



Stony Brook
School of Health Professions

Strategic Plan
2024 - 2028

Introduction

The School of Health Professions (SHP) was established in 1970 by Dr. Edmund McTernan. The School of Allied Health Professions, (SAHP) as it was initially known, was one of the first schools to be developed in support of what was to become the highly anticipated Stony Brook University Hospital, which opened in 1981. At a time when most allied health profession programs were hospital-based certificate programs, the school met a growing local need for quality health care professionals and attracted high caliber clinical faculty to educate the next generation. By 1993, the school had a new dean in Dr. Lorna McBarnette, who ultimately decided to change the name of the school to what she felt more accurately reflected the programs and mission, and so the school was renamed the School of Health Technology and Management. In 2021, once again, the faculty and staff re-evaluated accurate reflection of the school's name, and it was decided that the name should be changed to the School of Health Professions (SHP).

In 1999, after McBarnette's departure, the next administration assumed full responsibility of the school. Since then, the school has seen significant changes in its culture that have resulted in unprecedented growth in both enrollment and demand for its students. With a well-deserved reputation for producing outstanding health professionals in all disciplines, SHP maintains its focus on high quality education with an interprofessional approach to the process while expanding its offerings to include certificate, undergraduate and graduate education. Under the current administration, the focus remains on providing exceptional educational opportunities for those pursuing healthcare careers, while building an infrastructure that promotes interprofessionalism, scholarship, research, technology, and evidence-based practice.

Now the largest school in the Health Sciences Center with almost 1,200 students, and housing the health science major, which is the third largest undergraduate major of the university, the SHP remains poised to not only serve its local and national constituencies, but to further demonstrate that it is a leader among schools of its kind.

Executive Summary

The School of Health Professions will provide the highest quality education and lead the nation in creating quality health care programs that complement the country's current and emerging public health challenges. The strategic priorities of the SHP revolve around education delivery, workforce and culture, research, resources, and community and partnerships.

The mission and vision of the school were developed as a means of educating the healthcare professionals of tomorrow.

Mission

The mission of the School of Health Professions is to transform lives through healthcare education, workforce development and engagement, research, and cultivating resources and partnerships.

Vision

The School of Health Professions will be the preferred choice for tomorrow's interprofessional healthcare workforce that responds to the needs of our diverse community, our region, and beyond.

Our mission will continue to support an interprofessional learning environment that fosters research, scholarly activity, critical thinking, evidence-based practice, leadership, and professionalism, while affirming the importance of ethical behavior, human diversity, service, and a team approach to health care.

Education Delivery

In 1993, the total enrollment of undergraduate and graduate students was 284, composed primarily of students in undergraduate programs in medical technology, physical therapy, physician assistant education and the masters in health sciences. Today, by comparison, SHP is the largest of the HSC schools with almost 1,200 students enrolled in certificate, undergraduate and graduate programs on both the Stony Brook and Southampton campuses.

Our programs include:

- Applied Health Informatics (MS)
- Athletic Training (MS)
- Clinical Laboratory Sciences (BS)
- EMT-Basic (Certificate)
- Health Science (BS)
 - Clinical Concentrations in:
 - Anesthesia Technology
 - Medical Dosimetry
 - Radiation Therapy
 - Radiologic Technology
 - Non-Clinical Concentrations in:
 - Disability Studies and Human Development
 - Emergency and Critical Care
 - Exercise Science
 - Environmental Health and Safety
 - Healthcare Informatics
 - Healthcare Management
 - Public Health/Community Health Education
- Medical Molecular Biology (MS and Advanced Certificate)

- Occupational Therapy (MS)
- Paramedic (Certificate)
- Phlebotomy (Certificate)
- Physical Therapy (DPT)
- Physician Assistant (MS)
- Respiratory Care (BS)
 - Polysomnography Specialization Option
- Speech-Language Pathology (MS)

Conceived in 2000 as a new model of healthcare education within a research institution, the Health Science major has become a particular source of pride for the school. With its focus on both clinical and non-clinical tracks, the major is structured in a unique way that allows it to immediately respond to trends in the health care industry by:

- Providing on going curricula changes that correspond to the evolution of the university;
- Creating programs that meet current workforce needs;
- Responding to student needs by creating coursework that provides job skills that lead to professional entry level employment;
- Preparing students to apply for graduate programs in the health professions.

The major has also significantly reduced the attrition rate on campus by identifying and supporting those whose interests lay in the medical field but for whom entering a traditional field of study such as medicine may not have been feasible.

The quality of our programs speaks for itself with consistently high pass rates on national certification exams that exceed national averages, as well as in accolades from their accrediting bodies. Our physician assistant program is identified as 27th in the nation by U.S. News and World Report, and the number one program of its kind in the Northeast as well as New York State. During its last accreditation site visit in 2017, the program was awarded the maximum of 10-years reaccreditation by the Accreditation Review Commission on Education for the Physician Assistant. In 2022, our physical therapy program received the maximum 10-year reaccreditation by the Commission on Accreditation in Physical Therapy Education. In 2023, our occupational therapy program received 10-year reaccreditation by the Accreditation Council for Occupational Therapy Education and our athletic training program received 10-year reaccreditation by the *Commission on Accreditation of Athletic Training Education*. In 2021, our respiratory care program received its 10-year reaccreditation from the Commission on Accreditation for Respiratory Care, while clinical laboratory sciences was awarded 10-year reaccreditation in 2017 by the National Accrediting Agency for Clinical Laboratory Sciences. Our paramedic program received its 5-year initial accreditation in 2018 by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and awaits its next accreditation cycle site visit in 2024. In 2021, the anesthesia technology track offered in the health science major received five-year initial accreditation from CAAHEP. The medical dosimetry track received the eight-year maximum maintenance of accreditation from the Joint Review Committee on Education in Radiologic Technology with its next review site visit to take place in

2024, along with the radiation therapy track which received three-year initial accreditation in 2021.

The most recent addition to our program offerings is our masters-level speech-language pathology program, which resides at our Southampton campus. It is a comprehensive and rigorous program which prepares students for positions in a variety of settings including hospitals, rehabilitation facilities, long-term care facilities, extended care facilities, schools, agencies, and private practices. The mission of the program is to develop exceptional speech language pathologists dedicated to positively impacting their communities through service, ethical and evidence-based practices, and advocacy and scholarship. In order to achieve this, we are committed to educate our students to become clinical practitioners, teachers and researchers in communication and swallowing disorders. The students will engage in team based and problem-based learning experiences and provide services to individuals with communication disorders under expert faculty supervision while learning about integrating theory into clinical practice in a variety of medical and educational settings. Graduates from the program will be known for their commitment to lifelong learning, high standards of professional behavior, collaborative practices, sensitivity to human diversity, and their ability and willingness to use their knowledge and skills to enrich the lives of others. There is a growing need for speech-language services in Suffolk County, especially the East End. The demand for SLPs is rising, with projected job growth at 21% through 2024. There is also a need for bilingual SLPs. Recent data shows that 22% of the homes in Suffolk speak a language other than English, and that the demographics of our region are quickly changing with projections that this number will increase. With the addition of the speech-language pathology program, we will be able to meet these needs among the Long Island community.

Workforce and Culture

With a focus on attracting, developing, recognizing, and retaining an exceptional workforce, the School of Health Professions is dedicated to providing and promoting a work environment that cultivates faculty and staff engagement, wellness and satisfaction. We seek to recognize the talents and achievements of our faculty and staff, giving them opportunities to thrive through innovation and professional growth, and supporting their success through mentoring, training, and leadership development.

The school is committed to creating a diverse and inclusive culture that values and leverages the unique perspectives, backgrounds and talents of all individuals. Our commitment to diversity, equity, and inclusion is paramount and we are dedicated to fostering an environment that allows everyone to share their knowledge and express themselves in a safe and welcoming environment. As educators of the next generation of healthcare professionals, we understand that each patient, client, and community member is unique, and we seek to cultivate compassion and acceptance among our graduates, while ensuring that those they will serve have equal representation and care.

Research

As we continue to grow in our research capacity and our ability to attract sponsors, we will maintain working relationships with new and existing university and outside collaborators to meet the health and healthcare needs of the various communities we have the privilege to serve.

The faculty of the School of Health Professions has grown dramatically both in research capacity and productivity, leading and collaborating on important scientific projects to address priority health and healthcare problems locally, nationally, and internationally. The composition of the faculty of SHP is the result of strategic hiring decisions to bolster the research capacity of the school, as well as professional development support for our existing clinical faculty who have or plan to pursue doctoral studies while continuing to excel in areas of teaching, clinical education and practice. Among our current faculty are scholars with independent programs of research and reputations nationally for expertise in disability studies, community-based participatory research and minority health/health disparities research, rehabilitation and movement science, and telehealth. Members of SHP's faculty have collaborative relationships with scientists and clinicians in the Schools of Medicine, Dentistry, Nursing, Communication and Journalism, Professional Development, and Social Welfare, as well as the Colleges of Arts and Sciences, Business, and Engineering and Applied Sciences.

SHP faculty have pioneered programs and centers, such as the Center for Public Health Education, the Center for Community Engagement and Leadership Development, and the Research Rehabilitation and Movement Performance laboratory (RRAMP). Our faculty members have authored or co-authored numerous scholarly peer-reviewed works per year, including keynote and plenary presentations at national and international professional meetings, peer reviewed or invited scientific talks and poster sessions, as well as indexed journals, textbooks, and book chapters. Many of our faculty members currently hold editorial board positions on scientific and professional journals in fields that are representative of our diverse expertise such as women's health, disability studies, cardiopulmonary rehabilitation, physical therapy, occupational therapy, emergency medicine, and related areas of behavioral health science and medicine.

Resources

The school continues to seek viable resources to support and advance excellence in all that we do. Through increased revenue, philanthropy, and increased awareness and visibility of our school, we will secure the resources needed to support our infrastructure and our programs.

Resources are vital to the well-being of the school and provide us with the mean to carry out our mission. Financial resources support our day-to-day operations, invest in research, and expand the breadth and depth of our programs. These resources allow us to support technology replacements and upgrades, modernize processes, invest in space and facilities, offer scholarships and endowments, and fund major projects and endeavors. With these

resources comes the opportunity to remain competitive, to adapt to changes, and be innovative.

To maximize our exposure, we are developing a strong marketing plan that creates awareness around our outstanding programs. By building awareness, we, too, build upon our presence in the healthcare education landscape. This is essential in order to maintain our reputation and image of educational excellence, where we can attract the best students, faculty, and staff.

Community and Partnerships

While involvement in and support of the community began during the height of the HIV/AIDS crisis, the School of Health Professions truly made community efforts part of its focus. The Center for Public Health Education (CPHE), originally known as the AIDS Education Resource Center, was opened in 1984 in response to a regional need to train health care workers in the care of patients who were afflicted with HIV or AIDS. The first and only unit within SHP with a mandate that is completely community focused, the center continues to provide critical and relevant information on HIV/AIDS and related topics.

Many communities on Long Island experience deficits in important areas, including healthcare access, advocacy, and social participation. As Stony Brook University increases its focus on research, a significant opportunity and need has arisen to direct attention to these underserved communities to assist in strengthening their social capital and to help address some of their challenges. The Center for Community Engagement and Leadership Development (CCE) in the School of Health Professions is a multidisciplinary effort that applies the leadership and social change expertise of Stony Brook University faculty and students for the purpose of bridging the gaps in health care and social resource disparities that have persisted in many of Long Island's underserved communities. Through such service to the community, the center also enriches the academic experience for faculty and students.

We will continue to expand and advance these partnerships in order to strengthen our community connections and affiliate relationships. With the exchange of ideas, resources, and talent, our hope is to improve the health and well-being of our community members.

In order to meet the mission and vision, the following strategic initiatives, goals, objectives and tactics were developed by the SHP faculty, staff and administration in a collaborative process during 2023/24 academic year, for implementation and assessment from 2024 - 2028.

Strategic Priorities

- I. Education Delivery
- II. Workforce and Culture
- III. Research
- IV. Resources
- V. Community and Partnerships

Strategic Priority I – Education Delivery

GOAL I.1: Growth

Grow by improving access, quality-reputation, and best-in-class education

Objective I.1A. Access | Offer affordable education that results in social mobility

- **Tactic 1:** SHP will provide students with experiences and educational opportunities for careers in healthcare
- **Tactic 2:** SHP will foster student success in all facets of our students lives, including but not limited to academic achievement, emotional and social well-being, and economic stability

Objective I.1B. Quality | Advance outstanding national quality rankings

- **Tactic 1:** SHP programs will continue to rank highly in national and regional higher education surveys
- **Tactic 2:** SHP will uphold the highest educational standards of its programs to ensure continued accreditation with national accrediting agencies

Objective I.1C. World-class | Grow our educational offerings

- **Tactic 1:** SHP will incorporate experiential learning opportunities, such as research projects, simulation-based learning, internships and industry partnerships to enhance practical skills and real-world applications that enable our students to contribute meaningfully to our local and global communities
- **Tactic 2:** SHP will conduct strategic expansion of academic degree programs around targeted areas of growth in the healthcare professions
- **Tactic 3:** SHP will develop programs and classes that include collaborative teaching with other departments, schools, or institutions to offer opportunities for cross-campus collaborations sharing of resources, and interprofessional education
- **Tactic 4:** SHP will research the market to establish its place in the collegiate landscape by identifying opportunities for growth, such as pipeline programs on west campus, community and other colleges, and develop high-need healthcare education programs

Objective I.1D. Social Responsibility | Promote social responsibility by prioritizing equitable access to education

- **Tactic 1:** SHP will strengthen the pipelines from K-12 underrepresented cohorts and pathways to educational attainment (HCARE / BOCES)

GOAL I.2: Student-centric

Streamline processes to increase student engagement

Objective I.2A. Digital services | Explore technology to engage students, faculty, and staff

- **Tactic 1:** SHP will keep current on educational software for our labs and classrooms to facilitate immersive educational experiences that support innovative and inclusive pedagogy
- **Tactic 2:** SHP will upgrade and innovate our technology infrastructure to enable increased coordination, communication, and efficiency through state-of-the-art digital platforms within the school

Objective I.2B. On-demand services | Expedite admissions process

- **Tactic 1:** SHP will review all admission policies and procedures to ensure equity in the admissions process
- **Tactic 2:** SHP will ensure that all admissions committees are trained in the implementation of inclusive and equitable admissions practices
- **Tactic 3:** SHP will ensure that all admissions decisions are made promptly and communicated to potential students

Objective I.2C. Frictionless process | Transform workflows to achieve best-in-class performance for recruitment, admissions, and retention

- **Tactic 1:** SHP will create a communications plan in order to convert prospects to matriculated students
- **Tactic 2:** SHP will develop and implement internal and external partnerships for recruitment of students
- **Tactic 3:** SHP will create and implement a student-centered retention plan that fosters student success

GOAL I.3: Novel Education

Foster education and training experience

Objective I.3A. Novel education model | Deliver education model that achieves optimal outcomes

- **Tactic 1:** SHP programs will meet or exceed standard pass rates for their respective board exams, based on industry standards and/or accreditation requirements
- **Tactic 2:** SHP programs will meet or exceed standard employment rates for their respective industries, based on industry standards and/or accreditation requirements
- **Tactic 3:** SHP programs will meet or exceed standard graduation rates, based on academic standards and/or accreditation requirements
- **Tactic 4:** SHP programs will meet or exceed standard retention rates, based on academic standards and/or accreditation requirements

- **Tactic 5:** SHP will review educational offerings through a continual process of rigorous assessment of processes and outcomes
- **Tactic 6:** SHP will respond to the increased importance of student well-being and mental health concerns within the context of expectations for their professional educational experience and training

Objective I.3B. Interprofessional education | Foster interprofessional education and training experiences

- **Tactic 1:** SHP will integrate interprofessional education initiatives into Center for Interprofessional Innovation (CIPI)
- **Tactic 2:** SHP will increase supervised student engagement with internal and external partners
- **Tactic 3:** SHP will develop programs and projects with internal and external partners that promote student engagement and enhance learning

Strategic Priority II – Workforce and Culture

GOAL II.1: High-performance culture

Attract, develop, recognize, and retain an exceptional workforce

Objective II.1A. Workforce engagement | Promote a work environment that cultivates faculty and staff engagement, wellness, and satisfaction

- **Tactic 1:** SHP will continue to support and improve faculty and staff SHP mentoring program
- **Tactic 2:** SHP will support faculty success through strategic hiring, mentoring, training, leadership development, and effective and equitable approaches to expand our capacity for transformative work
- **Tactic 3:** SHP will cultivate innovation, enhance professional growth, and create a thriving environment for our staff and faculty
- **Tactic 4:** SHP will develop a recognition program for faculty and staff

Objective II.1B. Diversity, equity, and inclusion | Create a diverse and inclusive culture that values and leverages the unique perspectives, backgrounds, and talents of all individuals

- **Tactic 1:** SHP will recruit a diverse student body to better reflect our community
- **Tactic 2:** SHP will implement strategies to improve the retention rate of students from underrepresented populations
- **Tactic 3:** SHP will increase recruitment of underrepresented faculty and staff
- **Tactic 4:** SHP will increase retention of underrepresented faculty and staff
- **Tactic 5:** SHP will develop a school-wide cultural competency curriculum that will be integrated in each program's curriculum

Strategic Priority III – Research

GOAL III.1: Novel research

Promote and expand research initiatives that transcend traditional disciplinary boundaries

Objective III.1A. Clinical translation | Improve the integrity of research into the clinical practice and teaching

- **Tactic 1:** SHP will support a research infrastructure that will promote activity among new and junior researchers by educating in conducting clinical research, grant writing; maintaining diverse and interdisciplinary mentorship teams; and identifying diverse scholarship opportunities in alignment with current foundational, local, state, and federal funding opportunities
- **Tactic 2:** SHP will support a research infrastructure that will promote continued activity among senior and experienced researchers by assisting in locating and applying for competitive grants; facilitating completion of grant applications; and identifying diverse scholarship opportunities in alignment with current foundational, local, state, and federal funding opportunities
- **Tactic 3:** SHP will create a research seed grant program
- **Tactic 4:** SHP will create policies and procedures that incentivize, reward, and acknowledge faculty and staff for increased efforts

Objective III.1B. Interprofessional research | Foster interprofessional research and collaboration

- **Tactic 1:** SHP will develop partnerships with students, faculty, staff, and community stakeholders to engage in interprofessional scholarly or creative activity
- **Tactic 2:** SHP will integrate its interprofessional research initiatives into the Center for Interprofessional Innovation (CIPI)

Strategic Priority IV – Resources

GOAL IV.1: Enterprise-wide excellence

Support and advance excellence through the allocation and utilization of resources

Objective IV.1A. Financial and operating results | Achieve SHP strategies through increased revenue

- **Tactic 1:** SHP will secure resources to support technology replacements and upgrades in offices and shared spaces
- **Tactic 2:** SHP will modernize processes and policies within the school to advance equity, consistency, and accountability across our operations
- **Tactic 3:** SHP will invest in space and facilities to reflect the creative potential of the school, and advance meaningful collaboration
- **Tactic 4:** SHP will develop articulations and incentives with other SBU academic schools and departments to share resources in the development of academic programming and attracting and retaining highly qualified faculty candidates
- **Tactic 5:** SHP will actively seek to increase enrollment of out of state and international students by creating and implementing a strategy to support growth in this area, including market research and a rollout plan
- **Tactic 6:** SHP will implement an academic program review process to assess program strength and relevance in relationship to available resources, healthcare trends, and areas in need of support and development
- **Tactic 7:** SHP will develop affiliation agreements to formalize relationships between health systems and SHP for the express purpose of collaboration on joint research, academic programs, and clinical care initiatives
- **Tactic 8:** SHP will develop strategic corporate partnerships to address and encompass workforce needs within program curricula, and create opportunities for corporate sponsored seed grants and research opportunities

Objective IV.1B. Advancement | Support advancement opportunities to increase philanthropy, support our strategic plan, and quest for excellence

- **Tactic 1:** SHP will invest in its mission through the expansion of philanthropic giving, academic entrepreneurship, and grant funding
- **Tactic 2:** SHP will create strategies for successful advancement and development opportunities by facilitating philanthropic relationships with potential donors, corporate partners, and alumni including major gifts, students scholarships, endowments, and funding of major projects
- **Tactic 3:** SHP will create a comprehensive fundraising campaign to include community outreach and marketing, with a focus on creating awareness among external SHP constituents, connecting with specialty areas and unique populations of interest
- **Tactic 4:** SHP will advance alumni-based initiatives

Objective IV.1C. Reputation | Optimize marketing and communications initiatives to support SHP awareness and engagement

- **Tactic 1:** SHP will continue to grow its social media presence and explore additional platforms for maximum exposure
- **Tactic 2:** SHP will develop a strong marketing plan to create awareness around new and existing programs
- **Tactic 3:** SHP will work with marketing and digital strategy experts to ensure search engine optimization and the best end-user web experience

Strategic Priority V – Community and Partnerships

GOAL V.1: Expansion of Partnerships

Expand and advance internal and external partnerships to strengthen community connections and affiliate relationships

Objective V.1A. Next generation partners | Strengthen and expand our platform with traditional and non-traditional partners

- **Tactic 1:** SHP will improve the economic growth of the community by offering educational certificate programs in entry-level healthcare positions
- **Tactic 2:** SHP will increase health of community by exploring the creation of interprofessional health clinics, and pro bono faculty mentored/student clinics
- **Tactic 3:** SHP will explore internal and external partnerships for educational, research, and scholarship collaborations within targeted areas of workforce growth

Objective V.1B. Affiliations | Develop and expand partnerships with Stony Brook Medicine affiliates and external affiliates

- **Tactic 1:** SHP will incentivize external partnerships to facilitate a symbiotic exchange of ideas, resources, and talent with partners from the community, government, industry, and other institutions and elevate our collective impact on the region and beyond
- **Tactic 2:** SHP will collaborate with our partners in Southampton and integrate with their community network to engage participation on campus

Objective V.1C. Community engagement | Support and strengthen partnerships with community members and agencies to promote health and wellness awareness and services

- **Tactic 1:** SHP will support community engagement events, including health fairs, healthcare screenings, and services to underrepresented areas in the region through initiatives in the school's Center for Community Engagement