Communicative Sciences and Disorders 775

**PROFESSIONAL ISSUES: MEDICAL SETTING**

**Spring Semester 2017**

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**Course Time & Location:**

 Mondays – 11:00 AM to 12:40 PM, CPS 024 (and D2L)

**Course Description:**

This course will address the evaluation and management of persons with communicative and/or swallowing disorders within a medical setting. This course includes information regarding medical settings, ethics, functional goals, coding & reimbursement, documentation, and necessary interpersonal communication skills (to be successful).

This course is a hybrid, meaning we will have a combination of F2F classes and online classes through D2L. Please refer to the agenda for further details.

*Class discussion is one of the primary activities of this course. I will provide topics for discussion, through either guest speakers and/or readings. However, I will let y’all lead the discussions. Student participants and the course facilitator will jointly determine the content and direction of each discussion. My hope is that you will find discussions to be relevant and applicable. My role will be as a facilitator rather than “instructor.”*

*I have attempted to structure relevant and functional topics, information you may not have been (or will be) privy to in the classroom. Guest presenters are practitioners.*

**Course Objectives**:

Students will develop increased awareness of:

1. Roles and responsibilities of professionals who work in medical facilities
2. Billing options and practices used within medical facilities
3. Documentation required within medical facilities
4. Ethical issues of concern to speech/language pathologists within medical facilities
5. The importance of communication when interacting with other medical professionals, patients and their families.

**Wisconsin Teacher Standards Included:**

**1. The teacher understands the central concepts, tools of inquiry, and structures of assessment and intervention and can create learning experiences that make these aspects meaningful for clients.**

####  The student understands how his/her misconceptions/misperceptions for an area of knowledge can influence his/her performance as a clinician.

* The student understands how various communication styles can interfere with or enhance client performance.

### Skills

* The student selects a relevant project regarding a medical setting or continues to develop a professional portfolio that will be relevant to his or her in his career as a speech-language pathologist or audiologist.
* The student gives a verbal presentation regarding the chosen project s/he has selected or reflects upon his/her professional growth within the portfolio development process.

##### Dispositions

* The student realizes that the techniques and teaching strategies used in assessment and remediation of speech, language, and swallowing disorders differ among clinicians, is dependent upon the individuals and families being treated, and is ever evolving.
* The student has enthusiasm for the field of Speech-Language Pathology and becomes aware of how communication styles and interaction techniques fit into the intervention and evaluation process.

**2. The teacher is a reflective practitioner who continually evaluates the effects of his or choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.**

* The student understands how the perspectives of clients, caregivers, and families influence treatment progress and outcomes.
* The student understands the ethical considerations that may occur while involved in the treatment of communicative or swallowing disorders in the medical setting.
* The student understands the importance of effective collaboration with other professionals in the treatment of communicative or swallowing disorders.
* The student understands the importance of documentation and the use of functional outcomes measures in the treatment of communicative or swallowing disorders.

**Skills**

### The student uses classroom observation, parental information about clients, cultural, social, and philosophical frame-works, and resources as sources for evaluating the outcomes of treatment and as a basis for reflecting on and revising practice.

# Dispositions

* The student is committed to reflection as an on-going process.
* The student is willing to seek out information that will enhance his/her professional practices.

### *3.*  The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

* The student understands the concept of the “team” in the treatment of communicative disorders.
* The student understands that s/he is only one member on the “team.”
* The student knows that speech and language are only two areas influencing children’s learning.
* The student understands that s/he must consult with other team members to fully develop a “whole-child” perspective on treatment.
* The student knows that his/her treatment is strengthened when various views (of teachers, parents, etc.) are obtained.

### Skills

* The student consults with parent of his/her client to better appreciate the relevance of therapy goals and objectives, using the cross-cultural interaction techniques learned in class.
* The student shows an awareness of strategies for cross-cultural collaboration through reflective comments within porfolio development or within the verbal presentation.
* The student develops a broader perspective on the communicative disorders of his/her clients by listening to the views of parents, colleagues, and instructors.

### Dispositions

* The student shows appreciation and respect for the information provided by parents, teachers, and other professionals.

