

Communication Sciences & Disorders Long Term Plan

Revised March, 2014

Department Mission Statement:

The mission of the Department of Communication Sciences and Disorders at WSU is to provide leadership in and focus on the discipline of human communication sciences and disorders through excellent teaching, rigorous research programs, and service to the university and the community. We aspire, as a growing department in an urban research university, to attain national recognition as a leading program committed to preparing excellent clinicians, researchers, and leaders within the fields of Audiology and Speech-Language Pathology.

March 2014 revision to the plan:

The faculty held a planning meeting in March 2014 to review our accomplishments and update goals in the long term plan. Since the current department chair will step down in August, 2014, the faculty agreed that development of a new plan and wide-scale revision of the current goals should be left until the new chair takes over. The Dean of the College agreed that it was acceptable to delay development of a new long-term plan until the new chair is in place.

As a result, the March 2014 updates to the long-term plan relate only to goals that do not affect the overall direction of the department and that can be accomplished within a relatively short timeframe. Also included are updates for goals which have been achieved and goals which faculty agreed to alter in the time period between the plan's creation and March 2014.

Results of our 2005-2009 five-year plan:

Program Comprehensiveness and Overall Quality: The department has achieved its goal of having 4 degree programs plus a post-baccalaureate program. While the curriculum covers all KASA areas, SLP faculty feel coverage is still less than desirable in the areas of AAC, CLD and in clinical experience with swallowing. 100% of clinical professional students pass their exams, > 97% of graduate students finish the program, and the program meets all accreditation requirements except that of scheduling clients to allow for upward adjustment in the amount of supervision provided. Some important accomplishments in this area are the addition of 2 full-time clinical supervisors in SLP, 1 tenured full professor in Audiology and 1 tenure-track assistant professor in SLP.

Research: Research programs within the department continue to actively produce presentations and papers that are regionally, nationally and internationally presented and that are cited by our peers. Audiology research faculty have strong funded research programs. Research funding for SLP faculty is down.

Serving Detroit Community: The department continues to maintain a strong record of service to the Detroit community. Graduate students from the department provide over 50,000 hours of supervised clinical service per year. During the past 2 years the Wayne State University Speech and Language Center, has provided free testing to over 300 pre-schoolers per year and is developing a birth to three program that combines research goals with community service and clinical education.

Honors Program: The department's honors program was established in 2008-09 and graduated its first BA-H in May 2010. The department's goals for Honor student enrollment in our graduate programs cannot be evaluated yet. Faculty feel that they need to know more about the Honors Program.

Enrollment at Capacity: During the period from 2005-09 the department achieved its goal of increasing enrollment in its undergraduate and graduate programs. The number of full year equated students rose from 172 to 273. The number of students admitted to the MA-SLP program was increased to 40 per year, and the number admitted to the AuD program was increased to 10 per year. The department's original goal of admitting 12 AuD students per year has proven to be too ambitious based on the number of clinical placements available. The

department has exceeded its goal of having 20 to 30 students enrolled as post-baccs . At the present time we estimate that there are 60 to 70 post-bacc students attending undergraduate classes.

Graduate Student Funding Support: The department has not achieved its goals of increasing student funding support by 10% per year or of providing at least 50% of graduate students and 25% of part-time students with some departmental funding. The number of GSA positions provided by the College has actually decreased by 2, due to budget constraints. Nevertheless, the department has been able to provide all of its full time PhD students with some amount of funding for at least 3 consecutive years.

Training Grants: The department has not succeeding in obtaining federal or state funded training grants. However, in 2006 the department received a permanent budget increase of \$250,000 and the majority of these funds have been used to support doctoral level training for both AuD and PhD students.

Research Funding: Within the WSU College of Liberal Arts and Sciences, CSD ranks 10th out of 18 departments that have had external funding during the past 5 years. Of these 18 departments, only 1 (Geology) has a smaller number of graduate faculty. Excluding 2006, when CSD's external funding rose to \$46 million for a single year, CSD's average external funding for the past 5 years is \$150,685 per year. While the program has maintained a relatively consistent level of external funding, the number of faculty with active external grants has decreased to two (Drs Tony Cacace and Jinsheng Zhang) and the department has not achieved its goal of having over \$3 million in grants per year.

