

Ethical Decision-Making: A Public Health Emergency and Unprecedented Challenges

Theresa H. Rodgers, MA, CCC-SLP, ASHA Fellow, L-SLP, EdS (LD)
December 2, 2020
Power Up Conference

1

Disclosure Information

- Financial: Honorarium
- Nonfinancial: Former member and Chair ASHA Board of Ethics; Former Louisiana licensure board member; ASHA President

2



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3



Ethical dilemmas are a common and difficult part of the practice of speech-language pathology and audiology.

Anderson, N. & Chabon, S. (2007). Providing ethically responsible services to children from culturally and linguistically diverse backgrounds. Seminar presented at ASHA Schools Conference, Pittsburgh, Pennsylvania.

4

Practice Considerations and Constraints?

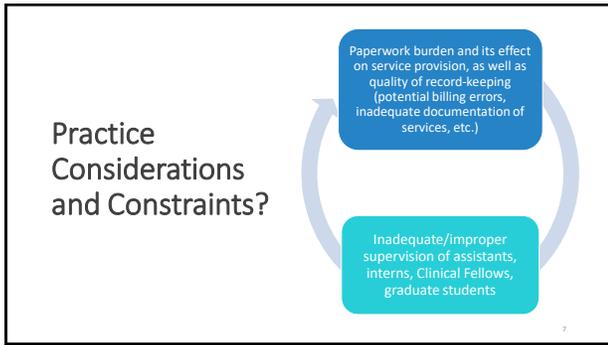
- Productivity Demands (e.g., SLPs in SNF required to clock out for paperwork, expectation that clients will be maintained on caseload [at same level of service] even when no longer warranted, etc.)
- Pressure to bill on-going assessment provided within therapy sessions as "evaluation"
- Billing for services which do not match CPT code(s) including "upcoding"

5

Practice Considerations and Constraints?

- Currency of practice techniques/ service delivery models (possibly related to lack of release time for quality continuing education)
- Provision of services without adequate training in that area of practice

6



7

Practice Considerations and Constraints?

- Inappropriate delegation of tasks to graduate students (and/or assistants)
- Inadequate documentation of supervision
- Conflict of interest (e.g., solicitation of cases for part-time private practice from practitioner's full-time employment entity)

8

ASHA Health Care Survey Report on SLPs: 2019

- **35.1%** of respondents employed in **SNFs**, **14.5%** in a **rehab hospital** setting, and **11.5%** in home health indicated that they had felt pressured by an employer or supervisor to **discharge inappropriately (i.e. early or delayed)**. Overall – **14%**
- **Provide evaluation and treatment that are not clinically appropriate** SNFs – **25.1%**; Rehab hospital – **16.2%**; Overall – **12%**

<https://www.asha.org/uploadedFiles/2019-SLP-HC-Survey-Summary-Report.pdf>

9

ASHA Health Care Survey Report on SLPs: 2019

- **23.2%** of respondents employed in **SNFs** indicated that they felt pressured by an employer or supervisor to **provide inappropriate frequency or intensity of services**. Overall – **14%**
- **Alter documentation for reimbursement** - SNFs – **6.2%**; Overall – **4%**

<https://www.asha.org/uploadedFiles/2019-SLP-HC-Survey-Summary-Report.pdf>

10

ASHA Schools Survey Report on SLPs: 2016 and 2018

- In 2018, almost half (41%) of school-based SLPs identified **compromising quality of services** as an issue that presented them with the biggest ethical challenges—about the same as in 2016.
- In 2018, 21% found that **adhering to administrative or regulatory mandates** was an ethical challenge—compared to 25% in 2016.
- Another ethical challenge is **completing Medicaid billing**: 18% in 2018 and 14% in 2016.

Euben, D. & Rodgers, T. (2019). Navigating ethical dilemmas faced by SLPs practicing in schools. Seminar presented at ASHA Connect, Chicago, Illinois.

