

**UW SPHSC  
SLP Master's Program  
Long-term Strategic Plan**

Updated September 2022  
Approved January 2023

## **Vision**

**The master's program seeks to provide unparalleled clinical education that is (1) grounded in cutting-edge foundational and applied research, and (2) designed to serve our community, state, and nation by training clinicians who are equipped to support the diverse needs of those with communication disorders and prepared to be leaders of our ever-changing world.** This vision aligns with that of the University of Washington, which emphasizes education of a diverse student body as future citizens and leaders, as well as using innovative research and education to enrich the lives of people in our communities, the state of Washington, and the world. Likewise, the Department of Speech and Hearing Sciences strives to serve as a center for excellence in professional education, basic and translational research in speech, language, and hearing sciences, and direct clinical services—dedicated to improving the quality of life for individuals affected by challenges in speech, language, and hearing across the life span.

## **Mission**

**The mission of the master's program is to provide an exemplary educational experience for future speech-language pathologists—who may ultimately become clinical scientists and leaders of the field of communication sciences and disorders—and to provide access to state-of-the-art clinical services for individuals with communication disorders.** The mission of the Department of Speech and Hearing Sciences is to promote excellence in education, research and service delivery, and to further coordinate unique strengths in basic and clinical sciences to guide educational and research goals. This mission aligns with that of the College of Arts and Sciences at the University of Washington: discovering and transmitting knowledge, fostering critical and creative thinking, and preparing leaders in our diverse society.

## **Alignment with Institutional Mission, Support of Administration, and Reflection of Role in Community**

The University of Washington is a public institution of higher education that is defined by a commitment to serve its citizens on the basis of public trust and responsibility. This commitment is met with innovation and leadership in education and research, engagement and connectedness, and adherence to the highest standards for an intellectual community

of excellence. The master's program of the Department of Speech and Hearing Sciences has a vision and mission that fully align with these values, with support from program, Department, College, and University leadership. Our vision and mission very closely reflect the role of the master's program in the community, as defined in relation to the University of Washington campus, in relation to our immediate geographical location (i.e., to the greater-Seattle area), and in relation to the national community of stakeholders invested in the field of communication sciences and disorders.

### **Mechanism for Regular Evaluation of Strategic Plan**

In May 2018, the co-directors of the master's program solicited the views of all faculty members who touch the master's program by way of an all-hands meeting, as well as several follow-up meetings with smaller groups of individuals who were unable to attend the initial meeting. These perspectives were synthesized by the program co-directors, shared in writing with the Department chair, presented to the Executive Committee at the Summer 2018 Executive Committee retreat, and presented to the SLP faculty at the initial all-hands meeting of the 2018-2019 academic year (September 2018). The strategic plan was further specified by the Program Director during the 2018-2019 academic year. The strategic plan will be reviewed annually by the Program Director and opened to faculty for feedback and revisions, usually at the Spring all-hands meeting. In 2022, an updated strategic plan was brought to the Autumn all-hands meeting for SLP program faculty review, following drafting by the program director and feedback from the Director of Clinical Education, Director of Academic Affairs, GPC/Associate Chair, and Chair. The updated strategic plan was approved by faculty vote on January 11, 2023. The Executive Committee will evaluate progress on this plan on an annual basis.

### **Executive Summary of Master's Program Strategic Plan**

1. Transform the student experience provided by the master's program through inclusive and responsive pedagogy and preparation to serve a diverse world.
2. Transform master's program systems to promote excellence, growth, stability, and equity in students' experiences and in the field.
3. Foster and develop local and broader connections to equitably serve master's students, citizens of Washington State, and the professional community associated with the field of communication sciences and disorders.

