

# BEYOND X'S AND O'S:

## Hybrid Telehealth Clinical Practicum Experiences in Audiology Administration/Management



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# WHY CREATE AUDIOLOGY ADMIN PRACTICUMS?

- Addresses changes in knowledge and skills requirements as per ASHA certification and CAA audiology clinical education program standards
- Accommodates enrollment growth in audiology clinical programs
- Develops audiology students' administrative/management/executive skills that are key to successful real-world practice.
- Using telehealth platforms expands options and opportunities for interprofessional education and learning.

# KNOWLEDGE & SKILLS COMPETENCIES

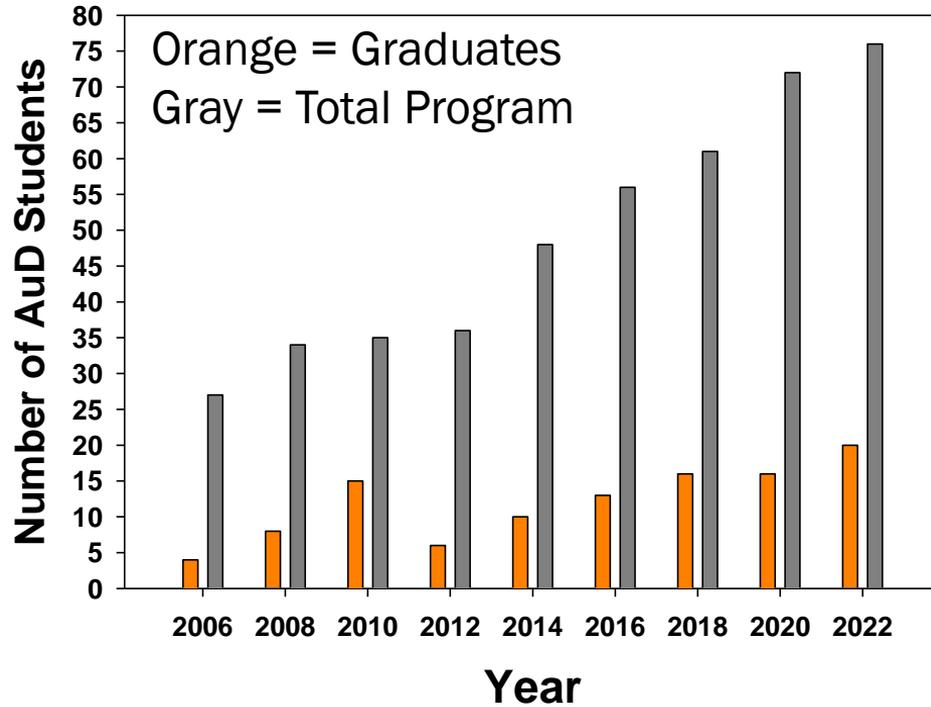
## ASHA (2020)

- A20. Management and business practices, including but not limited to cost analysis, budgeting, coding, billing and reimbursement, and patient management
- B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span
- B14. Evaluating the success of screening and prevention programs through the use of performance measures (i.e., test sensitivity, specificity, and positive predictive value)
- E28. Ensuring treatment benefit and satisfaction by monitoring progress and assessing treatment outcome
- F13. Providing interprofessional consultation and/or team management with speech-language pathologists, educators, and other related professionals

## CAA (2017)

- 3.1.1A: Understand how to work on interprofessional teams to maintain a climate of mutual respect and shared values.
- 3.1.1A: Understand and use the knowledge of one's own role and the roles of other professionals to appropriately assess and address the needs of the individuals and populations served.
- 3.1.1A: Understand how to apply values and principles of interprofessional team dynamics.
- 3.1.3A: Selection and use of outcomes measures that are valid and reliable indicators of success of [clinical] programs.
- 3.1.4A: Assign the correct Common Procedural Terminology (CPT) code(s) and the correct International Classification of Diseases (ICD) code(s)

# UTHSC AuD Enrollment Growth



# ADMINISTRATIVE SKILLS: ALL EMPLOYERS SEEK

- Ability to organize, plan, and prioritize
- Ability to understand other points of view and collaborate
- Ability to pay attention, focus, and self-monitor
- Ability to collect data: i.e. develop a continuous source of “stakeholder” insight about organization outcomes.
- Ability to make “data driven” decisions: i.e. analyze data (numeric and qualitative), draw inferences, provide feedback, and take action.
- Ability to use innovation to drive growth and change within an organization.