11

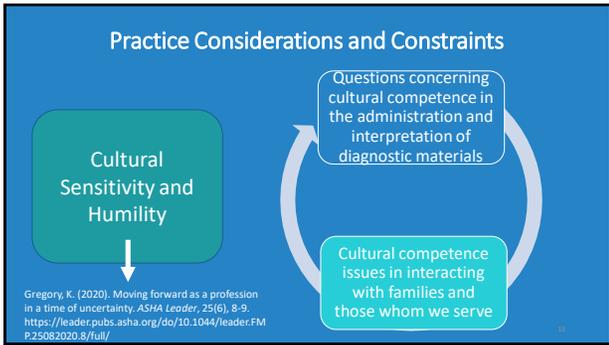
ASHA Schools Survey Report on SLPs

- In 2018, the survey asked for the first time whether school-based SLPs felt **“pressured by an employer, administrator, or supervisor to provide or deny a service, report scores, etc., that would be in violation of the ASHA Code of Ethics.”**
- **18% responded YES!**

ASHA, *School Surveys Report: SLP Workforce and Work Conditions Trends 2004-2018*

Euben, D. & Rodgers, T. (2019). Navigating ethical dilemmas faced by SLPs practicing in schools. Seminar presented at ASHA Connect, Chicago, Illinois.

12



13

The Practice Environment During COVID-19: Considerations And Constraints

- Mandated use of teletherapy in certain practice settings
- Virtual learning
- Lack of Personal Protective Equipment (PPE)
- Risks associated with Aerosol Generating Procedures

14

The Practice Environment During COVID-19: Considerations And Constraints

- Impact on research
- Tele-supervision
- Relaxation of HIPAA patient privacy enforcement

15

The Practice Environment During COVID-19: Considerations And Constraints

- Patient/client/student safety
- Billing and reimbursement considerations
- Lack of work-life balance; burnout

16

Notification of Enforcement Discretion for Telehealth Remote Communications During the COVID-19 Nationwide Public Health Emergency

We are empowering medical providers to serve patients wherever they are during this national public health emergency. We are especially concerned about reaching those most at risk, including older persons and persons with disabilities. – Roger Severino, OCR Director.

<https://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/notification-enforcement-discretion-telehealth/index.html>

17

Telehealth Discretion During Coronavirus

- Some remote communications technologies, and the manner in which they are used by HIPAA covered health care providers, may not fully comply with the requirements of the HIPAA Rules.
- OCR will exercise its enforcement discretion and will not impose penalties for noncompliance with the HIPAA Rules against covered health care providers in connection with the good faith provision of telehealth during the COVID-19 nationwide public health emergency. This notification is effective immediately.

<https://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/notification-enforcement-discretion-telehealth/index.html>

18

Telehealth Discretion During Coronavirus

A covered health care provider that wants to use audio or video communication technology to provide telehealth to patients during the COVID-19 nationwide public health emergency can use any non-public facing remote communication product that is available to communicate with patients.

OCR is exercising its enforcement discretion to not impose penalties for noncompliance with the HIPAA Rules in connection with the good faith provision of telehealth using such non-public facing audio or video communication products during the COVID-19 nationwide public health emergency.

19

Telehealth Discretion During Coronavirus

- Covered health care providers may use popular applications that allow for video chats, including Apple FaceTime, Facebook Messenger video chat, Google Hangouts video, Zoom, or Skype, to provide telehealth without risk that OCR might seek to impose a penalty for noncompliance with the HIPAA Rules related to the good faith provision of telehealth during the COVID-19 nationwide public health emergency. Providers are encouraged to notify patients that these third-party applications potentially introduce privacy risks, and providers should enable all available encryption and privacy modes when using such applications.
- "Under this Notice, however, Facebook Live, Twitch, TikTok, and similar video communication applications are public facing, and should not be used in the provision of telehealth by covered health care providers."

<https://www.hhs.gov/hipaa/for-professionals/special-topics/emergency-preparedness/notification-enforcement-discretion-telehealth/index.html>

20

Coronavirus/COVID-19 Updates

Page updated November 30, 7 p.m.

