Financial Disclosures

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  - Non-Financial Disclosure: ASHA Member

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  - Non-Financial Disclosure: ASHA Member
Learner Outcomes

- Identify the steps to set up a business plan for your clinic
- Identify potential areas for revenue and cost-saving measures
- Develop appropriate workload formulas for use in your clinic for clinical faculty/supervisors/instructors
- List three components of a performance evaluation
BUSINESS PLAN

A BUSINESS THAT FAILS TO PLAN, PLANS TO FAIL.
Why a Business Plan

- Forces you to look at the business objectively
- Helps focus ideas
- The finished report serves as an operational tool to define present status and future possibilities
- It is a strong positional tool in the University
  - Defines your purpose
  - Defines your competition
  - Clarifies management roles
  - Determines personnel
- Provides basis for a financial proposal
Can you write a business plan???

■ Absolutely!
■ Requires time and effort
■ Guides the life of the clinic
■ One of the most important functions as a director
Building the Plan-Planning and Managerial Process

■ General variables, values for Department goals for clinic(s)
■ Specific goals that have to be achieved
  - Student training
  - Services for the community
  - Financial goals
    ■ Are you expected to be a Profit Center for the Department?
    ■ Break Even is tolerated?
    ■ Loss expected?
■ Resources needed
  - Human
  - Services offered
  - $$$
  - Technology
  - Tangible assets
You don’t have to be good at everything. Just good at selecting others with the skills to do it for you!
- University Support
  - Business support
    - Accounting system
    - Financial statements
    - Collections
    - Insurance

- Marketing

- IT Support

- Legal Advice
  - Type of clinic operation
    - Free
    - Insurance as well as private pay
VISION STATEMENT

■ Statement of why doing business
  ■ Example

By 2022, Speech-Language Clinic at Woebegone University will be a highly visible clinic known as a leader in speech pathology rehabilitation for adults with neurological disorders. We will utilize specialized treatment protocols in the rehabilitation community, becoming a leader in adult communication rehabilitation. Income will exceed $200,000.00 per year.
Mission Statement

- Write this after thinking about the business description.
- A short (may be 1 sentence) description of your clinic answering the following questions:
  - 1. what product/service?
  - 2. describe quality and pricing approach
  - 3. what are the geographical boundaries
  - 4. what niche are you filling?
Mission Statement Tips

- Be clear and concise
- Description of your overall approach
- A statement you can refer to often
  - *Handbook*
  - *How you would briefly describe your clinic and goals to others*
Mission Statement Example

■ To utilize the experience and educational training of our dedicated staff and students to achieve maximum performance and the best quality of life for our patients.

■ To assist our contracted organizations to be successful in their ventures.

■ To be a contributor to the Tippecanoe County community for high quality clinical services that fit well with the missions of Purdue University, the College of Health and Human Sciences, and the Department of Speech, Language, and Hearing Sciences.
REVENUE AND COST-SAVING MEASURES
How much do your services really cost?

- Cost of services/goods sold (COGs)
  - *Product*—hearing aid, etc.
  - *Service*
  - Labor—learn how much of the cost of wages is rolled into your clinic budget
  - *Clinic Materials/supplies/apps*
  - *Equipment*

*Continued*
How much do your services really cost?

- Expenses
  - IT and medical record system (electronic or storage of hard copy)
  - Rent, electricity, phone, advertising
  - Bank charges
  - Insurance, licenses, credentialing
  - Office supplies
  - Printing
  - Postage
  - Billing expenses, including ongoing cost of electronic billing...
  - Repairs
  - Labor
Breakeven analysis

- Gross Sales - Cost of Goods Sold = Gross Margin but that does not tell you if you are “making a profit.” Need to factor in the other expenses.

