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.  
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Office: 0119B
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

COURSE SYLLABUS

REQUIRED READINGS

Required Text:


Recommended Texts:


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**

<table>
<thead>
<tr>
<th>Percentage of Possible Points</th>
<th>Course Grade</th>
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<tbody>
<tr>
<td>.930-.1.00</td>
<td>A</td>
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<tr>
<td>.900-.929</td>
<td>A-</td>
</tr>
<tr>
<td>.870-.899</td>
<td>B+</td>
</tr>
<tr>
<td>.830-.869</td>
<td>B</td>
</tr>
<tr>
<td>.800-.829</td>
<td>B-</td>
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**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.


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.

**University Policies**

**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](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](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](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).
## FORMATIVE ASSESSMENTS

Student ___________________________
Semester: WINTER 2017

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<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Method of Assessment</th>
<th>Verification of Assessment</th>
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<tbody>
<tr>
<td>A9</td>
<td>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.</td>
<td></td>
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<tr>
<td>A16</td>
<td>Effects of cultural diversity and family systems on professional practice.</td>
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<td>A19</td>
<td>Legal and ethical practices (e.g., standards for professional conduct, patients’ rights, credentialing, and legislative and regulatory mandates)</td>
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<tr>
<td>A20</td>
<td>Health care and educational delivery systems</td>
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<tr>
<td>A21</td>
<td>Universal precautions and infectious/contagious diseases.</td>
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<tr>
<td>A25</td>
<td>Determining whether instrumentation is in calibration according to accepted standards.</td>
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<td>*</td>
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<tr>
<td>A26</td>
<td>Principles and applications of counseling</td>
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<tr>
<td>A28</td>
<td>Management and business practices, including but not limited to cost analysis, budgeting, coding and reimbursement, and patient management</td>
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<td>A29</td>
<td>Consultation with professionals in related and/or allied service areas</td>
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<tr>
<td>A30</td>
<td>Understand the values and ethics for inter-professional practice</td>
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<td>B2</td>
<td>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.</td>
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<td>C10</td>
<td>Preparing a report, including interpreting data, summarizing findings, generating recommendations, and developing an audiolgic treatment/management plan.</td>
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<tr>
<td>C11</td>
<td>Referring to other professionals, agencies, and/or consumer organizations.</td>
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<td>D2</td>
<td>Development of a culturally appropriate, audiolgic 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</td>
<td>*</td>
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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.

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<tr>
<td><strong>D7</strong></td>
<td>Evaluation of the efficacy of intervention(treatment) services</td>
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<tr>
<td><strong>F4</strong></td>
<td>Administering clinical programs and providing supervision of professionals as well as support personnel</td>
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<tr>
<td><strong>F5</strong></td>
<td>Identifying internal programmatic needs and developing new programs</td>
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<td><strong>F6</strong></td>
<td>Maintaining or establishing links with external programs, including but not limited to education programs, government programs, and philanthropic agencies</td>
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Instructor Signature: ____________________________________________

Samira Anderson, Au.D., Ph.D.