoral level faculty member January 2019 that replaced one faculty member that resigned July 2018.

Responsible: (All faculty, and staff, ongoing)

Analysis & Results: Done annually in summer with the report and use the results for program improvement and further implementation.

1.2 Continue to update our graduate curriculum to align the content and improve inclusion of professional issues such as prevention, supervision, telepractice, licensure and certification, literacy, feeding, audiology, and cultural competence.

   Outcome measures:
   - Submit curriculum revisions for our program and for individual courses affected by the changes.
   - Update all course names and descriptions.
   - Update syllabi of record for all courses.
   - Update advanced clinical practicum courses from on-campus to off-campus clinics.

1.3 Organize professional development opportunities for local and regional professionals.
   Outcome measures:
   - Plan one professional development event every 2 years.
     Strategies:
   - Discuss with NSSLHA the possibility of hosting a continuing education event every other year. Establish list of tasks (securing space, snacks, registration processes, advertising, method of offering CEs).
   - Identify high priority topics and possible speakers on those topics. Partner with local groups with interest in these topics (e.g., feeding, literacy or apraxia kids).
   - Identify a month/date for a consistent bi-annual event.

Focus Area 1.4: Tracking Formative Assessment of ASHA Certification Standards-
Issue: Continue to implement the use of Livetext with undergraduate students and Calipso with our graduate students in order to update our computer-based procedures for tracking ASHA Certification Standards of knowledge and skills throughout the program in order to enable student and program to manage and monitor progress towards the end of the program.
**Responsible**: Program Director, Clinic Director, Faculty, Staff, ongoing)

Focus Area 1.5: Departmental Comprehensive Examination:
Issue: Continue to update the departmental comprehensive examination to include (a) an Evidence-Based Clinical Report, (b) Digital Portfolio housed in our LMS-MOODLE database, (c) the National Examination in Speech-Language Pathology will assure stakeholders that graduates of the program meet ASHA Certification Standards and satisfy the program's emphasis on accountability through Evidence-Based Clinical Practice and IPE.
Responsible: (Program Director, Clinic Director, Faculty, Staff, ongoing)
Analysis of Results: Praxis Exam score 162 or >, Dept. Comp Exam Rubric
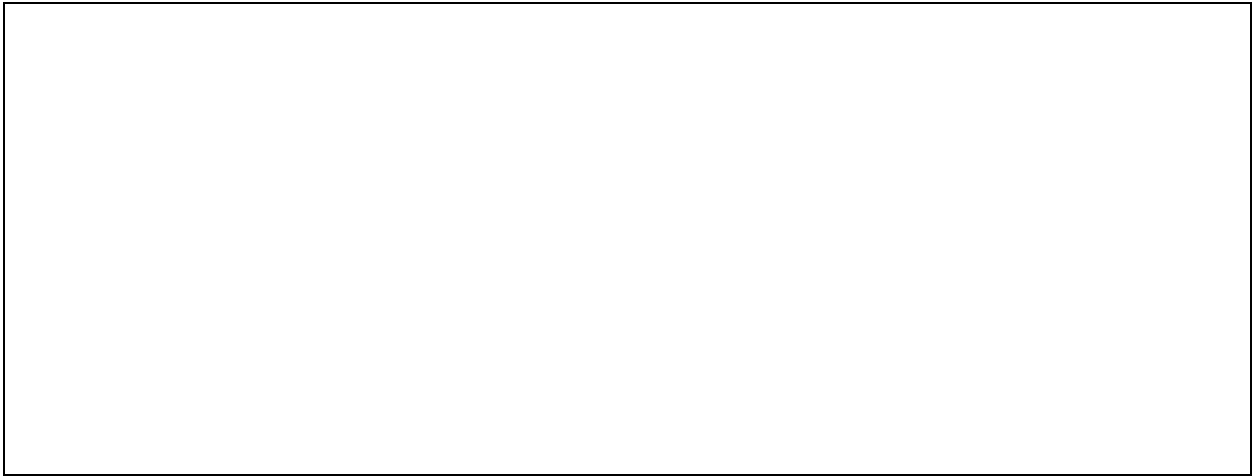
Focus Area 1.6: Clinical Education
The inclusion of evidence-based practices in the treatment plans developed by student clinicians in each of the nine major disorders will enhance students' ability to provide effective clinical services as independent, competent professionals.

