



State of Nevada
Speech-Language Pathology, Audiology and Hearing Aid Dispensing Board

NOTICE OF PUBLIC MEETING

Speech-Language Pathology Subcommittee

Monday, June 24, 2024 ~ 5:00pm

Location: Board Office ~ 6170 Mae Anne Avenue, Suite 1, Reno, Nevada 89523

Supporting materials relating to this meeting will be physically available but in an effort to reduce costs and preserve resources, attendees are encouraged to access electronic copies on the Board's website at <https://www.nvspeechhearing.org/about/Minutes.asp>

Teleconference Access

ZOOM VIDEO & AUDIO:

<https://us02web.zoom.us/j/82090939075?pwd=VGkvR3ZxQzFhOU1tOG1LRUFONTJ4Zz09>

AUDIO ONLY BY TELEPHONE: (669) 900-6833

Meeting ID: 820 9093 9075 **Passcode:** 558815

If you are outside the United States or need **toll-free audio access**, please contact the Board office at board@nvspeechhearing.org to request a toll-free number no later than 3:00pm Pacific on the day of the meeting.

AGENDA

The **SPEECH-LANGUAGE PATHOLOGY SUBCOMMITTEE** of the **NEVADA SPEECH-LANGUAGE PATHOLOGY, AUDIOLOGY AND HEARING AID DISPENSING BOARD** may: (a) address agenda items out of sequence, (b) combine agenda items or (c) pull or remove items from the agenda at any time. The Subcommittee may convene in closed session to consider the character, alleged misconduct, professional competence or physical or mental health of a person. (NRS 241.020, NRS 241.030). Action by the Committee on any item may be to approve, deny, amend, or table.

1. **Call to Order, Confirmation of Quorum**
2. **Public Comment**

No vote may be taken upon a matter raised during a period devoted to public comment until the matter itself has been specifically included on an agenda as an item upon which action may be taken. (NRS 241.020)
3. **Approval of the Minutes: Subcommittee Meeting of May 20, 2024** *(for possible action)*
4. **Review and Recommendation to the Board on Proposed Revisions to NRS 637B and NAC 637B to Address SLP Assistant Licensing, Supervision and Telesupervision Provided by Supervising SLPs, and Related Sections** *(for possible action)*
5. **Discussion on Collaboration and Coordination with Stakeholders and Partners Related to SLP Assistant Licensing and Related Recommended Revisions to NRS 637B and NAC 637B** *(for possible action)*
6. **Reports from Committee Chair and Members**
 - a. Report from Committee Chair and Board Members *(for possible action)*
 - b. Discussion on Future Meeting Schedule and Confirmation of Next Meeting Date *(for possible action)*
 - c. Future Agenda Items *(for possible action)*

7. Public Comment

No vote may be taken upon a matter raised during a period devoted to public comment until the matter itself has been specifically included on an agenda as an item upon which action may be taken. (NRS 241.020)

8. Adjournment

(for possible action)

PUBLIC COMMENT

Public comment is welcomed by the Subcommittee. Public comment will be limited to five minutes per person and comments based on viewpoint will not be restricted. A public comment time will be available prior to action items on the agenda and on any matter not specifically included on the agenda as the last item on the agenda. At the discretion of the Subcommittee Chair, additional public comment may be heard when that item is reached. The Subcommittee Chair may allow additional time to be given a speaker as time allows and in their sole discretion. (NRS 241.020, NRS 241.030)

Prior to the commencement and conclusion of a contested case or a quasi-judicial proceeding that may affect the due process rights of an individual, the Board may refuse to consider public comment. (NRS 233B.126).

ACCOMMODATIONS

Persons with disabilities who require special accommodations or assistance at the meeting should contact the Board office at (775) 787-3421 or email at board@nvspeechhearing.org no later than 48 hours prior to the meeting. Requests for special accommodations made after this time frame cannot be guaranteed.