Clinical Program: The Speech and Language Center is currently making plans for a variety of new and innovative programs, including the Birth to Three Clinic¹, group therapy for school-age children and an expanded PLAY program. The department has developed new survey tools for program alumni and employers and hopes to send these out for the first time in the 2010-11 academic year. Client and community evaluation of the program's effectiveness during our fall 2009 re-accreditation site visit were extremely positive.

Continuing Education: The department has become a certified provider of ASHA CEUs and is gradually increasing the number of Continuing Education seminars offered each year. While student organizations within the department were less active during the early part of the past 5 years, during the past 2 years their activities have increased. The department is not yet accredited by the Michigan Association of Nurses for our Occupational Hearing Conservation courses.

Collaborative Environment: Department members collaborate with faculty from other programs, departments and colleges for research and clinical activities. Within the department, faculty and staff work exceptionally well together, are willing to volunteer for roles within and outside of the department and are regular participants in social and academic activities that allow faculty and students to interact. Department participation on College and University level committees has increased in the past 5 years as more faculty have been granted tenure and as vacant faculty positions have been filled.

Departmental Administrative Functions: Attempts to increase the number of staff in the department's main office have not been successful and were not supported by the CAA team during our fall 2009 re-accreditation site visit. During the past 5 years, 4 different people have served in the records clerk position that is responsible for admissions, client and graduate student records. This resulted in a loss of efficiency, especially in the admissions process, for several years in succession. Nevertheless, the department's front office staff is highly professional and efficient in performing their many duties. The department is currently conducting a search to replace our Secretary II, who left the department in November 2011.

Preeminence in Urban Focus on Communication Disorders: The department's positive impact on the greater Detroit community can be supported by a variety of facts including: 1) the high degree of satisfaction among clients, off-site supervisors and employers, 2) attendance at the department's CE seminars, 3) willingness of community agencies such as Head Start to participate in research by department faculty and students.

¹ March 2014 update: The birth to three clinic ended when our child language faculty member left the department. A response to intervention program at Berkeley schools, a preschool program with Detroit Public Schools and a preceptorship program with Agility Health were added to the clinical program.

Student Commitment to Knowledge and Service: We unfortunately have no instrument to quantify our success in this area.

Context for the Department's Current Long-Term Plan

At the present time the economy of the State of Michigan and the US as a whole is depressed. As a result, the University's budget from year to year is unpredictable and funding from research grants and private sources is more difficult to obtain. The department's next plan therefore focuses on goals that are considered practical, achievable and measurable within the next 3 academic years. We also propose goals for a 5 year period, but these goals may be revised depending on changes that take place in the intervening time period.

Communication Sciences and Disorders

Long Term Plan, Revised March 2014

Faculty and Staff

Goals :

- Enhance the department's visibility in the university and the field as a whole
- Ensure that all faculty participate in and contribute to department life in ways that allow the best use to be made of their knowledge and expertise.
- Re-examine faculty workloads.

1. Re-form the Workload Committee to examine current workloads and formulate ways of equating workload across different activities Based on the outcome of the committee's work, they will recommend hiring priorities for the department if positions or competitions for positions are offered in the future

Priority: high

People: Karen (chair), Tom, Heather, Tausha, Margaret, Andrea

Timeline: Fall 2010 to end of Winter semester 2011

March 2014 update: accomplished; departmental workload policy and individual faculty workloads reviewed and revised as necessary

2. Establish a monthly brown bag lunch presentation series for faculty and students to present their work, both research and clinical

Priority: mid

People: Nan, Margaret and Li

Timeline: meet in Fall 2010 and begin program in Winter 2011

March 2014 update: Monthly brown bag series established; talks also provide CEUs opportunities for faculty. Faculty decided to alter our goal for frequency of brown bag presentations to two per year.

3. Have 100% of faculty actively participate in state and national organizations, e.g. by serving on a committee, being a journal editor, being a board member, etc.

