Louisiana State University Health Shreveport
School of Health Professions and Sciences
Department of Communication Disorders
Program in Speech-Language Pathology

Long-term Strategic Plan

July 2023-June 2028

prepared & revised by

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1. Background Information

The Department of Communications Disorders is a program within the School of Health Professions and Sciences (SHPS) 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 Health Professions and Sciences

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

1.1.2. Vision Statement of the School of Health Professions and Sciences

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 LSUHS 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, focus areas are targeted in the strategic plan; these focus areas are in line with the SHPS 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, 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
- 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 (1st semester)
b. integration of course content of first semester courses (1st semester)
c. mini-comps (questions focusing on the first year coursework; 4th 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

2023

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, Learning Specialist

11/1/23 & 11/8/23 Mind Mapping and the Leitner Method (delivered via email)

Course content:

SPATH 5000 – integrates information from clinical practicum into this course such as SOAP note, progress report, treatment plan, and report writing information.

6/28/24: Mini-comps completed

2024

Spring 2024 “Study without Stress: Mastering Medicals Sciences” Seven-week book review moderated by Jennifer Smith, Learning Specialist.

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)

Common Hour

10/16/24 The Impact of Sleep Deprivation on Well-Being and Academic Success

Course content:

5/22/2024 Topics included in SPATH 5100, Introduction to Graduate Study: Bloom’s Taxonomy, APA Format & Professional Writing; Time Management Strategies; Note taking skills.

5/22/24 – SPATH 5000, Clinical Methods & Observations – integrates information from clinical practicum into this course such as SOAP note, progress report, treatment plan, and report writing information.

6/28/24 Mini-Comps Completed

2025

Course content: 5/20/2025 Topics included in SPATH 5100, Introduction to Graduate Study: Bloom's Taxonomy, APA Format & Professional Writing; Time Management Strategies; Note taking skills. Additionally, the instructor uses the synthesis paper from the A&P course to integrate APA and professional writing information.

5/20/24 – SPATH 5000, Clinical Methods & Observations – integrates information from clinical practicum into this course such as SOAP note, progress report, treatment plan, and report writing information.

5/20/25 & 5/22/25 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)

6/27/25 – mini-comps completed

SHPS New Student Orientations

5/19/25 Overview of Program Policies, Library Toure, Intro of SHPS Administration

6/4/25 Intro to LSU Rec Sports, Study and Move

Common Hour

3/12/25 Connecting with Patients and Colleagues: Engaging others through professionalism and understanding

9/2/25 Study and Move

11/19/25 Exploring AI in Medical Education

2026

SHPS New Student Orientations

5/20/26 *Metacognition: The Key to Leveling Up Learning for Every SHPS Student!*, Student Resource Fair

Common Hour

3/4/26 Selling Yourself: Making an Impression with Resumes and Interviews

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 6544 – Dysphagia (clinical writing)
SPATH 5491 – SLP Ethics and Contemporary Professional Issues (professional issue paper)
SPATH 6100 – Research in Communication Disorders (evid. table, narrative review of lit)
SPATH 6212 – Voice Disorders (annotated bib)
SPATH 6300 – Cultural and Linguistic Diversity (language profile, report)
SPATH 6301 – Clinical Counseling in SLP (weekly written assignments)
SPATH 6214 – Diagnosis and Evaluation in SLP (clinical writing, psychometric, reports)
SPATH 6900 – Summative Assessment (essay writing)

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
- 5342: write up articulation testing information

Summer 2024:
- 6201: A&P synthesis paper and outline; student presentation of paper
- 6212: Voice annotated bibliography
- 6701-6705: Clinical Treatment Plans, Lesson Plans, SOAP notes & Progress Reports

Fall 2024:
- 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
- 6301 – Clinical Counseling, weekly written assignments, reflection paper

Spring 2025:
- 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
- 5342: write up articulation testing information
- 5491: professional issue paper

Summer 2025:
- 6201: A&P synthesis paper and outline; student presentation of paper
- 6212: Voice annotated bibliography
- 6701-6705: Clinical Treatment Plans, Lesson Plans, SOAP notes & Progress Reports

Fall 2025:
- 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
- 6301 – Clinical Counseling, weekly written assignments, reflection paper

Spring 2026:
- 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
5342: write up articulation testing information
5491: professional issue paper

2.3. Focus Area I: Teaching/faculty development

2.3.1. Rationale

The final 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.

2.3.2. 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 SHPS committee
d. participate in or with one recruitment/outreach activity

2.3.3. 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

A. Faculty Development Attendance

Hayes:
Irwin:
Anderson:
Smith:
Wooden:
Each faculty member attends 4-6 journal club meetings each year.