AGENDA POSTING & DISSEMINATION

This meeting has been properly noticed and posted in the following locations:

- Nevada Speech-Language Pathology, Audiology and Hearing Aid Dispensing Board Office and Website: 6170 Mae Anne Avenue, Suite 1, Reno, Nevada 89523; www.nvspeechhearing.org
- State of Nevada Public Notices Website: www.notice.nv.gov

This agenda has been sent to all members of the Subcommittee and other interested persons who have requested an agenda from the Board. Persons who wish to continue to receive an agenda and notice must request so in writing on an annual basis.

SUPPORTING MATERIALS

Supporting material relating to public meetings of the Speech-Language Pathology, Audiology and Hearing Aid Dispensing Board is available at the Board's administrative office located at 6170 Mae Anne Avenue, Suite 1, Reno, Nevada 89523 on the Board's website at <https://www.nvspeechhearing.org/about/Minutes.asp> or by contacting Jennifer R. Pierce, Executive Director by phone at (775) 787-3421 or email at board@nvspeechhearing.org.

Anyone desiring additional information regarding the meeting is invited to call the Board office at (775) 787-3421 or board@nvspeechhearing.org.



State of Nevada

Speech-Language Pathology, Audiology & Hearing Aid Dispensing Board

Speech-Language Pathology Subcommittee

AGENDA ITEM 1

Call to Order, Confirmation of Quorum

Call to Order, Confirmation of Quorum.

Action: Meeting Called to Order



State of Nevada
Speech-Language Pathology, Audiology & Hearing Aid Dispensing Board
Speech-Language Pathology Subcommittee

AGENDA ITEM 2

Public Comment

No vote may be taken upon a matter raised during a period devoted to public comment until the matter itself has been specifically included on an agenda as an item upon which action may be taken. (NRS 241.020).

CHAIR: PLEASE READ PRIOR TO CALLING FOR PUBLIC COMMENT:

I will now review the instructions for providing public comment during this meeting:

Any person wishing to make public comment may attend this meeting and provide public comment in one of the following ways:

1. Attend the meeting and provide public comment in-person at the physical location; OR
2. Attend the meeting and provide public comment virtually through the Zoom teleconference video link listed on the agenda; OR
3. Attend the meeting and provide public comment telephonically through the Zoom telephone number listed on the agenda. Please see additional public comment instructions at the end of the agenda.

Public comment is welcomed by the Subcommittee.

- Public comment will be limited to five minutes per person and comments based on viewpoint will not be restricted.
- A public comment time will be available prior to action items on the agenda and on any matter not specifically included on the agenda as the last item on the agenda.
- At the discretion of the Subcommittee Chair, additional public comment may be heard when that item is reached.
- The Subcommittee Chair may allow additional time to be given a speaker as time allows and in their sole discretion.
- Prior to the commencement and conclusion of a contested case or a quasi-judicial proceeding that may affect the due process rights of an individual, the Board may refuse to consider public comment.

Action: None – Informational Only



State of Nevada
Speech-Language Pathology, Audiology & Hearing Aid Dispensing Board
Speech-Language Pathology Subcommittee

AGENDA ITEM 3

Approval of the Minutes: Subcommittee Meeting of May 20, 2024

The minutes of the SLP Subcommittee Meeting of May 20, 2024 are presented for approval.

Attachment on next page: *Minutes Not Yet Approved 5 20 2024*

Action: Approve, Table, or Take No Action on the Matter

Minutes have not yet been approved and are subject to revision at the next meeting.



State of Nevada

Speech-Language Pathology, Audiology & Hearing Aid Dispensing Board

MINUTES OF PUBLIC MEETING Speech-Language Pathology Subcommittee

May 20, 2024

Members Present:	Shawn Binn, Marvelee Clayworth, Christy Fleck, Nancy Kuhles, Andrea Menicucci, Branden Murphy, Kim Reddig, Adrienne Williams
Members Absent:	Katrina Nicholas
Staff Present:	Jennifer Pierce, Executive Director Henna Rasul, Sr. Deputy Attorney General
Public Present:	Jeffrey Briske, NDE; Rachael Grigsby; Sabrina Schnur; Belz & Case "Note-Taking Bot"

Call to Order, Confirmation of Quorum

Subcommittee Chair Kim Reddig called the meeting to order at 5:02pm and a roll call confirmed a quorum was present. Katrina Nicholas (member) was noted as absent Ms. Pierce reported that Stacey Whittaker was away on vacation.

