

Faculty Development Plan - Final

██████ MS, CCC-SLP
Assistant Teaching Professor
Communication Disorders

Professional Goals

Teaching/Course Development

Self-assessment:

- Consistently improving implementation of active learning strategies in ComD 460, 215, and 633.
- Collaborate effectively with fellow professor teaching different sections of ComD 430 to facilitate course alignment and continuity.
- Implemented class service projects in ComD 215 to improve belonging and sense of community in the students' first class after being admitted to our major.
- Pursuing the development of a hospital simulation lab that will positively impact student's learning experience in both the courses I teach and my clinical stewardship. This lab will also be a benefit to other professors in the department.

Areas to Develop:

- Adjust teaching methodology for changes in class size in ComD 215/ComD 460.
- Continue to refine ways to bring spiritual connections into class in natural and organic ways.
- Learn additional ways to improve teaching methodology.
- Increase alignment in material taught in courses that cover overlapping topics.

Goals:

- Read "Teach Students How to Learn" by Sandra Yancy McQuire to learn strategies that will facilitate improved clinical reasoning and study skills in my students.
- Use SCOT consultation for ComD 215 in Fall 2024/Winter 2025.
- Observe 2 faculty peers teaching if they feel comfortable.
- Learn the names of students by the third week of class.
- Attend a teaching conference in 2025.

- Evaluate effectiveness of new course design in the ComD 460 Capstone Clinical Methods course.

Progress to Date:

- Redesigned Capstone Clinical Methods Course (ComD 460) to accommodate increased class size and number of sections. (See Course Development report)
- Installed and utilized “Class Roll” and “Flash Cards” app to improve learning student names.
- Reviewed student feedback from Winter 2024.
- In progress of formulating a plan to redesign in-class assignments to fit class size changes in ComD 215 for Fall 2024.
- Met with CTL representative to evaluate teaching strategies for varying class sizes.
- Implemented mid-course evaluations in ComD 215 to more quickly respond to feedback and facilitate effective course management.
- Observed one professor teaching so far, with plans in place to observe another professor in Winter 2025.

Resources Needed:

- Will use funds from spring term professional development to finance teaching conference attendance.

Professional/Clinical Development

Self-assessment:

- Began trial of BYU Speech and Language Clinic screening program with 9 undergraduate students in spring term. This trial offered critical insights to helping us develop a sustainable program to manage the waitlist for the clinic.
- Dedicated to undergraduate experiential learning opportunities for as many students as possible.
- Received a President’s Innovation Fund grant to pilot a community outreach program for stroke survivors in rural Utah and provide undergraduate and graduate students with a unique experiential learning opportunity.

Areas to Develop:

- Coordinate future screening clinic staffing with the Clinical Team Council (CTC) to strengthen the student experience.
- Further develop student training plan to include parent interview practice, parent/caregiver education, clinical decision making etc.
- Assess effectiveness of documentation and other procedural systems in the screening clinic project.
- Explore ways to expand student involvement and offer participation opportunities to an increased number of students

Goals:

- Participate in Clinic Team Council meetings to facilitate alignment, foster transparency, and coordinate services.
- Coordinate with Katie Stone on student training schedule, implementing two training sessions with practice modules the students will engage with.
- Report on screening clinic progress to the faculty to facilitate coordinate with other faculty members' research interests.
- Improve documentation system for recording results of screening visits to allow for improved usability for students and continuity of care for clients being followed by the clinic.
- Develop assessment and training protocols for the rural stroke outreach program
- Begin student training in assessment and treatment approaches for outreach clients.
- Expand collaboration and engagement with community partners at local hospitals

Progress to Date:

- Completed initial phases of screening clinic initiative.
- This clinical project provided clinical opportunities for undergraduate students to work with pediatric clients. In our program, undergraduate students have not previously been provided with opportunities for hands on experience with clients prior to graduate school. These students were mentored by me, a licensed audiologist, and another licensed Speech-language Pathologist to provide hearing, speech, and language screenings to over 52 children and teenagers waiting for services in the BYU Speech and Language Clinic as of December 2024. In 2024, 17 undergraduate students participated in this mentored learning experience.
- Implemented feedback from students and clients to plan improvements for next screening clinic in Winter 2025.
- Increased student mentoring by involving a teaching assistant to assist with training, clinical pass-offs, and student clinician support.
- Collaborated with the Clinic Team Council and Lee Robinson and her teaching assistants to facilitate alignment and coordination of clinic waiting list procedures.

- Received the Presidents Innovation Fund Grant from Brigham Young University.
- This grant supported a clinical project to provide undergraduate and graduate students clinical opportunities to assess and treat stroke survivors living in rural areas of Utah. Four graduate students each mentored teams of two undergraduate students in this experiential learning opportunity under the mentorship of myself and Dr. Tyson Harmon.
- Through this grant, I have initiated program development, training of undergraduate and graduate student clinicians, and begun assessment and treatment with two clients in the Rural Stroke Outreach program.

Citizenship Development

Self-assessment:

- Coordinate and facilitate monthly activities for the Brain Injury and Stroke Support Group. Also participate in facilitating quarterly activities for the community with the Utah Valley Stroke Association.
- Implemented system improvements in the Brain Injury and Stroke Support Group to improve community involvement and continuity.
- Facilitated increased opportunities for undergraduate and graduate students to participate in service projects in the community through my work on the Utah Valley Stroke Association board.
- Developed partnerships in the community to facilitate experiential learning opportunities for students in the department, such as safe patient-handling training for graduate students.
- Served the department by serving as an admissions interview panelist, hosting and facilitating a visiting scholar event for the community, contributing to planning a new orientation experience for incoming graduate students, and fostering community in the department by helping organize a graduate student belonging brunch.

Areas to Develop:

- Increase community access to support group through improved communication and partnerships.
- Increase student involvement in UVSA and support group activities to provide additional experiential learning opportunities.
- Improve community education about prevention and awareness.
- Expand NeuroHarmony choir participation and service opportunities.

Goals:

- Facilitate quarterly performance and outreach experiences for the NeuroHarmony choir affiliated with the support group.
- Increase attendance at support group events by building outreach opportunities at local outpatient clinics.
- Support the Utah Valley Stroke Association by serving as Chairman in 2024 and 2025.

Progress to Date:

- Facilitated a choir for survivors of stroke and other neurological impairment called the Neuroharmony Choir to provide opportunities for choir members to improve their ability to communicate with others. I facilitate monthly practices and performances for the community and local hospitals with Dr. Tyson Harmon. Approximately 5-8 choir members attend each performance. The Neuroharmony choir performances in 2024 included:
 - Utah Valley Hospital Rehabilitation unit for inpatients
 - Stroke support group at Intermountain Medical Center

- The McKay School of Education wrote an article highlighting the spiritual impact of the choir for both members and students: <https://education.byu.edu/news/finding-voice-and-connection-the-neuroharmony-choir%27s-mission-of-hope>
- Utilized a teaching assistant with social media experience to create improved content designed to increase outreach to the community and facilitate increased access to services provided by the UVSA.
- Served the local community by facilitating and assisting in activities and education that support the mission of the UVSA to increase the quality and participation in post-stroke care throughout Utah Valley and increase education of stroke survivors, their caregivers, and the professionals caring for them. Responsibilities included conducting board meetings, coordinating education, event, and public relation campaigns. Led an initiative to update the association's strategic plan, implemented improved social media engagement, designed improved reports

Course Development Project Report

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Communication Disorders

ComD 460 Capstone Clinical Methods

Initial Assessment:

- This course has been evolving in the number of sections and class sizes. When I initially taught the class, it was an elective class with only approximately 10 students. Then it transitioned to becoming required and divided into two sections to accommodate increased experiential learning opportunities. There are now approximately 48-75 students in the course across the two sections.
- Additionally, the course requires that students obtain 25 guided observation hours that must be certified by a licensed SLP (not a teaching assistant). Requirements for guided observation involve a written or oral debrief. This requirement was previously met with a written debrief, but due to the change in class size, this was no longer feasible so a new structure was necessary.
- This course is intended to teach hands-on clinical skills to undergraduate students planning on pursuing advanced degrees in Speech-Language Pathology or Audiology. The practical intent of the course is best suited to be taught through hands-on practice and experiential learning which adds a level of challenge when taught in large group settings and should be taken into account when re-designing the course.

Process:

In order to adjust the teaching methodology for changes in class size/sections I did the following:

- Met with CTL representative to evaluate teaching strategies for varying class sizes
- Had 2 peer reviews of teaching in the course during Fall 2024
- Invited students to complete a mid-course evaluation in Fall 204
- Attended classes in project-based learning at the American Speech-Language Hearing Association annual conference in December 2024
- Revamped course purpose and learning outcomes to increase clarity

- Reviewed vary methods for assessing effectiveness of teaching strategies and student learning through improving assessments throughout the semester
- Collaborated with my mentor regarding options for new grading rubrics
- Re-designed daily debrief activities to be included at the beginning of each class to meet ASHA requirements.
- Created a new Clinical Project Assignment with training videos, assignment details, grading rubric, and self-assessment quiz (see details below).

Re-Design Project:

Course Purpose

1. By the end of this course, students will become competent and confident in their ability to implement a variety of clinical methodologies across the areas within the SLP and Audiology scope of practice.
2. Students will obtain 25 observation hours under appropriate ASHA supervision requirements.

Learning Outcomes

1. Students will be able to identify key principles of clinical methodologies that cross domains such as cueing, behavior management, data collection, counseling, etc. during observation of live and recorded therapy sessions.
2. Students will appropriately execute key clinical skills in diverse practical case studies and scenarios.
3. Students will differentially apply clinical skills appropriately to a variety of clients and clinical situations across our scope of practice.
4. Students will explain and defend their rationale for clinical decision making in practical case scenarios across pediatric and adult populations.
5. Students will obtain 25 observation hours under appropriate ASHA supervision requirements.

Here is a link to my complete syllabus:

<https://byu.box.com/s/m06tf28nnh2kpeui144vbowsvhvxfxo>

New Assignment

Clinical Experience Project #1 Instructions

When Kevin Worthen was BYU president he said, “The scriptures teach that there are three main ways we can learn: one, by study;⁴ two, by faith;⁵ and, three, by experience. We often hear about learning by study and by faith, but we talk much less about how we learn from experience. Yet learning from experience is one of the essential purposes of our mortal existence.” In this class we are going to do a lot of learning by experience!

This project is an opportunity to put into practice some of the skills you have been learning in class. We will practice:

- Assessment principles such as:
 - Interviewing patients and family members
 - Following test procedures
 - Understanding how and when to providing cueing during testing
- Appropriate interpersonal interaction skills such as:
 - Introducing yourself professionally
 - building rapport appropriately
 - listening skills
- Professional practice skills such as:
 - Individuals shall provide all clinical services and activities competently (Ethics 1.A)
 - Individuals shall not misrepresent the credentials of ... students... and they shall inform those they serve professionally of the name, role, and professional credentials of persons providing services. (Ethics 1.D)
 - Individuals shall obtain informed consent from the persons they serve about the nature and possible risks and effects of services provided, technology employed, and products dispensed. (Ethics 1.H)
 - Individuals shall not misrepresent their credentials, competence, education, training, experience, or scholarly contributions (Ethics 3.A)

You will choose one of the following screening opportunities and administer the screening to a real person after practicing.

Option #1 Dementia Screening

In this assignment, you will practice two simple cognitive assessments for adults.

- Watch the SLUMS training video at: <https://www.youtube.com/watch?v=z4ctoWU-qzw>
- Watch the FEMAT screening administration video in the content section in Learning Suite
- Practice the SLUMS and the FEMAT screening with someone else in the class
- Choose one person 40 years or older and administer the SLUMS and the FEMAT
- Include the following things as you administer the test:
 - Introduce yourself as a Communication Disorders undergraduate student and thank them for participating with you
 - Ask the person if they have any speech, language, or memory concerns
 - Provide a simple explanation of the test and testing procedures
 - Administer the assessment
 - Explain that you will not be providing results until you have reviewed them with a licensed speech language pathologist
 - Thank them for helping you practice

- Video your screening experience
- Upload a short 5-minute clip of your video to Learning Suite and complete the self-reflection quiz in Learning Suite about the experience

Option #2 Hearing Screening

- Review hearing screening procedures provided
- Practice conducting a hearing screening with someone else in the class
- Choose **two** people who are willing to have a hearing screening performed
- Include the following things as you administer the test:
 - Introduce yourself as a Communication Disorders undergraduate student and thank them for participating with you
 - Ask the person if they have any hearing concerns
 - Provide a simple explanation of the test and testing procedures
 - Administer the assessment
 - Explain that you will not be providing results until you have reviewed them with a licensed speech language pathologist or audiologist
 - Thank them for helping you practice
- Video your screening experience
- Upload a short 5-minute clip of your video to Learning Suite and complete the self-reflection quiz in Learning Suite about the experience

Option #3 Language Screening

In this assignment, you will practice a simple language and articulation screening assessment for children called the PLS- screener.

- Watch the PLS screening administration video
- Practice the articulation screener with someone else in the class
- Choose one child who is 3-7 years old. The child must be able to at least use simple phrases and sentences (no non-verbal children)
- Include the following things as you administer the test:
 - Introduce yourself as a Communication Disorders undergraduate student and thank them for participating with you
 - Ask the parent if they have any speech, language, or memory concerns for their child
 - Provide a simple explanation of the test and testing procedures
 - Administer the assessment
 - Explain that you will not be providing results until you have reviewed them with a licensed speech language pathologist
 - Thank them for helping you practice
- Video your screening experience
- Upload a short 5-minute clip of your video to Learning Suite and complete the self-reflection quiz in Learning Suite about the experience

Video Grading Rubric

Student Name:

	2 points	5 points	10 points
Appropriately administered the assessment	Only partially administered the assessment correctly, making 7 or more errors	Only partially administered the assessment correctly, making 4-7 errors	Administered the assessment correctly, making less than 3 errors

	0 points	5 points	10 points
Scored the assessment correctly	Scored incorrectly with 5 or more errors	Scored incorrectly with 3-4 errors	Scored correctly with 2 errors or less

Clinical methods demonstrated	0	3 points	5 points
Professionalism	Less than 50% of the session	Clearly observable only 50-90% of the session	Demonstrated appropriately in 90% of the session
Clear testing explanation	Less than 50% of the session	Clearly observable only 50-90% of the session	Demonstrated appropriately in 90% of the session
Appropriate session management	Less than 50% of the session	Clearly observable only 50-90% of the session	Demonstrated appropriately in 90% of the session
Effective use of materials	Less than 50% of the session	Clearly observable only 50-90% of the session	Demonstrated appropriately in 90% of the session

40 Total Points Possible

Total Points Earned:

Self-Assessment

This is a quiz in Learning Suite designed to help the student reflect on their experience in a positive way and help them see both their strengths and areas to set future goals in. The student is given full credit for responding to questions, not on how highly they rated their confidence or performance.

1. Did you watch the training videos outlined in the instructions?

- Yes
 - No
-

2. Did you practice the assessment with a classmate prior to the administration?

- Yes
 - No
-

3. How confident did you feel going into this clinical experience?

- A. Extremely confident
 - B. Very confident
 - C. Somewhat confident
 - D. Slightly unconfident
 - E. Not confident at all
-

4. Which part of the clinical experience worried you the most?

- A. Explaining the test
 - B. Administering the test
 - C. Answering patient questions/managing client behavior
 - D. Scoring the test
 - E. Nothing really worried me
-

5. What is one thing that went well during the clinical experience?

6. Reflecting on your experience, what is one thing that you learned or that you would do differently?

0 words

7. What is one **interpersonal** skill that you would like to develop more in the future and why?

0 words

8. What is one **clinical skill** you would like to develop more in the future and why?

0 words

9. How well do you feel you did at not biasing the testing with reinforcement or feedback? What made it the most tricky?

- A. Perfect - I didn't slip at all!
- B. Pretty good - I only slipped a couple of times
- C. Average - I'm a typical clinician and I caught myself a few times
- D. Less than ideal, but improving - It was tough to not give feedback
- E. Rough - I couldn't stop myself!

Explain your answer:

10. Now **AFTER** this clinical experience, what you do feel is a strength you have?

- A. Explaining the test
 - B. Administering the test
 - C. Answering questions/managing client behavior
 - D. Scoring the test
-

Goals for my second semester teaching:

- Use SCOT consultation, mid-course evaluations, and final student evaluations to help determine effectiveness of new course design in Winter 2025 and identify additional improvements needed.
- Update and adapt clinical experience assignments as necessary.
- Continue to develop application-based class discussions to strengthen critical thinking and clinical reasoning skills.
- Attend a teaching conference in 2025 to learn about additional alternative formats and teaching strategies applicable to the course.
- Based on student performance and perceptions of the learning environment, I will assess the impact of the course and make changes that will enhance student performance in the future.

Professional Development Goals Report

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Professional/Clinical Development

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Citizenship Development

Goals:

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- Support the Utah Valley Stroke Association (UVSA) by serving as Chairman in 2024 and 2025.
- Support my department and McKay School of Education through service on committees as assigned.

Progress Report:

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campaigns. Led an initiative to update the association's strategic plan, implemented improved social media engagement, designed improved reports summarizing outcomes of outreach activities for our funding partners, and increased representation of stroke survivors serving on the board.

- Served on events committee to host guest scholar and facilitate graduate student belonging brunches
- Served on orientation committee to design and implement a new graduate student orientation experience to improve belonging, collaboration, and a positive student experience.
- Support the McKay School of Education by serving on the Undergraduate Program Leadership Council

Teaching Grant Proposal: Enhancing Speech Anatomy and Physiology Education with a Laryngeal Model

Objective:

The purpose of this grant proposal is to secure funding for the purchase of a laryngeal model to enhance the educational experience of students in my Speech Anatomy and Physiology class, ComD 215. This investment aims to improve student comprehension of complex anatomical structures and their functional dynamics through hands-on, three-dimensional visualization.

Rationale:

Understanding the intricate anatomy of the larynx and its role in speech production is fundamental for students pursuing careers in speech-language pathology, audiology, and related fields. While textbooks and two-dimensional diagrams provide valuable information, they often fall short in conveying the spatial relationships and dynamic movements of laryngeal structures. A high-quality, 3-D laryngeal model offers an interactive and tangible learning tool that bridges this gap. By allowing students to explore the larynx in a more realistic and engaging manner, the model fosters deeper understanding, retention of knowledge, and application of concepts.

Implementation:

The laryngeal model will be integrated into lectures, lab sessions, and group activities to complement existing teaching methods and provide a multimodal approach that accommodates diverse learning styles. Students will use the model to:

- Identify and differentiate key anatomical structures such as the vocal folds, epiglottis, thyroid cartilage, and arytenoid cartilages.
- Visualize the mechanics of phonation, including vocal fold adduction and abduction.

Expected Outcomes:

- Enhanced student engagement and participation in class.
- Improved ability to identify laryngeal structures and explain their functions.

Budget:

The laryngeal model is priced at \$480 plus tax. This one-time investment will serve multiple cohorts of students, ensuring long-term benefits. Here is a link to the model:

<https://evolutionflex.com/products/3b-scientific-functional-larynx-model-4-times-full-size>

I appreciate your consideration of this proposal.

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