

Department of Speech-Language Pathology Strategic Plan 2018-2021

MISSION:

To educate and train graduate-level students to become exemplary professionals in speech-language pathology who provide excellence in service delivery to individuals with communication and swallowing disorders, and who engage in and promote interprofessional education and practice, lifelong learning and prevention of communication and swallowing disorders.

VISION:

Promote communication and swallowing/feeding health and well-being in persons with disabilities or at risk for disabilities so that these individuals have equal opportunity to gain access to and prosper in all aspects of society (e.g. education, economics, politics/advocacy for social justice, etc.).

STRATEGIC GOAL 1:

Obtain full accreditation by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA).

Lead(s): SLP Department Chair/Program Director

Objective:

1.1 Apply for full CAA accreditation during third year of the M.S. Degree program.

Outcome Measures:

- Review and adhere to timelines for the initial full accreditation process as designated by the calendar of submission deadlines established by CAA
- Prepare and submit the CAA initial full accreditation application and documents by published due date based on policies and procedures for application submission as outlined by CAA
- Set-up site visit for initial full accreditation
- Prepare Salus University faculty and staff for site visit through information and preparatory sessions similar to ones held for the candidacy status process
- Respond to exceptions on identified standards where the program is demonstrating deficits and develop a written plan of action to offset and/or improve potential deficits
- Pay fees associated with the full accreditation process to CAA in a timely manner
- Update all Salus University program documents, curriculum, websites and publications based on positive outcome in obtaining the initial full accreditation from CAA

STRATEGIC GOAL 2:

Develop opportunities to increase student experiences that support growth in the professional practice competencies.

Lead(s): SLP Department Chair/Program Director, Clinical Director, SLP Faculty, Clinical Educators

Objectives:

2.1 Review, modify, and update the curriculum and clinical education to increase opportunities for education and training in supervision and mentorship.

Outcome Measures:

- Review all syllabi to determine where additional opportunities for education and training in supervision and mentorship could be included
- Select and modify courses to embed curriculum regarding supervision and mentorship
- Incorporate video training modules into didactic classes or clinical rotations
- Identify resources available through ASHA, state associations, and other national and international sources

2.2 Review, modify, and update the curriculum and clinical education opportunities to increase student participation in research to support clinical reasoning skills and application of evidence based practice (EBP).

Outcome Measures:

- Review all syllabi to determine where additional opportunities for student participation in research and application of evidence based practice could be included
- Select and modify courses to embed curriculum regarding research and EBP
- Demonstrate all three aspects of EBP in assessment and therapy plans during clinical training
- Increase the number of opportunities provided to students to participate in faculty led research projects
- Review and analyze research design and capstone courses to ensure that they are meeting current clinical practice competences in EBP and clinical reasoning skills

2.3 Review, modify, and update the curriculum and clinical education opportunities to increase support for the development of effective communication skills.

Outcome Measures:

- Review all syllabi to determine where additional opportunities for developing effective communication skills could be included
- Select and modify courses to embed curriculum regarding effective communication skills
- Increase opportunities for student self-reflection and critique of videotaped clinical interactions within a range of client/family encounters
- Increase opportunities for students to demonstrate effective writing skills in all genres appropriate to SLPs
- Identify opportunities for students to effectively communicate with other professionals regarding client care
- Expand opportunities for effective communication with student peers during didactic group assignments and clinical applications

2.4 Review, modify, and update the curriculum and clinical education opportunities to increase support for the development of accountability, integrity, and professional duty.

Outcome Measures:

- Review all syllabi to determine where additional opportunities for the development of accountability, integrity, and professional duty could occur
- Select and modify courses to embed curriculum regarding accountability, integrity, and professional duty
- Develop opportunities for students to participate in leadership training
- Expand opportunities for student to demonstrate professionalism during community events representing the university and the profession
- Develop additional opportunities for students to take responsibility for clinical administrative functions (e.g., client registration, scheduling, record keeping)
- Increase opportunities to increase student accuracy and consistent use of EHR and practice management

2.5 Review, modify, and update the curriculum and clinical education opportunities to increase opportunities for collaborative practice.