Examples

2023

6/12/23 Phonology and Aphasia, 7/17/23 Developmental Screening and Early Intervention, 9/6/23 Managing Imposter Syndrome, 9/11/23 Ableism & Disfluency, 10/24/23 Balancing Studying with Spaced Repetition,11/10/23 Languaging, 12/19/23 Stuttering Interventions

2024

2/21/24 Study Without Stress, 4/10/24 Ethical Conundrums, 4/15/24 ACES Presentation; 6/6/24 DEI, 8/20/24 Counseling, 9/26/24 Ethics & Personality, 10/22/24 Dysphagia Management, 11/14/24 Predictive Measures for Admissions

2025

1/31/25 Grounded Theory and AAC; 6/17/25 Assessment and treatment of language and cognition deficits in the adult population and Equity, Ethics, and Eating: Centering the patient in diet decisions; 6/26/25 Use of Telepractice in SLP, 8/28/25 Echolalia, 9/25/25 Technology Innovations in SLP; 10/23/25 Mental Health in Language Impaired Persons, 12/10/25 Person-centered therapy/services

2026

4/30/26 Academic dishonesty; 6/11/26 Adolescent Language Disorders; 6/16/26 Got Gratitude? The impact of gratitude on health outcomes for adults with aphasia

B. Faculty Development Activity

2023-2026:

Each faculty member leads a journal club meeting each year. See examples above

C. Committee Service

Anderson: Professional Development (2023-present), Research & Grants (2023, 2024, 2025); Academic Affairs (2023-2025)
Hayes: Professional Development (2020-present), P&T (2023-present)
Irwin: P&T (2023-present); Research & Grants (2026); SHPS Faculty Workload Policy Committee (2025), Search Committee for Assistant Dean of Student Affairs (2025), and Faculty Advisory Council (2025 & 2026)
Smith: SHPS Clinical Education Coordinators Committee (2023-present), SHPS Clinical Affairs (2023-present), SHPS Compliance and Ethics Committee (2024-present), Executive Clinical Director Search Committee (2026)
Wooden: Faculty Delegate Assembly (delegate 2024-present, VP 2025-26), SHPS Community Outreach and Engagement Committee (2023-present), SHPS Interprofessional Education Committee (2023-2025), SHPS Assistant Dean of Clinical Affairs Search Committee (2024), SHPS Scholarship Committee (2025)

D. Recruitment/Outreach Activity

2023
7/12/23 AHEAD program – Smith, Wooden
10/16/23 & 10/23/23 Community Speech and Hearing Screenings – Hayes, Smith, Wooden
11/2/23 Student Recruitment BPSTIL fieldtrip - Wooden
11/14/23 LSUS SC 100 guest lecture - Wooden

2024
2/6/24 Eden Gardens Elementary presentation (SLP as a Profession) - Wooden
2/9/24 LSUS SC 100 guest lecture - Wooden
2/22/24 Student Recruitment Southwood/Magnet High Fieldtrip - Wooden
2/27/24 Student Recruitment LSUHS Admissions Meeting for Applicants - Wooden
3/6/24 Community Hearing Screenings – Hayes, Smith, Wooden
3/19/24 Student Recruitment Walnut Hill Fieldtrip - Wooden
6/12/24 & 7/10/24 AHEAD program – Smith, Wooden
Northwestern State University Career Day – Irwin
AHEAD Career Interview – Irwin
I AM ALS Panel Discussion - Irwin

2025
5/30/25 Sanders Hearing Screening Event – Hayes, Smith, Wooden
6/11/25 & 7/9/25 AHEAD program – Smith, Wooden
9/15/25 IPE facilitations - Hayes
9/19/25 IPE facilitation – Wooden
10/17/25 LSUHS SLP Open House – Anderson, Hayes, Irwin, Smith, Wooden
10/13/25 & 10/20/25 Community Speech & Hearing Screenings – Hayes, Smith, Wooden
12/1/25 LSUS SC100 guest lecture- Wooden
Northwestern State University Career Day – Irwin
I AM ALS Panel Discussion - Irwin

2026
2/25/26 Admissions Zoom w/Applicants – Anderson, Hayes, Irwin, Smith, Wooden
6/10/25 & 7/8/25 AHEAD program – Smith, Wooden
5/29/26 Sanders Hearing Screening Event – Hayes, Smith, Wooden
Northwestern State University Career Day - Irwin
I AM ALS Panel Discussion - Irwin

Executive Summary for 2023-2026

The strategic plan was initiated in July 2023 so 3 years of the 5-year plan have been completed.

Focus Area I is to help new students transition to graduate school. Many activities contribute to this objective. For example, some activities are initiated the first week of graduate school. The faculty members have developed several Professional Development sessions that are presented to the students along with inviting the Learning Specialist to present learning and study strategies. Additionally, information and instructions from summer course instructors overlap to provide repetition of the material to the students. For example, activities in Introduction to Graduate Studies (e.g., choosing a topic, using the library as a resource) are taught in order to help the students as they write a paper on normal anatomy and physiology in the Anatomy and Physiology course.

At the end of the students' first year, they complete mini-comps which is a two hour exam allowing them to show their integrated knowledge from courses taken in the first year.

Focus Area II addresses student writing skills. Multiple courses have opportunities for students to write that range from informal to formal writing activities. The variability also includes shorter written activities to longer papers (e.g., synthesis papers). Many of the courses provide a formative review of the work prior to turning in the final draft.

Focus Area III is written for faculty development in clinical and academic teaching. The faculty must complete 2 of 4 types of activities to include attending faculty development sessions, completing a faculty activity related to education, participating in committee work, and/or participating in recruitment/outreach activities.

The progress sections shows the completion of many activities per focus.