



**INTER AMERICAN UNIVERSITY
METROPOLITAN CAMPUS
SPEECH-LANGUAGE PATHOLOGY PROGRAM
STRATEGIC PLAN
2018-2021**

This plan envisions the development of the Speech-Language Pathology program for the next three years. The goals and objectives of this plan are in congruency with the Mission of Inter American University, Metropolitan Campus. The program's faculty will regularly evaluate the congruency between the program and institutional goals and the extent to which the goals are met.

The Mission statement of the program is *“to prepare competent speech-language pathologists to engage in scientific work, professional ethics, service and social commitment, to provide prevention, diagnosis and treatment services of excellence to children and adults with speech, language and swallowing disorders to enhance their quality of life”*.

The goals of the program are:

- a. Train students in core competencies (knowledge and skills) to provide prevention, evaluation and treatment services to children and adults with communication and swallowing disorders.
- b. Contribute to scientific knowledge of the profession through research and apply results in the intervention with children and adults with communication and swallowing disorders.
- c. Train students to work effectively with other health professionals for the wellness of children and adults with communication and swallowing disorders.
- d. Train students in the application of technology as a therapeutic tool in the intervention with children and adults with communication and swallowing disorders.
- e. Prepare students with leadership skills to deliver services to children and adults with communication and swallowing disorders in family, community and society contexts.

In order to achieve these goals, the program seeks to prepare students for professional practice with the following competencies:

Knowledge of:

- a. Basic communication and swallowing processes including biological, neurological, acoustic, psychological, developmental and linguistic and cultural bases.
- b. Nature of communication and swallowing processes in areas of articulation, fluency, voice and resonance, language, hearing, swallowing, cognitive and social aspects of communication, and augmentative and alternative communication modalities.

- c. Principles and methods of identification of communication and swallowing disorders and differences.
- d. Principles and methods of prevention of communication and swallowing disorders.
- e. Standards of ethical conduct.
- f. Processes used in research and integration of research principles into evidence-based clinical practice.
- g. Contemporary professional and multicultural issues.
- h. Processes of clinical education and supervision.

And skills in:

- i. Evaluation of speech, language and swallowing disorders and differences associated with articulation, fluency, voice and resonance, language, hearing, swallowing, cognitive and social aspects of communication, and augmentative and alternative communication.
- j. Intervention for communication and swallowing disorders and differences across lifespan associated with articulation, fluency, voice and resonance, language, hearing, swallowing, cognitive and social aspects of communication, and augmentative and alternative communication.
- k. Communication, including written, spoken and nonverbal communication, with individuals served, family members, caregivers and any other involved, to ensure the highest quality of care.
- l. Integration and application of knowledge of the interdependence of speech, language and hearing.
- m. Interpersonal interaction, including counseling and collaboration.
- n. Clinical education and supervision.
- o. Self-evaluation of effectiveness of practice.

Core values

The Speech-Language Pathology program is committed to excellence. The core values that guide our policies, procedures and daily practices are in accordance with those of Inter American University, Metropolitan Campus which are:

- Respect for human dignity
- Integrity
- Commitment to cultural and national diversity
- Democratic coexistence

Focus areas of the Strategic Plan

The plan is based in five focus areas: ***Academic/Clinical, Students, Assessment, Program Resources and Public Function***. Each area will be assessed using specific measurable indicators and consists of one or more objectives that will be revised at the end of each academic year. The program's focus areas will be modified or changed according to program needs. The Program Director will guide the implementation of the plan with the collaboration of the faculty and the support of the administration.

AREA: ACADEMIC/CLINICAL

Strategic goal #1. Provide students the highest academic and clinical education experience that prepare them for further professional practice.