Public Comment

Ms. Reddig introduced the agenda item and read the following statement pursuant to AB219 (2023): "I will now review the instructions for providing public comment during this meeting: Any person wishing to make public comment may attend this meeting and provide public comment in one of the following ways: 1. Attend the meeting and provide public comment in-person at the physical location; OR 2. Attend the meeting and provide public comment virtually through the Zoom teleconference video link listed on the agenda; OR 3. Attend the meeting and provide public comment telephonically through the Zoom telephone number listed at the end of the meeting agenda with additional public comment instructions. Public comment is welcomed by the Board. Public comment will be limited to five minutes per person and comments based on viewpoint will not be restricted. A public comment time will be available prior to action items on the agenda and on any matter not specifically included on the agenda as the last item on the agenda. At the discretion of the Board Chair, additional public comment may be heard when that item is reached. The Board Chair may allow additional time to be given a speaker as time allows and in their sole discretion. Prior to the commencement and conclusion of a contested case or a quasi-judicial proceeding that may affect the due process rights of an individual, the Board may refuse to consider public comment."

Ms. Reddig then called for public comment. There was no public comment.

Approval of the Minutes: Subcommittee Meeting of March 25, 2024

Ms. Reddig introduced the item and asked if there were any comments or corrections noted in the minutes. Hearing none, Ms. Reddig called for a motion. Shawn Binn made a motion to approve the minutes as written. Christy Fleck seconded the motion. The motion passed unanimously.

Minutes have not yet been approved and are subject to revision at the next meeting.

Review and Recommendation to the Board on Proposed Revisions to NRS 637B and NAC 637B to Address SLP Assistant Licensing, Supervision and Telesupervision Provided by Supervising SLPs, and Related Sections

Ms. Pierce summarized that following the March 2024 meeting the draft language document was revised with several sections noted for further discussion. Ms. Pierce also explained that the Board will need to review and approved a final draft of its BDR at the July 31, 2024 meeting and asked that the Subcommittee prioritize recommendations for NRS revisions during this meeting, as work on NAC sections may continue concurrent to the legislative session.

Work Session to Consider Recommendation for Revision to NRS 637B and/or NAC 637B to Address Supervision & Telesupervision by Supervising Speech-Language Pathologists for SLP Assistants, Provisional SLPs, and Students

Ms. Pierce directed the Subcommittee to the NRS language drafted from prior discussions. After the work session, the following sections were identified for recommendation to the Board:

- *NRS New: Definitions* to include Speech-Language Pathology Assistant, Supervising Speech-Language Pathologist, Provisional Licensee, Student, Supervision, and Telesupervision.
- *NRS New: Qualifications/Education* to include either a bachelor's degree or master's degree in speech-language pathology or communication sciences and disorders or current endorsement issued on or before September 30, 2026 by the Nevada department of education pursuant to Chapter 391 of NRS to teach students who have speech and language impairments.
- *NRS New: Speech-language pathology assistants: Regulations* to include adoption of SLPA regulations regarding licensing; educational, training, and fieldwork requirements; supervision; and practice.
- *NRS New Requirements for speech-language pathology assistant, provisional licensee, or student to assist in practice of speech-language pathology.*
- *Supervision:* No NRS revisions recommended, may be addressed in NAC recommendations.
- *Continuing Education:* No NRS revisions recommended, may be addressed in NAC recommendations.
- *NRS 637B.175 Fees:* No revisions recommended.

Kim Reddig called for a motion. Andrea Menicucci made a motion to recommend the Board pursue the NRS revisions as drafted. Nancy Kuhles seconded the motion. The motion passed unanimously.

