

Carlow University
College of Health & Wellness (CHW)
Speech-Language Pathology Program (SLP)
EXECUTIVE SUMMARY
STRATEGIC PLAN 2019-2022

SLP Program Mission

The mission of the Speech-Language Pathology Program is to offer an innovative interprofessional learning environment that empowers new leaders in speech-language pathology to excel as evidence-based, compassionate, and responsible clinicians in the creation of a just and merciful world.

SLP Program Vision

The Speech-Language Pathology Program seeks to be a leader of innovation and transformational educational opportunities by providing exceptional training within a diverse, interprofessional collaborative learning environment.

SLP Program Goals

1. Equip students with the required knowledge and skills needed for entry level professional practice in speech-language pathology
2. Establish an innovative, high technology learner-centered curriculum which promotes the development of critical thinking and evidence-based clinical practices
3. Provide a strong interprofessional teaching-learning environment whereby students use cross-disciplinary partnerships to guide clinical decision making
4. Foster a person-centered professional practice climate of mutual respect, professionalism, ethical accountability, self-reflection, and life-long learning

Strategic Planning Process

The Speech-Language Pathology Program’s Strategic Plan was designed to align with the Strategic Plan of the University and the College of Health and Wellness Division Plan. The Mission and Goals of the University, College of Health and Wellness, and Program were the guiding documents in the formulation of the Speech-Language Pathology Program’s Strategic Plan. The Strategic Plan will serve as a guiding document for all aspects of the program.

Strategic Plan Review & Evaluation

All program faculty and members of higher levels of administration have the opportunity to review the plan and suggest revisions. Evaluation of outcomes pertaining to the strategic plan is conducted on an annual basis. In order to ensure that the strategic plan reflects the role of the program within the community, input from an Ad Hoc Community Advisory Board comprised of area clinical educators and interdisciplinary stakeholders is sought out on an annual basis, at minimum.

PROGRAM SPECIFIC REVIEW:

Date Reviewed	Review Year	Review Members
October 2, 2020	2020	<ul style="list-style-type: none"> • Samantha Dalessio, CScD, CCC-SLP • Amanda Truitt-Smith, EdD, CCC-SLP • Kelsey Mandak, PhD, CCC-SLP
November 29, 2021	2021	<ul style="list-style-type: none"> • Samantha Dalessio, CScD, CCC-SLP • Amanda Truitt-Smith, EdD, CCC-SLP • Kelsey Mandak, PhD, CCC-SLP
	2022	

AD HOC COMMUNITY ADVISORY BOARD COMMITTEE REVIEW:

Date Reviewed	Review Year	Review Members
September 29, 2020	2020	<ul style="list-style-type: none"> • Carlow University Members: <ul style="list-style-type: none"> ○ Samantha Dalessio (Carlow Founding Program Director) ○ Amanda Truitt-Smith (Carlow Director of Clinical Education) ○ Kelsey Mandak (Carlow Academic Professor)

		<ul style="list-style-type: none"> • Community Members Present for Review: <ul style="list-style-type: none"> ○ Christie Conrad (Crossroads) ○ Tracey Thomas (UPMC Voice & Private Practice) ○ Suzan Kupperman (Carlow Alumni) ○ Michelle Parfitt (DePaul School) ○ Kristin Cangilla (UPMC- Children’s) ○ Nancy Hill (Pittsburgh Public Schools)
December 2, 2021	2021	<ul style="list-style-type: none"> • Carlow University Members: <ul style="list-style-type: none"> ○ Samantha Dalessio (Carlow Founding Program Director) ○ Amanda Truitt-Smith (Carlow Director of Clinical Education) ○ Kelsey Mandak (Carlow Academic Professor) ○ Jerald Moon (Adjunct Professor) ○ Mona El-Kady (Adjunct Professor) ○ Quinn Guy (Administrative Assistant) • Community Members Present for Review: <ul style="list-style-type: none"> ○ Christie Conrad (Crossroads) ○ Tracey Thomas (UPMC Voice & Private Practice) ○ Michelle Parfitt (DePaul School) ○ Lynn Golightly (UPMC-Children’s) ○ Kelly Papst (Pittsburgh Public Schools) ○ Heather Edwards (UPMC-Children’s) ○ Kristen Stackiewicz (Children’s Institute)
	2022	