Overview of Strategic Goals for Academic Years 2022-2023 to 2026-2027			
Goal	Objective	Strategies	Schedule
<b><i>Rationale:</i></b> Transform the student experience provided by the master's program through inclusive and responsive pedagogy and preparation to serve a diverse world.			
<b>Re-envision the program's learning experiences and opportunities to center equity and to serve students and clients of backgrounds that have been historically marginalized.</b>			
	Re-envision program curriculum and pedagogy to address systemic bias in higher-ed and CSD.	Detail steps and address action items to surpass expectations for CAA's 2023 Diversity in Curriculum standard (e.g., cultural responsiveness in service delivery; social determinants of health; approaches with multilingual clients; impact/interaction of CLD; student identification of implicit/explicit bias in service delivery).	2022-2023
		Launch formal curricular and pedagogical transformation, supported by the UW Center for Teaching and Learning.	2022-2023
		Systematically assess the impact of changes in curriculum and pedagogy via quantitative and qualitative outcome measures and be responsive to continued needs.	2023-2024
	Pursue development of new clinical experiences.	Strengthen existing and grow additional fieldwork opportunities, including through alumni channels and with community supervisors with underrepresented perspectives.	2022-2023
		Support licensure of clinical faculty in additional states to increase scope of tele-practice opportunities.	2023-2024
		Enhance IPE and IPP opportunities within first-year clinical rotations.	2023-2024
		Develop community-engaged learning opportunities within first-year clinical rotations.	2023-2024
		Evaluate clinical-research collaborations and opportunities.	2024-2025
	Consider the role of simulations in meeting students' clinical training needs.	Evaluate additional and alternative simulation options to provide learning opportunities.	2023-2024

<b>Ensure a culture of awareness, compassion, humility, integrity, activism, and openness to learning.</b>			
	Center students' wellbeing and mental health.	Maintain quarterly wellness events to increase connection, belonging, and demonstrate faculty commitment.	2022-2023
		Publicize avenues for feedback on program components and student experiences, including anonymous bias reporting, anonymous MS feedback form, and anonymous SJT link.	2022-2023
		Publicize available supports for wellbeing on/off campus via program webpages and quarterly emails (e.g., crisis connections; national grad crisis line.)	2022-2023
		Solidify series of 1 <sup>st</sup> -year MS cohort tailored event sequence held at Orientation, Autumn, Winter, and Spring	2022-2023

<b><i>Rationale:</i> Transform master's program systems to promote excellence, growth, stability, and equity in students' experiences and in the field.</b>			
<b>Recruit, support, retain, promote, and place into leadership roles exceptional faculty to enhance diversity and to solidify expertise in necessary content areas.</b>			
	Hire for tenure-track and teaching professor positions for 2023-2024.	Tailor positions to program vision and mission, emphasizing multilingual, multicultural, and/or community-engaged approaches and perspectives.	2022-2023
	Support individual faculty through curriculum and pedagogy transformation.	Increase asynchronous resources beyond inclusive syllabus guide and MS Teams DEI channel (e.g., guidance on supportive language or strategies for responsive teaching).	2022-2023
		Provide faculty with small-group and individual opportunities for consultation and problem-solving.	2022-2023
		Prepare faculty through resources and live training with best practices to respond with extra support for students (e.g., Student Progress Inservice).	2022-2023
	Advocate for additional hires as outlined in SPHSC hiring plan.	Purposefully follow hiring plan to fill critical gaps in faculty that have	2023-2024

		arisen over the last 10 years due to retirements and departures.	
	Increase capacity for multilingual service provision/clinical education.	Increase bilingual and multilingual skillsets among clinical faculty.	2023-2024
		Explore strategies to increase access and ease of use for interpreters and translators.	2024-2025
		Increase clinic access through translated clinic forms and assessments/treatment tools in languages other than English.	2025-2026
	Increase clinical education faculty capacity.	Utilize the stability of a first-year clinic model to build flexibility and time for creative problem-solving and clinical education transformation among clinical faculty and leadership.	2024-2025
<b>Recruit, admit, support, retain, and graduate exceptional students to the master's program to raise the caliber of the learning environment, to enhance diversity, and to filter into doctoral programs.</b>			
	Launch mentoring program for MS students of historically marginalized backgrounds.	Use CHARM (Connections through Holistic Academic Relationships for Mentoring), funded by a UW Diversity and Inclusion Seed Grant, to connect MS students with faculty and community mentors.	2022-2023
		Seek external funding via an NIDCD R25 for an expanded mentoring network for CSD students of historically marginalized backgrounds.	2023-2024
	Increase financial support to students.	Prioritize funds for recruitment scholarships and ongoing support for those from historically marginalized backgrounds, broadly defined (e.g., transportation to clinical practica in the community).	2024-2025
	Partner with MSA and DSA.	Co-host undergraduate event(s) to build strong applicant pools.	2025-2026
<b>Explore revisions and additions to the existing master's program tracks.</b>			
	Refresh MedSLP clinical education.	Review and adjust the first-year clinical rotations for MedSLP students.	2023-2024