Check this page as well as Facebook and Twitter, ASHA News and ASHA Healthline emails, and the [Leaders Blog](#) for the latest updates. Contact the Action Center (800-498-0211 or actioncenter@asha.org) with any questions.

RECENT UPDATES

- Certification Information and CFCO Guidance for Graduate Student Clinicians and Clinical Fellows (updated 11/30/20)
- Reasons to Avoid Referral to SLP Services in Health Care During COVID-19 (updated 11/19/20)
- Serving Students in Other States and Countries Through Telepractice (Nov. 19, 2020)
- State-by-State Tracking of Laws and Regulations for Telepractice and Licensure Policy (11/17) (updated 11/1/20)

TOP RESOURCES

- Using Masks for In-Person Service Delivery During COVID-19: What to Consider
- Beating In-Person Services During COVID-19: What to Consider As You Prepare
- COVID-19 Resources to Share With Your Clients and Patients
- Connecting Audiologists and Speech-Language Pathologists With Mental Health Resources
- Addressing Feeding and Swallowing Service Delivery Considerations During COVID-19

MESSAGES FROM ASHA LEADERSHIP AND STAFF

Update on Ongoing ASHA Advocacy

Jeff High, ASHA Director of government relations, sends a new message about ongoing advocacy efforts during COVID-19. (Nov 4, 2020)

View archived messages and recordings

<https://www.asha.org/About/Coronavirus-Updates/>

21

Medicare During the COVID-19 Pandemic

Updated on July 23, 2020

In response to the spread of COVID-19, the Centers for Medicare & Medicaid Services (CMS) for allows audiology and speech-language pathologists (SLPs) to provide telehealth services to Medicare Part B (outpatient) beneficiaries, retroactive to March 1, 2020, and for the duration of a public health emergency, which has been extended for an additional 90 days, effective July 25, 2020. CMS announced the telehealth expansion on April 30, 2020. [View Release](#) and the [COVID-19 Emergency Declaration Request Waivers for Health Care Providers \(DRA\)](#). ASHA and its member participants in continuous advocacy with Medicare to enhance the response.

Medicare Part C (Medicare Advantage plans) may also reimburse for telehealth services provided by audiologists and SLPs during the public health emergency. Check with the plan directly for coding and billing guidelines.

Note: CMS uses the term *telepractice*. Any reference to telepractice includes telehealth, which Medicare's terms for the health care services delivered via interactive audio and video telecommunications technology with real-time capability.

On this page

- Where From Before You Get Started
- Multistate Billing
- Covered Audiology and Speech-Language Pathology Services
- Audiology CPT Codes
- Speech-Language Pathology CPT Codes
- Coding and Billing Guidelines
- Providing Noncovered Audiology and Speech-Language Pathology Services
- Resources

What to Know Before You Get Started

Clinical, Ethical, and Legal Considerations

<https://www.asha.org/Practice/reimbursement/medicare/Providing-Telehealth-Services-Under-Medicare-During-the-COVID-19-Pandemic/>

22

Telehealth Now Allowed for Medicare Part A Services Provided in SNFs

June 10, 2020

Skilled nursing facilities (SNFs) can count minutes of therapy provided via telehealth technologies for Medicare Part A on the Minimum Data Set (MDS), according to the Centers for Medicare & Medicaid Services (CMS). On May 28, 2020, CMS stated the following in a frequently asked questions document.

Question: Can therapy services furnished using telecommunications technology be paid separately in a Medicare Part A skilled nursing facility (SNF) stay?

Answer: Provision of therapy services using telecommunications technology (consistent with applicable state scope of practice laws) does not change rules regarding SNF consolidated billing or bundling. For example, Medicare payment for therapy services is bundled into the SNF Prospective Payment System (PPS) rate during a SNF covered Part A stay, regardless of whether or not they are furnished using telecommunications technology. Therapy services furnished to a SNF resident, whether in person or via telehealth services, during a non-covered SNF stay (Part A benefits exhausted, SNF level of care requirement not met, etc.) must be billed to Part B by the SNF staff using ICD type 22X regardless of whether or not they are furnished using telecommunications technology.

