



*UNIVERSITY OF PUERTO RICO  
MEDICAL SCIENCES CAMPUS  
DEPARTMENT OF GRADUATES PROGRAMS  
SPEECH LANGUAGE PATHOLOGY PROGRAM*

*STRATEGIC PLAN  
2014 - 2019*

## INTRODUCTION

This Plan was designed by the Program's Faculty taking into consideration results of the evaluation of the previous strategic plan, student's and clinical instructor's recommendations and the Program's vision and mission statements. Using these as a platform, the faculty developed goals and objectives that addressed programmatic, faculty and student's needs. The goals and objectives are in conformity with the Institution's mission, which reaffirms its entrustment with teaching, research, and service in the health sciences. It is also consistent with the American Speech-Language-Hearing Association's recognized national standards for entry into professional practice, which promote basic scientific study of communication and swallowing processes, appropriate academic and clinical preparation of individuals entering the discipline of human communication sciences and disorders, swallowing disorders and research in the field. The program's faculty regularly evaluates the congruence of the Program's and Institution's goals and the extent to which these goals are met.

The Plan is based on five focus areas. Specific measurable indicators of success will be used for assessing each area. Each focus area consists of one or more objectives and will be revised at the end of each academic year. Strengths, limitations, opportunities, and new outcomes will be identified and developed accordingly to specific needs. The whole Strategic Plan will be revised every five years.

The Program's Focus Areas will be modified or changed in response to the Program's needs and stage of development at the time of the Plan's revision. The Program's Director will guide the implementation of this Plan with the collaboration of Program faculty.

#### VISION STATEMENT

The Graduate Program in Speech-Language Pathology at the School of Health Professions of the University of Puerto Rico, Medical Sciences Campus, aspires to be recognized as an academic program that establishes guidelines regarding ethical standards and quality of services in Speech-Language Pathology and that promotes the constant pursuit of knowledge through teaching, research, and clinical service delivery.

#### MISION STATEMENT

As part of the School of Health Professions, the Speech–Language Pathology Program of the Department of Graduate Programs has the mission of preparing the Speech-Language Pathologists that Puerto Rico needs; promoting research, clinical services, and the maintenance of current knowledge and skills of the discipline. Through academic and clinical teaching, the Program promotes that its graduates evidence the knowledge, attitudes, and clinical and interpersonal skills necessary for their utmost professional performance in the discipline of human communication sciences and disorders, including swallowing disorders. The Program fosters the development of critical thinking in its faculty, students, and graduates, as well as improvement of clinical services, judgment, and procedures. It also promotes research and prevention of disorders of human communication.

## ENVISIONED FUTURE IN 2019

It is 2019, and the Program continues to be the first choice for students aspiring become speech-language pathologists in the Puerto Rico. Its faculty is recognized locally, nationally and internationally. The students of the Program are supervised in a variety of settings and have experience with clients across the age span, which present a variety of communication disorders, by clinical instructors that possess highest credentials and use in evidence-based practices to support their decision making process. The Program meets national accreditation requirements under the auspices of the American Speech-Language-Hearing Association. The Program develops outstanding clinicians, and continues to form leaders for the discipline and profession through research, teaching, service, and outreach efforts. Graduates of the Program have an entrepreneurial mindset that allows them to identify and / or create new approaches to achieve their career goals. Our graduates also participate as member and or leaders in professional organizations. The Program continues to foster relationships with other academic programs, especially with Audiology, Occupational Therapy and Physical Therapy, in order to collaborate in interprofessional didactic, service and research activities. Faculty members have the time to pursue research in topics of interest, obtain grants, and develop special projects in collaboration with other disciplines. In order to strengthen its curricular offering, the Program has updated its curriculum. The Program uses up-to-date computing and other technological advances in its teaching, research and service components.

## CORE VALUES

The Speech–Language Pathology Program is committed to excellence. The core values to guide our policies, procedures and daily practices are in accord with those of the Medical Sciences Campus, which are:

- **Excellence** at the core of academic life and faculty activities.
- **Integrity** in university activities and processes.
- **Respect** for the search of truth, justice, freedom, equality, and human dignity.
- **Commitment** to ethical, humanistic, and professional standards.
- **Honesty** and respect in communication.
- **Creativity and innovation** in generating ideas, developing new knowledge, searching for solutions and making decisions.
- **Professionalism** characterized by inter-professional collaboration, flexibility, and acceptance of diversity.
- **Leadership and social responsibility** in addressing the health problems of the population of Puerto Rico.
- **Sensitivity** and commitment to the needs of the community.

