**Long-Term Strategic Plan**
Graduate Program in Speech-Language Pathology
Queens College

**Executive Summary 2020-2021**

**Long-Term Strategic Goals – 2018-2021**

1. Obtain ‘state of the art space’ to house the graduate program in Speech-Language Pathology and increase its capacity to provide additional clinical services and community programs.
2. Further increase the integration and interconnections between coursework, clinical teaching/practicum and research in graduate clinical education.
3. Increase information and interconnections between the program, college and surrounding community.
4. Maintain and further enhance the excellence of the graduate program and its organizational effectiveness and efficiency.

**Annual Sub-goals and Outcomes – 2020-2021**

**Sub-Goal for LT Goal #1** Obtain appropriate ‘swing space’ to meet the needs of the Speech-Language Hearing Center (SLHC) and its clinical and academic programs while the gut renovation of the current location takes place.

**Outcome:** The renovation of the SLHC was postponed following the temporary closure of the building and limited in-person access to the campus throughout the COVID pandemic. The Graduate Program Director, Department Chair and Associate Chair met with Queens College administration in early spring 2021 to formulate a re-opening plan for the SLHC in fall 2021. The ‘swing space in Kissena Hall first floor, in addition to the three adjoining classrooms on the first floor were determined to be an adequate facility to temporarily house the SLHC. Planned renovations for the temporary space would allow for ADA bathroom accessibility and adherence to concerns about confidentiality, health and safety and parking. The SLHC will be completing its move to the swing space by mid-August 2021 and will be operational for the fall semester. Additional offices and storage space will be maintained in Kissena Hall on the third floor. Renovation is slated to commence on the SLHC in November of 2021.

**Sub-Goal for LTP Goal #2** To develop additional interprofessional education (IPE) and skill connection/development for students going into adult graduate externships at medical settings.

**Outcome:** The SLP program participated in the development of CUNY’s Health and Human Service programs initiative to integrate interprofessional education in our programs. Through the temporary distance learning format the program conducted simulated IPE learning events using patient, community and public health case scenarios with the input from multiple disciplines (e.g. speech language pathology, audiology, nursing, social work, occupational therapy, physical therapy) across 14 CUNY colleges. The simulated client cases were designed by the interprofessional group of 25 faculty members, and students from all program disciplines participated together in the scenarios. All our second-year SLP students participated in and observed at least one simulation, for a minimum total of two experiences. Students were given the cases and each assumed their professional role in presenting the client information, discharge planning, treatment suggestions, and family counseling. The students were guided and observed by faculty moderators. At the end of the fall semester, the student participants and faculty members evaluated the pilot project and the feedback was analyzed. Results indicated a marked increase in the awareness and understanding of other health care professional skills, strengths, and expertise in patient...
care, as well as an increased confidence in their ability to present individual discipline’s information to other health care professionals on the team. The program continued in the spring semester with similar results. The project is slated to continue with updated cases for the 2021-22 academic year with an expansion to include pediatric clients in medical/rehab settings and discharge planning to re-enter school programs. All second-year students will continue to participate.

**Sub-Goal for LTP Goal #3**  Provide clinical specialty services that expand learning opportunities for graduate students and further expand access to these services to underserved populations in the surrounding community.

**Outcome:** The Speech Language and Hearing Center received a grant from the Parkinson’s Voice Project in the summer of 2020 which enabled us to establish a new program for our adult population who present with Parkinson’s Disease. Two faculty members and 28 graduate students were successfully trained in the SpeakOut! assessment and treatment protocols and The LOUD Crowd group dynamic. The program opened in the fall of 2020 and successfully developed an active referral base for community clients and two LOUD Crowd groups. Student assessment of the experience was highly positive. They indicated increased knowledge, awareness, and skill with respect to assessing and treating communication challenges for people with Parkinson’s Disease. Additionally, several students reported using these newly acquired skills in their adult externship placements. In the spring of 2021, the program was awarded a second grant from PVP which allowed additional faculty members and graduate students to be trained. We anticipate an increase in the community served and an expansion of both programs.

**Sub-Goal for LTP Goal #4** – Utilize contemporary technologies to move program information and student outcomes from hard copies/paper to digital format and storage with appropriate encryption.

**Outcome:** We continue to have the support of the Queens College administration to pursue digital, encrypted programs that are available to document clinical and academic assessments and outcomes (e.g. Calipso system) and the potential use of the computerized graduate admissions system of the Council of Academic Programs in Communication Sciences and Disorders (CAPCSD). Further discussions regarding implementation of either resource with the CUNY Allied-Health Chief Administrator was placed on hold during the COVID pandemic and will be readdressed in the Fall 2021.