In a subsequent email from CMS staff to the National Association for the Support of Long-Term Care (NASL), CMS confirmed that these minutes can count on the MDS. As always, these services must meet the definition of skilled care for SNFs as outlined in Chapter 8 of the Medicare Benefit Policy Manual (BPM).

23

Covered Audiology Services Provided via Telehealth under Medicare Part B

Audiology CPT Codes

The following codes represent audiology services covered under the Medicare telehealth benefit.

- 92601:** Diagnostic analysis of cochlear implant, patient younger than 7 years of age; with programming
- 92602:** Diagnostic analysis of cochlear implant, patient younger than 7 years of age; with programming; subsequent programming
- 92603:** Diagnostic analysis of cochlear implant, age 7 years or older; with programming
- 92604:** Diagnostic analysis of cochlear implant, age 7 years or older; with programming; subsequent programming

24

Covered SLP Services Provided via Telehealth under Medicare Part B

Speech-Language Pathology CPT Codes

The following codes represent speech-language pathology services covered under the Medicare telehealth benefit.

- **92507:** Treatment of speech, language, voice, communication, and/or auditory processing disorder; individual
- **92508:** Treatment of speech, language, voice, communication, and/or auditory processing disorder; group
- **92521:** Evaluation of speech fluency (e.g., stuttering, cluttering)
- **92522:** Evaluation of speech sound production (e.g., articulation, phonological process, apraxia, dysarthria);
- **92523:** Evaluation of speech sound production (e.g., articulation, phonological process, apraxia, dysarthria); with evaluation of language comprehension and expression (e.g., receptive and expressive language)
- **92524:** Behavioral and qualitative analysis of voice and resonance

<https://www.asha.org/Practice/reimbursement/medicare/Providing-Telehealth-Services-Under-Medicare-During-the-COVID-19-Pandemic/>

25

QUESTIONS AND ANSWERS ON PROVIDING SERVICES TO CHILDREN WITH DISABILITIES DURING THE CORONAVIRUS DISEASE 2019 OUTBREAK
March 2020

The Centers for Disease Control and Prevention (CDC) is responding to an outbreak of respiratory disease caused by a new coronavirus (coronavirus disease 2019 (COVID-19)). The CDC has issued interim guidance to help administrators of public and private childcare programs and K-12 schools plan and prevent the spread of COVID-19 among students and staff. See Interim Guidance for Administrators of Child Care Programs and K-12 Schools for Plan, Prepare, and Respond to Coronavirus Disease 2019 available at <https://www.cdc.gov/coronavirus/2019-nCoV/child-care-guidance.html>.

This Questions and Answers document outlines states' responsibilities to infants, toddlers, and children with disabilities and their families, and to the staff serving these children. During an outbreak of COVID-19, local educational agencies (LEAs) and early intervention agencies (EIAs) must work closely with their state educational agency (SEA), Bureau of Indian Education (BIE), and local public health departments, as appropriate, to address questions about how, what, and when services should be provided to children with disabilities. It does not create or confer any rights for or on any person. This Q & A document does not impose any additional requirements beyond those included in applicable law and regulations. The responses presented in this document generally constitute informal guidance representing the interpretation of the Department of the applicable statutory or regulatory requirements in the context of the specific facts presented here and are not legally binding. The Q & A in this document are not intended to be a replacement for careful study of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973 (Section 504), Title II of the Americans with Disabilities Act of 1990 (Title II), and their implementing regulations. The IDEA, its implementing regulations, and other important documents related to the IDEA can be found at <https://www.ed.gov/idea>. For more information on the requirements of Section 504 and Title II, and their implementing regulations, please consult <https://www.ed.gov/about/offices/list/ocr/faq-504-title-ii>.