# EXPANDS INTERPROFESSIONAL LEARNING

Audiology  
Clinic Director



AuD Student

AuD Student



Business Manager  
MS, CPA

# IDENTIFY REAL ADMIN EXPERIENCES



## Clinic Finances

- Preparation of month-end financial reports for audiology clinic: schedule rates, show rates, break rates, charges, collections, hearing aid costs for each audiology clinic supervisor;
- Preparation of audiology CPT coding-rules booklet for use during audiology clinic appointments.
- Comparison of hearing aid revenues 1 year pre- and post- price unbundling.



## CQI, Marketing

- Create & disseminate patient-satisfaction surveys: report findings to audiology clinic supervisors
- Review current trends in marketing within the discipline
- Compose content, write text, create design for promotional materials that adhere to and protect a brand.



## Executive Office

- Strategic planning
- Resource allocation
- Shared goals

# IDENTIFY INTERPROFESSIONAL MENTORS



Clinic Finances



Business  
Manager,  
Accountant



Medical  
Billing  
Specialist



CQI, Marketing

**UTHSC Communications & Marketing Office**  
including staff with marketing, design, and  
journalism backgrounds

**Community Medical Providers**  
including office staff, physicians, nurse  
practitioners, physician's assistants



Executive Office

**Non-profit management** including  
staff in executive roles, consultants,  
and vendor

**Program Development** to meet needs of wide  
range of stakeholders impacted by hearing loss

# STUDENT CLINICIANS

- Consider placing only 3<sup>rd</sup> year AuD students in admin slots
- Select students who have obtained knowledge competencies: i.e. completed academic coursework in counseling, leadership/admin/business.
- Select students who have obtained many clinical skills competencies: i.e. have logged lots of patient contact hours.
- Ask students to provide numeric and qualitative evaluations of their admin practicum experience.



# MONITOR PRACTICUM OUTCOMES

## STUDENT FEEDBACK

- “This practicum definitely helped show me a lot of the ‘behind-the-scenes’ aspects of running a clinic.”
- “I really appreciated getting to be a part of such a new and informative clinic slot! Thank you for teaching me a new skill set”
- “This practicum gave me a look at what happens [to families] outside of the classroom and clinic. I feel like I walked out of this practicum more well-rounded.”
- “[The administration practicum] was different than most clinical slots, but in a unique and valuable way. I definitely think that this clinical rotation would be great for students that are interested in eventually working in a management level position or running a private practice.”

## LOGGED ADMIN HOURS

In 2020 [the COVID pandemic year], 10 AuD students logged a total of 525 hours during the combined administrative practicum experiences.

## MINDSET BEHIND SELECTING TASKS: *ALIGNMENT WITH DEPARTMENTAL NEEDS*



TEACHING “PROACTIVE”  
VERSUS “REACTIVE”  
BEHAVIORS



LARGE PORTION OF  
UTHSC ASP MOVING TO  
NEW FACILITY MAY 2021



NEW ELECTRONIC  
MEDICAL RECORDS  
SYSTEM TO BE  
IMPLEMENTED



NEW PROMOTIONAL AND  
EDUCATIONAL  
MATERIALS NEEDED

# Quality and Continuous Improvement Tasks

## *Patient Satisfaction Surveys (Audiology Clinic)*

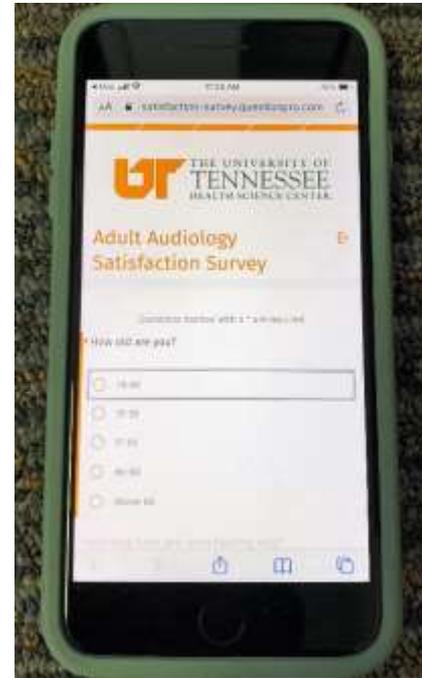
- o Review evidence regarding survey content
- o Create survey content considering audience (adult patient versus family of pediatric patient)
- o Develop procedures for survey dissemination
- o Communicate with faculty, staff, students in new ways
- o Organize results and analyze data
- o Communicate survey outcomes to members of departmental committee