- Break Even = Gross Sales – Total Cost of Business (Total Operating Expenses + Cost of Goods sold)
  - Example:
    - $100,000 - (75,000 + 25,000) = $0 (break even)
    - $100,000 - (50,000 + 25,000) = $25,000 profit
    - $100,000 - (50,000 + 60,000) = -$10,000 loss

- To increase to “break even” or to a “profit” have to choose:
  - Reduce expenses
  - Increase Price
  - Increase Sales
Cost Saving Measures

- Use staff and faculty at appropriately level for training-work at top of license
- Staff receives faxes, files, mails documents, orders material, etc.
  - Faculty/supervisors correspond with MD, family, patient, perform evaluations, treat patients, write reports, supervise students
- In University programs there are times when students are not on campus. Do you continue to pay staff and faculty with no or limited patients seen? Can this be adjusted in some way?
- Look at the total cost of doing business for a year and break it down in workable numbers: $100,000 annual, $1,923 per week, $385 per day. How can you generate $10,000 in profit for the year? ($2,115 per week, $423 per day)
  - Increase of $38.00 per day
WORKLOAD FORMULAS FOR CLINICAL FACULTY/SUPERVISORS IMPACT ON COST
Workload Formulas

- Vary greatly from university to university
- Can be simple or very complex
- Midwest Clinic Directors were recently surveyed
  - 18 responses—two were regarding Audiology supervision
  - Of the 16 responses talking about SLP supervision, six of them used as their basis some type of “twelfths” model
The “twelfths” model begins with the assumption that a full-time faculty member or clinical instructor has 12 credits,

- These 12 credits might be allocated entirely to teaching classes, entirely to clinical supervision, or split between teaching and clinical supervision.

- Once the number of credits (or “twelfths) is determined, clients and student clinicians can be assigned in a number of ways:
  - A specific number of clients per credit
  - A specific number of hours of supervision per credit
  - A specific number of student clinicians or student/client pairs
Workload Formulas, cont.

- Other supervisory considerations and responsibilities
  - Groups may be calculated differently (one student/2 clients; 3 students/3 clients)
  - Should students at different points in the program be weighted differently?
  - Assessments/Evaluations figure into the formula differently
    - One or two supervisors can be assigned to one or two “evaluation pools”
    - Each supervisor might be expected to supervise a certain number of evaluations in their specialty area
Other supervisory considerations and responsibilities, cont.

- Clients with Medicare (because of 100% supervision requirement) figure into the formula differently
- Alternative Clinical Education debriefing sessions
- Off-campus supervision (whether it’s a one-time screening or an ongoing commitment)
Example #1

- My “formula” at Minnesota State University Moorhead
  - Of the 12 credits, how many are allocated to clinical supervision (12 minus the #credits for classes or release time 12−9=3)
  - Take the remaining credits, multiply them by 3 to get “clinical units” (3x3=9)
  - #students assigned + the #clients assigned = clinical units
  - 4 students + 5 clients = 9 clinical units; 3 students + 6 clients = 9 clinical units
Example #1, cont.

- If a client has Medicare as a pay source, we count that client as 2 clients, so the #students + #clients + #Medicare clients = clinical units.
- I always try to assign the supervisors fewer clients than the formula would indicate so I can ask them to supervise evaluations and screenings.
- Most of our clients come for two 50-minute sessions per week.
- Our assumption is that supervisors would typically supervise around 50% of the time.
- Full-time (12x3=36 clinical units); .75% (9x3=27 clinical units); 50% (6x3=18 clinical units)
Example #1, cont.

- So....given the MSUM formula...I add #students + #clients + # Medicare clients = #clinical units
  - 100%--36 clinical units 10/20/6
  - 75%--27 clinical units 12/15/0
  - 50%--18 clinical units 7/11/0
  - 25%--9 clinical units 3/3/3
Example #2

- A simpler formula...
  - Number of credit hours divided by .8 equals the number of clients supervised
  - Six credit hours divided by .8 would equal 7.5 clients. The supervisor would have a maximum of 7 clients assigned.
Example #2, cont.

