HESP 704: Audiology Practice Management
Winter 2017
Department of Hearing and Speech Sciences,
University of Maryland, College Park

Instructor: Samira Anderson, Au.D., Ph.D.   Email: sander22@umd.edu
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Dept. Phone: 301-405-4213   Office Hours: by appointment
Meeting Time: Mon-Thurs, 2:30 to 6:00 pm
Meeting Location: Lefrak Hall, Room 1221
Prerequisites: HESP 606, 701, 702, 706

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COURSE SYLLABUS

REQUIRED READINGS

Required Text:

Glaser, R.G. and Traynor, R.M. (2014). *Strategic Practice Management: Business and Procedural Considerations, Second Edition.* San Diego: Plural Publishing, Inc.

Recommended Texts:

Hosford-Dunn, H., Roeser, R., and Valente, M. (2008). *Audiology Practice Management, 2nd Edition.* New York: Thieme Medical Publishers, Inc.

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

1/3/17   Introduction; Private practice considerations
                Challenges to the profession
                Chapter 1 (Glaser & Traynor)

1/4/17   Elements of a business plan; Legal considerations
                Chapters 2 and 3 (Glaser & Traynor)

1/5/17   Marketing the audiology practice
                Chapters 5 and 6 (Glaser & Traynor)

1/6/17   Patient and personnel management
                Cultural competence
                Chapters 11 and 12 (Glaser & Traynor)

1/9/17   Optimizing pricing strategies
                Chapter 7 (Glaser & Traynor)

1/10/17   Fiscal monitoring: cash flow analysis
                Chapter 8 (Glaser & Traynor)

1/11/17	Coding and reimbursement
	Chapter 9 (Glaser & Traynor)

1/12/17   Wrap-up of unfinished topics
Work on business plans
Begin discussion of ethics

1/17/17   Ethics
Chapter 4 (Glaser & Traynor)
ASHA Code of Ethics
AAA Code of Ethics
Research Ethics Guidelines
Hearing Industry Ethics Guidelines

1/18/17   Presentations of business plans

1/19/15   Class presentations on ethics case

Grading System

Grades based on: Class participation: 6% each (x 9 = 54%)*
                      Business plan: 36%
                      Ethics case: 10%

      *If you must miss a class, the weight of your business plan will increase by 6%, assuming that you have received prior permission for missing the class by your instructor. If you miss more than one class, your grade will drop one letter grade.

University of Maryland grade policy

Percentage of Possible Points	Course Grade
.930-1.00	A
.900-.929	A-
.870-.899	B+
.830-.869	B
.800-.829	B-

Course Description and Objectives:

This course will provide students with the basics of clinical business management 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. Define the financial variables critical to developing and maintaining a financially viable practice.

3. Develop a business and marketing plan.

4. Analyze and make decisions based on financial statements.

5. Describe reimbursement and coding issues.

6. Develop appropriate pricing and scheduling strategies.

7. Describe laws related to unemployment, benefits and taxes.

8. Describe relevant laws and ethical issues related patient care, business management and interactions with other professionals, businesses and industry.

9. Determine solutions for common personnel management issues.

10. Demonstrate knowledge of professional codes of ethics

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 **January 18th**. You may use online resources to assist with development of the plan.

Ethics case

You will present an ethics case (powerpoint presentation) on the last day of class (**January 19th**). 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 7-8 presentations of 10 minutes each with 15 minutes for discussion.

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University Policies

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Academic Integrity
The University administers an Honor Code and an Honor Pledge, available on the web at
http://www.bsos.umd.edu/for-students/advising/academic-integrity-honor-pledge-and-legal-aid-.aspx.
The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers submitting fraudulent documents, and

forging signatures. Students are requested to write the following signed statement on each examination or assignment: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)." Compliance with the code is administered by a Student Honor Council, which strives to promote a "community of trust" on the College Park campus. For additional information, see the Office of Judicial Programs and Student Ethical Development website: http://robeson.rutgers.edu/studentlife/conduct.html.

Accommodations for Students with Disabilities
If you have a documented disability and wish to discuss academic accommodations with me, please contact me before January 5th. If necessary, please contact the Disability Support Service (301-314-7682) for assistance in determining and implementing appropriate academic accommodations.

Confidentiality-Posting Grades
The University complies with the regulations set forth in the Buckley Amendment. The amendment protects the student from the disclosure of personal and academic information to anyone other than the student, including parents, except under special circumstances. Posting student grades with either student names or social security numbers-in whole or in part-*is strictly prohibited.* Grades will be available on ELMS, UMEG, or directly from the instructor.

