
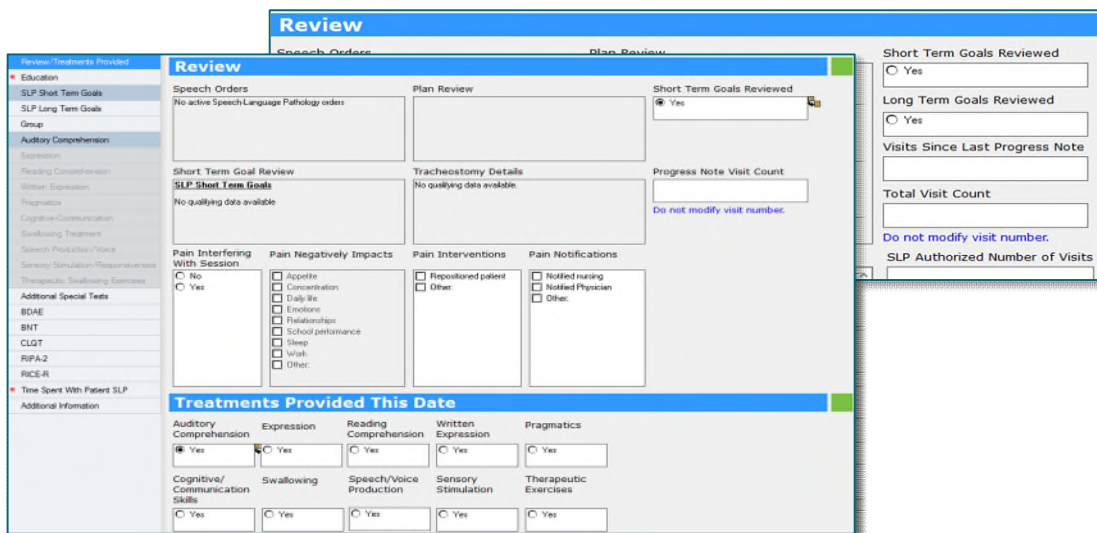


Cerner has updated PowerForm content used by Speech Therapists. The PowerForms documented by Speech Therapists have been updated to align with Cerner enhancing the workflow for the therapist. The updates include changes to the dropdown options content, including the order the dropdown options appear, changes to grids, removal of some documentation fields, addition of new documentation throughout the PowerForms, and some new sections.

## Outpatient Daily, Inpatient Daily, and Progress Note Documentation Forms

### ➤ Review/Treatments Provided Section

- Click **Yes** in **Short- or Long-Term Goals Reviewed** to open the **SLP Short- or Long-Term Goals** section for documentation.
- Treatment sections are accessed from **Treatments Provided This Date** subsection.
- Select the desired treatment to be documented and the section will open.
- Use the **circle back**  button to return to **Review/Treatments Provided**.
- Select the next treatment to be documented and continue this process until all applicable treatment sections are documented.



The screenshot displays the 'Review' section of the PowerForm. It includes a left-hand navigation menu with categories like 'Education', 'Auditory Comprehension', 'Expression', 'Reading Comprehension', 'Written Expression', 'Pragmatics', 'Cognitive/Communication', 'Swallowing', 'Speech/Voice', 'Sensory Stimulation', and 'Therapeutic Exercises'. The main content area is divided into several sub-sections: 'Speech Orders', 'Plan Review', 'Short Term Goals Reviewed', 'Short Term Goal Review', 'SLP Short Term Goals', 'Tracheostomy Details', 'Progress Note Visit Count', 'Pain Interfering With Session', 'Pain Negatively Impacts', 'Pain Interventions', and 'Pain Notifications'. Below these is the 'Treatments Provided This Date' section, which contains a grid of checkboxes for various skills such as Auditory Comprehension, Expression, Reading Comprehension, Written Expression, Pragmatics, Cognitive/Communication, Swallowing, Speech/Voice Production, Sensory Stimulation, and Therapeutic Exercises. A separate window on the right shows 'Short Term Goals Reviewed' and 'Long Term Goals Reviewed' sections with 'Yes' buttons, and a 'Visits Since Last Progress Note' section with input fields for 'Visits Since Last Progress Note', 'Total Visit Count', and 'SLP Authorized Number of Visits'.