## Pediatric Audiology Satisfaction Survey

Questions marked with a \* are required

• How old is your child? \*

- birth - 5 years
- 5-10 years
- 10-18
- 18+



# Marketing and Promotions Tasks

*Minimal Hearing Loss Information Sheet*

*Tinnitus Brochures*

*JCIH Risk Factor Information Sheets*

- o Collaborate with faculty across clinical specialties
- o Review current trends in marketing within the discipline
- o Write text and create a design for an intended audience
- o Compose content that adheres to and protects a brand



# Advantages to a Hybrid Practicum Experience

Practicality



Convenience



Accountability



Engagement



Pacing



# CREATING A SUCCESSFUL HYBRID EXTERNAL FIELD EXPERIENCE FOR STUDENTS

- Good working relationship between university program and field placement
- Ensure online connectivity will be successful
- Understanding of students' knowledge and skills by field supervisor (3<sup>rd</sup> year Au.D.)
- Commit to set time aside for students during and outside of regular practicum times
- Complete ASHA trainings on student supervision
- Determine Knowledge and Skills Competencies on which to focus
- Develop outcomes that are a virtual and practical win-win for the students and the field placement: By the end of this practicum experience, the student will:
- Create a plan at the beginning of the practicum that matches outcomes
- Gather evaluative feedback and adjust practicum experience for future students

# SEMESTER AGENDA (THE PLAN)

Spring 2021 Semester Agenda-AG Bell Non-Profit Management Practicum for Third Year Audiology Students

Jan 27-Discussion about AG Bell's Mission and Structure

Feb 3-Discussion re: AG Bell Programs and work tasks including mission, vision, organizational [chart](#)

Feb 10-Guest Presenter- CEO, Emilio Alonso-Mendoza who will speak further about organization mission, vision and strategic [plan](#)

Feb 17- Work Session on surveys

Feb 24-Guest Presenter-Joni Alberg, Ph.D. who will speak about AG Bell chapters and AG Bell policy and advocacy.

Mar 3-Guest Presenter-Julie Swaim, Parent Support Line and Parent Chats as well as own story in brief. Participate in one Parent Chat

Mar 10-off for Comps relief

Mar 17- Work Session-Teen leadership outcomes

Mar 24-Work Session- LOFT and LEAP teen program work with Gayla Guignard and Julie Schulte

Mar 31- Guest Presenter-Lisa Chutjian-Development and other Funding Mechanisms of a Non-Profit

Apr 7- Work Session (Parent Survey) and the AG Bell Academy for Listening and Spoken Language (credentialing component)

Apr 14-Guest Presenter-" AMA about My Experience Growing Up with Hearing Loss"---What I Would Want Audiologists to Know about Then and Now" by Abbey Russell, AG Bell Intern

Apr 21- Work Session

Apr 28-Last Session-Completion of all Work Products checked together on this date.

# PARENT SUPPORT

(SPONSORED BY COCHLEAR AMERICAS)

**Hotline Available  
Monday-Friday**

parentsupportline@agbell.org

**In the U.S. - 202-204-4680**

**International - Zoom video  
conference calls can be  
scheduled by request.**



**Julie Swaim,**  
*Early Intervention  
Parent Consultant*

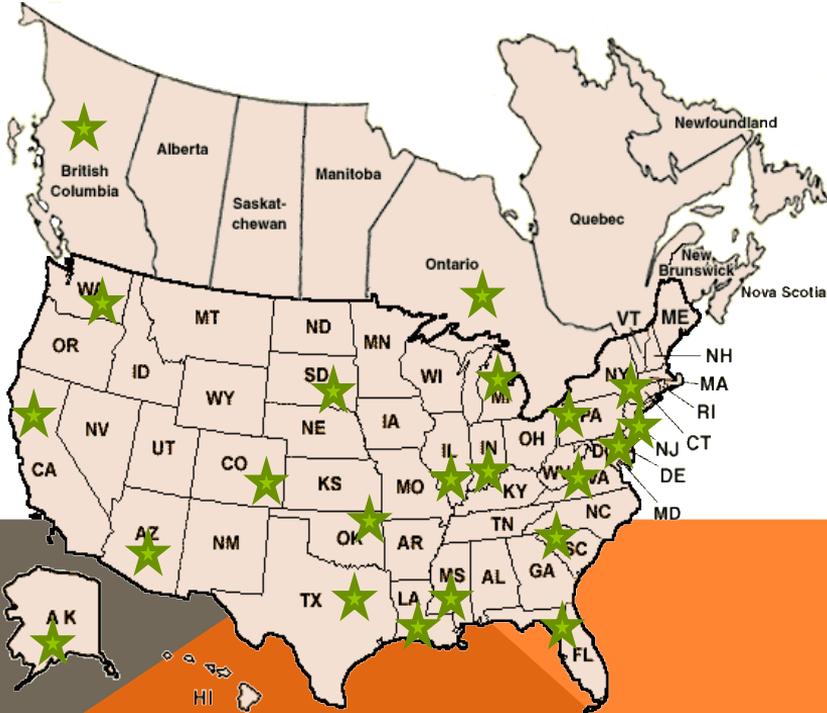
<https://www.agbell.org/Families/Listen-Learn-Link-Parent-Support-Line>

