



National Council of State Boards of Examiners
for Speech - Language Pathology and Audiology

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Birmingham, Alabama 35216
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Friday, Oct 14

Group Breakout & Discussion - 1:15 - 1:45 p.m.

Group Breakout Reporting - 1:45 - 2:15 p.m.

There will be 4 groups (tables) divided into the following topics. Each table will be provided 2 scenarios; if able to only cover 1 scenario, that will be fine. The role of the Moderator/Reporter is to collect the group's perspective and report out results.

Groups

1. **DEI - Nahale (Moderator/Reporter)**

Scenario 1

A student indicates it would be against their ethics and/or values to provide treatment to a transgender client. The program requires voice hours as a graduation requirement. This student has no voice hours but a transgender client has been added to the clinical schedule for the licensed practitioner/student supervisor. Not getting clinical hours in voice could keep the student from graduating according to program guidelines established by all faculty. How should the university program handle this scenario?

Scenario 2

Clinician feels racially discriminated against by care provider of assigned client, which has affected interactions with the care provider. Where would you start in resolving this dilemma?

2. **Ableism - Amy (Moderator/Reporter)**

Scenario 1

An applicant has asked the Board to waive the examination requirement. She has a documented learning disability and executive function disorder due to a head injury, but even extended time on the PRAXIS was insufficient to accommodate her disability so she could obtain a passing score. She has letters from her Masters' program faculty attesting to her ability to adequately perform all clinical functions required in her Masters' practicum settings. Is this an example of ableism? How would you proceed?

Scenario 2

Sam has filed a complaint against his supervisor in which he claimed that he was discriminated against (not assigned enough clients to obtain 30 hours/week - which would make him eligible for benefits) because he does not make eye contact when talking to co-workers and does not socialize with them after work. No clients have ever complained about him. Is this an example of ableism? How might you go about investigating this complaint?



3. Consumer Protection/Public Perspective – Brenda (Moderator/Reporter)

Scenario 1

Your hospital has a wait list of 1,200 children waiting for treatment. There is a discussion on whether the children should be scheduled first come first serve or based on some priority system. This is the only treatment facility within a 100 mile radius. How would you advise administrators of this program? How do we explain this to families?

Scenario 2

An SLP is working with an adult client who has had COVID. He is past the isolation period and has had a negative COVID test. She always wears a mask and refuses to work with any client who does not wear one. Her patient/client refuses to wear the mask, indicating that he is past the isolation period and has had a negative COVID test. What would you do from the SLP perspective? What would you do from the patient prospective?

4. Licensure Board Regulations/Expectations for Practitioners – Denise (Moderator/Reporter)

Scenario 1

An SLP from another country has worked in a school system for over 10 years. She also has an Ed.D. She is ASHA certified and has had excellent performance reviews through the years. She is passed over for a promotion as lead therapist, and her supervisor (another licensed SLP) gives the position to an SLP with a Master's degree, certification, and only 5 years of experience. The first SLP files a complaint with the licensure board because she feels the SLP supervisor had a racial bias in determining the lead therapist position. How would your board begin to resolve this case?

Scenario 2

The licensure board receives an inquiry asking whether it will require licensees to complete continuing education in the area of DEI as part of its continuing education requirements for licensees to renew their license. How does your board answer this inquiry? Would your board consider requiring this type of education?