<https://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/qa-covid-19-03-12-2020.pdf>

26

Making Changes to the IEP after the Annual IEP Team Meeting

OSER's March 21, 2020 Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities, states that "...in making changes to a child's IEP after the annual IEP Team meeting, because of the COVID-19 pandemic, the parent of a child with a disability and the public agency may agree to not convene an IEP Team Meeting for the purpose of making those changes, and instead develop a written document to amend or modify the child's current IEP."

https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf?utm_content=email&utm_name=&utm_source=govdelivery&utm_term=

27

Considerations for conducting meetings or providing special ed and related services using alternative means

When conducting meetings using alternative means such as telephone or videoconferencing, LEAs (Local Education Agencies) should ensure parents are apprised of possible privacy considerations and consent to the use of the suggested method for the meeting. This includes documentation of the discussion of how special education documents will be shared with the parents.

28

<https://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/qa-procedural-safeguards-idea-part-b-06-30-2020.pdf>

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
OFFICE OF SPECIAL EDUCATION PROGRAMS

June 30, 2020

The Office of Special Education Programs (OSEP), within the U.S. Department of Education's (Department) Office of Special Education and Rehabilitative Services, issues this Question and Answer (Q & A) document in response to inquiries concerning implementation of the Individuals with Disabilities Education Act (IDEA) Part B procedural safeguards in the current COVID-19 environment.

This Q & A document does not impose any additional requirements beyond those included in applicable law and regulations. It does not create or confer any rights for or on any person. The responses presented in this document generally constitute informal guidance representing the interpretation of the Department of the applicable statutory or regulatory requirements in the context of the specific facts presented here and are not legally binding and does not establish a policy or rule that would apply in all circumstances.

To review other Q & A documents that OSEP has provided related to COVID-19, please visit <https://www.ed.gov/idea/topic-areas/COVID-19>. Additional information specific to the COVID-19 pandemic may be found online at <https://www.ed.gov/coronavirus>.

29

June 30, 2020 OSER's Q & A Document – Implementation of IDEA Part B Procedural Safeguards in the COVID-19 environment

- Parents' electronic or digital signatures are acceptable as long as the LEA ensures appropriate safeguards are in place to protect the integrity of the process.
- Prior written notice can be provided through electronic mail.
- The public agency can provide a parent with an electronic copy of the procedural safeguards (e.g., through email) instead of a paper copy.
- Parents maintain the right to inspect and review the child's education records while school buildings and other public facilities are closed due to the pandemic. The LEA may identify a mutually agreeable timeframe and method for providing access (e.g. email, secure on-line portal or postal mail).

30

Guidance for Academic Programs from CAA and CFCC

- Speech-language pathology and audiology programs are permitted to count clinical hours earned through [telepractice](#) as part of their required supervised clinical practicum hours, including those earned after January 1, 2020.
- The CFCC has extended through June 30, 2021, the [previously announced accommodations](#) to allow hours/experience to be counted for ASHA certification in ways which were previously not allowed. The CFCC will continue to consider future extensions as needed as this situation continues to evolve.
- During this time, academic programs are encouraged to find [alternative ways to accommodate various methods for students to meet the standards](#) (e.g. distance education, tele options, program extensions, etc.).

<https://caa.asha.org/about/coronavirus-covid-19/>

31



The ASHA Code of Ethics document cover features the ASHA logo and the title "CODE OF ETHICS".

The drafting of Code revisions began at the 2020 meetings of the ASHA Board of Ethics/Ethics Education Subcommittee. It is a multi-year process.

<http://www.asha.org/uploadedFiles/ET2016-00342.pdf>

32

Law v. Code of Ethics?

"The Code of Ethics does not supersede sources of external law. Rather it sets the highest standards of integrity and conduct in the professions."

ASHA, *Scope of Practice 3* (2016)
<https://www.asha.org/uploadedfiles/sp2016-00343.pdf>

Euben, D. & Rodgers, T. (2019). Navigating ethical dilemmas faced by SLPs practicing in schools. Seminar presented at ASHA Connect, Chicago, Illinois.

