



## College of Education & Communications Speech-Language Pathology Program Strategic Plan – 2022-2026

### **VISION:**

The IUP Speech-Language Pathology and Audiology program aspires to:

- Provide quality academic training that emphasizes evidence-based content using pedagogies that allow for synthesis and application of knowledge in a supportive environment
- Teach students to value, critically appraise, and judiciously implement the best examples of current clinical research to continually update their practice paradigm
- Foster a mindset of collaboration through interprofessional and clinical experiences that involve the community, clients and families
- Develop sensitivity to cultural, linguistic, and individual diversity
- Serve as a community resource for individuals with communication, swallowing, and/or hearing disorders and their families
- Contribute to the knowledge base of the discipline of communication sciences and disorders.

### **MISSION:**

The mission of the Bachelor of Science program in speech-language pathology and audiology is to provide an innovative and high quality academic program that prepares students to enter graduate programs in speech-language pathology, audiology, or other professions, with a strong foundation in human communication, swallowing, and hearing.

The mission of the Master of Science program in speech-language pathology is to provide excellent academic, professional and clinical preparation which reflects the art and science of our discipline. Graduates will be prepared to engage in interprofessional collaboration to improve the lives of individuals and families affected by communication, swallowing, and hearing disorders.

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 high standards of contemporary practice in a culturally diverse and global society.

### **IUP SPEECH, LANGUAGE, HEARING CLINIC MISSION:**

The mission of the IUP Speech, Language, and Hearing Clinic is to provide the highest quality preventative and (re)habilitative services across our scope of practice to the IUP and surrounding communities. We do this by scaffolding and supporting our students to translate evidenced-based, theoretical knowledge into clinical practice and ensure that patient care is culturally and linguistically sensitive across the lifespan. Similarly, we strive to collaborate with other service providers both inter- and intra-professionally. Lastly, we endeavor to align the mission and goals of our clinic with the IUP Speech-Language Pathology Program mission and vision, the university's strategic plan, and the American Speech, Language, and Hearing Association's code of ethics.

**PROGRAM LEVEL STUDENT LEARNING OUTCOMES for BS in SLP:**

Students will be able to:

1. Explain the foundations of and methods for measuring typical speech, language, swallowing, and hearing function across the lifespan.
2. Describe the clinical signs of and etiologies related to speech, language, swallowing, and hearing disorders.
3. Demonstrate disciplinary skills required for clinical work in speech-language pathology and audiology.
4. Explain features of cultural and linguistic diversity and their effects on communication, both normal and disordered.

**PROGRAM LEVEL STUDENT LEARNING OUTCOMES for MS in SLP:**

Students will be able to:

1. Demonstrate knowledge of typical development as well as disorders of communication and swallowing.
2. Manage clinical cases by applying principles of prevention, assessment, intervention, and evidence-based practice, and by analyzing data to make appropriate clinical decisions.
3. Collaborate and communicate effectively with a diverse range of clients, families, supervisors, and other healthcare professionals both orally and in writing.
4. Understand and demonstrate professional and ethical conduct in clinical practice.

**STRATEGIC GOAL 1:**

**Undergraduate program development and student centeredness**

Engage undergraduate students in a rich high impact learning environment that enables them to be active participants in their success and prepares them to be global citizens and life-long learners.

1.1 Streamline and re-sequence undergraduate curriculum and explore baccalaureate-in-3-years model.

1.3 Overhaul undergraduate advising materials/D2L site to ensure student-centeredness: 24/7 access, enhance advisor/advisee communication, facilitate student initiative and independence.

1.4 Embed writing-across-the-curriculum (writing-to-learn and writing-to-communicate) opportunities within major courses that promote deeper learning and increase skill in clinical writing.

1.5 Establish graduate assistant office hours for freshman and sophomore courses and expectations for utilization of the resource to increase student success in foundational concepts early in the program.

**Strategic Goal 2:**

**Graduate program development and student centeredness**

Ensure long-term program outcomes by sustaining our financial security, student enrollment (number and preparedness), and quality and innovation in graduate clinical education. Continue program improvements identified during our 2020 CAA re-accreditation site visit and prepare for new 2023 standards.

2.1 Increase program financial security: 2.1.a Track institutional supports by type and amount; 2.1.b Develop ideas for potential grants/contracts+B74:B78

2.2 Increase number and quality of applicants to our graduate program: 2.2.a Initiate use of CSD-CAS for program applications; 2.2.b Publicize quality and value of our program to wider geography of students.

<p>2.3 Enhance the graduate student advisement experience to ensure student-centered engagement throughout the program: <b>2.3.a</b> Implement a fully electronic graduate student records system within our content management system (D2L) that gives students 24/7 access to documents, forms, and their individual progress toward degree; <b>2.3.b</b> Establish method of documenting advisement within D2L and/or IUP Advise system (document dates of advising for registration, clinic rotations, and progress toward degree); <b>2.3.c</b> Develop electronic KASA document system that links D2L assessments to competencies</p>
<p>2.4 Embed clinical and research written and oral communication opportunities across the graduate curriculum (aligned across clinics and coursework) to ensure successful use of professional terminology, patient-friendly language, and evidence-based justification of clinical decisions.</p>
<p>2.5 Develop a comprehensive summative assessment during students' final semester in the program and achieve 95% pass rate within 2 consecutive attempts.</p>
<p>2.6 Maintain compliance with national and state standards of accreditation and certification.</p>
<p><b>Strategic Goal 3:</b> <b>Enhance representation and knowledge of cultural and linguistic diversity</b></p>
<p><b>Increase student and faculty knowledge of cultural and linguistic diversity and applications within our profession.</b></p>
<p>3.1 Enhance use of equity pedagogy in teaching and assessment to increase access and inclusion for students from various backgrounds.</p>
<p>3.2 Increase recruitment and retention of students, including those from a variety of backgrounds, via publicity, alumni participation, and exploration of partnerships.</p>
<p>3.3 Strengthen diversity content throughout all courses, including visibility (in syllabi and course outlines), systematic and repeated exposure to cultural concepts (social determinants of health), range of diversity areas, and inclusion of case-based exercises (such as case contrasts, collaborative cases, and rectify and reform cases).</p>
<p><b>Strategic Goal 4: Foster community-based clinical partnerships to increase experiential learning</b></p>
<p><b>Ensure long-term viability of clinical training and clinic finances.</b></p>
<p>4.1 Increase visibility of our campus clinic through free screening events, Book Talk program, Advisory Board, and publicity (consumer stories).</p>
<p>4.2 Redesign scaffolded first-year clinical experiences consistent with the best practice of gradual release of supervisory support to better prepare students for second-year internships. <b>4.2.a</b> Maximize use of simulation hours in clinics and courses. <b>4.2.b</b> Build local partnerships (Labyrinth Center, school districts, contracts).</p>
<p>4.3 Expand the number and type of affiliation agreements across PA and other states to increase student access to internships.</p>
<p>4.4 Implement short-term IPP experiences that combine reflection on experiences, readings, discussion, and writing to address an area of clinical need or scholarship. <b>4.4.a</b> SimuCase debriefed with OT and/or PT; <b>4.4.b</b> Identify/create additional IPP opportunities</p>