Priority: high

People: all faculty members

Timeline: 5 years

Department Funding and Resources

Goals:

- Maintain and improve facilities and equipment for research and clinical training within a restricted budget.
- Increase faculty applications for external grant funding.

1. Add a/v monitoring equipment to the Audiology Clinic and East wing clinical space

Priority: high

People: Jean, Andrea, Karen, Gil, Virginia, Kate

Timeline: December 2010

March 2014 update: accomplished

2. Add a 3rd license if survey of clinical staff shows this is necessary; add monitoring station to the west wing of the Speech and Language Center

Priority: high

People: Aaron

Timeline: finding out how to get a 3rd code: January 2011; adding another license, January 2012

March 2014 update: decision made that this was not needed

3. Develop a list of needed classroom equipment / teaching materials / technology, priorities for purchase and possible sources of funding for them

Priority: high

People: Tausha, Margaret, Nan

Timeline: [before this year's Omnibus proposals are due] January 2011

March 2014 update: the department has been very successful in obtaining all of the classroom equipment, teaching materials and technology on the list. We will continue to update this list of needed resources and seek funding for their purchase on an ongoing basis.

4. Apply for every internal grant for which the department is eligible basing applications on priorities developed above

Priority: high

People: Jean / other department members who listed teaching and/or technology needs

Timeline: ongoing

March 2014 update: the department has successfully applied for all internal funding for which we are eligible. We will continue to pursue this goal on an ongoing basis.

5. Revise and resubmit the combined CSD / Psychology department proposal for classroom renovation in Rackham to the new Provost

Priority: high

People: Jean, [Doug Whitman, Donna Maniacci]

Timeline: by January 2011

March 2014 update: this proposal was revised and resubmitted but was not funded. Discussions with facilities have made it clear that classroom renovation in Rackham will have to wait for other needed revisions to be completed, because of the stringent requirements that come into play once a building is designated a classroom building.

6. Search for temporary space to serve as a clinical workroom for students ; have WSSHLA take responsibility for making the space useable

Priority: high

People: Jean, Karen, Kim, Deb Brazen

Timeline: meet with Deb Brazen by December 2010

March 2014 update: accomplished

7. Move to profitability for our CEU offerings and assign 100% of profits to faculty travel

Priority: high

Methods: Develop a list of clinics, etc to send advertising to; get a faculty member to participate on the MSHA board; use ASHA special division lists as available; put flyers for CEU events in the MSHA newsletter (comes out once every 2nd month); develop a Department Facebook page and use it to advertise events; use list of externship sites; use the "find an audiologist" list on the AAA web site

People: Nan, Derek, office staff

Timeline: beginning list development: end of fall 2010; profitability within 5 years

March 2014 update: the department has not been successful in moving to profitability in our CEU events. Faculty and members of the community now have access to an extensive range of CEU programs online. We have, however, increased the training we offer to clinical supervisors, and this is an area in which we wish to continue to expand our training. The department will seek to offer CEUs for each semester's training event. We will also work towards offering these training events to external clinical supervisors as well as internal supervisors.

8. Seek additional sources of student funding

Priority: mid

Methods: Look into small companies and foundations that may have programs of this type, eg research grants, PhD student scholarships, Hasbro, private autism foundations; other sources of funding that would pay students for their clinical experience

People: Karen, Jean, [Peggy Pattison]

Timeline: ongoing

9. Increase grant applications by research faculty to at least two per person within the next 5 year period

Priority: high

People: Jean, Margaret, Li, Heather, Derek (Tony and Jinsheng have already achieved this goal)

Timeline: 5 years

Students

Goals:

- Increase minority enrollment
- Enhance methods for faculty contact and communication with student groups.

