



Louisiana State University Health–Shreveport  
School of Allied Health Professions  
Department of Rehabilitation Sciences  
Program in Speech-Language Pathology

# Long-term Strategic Plan

July 2023-June 2028

*prepared & revised by*

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## 1. Background Information

The Program in Speech-Language Pathology is one of three programs comprising the Department of Rehabilitation Sciences within the School of Allied Health Professions of LSU Health-Shreveport. The program is housed in the Mollie E. Webb Speech and Hearing Center, which is located at 3735 Blair Drive in Shreveport, LA. The center includes classroom facilities, a computer laboratory, an augmentative and alternative communication laboratory, a speech measurement laboratory, a reading room, a student study area, and departmental offices. The clinical facilities include six rooms for speech-language assessment and treatment, an audiologic test suite, a hearing aid fitting room, a classroom for young children with communication disorders, a wide range of testing and treatment materials, and clinical office spaces.

### 1.1. Mission

#### 1.1.1. Mission Statement of the School of Allied Health Professions

It is the mission of the Louisiana State University Health-Shreveport, School of Allied Health Professions in Shreveport to advance health professions through excellence in education, research, and service.

#### 1.1.2. Vision Statement of the School of Allied Health Professions

To enhance population health through transdisciplinary academic healthcare.

#### 1.1.3. Mission Statement of the Program in Speech-Language Pathology

The LSU Health Shreveport Program in Speech-Language Pathology has the following missions of excellence:

- to provide academic and clinical **education** to students pursuing a Masters of Communication Disorders (MCD) degree in speech-language pathology and to encourage life-long learning through continuing education offerings;
- to provide clinical **services** in audiology and speech-language pathology to children and adults with disorders of communication, swallowing, and related areas; and
- to conduct and disseminate **research** in the areas of audiology, speech-language pathology, related communication sciences, and pedagogical practices.

## **1.2. Objectives of the Long-Term Strategic Plan**

This long-term strategic plan for the LSUH-S Program in Speech-Language Pathology was developed by the faculty to address the following general objectives:

- to ensure consistency in the execution of the program's mission;
- to anticipate emerging needs of the program and to address these needs proactively; and
- to establish accountability for identifying priorities, developing and implementing plans, and documenting outcomes.

### **1.3. Analysis**

As an ongoing process, the speech-language pathology program faculty members analyze and identify the program's strengths, weaknesses, threats, and opportunities; the faculty attempt to address weaknesses and threats through the use of the strengths and opportunities. From the weaknesses, four (4) focus areas are targeted in the strategic plan; these focus areas are in line with the SAHP strategic plan but on a smaller scale. The strategic plan is reviewed annually to evaluate status of achievement and ongoing process. Also, progress is documented on the plan and the plan is on the website.

## **2. Strategic Plan: Focus Areas**

On the basis of analysis and faculty discussions, four focus areas were identified to address in the strategic plan. These areas address mission goals for education, service, and research and included:

- Transition to graduate school/professional role
- Writing across the curriculum
- Diversity, Equity, & Inclusion
- Teaching/faculty development

For each area, a long-term objective (LTO) and short-term objective(s) (STO) were developed.

## 2.1 Focus Area 1: Transition to graduate school/professional role

### 2.1.1. Rationale

Retention is an issue which results in careful monitoring. As students enter the program, there is a concern of being unprepared for graduate level study and professional practice. This includes the students having an understanding of how initial course content remains relevant across both years of the program, academically and clinically.

### 2.1.2. Long-Term Plan (LTO/STO)

LTO: To increase students' awareness of graduate school and professional role requirements throughout the two-year program.

STO: The student will be presented with...

- a. professional development sessions presented by faculty and/or other professionals (1<sup>st</sup> semester)
- b. integration of course content of first semester courses (1<sup>st</sup> semester)
- c. mini-comps (questions focusing on the first year coursework; 4<sup>th</sup> semester)

### 2.1.3. Description

The professional development sessions will include information about transitioning to graduate school, study strategies, feedback from SLPs in the workforce, critical thinking, problem solving, and mindfulness. In the first semester, content from at least two courses will be integrated to show overlap of learning from course to course and semester to semester. At the end of the first year, the student will sit for a 2 hour mini comp exam which focuses on courses taken in their first year of study. At the end of their program, students sit for their written comprehensive exam which focuses on all 9 modalities.

