

East Tennessee State University
Department Audiology and Speech-Language Pathology
Speech-Language Pathology Masters program
Summary Strategic Plan 2015-2020: Goal and Objectives

Updated 7/14/2016; 6/23/2017, 9/10/2018

The strategic plan of the Speech-Language Pathology program is guided by the vision, mission and goals of:

- East Tennessee State University (<https://www.etsu.edu/president/mission.php>)
- College of Clinical and Rehabilitative Health Sciences, ETSU (<http://www.etsu.edu/crhs/#tab-5-2>)
- Department of Audiology and Speech Language Pathology (<http://www.etsu.edu/crhs/aslp/default.php>)
- American Speech-Language-Hearing Association (<http://www.asha.org/about/>)

Speech-Language Pathology (SLP) Program Vision statement

The Speech-Language Pathology clinical and academic education program will be valued by the university, students, community, stakeholders and the profession at large as a highly ranked program in the state of TN.

SLP Program Mission Statement

To prepare students to be exceptional clinicians, who provide evidence-based services and advocate for individuals with communication disorders and their families, to become future leaders in the field of Speech-Language Pathology.

Strategic Plan 2015-2020

CCRHS Strategic Priority	SLP Program Goals	Broad Objectives	Projected year Of Completion
Student Success: Academic courses	Prepare students to enter the profession with the required knowledge, attitude and skills Increase quality of the academic program and instruction	1. Restructure the presentation of core and elective courses within the program. 2. Emphasize and encourage the application of student-centered learning (e.g. PBL) in academic coursework. 3. Emphasize and encourage the integration of Cultural Competence in the curriculum. 4. Emphasize and encourage the integration of IPE and IPP in the curriculum. 5. Introduce a new approach to the Capstone Project by: a. Case based written comprehensive exam core courses in the 4th semester b. Oral comprehensive exam based on clinical cases in the 5th semester 6. Establish a SLP Advisory Board	2015-2020
<i>Progress:</i> 2015-2016: Annual SLP retreat instituted and developed SLP strategic plan; PBL theme of the year; implemented with new sequence of courses for incoming class Fall 2016; PBL and hybrid PBL applied in 5 core and elective courses 2016-2017 : Cultural Competence theme of the year; Cultural competency learning objectives added to each course; ; New sequence of core and elective courses completed successfully ;Preparation for new approach to Capstone project initiated 2017-2018: IPE theme of the year; IPE learning objectives added to each course; new Written & Oral Comprehensive Exams conducted successfully with changes suggested; CCRHS teaching Award, 4 students participated in an International Interprofessional Experience in Costa Rica			
Student Success: Clinical Education	Enhance quality of student clinical education	1. Continue to use and improve peer mentoring in clinical settings 2. Follow an intentional approach in providing various types of feedback to meet student needs. 3. Develop focused content for teaching clinics to meet student needs. 4. Develop consistent approach to supervision across faculty for on-site clinics. 5. Attend and/or present CEU on clinical supervision. 6. Develop on-site adult clinics	2015-2020

		7. Expand clinical education through use of simulation 8. Support off-site clinical supervisors to perform supervision at the highest level	
<i>Progress:</i> 2015-2016 : Added new clinical training sites in the community; increased use of PBL as teaching method in various courses 2016-2017: Supervision theme of the year: Supervision; Cultural competency learning objectives added to each clinical course; ; Expanded on-campus clinics to numbers and population served; Developed Concussion clinic, Provide services in ALS clinic, Developing Telehealth clinic; added Simucase as clinical experience for 2nd year students 2017-2018: Added ASL Clinic; Introduced and provided access to CAPCSD on-line supervision module for on-campus and off-campus supervisors ,initiated Supervisor Share meetings to promote collaboration and increase training opportunities and quality of supervision; developed PBL training module for ASD clinic,			
Scholarship	Increase research productivity in SLP	1. Increase number of students doing thesis for their Capstone Project. 2. Mentor students towards pursuing future research in a Ph.D. program. 3. Encourage/Identify Patient Centered Outcomes Research (PCOR) topics. 4. Faculty productivity to be evaluated based on work load assignment 5. Support the development of the IP Ph.D. program within the CCRHS.(Pending CCRHS and University priorities) 6. Develop a plan to engage the clinical community in departmental research. 7. Support research grant applications through peer collaboration (e.g. reading/feedback). 8. Develop better visibility of faculty and student research on departmental and university websites	2015-2020
<i>Progress:</i> 2015-2016: 2 students successfully defended theses and graduated; 16 student conference presentations, 4 faculty publications, 9 faculty conference presentations; 1st NSSHLA conference; Program Director participated in steering committee of IP Ph.D program ; 2 research grants and 1 training grant awarded 2016-2017:1 student successfully defended her thesis and graduated; 6 research team projects conducted; 6 student conference presentations;1 student-faculty publication,4 faculty publications,1 App, 14 faculty conference presentations; 2nd NSSHLA conference; 1 internal Clinical Grant awarded; 3 research grants and 2 training grant awarded; 1 student research project award, 1 faculty research award;			