- Another simple formula:
  - *One student with one client = two hours on the clinical supervisor’s schedule*
  - *One hour would be for direct observation, the other for conferencing and paperwork*
Example #3

- The “Ohio Formula” (from CAPCSD many years ago)
  - $\frac{1}{2} x + \frac{1}{2} y + \frac{1}{2} z = 36$ hours (100%/full time)
  - $x$=number of clients supervised; $y$=number of one-hour therapy sessions per week; $z$=number of students supervised
  - 75% time = 27 hours; 50% time = 12 hours; 25% = 9 hours; so...
  - 20 clients, each coming 2x/week for an hour, with 12 students = 36 (100%)
  - 15 clients, each coming 2x/week for an hour, with 9 students = 27 (75%)
  - 8 clients each coming 2x/week for an hour, with 6 students = 18 (50%)
  - 4 clients each coming 2x/week for an hour, with 3 students = 9 (25%)
PERFORMANCE EVALUATIONS
Position Descriptions

- Are expectations spelled out accurately and reviewed regularly?
- Sometimes it is a hassle to get job descriptions changed, but it ultimately benefits everyone.
Position Descriptions, cont.

- At MSUM, clinical supervision is done by three categories of SLPs
  - *Faculty who teach some classes and have clinical supervision responsibilities for the rest of their time.*
    - IFO; clinical supervision is not included in their job description (unless they have related goals on their PDR); clinical director has no supervisory authority
  - *Adjunct faculty who come to supervise after their school job, or two or three days a week (.25 or .50 FTE)*
    - No Job description; no performance review; IFO; No supervisor (except the dean)
  - *Designated clinical supervisors, hired under MAPE Union*
    - Clinical Director plus one other clinical supervisor
    - Both supervised by the department chair
Position Descriptions, cont.

- At MSUM, the Clinical Director and the one clinical supervisor are the only ones who have written job descriptions or performance evaluations.

- Regular faculty and adjunct faculty supervisors do not have job descriptions and do not complete performance reviews.
  - They have union contracts
  - They are “supervised” by the Dean of the College of Education and Human Services
  - Tenure track faculty submit and discuss their PDR with the Dean annually
Performance Evaluations of Clinical Supervisors

- Who oversees clinical supervisors? (sometimes no one!)
- What decisions does the clinic director control? (officially—not many. Unofficially—more things than anyone can imagine.)
- The secret to successful clinical supervision by a variety of different “categories” of SLPs is great communication and a commitment to the common cause.
- Our policies, handbooks, training (new EMR system), requirements (midterm and end of semester competency skill ratings) keeps supervision somewhat consistent.
<table>
<thead>
<tr>
<th>Academic Faculty</th>
<th>Research Faculty</th>
<th>Grad Chr. Undergrad Chair</th>
<th>Assoc. Head</th>
<th>AUD Dir. Clin. Ed.</th>
<th>Admin. Assistant</th>
<th>Senior Engineer</th>
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<tbody>
<tr>
<td>Clinical Faculty &amp; Professional Staff</td>
<td>SLP Clinic Director</td>
<td>Adjunct Faculty</td>
<td>Clinical Faculty &amp; Prof. Staff</td>
<td>AUD Clinic Dir.</td>
<td>Graduate Secretary Sec. to Head Clerk IV</td>
<td>Technical Specialist</td>
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Sample from Purdue University SLHS Dept. 2016-2017
Sample Performance Evaluation
Purdue University 2005 (abbreviated)

Date: _________________________

A/P Staff Member: ______________________________

Job Title: ______________________________

Department: ______________________________

Supervisor: ______________________________

Date started position: ______________________________

Check the box that best describes the staff member’s performance in each of the following areas. Use the space provided to document suggested goals and action plans, as well as comments and recommendations regarding each performance criterion.
**Work Quality**
Consider the degree of excellence of work accomplished in relation to known standards and expectations. Consider the application of specialized knowledge, skills and abilities to job duties and responsibilities.

<table>
<thead>
<tr>
<th></th>
<th>1. Produces work that is <strong>accurate, useful, timely, and thorough</strong>.</th>
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<td>2. Produces results within established <strong>time limits</strong>; uses resources and time appropriately.</td>
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<td>3. Demonstrates <strong>skill</strong> in the techniques and practices of the job; understands procedures for performing tasks; keeps informed and <strong>up-to-date</strong> on job knowledge, skills, and techniques.</td>
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<td>4. <strong>Prioritizes</strong> responsibilities relative to importance, and then plans, organizes, or implements tasks effectively.</td>
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<th>Exceeds Expectations</th>
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Quality of work or knowledge of basic duties does not meet position requirements (makes errors; misses deadlines). Does not seek assistance to learn more. Requires constant supervision.