In addition the Program is committed with

- Continuing education and independent learning, fostering reflection and creative and critical thinking.
- Comprehensive development of the physical, mental, social and spiritual health of human beings.

## FOCUS AREAS OF THE STRATEGIC PLAN

1. Preparation of Speech-Language Pathologists
2. Faculty Development
3. Program Visibility
4. Financial Resources
5. Research
6. Inter-professional Collaboration

FOCUS: Preparation of speech-language pathologists

GOAL 1: Provide students with optimal educational experience that fosters the development of highly qualified entry-level professionals. This goal aligns with goals 1, 3, 4 and 10 of the School of Health Profession's (SHP) strategic plan.

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

STRATEGIES	INDICATORS	PERSON (S) RESPONSIBLE	TIME FRAME
Maintain the expected standard requirements for the continuing accreditation of the Program by the Council on Academic Accreditation in Audiology and Speech-Language Pathology	<ul style="list-style-type: none"> <li>▶ Satisfactorily comply with the SHP annual strategic plan evaluation</li> <li>▶ Satisfactorily approval of CAA's Annual Report.</li> </ul>	Program's Director	On going
Offer an updated curriculum.	<ul style="list-style-type: none"> <li>▶ Approval of Program's curricular changes.</li> <li>▶ Annual results of student's satisfaction survey</li> <li>▶ Results of employer's satisfaction survey</li> <li>▶ Results of alumni's satisfaction survey.</li> <li>▶ Passing rate on Program's comprehensive examination</li> <li>▶ Passing rate on PRAXIS examination in SLP</li> <li>▶ Passing rate on local licensing examination</li> </ul>	Program's Director with collaboration of the faculty	On going

OUTCOMES:

<p><b>OBJETIVE 1.2:</b> Increase the number of top quality faculty in the Program in order to strengthen the areas of teaching, research and service for adult population with language and neurogenic disorders.</p>			
STRATEGIES	INDICATORS	PERSON (S) RESPONSABLE	TIME FRAME
<p>Work with the Dean and Director of the Department towards the recruitment of a new tenure-track faculty position for the Program.</p> <p>Interview doctoral level candidates for a tenure- track position with expertise in the priority areas identified by the program.</p> <p>Recruit a new professor.</p>	<p>Appointment of a new faculty member on a tenure track position.</p>	<p>Program's Director</p> <p>Program's Director</p> <p>Program's Director</p>	<p>First semester of the Academic year 2015-16</p> <p>Second semester of the Academic year 2015-16</p> <p>Summer of the Academic year 2015-16 (for begin in the first semester of the Academic year 2016-17)</p>
<p><b>OUTCOMES:</b></p>			

OBJETIVE 1.3: Furthering knowledge on the Evidence Based Practice (EBP) process in the Program's clinical instructors.			
STRATEGIES	INDICATORS	PERSON (S) RESPONSABLE	TIME FRAME
Offer courses to clinical instructors to develop efficient computer search strategies.	<ul style="list-style-type: none"> <li>▶ Number of instructors attending courses.</li> <li>▶ Good feedback from students through questionnaires</li> </ul>	Clinical Coordinator	2015-16
Offer courses to clinical instructors on how to do a systematic reviews/meta-analysis.	<ul style="list-style-type: none"> <li>▶ Results on post-tests on each course session.</li> </ul>		2016-17
Implement monthly Rounds to discuss case studies, using EBP processes for supporting the chosen treatment decisions.	<ul style="list-style-type: none"> <li>▶ Number of students and faculty participating in the Rounds.</li> </ul>		Monthly
OUTCOMES:			

OBJETIVE 1.4: Provide experiences to the students with relevant cutting edge technology for clinical and research application.			
STRATEGIES	INDICATORS	PERSON (S) RESPONSABLE	TIME FRAME
Sustain and enhance instrumentation and devices in Program's laboratories.	<ul style="list-style-type: none"> <li>▶ Calibration of audiometers and other equipment.</li> <li>▶ Number of new equipment, software and / or devices acquired for each lab.</li> </ul>	Program Director	Annually
Monthly provision to students of demonstration on different ways instruments or devices work and/or can be used in clinical settings or for research.	<ul style="list-style-type: none"> <li>▶ Number of students attending demonstration activities.</li> <li>▶ Results on post-tests on each demonstration session.</li> <li>▶ Number of students that borrow equipment for use in clinical practice or research.</li> </ul>	All Faculty	At least one activity per semester  Annually
OUTCOMES:			