**NOTE:** Once a section has been documented, it can be opened for review or further documentation from the section menu on the left.

**NOTE:** Total Visit Count and Visits Since Last Progress Note on the Outpatient Therapy forms will not be accurate on existing patients. The counter is unable to look back at previously documented forms. New patients on or after this implementation will display an accurate visit count.

## Assessment Section

➤ The **Assessment** section has been removed from the **SLP Outpatient Communication Evaluation** and **SLP Inpatient Communication Evaluation** forms. The following documentation has been added to the **Plan** section from the **Assessment** section.

- **Rehab Prognosis** formerly **Rehabilitation Potential**
- **Prognosis Fair Due To**
- **Prognosis Guarded Due To**
- **Clinical Assessment Summary**
- **Treatment Recommendations**

## Education Section

- **Responsible Learner Present for Session** replaces **Responsible Learner(s) Present**.
- **Additional Learners(s) Present** replaces **Primary Learner(s) Present**.
- **Teaching Method**
  - Updated options.

Responsible Learner Present for Session  
 Yes  
 No

Additional Learner(s) Present  
 Spouse  
 Daughter  
 Family member  
 Friend  
 Grandfather  
 Grandmother  
 Father  
 Mother  
 Sibling  
 Significant other  
 Son  
 Other:

Teaching Method

|  |  |   |                                    |
|--|--|---|------------------------------------|
| <input type="checkbox"/> Demonstration | <input type="checkbox"/> Explanation       | <input type="checkbox"/> Teach-back           | <input type="checkbox"/> Web-Based |
| <input type="checkbox"/> Electronic    | <input type="checkbox"/> Printed materials | <input type="checkbox"/> Video/Educational TV |                                    |

- **Document learning evaluation for Responsible Learner(s)** grid has a **Comment** column which replaces the **Written Information** column.
  - Grid columns are in a different order.
  - Education topics remain the same.

| Document learning evaluation for Responsible Learner(s) |                          |              |                        |                            |         |
|---|--------------------------|--------------|------------------------|----------------------------|---------|
|   | Verbalizes understanding | Demonstrates | Needs further teaching | Needs practice/supervision | Comment |
| Attention/Concentration Strategies                      |                          |              |                        |                            |         |

- **Home Program/Education** has been added.
  - **Med-Bridge codes** and other education provided can be added here.

Home Program/Education

Segoe UI | 9 | [Globe icon] [Scissors icon] [Clipboard icon] [Folder icon] | **B U I S** | [List icon] [List icon] [List icon]

[Empty text area]

## Hearing Screening Section

- Case History grid columns now lead with the Yes column.

| Case History |     |    |       |
|--------------|-----|----|-------|
|              | Yes | No | Notes |
|              |     |    |       |

## Additional Special Tests Section

- Renamed from Special Tests.

## Speech Production Section

- Several documentation fields have been renamed.
  - Articulation Precision formerly Phoneme Production
  - Voice Production formerly Vocal Pitch
  - Voice Intensity formerly Loudness

## Repetition/Time Column in Various Grids

- The Repetition/Time column has replaced the Repetition/Time/Percentage column.
  - Percentage can be documented in Repetition/Time column by adding a % symbol after a number.

## Oral Mechanism Exam Section

- Documentation formerly located in the Oral Structure/Function section are within Oral Mechanism Exam.

