

Department of Communication Sciences and Disorders

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# Ethical Decision-Making in CSD

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# Introductions

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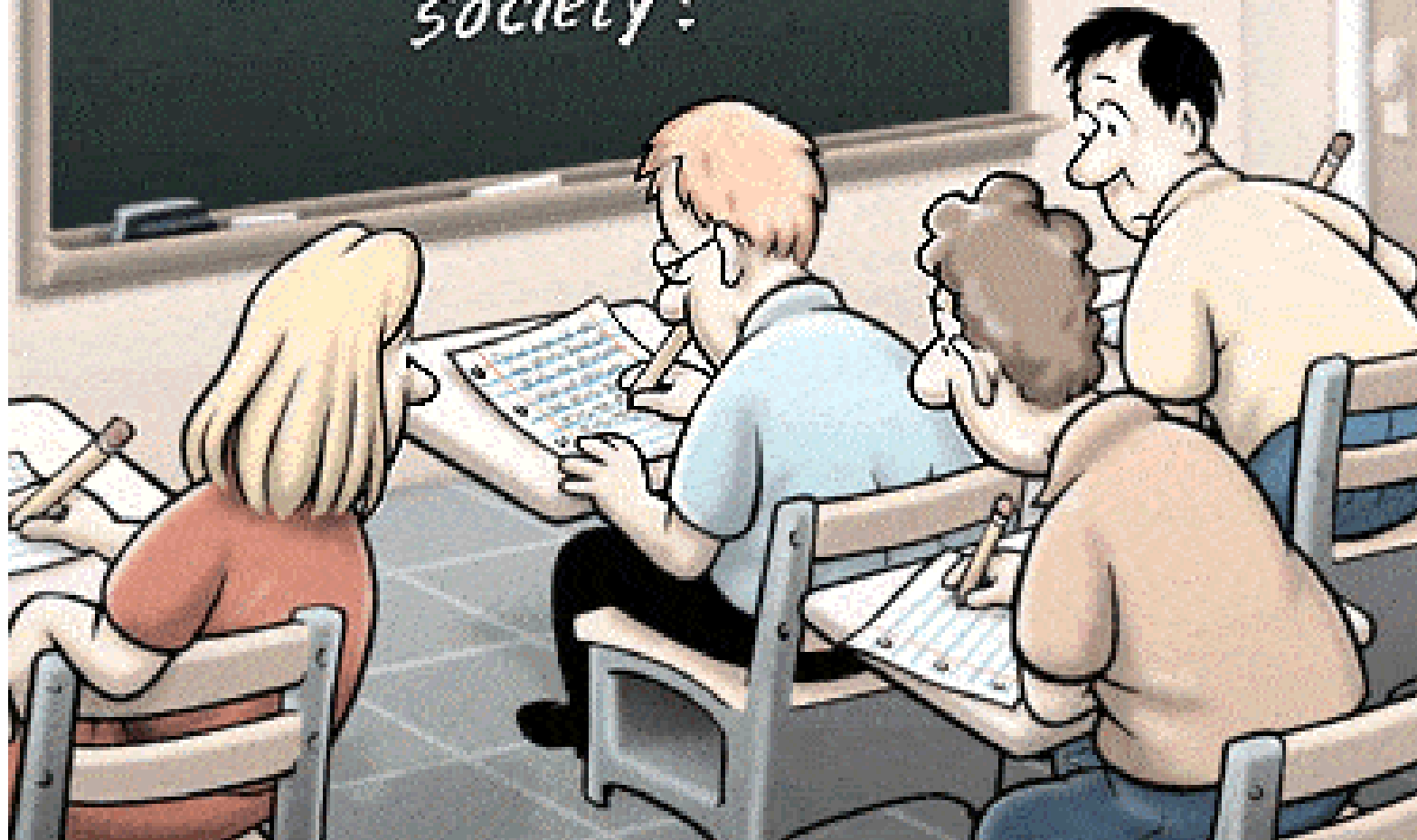
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  - Pediatric speech and language disorders; autism
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  - Augmentative and alternative communication across the lifespan
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# Agenda

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- Introductions and Overview
- Review Code of Ethics
- Review Relevant Principles
- Ethical Dilemmas and Breakout Discussions
- Summary and Concluding Thoughts
- Q and A

*How important are ethics in today's society?*



## What does ethics mean to you?

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Nobody has responded yet.

Hang tight! Responses are coming in.