Objectives: Increase our students' awareness and application of professional issues.

1.6.1 Incorporate simulation experiences into didactic and clinical courses to synthesize knowledge, skills, and professional dispositions in SECD 528, SECD 568, SECD 571, SECD 566, SECD 610, SECD 667, SECD 558, SECD 560

Outcome measures:
- All graduate students will complete a simulation clinic focused on patients and professional issues in adult healthcare settings.
- All graduate students will complete (as a participant or observer) 1 interprofessional simulations with student in psychology, child development/ nutrition

Strategies:
- Research online platforms for telepractice that are HIPPA compliant to reach more adult clients in our clinic.
- Develop and offer simulation clinic to all students at the UG and Graduate level.
- Imbed additional simulation activities into undergraduate classes specifically SPAU 466 and SPAU 467, SPAU 320, and SPAU 365.
  Responsible: (All faculty, ongoing)

1.6.2 Increase curricular content in areas of supervision, telepractice, interprofessional education (IPE), and cultural and linguistic diversity.

<u>Outcome measures:</u>
- Revise SECD 571 off campus clinics (professional issue/professional seminars) courses to include these topics.
- All graduate students will achieve 80% and above on Livetext and/or Calipso assessment in clinic

<u>Strategies:</u>
- Include these topics in professional issues courses (SPAU 466 and SPAU 467 undergraduate; SECD 528, SECD 567, 568, 571 graduate). Tap into speakers from across campus to teach students about various cultures, locally, regionally, and nationally.
- Include these topics in simulation scenarios in courses and in simulation clinic.
- Establish collaboration with psychology and child development/human nutrition.
- Graduate students complete the free 2 hour continuing education module on supervision as part of their professional issues course first year second semester online.
- Require undergraduates to acquire at least 1 cultural experience and reflect on them every semester during their degree.
- Add cultural experiences requirement to graduate program expectations by integrating a Study Abroad Program first year of graduate program May-June time frame.
- Increase our students interactions with students in psychology, child development/human nutrition program.
  Responsible: (All Faculty, Staff, ongoing)

Objectives: 1.6.3 Improve visibility of our clinic via community outreach and expanded service delivery.

1.6.4 Work with on-campus resources for advertising and publicity to increase community awareness of our clinic and types of services provided.

<u>Outcome measures:</u>
- Increase the number of new patient calls we receive.
- Increase the number of patients we enroll in target disorder categories (i.e., feeding, aphasia, swallowing, TBI, dementia).

<u>Strategies:</u>
- Identify on-campus resources for advertising (printed brochures, ads, videos).
- Identify non-traditional methods for marketing (including social media).
- Identify local events we could attend to represent our SU Speech, Language, Hearing clinic.
- Recruit patients, and students willing to participate in videos.
  Responsible: (All faculty, Clinic Director, Program Director, Department Chair, ongoing)

1.6.5 Increase the number of referral sources from within the community.
<u>Outcome measures:</u>

1.6.6 Increase the number of referrals from physicians and community centers from within the community who would benefit from our services.
  Responsible: (All faculty, Clinic Director, Program Director, Department Chair, ongoing)

Focus Area 1.7: Alumni Engagement
Issue: Engage alumni provide valuable support to the department, university, and community.

Objectives: Increase alumni engagement within the department.

Outcome measures:
- Develop an Alumni Liaison in order to better assist the department in maintaining frequent contact with alumni.

Strategies:
- Identify alumni to develop a departmental level alumni organization
- Work with identified alumni to facilitate department and alumni communication
- Department communicates ongoing projects with alumni groups
  Responsible: (All faculty, ongoing)