	Consider new professional development respecialization programming.	Complete market research on professional development and continuing education for SLPs.	2023-2024
		Develop stand-alone online coursework or online certificates for professional development needs of SLPs.	2024-2025
		Complete first professional development entrance cycle.	2025-2026
	Reinforce the state-based CoreSLP track as a pipeline from MS to PhD.	Welcome first clinical research CoreSLP student.	2022-2023
		Strengthen and adjust CoreSLP curriculum and alignment with PhD programs.	2023-2024
		Facilitate increased research engagement for CoreSLP, as well as MedSLP and EdSLP students.	2024-2025
	Stay in step or in advance of changes related to the clinical doctoral in speech-language pathology.	React creatively in response to ASHA's guidelines and movement in the field towards the clinical doctorate in SLP.	2025-2026
<b>Increase visibility, outreach, and impact of the master's program.</b>			
	Develop a marketing plan for the UW Speech and Hearing Clinic	Craft a comprehensive and actionable marketing plan.	2023-2024
		Optimize web search for UW Speech and Hearing Clinic.	2023-2024
		Increase community accessibility and presence of UW Speech and Hearing Clinic through alternate session times (evenings/weekends), remote capability, and responsive service provision.	2024-2025
		Bolster community-facing events such as education fairs (typical speech and language development, vocal hygiene, etc.) or screenings (e.g., Child Find).	2025-2026
	Increase master's program presence at ASHA and/or CAPCSD.	Present at national forums on UW's unique approach to clinical training that emphasizes practice settings, the program's strategies for combatting inequity in higher education and CSD, and the impact	2023-2024

		of the CASE Scholars training program and other specialized opportunities at UW.	
	Increase awareness of CSD and caliber of students at the undergraduate level and for non-matriculated students.	Support eventual master's students with an undergraduate seminar geared towards professional development and preparation of graduate applications.	2022-2023
		Develop a template for SPHSC faculty members' letters of recommendations to reduce bias.	2022-2023
		Consider additional online offerings to attract eventual master's students (e.g., online post-bac program).	2022-2023
		Promote program and clinic through CAS newsletter, UW Today, and student spotlights on SPHSC website.	2023-2024

***Rationale:*** Foster and develop local and broader connections to equitably serve master's students, citizens of Washington State, and the professional community associated with the field of communication sciences and disorders.

<b>Increase collaboration with allied health practitioners and with education faculty to facilitate equity-focused cross-training.</b>			
	Refine collaborative health disparities and IPE courses with colleagues in rehabilitation sciences, OT, and PT.	Require a health disparities course in the MedSLP curriculum.	2023-2024
	Build further opportunities for equity-minded cross-training with College of Education faculty.	Pursue OSEP training grants subsequent to CASE Scholars.	2023-2024
<b>Broaden the network of UW partnerships that support didactic and clinical education</b>			
	Connect with additional interdisciplinary faculty related to communication sciences and disorders.	Identify a pool of instructors interested in MS teaching who would bring unique expertise to the program.	2022-2023
		Utilize alums as mentors, supervisors, instructors, and networkers.	2023-2024
		Utilize UW centers and expertise to build reciprocal community connections ( <a href="https://sph.washington.edu/arch">https://sph.washington.edu/arch</a> )	2024-2025

<b>Increase community-engaged research and teaching to increase the value of the master's program to the community and to students.</b>			
	Create community partnerships that would serve genuine needs and provide valuable training experiences for students.	Evaluate previous community engagement activities and community screenings (e.g., in preschools).	2023-2024
		Seek and sustain partnerships that would meet community needs.	2024-2025
		Obtain faculty resources to make student involvement in community-engaged activities a reality.	2025-2026
		Develop an advancement plan to support these activities and other clinic-related strategic objectives that serve community and student needs.	2025-2026