# Personal and Professional Ethics

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- Personal ethics - an individual's moral principles, beliefs, and values that guide their actions and decisions in their personal lives
- Professional ethics - the moral principles and standards specific to a particular profession or occupational field (Viadya, 2023)

# Personal and Professional Ethics - Differences

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- Context and Scope
- Subjectivity vs. Objectivity
- Control and Accountability
- Consequences (Vaidya, 2023)

# We know ethics...

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- can be challenging.
- can be controversial.
- can be a bit dry.
- can be time consuming.
- (insert us in superhero capes here)



# ASHA Code of Ethics

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- The Code of Ethics is our governing body's framework of principles and standards of practice (ASHA, 2023)
- If you are an ASHA member or ASHA certified – this applies to you
- As a clinical educator it is also part of your responsibility to make sure that you are educating student clinicians

# History of ASHA Code of Ethics

- First version of the ASHA code of ethics was established in 1952



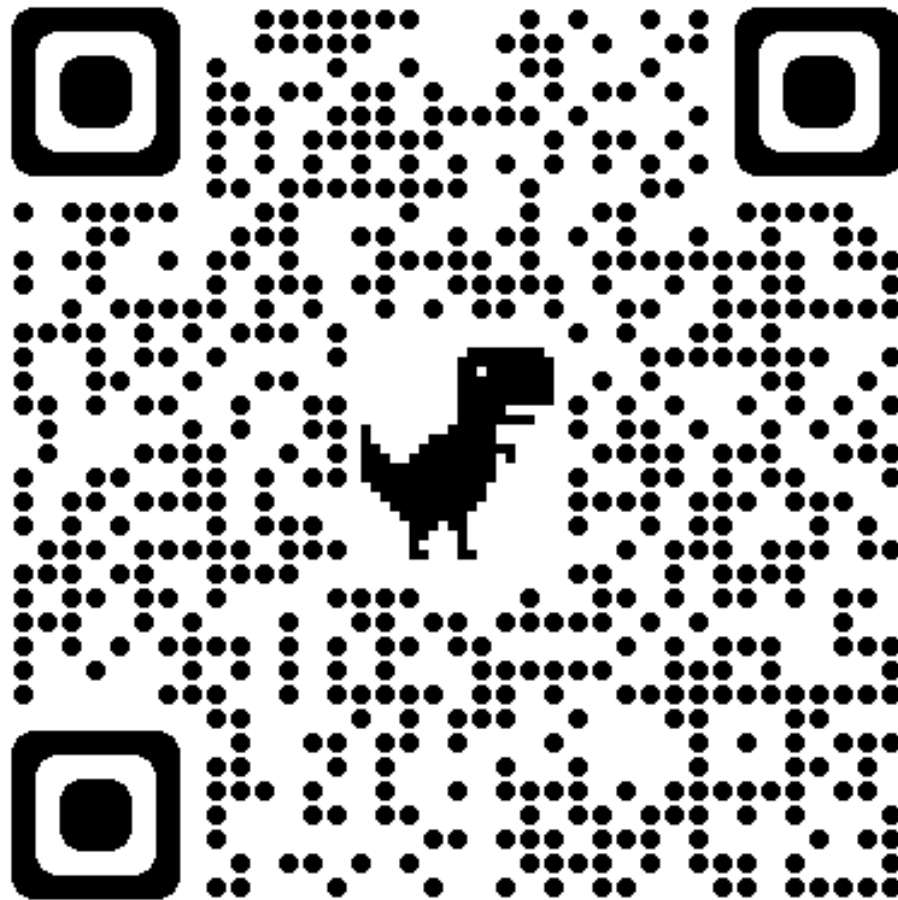
# The Evolution of the Code of Ethics

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- ASHA Code of Ethics must adapt with cultural changes
- The ASHA Board of Ethics is comprised of 17 members
  - Two public members
  - At least five audiologists who hold Certificate of Clinical Competence in Audiology
  - At least five speech-language pathologists who hold the Certificate of Clinical Competence in Speech-Language Pathology
- Mandated to regularly review the Code to enhance its "currency, accuracy, and comprehensiveness"
- Most recent update was released in 2024

# Link to ASHA Code of Ethics

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# SLP and Ethics

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- It is our responsibility to be well versed in the ASHA Code of Ethics
- Speech-language pathology affects the health, well-being, and quality of life of the individuals we serve
- Prevent violations or sanctions by knowing what the Code contains

# Clinical Instruction and Ethics

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- Responsibility of a clinical educator to ensure that you and your students know about the ASHA Code of Ethics
- Incorporate reflection related to ethical decision making throughout clinical instruction
- Seek opportunities to highlight and direct student clinicians to the ASHA Code of Ethics
- Balance your responsibilities to your clients as well as student clinicians in your decision making

# Check-In

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- How many of you supervise clinical fellows or graduate students?
  - How have you supported trainees in recognizing and navigating ethical implications in clinical situations?
- How many of you are students?
  - How has ethical decision making been approached in your education?

# Principle I

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“Individuals shall honor their responsibility to hold paramount the welfare of persons they serve professionally or who are participants in research and scholarly activities.”

<https://www.asha.org/code-of-ethics>



# Principle II

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“Individuals shall honor their responsibility to achieve and maintain the highest level of professional competence and performance.”

<https://www.asha.org/code-of-ethics>

# Principle III

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“In their professional role, individuals shall act with honesty and integrity when engaging with the public and shall provide accurate information involving any aspect of the professions.”

<https://www.asha.org/code-of-ethics>

# Principle IV

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“Individuals shall uphold the dignity and autonomy of the professions, maintain collaborative and harmonious interprofessional and intraprofessional relationships, and accept the professions' self-imposed standards.”