- Increase student – instructor interactions by decreasing class sizes

1. Increase minority enrollment

Priority: high

Methods:

- Targeting high schools with potential students and providing information about audiology and speech pathology careers and our program
- Soliciting ASH's support for 'CSD awareness'
- Attending community college open houses

People: Aaron, Margaret, Tausha, Li

Timeline: meet in Fall 2010 to start; ongoing

March 2014 update: the department formed a minority recruitment committee which met and made plans for several actions to increase the department's visibility among minority students. These plans have not yet been acted upon. The department now has a full-time undergraduate advisor, Faith Williams, who will take over as the lead faculty member in reaching this goal. Faith will work with faculty to accomplish three specific goals: 1) arrange student-faculty mixers; 2) reach out to other groups within the university that have strong links with minority students and/or minority recruiting; 3) work to bring high school student groups to the department to increase their awareness of the fields of audiology and speech-language pathology.

2. Develop a department facebook page to enhance department communication with the student body

Priority: low

Content: to be discussed / approved by faculty in regular faculty meetings

People: Aaron, Derek

Timeline: January 2011

March 2014 update: the department now has a Facebook page but it has been difficult to devote sufficient time to it to make it an active, interesting site. Faith Williams will also take over maintenance of the Facebook page and will seek to increase the number of friends, keep it up to date and make it more informative and interesting.

3. Add sections of both the SLP and AuD UG intro courses in Macomb County to allow completion of a UG major on the Macomb County campus and to keep class sizes below 85.

SLP 5300 add a winter section (offer teaching opportunity to PhD students)

AUD 5400 add a Sp/Su session (see if Eileen Bessega will teach)

Priority: high

Methods: contact MEC to see if approval is needed, find instructors, schedule

People: Jean, Andrea

Timeline: Spring/Summer 2011 for AUD 5400; Winter 2012 for SLP 5300

March 2014 update: accomplished

4. Create a handbook for the post-bac program

Priority: high

People: Kim

Timeline: Winter semester 2011

March 2014 update: accomplished

5. Evaluate the effect over time of our current grade restriction for students wishing to declare a UG major in CSD and decide if further restrictions for entry into the UG major are needed

Priority: high

Methods: Monitor number of students declaring a CSD major and their GPAs

People: Tausha and Aaron

Timeline: Data collection ongoing; First report in Fall 2011

March 2014 update: accomplished

CEUs

Goals:

- Enhance department visibility in the community
- Enhance department leadership and service to professionals in the audiology and speech-language pathology communities by providing students and area professionals with additional opportunities for continuing education in clinical knowledge and skills and research in the field.

1. Offer 3 CEU events per year, including the Kopp Lecture

Priority: high

Methods:

People: Nan, all faculty to suggest ideas and volunteer to make presentations

Timeline: 2010

March 2014 update: the department has not been successful in moving to profitability in our CEU events. Faculty and members of the community now have access to an extensive range of CEU programs online. We have, however, increased the training we offer to clinical supervisors, and this is an area in which we wish to continue to expand our training. The department will seek to offer CEUs for each semester's training event. We will also work towards offering these training events to external clinical supervisors as well as internal supervisors.

2. Offer 6 brown bag lunches per year for CEUs

Priority: high

Methods: to be decided by Brown Bag organizers (Nan, Margaret, Li)

People: (CEUs submission = Nan; information required for submission to ASHA = presenter)

Timeline: Winter 2011

March 2014 update: Monthly brown bag series established with CEUs. Faculty decided to alter our goal for frequency of brown bag presentations to two per year.

Audiology Academic Curriculum

The following goals for curricular changes were agreed upon by the audiology faculty during the planning meeting on October 22, 2010.

Goals:

- Add and/or improve coverage of knowledge and skills in areas that are of increasing importance in the field of audiology.
- Once the new clinical program model has been implemented, review the curriculum and re-align academic and clinical coursework as necessary.
- Conduct an overall review of the curriculum to ensure that individual additions and changes do not lead to under- or over-coverage of any knowledge and skills areas.