Strategic Plan, Metrics, & Outcomes

University				Outcomes		
Pillar	CHW Goal	SLP Initiatives	Metric	2020	2021	2022
Accelerate Growth	Acquire better data about enrollment, persistence, retention, and transfer rates	To review SLP enrollment, persistence, retention, and transfer rates	Track SLP enrollment, persistence, retention, and transfer rates	N/A	N/A	
	Increase enrollment	To successfully enroll the first cohort of 20 graduate students in the Fall 2021			Enrolled inaugural cohort of 22 students	
	Improve persistence and retention rates	To initiate collaborative efforts with the Admissions and Marketing and Communications departments			Initiated a marketing and admissions plan for the 2021-2022 admission cycle to include digital ads, open houses (virtual and in-person), clinic story, strengthened recruitment efforts. Initiated plan to design a Carlow SLP commercial for 2022. In December 2021, collaborated with Admissions on automating the virtual interview process using SLATE.	
	Implement changes to make Carlow more	To offer opportunities for graduate	Track total number of courses offered	Planned: 16/60 credits throughout the program	Planned: 21/60 credits	

	attractive/friendly to transfers	coursework through distance education	through distance education			
			Track student response to distance education offerings	N/A	N/A	
	Establish internships in home care	To establish a diverse clinical externship program that includes school and healthcare based settings	Track percentage of externship offerings by setting	Healthcare: 31% (21/68 placements) School-Based: 60% (41/68 placements) Mixed School/Healthcare: 9% (6/68 placements) * 16 additional healthcare and 15 additional school-based placements in process	Healthcare: 36% (30/83 placements) School-Based: 55% (46/83 placements) Mixed School/Healthcare: 8% (7/83 placements)	
	Improve collaborative scholarships					
Improve systems capabilities to reduce manpower/workload for tasks that should	To secure e-based student portfolio systems for tracking acquisition of knowledge and skills	Secure e-based student portfolio system by Fall 2021	Secured CALIPSO platform in June 2020	Beginning in August 2021, successfully initiated documentation for acquiring knowledge and skills and appropriate		

	be accomplished by computers				clearances using the CALIPSO system.	
		To secure the use of the centralized application service, CSDCAS, for improving efficiency of admission processes	Secure CSDCAS application system for the incoming Fall 2021 cohort	CSDCAS System configured and launched July 15, 2020	CSDCAS System re-configured and launched on July 15, 2021. Matriculation data submitted to CSDCAS for 2020-2021 admissions cycle in November 2021. In December 2021, the program initiated an automated virtual interview process through SLATE to assist with improving review efficiency.	
Optimize Learning	Recruit high caliber full time faculty	To successfully recruit the director of clinical education (DCE) and additional doctoral level faculty	Hire DCE by July 2020. Hire additional doctoral level faculty in accordance with CAA accreditation standards	<ul style="list-style-type: none"> • DCE: Hired June 1, 2020 • 1 Doctoral Level Full Time Faculty Member: Hired October 1, 2020 • Planned: One additional doctoral level faculty and part-time audiologist for Fall 2021 	<ul style="list-style-type: none"> • Open search for 1 doctoral level faculty member (tenure-track) 	

	Invest in recruitment and retention of high quality preceptors and adjunct faculty	To successfully recruit high caliber adjunct faculty as program needs arise	Hire adjunct faculty as need arises	Planned: Summer 2022	<ul style="list-style-type: none"> • Fall 2021: 4 adjunct faculty members hired: <ul style="list-style-type: none"> • 3 PhD • 1 MD • Spring 2022: 3 additional adjunct faculty <ul style="list-style-type: none"> • 1 PhD • 2 clinical Master's level 	
		To successfully establish partnerships with high-quality off-campus clinical educators who demonstrate evidence of compliance with the 2020 supervision training requirement	Complete a list of 30 potential externship site partnerships by Fall 2020	Completed a confirmed list of 68 externship site placements as of September 30, 2020 with 31 additional externship site placements in process	Completed and confirmed list of 83 externship site placements as of November 29, 2021.	
	Invest in faculty development	To provide faculty development opportunities such as attendance at regional, state, and national conferences	Track completion of professional development opportunities, works of scholarship (e.g. grants, publications, presentations, research), and	Faculty Professional Development, Scholarship, & Service in 2020: Professional Development: 1. CAPCSD Webinars 2. IPEC Institute Conference with the	Faculty Professional Development, Scholarship, & Service in 2021: Professional Development: 1. CAPCSD Webinars 2. ASHA Conference 2021	
		To foster faculty participation in scholarship and professional service activities				



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professional service activities (e.g. committee work, advocacy etc.)