Quality of work or knowledge of duties generally acceptable but requires review & revision. Has difficulty managing multiple assignments; occasionally misses deadlines. Does not seek assistance when needed.

Work usually thorough and accurate, requiring occasional review & revision. Plans, organizes, and implements tasks effectively and on time. Understands tasks and seeks assistance when unclear. Requires moderate amount of supervision.

Work thorough, accurate, well executed, and rarely requires review. Work is efficiently organized and presents an example to others. Good understanding of own work and related jobs. Requires minimal supervision.

Completes exceptional amount of work that is always high quality, consistently thorough and accurate. Demonstrates exceptional planning & organizational skills. Exceptionally knowledgeable about job; requires almost no supervision.

Goals and Action Plan:

Comments and Recommendations:
Professionalism

Consider personal and professional standards, commitment, and integrity of the individual.

1. Acts in accordance with University policies and guidelines of acceptable conduct; maintains confidentiality; demonstrates and practices ethical behavior.

2. Demonstrates a positive attitude, diplomacy, sincerity, courtesy; creates good will for Purdue.

3. When conflicts arise, remains objective; focuses on the situation, not the person; respects self-confidence and self-esteem of others.

4. Understands, fosters, and sustains the missions of the unit, department, college, and University.

5. Seeks professional development opportunities to enhance knowledge of the job; stays current

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Professional standards are not acceptable. Uncooperative, uncommunicative, and unwilling to assist. Responds in inappropriate ways.

Occasionally needs to be reminded of office standards. Minimally communicative and cooperative, and assists only when absolutely necessary.

Maintains professional attitude and level of work. Works well with other staff.

Very professional in all aspects of job responsibilities. Promotes a positive professional image. Seeks opportunities to provide assistance.

A leader in setting professional standards; always enhances professional image of office. Regularly shares information; devotes time to assisting others.

Goals and Action Plan:

Comments and Recommendations:
**Communication**

Evaluate the individual's effectiveness as a communicator of ideas, facts and data through speech and writing.

1. Clearly **expresses** ideas and information orally and in writing.
2. **Communicates** effectively and appropriately with people at all levels in the organization.
3. **Listens** and considers thoughts and opinions from others.
4. Provides necessary **information** in a timely manner to the appropriate individuals or groups. Checks that the message has been understood.

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<td>Displays an inability to communicate clearly. Has difficulty explaining information, does not listen, uses inappropriate vocabulary or methods of communication.</td>
<td>Occasionally has difficulty expressing self clearly or concisely. Does not always listen well or understand others.</td>
<td>Communicates in an organized, clear, and concise manner. Listens and responds clearly, directly, and appropriately to others.</td>
<td>Very clear and precise in oral and written communications. Is able to respond appropriately to others, and uses tact and discretion.</td>
<td>Exceptionally clear, concise, logical, and thorough in both oral and written communication. Skillful and poised in communicating with others in many situations.</td>
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Goals and Action Plan:

Comments and Recommendations:
## Responsiveness

Evaluate ability to recognize and respond to the needs of faculty, staff, students or public. Consider how well staff member gets along with others.

1. Demonstrates enthusiasm for working with others; establishes and maintains **effective relationships**.
2. Consistently **seeks input**, strives to understand and satisfy needs of faculty, staff, students, or public.
3. Deals openly, quickly, and constructively with shortfalls and problems in service delivery.
4. Works effectively with people who have diverse ideas, perspectives, and values; demonstrates an understanding of and appreciation for **diverse cultures**.

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- **Awareness and consideration of others’ needs do not meet position requirements.**
  - Demonstrates inability to work with others; criticizes, and resists resolving conflict.
  - Usually cooperative and pleasant with others in daily activities. Sometimes lacks tact or discretion; may be unfriendly, moody, or unhelpful.
  - Always meets and considers others’ needs. Cooperative and pleasant, tactful and obliging; displays an interest in working with others; creates good impression.
  - Anticipates others’ needs and is proactive in providing assistance. Works well with everyone; uses tact and discretion in dealing with others.
  - Provides exceptional support and is very responsive to others’ needs. Creates much goodwill. Shows exceptional ability in working with teams.