**ASHA Standards:**

This course contributes to the development of *Knowledge and Skills* as specified by ASHA, for acquiring clinical competence in speech-language pathology **(see Revised Standards & Implementation for Clinical Competence in Speech-Language Pathology**). The knowledge and skills are acquired across a continuum, with increasing levels of independence, consistency, and problem-solving expected over time. Carefully read the standards and levels of competency that apply to this course:

Speech-Language Pathology Standards:

Knowledge of:

IV-G 1f. Complete administrative and reporting functions necessary to support evaluation.

IV-G 2f. Complete administrative and reporting functions necessary to support intervention.

IV-G 3b. Collaborate with other professionals in case management.

IV-G 3d. Adhere to the ASHA Code of Ethics and behave professionally.

**Classroom Accommodations:**

Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of classes of any needs based on a disability that may require a reasonable modification in order for you to participate fully in this course. All accommodations should be approved through the Office for Students with Disabilities in the Student Services Center. I will accommodate religious beliefs according to UWS 22.03 if you notify me within the first 3 weeks of the semester regarding specific dates that you will need to change course requirements.

**Course Requirements**

Your grade will be determined by your participation in the following activities:

**Prior Authorization**

For this assignment, you will need to write a prior authorization for a client fictional or real. You will be requesting financial coverage for some kind of therapy. It will be necessary for you to fill out the appropriate forms. Once you have completed your PA forms, please place in the dropbox.

Your PA will be reviewed much in the manner actual PA’s are revealed, only with a coarser-toothed comb, so please be sure to follow the suggested instructions.

Wisconsin Medicaid (Forward Health) PA/TA:

<https://www.dhs.wisconsin.gov/forms/f1/f11008.pdf>

Wisconsin Medicaid (Forward Health) PA/RF:

<https://dhs.wisconsin.gov/forms/f1/f11018.doc>

**ASHA Scavenger Hunt**

This activity will help you become familiar with the resources available on the ASHA website. You need to search and find the requested information (see Scavenger Hunt attachment in D2L Content Section). Upon completion, please drop the assignment into the designated section in the D2L Dropbox.

**Discussion Participation**

One third of your grade is determined by your participation in online group discussions. You are required to participate in the assigned discussions with guest speakers and for an ethics discussion.

You must post at least two separate comments during each week. Your first comment must be posted by the end of the day each Wednesday and your second posting needs to be done by the end of the day each Friday. You are to comment as many times as you would like over the required minimum.

**Course Evaluation**

Your last post for the course will be your comments regarding the course itself. I ask for your opinion/thoughts on what you felt the positives and negatives of the course were. I appreciate your honesty and thank you in advance for your feedback. I use this information when planning the course for next year. This posting is due by the final day of class, 8/7/15.

**Grading**:

The following weightings will be used in determining final grades.

|  |  |
| --- | --- |
| Final course evaluation |  5 points |
| ASHA Scavenger Hunt |  15 points |
| Online discussion (10 points each) |  30 points |
| Prior Authorization |  50 points |
| Total points possible |  = 100 points |

Grades will be assigned based upon the home campus of the student using the table below:

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| Percentage | 100-92 | 91.9-90 | 89.9-88 | 87.9-82 | 81.9-80 | 79.9-78 | 77.9-72 | 71.9-70 | 69.9-68 | 67.9-60 | <60 |

**Tentative Agenda**

(The agenda is tentative. Topics and assignments are subject to change as needed.)

# WEEK OF TOPIC

March 27, 2017 **F2F:** Review of syllabus

 Small Group Discussion: *Selected Reading(s)*

April 03, 2017 **Online** Activity: ASHA Scavenger Hunt

**F2F**: Prior Authorization: An introduction

 Documentation in healthcare

April 10, 2017 Guest Speaker – TBA; “Speech-Language Pathology from a physician’s perspective.”

April 17, 2017 **Online** guest speakers: TJ List & Alex Beckler, “Challenges of a first-year clinician in healthcare.” Online discussion.

April 24, 2017 **F2F:** Guest Speaker: Kristen Mertens, “Day in a life of a medical SLP”

May 01, 2017 **F2F:** Medicare A&B, Medicaid, and Private Pay: Navigating the payment systems in healthcare - C. Osborne

May 08, 2017 **Online** presentation:Ethical challenges in medical SLP: Case Studies.” – Online Discussion

May 18, 2017 Final Exam: TBA & wrap up

8:00 – 10:00 AM

"Education: the path from cocky ignorance to miserable uncertainty." - Mark Twain