- Dentition is split into Dentition, Upper and Dentition, Lower and offers more dropdown options.
- Dentition grid is new.
- Labial/Structure/Function grid contains Structure, Symmetry, Tone, and Gross Sensation which were previously individual documentation fields.

| Dentition, Upper                                 |   |   |   | Dentition, Lower                       |   |  |   |
|--|---|---|---|--|---|--|---|
| <input type="checkbox"/> Natural teeth           | <input type="checkbox"/> Requested to be provided | <input type="checkbox"/> Natural teeth        | <input type="checkbox"/> Requested to be provided | <input type="checkbox"/> Denture plate | <input type="checkbox"/> Ill fitting      | <input type="checkbox"/> Denture plate | <input type="checkbox"/> Ill fitting      |
| <input type="checkbox"/> Incomplete dentition    | <input type="checkbox"/> Poor condition           | <input type="checkbox"/> Incomplete dentition | <input type="checkbox"/> Poor condition           | <input type="checkbox"/> Edentulous    | <input type="checkbox"/> Chooses not wear | <input type="checkbox"/> Edentulous    | <input type="checkbox"/> Chooses not wear |
| <input type="checkbox"/> Partial                 | <input type="checkbox"/>                          | <input type="checkbox"/>                      | <input type="checkbox"/>                          | <input type="checkbox"/>               | <input type="checkbox"/>                  | <input type="checkbox"/>               | <input type="checkbox"/>                  |
| <input type="checkbox"/> All Bedside/Available   | <input type="checkbox"/>                          | <input type="checkbox"/>                      | <input type="checkbox"/>                          | <input type="checkbox"/>               | <input type="checkbox"/>                  | <input type="checkbox"/>               | <input type="checkbox"/>                  |
| <input type="checkbox"/> Not Present/Unavailable | <input type="checkbox"/>                          | <input type="checkbox"/>                      | <input type="checkbox"/>                          | <input type="checkbox"/>               | <input type="checkbox"/>                  | <input type="checkbox"/>               | <input type="checkbox"/>                  |

| Dentition                      |     |    |         |         |
|--------------------------------|-----|----|---------|---------|
|                                | Yes | No | Reduced | Comment |
| Dentition Adequate for Speech  |     |    |         |         |
| Dentition Adequate for Chewing |     |    |         |         |

| Labial Structure/Function |              |          |              |              |              |              |              |              |                 |         |
|---------------------------|--------------|----------|--------------|--------------|--------------|--------------|--------------|--------------|-----------------|---------|
| Labial Structure/Function |              |          |              |              |              |              |              |              |                 |         |
|                           | Structure    | Function | Symmetry     | Closure      | Compression  | Protrusion   | Retraction   | Tone         | Gross Sensation | Comment |
| Labial                    | <MultiAlpha> | <Alpha>  | <MultiAlpha> | <MultiAlpha> | <MultiAlpha> | <MultiAlpha> | <MultiAlpha> | <MultiAlpha> | <MultiAlpha>    |         |

- Labial Movement is where Isolated Movements and Repetitive Movements are documented, including Range, Strength, and Rate.

| Labial Movement             |           |         |          |         |         |
|-----------------------------|-----------|---------|----------|---------|---------|
| Isolated Movements          |           |         |          |         |         |
|                             | Direction | Range   | Strength | Rate    | Comment |
| Labial Isolated Movements   | <Alpha>   | <Alpha> | <Alpha>  | <Alpha> |         |
|                             |           |         |          |         |         |
| Repetitive Movements        |           |         |          |         |         |
|                             | Accuracy  | Rhythm  | Rate     | Comment |         |
| Labial Repetitive Movements | <Alpha>   | <Alpha> | <Alpha>  |         |         |

**Clinical Swallowing Exam, Swallowing Exam, and Swallowing Treatment Sections**

- **Drinks** is replacing the name of the **Liquid Viscosity** grid and **Transitional Foods** replaces the name of the **Consistency** grid.
  - Up to ten individual **Trials** can be documented.
  - **Drink Consistency** and **Transitional Food Consistency** use **IDDSI** language.
  - **Presentation** replaces **Administered By**.

