DISCLOSURE

Financial
SALARIED EMPLOYEE OF ASHA
MEMBER OF ASHA

Non-Financial
MEMBER OF STRATEGIC OBJECTIVE TEAM
TOPICS

WHAT ARE SOME OF THE FACTORS impacting changes in service delivery

HOW CAN SLPS AND AUDIOLOGISTS adapt to these changes?

HOW IS ASHA helping?
By the end of this hour you will be able to:

• Describe factors and trends impacting service delivery and driving change across settings

• Examine how these changes will impact your clinical practice

• Define “practicing at the top of the license”

• Describe the range of approaches in service delivery
FACTORS & TRENDS Impacting Service Delivery

- Reimbursement
- Accountability for outcomes
- Evidence-based practice
- Interprofessional collaborative practice
- Demographics
- Technology
Health Care TRENDS

MEDICARE TRYING TO LIMIT OVERUTILIZATION

• High documentation demands/ increased denials/ Department of justice investigations
• Trend toward alternative payment models rather than fee for service
• Focus on value, outcomes, performance measures

PRIVATE INSURERS WILL FOLLOW SIMILAR TRENDS

AFFORDABLE CARE ACT, IMPACT ACT, ETC

CHALLENGES IN HOSPITALS

• Staff reduction
• Outcomes reporting
• Cost savings focus
Audiology

TRENDS

- Unbundling of services
- Direct-to-consumer hearing tests and hearing aid sales
- Personal sound amplification Products (PSAP)
- Audiology assistants
School TRENDS

- Teacher accountability
- State standards
- Medicaid/budget constraints
- SLPAs
- Collaboration
- Shortages
- Every Student Succeeds Act (ESSA)- SISP
Private Practice

TRENDS

EXPENSES INCREMENT AND REIMBURSEMENT DECREASING

HEALTH PLANS AND MEDICAID

- Increased denials
- Fewer sessions approved
- Demand for measurable outcomes, functional improvement, cost savings
FACING THE CHALLENGES
HOW IS THE CLINICAL PARADIGM CHANGING?

• Move from deficits/impairments to functional effectiveness

• Move from silos to interprofessional collaborative practice

• Expand beyond traditional service models

• Include consultations that enhance care coordination in and across settings
RESPONDING TO THE CLINICAL PARADIGM CHANGES
“Audiologists and SLPs should engage in ONLY those patient (student) care activities that require their level of expertise and skill”.

Ad Hoc Committee on Reframing the Professions
Practicing at the “Top of the License”

Practicing at the top of the license includes:

• Assessment

• Skilled intervention

• Consultations with colleagues regarding functional goals and treatment options

• Delegation (supervision/mentoring)
  - Clinical fellows
  - Students
  - Support personnel (speech-language pathology/audiology assistants)
  - Technicians, family members, volunteers
May require new ways of thinking/working by:

• Delegating responsibilities that do not require professional interpretation and judgment

• Enhancing supervision and management skills

• Demonstrating and articulating our own unique knowledge and skills (value) and how we can contribute to teams
Individuals from two or more professions engaging in learning/practicing with, from, and about each other to improve collaboration and the delivery of care.
WORKING ON TEAMS
COLLABORATIVE PRACTICE

NURSE
PATIENT
PHYSICAL THERAPIST
OCCUPATIONAL THERAPIST
PHYSICIAN
AUDIOLOGIST
SPEECH-LANGUAGE PATHOLOGIST
WORKING ON TEAMS
COLLABORATIVE PRACTICE

IEP TEAM
SPEECH-LANGUAGE PATHOLOGIST
AUDIOLOGIST
OTHER SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL (SISP)
SPEECH-LANGUAGE PATHOLOGY ASSISTANTS
PARAPROFESSIONALS
GENERAL EDUCATION TEACHERS
ELL AND SPECIAL EDUCATION TEACHERS
STUDENT AND FAMILY
WORKING ON TEAMS
COLLABORATIVE PRACTICE

CHILD AND FAMILY
AUDIOLOGIST
SPEECH-LANGUAGE PATHOLOGIST
SPECIAL EDUCATOR
OCCUPATIONAL THERAPIST
PHYSICAL THERAPIST
PARENT ADVISORS
INTERPRETERS
- Supervising support personnel and students
- Increasing awareness of collaborative practice and service delivery options
- Engaging in telepractice
- Utilizing extenders (SLPAs, family, teachers, nursing assistants, etc.)
- Varying frequency, intensity, and location of services
• Promote legislative/regulatory changes to:
  - Provide services across state lines
  - Addressing supervising, mentoring, and professional consultation

• Advocate for reimbursement by Medicare, Medicaid, insurance companies

• Develop telepractice competencies
DEMONSTRATING VALUE —and Outcomes—

- Adhere to best practice (e.g. Practice Portal, institutional protocols and procedures, EBP)
  - Participate in ASHA’s National Outcomes Measurement System (NOMS)
    - new audiology registry being developed
- Functional patient goals (ICF)
- Patient-reported outcomes
- Relating student outcomes to state standards
INNOVATIVE APPROACHES —to Professional Education—