### Progress

-9/6/23 "Managing Imposter Syndrome and Procrastination" PD session by Jennifer Smith  
 -10/24/23 "Balancing Studying with Spaced Repetition" PD session by Jennifer Smith  
 -11/1/23 & 11/8/23 Mind Mapping and the Leitner Method (delivered via email)  
 -Spring 2024 "Study without Stress: Mastering Medicals Sciences" Seven-week book review moderated by Jennifer Smith  
 -April/May 2024 Student success series for incoming and current students (4/18/24 Navigating the Professional Program Experience, 4/25/24 Mastering Time Management and Overcoming Procrastination, 5/2/24 Discovering New Learning Strategies in Medical Education)  
 -5/21/24 & 5/23/24 PD sessions for incoming students (4-5 hours total) presented by SLP faculty and Jennifer Smith (topics: transitioning from UG to graduate school, learning strategies, do's and don'ts in graduate school, GRIT, and problem-solving)  
 Course content: 5/22/2024 Topics included in SPATH 5000, Introduction to Graduate Study: Bloom's Taxonomy, APA Format & Professional Writing; Time Management Strategies; Note taking skills.  
 -6/28/24 Mini-Comps Completed

## 2.2. Focus Area II: Writing Across the Curriculum

### 2.2.1. Rationale

A continued focus of this strategic plan is written communication. These skills have been evaluated using portfolio assessment at the conclusion of the first year of study. Multiple courses include significant writing assignments that include less formal to evidence based components.

Among the courses with significant writing components are:

- SPATH 6201 – Anatomy and Physiology of Speech and Hearing (outline, synthesis paper)
- SPATH 5100 – Introduction to Graduate Studies (APA style, paraphrasing, Summary/Critique, annotated bibliography)
- SPATH 5200 - Phonetics (synthesis paper)
- SPATH 5493 – Evidence-based Practice for SLP (systematic review)
- SPATH 5208 – Aphasia and Related Disorders (article summary/critiques, reports)
- SPATH 5134 – Clinical Linguistics and Psycholinguistics (analysis report)
- SPATH 5342 – Articulation and Phonological Disorders (clinical writing)
- SPATH 6100 – Research in Communication Disorders (evid. table, narrative review of lit)
- SPATH 6212 – Voice Disorders (written case study)
- SPATH 6300 – Cultural and Linguistic Diversity (language profile, report)
- SPATH 6214 – Diagnosis and Evaluation in SLP (clinical writing)
- SPATH 6900 – Summative Assessment (essay writing)
- SPATH 6214 – Diagnosis and Evaluation in SLP (psychometric, reports)

However, faculty members continue to express concern that students struggle with written language, especially higher-order writing tasks and clinical writing.

### 2.2.2. Long-Term Plan (LTO/STO)

LTO: To maintain multiple opportunities to develop writing skills in academic and clinical courses.

STO: The student will complete a minimum of 8 (or present 8-12) writing assignments/projects (academic or clinic) during the 2 year program.

### 2.2.3. Description

Students are provided feedback on their writing, both in terms of content and style. Grading rubrics are typically used to operationalize content and form features. Successful completion of the writing requirements is reflected in the student's course grade, which is documented on each student's KASA form.

## Progress

### Fall 2023:

6100: Research Methods Course Paper and Designing Research Project  
6701-6705: Clinical Treatment Plans, Lesson Plans, SOAP notes & Progress Reports  
5208: Aphasia and Related Disorders Summary Critiques, Treatment Plan, Assessment

### Report

### Spring 2024:

6214: Diagnostic Report Writing project; Psychometrics Report Writing project  
6701-6705: Clinical Treatment Plans, Lesson Plans, SOAP notes & Progress Reports  
6300: Cultural & Linguistic Diversity presentation & annotated bibliography  
6544: Dysphagia treatment plan project  
6900: weekly written responses to essay prompts

### Summer 2024:

6201: A&P synthesis paper and outline  
6701-6705: Clinical Treatment Plans, Lesson Plans, SOAP notes & Progress Reports



## 2.3. Focus Area III: Diversity, Equity, & Inclusion

### 2.3.1. Rationale

The third focus of this strategic plan is diversity, equity, and inclusion, which is knowledge that is important in the workplace and clinical practice.