| Drinks   |   |                                 |              |  |                         |   |                     |                     |                                 |                                 |         |
|----------|---|---------------------------------|--------------|--|-------------------------|---|---------------------|---------------------|---------------------------------|---------------------------------|---------|
|          | Drink Consistency                                   | Clinical Swallow Liq Bolus Size | Total Intake | Presentation   | Compensatory Strategies | Oral Symptoms                             | Pharyngeal Symptoms | Time                | Results Compensatory Strategies | Comment                         |         |
| Trial 1  | <b>Drink Consistency</b>                            |                                 | <Alpha>      | <b>Presentation</b>                                  |                         |   | <MultiAlpha>        |                     | <MultiAlpha>                    |                                 |         |
| Trial 2  |   |                                 | <Alpha>      |  |                         |   | <MultiAlpha>        |                     | <MultiAlpha>                    |                                 |         |
| Trial 3  | <input type="checkbox"/> IDDSI 0 - Thin             |                                 | <Alpha>      | <input type="checkbox"/> Caregiver                   |                         | <input type="checkbox"/> By straw         | <MultiAlpha>        |                     | <MultiAlpha>                    |                                 |         |
| Trial 4  | <input type="checkbox"/> IDDSI 1 - Slightly thick   |                                 | <Alpha>      | <input type="checkbox"/> Self                        |                         | <input type="checkbox"/> By syringe       | <MultiAlpha>        |                     | <MultiAlpha>                    |                                 |         |
| Trial 5  | <input type="checkbox"/> IDDSI 2 - Mildly thick     |                                 | <Alpha>      | <input type="checkbox"/> Speech-Language Pathologist |                         |   | <MultiAlpha>        |                     | <MultiAlpha>                    |                                 |         |
| Trial 6  | <input type="checkbox"/> IDDSI 3 - Moderately thick |                                 | <Alpha>      | <input type="checkbox"/> By bottle                   |                         |   | <MultiAlpha>        |                     | <MultiAlpha>                    |                                 |         |
| Trial 7  | <input type="checkbox"/> IDDSI 4 - Extremely thick  |                                 | <Alpha>      | <input type="checkbox"/> By cup                      |                         |   | <MultiAlpha>        |                     | <MultiAlpha>                    |                                 |         |
| Trial 8  | <input type="checkbox"/> Other:                     |                                 | <Alpha>      | <input type="checkbox"/> By spoon                    |                         |   | <MultiAlpha>        |                     | <MultiAlpha>                    |                                 |         |
| Trial 9  | <b>Transitional Foods</b>                           |                                 |              |  |                         |   |                     |                     |                                 |                                 |         |
| Trial 10 |   | Transitional Food Consistency   | Bolus Size   | Total Intake   | Presentation            | Compensatory Strategy Consistency Swallow | Oral Symptoms       | Pharyngeal Symptoms | Cues for Trials                 | Results Compensatory Strategies | Comment |
| Trial 1  |   | <MultiAlpha>                    | <Alpha>      | <Alpha>  | <MultiAlpha>            | <MultiAlpha>                              | <MultiAlpha>        | <MultiAlpha>        | <Alpha>                         | <MultiAlpha>                    |         |

**Time Spent with Patient SLP**

- **Cognitive Performance** has been moved to the **Timed Codes** section and renamed **Standardized Cognitive Performance Testing**.

| Timed Codes   |
|---|
| Evaluation for Speech Generating AAC Device - First Hour (92607) (ref)            |
| Evaluation for Speech Generating AAC Device - Additional 30 Minutes (92608) (ref) |
| Assessment of Aphasia, Per Hour (96105) (ref)                                     |
| Standardized Cognitive Performance Testing (96125) (ref)                          |

**Modified Barium Swallow Study Form**

- **Pre-Assessment**
  - **Current Home Diet** and **Current Home Liquids** use **IDDSI** language.
- **Home Environment II** is a new section for this form.
- **Pharyngeal Phase**
  - **Drinks** replaces the name of the **Liquid Trials** grid.
  - **Stasis** column has been added to the **Drinks** grid.
  - **Transitional Foods** grid replaces the name of the **Consistency** grid.

| Stasis                             |
|------------------------------------|
| <input type="checkbox"/> Mild      |
| <input type="checkbox"/> Moderate  |
| <input type="checkbox"/> Severe    |
| <input type="checkbox"/> Vallecula |
| <input type="checkbox"/> Pyriiform |
| <input type="checkbox"/> Other:    |

## SLP Outpatient Certification Letter

### ➤ Physician Certification section

- **Number of Visits this Interval**
  - Document how many visits are being requested for this interval.