• “Active” approaches (e.g. simulation, case-based or problem-based learning)
• Interprofessional education (IPE)
• Professional learning communities (PLCs)
• Supervision training
• Leadership development
• Advocacy education
• Specialty Certification
• SLP clinical doctoral programs
PARADIGM SHIFT
TO PERSON-CENTERED CARE

Using the ICF framework to develop individual functional goals
INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY AND HEALTH (ICF)

Developed by the World Health Organization (WHO) in 2001

Provides a framework
For an individual’s functioning and disability within the context of their activities and social roles in everyday life
APPLICATIONS OF FRAMEWORK

Bio-psycho-social-spiritual approach in the context of ethics, human rights and legal framework
• Maximize outcomes
• Optimize potential
• Increase engagement
• Demonstrate the value
KEY AREAS OF FOCUS —for ASHA—

• Build awareness of the changing clinical paradigm
  - Clinicians—expanding the clinical paradigm
  - Faculty—preparation of students for the changing paradigm

• Develop and disseminate resources

• Tract data—develop outcome databases and quality measures to demonstrate value
WHAT IS ASHA Doing?

- Developing resources and information
  - ICF functional goal writing handouts and webinars
  - ASHA’s Practice Portal
  - IPP-IPE resources
  - Outcomes/NOMS
  - Supervision training
  - Telepractice brochure for consumers
  - Guidelines for the clinical doctorate

- Presentations state and national meetings

- ASHA Publications

- Regulatory input
  - IDEA
  - ESSA
  - EHDI
  - Medicaid/Medicare

- Reimbursement

- State Licensure
ASHA
ENVISIONED FUTURE
AND STRATEGIC PLAN

VISION
Making effective communication, a human right, accessible and achievable for all.

MISSION
Empowering and supporting audiologists, speech-language pathologists, and speech, language, and hearing scientists through advancing science, setting standards, fostering excellence in professional practice, and advocating for members and those they serve.

STRATEGIC OBJECTIVES
1. Expand data available for quality improvement and demonstration of value
2. Advance Interprofessional Education and Interprofessional Collaborative Practice (IPE/IPP)
3. Enhance the generation, publication, knowledge translation, and implementation of clinical research
4. Enhance service delivery across the continuum of care to increase value and access to services
5. Increase influence and demonstrated value of audiology and speech-language pathology services
6. Increase the diversity of the membership
7. Enhance international engagement
8. Increase members’ cultural competence

TRANSFORM
Revolutionary change within the professions and/or the association

GROW
Expand, revamp, experiment and/or innovate within association programs, operations, and functions

RUN
Ongoing operations, including evolution and process improvement in association programs and functions

OPERATIONAL PRIORITIES
- Enhance membership value and satisfaction
- Maintain an effective technology infrastructure
- Maximize non-dues revenue
- Facilitate staff engagement, inclusion, and a culture of learning
- Ensure effective project and process management and execution
- Ensure effective management and utilization of resources and data

VALUES: EXCELLENCE • INTEGRITY • DIVERSITY • COMMITMENT • RESEARCH-BASED • MEMBER-CENTRIC • RESPONSIVE
ENHANCED SERVICE DELIVERY ACROSS THE CONTINUUM OF CARE TO INCREASE VALUE AND ACCESS TO SERVICES
• How are changes likely to affect my setting?

• What would practicing at the top of the license look like in my setting?

• How could I work with other professionals, support personnel, and family members differently?

• How can I demonstrate the value of my services?
WHAT CAN I DO MONDAY?

• Communicate with colleagues and potential collaboration partners

• Gather data supporting the value of your services

• Think out of the box regarding treatment models

• Consider how your skills and expertise can be best applied

• Determine your needs for future training
References

• Klein, McCarthy Sentara Healthcare: Making Patient Safety an Enduring Organizational Value, The Commonwealth Fund, March 2011

• Health Care Reform and Speech-Language Pathology Practice—The ASHA Leader
  www.asha.org/Publications/leader/2010/100803/Health-Care-Reform-SLP.htm

• The Triple Aim—IHI
  www.ihi.org/offerings/Initiatives/TripleAim/Pages/default.aspx

ASHA Resources

Strategic Pathway to Excellence
http://www.asha.org/about/pathway/

ASHA’s Practice Portal
http://www.asha.org/practice-portal/

International Classification of Functioning, Disability and Health (ICF)
http://www.asha.org/slp/icf/

ASHA Report on Reframing the Professions

ASHA Changing Health Care Landscape Summit- Summary
http://www.asha.org/uploadedFiles/ASHA/Practice/Health-Care-Reform/Healthcare-Summit-Executive-Summary-2012.pdf

Interprofessional Education/Interprofessional Practice (IPE/IPP)
http://www.asha.org/Practice/Interprofessional-Education-Practice/
THANK YOU

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