

TURABO
 School of Health Sciences


**UNIVERSIDAD
DEL TURABO**
 SISTEMA UNIVERSITARIO
ANA G. MÉNDEZ

Speech Language Pathology Program
Strategic Plan 2010-2015 Evaluation Outcomes

Vision

UT VISION	MSLP PROGRAM VISION
The vision of Universidad del Turabo is to become a high quality learning community committed to enhance education among the student body, promote advanced technology and project its academic offerings internationally.	To be the first academic choice for students wanting to become Speech Language Pathologist, by providing the best academic and clinical education sustained by the latest technology, materials and knowledge based on evidence.

Mission

UT MISSION	MSLP PROGRAM MISSION
<p>The mission of Universidad del Turabo is to enhance knowledge through excellence in teaching, and to foster research, innovation, and the internationalization of its programs.</p> <p>The University is committed to graduate well educated, professionally competent students, who can think critically and are technologically literate. The institution promotes the development of ethical principles and values that allow students to contribute to the wellbeing of the community through their knowledge of social systems and their role as responsible citizens.</p>	<p>To prepare well trained professionals in the Speech-Language Pathology field who can deliver excellent clinical services to a variety of populations with ethical and professional practice standards. The Program is committed to graduate well educated Speech-Language Pathology professionals by promoting in our faculty the development of outstanding academic credentials and innovative teaching strategies. The Program also fosters the development of research in our faculty and in our students.</p>

Envisioned future in 2015

The master program of Speech Language Pathology of the Universidad del Turabo (UT-MSLP Program) will be the second program in the Island fully accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language and Hearing Association (ASHA). UT MSLP Program will be widely recognized in Puerto Rico and in the United States for their excellence in the preparation of Speech-Language Pathologists. Our Program will bridge the gap between the academy, the researchers, the service providers, and the service recipients by developing professional alliances with institutions and companies in Puerto Rico and in the United States.

The program will promote among student and international vision of service delivery. The program will cross barriers to prepare students for a multicultural, international, and global service delivery. Our Program will establish partnerships collaboration with other Communications and Sciences Disorders programs for providing a model of distance program to overcome the shortage of PhD faculty members and increase research studies on Speech Language Pathology.

Core Values

UT CORE VALUES	MSLP PROGRAM CORE VALUES
<p>Universidad del Turabo is committed to:</p> <ul style="list-style-type: none"> • freedom of thought and expression • recognize and respect diversity • respect the dignity of the individual • excellence in teaching and the generation, dissemination and application of knowledge • promote ethical, social, and cultural values • excellence in planning, operations and services 	<p>Every health professional must develop values that characterized their discipline. We envisioned a set of values that will characterized our administration, faculty members, staff, clinical supervisors, ex-alumni and current students. These core values are:</p> <ul style="list-style-type: none"> • Leadership • Patience • Sensitivity

UT CORE VALUES	MSLP PROGRAM CORE VALUES
<ul style="list-style-type: none"> • respect nature and the environment • promote human and esthetic sensibility 	<ul style="list-style-type: none"> • Commitment • Respect • Integrity • Excellence • Cultural Competence

Focus Areas

Our MSLP Program has six Focus Areas to include:

1. Students (admissions, current students, alumni)
2. Faculty (development, recruitment)
3. Research (research, external funding)
4. Clinical Component (internships, externships, service delivery)
5. Community Impact (community service)
6. Program Administration (governance, accreditation)

For each of this areas specific measurable indicators of success will be developed. Strategies to accomplish each expected outcome is clearly stated in the Plan. Each area has one or more expected outcomes. Each Focus area is revised at the end of each academic year. Strengths, limitations, opportunities, and new outcomes will be identified and developed accordingly if needed. The whole Strategic Plan will be revised every five years. Program Focus Areas will be modified or changed as needed to respond to the Program's needs and stage of development at the time of the Plan being revised.

FOCUS AREA: 1. Students (admissions, current students, alumni)

Issue: A rigorous and consistent admission process is the basis for selecting highly qualified candidates for the program. A climate of trust and professionalism is essential during student academic life. Program graduates are the product of the Program’s academic and clinical delivery. Their excellence is key for the public trust in our Program capacities.

Outcome	Indicator(s) of Success	Time frame
<p>The Program admission process will be conducted at the School of Health Sciences (SHS) following the academic norms and regulations established by UT.</p>	<p>Steps to follow during the admissions process, student’s documents and files completed at the SHS, reports to the UT admission office.</p>	<p>March April 2011 March April 2012 March April 2013 March April 2014 March April 2015</p>
<p>Students will actively participate in academic mentoring activities and will value the program faculty as their career development mentors.</p>	<p>Academic mentoring files including acts and action plans. Responsive participation of students in the academic mentoring process, not only for remediation purposes but also for professional planning, information seeking and other professional issues.</p>	<p>On May of each of the plan’s year the MSLP Program will evaluate it’s achievements in this area measured by an increase in the amount of academic mentoring sessions.</p>
<p>MSLP Program graduates will increase their PRAXIS passing rates up to 80%.</p>	<p>Educational Testing Services (ETS) reports.</p>	<p>December 2012</p>

RESULTS-OUTCOMES

The admission process was revised by faculty members and following ASHA CAA recommendations including prerequisites courses, interview, letters of recommendation, EXADEP Test and, written essay as part of the process. The academic mentoring acts and number of meetings increased since 2015 because was required by the program director to faculty members to meet with assigned students at least twice a year. By July 2015 our MSLP program graduates PRAXIS passing rates increased to 82%.