Objective 1.1. Maintain an updated curriculum and a set of educational and clinical standards

Strategies	Indicators	Person responsible	Time frame
1. Implement an updated curriculum that enable students to develop the knowledge and skills required for further professional practice in speech-language pathology	<ul style="list-style-type: none">• Program’s assessment data reports• Institutional assessment data reports (ex. students’ satisfaction data reports)	<ul style="list-style-type: none">• Program director in collaboration with faculty	<ul style="list-style-type: none">• ongoing
2. Hire faculty with expertise in core areas of the curriculum	<ul style="list-style-type: none">• Recruitment of doctoral-level faculty with expertise based in the identified key areas: Neurogenic disorders Dysphagia Reading and writing disorders Fluency Voice	<ul style="list-style-type: none">• Program director	<ul style="list-style-type: none">• 2019-2020

Strategies	Indicators	Person responsible	Time frame
3. Train faculty and students in the application of research methodology and knowledge of evidence-based practice (EBP)	<ul style="list-style-type: none"> • Number of students and faculty that attended seminars/workshops in research methodology and evidence-based practice scheduled by the program 	<ul style="list-style-type: none"> • Program director 	<ul style="list-style-type: none"> • Twice a year
4. Train students in the use of technology for intervention with children and adults with communication and swallowing disorders	<ul style="list-style-type: none"> • Data collected related to use of technological equipment (ex. audiometers) by students for courses, research and clinical experiences 	<ul style="list-style-type: none"> • Program director and Clinical Coordinator 	<ul style="list-style-type: none"> • Twice a year
5. Train students to work effectively with other health professionals	<ul style="list-style-type: none"> • Data collected related the number of activities students of the program participate with students of other health related disciplines (ex. School Psychology, Nursing) in school-based activities, health fairs, guidance sessions and others. 	<ul style="list-style-type: none"> • Clinical Coordinator 	<ul style="list-style-type: none"> • Once a year
6. Promote leadership skills in students	<ul style="list-style-type: none"> • Enrollment of students in the student's chapter of the Puerto Rico Organization of 	<ul style="list-style-type: none"> • Program director in collaboration with the faculty of the program 	<ul style="list-style-type: none"> • Ongoing

Strategies	Indicators	Person responsible	Time frame
	Professionals in Speech-Language Pathology and Audiology (OPPHLA)		
7. Increase faculty and students' participation in conducting research in speech-language pathology	<ul style="list-style-type: none"> • Number of students participating in research projects with faculty • Number of research projects completed 	<ul style="list-style-type: none"> • Faculty 	<ul style="list-style-type: none"> • Ongoing
8. Encourage faculty and students' participation in local, national, educational, research forums and conferences	<ul style="list-style-type: none"> • Number of research projects presented in different forums 	<ul style="list-style-type: none"> • Program director • Faculty 	<ul style="list-style-type: none"> • Ongoing

AREA: STUDENTS

Strategic goal #2. Facilitate the students' academic and clinical experiences by ensuring the support services needed to achieve academic progress.

Objective 2.1. Plan and implement an ongoing academic advising process.

Strategies	Indicators	Person responsible	Time frame
1. Assign an academic advisor to every student enrolled in the program	<ul style="list-style-type: none">• Number of students attended by faculty during the academic advising period• List of students assigned to the academic advisors of the program• Summary reports of the academic advisement process	<ul style="list-style-type: none">• Program director• Academic advisors	<ul style="list-style-type: none">• Once a year

Objective 2.2. Keep record of students' academic and clinical progress in order to implement strategies for their continuation in the program.

Strategies	Indicators	Person responsible	Time frame
1. Collect data from the academic advising process and TK-20	<ul style="list-style-type: none"> • Data retrieved from academic advisors and TK-20 • Number of students that do not meet program expectations, with remediation plans for academic and clinical improvement 	<ul style="list-style-type: none"> • Program director 	<ul style="list-style-type: none"> • Every academic session

Objective 2.3. Ensure that students of the program receive the support services needed to achieve academic progress.

Strategies	Indicators	Person responsible	Time frame
1. Coordinate with support services personnel (ex. admissions officer, technology administrator) the key processes for students' compliance with procedures and requirements of the program	<ul style="list-style-type: none"> • Evidence of minutes of meetings conducted with key personnel from support departments (ex. library, technology department, registrar's, financial aid) 	<ul style="list-style-type: none"> • Program director 	<ul style="list-style-type: none"> • Twice a year

AREA: ASSESSMENT

Strategic goal #3. Apply the institutional process for assessment of learning.