### Goals and Action Plan:

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<td><strong>Comments and Recommendations:</strong></td>
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**Initiative**

Evaluate the extent to which the staff member is self-directed, resourceful and creative in meeting job objectives.

1. Is **proactive** in identifying and meeting needs, based on a balanced consideration of facts, priorities, resources, constraints, and alternatives.
2. Leads by example in ways that earn the respect of others.
3. Demonstrates **resourcefulness** and potential to offer new ideas and suggestions to improve work processes.
4. Is **adaptable** and willing to change; adjusts positively to changing tasks, shifting priorities, or simultaneous demands.
5. Sustains a focus on **ways to enhance** the processes, products, and services.

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<td>Performs only when advised to do so. Needs detailed instructions and constant supervision to keep on task. Does not undertake additional tasks, even when work is caught up.</td>
<td>Will not always initiate actions to solve problems or improve services unless directed to do so. Occasionally undertakes additional work, although frequently must be asked.</td>
<td>Initiates actions to solve problems and accomplish objectives. Suggests new methods for changing circumstances. Undertakes or requests additional work or responsibility.</td>
<td>Contributes intelligent suggestions; performs duties on own. Consistently seeks and completes additional work and projects beyond those assigned without being asked to do so by supervisor.</td>
<td>Possesses unusual degree of self-reliance; exercises independent thought and action. Initiates and completes numerous additional projects; identifies potential problems and finds effective solutions.</td>
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Goals and Action Plan:

Comments and Recommendations:
**Overall Evaluation**

Consider all major work activities, their relative importance, the results actually achieved on goals set, performance standards, and rating assigned to all performance criteria. On the basis of this information, assign an overall rating that best describes total performance.

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- **Performance is repeatedly below expectation or minimum job standards. Improvement is required.**
- **Performance is often or occasionally below expectations or minimum job standards, in some or all aspects of the job. Improvement in many areas is essential to meet acceptable levels of performance.**
- **Performance consistently meets job requirements and expectations. Essential tasks are performed well and other tasks are carried out on a regular basis. Improvement is desirable in some areas.**
- **Performance always meets and frequently exceeds standards and job requirements; individual has many commendable areas of performance.**
- **Performance continuously exceeds requirements in all major areas of responsibility, and performance is repeatedly well above expectations. Overall performance in all areas is superior; a truly exceptional staff member.**

 Goals and Action Plan:  

 Comments and Recommendations:
Quantitative Summary of Performance Evaluation (optional)

The quantitative summary is an optional tool for supervisors that can be used to provide a mechanism to quantify the performance evaluation.

Summary of evaluation / performance results:

1. Transfer the performance rating for each criterion to the appropriate column below.
2. Assign a weight to each criterion. **The sum of all weights must equal 100.**
3. Multiply each weight by the corresponding performance rating to arrive at the performance value.
4. Total the performance value column, yielding a *total performance value score*.
5. If useful, an *average performance value score* can also be calculated by dividing the *total performance value score* by the number of criterion scores entered.
<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Comments</th>
<th>Weight*</th>
<th>Score (circle one)</th>
<th>Performance Value</th>
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<tbody>
<tr>
<td>Work Quality</td>
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<td>Specific Criterion #1:</td>
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<td>Specific Criterion #2:</td>
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TOTAL PERF. SCORE 100

AVERAGE SCORE

* If criterion is not applicable to this staff member, assign a weight of '0' and no score. The sum of all weights should equal 100.
ALTERNATIVE CLINICAL MODELS
Typical Models prior to Externships

1. Clients/clinical experiences occur in university clinic

2. Clients/clinical experiences occur in university clinic and supplemented by assignments with local providers
Alternate Models

- No on site clinic. All are assigned to area SLPs just as an externship.
- Clinic operational on campus for certain types of cases but clinical supervisors go off campus to sites with students. University is paid for services provided.
- Clinical supervisors work full-time in the university clinic or other location. Students are assigned to the clinical supervisor(s). When school is not in session the supervisor continues to see the clients.
- Telepractice
- Simulation

Goals are to provide additional income to pay for employee expenses and/or reduce cost of managing a clinic.
QUESTIONS.............