33

Layers of the Onion: Overlapping Regulations

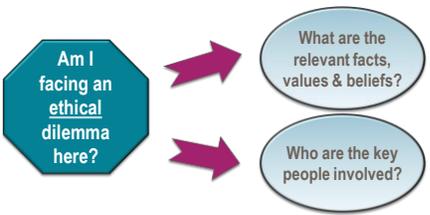
The professional practice of SLPs is governed by a variety of sources, including but not limited to:

- ASHA's Code of Ethics (2016)
- State Licensing Board laws and regulations
- Collective Bargaining Agreements/Individual Employment Contracts
- Federal Law (FERPA, HIPAA, IDEA, ADA, etc.)
- Hospital/Home-Health/School District/University/Facility Policies and Procedures/Handbooks
- Waivers, directives, and regulatory changes specific to the COVID-19 public health emergency

Adapted from Euben, D. & Rodgers, T. (2019). Navigating ethical dilemmas faced by SLPs practicing in schools. Seminar presented at ASHA Connect, Chicago, Illinois.

34

Ethical Decision-Making Model

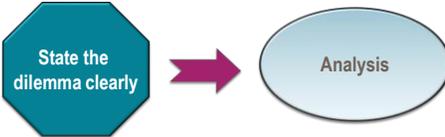


The diagram shows a central teal octagon with the text "Am I facing an ethical dilemma here?". Two pink arrows point from this octagon to two light blue ovals. The top oval contains the text "What are the relevant facts, values & beliefs?". The bottom oval contains the text "Who are the key people involved?".

Chabon, S. and Dunham, Chapter 7, in Chabon, S., Denton, D.R., Lansing, C.R., Scudder, R.R. and Shinn, R. (2007). Ethics education. ASHA Publication.

35

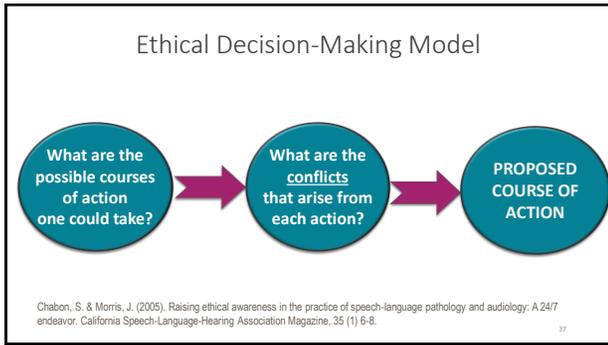
Decision-Making Model



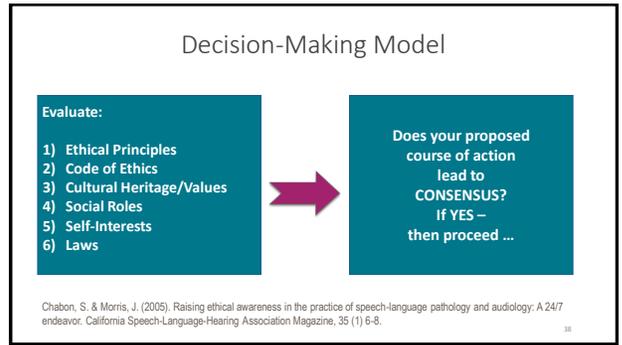
The diagram shows a teal octagon with the text "State the dilemma clearly" and a pink arrow pointing to a light blue oval with the text "Analysis".

Chabon, S. & Morris, J. (2005). Raising ethical awareness in the practice of speech-language pathology and audiology: A 24/7 endeavor. California Speech-Language-Hearing Association Magazine, 35 (1) 6-8.

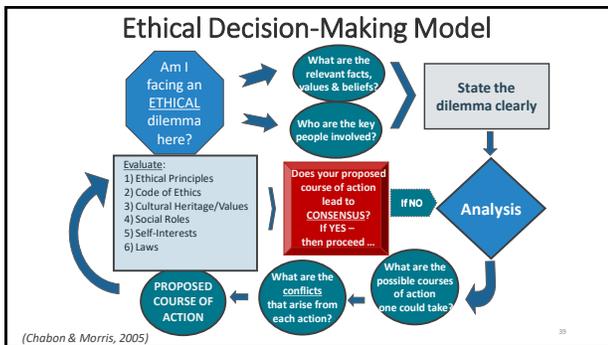
36



37



38



39

Ethical Scenarios

Scenarios will be presented which represent a potential violation of the ASHA Code of Ethics or a dilemma with which you may be confronted. Determine if any ethical violation(s) has occurred as well as the appropriate ethical action.