FOCUS AREA: 2. Faculty (development, recruitment)

Issue: Aligned with Ana G. Mendez University System Vision 2015 document, the MSLP Program faculty

members will pursuit the highest competencies on their specialty areas.		
Outcome	Indicator(s) of Success	Time frame
The MSLP Program will have a total of six (6) ASHA Certified doctoral level faculty members with full time appointments.	Doctoral degrees completed	May 2013
Five faculty members will be recruited for the program in the areas of: voice and fluency, autism and pervasive developmental disorders, AAC and technology, literacy, and craniofacial conditions and swallowing.	New faculty recruited accordingly to institutional policies and procedures.	May 2015
RESULTS-OUTCOMES		
As established in the Plan in August 2015 five of our eight full time faculty members are doctors and the other three are currently completing their doctoral degrees. Dr. Centeno was recruited in 2014 with an specialty area in swallowing disorders (BCS-S) and Dr. Rosa was recruited in 2015, her areas of interest are supervision and language.		
FOCUS AREA: 3. Research (research, external funding)		
Issue: The amount of research in Speech Language pathology is very limited in Puerto Rico. Research in the development of speech and language in monolingual Spanish speaking in scarce.		
Outcome	Indicator(s) of Success	Time frame
The Journal of SLP Student Research will be the first on-line publication for research in SLP in Puerto Rico.	Articles edited and submitted for on-line publication. Distribution and access of the on-line publication.	May 2015
Increased number of faculty members engaged in grant writing.	Proposals submitted to the corresponding agencies. A minimum of one proposal submitted annually.	Target dates according to the funding agencies.

Research collaboration and professional presentations along with colleagues from other universities.	Researchers from other universities collaborating with our Program faculty in research, presentations, and publications. Five year research plan.	According to the research plan to be established by researchers.
RESULTS-OUTCOMES		
<p>Faculty members published articles in local professional publications (OPPHLA). All graduate students upon completion of their research project submitted to the Academic coordinator their research article (final draft). Dr. Pintado, Dr. Centeno, Dr. Bou and Prof. Rios submitted proposals for different grants and agencies (i.e. HRSA, Medtronic, Department of Education). From 2012-2014 Dr. Pintado completed a Postdoctoral Master in Science in Clinical Research from UPR which allowed her to collaborate and present research with colleagues from other universities.</p>		
FOCUS AREA: 4. Clinical Component (internships, externships, service delivery)		
Issue: An excellent clinical component in our Program is essential for our students to acquire the clinical competencies required for certification in the Speech and Language Pathology field.		
Outcome	Indicator(s) of Success	Strategies
FOCUS AREA: CLINICAL COMPONENT		
Issue: Our program need to develop a clinical practicum program that provides the students the experiences needed to acquire the clinical competencies required in the Speech and Language Pathology field.		
Outcome	Indicator(s) of Success	Time frame
An increased amount of hospital-based and acute settings clinical sites.	Collaborative agreements and contracts signed and approved by all concerning parts. Our goal is for three additional settings.	August 2012
One part-time clinical supervisor will be offering clinical supervision at UT	Signed collaborative agreements for the clinical practicum of students.	By August 2007 the MSLP Program Clinical Coordinator will establish communication with home care and

on-site clinic.		hospitals to provide experience with adult population. Signed collaborative agreements for the clinical practicum of students will be obtained by May 2008.
An in-house swallowing clinic will be established to serve clients from all ages through the referral of several physicians.	Swallowing equipment purchased, installed and personnel trained on its use. Community swallowing clinic receiving referrals from clinicians and serving clients on a regular basis.	May 2012 May 2013

RESULTS-OUTCOMES

Contracts and agreements with acute care facilities and hospital base sites are active part of our student's clinical sites opportunities (i.e. San Juan Aging Center 2010-2014, La casa del veterano, Hospital Menonita Caguas 2015). By January 2015 One part time supervisor started offering clinical supervision at UT on-site clinic. In 2012 three faculty members were trained in FEES procedure to use instrumentation for swallowing assessment. By 2015 swallowing KayPentax equipment was purchased to start our in-house swallowing clinic.

FOCUS AREA: 5. Community Impact (community service)

Issue: Our Program needs to serve the community it belongs to. Students and faculty must be aware of their role and impact within their community. Our Program need to lead initiatives geared to prevent and identify speech, language, swallowing and hearing disorders.

Outcome	Indicator(s) of Success	Time frame
Students and faculty providing screening, orientation and consultation services to the community.	Public participation in community screening activities. Public awareness of our Program's impact and presence in the community.	Continuously

Results-Outcomes

The MSLP program in-house Speech and Language Clinic (CSIUT) Director has conducted along with the MSLP Program interns thousands of speech-language screenings (free of cost) as part of our MSLP Program community services. Medtronic foundation provided support to establish an adult clinic in November 2014. Services provided free of cost to community in the adult clinic included: swallowing, voice, speech and cognitive assessments and treatment to adult population.

FOCUS: 6. Program Administration (governance, accreditation)

Issue: The Programs administration efficiency in operations and governance is crucial to meet the stakeholder’s expectations.

Outcome	Indicator(s) of Success	Time frame
UT-MSLP Program will be fully accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language and Hearing Association (ASHA).	Final accreditation decision and accreditation period granted.	September 2011
One academic coordinator will be appointed to the Department.	Appointment of one academic coordinator to follow up on the MSLP Program evaluation plan, academic mentoring coordination, courses programming, and faculty development coordination.	August 2011

Results-Outcomes

Council on Academic Accreditation site visitors visited our Department in September 2015 with excellent outcomes and reviews for re-accreditation purposes. In April 2013 Lizette Lebron was appointed as academic coordinator for our department.