Outcome Measures:

- Review all syllabi to determine where additional opportunities for collaborative practice could occur
- Select and modify courses to embed curriculum regarding collaborative practice
- Increase opportunities for students to engage in collaborative practice during externship
- Develop opportunities for collaborative practice during didactic group assignments and clinical applications
- Identify opportunities for student collaborative practice during community events representing the university and the profession

2.6 Review, modify, and update the curriculum and clinical education opportunities to increase support for the development of cultural competence and concern for the individuals served.

Outcome Measures:

- Review all syllabi to determine where additional opportunities for the development of cultural competence and demonstration of concern for the individuals served could occur
- Select and modify courses to embed curriculum regarding cultural competence
- Increase opportunities for, and interpretation of, screenings in a variety of community settings that reflect the diversity of the greater metropolitan area
- Increase student participation in support groups for individuals that identify as part of a diverse population
- Identify and develop clinical materials that are accessible to a variety of diverse populations (e.g., multi-lingual intake and screening forms)

STRATEGIC GOAL 3:
Increase diversity in the student body.

Lead(s): SLP Department Chair/Program Director, Clinical Director, Office of Admissions

Objectives:

3.1 Broaden recruitment efforts at a wider range of conferences within and outside of the field of Speech-Language Pathology (e.g., teacher education conferences, scientific conferences).

Outcome Measures:

- Develop a calendar of local and regional conferences
- Consult with SLP professionals who are members of under-represented groups, including multi-cultural constituency groups of ASHA
- Review marketing materials and adjust to reflect diverse constituencies

3.2 Increase faculty and student participation in admissions recruiting visits to traditionally under-represented communities.

Outcome Measures:

- Coordinate recruitment efforts with Office of Admissions
- Attend Career Day fairs at local and regional academic settings with diverse student populations
- Recruit and train current and former students for participation in admissions visits

3.3 Increase opportunities for undergraduate visits to campus (e.g., health care education workshops).

Outcome measures:

- Conduct a survey of pre-professional student groups at local and regional undergraduate institutions
- Participate in the development of Healthcare Days at Salus for high school students
- Develop and implement a promotional video for distribution to academic settings with diverse student populations
- Reach out to local high school guidance counselors and undergraduate advisors with profession-specific marketing materials including pre-requisite courses for admission

3.4 Develop undergraduate clinical observation opportunities in the on-campus academic clinic, the Speech-Language Institute.

Outcome measures:

- Recruit and train clinical educators to facilitate observation sessions with rising juniors and seniors anticipating applying to Salus program
- Promote clinical observation opportunities to local and regional undergraduate institutions and pre-professional student groups

STRATEGIC GOAL 4:

Increase opportunities for faculty and staff development.

Lead(s): SLP Department Chair/Program Director

Objectives:

4.1 Increase opportunities for faculty development across all areas: teaching, scholarship, and leadership development.

Outcome measures:

- Attend professional meetings that develop teaching, scholarship and leadership skills to incorporate into current pedagogy
- Encourage participation in cross-disciplinary meetings and conferences to identify opportunities for interdisciplinary education and practice

4.2 Increase opportunities for staff development in areas of interest (e.g., computer skills, customer service, interprofessional and/or leadership skills).

Outcome measures:

- Broaden skills via participation in continuing education events for technology and customer service
- Develop staff knowledge of academic and clinical requirements for better understanding of the scope of the practice

The Master's of Science education program in Speech-Language Pathology at Salus University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association. Accreditation is awarded to a fully operational graduate education program that is in compliance with the Standards. The CAA awards initial accreditation for a maximum of five years, subject to annual review.



Accredited: 7/2019-Present