

Queens College Graduate Program in Speech Language Pathology
Long Term Strategic Plan 2022-2025
Executive Summary 2022-2023

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

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

Outcome: The Speech Language Hearing Center (SLHC), continued in its temporary location in Kissena Hall 2, across the street from the main campus as construction on the Gertz Building continued this past year. The SLHC remained fully operational in this temporary setting for both in-person and telehealth treatment and evaluation services.

Renovation work on the Gertz building continued and currently, the expected timeframe for completion of the renovation is late Spring 2024. We have been actively involved with the renovation team and administration in determination of equipment, room modifications, and furniture selection over the spring semester, and anticipate increased consultation as the project moves closer to completion.

Sub-Goal for LTP Goal #2

- a. Development of parent/guardian coaching program in collaboration with our on-campus Child Development Center to enhance understanding of communication skills in the preschool population.

Outcome: Speech language pathologists and graduate students collaborated with the special education staff at the on-campus Child Development Center and presented several 'brown-bag'

presentations to interested parents, guardians and staff at the center. Lectures were interactive and activity based to allow information to be generalized to settings outside the preschool center. Topics focused on language development, language and play, nonverbal communication, and differences vs. disorders. The program will continue next academic year and topics will be expanded to include areas noted in survey feedback.

- b. Develop broader community outreach opportunities for graduate students by engaging with advocacy groups on local/national levels.

Outcome: The students, faculty, and staff of the Speech Language Hearing Center (SLHC) joined with the client participants from our Reclaiming Your Voice program at the Parkinson's Unity Walk this spring held in New York City. The SLHC collaborated with the Michael J Fox Foundation to host a booth at the Walk where the graduate students provided information on speech and swallowing treatment services for people with Parkinson's, and interacted with broad range of health care professionals and advocates who were discussing and demonstrating new treatment techniques and advances in Parkinson's Disease. This experience enhanced students' knowledge of available community, local and national resources for our clients.

Sub-Goal for LTP Goal #3

The curriculum committee suggested changes to the Orientation program for incoming students to better prepare new students about our program's missions regarding cultural responsiveness, diversity, equity and inclusion.

Outcome: Each incoming class has a week-long orientation program that discusses the program mission, goals, and expected learning outcomes. It has been updated to include more dedicated and specific discussion, learning opportunities, self-reflection activities, and guest speakers to establish a stronger presentation and foundation in the areas of cultural responsiveness, cultural humility, diversity, equity, and inclusion. The foundational concepts will be revisited in LCD 729 each semester, and in coursework contexts throughout the program.

Sub-Goal for LTP Goal #4

In the fall, the faculty subcommittees presented information on previously discussed innovations in clinical education to expand graduate student knowledge and clinical application skills. One selected initiative focused on "mental health for the non-mental health professional", which enhanced student awareness of infant mental health development and the role this plays in healthy development of communication, play, and cognitive engagement as well as the role of a speech language pathologist in supporting families and clients. This was particularly relevant to enhance our graduate student clinicians' abilities to ethically serve our clients/caregivers/care partners in this 'post COVID' era.

Outcome:

Three guest speakers who were distinguished professors, practitioners, and researchers in the areas of mental health, infant mental health development, and interprofessional engagement spoke to both cohorts of graduate students and faculty on separate occasions. Lectures presented foundational and collaborative information in the aforementioned areas and were dynamic and interactive. Guest lectures included case study discussions focused on clinical

application of discussed theories, and the interprofessional role of speech language pathologists and mental health professionals, including psychologists, social workers, and counselors. Multiple additional discussion sessions led by faculty members allowed students to continue to integrate the knowledge and discuss clinical applications and modifications to their treatment approaches throughout the academic year.

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: A broad search was completed over the 2022-23 academic year with a focus on securing a new faculty member meeting the above noted criteria. An excellent candidate was selected, and a strong offer was presented to the candidate by the college. After a lengthy consideration, the candidate declined our offer. As no other candidate met the established criteria, the program met with our Dean and requested that the search continue through next academic year. This request was approved by the Dean and Provost, and thus the search for a new distinguished professorial faculty member will continue in the Fall 2023.