Dysphagia Management: Documentation and Goal Writing

INTRODUCTION

This course provides an overview of the documentation requirements for Medicare reimbursement for dysphagia-related services, including evaluation, treatment plans, treatment notes, progress notes, discharge summaries, and common diagnostic and procedure codes. The speaker discusses frameworks – including the SMART and International Classification of Functioning, Disability, and Health (ICF) frameworks – to help focus treatment plans on meaningful, measureable, and functional goals, giving examples of long- and short-term goals. The course also includes tips for streamlining documentation and suggestions for documenting progress to show skilled service.

LEARNING OUTCOMES

You will be able to:

- write appropriate, meaningful long- and short-term goals for patients with dysphagia
- explain important considerations when writing long-term goals for diet
- select appropriate ICD-10 and CPT codes for dysphagia
- document progress demonstrating skilled services

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PROGRAM HISTORY and IMPORTANT INFORMATION

Original recording date: June 1, 2017
Peer reviewed: April 2018
End date: June 2, 2021

To earn continuing education credit, you must complete and submit the learning assessment on or before June 2, 2021.
To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.2 ASHA CEUs (Intermediate level, Professional area).

**STATEMENT ON EVIDENCE-BASED PRACTICE**

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term *evidence-based practice* refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

*Adopted by the Scientific and Professional Education Board, April 2006*