# WORK PRODUCT: PARENT SURVEY

UT Practicum Students developed a survey and queried a small group of parents who agreed to provide feedback to AG Bell related to a new webpage that we will soon have related to Early Hearing Detection and Intervention (EHDI).

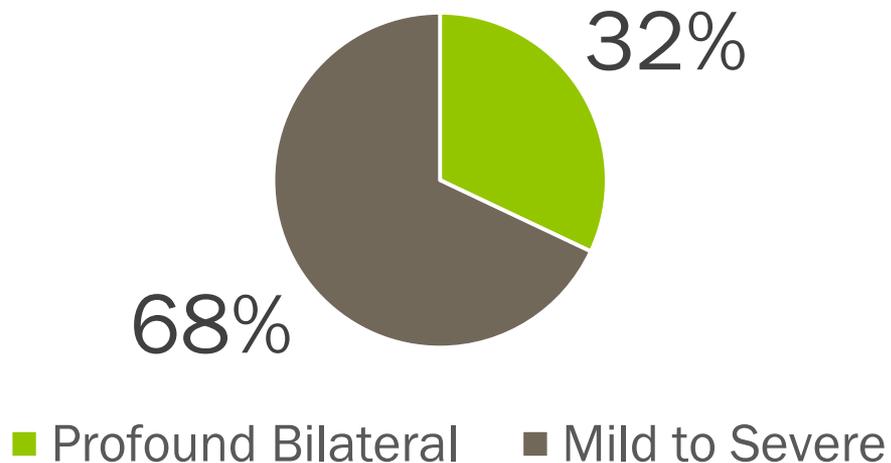
- 38 Parents participated.
- Identification of children occurred from 2 days to 15 years of age.
- 55% of parents who participated had children who were identified in infancy (before age 12 months).
- Hearing loss at identification ranged from mild to profound.

