



Audiology Practice Management

HESP 704
Winter 2023

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Meeting Time:	Mon-Thurs, 9:00 am to 12:30 pm	
Prerequisites:	HESP 606, 701, 702, 706	

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 that includes considerations for inclusion of patients from different cultural and linguistic backgrounds.
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, 2nd Edition*. Reston: American Academy of Audiology.

RESOURCES FOR FUTURE RESEARCH SCIENTISTS

<https://www.hhmi.org/sites/default/files/Educational%20Materials/Lab%20Management/Making%20the%20Right%20Moves/moves2.pdf>

<https://www.hhmi.org/sites/default/files/Educational%20Materials/Lab%20Management/Training%20Scientists/training-scientists-fulltext.pdf>



Course Schedule

Week 1 - Private Practice Considerations	
January 3	Introduction; Private practice considerations, Challenges to the profession
In-class activities	Kahoot! Class introduction Class discussion Write mission statement
Outside activities	Readings: Chapter 1, Glaser and Traynor Tools for Success in Private Practice_ Audiology Private Practice_ What Students Should Consider Bernstein LE, Besser J, Maidment DW, Swanepoel W. Innovation in the Context of Audiology and in the Context of the Internet. Am J Audiol. 2018;27(3S):376-384. doi:10.1044/2018_AJA-IMIA3-18-0018
January 4	Elements of a business plan; Legal considerations
In-class activities	Kahoot! Class discussion Executive Summary and Company Description
Outside activities	Readings: Chapters 2-4, Glaser and Traynor https://www.deannasingh.com/blog/dei-business-plan https://www.audiologypractices.org/should-your-practice-be-a-corporation-llc-or
January 5	Marketing the audiology practice
In-class activities	Kahoot! Class discussion Market Research
Outside activities	Readings: Chapters 6 and 7, Glaser and Traynor Integrating Diversity, Equity, and Inclusion into Marketing https://blog.hubspot.com/marketing/inclusive-marketing-campaigns
Week 2 - Practice Management and Pricing	
January 9	Optimizing pricing strategies
In-class activities	Kahoot! Class discussion Guest speaker: Dr. Alyssa Spoor Product and pricing structure
Outside activities	Readings: Chapter 8, Glaser and Traynor Academy_Guide2ItemizingURProfessionalServices
January 10	Fiscal monitoring: cash flow analysis
In-class activities	Kahoot! Class discussion
Outside activities	Readings: Chapter 11, Glaser and Traynor Cash flow plan
January 11	Management and cultural competence
In-class activities	Kahoot! Class discussion



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	Guest speaker: Dr. Lisa Rickard – interprofessional communication Personnel and Patient Management Plan
Outside activities	Readings: Chapters 14, 15, 17 and 18, Glaser and Traynor https://www.audiologyonline.com/articles/delivering-culturally-competent-care-strategies-27224
January 12	Coding and reimbursement
In-class activities	Kahoot! Class discussion Guest speaker: Dr. Nicole Nguyen Income/Expense Sheet
Outside activities	Readings: Chapter 12, 13, Glaser and Traynor https://www.asha.org/practice/reimbursement/coding/icd-10-cm-coding-faqs-for-audiologists-and-slps/#audiology icd-10-codes-audiology icd9-10-mapping-spreadsheet-audiology CPT Professional 2020_audiology Common ICD-10 codes_2022 2021-medicare-fee-schedule-for-audiologists
January 17	Clinical Ethics/Catch up on Business plan content
In-class activities	Kahoot! Clinical Ethics Answer questions about business plans
Outside activities	Readings: Chapter 4, Glaser and Traynor Hamill, <i>Ethics in Audiology</i> ASHA Code of Ethics AAA Code of Ethics Work on ethics presentations
Week 3 - Ethics and Business Plan Presentations	
January 18	Research Ethics
In-class activities	Research ethics cases Business Plan presentations
Outside activities	Guidelines for ethical practice in research for audiologist
January 19	Business Plan presentations
In-class activities	Business Plan presentations
January 23	Ethics presentations
In-class activities	Ethics presentations



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Learning Assessments

Class participation

Each student will be expected to contribute to the class discussion at least three times per class to receive six 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 15-minute powerpoint presentation of the plan on the last two days of class, **January 18th and 19th**. You may use online resources to assist with development of the plan. Refer to rubric on elms.

Ethics case

You will present an ethics case (powerpoint presentation) on **January 23rd**. 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 a 15-minutes 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	50%
Business plan	1	40	40	37%
Ethics presentation	1	14	14	13%
Total Points:			108	

Final Grade Cutoffs									
+	98.00%	+	88.00%	+	78.00%	+	68.00%		
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



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- 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 week 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 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 presentaitons 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 you 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>.





Course Syllabus

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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)