PA Program (12/2020)

Scholarship:

1. Publications:
 - a. 4 accepted
 - b. 2 in preparation
 - c. 1 under revision
2. Editorial Board Memberships:
 - a. 2 memberships
3. Manuscript Reviewer:
 - a. 5 different peer-reviewed journals
4. Peer-reviewed national presentations:
 - a. 2 accepted
 - b. 1 invited

Professional Service:

1. ASHA Convention Topic Committee Models of Academic & Clinical Education

3. ASHA AAC Online Conference
4. CAPCSD Conference 2021 Conference
5. Speech Pathology.com

Scholarship:

1. Grants:
 - a. ASHFoundation New Investigator's Grant
2. Publications:
 - a. 3 published
 - b. 1 accepted
 - c. 2 in preparation
3. Editorial Board Memberships:
 - a. 3 memberships
4. Local, state and national presentations:
 - a. 2 peer-reviewed
 - b. 4 invited

Professional Service:

1. Local Pittsburgh, PA West Oakland community outreach

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				2. Invited Guest ASHA SIG 11 Coordinating Committee	(speech and hearing screenings) 2. Member of ASHA SIG 11 Coordinating Committee 3. SIG 11 Research Networking Group	
	Focus on standardizing advising processes using evidence-based practices					
	Keep up to date on current trends in healthcare and healthcare education	To design a curriculum that includes the development of critical thinking and aligns with interdisciplinary learning opportunities according to IPEC competencies	Track course offerings and clinical opportunities pertaining to IPP/IPE, critical thinking, and/or which have a high technology focus	Planned: <ul style="list-style-type: none"> • 4 IPE courses • 10 Clinical Skills Labs • 1 Diagnostics Lab • 1 Hearing Measurement Lab • 5 On-Campus Clinical Practicum courses • 2-3 Off-Campus Clinical Practicum courses 	Completed: <ul style="list-style-type: none"> • 1 IPE courses • 3 Clinical Skills Labs • 1 Diagnostics Lab • 1 Hearing Measurement Lab • 1 anatomy and physiology dissection lab (head, neck and thorax) Planned: <ul style="list-style-type: none"> • 3 IPE courses • 7 Clinical Skills Labs • 1 Diagnostics Lab 	

					<ul style="list-style-type: none"> • 1 Hearing Measurement Lab • 5 On-Campus Clinical Practicum courses • 2-3 Off-Campus Clinical Practicum courses
	To provide a learning environment that includes high technology including simulation, distance education, telesupervision, and international partnering				<p>SLP 720/7201 included teletherapy opportunities with adults diagnosed with aphasia. Planning for stroke simulation is underway for Spring 2022 using CSCIL.</p>
Build supportive inclusive environments	To support a teaching-learning climate of valuing diverse cultures, perspectives, and cultural competence	Track opportunities to engage with diverse populations and participate in international experiences	<p>Planned:</p> <ul style="list-style-type: none"> • Provide access of SLP services to underserved populations in greater Pittsburgh area • Carlow University Poverty Simulation • Consider service learning opportunities 	<p>Completed:</p> <ul style="list-style-type: none"> • Outreach to Pittsburgh West Oakland community for access to Carlow’s SLP Clinic. • Outreach to provide hearing screenings to various local schools from diverse 	

			<p>(e.g. Native American reservations, international service projects)</p> <ul style="list-style-type: none"> Consider interprofessional career readiness mini workshop opportunities 	<p>communities within the local Pittsburgh area</p> <ul style="list-style-type: none"> Client caseload for the SLP Clinic ranges across the lifespan and includes diverse cultures, backgrounds, and disorder areas. <p>Planned:</p> <ul style="list-style-type: none"> Consider interprofessional career readiness mini workshop opportunities Pursue additional service learning opportunities Carlow University Poverty Simulation
	Track courses that focus on the development of cultural competence	<p>Planned:</p> <ul style="list-style-type: none"> 44/46 courses 	<p>Completed:</p> <ul style="list-style-type: none"> 9/46 courses <p>Planned:</p> <ul style="list-style-type: none"> 34/46 courses <p>In addition, the SLP Program initiated a multi-</p>	