### 2.3.2. Long-Term Plan (LTO/STO)

LTO: Continue to develop diversity, equity, and inclusion (DEI) knowledge for graduate and professional purposes.

STO: The student will...

- a. attend one university sponsored diversity chat,
- b. be presented with diversity content in up to 80% of total courses taught
- c. receive handouts on LSUH-S and ASHA Diversity resources/special interest groups/caucuses
- d. be exposed to diverse populations in a minimum of 2 clinical practicum semesters

### 2.3.3. Description

DEI is promoted through LSUH-S university and SLP Program activities and curriculum. Also, the clinic's client population is diverse along with off-site practicum sites.

### Progress

- a. DEI attendance
  - Summer 2024: Students in Aphasia and Related Disorders and Cultural and Linguistic Diversity are required to attend at least one diversity chat or comparable pre-approved activity and submit a written reflection.
- b. Diversity content in coursework
- c. Handouts/Resources
  - 9/5/23 LSUHS Office of Diversity Affairs Cultural Competency Monthly Series press release featuring 9 Virtual Chats on DEI throughout the year
  - 1/9/24 SAHP JEDI Ambassadors invitation to panel discussion "The Great Balancing Act: Succeeding in Medical Education as a Non-Traditional Student"
  - 4/15/24 SAHP JEDI Ambassadors invitation for sexual assault awareness event hosted by the Title IX Office
- d. Clinical Experience with diverse populations

## 2.4. Focus Area IV: Teaching/faculty development

### 2.4.1. Rationale

The fourth focus of this strategic plan is teaching and faculty development. Faculty have identified changes in students' undergraduate preparation and learning styles; therefore, there is a need to provide continuing education in the area of teaching, academically and clinically.

### 2.4.2. Long-Term Plan (LTO/STO)

LTO: Continue faculty development for full time faculty members.

STO: The faculty will complete up to 2 of the following...

- a. attend one faculty development related to clinical or didactic education per year
- b. complete a faculty or scholarly activity related to clinical or didactic education one time a year
- c. participate in at least one SAHP committee
- d. participate in or with one recruitment/outreach activity

### 2.4.3. Follow up Procedures

Faculty take continuing education of all types seriously. These present diverse opportunities for the faculty in the area of professional development.

### Progress

#### Faculty Development Attendance

Hayes:

Irwin:

Anderson:

Smith:

Wooden: 9/6/23 Managing Imposter Syndrome, 10/24/23 Balancing Studying with Spaced Repetition, 2/21/24 Study Without Stress, 4/10/24 Ethical Conundrums, 4/15/24 ACES Presentation

#### Faculty Development Activity

June 2024: Anderson, Irwin, Hayes, Smith, & Wooden: The topic of teaching about diversity, equity and inclusion was the focus during a Journal Club meeting in June 2024.

SAHP SLP faculty journal clubs: 7/17/23 –Developmental Screening & Early Intervention, 9/11/23 – Ableism and Fluency, 11/10/23 – Languageing, 12/19/23 – Stuttering Interventions, 6/6/24 – Diversity, Equity & Inclusion

#### Committee Service

Hayes:

Irwin:

Anderson:

Smith:

Wooden: SAHP Community Outreach and Engagement Committee, SAHP Interprofessional Education Committee, SAHP Assistant Dean of Clinical Affairs Search Committee, Faculty Delegate Assembly delegate

#### Recruitment/Outreach Activity

7/12/23 AHEAD program

## Executive report for 2016-2023

All Focus areas and objectives were achieved for this strategic plan. Please see the following information for each Focus area.

