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)

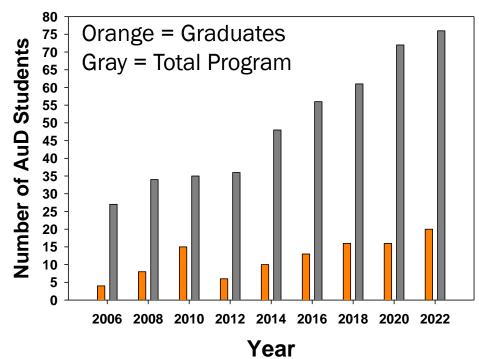
- A20. Management and business practices, including but not limited to cost analysis, budgeting, coding, billing and reimbursement, and patient management
- B2. Establishing relationships with professionals and community groups to promote hearing wellness for all individuals across the life span
- B14. 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.



- Strategic planning
- Resource allocation
- Shared goals



IDENTIFY INTERPROFESSIONAL MENTORS



Clinic Finances





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 3rd 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

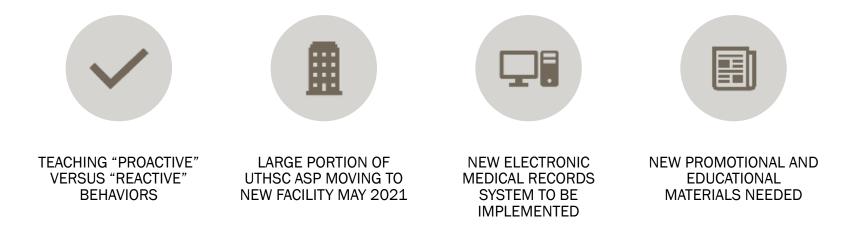
- "This practicum definitely helped show me a lot of the 'behind-the-scenes' aspects of running a clinic."
- "I really appreciated getting to be a part of such a new and informative clinic slot! Thank you for teaching me a new skill set"
- "This practicum gave me a look at what happens [to families] 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





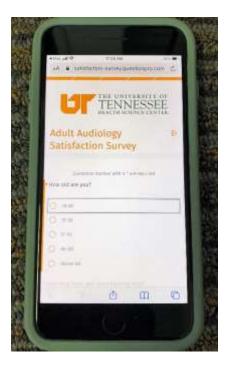
Quality and Continuous Improvement Tasks

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



	THE UNIVERSITY OF TENNESSEE HEALTH SCIENCE CENTER.
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	Questions marked with a * are required
How old is your child?	
How old is your child? bits - 5 years	
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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



When Hearing Becomes an How to Take Action



Hearing Loss Impacts Quality of Life

According to the Hearing Nealth Foundation³, untreated hearing loss can significantly impact a person's quality of life. Researchers have found that individuals with untreated hearing loss are more likely to develop depression, anxiety, and feelings of inadequacy. They may also avoid or withdraw from social situations. Those who treat their hearing loss with hearing aids show improvement in social, emotional, and psychological well-being. Interventions can significantly decrease isolation. increase self-esteem, and lead to better employment opportunities and earnings.

Hearing Loss and Dementia²

Do you know that the chances of mental decline go up the worse your hearing problems are? In fact, a study of older adults with hearing loss found that they had the same mental decline in 7.7 years as other older adults with normal hearing had in 10.9 years. Researchers believe the connection between hearing loss and dementia could be a combination of these things:

CDGWTNE (CMC) When you constantly strain to hear and understand, the brain gets strassed out. Resources that would normally go into storing words you hear are instead spent on interpreting what you missed.

INAW STRUCTOR: Hearing loss may affect the structure of your brain in a way that contributes to cognitive problems. Brain imaging studies show that older adults with hearing loss have less grey matter in the part of their brain that receives and processes sounds from the ears - in part because sertain structures of brain cells can shrink if they don't get enough stimulation.

COCM2 (SOLADOW If it's hard to hear what people are saying and to follow conversations, you might prefer just to stay home instead of being social. When you cut yourself off from your friends family and your active life, you become less engaged. When your brain doesn't get enough stimuli throughout the day, you increase your risk of developing dementia.

HOW CAN YOU MAINTAIN YOUR BRAIN HEALTH?

- Keep on learning any type of learning activity will develop new neural connections in the brain, which may help you bypass any damage to the brain associated with dementia
- Be social having conversations with people will stimulate your brain
- Exercise at least 30 minutes, five days a week cardiovascular exercise is particularly beneficial
- Eat lots of vegetables and fruits, along with legumes, fish, plive oil, and nuts and seeds
- 1. Take good care of your hearing

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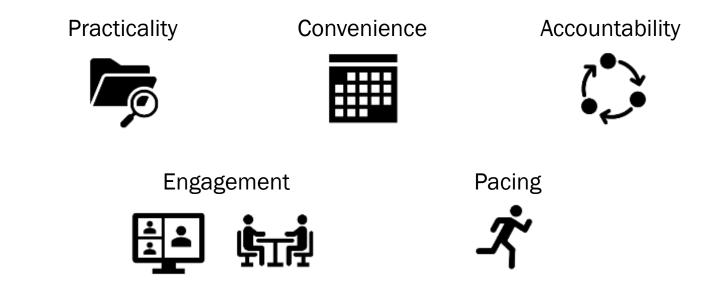
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Advantages to a Hybrid Practicum Experience





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 (3rd 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 <u>plan</u>

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.



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

Julie Swaim, Early Intervention Parent Consultant



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.)





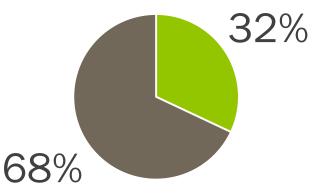






DEGREE OF HEARING LOSS AT IDENTIFICATION IN SURVEY GROUP

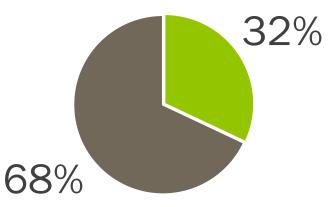
Degree of Hearing Loss



Profound Bilateral Mild to Severe



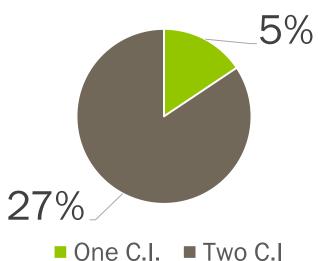
AGE OF FIRST HEARING DEVICE(S) IN SURVEY GROUP



Fitted during infancy Fitted age 1+

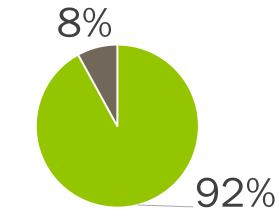


Current Cochlear Implant Use in Survey Group





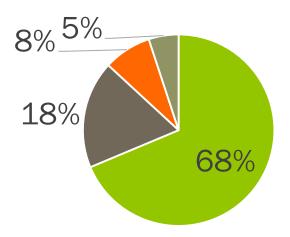
NEWBORN HEARING SCREENING



- 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



At Ball in Thrilled to introduce box new Landschip Experience and Adventure Pergram (EAR) for high school instalants who are obserted ball of hear of the section program will halp near gain confidence is winted withorments, device stronger tradentify with and connect them with new fractant time school to globs.

Successful digital leaders who are deal and hard of hearing will guide term through fun activities that will preserve them for the challenges and opportunities alread.

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, Tlam-2:30pm EST
- Session 2: July 16-17, 2021 (Friday, 7pm-9pm EST; Saturday, Tiam-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.

Scan costa below to yielt our website and learn merel

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!





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????