					part workshop training focusing on cultural and linguistic competence in alignment with program DEI initiatives.	
	Address academic integrity concerns, cheating, plagiarism, etc.					
Build Financial Health	Address enrollment challenges	To attract and retain a diverse community of learners beginning in the Fall 2021 semester	Review student demographic information	N/A	14% of student cohort from diverse backgrounds and cultures	
	Optimize inventory control & management	To evaluate the program's current inventory of equipment and supplies and identify the need for new and/or replacement items	Create a list of purchased equipment and supplies. Track repairs and replacement items needed.	Completed operational and capital equipment list with procurement plans for next 3 fiscal years	Equipment list created that includes equipment name, amount, service dates, item numbers, cost, publishers, and warranties. The SLP Administrative Assistant reviews and tracks the list at a minimum of once per month.	
	Encourage and facilitate grant writing	To explore internal and external grant opportunities	Secure at least one grant by 2022	N/A	Secured 1 grant through the ASHFoundation in 2021. Will continue to explore additional external and internal grant opportunities.	

	Appeal for alumni giving					
	Identify, investigate and pursue other revenue streams (CSCIL trainings, Workshops, Fee Structures, Sponsorship, IT, Vendor Fees @ events)	To explore offering professional development workshops and continuing education opportunities relevant to the field of communication sciences and disorders	Begin providing clinical educator training seminars and workshops beginning in 2022	Planned: <ul style="list-style-type: none"> • Orientation for externship supervisors • Professional development opportunities for externship supervisors 	Planned: <ul style="list-style-type: none"> • Orientation for externship supervisors. Handbook and virtual presentation planned for summer 2022. • Professional development opportunities for externship supervisors 	
Create Collaborative Environments	Implement innovative simulation models	To foster learning through the use of simulation models	Track type and amount of simulation opportunities provided to students with a goal of 75 clinical hours of simulation per student	Planned: <ul style="list-style-type: none"> • 20/46 courses with potential simulation experiences 	Approximately 10-15 hours were offered during the Fall 2021 semester across all offered coursework completed in semester 1.	
	Implement interprofessional education/practice (IPE/IPP) simulation scenarios in the curriculum	To develop a mission and curriculum that focuses on building a culture of interprofessional practices	Review and revise mission and curriculum to align with IPEC competencies	Planned: <ul style="list-style-type: none"> • IPE 710, 711, & 712 Critical Thinking Series courses aligns with IPEC. 	IPE 710 was completed during the Fall 2021 semester. This course was designed and offered in collaboration with the PA Program Faculty. Various	

	development for SLP, PA, OT, PT and existing CHW programs			Further development of these courses s/p IPEC Institute project with PA Program in December 2020	other faculty from OT and PT participated. An IPE simulation and more hands on case management is being planned for the 2 nd credit offered in Spring 2022.	
	Refine and expand capacity of CSIL/Hopkins lab for HFS and standardized patients	To collaborate with existing on-campus resources to build an on-campus speech-language pathology (SLP) clinic	Create a fully operational SLP clinic by Fall 2021	Planned: Fall 2021	<ul style="list-style-type: none"> • 16 completed diagnostic evaluations in the Fall 2021 semester • Caseload continues to grow with 10 already planned for Spring 2022 • 12 clients scheduled for Spring 2022 SLP Therapy Clinic <ul style="list-style-type: none"> ○ 2 teletherapy ○ 1 hybrid ○ 9 in-person • Camera system was upgraded to Intelligent Solutions VALT system in December 2021 	

	Build strong connections between classroom activities and clinical practice through expansion of experiential learning for all programs in the CHW	To create a synergistic climate among all faculty whereby clinical and academic curricula are designed in tandem and the use of evidence-based pedagogical methods (case-based learning, Socratic seminars, strategic questioning) are readily infused into the teaching-learning environment	Review and revise pedagogical methods that foster a collaborative bridging of theory and clinical practice	Planned: <ul style="list-style-type: none"> • Core courses are both didactic and clinical skills lab experiences. • On-campus school practicum experiences. • Simulation experiences 	Initiated the first semester of didactic/lab courses to facilitate theory with clinical practice. On-campus clinical rotations are planned for Spring 2022 including clinic and campus school. Teletherapy integrated within SLP 7201 course
			Track SLP experiential learning opportunities	Planned: <ul style="list-style-type: none"> • 31/46 courses with potential experiential learning opportunities 	Fall 2021 Completed: <ul style="list-style-type: none"> • A & P Dissection Lab • SLP 7201 • SLP 7241 • SLP 7281 • SLP 770 and 771