Objective 3.1. Use the online assessment management system TK-20 to evaluate students' progress and improve the quality of the program.

Strategies	Indicators	Person responsible	Time frame
1. Add program competencies, goals and objectives in TK-20.	<ul style="list-style-type: none">• List of program competencies, goals and objectives included in the online assessment system (TK-20)• Reports retrieved including assessment data of learning outcomes	<ul style="list-style-type: none">• Program director in collaboration with faculty	<ul style="list-style-type: none">• Twice a year
2. Select the program competencies to be assessed	<ul style="list-style-type: none">• Data retrieved from the system	<ul style="list-style-type: none">• Program director in collaboration with faculty	<ul style="list-style-type: none">• Twice a year
3. Use assessment results for decision-making	<ul style="list-style-type: none">• List of changes made according to assessment results	<ul style="list-style-type: none">• Program director in collaboration with faculty	<ul style="list-style-type: none">• Twice a year

AREA: PROGRAM RESOURCES

Strategic goal #4. Regularly evaluate the sufficiency of institutional resources assigned to deliver the program of study.

Objective 4.1. Keep upper-level administration informed about program needs of different resources (budget, equipment, personnel, educational and clinical materials, continuing education for faculty) required for delivering the program of study.

Strategies	Indicators	Person in charge	Time frame
1. Request of budget for educational and clinical materials, labs equipment and tests	<ul style="list-style-type: none">• Inventory of materials and equipment purchased• Purchase orders in process• Number of students requests for materials and equipment needed for courses or clinical practicum	<ul style="list-style-type: none">• Program director• Clinical Coordinator	<ul style="list-style-type: none">• Every year
2. Request budget for equipment maintenance	<ul style="list-style-type: none">• Annual contracts of equipment maintenance (ex. audiometers)	<ul style="list-style-type: none">• Program director• Clinical Coordinator	<ul style="list-style-type: none">• Every year

Strategies	Indicators	Person in charge	Time frame
3. Make a needs assessment of support personnel	<ul style="list-style-type: none"> • Results of the needs assessment conducted 	<ul style="list-style-type: none"> • Program director 	<ul style="list-style-type: none"> • Every year
4. Meet with key personnel (ex. Dean of administration, Director of Technology) of support services to identify needs (ex. library resources, classrooms, offices, clinical spaces)	<ul style="list-style-type: none"> • Action plans submitted to request resources for the program 	<ul style="list-style-type: none"> • Program director 	<ul style="list-style-type: none"> • Every year
5. Submit a plan to the Chancellor for getting some financial support for at least one continuing education activity per year for faculty (Director and Clinical Coordinator) of the program	<ul style="list-style-type: none"> • Evidence of continuing education activities funded 	<ul style="list-style-type: none"> • Program director 	<ul style="list-style-type: none"> • Every year

AREA: PUBLIC FUNCTION

Strategic goal #5. Promote students and faculty involvement in community service activities.

Objective 5.1. Foster students' participation in health fairs and community service activities.

Strategies	Indicators	Person in charge	Time frame
1. Coordinate with organizations, programs, schools, and hospitals, students' participation in health-related activities	<ul style="list-style-type: none">• Number of activities in which students participate	<ul style="list-style-type: none">• Clinical Coordinator/Faculty	<ul style="list-style-type: none">• Ongoing
2. Constitute an Advisory Board to serve as liaison with community programs and organizations (public and private) in which students and faculty can provide services to diverse populations with different linguistic and cultural background	<ul style="list-style-type: none">• Credentials of members that constitute the Advisory Board• Minutes of meetings of the Advisory Board	<ul style="list-style-type: none">• Program director	<ul style="list-style-type: none">• At initiation of the program

Strategies	Indicators	Person in charge	Time frame
3. Disseminate faculty and students' participation in community service activities through different media such as television, student's bulleting, digital media, and web page	<ul style="list-style-type: none"> • Number of activities disseminated using media 	<ul style="list-style-type: none"> • Program director • Web administrator 	<ul style="list-style-type: none"> • Ongoing