Focus I was developed due to the increased expectation of proficiency with technology in graduate school and the profession.

The LTO was as follows: To increase students' technology proficiency through exposure to technology in multiple areas throughout the two year program.

Focus I was achieved through the following courses and activities.

**Speech measurement labs (N=26)** - SPATH 5132 – Applied Speech Measurement

**Literature Internet searches** - SPATH 5100 – Introduction to Graduate Study, SPATH 6201 – Anatomy and Physiology of Speech and Hearing; add 5200 (Phonetics), 6212 (Voice), and 6224 (AAC)

**Concept mapping software** - SPATH 5100 – Introduction to Graduate Study

**Treatment apps** – SPATH 6701-6705 Clinical Practicum courses; add 6224 (AAC)

**Duffy's pre and post-test (PowerPoint including video and audio samples) and add on-line**

**Duffy lab** – SPATH 6204 Motor Speech Disorders

**OAE screener, tympanometry, portable audiometer** – SPATH 6702-6705 Clinical Practicum courses, SPATH 5205 Hearing Screening Lab

**Language sample analysis** – SPATH 5134 Clinical Linguistics & Psycholinguistics, SPATH 6701-6705 Clinical Practicum courses

**Word processing** – SPATH 6701-6705 Clinical Practicum courses and all academic courses

**Presentation graphics** - SPATH 6201 – Anatomy and Physiology of Speech and Hearing, SPATH 6300 Cultural and Linguistic Diversity; add 5100 (Intro) and 6100 (Research)

**Edmodo website for handbooks/forms** - SPATH 6701-6705 Clinical Practicum courses

**AAC devices/software (Boardmaker)** - SPATH 6701-6705 Clinical Practicum courses; SPATH 6224 Augmentative Communication (labs/projects and interaction with various devices; trip to LATAN to gain knowledge of additional devices)

**Excel spreadsheet for clinic clock hours** - SPATH 6701-6705 Clinical Practicum courses

**CSL, including Nasometer** – SPATH 6212 Voice and Related Disorders

**Videofluoroscopy and perceptual assessment of voice and speech** added to simulation section for SPATH 6204 (Motor Speech), 6544 (Dysphagia), and 6212 (Voice).

Focus II was the development of clinical benchmarks to provide the student with expectations of development and growth in clinical practicum courses.

The LTO was as follows: Provide students with a systematic set of clinical benchmarks designed to progress a student through 4-5 semesters of clinical experience.

Focus II was achieved and the following provides the progression of the implementation of the benchmarks.

Benchmarks were implemented summer 2016. Selective revisions have been made following the summer and fall 2016 semesters.

Additional changes were made by the end of summer 2017 semester and then spring 2018.

No revisions required since Spring 2018

Focus III was developed to improve student's written communication skills. The LTO was as follows: Continue to provide multiple opportunities to develop writing skills in academic and clinical courses.

Focus III was achieved through the following courses and activities:

**Students write on an instructor provided topic in a 5 minute period at beginning of class** - SPATH 5100 – Introduction to Graduate Studies (1<sup>st</sup> year students) and SPATH 5493 Evidence-based practice for SLP (2<sup>nd</sup> year students)

**Implementation of mini-comps at end of 1<sup>st</sup> year** – 2016 to present

**Written lab assignments (specific to vocabulary) and add case study project which also has a formative assessment process** – SPATH 6204 Motor Speech Disorders

**Lab/project assignment (case write up with choice and rationale for choosing client and device; requires technical/specific vocabulary use)** – SPATH 6214 complete report on case study

**Writing lab for first semester students** – APA, grammar/technical issues

Focus IV was developed to address EBP as an emerging framework within academics and clinical practicum.

The LTO was as follows: Improve pass rate on written comprehensive examination. This goal was addressed through increased written activities and preparation of comps through course activities. From 2017-2023, we have had 2 years with no students failing comps, 3 years with 2 students failing, and 2 years with 2 students failing comps and retaking the next semester. In the years in which students did fail comps, the extra semester of growth time proved to be valuable to each student and was noted by faculty, both anecdotally and in the student's second set of comp responses.