Religious Observances
The University System of Maryland policy on religious observances provides that students *should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances.* I will make every feasible effort to accommodate students' requests based on attendance of religious observances. *It is the student's responsibility to inform* me of any intended absences for religious observances *in advance. Notice should be provided as soon as possible but no later than the end of the schedule adjustment period.* Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. To review the University's policy or view a variety of other religious holidays, see http://www.bsos.umd.edu/for-faculty-and-staff/faculty-resource-guide/faculty-responsibilities-inside-the-classroom-/canceling-classes.aspx for further details.

Course evaluations
CourseEvalUM will be available for the winter term, so please be sure to fill them out. This class is evolving so I welcome your input.

Flu and other illnesses
The University of Maryland is concerned for the health of members of the University community. However, we are also concerned about the possibility that widespread illness could disrupt the academic enterprise of the University. If you have flu-like symptoms, please stay home and seek medical attention. You should return to classes only after your fever and symptoms have abated for 24 hours. I will follow the same policy. To continue the teaching/learning environment of our class even if you or I are absent, and/or classes are canceled, I plan to implement several contingencies this year:
1. I will communicate with all of you via ELMS if class is canceled for any reason; if at all possible, I will conduct the course on-line.
2. I ask you to communicate with me if you are sick and will miss class;
3. I will post all ppt presentations to ELMS;

ELMS Course Website/ Course Readings
Students must log on regularly to their ELMS accounts in order to fully participate in this class.
Please plan to check the site frequently for announcements. The class site will include the syllabus, the course reading list, course content, information on and instructions for assignments, and grade postings.

Students are expected to be familiar with the day's power point lecture and the assigned chapters prior to coming to class and to be prepared to participate in class.

If you have not previously used ELMS, information on ELMS and on how to logon is provided at the following website: under "Student Resources". If you do not have access to a personal computer at home, you can access the Internet and your ELMS page at one of the open workstation laboratories on campus. Information on the location of open workstation laboratories and hours of operation can be found at http://www.oit.umd.edu/wheretogo *or by contacting the Office of Information Technology (OIT) Helpdesk (for more information, see* http://www.helpdesk.umd.edu*).*

HESP 704

FORMATIVE ASSESSMENTS

Student _____

Semester: WINTER 2017

ASHA Standard   **Method of Assessment**   (denoted by *)
                                                          Verification of Assessment (denoted by ✓)

No.	Title	Exam questions	Project
A9	Patient characteristics (e.g., age, demographics, cultural and linguistic diversity, medical history and status, cognitive status, and physical and sensory abilities) and how they relate to clinical services.	*	
A16	Effects of cultural diversity and family systems on professional practice.	*	
A19	Legal and ethical practices (e.g., standards for professional conduct, patients' rights, credentialing, and legislative and regulatory mandates)	*	*
A20	Health care and educational delivery systems	*	
A21	Universal precautions and infectious/contagious diseases.	*	
A25	Determining whether instrumentation is in calibration according to accepted standards.	*	*
A26	Principles and applications of counseling	*	
A28	Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management	*	*
A29	Consultation with professionals in related and/or allied service areas	*	*
A30	Understand the values and ethics for inter-professional practice	*	*
B2	Promote hearing wellness, as well as the prevention of hearing loss and protection of hearing function by designing, implementing, and coordinating universal newborn hearing screening, school screening, community hearing, and occupational conservation and identification programs.	*	*
C10	Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiologic treatment/management plan.	*	*
C11	Referring to other professionals, agencies, and/or consumer organizations.	*	*
D2	Development of a culturally appropriate, audiologic rehabilitative management plan that includes, when appropriate, the following: a. Evaluation, selection, verification, validation, and dispensing of hearing aids, sensory aids, hearing assistive devices, alerting systems, and captioning devices, and educating the consumer and family/caregivers in the use of and adjustment to such technology	*	

	b. Determination of candidacy of persons with hearing loss for cochlear implants and other implantable sensory devices and provision of fitting, mapping, and audiologic rehabilitation to optimize device use c. Counseling relating to psychosocial aspects of hearing loss and other auditory dysfunction, and processes to enhance communication competence d. Provision of comprehensive audiologic treatment for persons with hearing loss or other auditory dysfunction, including but not exclusive to communication strategies, auditory training, speech reading, and visual communication systems.		
D7	Evaluation of the efficacy of intervention(treatment) services	*	
F4	Administering clinical programs and providing supervision of professionals as well as support personnel	*	*
F5	Identifying internal programmatic needs and developing new programs	*	*
F6	Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies	*	*

Instructor Signature:_____
Samira Anderson, Au.D., Ph.D.