

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

Updated: 7/14/2016; 6/23/2017; 9/11/2018, 6/28/2019 and 6/29/2020

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

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

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	<p>Prepare students to enter the profession with the required knowledge, attitude and skills</p> <p>Increase quality of the academic program and instruction</p>	<ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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
<p><i>Progress:</i></p> <p>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</p> <p>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</p> <p>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</p> <p>2018-2019: Simulation and CAA Self-Study themes of the year; increased use of simulation through Simucase in both classrooms and clinics; introduced Standardized patients(SP) in the ALS Clinic; continued to adapt and improve Capstone Written and Oral Exams and these were conducted successfully in January 2019 with a 100% Pass rate; 12 students participated in ETSU Interprofessional Education and Research program; 2 students participated in the International Interprofessional Experience in Costa Rica: A Community-Focused Transformation Program(Universidad Santa Paula); established SLP Advisory Board</p>			

<p>2019-2020: Successful CAA site visit in October 2019, accreditation awarded in March 2020 from 2020-2028; adapted and improved Capstone Written and Oral Exams ,which were conducted successfully in January 2020 with a 100% Pass rate; 12 first year and 10 second year students(total 22) participated in ETSU Interprofessional Education and Research program; 2 students were selected to participate in the International Interprofessional Experience in Costa Rica: A Community-Focused Transformation Program(Universidad Santa Paula),but cancelled due to COVID-19 global pandemic and travel ban; face-to-face instruction disrupted by COVID-19 pandemic and switch to remote teaching in March 2020 (refer to COVID-19 Addendum to SLP Strategic Plan)</p>			
Student Success: Clinical Education	Enhance quality of student clinical education	<ol style="list-style-type: none"> 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 7. Expand clinical education through use of simulation 8. Support off-site clinical supervisors to perform supervision at the highest level 	2015-2020
<p><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 ito 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 ALS 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. 2018-2019: increased use of simulation through Simucase and introduced Standardized Patients (SP) as clinical teaching tools; hosted Supervisor Share Continuing Education Event “Supervisor Share: Guiding Future Colleagues” in preparation of ASHA 2020 Standards requirements re supervision (see above) 2019-2020: Face-to-face clinical training was disrupted by COVID-19 pandemic and switched to remote clinical instruction and telehealth in March 2020 (refer to COVID-19 Addendum to SLP Strategic Plan)</p>			
Scholarship	Increase research productivity in SLP	<ol style="list-style-type: none"> 1. Increase number of students doing thesis for their Capstone Project. 2. Mentor students towards pursuing future research in a Ph.D. program. 	2015-2020

		<ol style="list-style-type: none"> 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 (<i>Pending CCRHS and University priorities</i>) 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 	
<p><i>Progress:</i></p> <p>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</p> <p>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;</p> <p>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 to be presented at ASHA Annual Convention</p> <p>2018-2019: 1 student successfully defended her thesis and graduated in 2019; 7 research team projects conducted; 4 student ASHA Convention poster presentations in Boston (1 award); 3 Appalachian Student Research Forum presentations (1 award); Faculty: 5 articles, 1 book chapter, 36 conference presentations; 3 new Internal Clinical Grants awarded, 2 new External Grants awarded, one NIH R15 grant awarded</p> <p>2019-2020: 3 students successfully defended their theses and graduated in 2020; 7 research team projects conducted; 4 student ASHA Convention poster presentations in Orlando, November, 2019 ; 2 Appalachian Student Research Forum poster presentations accepted but due to COVID-19 were instead published in Digital Commons. Faculty research: 8 articles, 8 book chapters, 1 book edited, 7 poster presentations, 12 oral conference presentations; 1 NIH R15 grant continued, 1 Internal Clinical Grant awarded, 2 applications for External Grants unsuccessful</p>			
Stewardship	Enhance and expand community	<ol style="list-style-type: none"> 1. Provide in-kind services by faculty and students for the community including locations at the Child Study Center, 	2015-2016

	engagement by students and faculty	<p>Telemon Head Start, Crumley House, Families Free, JCCHC and RAM.</p> <ol style="list-style-type: none"> 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). 	
	Enhance and expand professional engagement by faculty and students	<ol style="list-style-type: none"> 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 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
<p><i>Progress:</i></p> <p>2015-2016: Services provided in kind; Participated in multiple community outreach events. e.g. RAM; University and College Open Houses</p> <p>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</p> <p>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</p> <p>2018-2019: Services provided multiple in-kind services; provided 2860 Clinical encounters; presented four summer camps and one workshop on Transition of Care; Participated in multiple community outreach events. e.g. RAM; University and College Open Houses</p> <p>2019-2020: Provided in-kind services to e.g. Jeremiah School, Crumley House, Concussion Screening, and during community screenings and RAM; provided 1808 billable clinical encounters; switched to Telehealth where possible; cancelled summer camps due to COVID-19 pandemic (refer to COVID-19 Addendum to SLP Strategic Plan); presented on-line family training on feeding, AAC, language disorders; developed on-line community outreach videos; campus ETSU SLH Clinic moved to the Nave Center, July 2020</p>			

Marketing	Increase visibility of the program, services and profession	<ol style="list-style-type: none"> 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
<p><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 2018-2019: Hosted 3 SLP Open Houses; On-campus Pediatric Clinics at capacity; active marketing for Adult clinics conducted; Support Group for adults with communication disorders established; Telehealth Clinic and Adult Neuro Comm and Swallowing Dis clinics being developed; community recognition of quality of ETSU graduates continue to be expressed in multiple forums 2019-2020: Hosted 3 SLP Open Houses, one virtual due to COVID-19 pandemic; participated in ETSU and CCRHS Open Houses, Community recognition of quality of ETSU graduates expressed in Public Meeting during CAA site visit and other forums.</p>			
Access	Increase diversity and raise admission criteria	<ol style="list-style-type: none"> 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

Progress:

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 two diversity students admitted (one student left the program Fall 2018))

2017-2018: One male student graduated; in Fall 2018 one diversity student was admitted (FT Diversity Scholarship) and one male student was admitted (he left the program in Fall 2018).

2018-2019: Two diversity students graduated in 2019; three diversity students (two FT Equity and Inclusion Scholarship and one departmental GA) and three male students admitted in Fall 2019.

2019-2020: One diversity student and one male student graduated in 2020; two diversity students (one FT Equity and Inclusion Scholarship) and one male student admitted in Fall 2020.

*Refer to the COVID-19 Addendum to the Strategic Plan