2017-2018: 1 student successfully defended her thesis and graduated; 7 research team projects conducted; 5 student conference presentations; 1 student-faculty publication ;Faculty: 7 articles, 1 book chapter, 29 conference presentations; 2 new internal Clinical Grants awarded; 1 student research project award, 1 faculty publication award; collaboration with community SLP on research project by students to be presented at ASHA annual convention; student research project on Researcher-Clinician Gap in Tri-Cities are to be presented at ASHA Annual Convention

Stewardship	Enhance and expand community engagement by students and faculty	1. Provide in-kind services by faculty and students for the community including locations at the Child Study Center, Telemon Head Start, Crumley House, Families Free, JCCHC and RAM. 2. Present at local conference and community events. 3. Provide hearing screenings at local preschools and elementary schools. 4. Promote awareness of various disorders and populations with speech, language, and hearing needs throughout various times of the year (e.g. May Better Hearing and Speech Month, World Down Syndrome Day; April Autism Awareness Month, World Voice Disorders Day).	2015-2016
	Enhance and expand professional engagement by faculty and students	1. Represent department and University in various ETSU and CCRHS Open Houses, as well as at ASHA Graduate Fair. 2. Participate in committees within the ASLP department, at the university level and also committees within the community and profession. 3. Participate in professional committees, review panels for journals. 4. Participate as grant reviewers on national/international levels.	2015-2020

Progress:

2015-2016: Services provided in kind; Participated in multiple community outreach events. e.g. RAM; University and College Open Houses

2016-2017: Services provided in kind: Clinic-in-Kind Count 776; Participated in multiple community outreach events. e.g. RAM; University and College Open Houses ; 4 summer camps and 1 workshop for parents; presentations at medical School camp, local private school

2017-2018: Services provided in kind: Clinic-in-Kind Count 1,013; Provided 3501 Clinical encounters; Participated in multiple community outreach events. e.g. RAM; University and College Open Houses

Marketing	Increase visibility of the program, services and profession	1. Offer free speech-language and hearing screening at community events. 2. Represent the Speech-Language Pathology program at university and national career fairs and open houses (see Stewardship). 3. Continue personal and written contact with area Physicians to market Speech-Language, Hearing and Swallowing clinical services at JCCHC. 4. Continue to promote and provide input regarding current research, innovative teaching methods, clinical service projects, and current events on established social medial platforms (JCCHC, CCRHS and SLP alumni).	2015-2020
<i>Progress:</i> 2015-2016: Participated in CCRHS Marketing Committee to develop college marketing strategy; Hosted 3 SLP Open Houses 2016-2017: Hosted 3 SLP Open Houses; Community recognition of quality of ETSU graduates expressed in multiple forums; On-campus Pediatric Clinics at capacity; active marketing for Adult clinics and Telehealth clinic being developed 2017-2018: Hosted 3 SLP Open Houses; On-campus Pediatric Clinics at capacity; active marketing for Adult clinics and Telehealth clinic still being developed; ALS clinic grown by referrals Community recognition of quality of ETSU graduates expressed in multiple forums			
Access	Increase diversity and raise admission criteria	1. Increase admission criteria for overall GPA to 3.0 and for major/last semester to a 3.2 GPA with TBR approval for academic year 2017-2018. 2. Increase transparency for new applicants, and publish the previous three-year means and standard deviations for overall GPA, GPA major/last five semesters and GRE scores of students accepted into the program on the SLP department website. 3. Increase students' awareness of actual program admittance data. 4. Increase applications from individuals of races, ethnicities and genders who are underrepresented in the field of SLP. 5. Continue to use a standardized procedure for admission process decisions.	2015-2020
<i>Progress:</i> 2015-2016: Admission form revised and Faculty scoring of applications calibrated; four diversity students and one male student graduated 2016-2017: New admission criteria implemented; calibration of faculty scoring of applications, one male student graduated and one; one male student and one diversity student admitted 2017-2018: One male student graduated; three diversity students admitted,			