# PARENTS-27 GEOGRAPHICALLY DIVERSE PLACES (MOST FROM THE U.S.)

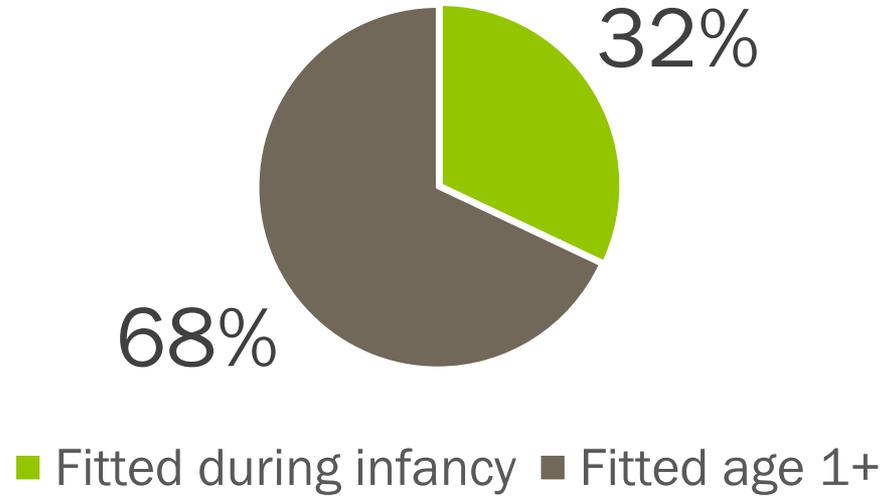


# DEGREE OF HEARING LOSS AT IDENTIFICATION IN SURVEY GROUP

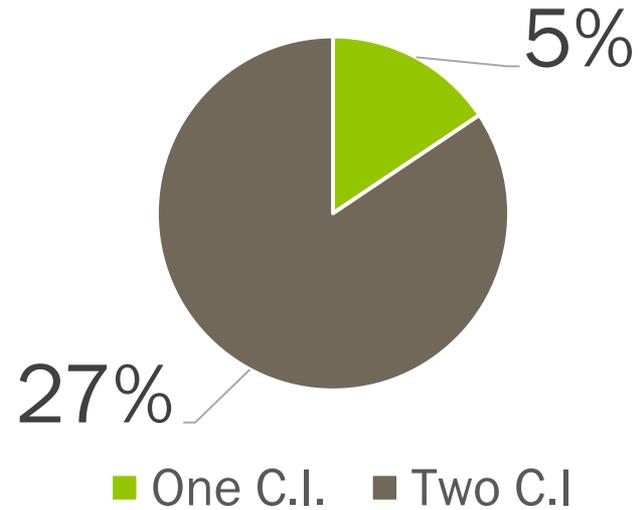
## Degree of Hearing Loss



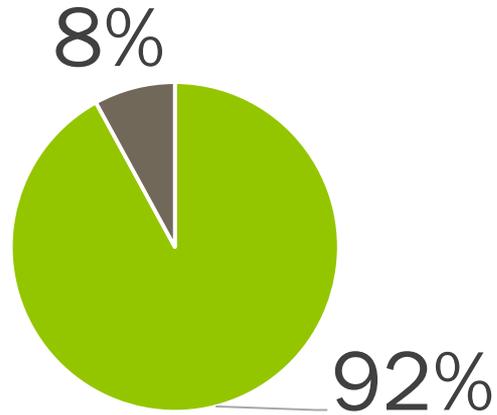
# AGE OF FIRST HEARING DEVICE(S) IN SURVEY GROUP



# Current Cochlear Implant Use in Survey Group

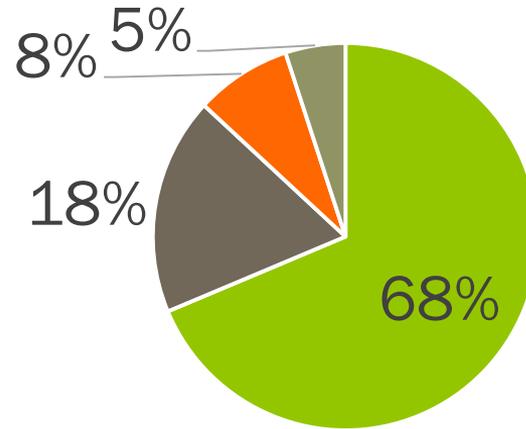


# NEWBORN HEARING SCREENING



- Children Who Received Newborn Hearing Screening
- Children Who Did NOT Receive Newborn Hearing Screening

# PARENTAL RATING OF KNOWLEDGE ABOUT HEARING LOSS



■ Knew nothing ■ Little ■ Some ■ A lot

# RICH FEEDBACK FROM NARRATIVE COMMENTS

Determine my/our desired outcomes and be intentional about moving towards those desired outcomes

- What needs to be done now/next/soon/later?
- Who can help us get it done? Who are my people? Who is on our team?
- Are there certain timelines of which I need to be aware?
- What other resources are needed?
- What are my parent rights? Child rights?
- How can we move from “no” to “yes?”

# CURRENT WORK PRODUCT



The start of  
**strong connections**  
Discover the  
leader within

AG Bell is thrilled to introduce our new Leadership Experience and Adventure Program (LEAP) for high school students who are deaf and hard of hearing! This fun online program will help teens gain confidence in virtual environments, develop stronger leadership skills, and connect them with new friends from across the globe.

Successful digital leaders who are deaf and hard of hearing will guide teens through fun activities that will prepare them for the challenges and opportunities ahead.

## Session Information

Teens have the option of attending one of three sessions from the comfort of their own home:

- **Session 1: May 14-15, 2021**|Friday, 7pm-9pm EST; Saturday, 11am-2:30pm EST
- **Session 2: July 16-17, 2021**|Friday, 7pm-9pm EST; Saturday, 11am-2:30pm EST
- **Session 3: September 17-18, 2021**|Friday, 7pm-9pm EST; Saturday, 1pm-4:30pm EST

## Fees

AG Bell is pleased to offer LEAP **free of charge** thanks to the Johnson Scholarship Foundation and the generous donations from our sponsors.

## Application Deadline

Applications will be accepted until **August 31, 2021**. Space is limited to 50 teens per session, so we encourage teens to apply as soon as possible!

Scan code below to  
visit our website and  
learn more!



# IMPACT ON AU.D. STUDENT LEARNING

- Exposure to “real life” family concerns and experiences and subsequent shifts in practice of audiology
- Recognition of extensive support resources outside of audiology practice
- Awareness of how other professions interconnect with audiology
- Knowledge of non-profit mission, vision, and structure
- Ability to provide services that expand beyond audiometry, hearing aid fitting and counseling but that potentially optimize those services

# THANKS FOR LISTENING!



## QUESTIONS????