40

Discussion Questions

1. What is the major ethical issue or disagreement in this case?
2. Is this a violation of the ASHA Code of Ethics?
3. What is the appropriate ethical action?

41

Social Media and the Code of Ethics

- No Code provision exists that explicitly addresses or is directly applicable to the posting of offensive remarks on social media.
- Posted statements that are offensive and insulting to individuals (or constituencies or organizations) typically **do not alone** violate the Code.
- One notable exception: Where statements posted on social media, or elsewhere, violate applicable defamation laws, a Code violation **may** exist.

Ethical Use of Social Media (2019) <https://www.asha.org/Practice/ethics/Ethical-Use-of-Social-Media/>

Euben, D. & Rodgers, T. (2019). Navigating ethical dilemmas faced by SLPs practicing in schools. Seminar presented at ASHA Connect, Chicago, Illinois.

42

Defamation

- Defamation laws vary from state to state.
- Defamation laws are generally intended to protect individuals and organizations from false factual statements that could harm their reputations.
- The term defamation can include verbal and written statements that are factually false.

Elements that establish defamation

- A false factual statement about the aggrieved party
- Uttered or published by a defendant
- Heard or read by a third party
- Causing economic injury to one's reputation (e.g., significant loss of income, sponsorship, etc.)

Euben, D. & Rodgers, T. (2019). Navigating ethical dilemmas faced by SLPs practicing in schools. Seminar presented at ASHA Connect, Chicago, Illinois.

43

The Social Citizens' Guide to Civil Communication

With the advent of social media and the continued popularity of online communication platforms, we have all become publishers. We are all eager to express ourselves and our opinions. And while at ASHA we are all about communication, there is a growing concern that civility and basic respect for one another are on the decline nationwide. Survey research backs this up, and ASHA's own survey of members in 2018 confirms this is an issue among a significant percentage of ASHA members. Click on some of the tiles below to find out more, and to learn what ASHA and YOU can do to promote civility in the profession.



Retrieved December 19, 2019 from <https://www.asha.org/About/Civility/>

44

ASHA Ethics Resources

- Code of Ethics
- Board of Ethics Complaint Adjudication
- Ethics Guidance
- Everyday Ethics (blog)
- Sanctions and Violation History
- Student Ethics Essay Award
- Ethics Education



<https://www.asha.org/practice/ethics/>

45

45

ASHA Resources

ASHA's Code of Ethics and Code of Conduct

- Code of Ethics (2016)
- Code of Ethics (2016) Summary
- Code of Ethics Enforcement
- Assessing Code of Conduct (2020) effective June 1, 2020

Board of Ethics Complaint Adjudication

- Complaint Filing Process
 - Ethics Complaint Form (CFE)
 - Instructions for Complaints Filing
 - Frequently Asked Questions
- Guidelines for Responding to Ethics Complaints
- Petition for Approval from Board of Ethics to Revoke Certification and Membership
- Board of Ethics Practices and Procedures (2020)
- Aspects of Board of Ethics Decisions (2017)

Ethics Guidance

- Show Codes and Ethical Provisions
- Articles From the Director of Ethics
- Ethics Related Articles and Other Information
- Ethics in Research
- Ethics and Technical Practice
- Ethical Issues in Swallowing
- Ethics Information from Other Health Professions

Ethics Education

New Prohibitions Against Discrimination Under ASHA's Code of Ethics and Enforcement by the Board of Ethics
Consult Issues in Ethics statements for analysis and instruction concerning specific issues of ethical conduct. Search for ASHA Ethics Products and read the Everyday Ethics blog series.

Sanctions and Violation History

- Search for Board of Ethics Decisions in The ASHA Leader
- Board of Ethics Sanctions Types
- Notification of Board of Ethics Decisions

Student Ethics Essay Award

Submissions are now closed for the 2020 SEEA competition. Read the essay topic and requirements, and view previous winners and their essays.

