

Queens College Graduate Program in Speech Language Pathology
Long Term Strategic Plan 2022-2025
Executive Summary 2022

Long Term Strategic Goals, 2022-2025

1. Obtain a 'state of the art' space to house the graduate program in Speech Language Pathology with the capacity to provide additional clinical services and academic and community programs.
2. Expand the commitment to serve the community and college through enhanced communication and interprofessional connections among the program, college and surrounding community
3. Further promote diversity, equity and inclusion within the program and support the development of clinicians and researchers who are committed to diversity, equity and inclusion.
4. Encourage innovations in academic and clinical education to expand graduate student knowledge and clinical application skills consistent with ethical, evidenced-based practices in speech language pathology.
5. Recruit and support faculty members who are committed to high quality graduate education, equity and inclusion.

Annual Subgoals and Outcomes for Program's Long Term Strategic Plan

Sub-Goals for LTP Goal #1

Work with the administration and renovation team to ensure that the temporary "swing space" is appropriate for academic and clinical functions as well as ADA accessible for all persons who utilize the facility.

Consult with the renovation team as needed to ensure renovation of the Gertz Building will meet the future needs of the program.

Outcome: Updates to the temporary swing space were completed in September 2021, including all necessary adaptations and accommodations for ADA accessibility, privacy/confidentiality, and security. The program resumed in-person coursework and clinical education during the Fall 2021 semester.

Renovation work on the Gertz building was delayed and did not start until March 2022.

Currently, the expected timeframe for complete renovation is still 18-24 months from the start date. We will continue to be available to the renovation team as needed throughout the construction.

Sub-Goal for LTP Goal #2

Development of on-campus Interprofessional Education events with the Nutrition and Dietetic Services Program will focus on mutual appreciation and awareness of each other's respective roles in patient healthcare.

Outcome: This spring, faculty and students from the Nutrition and Dietetic Services and Speech Language Pathology programs shared an interprofessional learning experience focused on dysphagia and nutrition. The faculty members discussed their professional roles and responsibilities and led the students in a discussion of how their respective professions collaborate to benefit patient care. Students engaged in activities including oral mechanism examinations, nutritional intake interviews, and a simulated case discussion focused on their complimentary roles in patient care. Pre-event and post-event assessments were completed by the students and the initial findings evidenced a marked increase in professional understanding of each other's roles and responsibilities and strong support for more interprofessional events. As a result, the event will be added to the regular curriculum and two additional events will be planned for the following year.

A second IPE Event was hosted by the program on our campus in collaboration with the CUNY Health and Human Services Department. Healthcare programs from across the four Queens based CUNY colleges (LaGuardia Community College, Queensborough Community College, York College and Queens College) participated in a panel discussion discussing their professional roles and responsibilities and interprofessional collaboration in patient care. The discussion was followed by a simulated case presentation by the panel and student participants. Healthcare professionals represented included Speech Language Pathology, Nursing, Occupational Therapy, Counseling, Nutrition/Dietary, and Public Health Administration. Approximately 100 students attended the event representing the four colleges. Post event evaluations indicated the event was well received and enhanced the students' awareness of other professionals' roles as well as the collaborative process involved in patient healthcare.

Sub-Goal for LTP Goal #3

The curriculum committee reviewed the syllabi of select courses to ensure inclusion of academic and clinical content that prepares the students to serve culturally diverse populations in an equitable and inclusive manner.

Outcome: The curriculum committee made suggestions in 4 courses that were accepted and integrated over the academic year. Enhanced content included discussion and readings about raciolinguistic ideology and its impact on language in the educational setting; assessment of bilingual preschool children and the family's cultural response to health care and disorders; broadening the understanding and commitment to cultural humility; and advocacy initiatives for increasing diversity in the profession. Curriculum review will continue next year.

Sub-Goal for LTP Goal #4

Faculty discussions focused on innovations in clinical education to expand graduate student knowledge and clinical application skills began in the spring with suggestions including: enhancing student awareness of mental health issues which may be effecting our clients/caregivers post COVID; expanding group therapy services to clients with Dementia with a focus on caregiver coaching and support; collaborating with the Drama department to foster pragmatic and social language skill opportunities for children on the autism spectrum; further collaboration across campus with the Education Department focused on IPE events and bilingual learning.

Outcome: Several committees were formed and will meet in the fall to explore possible action plans for several of the suggested enhancements.

In late spring, a discussion was held with the Dean of Education, several members of the Education Department, the Graduate Program Director of Speech Language Pathology, and the Undergraduate Program Director in Communication Sciences and Disorders to discuss a beginning framework for collaborative IPE work between our programs. The committee will resume in the fall to review and implement initial learning activities.

Sub-Goal for LTP Goal #5

Hire a new, distinguished faculty member committed to teaching, research, service, diversity, equity and inclusion, with the potential to become the Program Director.

Outcome: This will be discussed during the Fall 2022 semester.