1. Include the audiology students in genetics coursework that is to be initiated by our new faculty member

Priority: high

People: Jean, Fran Eldis, Shelly Jo, Andrea

Timeline: 2012-13 Academic year

March 2014 update: accomplished

2. Establish a two-hour cochlear implant course that will contain both didactic and laboratory experiences

Priority: high

People: Gil, Jean, Andrea

Timeline: 2010-11 Academic year

March 2014 update: accomplished

3. Establish a two-hour surgical and neurophysiologic monitoring course that will contain both didactic and operating room experiences

Priority: high

People: Gil, Jean, Andrea

Timeline: 2010-11 Academic year

March 2014 update: accomplished

4. Expand the existing four-hour Advanced Electrophysiological Course by increasing the content areas in evoked potentials and vestibular assessment

Priority: high

People: Gil, Jean, Andrea

Timeline: 2010-11 Academic year

March 2014 update: accomplished

5. Establish coordinated links between the first year basic clinical courses and the newly formed clinic management courses

Priority: high

People: Gil, Tom, Kate, Virginia, Fran Eldis

Timeline: ongoing

March 2014 update: accomplished

6. Eliminate the educational audiology course and move the content into the pediatric audiology course

Priority: mid

People: Tom, Jean, Andrea

Timeline: 2011-12 Academic year

March 2014 update: accomplished

Audiology Clinical Training

The following goals for clinical training changes were agreed upon by the audiology faculty during the planning meeting on October 22, 2010

Goal: Move to a clinical training model in each class of students' clinical knowledge and skills can be consistently defined, by having students rotate through a consistent set of clinical placements that advance in complexity each year.

1. Complete contractual arrangements with Henry Ford Hospital (HFD) to provide a half-time clinical director onsite and initiate the opening of an audiology clinic

Priority: high

People: Gil, Jean, Andrea, Kate, Virginia, Brad Stach

Timeline: begin HFH-linked clinical/academic courses in January of 2011

March 2014 update: accomplished

2. Transition to a clinical process whereby HFH takes full responsibility for second year AuD students within their hospital/clinical system

Priority: high

People: Gil, Tom, Fran Eldis, Jean, Andrea

Timeline: Spring/Summer 2011

March 2014 update: accomplished

3. Transition to an administrative process whereby HFH makes the clinical assignments for the third year students

Priority: high

People: Gil, Tom, Fran Eldis, Jean, Andrea

Timeline: Spring/Summer 2011

March 2014 update: accomplished

MA- SLP Academic Curriculum

The following goals for academic training changes were agreed upon by the SLP faculty during the planning meeting on October 22, 2010.

Goals:

- Allow the most highly-qualified faculty to teach in different topic areas
- Increase coverage of areas in which students feel they are not adequately prepared
- Keep the MA program to 5 semesters even with the addition of broader coverage of specific knowledge and skills areas.

1. Change course credits and scheduling as follows:

SLP 7380 (Clinical Processes)

- Continue to offer during first semester of SLP MA program for 3 credit hours
- Change schedule for course to include an intensive block for first several weeks of semester (eg, 4 weeks) and more staggered scheduled thereafter
 - i. Goal for front loading course is to develop more of students' clinical skills earlier in the semester

March 2014 update: accomplished

AUD 7520 (Counseling)

- Reduce from 2 credit hours to 1 credit hour for SLP students
 - i. AUD agreed that this is good for their program as well
- Offer in block schedule format throughout first three semesters of MA and AuD programs with registration and grade for course in the 3rd semester
 - i. Goal for the block schedule is to assist students with counseling issues (eg, interviewing families; client sensitivity) earlier and throughout the program

March 2014 update: accomplished

SLP 6460 and SLP 6480

- Reduce to 3 credit hours from current 4 credit hours

March 2014 update: accomplished

SLP 5310

- Increase to 3 credit hours from current 2 credit hours

March 2014 update: accomplished

SLP 7620 (*Voice Disorders*)

- Break into 2 courses
- Offer Voice for 2 credits and Cleft Palate for 1 credit
- Offer new courses during different semesters

Priority: high

People: Andrea, Jean, Course Instructors

Timeline: 2011-12 Academic year

March 2014 update: accomplished

2. Expand collaborative efforts by instructors of neuro/research courses

Priority: mid

Method:

- Instructors for neuro/research courses will meet to develop further collaborative efforts to assist students with knowledge and skills areas shared across the courses
- Evaluate current mentoring model for MA projects (eg distribution across faculty) and modify as needed
- Margaret and faculty research mentors will evaluate quality of current projects and address as needed
- Faculty mentors will sign research contracts with students
 - i. Contracts will state research requirements and expectations through the Winter term of the students' 1st year
 1. Goal : faculty research mentors will be able to make grade recommendations for research projects

People:

- Instructors for neuro/research courses (eg, SLP 7680, SLP 7600, SLP 7620; taught by Li, Margaret and Nan)
- Margaret and all SLP faculty research mentors
- Instructor for SLP 7590 (Dysphagia) should be invited to participate

Timeline: 2011-12 Academic year

March 2014 update: accomplished

3. Expand teaching of AAC in the curriculum

Priority: high

Method:

- Recruit people from the community (eg, Pat Nizeo, Lisa Bardach) as potential experts in AAC to replace current people who are no longer able to assist with this topic area
- Consider as long term goal whether teaching AAC in a block format (eg, over 4-6 weeks) would serve students better and whether there are internal or external resources for doing this

- Discuss how AAC topics can be integrated into current courses to give students frequent and diverse exposure related specifically to age ranges and client populations
- Create summary document of AAC topics covered across courses at the UG and MA level

People: Heather, Margaret, SLP curriculum committee

Timeline: mid November, 2010 for summary document on AAC; Winter 2011 for SLP curriculum committee

March 2014 update: accomplished / ongoing

4. Continue to expand coverage of cultural and linguistic diversity issues in all classes as appropriate

Priority: high

Method:

- Create summary document of cultural and linguistic diversity topics covered in UG and MA courses
- Evaluate current content and develop goals for expanding coverage in SLP curriculum committee meeting

People: Heather ; SLP curriculum committee

Timeline: mid November, 2010 for summary document; Winter 2011 for SLP curriculum committee meeting

March 2014 update: accomplished / ongoing

MA-SLP Clinical Training

Goal: Increase the number and types of clinical practicum experiences available to students both within the Speech and Language Center and at external placements.

1. Implement a small specialized fluency clinic

Priority: high

People: Mrs O'Leary, Dr Daniels (to provide supervision) and Dr Kraft (if interested)

Timeline: Spring/Summer 2011-12

March 2014 update: accomplished

2. Add 5 externship placements for the Speech and Language Center

Priority: mid

People: Karen

Timeline: 3 years

March 2014 update: accomplished

3. Create new models for the high-functioning language groups (STEPS), the Functional Maintenance Group (STEPS), the groups for outpatient clinic, and the birth-3 clinic

Priority: mid

People: Karen, Tausha, Nan, Kim, Aaron, Heather

Timeline: 3 years

March 2014 update: accomplished; birth-3 clinic discontinued, but the clinic added a Response to Intervention program with Berkeley schools, a preschool program with Detroit Public Schools and a preceptorship program with Agility Health.

4. Develop an ongoing program of supervisor training

Priority: high

Method:

- Hold a 1 time/semester supervisory meeting to discuss clinical issues, housekeeping issues and relevant student concerns
- Continue to improve consistency across supervisors through changes to the clinical manual
- Reevaluate current clinic supervision procedure relative to new ASHA standards

People: Karen, Tausha, Nan, Kim, Aaron

Timeline: Ongoing

March 2014 update: accomplished / ongoing

5. Seek funding to renovate and expand clinical space

Priority: high

Method: Submit a grant to the Carl's Foundation requesting funding for East Wing renovation

People: Jean, Karen, Peggy Pattison

Timeline: Ongoing; 1st submission to Carl's Foundation for fall 2010

6. Continue to expand clinical – academic links

Priority: high

Method: Schedule collaborative team meetings to bridge the research/clinical gap for students

People: Karen, SLP faculty as required

Timeline: Ongoing

March 2014 update: accomplished / ongoing

7. Recruit additional external placement supervisors

Priority: high

People: Karen

Timeline: 5 years

March 2014 update: accomplished / ongoing

8. Explore opportunities for dysphagia preceptorships and implement as they are found

Priority: mid

People: Karen

Timeline: 5 years

March 2014 update: accomplished / ongoing