OBJETIVE 1.5: Promote leadership skills in students.			
STRATEGIES	INDICATORS	PERSON (S) RESPONSABLE	TIME FRAME
<p>Assign a faculty advisor for each Student Organization for planning and development of activities.</p> <p>Offer orientation to students regarding membership and participation in Student's Organizations, such as OPPHLA and NSSLHA.</p> <p>Offer membership awards through each student's organizations for those students who demonstrate outstanding leadership skills.</p> <p>Promote student's collaborative work among students from different allied health professions on community activities.</p>	<ul style="list-style-type: none"> <li>▶ Professor selected as advisor</li> <li>▶ Number of students participating as active members of OPPHLA's Student Chapter.</li> <li>▶ Number of students participating as active members of NSSLHA's Student Chapter</li> <li>▶ Number of students nominated for Awards.</li> <li>▶ Number of activities sponsored by each organization and results of the evaluation of these activities.</li> <li>▶ Number of activities on which Program's students worked together with students of others disciplines.</li> </ul>	<p>Program's Director</p> <p>Student's advisor</p>	<p>Annually</p>
OUTCOMES:			

**FOCUS: FACULTY DEVELOPMENT**

**GOAL 2:** Promote and ensure faculty development.  
 This goal aligns with goal 4.2 of the School of Health Profession's (SHP) strategic plan.

**OBJETIVE 2.1.** Provide support for faculty's attendance to professional development activities.

STRATEGIES	INDICATORS	PERSON (S) RESPONSABLE	TIME FRAME
Identify financial resources for faculty's attendance to professional development activities in their corresponding specialty areas.	<ul style="list-style-type: none"> <li>▶ Number of faculty who attend to local, national or international continuing education activities each academic year.</li> </ul>	Program's Director All Faculty	Annually
Promote faculty participation in professional development activities related to the teaching-learning process to improve current instructional practices in their courses.	<ul style="list-style-type: none"> <li>▶ Number of faculty who attend to workshops and /or courses related to the teaching-learning process each academic year.</li> <li>▶ Evidence in course syllabus of the incorporation of new teaching-learning strategies.</li> </ul>		Annually  Annually
<b>OUTCOMES:</b>			

**FOCUS: PROGRAM VISIBILITY**

**GOAL 3:** Strengthen the Program visibility and standing within the academic community of the MSC and in the community at large. This goal aligns with goal 6 of the School of Health Profession's (SHP) strategic plan.

**OBJETIVE 3.1:** Promote awareness on the projects, research and initiatives of faculty and students.

STRATEGIES	INDICATORS	PERSON (S) RESPONSIBLE	TIME FRAME
Disseminate faculty and scholars' results on creative and scholarly activities, through different media such as professional forums, television, radio, newspaper, digital media among others.	▶ Number of activities promoted in the media.	Program Director Academic Coordinator Clinical Coordinator Blog administrator All Faculty	Annually

**OUTCOMES:**

OBJETIVE 3.2: Enhance Program standing when compared with similar programs in the Island.			
STRATEGIES	INDICATORS	PERSON (S) RESPONSABLE	TIME FRAME
Regular revisions and modifications of the curriculum	<ul style="list-style-type: none"> <li>▶ Number of graduates who pass the Praxis examination for national certification with a score of 162 or higher on the first exam attempt.</li> <li>▶ Number of graduates who pass the local licensure examination with 70% or higher on the first exam attempt.</li> <li>▶ Number of students who completed the Program requirements at a rate of 90% or higher within the Program's time frame (5 years or less).</li> </ul>	Program Director Academic Coordinator	Annually
OUTCOMES:			

OBJETIVE 3.3: Increase faculty and students' participation in local, national and international, educational and research forums and conferences.			
STRATEGIES	INDICATORS	PERSON (S) RESPONSABLE	TIME FRAME
Identify financial support for faculty and student's participation at local, national or international conferences and other professional forums.	<ul style="list-style-type: none"> <li>▶ Number of financial support identified and offered to the Faculty and students.</li> <li>▶ Number of academic and/or research activities attended by each Faculty member, as participants or presenters in local, national and international conferences and forums.</li> <li>▶ Number of citations of faculty members in professional journals and/or books.</li> <li>▶ Number of academic and/or research activities attended by students, as participants or presenters in local, national or international level conferences and forums.</li> <li>▶ Number of new agreements</li> <li>▶ Number of financial support identified and offered to the students.</li> </ul>	Program Director Clinical Coordinator All Faculty	Annually

OUTCOMES:

OBJETIVE 3.4: Increase students' opportunities for clinical practice with a variety of populations and settings.			
STRATEGIES	INDICATORS	PERSON (S) RESPONSABLE	TIME FRAME
<p>Increase the number of agreements of clinical settings in and out of Puerto Rico.</p> <p>Search for financial support to students who wish to practice outside of Puerto Rico.</p>	<ul style="list-style-type: none"> <li>▶ Number of new agreement with clinical settings.</li> <li>▶ Number of agreements are maintained with the clinical settings.</li> <li>▶ Number of students participating in clinical experiences abroad.</li> </ul>	<p>Program Director Clinical Coordinator</p>	<p>Annually</p>
<p>OUTCOMES:</p>			

**FOCUS: EXTERNAL FINANCIAL RESOURCES**

**GOAL 4:** Expand the Program’s funding sources to support educational and research activities.  
This goal aligns with goal 9 of the School of Health Profession’s (SHP) strategic plan.

**OBJETIVE 4.1:** Develop and market a continuing education program for practicing clinicians via on site or distance learning courses.

STRATEGIES	INDICATORS	PERSON (S) RESPONSABLE	TIME FRAME
Support the Division on Continuing Education and Professional Studies (DECEP, for its Spanish acronym) of the SHP to become an ASHA CE provider	<ul style="list-style-type: none"> <li>▶ Approval of ASHA CE provider proposal.</li> </ul>	Program’s Director Academic Coordinator/ DECEPs Director	By 2016, have paperwork and application submitted
Annually plan and offer a Symposium in our discipline.	<ul style="list-style-type: none"> <li>▶ Number of CE courses offered as part of the Symposium, and approved by Local SLP Examination Board.</li> <li>▶ Symposium’s annual attendance</li> <li>▶ Symposium’s financial income</li> </ul>	Program Director Academic coordinator All Faculty	Annually
Develop and offer specialized certifications in particular areas of our discipline.	<ul style="list-style-type: none"> <li>▶ Number of professionals that attended courses offered towards attainment of a specialized certification.</li> <li>▶ Financial income.</li> </ul>	Program Director Academic coordinator All Faculty	2016-17

Annually, offer a review course on preparation for the PRAXIS exam.	<ul style="list-style-type: none"> <li>▶ Number of persons who attended the course.</li> <li>▶ Financial income.</li> </ul>	Academic Coordinator All Faculty	Annually
OUTCOMES:			

**FOCUS: RESEARCH**

**GOAL 5:** Encourage Faculty and students continue engagement in research in speech-language pathology. This goal is aligned with goal I in the SHP strategic plan.

**OBJETIVE 5.1:** Increase student’s participation in research activities.

STRATEGIES	INDICATORS	PERSON (S) RESPONSABLE	TIME FRAME
Promote student participation in the Research Assistant Program of the MSC	▶ Number of students working as research assistant.	All Faculty	Annually
Students will be advised by the Program’s academic coordinator regarding the advantages and opportunities related with the completion of a thesis, during their first academic year.	▶ Number of students who attended the orientation.	Academic coordinator	Annually
Disseminate student’s research finding in external forums.	▶ Number of thesis completed during each academic year. ▶ Number of presentations on findings of student’s research work.	Blog administrator Thesis directors All Faculty	Annually
The Faculty will engage students in their particular research activities.	▶ Number of students participating with faculty in research projects.	All Faculty	Annually

<p>The Faculty will provide research activities in their courses, such as literature review, critical appraisal of research articles and writing of papers.</p>	<p>▶ Number of research activities provided to the students in their courses.</p>	<p>All Faculty</p>	<p>Annually</p>
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OUTCOMES:

FOCUS: Interprofessional Collaboration

GOAL 6: Combine knowledge and activities with professionals from others disciplines. This goal is aligned with goal 5 in the SHP strategic plan.

OBJETIVE 6.1: Engage in interprofessional collaboration in teaching, research and services.

STRATEGIES	INDICATORS	PERSON (S) RESPONSABLE	TIME FRAME
Students and faculty will participate in collaborative community service projects with faculty and students of other disciplines.	▶ Number and type of new activities the Program participates in collaboration with other related disciplines.	Clinical Coordinator All Faculty	Annually
The faculty will invite professionals of related disciplines to participate as resources or guest lectures in their courses.	▶ Number of courses in which the professor engages in an inter-professional educational collaboration.	All Faculty	Annually
Research, scholarly and creative activities presentations along with peers from other universities and from other academic Programs in other disciplines.	▶ Number of collaborative activities of faculty with peers from other universities and from the Medical Sciences Campus.	All Faculty	Annually

OUTCOMES: