



Course Syllabus

# Audiology Practice Management

**HESP 704**  
Winter 2019

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Office Hours: by appointment

Meeting Time: Mon-Thurs, 9:30 am to 1:00 pm  
Meeting Location: Tydings Hall, Room 1108  
Prerequisites: HESP 606, 701, 702, 706

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## **Learner Outcomes\***

This course will provide students with the basics of clinical business management and ethical conduct both in the context of private practice and as a department in a healthcare corporation. Upon completion of the course, students will be able to:

1. Define Practice Management.
2. Develop a business and marketing plan.
3. Describe reimbursement and coding issues and develop appropriate pricing and scheduling strategies.
4. Describe relevant laws and ethical issues related patient care, business management and interactions with other professionals, businesses and industry.
5. Describe ways in which the Audiologists can facilitate interprofessional communication to optimize patient care

\*See p. 8 for the Audiology Knowledge and Skills addressed by specific learning outcomes

## **RECOMMENDED READINGS**

Glaser, R.G. and Traynor, R.M. (2019). *Strategic Practice Management: Business Considerations for Audiologists and Other Healthcare Professionals, Third Edition*. San Diego: Plural Publishing, Inc.

Hamill, T. (2012) *Ethics in Audiology, 2<sup>nd</sup> Edition*. Reston: American Academy of Audiology.



### Course Schedule

<b>Private Practice Considerations</b>	
January 2	Introduction; Private practice considerations, Challenges to the profession
In-class activities	Kahoot! Class introduction Class discussion Write a mission statement
Outside activities	Readings: Chapter 1, Glaser and Traynor
January 3	Elements of a business plan; Legal considerations
In-class activities	Kahoot! Class discussion Outline a business plan
Outside activities	Readings: Chapters 2-4, Glaser and Traynor
January 7	Marketing the audiology practice
In-class activities	Kahoot! Class discussion Develop a marketing plan
Outside activities	Readings: Chapters 6 and 8, Glaser and Traynor
<b>Practice Management and Pricing</b>	
January 8	Management and cultural competence
In-class activities	Kahoot! Class discussion 1. Cultural values assessment
Outside activities	Readings: Chapters 14, 17, and 20, Glaser and Traynor
January 9	Optimizing pricing strategies
In-class activities	Kahoot! Class discussion Develop a pricing strategy
Outside activities	Readings: Chapter 8, Glaser and Traynor
January 10	Fiscal monitoring: cash flow analysis
In-class activities	Kahoot! Class discussion Develop a cash flow plan
Outside activities	Readings: Chapter 11, Glaser and Traynor
January 14	Coding and reimbursement
In-class activities	Kahoot! Class discussion Guest lecturer: Dr. Gail Linn



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Outside activities	Readings: Chapter 13, Glaser and Traynor
<b>Ethics and Class Presentations</b>	
January 15	Wrap-up of unfinished topics
In-class activities	Kahoot! Work on business plans Begin discussion of ethics
Outside activities	Readings: Chapter 5, Glaser and Traynor
January 16	Ethics
In-class activities	Kahoot! Guest lecture by Dr. Carmen Brewer and Dr. Kelly King Discuss ethics cases
Outside activities	Prepare ethics presentation Readings: ASHA Code of Ethics AAA Code of Ethics Research Ethics Guidelines Hearing Industry Ethics Guidelines
January 17	Ethics presentations
In-class activities	Kahoot! Ethics presentations
Outside activities	Prepare business plans
January 22	Business plan presentations
In-class activities	Kahoot! Business plan presentations
Outside activities	Celebrate your five days before the start of the spring semester

## Learning Assessments

### *Class participation*

Each student will be expected to contribute to the class discussion at least three times per class to receive the full six percentage points. A brief powerpoint presentation will be posted prior to each scheduled class. This presentation and the assigned readings should help you to prepare for the discussion.

### *Business plan*

You will prepare a business plan based on a practice model of your choice. This business plan should be suitable for presentation to a loan officer to secure a loan to fund the business, and it should include all of the elements discussed in class and on the rubric. You will submit a written plan and will prepare a 10-minute powerpoint presentation of the plan on the last day of class **January 22<sup>nd</sup>**. You may use online resources to assist with development of the plan. Refer to rubric on elms.



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### Ethics case

You will present an ethics case (powerpoint presentation) on **January 17<sup>th</sup>**. The presentation can be based on a clinical, academic, or research case and may be real or selected from one of the cases posted on ELMS. To allow enough time for discussion of each, please team up with a class mate to do the presentation. We will then have 7 presentations of 10 minutes each with 15 minutes for discussion. Refer to the rubric on ELMS.

Learning Assessments	#	Points Each	Category Total	Category Weight
Class participation	9	6	54	54%
Business plan	1	36	36	36%
Ethics presentation	1	10	10	10%
<b>Total Points:</b>			<b>100</b>	

Final Grade Cutoffs					
+	98.00%	+	88.00%	+	78.00%
A	94.00%	B	84.00%	C	74.00%
D	64.00%	F	<60.0%		
-	90.00%	-	80.00%	-	70.00%
				-	60.00%

## Campus Policies

It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit <http://apps.gradschool.umd.edu/Catalog/policy.php?the-academic-record> for the Graduate School’s full list of campus-wide policies and follow up with me if you have questions.

### Make-up /Assignments

If you are aware ahead of time that you will be absent on the day of a presentation, you may schedule a make-up presentation provided that (1) you have an approved University Acceptance (e.g., religious observance) and (2) I am notified in writing within the first wees of the semester. Assignments are expected to be submitted by the dates indicated on the syllabus or in advance of the due date if you anticipates being absent from class on the due date. You should inform me that you will be absent ahead of time to make arrangements to submit the assignment.

When the reason for an absence on the day of an exam or assignment is not foreseeable, you must inform me as soon as possible. Please make every effort to contact me by phone or by email prior to



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class if you will be absent due to illness or other emergency. Campus Senate policy requires students who are absent due to illness/injury to furnish documentary support to the instructor. You must provide written documentation verifying your illness/injury on the day that you return to class. You will not be allowed to turn in missed assignments or make up exams if you have not provided this documentation. In addition, if it is found that you have falsified the documentation provided, you will be referred to the University's Student Conduct Office.

Make-up presentations will be scheduled at a time that is mutually agreeable to both the instructor and the student. Assignments are due immediately by electronic submission if possible or upon the student's return to school. All missed assignments not turned in will result in a grade of zero for that exam/assignment.

## Problems/Questions

Please do not hesitate to make an appointment to speak with me if you are having difficulty with the material or with an assignment, if you have questions about how something was graded, or if you have other problems or issues related to the course you wish to discuss. Email is an excellent way to reach me outside of course meetings.

## Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help...** all you have to do is ask for it.



### **Audiology Knowledge and Skills addressed by specific learning outcomes:**

#### 3.1.2A PROFESSIONAL PRACTICE COMPETENCIES

- Accountability (Outcomes 1 to 5)
- Integrity (Outcomes 4 and 5)
- Effective Communication Skills (Outcomes 4 and 5)
- Evidence-Based Practice (Outcomes 1 to 5)
- Concern for Individuals Served (Outcomes 4 and 5)
- Cultural Competence (Outcomes 4 and 5)
- Professional Duty (Outcomes 4 and 5)
- Collaborative Practice (Outcomes 4 and 5)

#### 3.1.2A FOUNDATIONS OF AUDIOLOGY PRACTICE

- Applying the principles of evidence-based practice (Outcomes 8 and 10)
- Administer clinically appropriate and culturally sensitive assessment measures (Outcomes 1 to 5)

#### 3.1.4A ASSESSMENT OF THE STRUCTURE AND FUNCTION OF THE AUDITORY AND VESTIBULAR SYSTEMS

- Document evaluation procedures and results (Outcomes 4 and 5)
- Interpret results of the evaluation to establish type and severity of disorder (Outcomes 4 and 5)
- Generate recommendations and referrals resulting from the evaluation processes (Outcomes 4 and 5)
- Provide counseling in a culturally sensitive manner to facilitate understanding of the hearing loss, tinnitus, or balance disorder of the individual being served (Outcomes 4 and 5)
- Interpret results of the evaluation to establish type and severity of disorder (Outcomes 4 and 5)
- Generate recommendations and referrals resulting from the evaluation processes (Outcomes 4 and 5)
- Provide counseling in a culturally sensitive manner to facilitate understanding of the hearing loss, tinnitus, or balance disorder of the individual being served (Outcomes 4 and 5)
- Maintain records in a manner consistent with legal and professional standards (Outcomes 1 to 5)
- Document evaluation procedures and results (Outcomes 1 to 5)
- Interpret results of the evaluation to establish type and severity of disorder (Outcomes 1 to 5)
- Generate recommendations and referrals resulting from the evaluation processes (Outcome 1 to 5)
- Provide counseling in a culturally sensitive manner to facilitate understanding of the hearing loss, tinnitus, or balance disorder of the individual being served (Outcomes 4 and 5)



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- Maintain records in a manner consistent with legal and professional standards (Outcomes 4 and 5)
- Communicate results and recommendations orally and in writing to the individual being served and other appropriate individual(s) (Outcomes 1 to 5)
- Engage in interprofessional practice to facilitate optimal assessment of the individual being served (Outcomes 4 and 5)
- Assign the correct Common Procedural Terminology (CPT) code(s) and the correct International Classification of Diseases (ICD) code(s) (Outcome 3)
- Apply the principles of evidence-based practice (Outcomes 4 and 5)
- Select and use outcomes measures that are valid and reliable indicators of success in assessment protocols that are used (Outcomes 4 and 5)

## 3.1.5A ASSESSMENT OF THE IMPACT OF CHANGES IN THE STRUCTURE AND FUNCTION OF THE AUDITORY AND VESTIBULAR SYSTEMS

- Administer clinically appropriate and culturally sensitive self-assessment measures of communication function for individuals across the lifespan and the continuum of care (Outcomes 1 to 5)
- Select and use outcomes measures that are valid and reliable indicators of success in determining the impact of changes in structure and function of the auditory and vestibular systems (Outcomes 1 to 5)

## 3.1.6A INTERVENTION TO MINIMIZE THE EFFECTS OF CHANGES IN THE AUDITORY AND VESTIBULAR SYSTEMS ON AN INDIVIDUAL'S ABILITY TO PARTICIPATE IN HIS OR HER ENVIRONMENT

- Serve as an advocate for individuals served, their families, and other appropriate individuals (Outcomes 4 and 5)
- Monitor and summarize treatment progress and outcomes (Outcomes 1 to 5)
- Assess efficacy of interventions for auditory, tinnitus, and balance disorders (Outcomes 1 to 5)
- Apply the principles of evidence-based practice (Outcomes 1 to 5)
- Document treatment procedures and results (Outcomes 1 to 5)
- Maintain records in a manner consistent with legal and professional standards (Outcomes 1 to 5)
- Communicate results, recommendations, and progress in a culturally sensitive and age-appropriate manner to appropriate individual(s) (Outcomes 1 to 5)
- Select and use outcomes measures that are valid and reliable indicators of success in determining the impact of the interventions used to minimize the effects of changes in structure and function of the auditory and vestibular systems (Outcomes 1 to 5)
- Principles of evidence-based practice (Outcomes 1 to 5)
- Principles of evidence-based practice (Outcome 3)