**\*Number of Visits This Interval**

### ➤ Plan section

- **Certification Letter Time Interval**
  - Document the amount of time there will be between certifications.

### ➤ SLP Long Term Goals section

- **Cognition-Communication Scores** subsection has been added for documentation of cognition and communication goals.

## New Sections

### ➤ Cognitive Measures and RICE -R sections have been added to:

- SLP Outpatient and Inpatient Communication Evaluation
- SLP Outpatient and Inpatient Daily Documentation
- SLP Outpatient and Inpatient Progress Note

#### Cognitive Measures

**Comprehension**

Complete independence - 7

Modified independence - 6

Standby prompting - 5

Minimal prompting - 4

Moderate prompting - 3

Maximal prompting - 2

Total assistance - 1

**Comprehension Mode**

Auditory

Visual

**Expression**

Complete independence - 7

Modified independence - 6

Standby prompting - 5

Minimal prompting - 4

Moderate prompting - 3

Maximal prompting - 2

Total assistance - 1

**Expression Mode**

Vocal

Nonvocal

**Problem Solving**

Complete independence - 7

Modified independence - 6

Standby prompting - 5

Minimal prompting - 4

Moderate prompting - 3

Maximal prompting - 2

Total assistance - 1

**Memory**

Complete independence - 7

Modified independence - 6

Standby prompting - 5

Minimal prompting - 4

Moderate prompting - 3

Maximal prompting - 2

Total assistance - 1

**Social Interaction**

Complete independence - 7

Modified independence - 6

Standby prompting - 5

Minimal prompting - 4

Moderate prompting - 3

Maximal prompting - 2

Total assistance - 1

#### RICE Evaluation for Right Hemisphere Dysfunction-Revised Summary

| Subtests                           | Raw Score | Percentage |
|------------------------------------|-----------|------------|
| Behavioral Observation Profile     |           |            |
| Pragmatic Communication Skills     |           |            |
| Assessment and Analysis of Writing |           |            |
| Metaphorical Language              |           |            |
| Total Errors                       |           |            |
| Time (seconds)                     |           |            |
| Upper Case Letters                 |           |            |
| Lower Case Letters                 |           |            |
| Upper Case Words                   |           |            |
| Lower Case Words                   |           |            |

Visual Scanning and Tracking Subtests

Interpretation

### ➤ RBMT (Rivermead Behavioral Memory Test) has been added to:

- SLP Outpatient Communication Evaluation
- SLP Outpatient Daily Documentation
- SLP Outpatient Progress Note

#### Rivermead Behavioral Memory Test Summary

|                          |   |   |                     |
|--------------------------|---|---|---------------------|
| Raw Score                | <input style="width: 90%;" type="text"/>  | Screening Score   | 10, 11, 12          |
| Level of Memory Function | <input type="radio"/> Normal              | 7, 8, 9   | Normal              |
|                          | <input type="radio"/> Poor memory         | 3, 4, 5, 6  | Poor memory         |
|                          | <input type="radio"/> Moderately impaired | 0, 1, 2   | Moderately impaired |
|                          | <input type="radio"/> Severely impaired   | Profile Score   | 22, 23, 24          |
|                          |   | 17-21   | Normal              |
|                          |   | 10-16   | Poor memory         |
|                          |   | 0-9   | Moderately impaired |
| Interpretation           |   | <input style="width: 100%; height: 20px;" type="text"/> |                     |

**Pediatric Forms**

- SLP Pediatric Development Evaluation has been renamed to SLP Pediatric Evaluation.
- Birth and Developmental History section has been added to the SLP Pediatric Evaluation form.
- Expressive One-Word Vocabulary Test and Ross Information Processing Assessment -Primary sections have been added to:

- SLP Pediatric Evaluation
- SLP Pediatric Daily Documentation
- SLP Pediatric Progress Note

| Expressive One-Word Vocabulary Test |   |
|-------------------------------------|---|
| Age Equivalent                      | <input type="text"/>                                    |
| Percentile Rank                     | <input type="text"/>                                    |
| Standard Score                      | <input type="text"/>                                    |
| Interpretation                      | <input style="width: 100%; height: 20px;" type="text"/> |

| Ross Information Processing Assessment-Primary |   |                |
|--|---|----------------|
|  | Percentile Rank   | Standard Score |
| Immediate Memory                               |   |                |
| Recent Memory                                  |   |                |
| Recall of General Information                  |   |                |
| Spatial Orientation                            |   |                |
| Temporal Orientation                           |   |                |
| Organization                                   |   |                |
| Problem Solving                                |   |                |
| Abstract Reasoning                             |   |                |
| Interpretation                                 | <input style="width: 100%; height: 20px;" type="text"/> |                |

- Woodcock Johnson Test has been added to:
  - SLP Outpatient Communication Evaluation
  - SLP Pediatric Development Evaluation
  - SLP Outpatient and Pediatric Daily Documentation
  - SLP Outpatient and Pediatric Progress Note

| Woodcock Johnson Test of Cognitive Abilities III |                      |            |         |
|--|----------------------|------------|---------|
|  | Standard Score       | Percentile | Comment |
| Verbal Comprehension                             | <input type="text"/> |            |         |
| Visual Auditory Learning                         |                      |            |         |
| Spatial Relations                                |                      |            |         |
| Sound Blending                                   |                      |            |         |
| Concept Formation                                |                      |            |         |
| Visual Matching                                  |                      |            |         |
| Numbers Reversed                                 |                      |            |         |
| Incomplete Words                                 |                      |            |         |
| Auditory Working Memory                          |                      |            |         |
| Visual Auditory Learning Delayed                 |                      |            |         |
| General Information                              |                      |            |         |
| Retrieval Fluency                                |                      |            |         |
| Picture Recognition                              |                      |            |         |
| Auditory Attention                               |                      |            |         |
| Analysis Synthesis                               |                      |            |         |
| Decision Speed                                   |                      |            |         |
| Memory for Words                                 |                      |            |         |
| Rapid Picture Naming                             |                      |            |         |
| Planning   |                      |            |         |
| Pair Cancellation                                |                      |            |         |

**Changes to the SLP Inpatient and Outpatient Treatment Discharge Summary Forms**

- Swallow Treatment section has been removed. The documentation in this section is duplicative of the documentation in the Clinical Swallow Evaluation section.

**NEW: SLP Outpatient Discharge Summary and Inpatient Discharge Summary Forms**

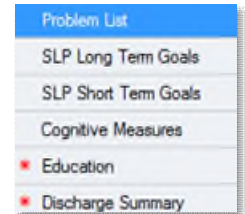
**NOTE:** The current SLP Inpatient Discharge Summary and SLP Outpatient Discharge Summary forms are renamed SLP Inpatient Treatment Discharge Summary and SLP Outpatient Treatment Discharge Summary.

- There will be two options for completing a discharge summary.

**Option 1:**

- The model discharge workflow is to complete the **Daily Documentation** form and then complete the **SLP Outpatient Discharge Summary** or **SLP Inpatient Discharge Summary** form.

- Open the **Problem List**, **SLP Long** and **Short-Term Goal** sections to pull in the previous documentation.
- Complete the **Cognitive Measures**, **Education**, and **Discharge Summary** sections.



**NOTE:** The new **SLP Outpatient Discharge Summary** and **SLP Inpatient Discharge Summary** forms do not contain documentation for charging. If this form is completed and the patient is seen on the day of discharge, the **Daily Documentation** form **MUST** also be documented so charges can be captured.

**Option 2:**

- Patient **IS** seen on the day of discharge:
  - Complete the **SLP Outpatient Treatment Discharge Summary** or the **SLP Inpatient Treatment Discharge Summary** form.
- Patient is **NOT** seen on the day of discharge:
  - Complete the **SLP Outpatient Discharge Summary** or the **SLP Inpatient Discharge Summary** form.