<https://www.asha.org/code-of-ethics>

# Principle I Breakout Discussion

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You, a speech language pathologist, are attending a district-wide training and have the opportunity to meet and interact with other SLPs in the district. In a conversation related to working with children who are Deaf/Hard of Hearing you hear an SLP say that when a child's hearing aid isn't working, they just put it in their backpack because their educational audiologist is "never around and impossible to get a hold of." Is this an ethical violation? How would you respond?

# Debrief

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# Principle I Ethical Dilemmas

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- Rule B: Individuals shall use every resource, including referral and/or interprofessional collaboration when appropriate, to ensure that quality service is provided.

# Principle I Breakout Discussion

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You are working with an 18-month-old client who was recently added to your clinical caseload. The child wears bilateral cochlear implants which she received at a nearby medical center. When discussing goals and objectives based off your assessment findings, the parent tells the graduate student she thinks those goals are too low because “the team at the medical center told me she would definitely have 50 vocabulary words by now.” Is there an ethical violation in this scenario? How would you handle this situation?

# Debrief

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# Principle I Ethical Dilemmas

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- Rule J: Individuals shall accurately represent the intended purpose of a service, product, or research endeavor and shall abide by established guidelines for clinical practice and the responsible conduct of research.
- Rule M: Individuals may make a reasonable statement of prognosis, but they shall not guarantee—directly or by implication—the results of any treatment or procedure.

# Principle II Breakout Discussion

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The graduate student clinician you supervise is currently working at two different placements. She tells you about an 8-year-old client with cerebral palsy and dysarthria at her second site who would clearly benefit from AAC. The student says the supervising SLP told her she doesn't "do AAC" and continues to only address oral speech production. How would you handle this situation?

# Debrief

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# Principle II Ethical Dilemma

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- Rule C: Individuals shall enhance and refine their professional competence and expertise through engagement in lifelong learning applicable to their professional activities and skills.

# Principle II Breakout Discussion

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What are the potential ethical implications of this administration situation? How would you handle it?

Nobody has responded yet.

Hang tight! Responses are coming in.

# Debrief

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# Principle II Ethical Dilemma

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- Rule F: Individuals in administrative or supervisory roles shall not require or permit their professional staff to provide services or conduct clinical activities that compromise the staff member's independent and objective professional judgment.



# Principle III Breakout Discussion

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In your weekly planning meeting, your graduate student shares ideas for a therapeutic approach that she saw posted on her favorite Instagram SLP's page. You know that this approach does not have a strong evidence base. How do you support the student in balancing time-saving planning strategies while maintaining ethical standards of evidence-based practice?

# Debrief

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# Principle III Ethical Dilemmas

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- Rule E: Individuals' statements to the public shall provide accurate information regarding the professions, professional services and products, and research and scholarly activities.
- Rule F: Individuals' statements to the public shall adhere to prevailing professional standards and shall not contain misrepresentations when advertising, announcing, or promoting their professional services, products, or research.

# Principle III Breakout Discussion

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## How would you navigate this situation with your colleague?

Nobody has responded yet.

Hang tight! Responses are coming in.

# Debrief

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# Principle III Ethical Dilemmas

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- Rule C: Individuals shall not misrepresent diagnostic information, services provided, results of services provided, products dispensed, effects of products dispensed, or research and scholarly activities.

# Principle IV Breakout Discussion

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You see a 10-year-old child with autism and intellectual disability for a follow-up evaluation. This child does not currently have a consistent communication modality. Through parent report and documentation review, your student sees that this child receives school-based SLP services, outpatient SLP services, and behavioral therapy, all of whom are using different communication modalities (PECS, imitation of verbal speech, high-tech device). Parent reports concern with collaboration between the providers. How would you navigate the situation as a consulting practitioner?



# Debrief

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# Principle IV Ethical Dilemma

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- Rule A: Individuals shall work collaboratively with members of their own profession and/or members of other professions, when appropriate, to deliver the highest quality of care.

# Principle IV Breakout Discussion

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How would you advise your colleague given the information she just shared with you?

Nobody has responded yet.

Hang tight! Responses are coming in.

# Debrief

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# Principle IV Ethical Dilemmas

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- Rule B: Individuals shall exercise independent professional judgment in recommending and providing professional services when an administrative directive, referral source, or prescription prevents them from keeping the welfare of persons served paramount.
- Rule E: Individuals shall not engage in dishonesty, negligence, deceit, or misrepresentation.

# Summary

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- Many situations we encounter are “ethically gray”
- We need to recognize these gray situations and consider multiple variables, ask questions/seek perspectives from those involved to navigate a path forward
- Remember as SLPs we are not only expected to be ethically responsible clinicians we also must support the development of ethically responsible future clinicians

# References

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# Special Thanks to

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- Lindsey Carter, M.A., CF-SLP
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**Questions?**

**→ uiowa.edu**

**IOWA**

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**Thank you**

→ [uiowa.edu](https://uiowa.edu)

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