Retrieved November 30, 2020 from <http://www.asha.org/practice/ethics/>

46

Prohibitions Against Discrimination Under ASHA's Code of Ethics and Enforcement by the Board of Ethics

Table of Contents

- Introduction
- Code Provisions Relevant to Prohibiting Discrimination
- Enforcement of the Code's Antidiscrimination Provisions
- Limitations to Enforcing Antidiscrimination Allegations Under the Code
- Conclusion
- Appendix A: Legal Definitions and Federal Antidiscrimination Laws
- Appendix B: Hypothetical Scenarios
- Appendix C: Resources

Introduction

There's no place for any kind of discrimination in the discipline of communication sciences and disorders (CSD) or in the professions of audiology and speech-language pathology. A critical professional value and expectation promulgated by the American Speech-Language-Hearing Association's (ASHA) *Code of Ethics (2016)* (hereafter, "the Code") is "fairness."

<https://www.asha.org/practice/ethics/prohibitions-against-discrimination-under-asha-code-of-ethics/>

47

47

Issues in Ethics Statements

From time to time, the Board of Ethics determines that members and certificate holders can benefit from additional analysis and instruction concerning a specific issue of ethical conduct. Issues in Ethics statements are prepared to highlight sensitivity and increase awareness. These statements are illustrative of the Code of Ethics and are intended to promote thoughtful consideration of ethical issues. They are sent to members and certificate holders in writing in all graded ethical decision-making. These statements do not disavowly prohibit or require specific activity; the facts and circumstances surrounding a matter of concern will determine whether the activity is ethical.

- ASHA Board of Ethics Adjudication (2020)
- Audiology Assessors (2017)
- Client Assessment (2019)
- Client Practice by Certificate Holders in the Profession in Which They Are Not Certified (2017)
- Clinical Services Provided by Audiology and Speech-Language Pathology Students (2017)
- Competency in Professional Practice (2017)
- Confidentiality (2016)
- Conflict of Professional Interest (2016)
- Cultural and Linguistic Competence (2017)
- Ethical Reporting (2017)
- Ethical Use of Social Media (2017)
- Ethics in Research and Scholarly Activity, Including Protection of Research Participants (2018)
- Obtaining Consent for Private Practice from Primary Place of Employment (2017)
- Preception (2017)
- Public Announcements and Public Statements (2018)
- Misrepresentation of Services for Insurance Reimbursement, Funding, or Private Payment (2018)
- Responsibilities of Individuals Who Mentor Clinical Fellows in Speech-Language Pathology (2017)
- Speech-Language Pathology Assistants (2017)
- Supervision of Student Clinicians (2017)
- Use of Graduate Degrees by Members and Certificate Holders (2018)

Retrieved September 15, 2020 from https://www.asha.org/practice/ethics/ethics_issues_index/

48

References

American Speech-Language-Hearing Association. (n.d.) *Prohibitions against discrimination under ASHA Code of Ethics and enforcement by the Board of Ethics*. Available from <https://www.asha.org/practice/ethics/prohibitions-against-discrimination-under-asha-code-of-ethics/>.

American Speech-Language-Hearing Association. (n.d.). *Social Civility Toolkit*. Available from <https://www.asha.org/about/civility/>.

American Speech-Language-Hearing Association. (2016). *Code of ethics* [Ethics]. Available from www.asha.org/policy/.

American Speech-Language-Hearing Association. (2018). Schools survey report: SLP workforce and work conditions trends, 2004–2018. Available from [Schools Survey Report: SLP Workforce and Work Conditions Trends 2004-2018 \(asha.org\)](https://www.asha.org/schools-survey-report/).

49

49

References

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52

52

Questions



Contact ASHA Ethics: ethics@asha.org
Resources: <https://www.asha.org/practice/ethics/>

Theresa Rodgers: rodgerst@eatel.net
Theresa Rodgers Twitter: [@theresahrodgers](https://twitter.com/theresahrodgers)

53

53