Work Session to Consider Recommendation for Revision to NRS 637B.244 Regarding Telepractice by Speech-Language Pathology Assistants

This item was identified to provide interpretation and guidance as to whether the current NRS would allow an SLPA to engage in telepractice and if not, whether the Subcommittee would recommend a revision to allow this. Discussion resulted in consensus that as written, NRS 637B.244 could and should allow an SLPA to engage in telepractice given that they would be working under a Supervising SLP, and both would be required to follow Nevada's practice laws and regulations. Kim Reddig called for a motion. Andrea Menicucci made a motion to recommend the Board pursue no revision to NRS 637B.244 and accept the interpretation that NRS 637B.244 would allow an SLPA to engage in telepractice. Adrienne Williams seconded the motion. The motion passed unanimously.

Work Session to Consider Recommendation for Revision to NRS 637B.080 and NAC 637B to Align with SLP Assistant Licensing and NDE Sunsetting of Bachelor's Level Personnel

Ms. Pierce summarized that this item was identified on request to consider removing NRS 637B.080(1) to align with the planned sunseting of bachelor's level staff by NDE. NRS 637B.080(1) currently reads as follows: *"The provisions of this chapter do not apply to any person who: 1. Holds a current credential issued by the Department of Education pursuant to chapter 391 of NRS and any regulations adopted pursuant thereto and engages in the practice of audiology or speech-language pathology within the scope of that credential"*. Ms. Pierce further summarized that the Subcommittee's discussion has centered on recommending a bachelor's degree as the minimum requirement for an SLPA license with no alternative pathway for those who currently

Minutes have not yet been approved and are subject to revision at the next meeting.

hold the NDE endorsement and will be eligible to remain in their role under the revised regulation. Fully removing this section of NRS 637B.080 would pose a conflict with the revised section of NAC 391.370 and pose an unlicensed practice risk to those individuals despite being allowed to continue working within the scope of their role as an employee (non-contract/private practice) of a public education entity. Ms. Pierce suggested two possible options: 1) Make no recommendation to change this section but revise to address only those allowed to continue working under NDE after October 1, 2026, or 2) Recommend removal of this section but include an option in its recommendation for SLPA licensure specific only to those holding the NDE endorsement prior to October 1, 2026. There was discussion on the matter with consensus to recommend allowing those holding current NDE endorsement to qualify for a Board SLPA license. Kim Reddig called for a motion. Andrea Menicucci made a motion to recommend that the Board pursue a revision to remove NRS 637B.080(1) and add the option to the recommended NRS section for SLPA licensing that would include either a bachelor's degree or *"A current endorsement issued on or before September 30, 2026 by the Nevada Department of Education pursuant to chapter 391 of NRS to teach students who have speech and language impairments."* Nancy Kuhles seconded the motion. The motion passed unanimously.

Work Session to Consider Recommendation for SLPA Fieldwork Requirements in Context of NSHE and Other Educational Program Offerings

Ms. Pierce summarized that this item was identified in the March 2024 meeting for further discussion regarding SLPA fieldwork requirements, as it was identified as a desired requirement, but adequate educational and community resources do not currently exist to provide students with sufficient fieldwork opportunities. Christy Fleck shared that Bachelor's students at NSU only obtain 25 observation hours, and it was agreed this would not be considered sufficient for an SLPA. A suggestion was made to consider adding language to proposed NAC recommendations to allow for supervision of a new graduate that would mirror an initial fieldwork period, and consensus was to move fieldwork requirements to NAC 637B for continued work by the Subcommittee. Kim Reddig called for a motion. Shawn Binn made a motion to add fieldwork in the NRS section that addresses Regulations in its recommendation to the Board with a plan for the Subcommittee to continue working on recommendations that may be proposed for inclusion in future NAC sections. Adrienne Williams seconded the motion. The motion passed unanimously.

Work Session to Consider Recommendation for Revisions to NRS 637B and/or NAC 637B to Address SLP Assistant Licensing and Practice Requirements

As the Subcommittee reviewed and recommended revisions to sections of NRS in earlier agenda items, this item was tabled for discussion at the next meeting to work on recommendations for revisions to NAC 637B.

Discussion on Collaboration and Coordination with Stakeholders and Partners Related to SLP Assistant Licensing and Related Recommended Revisions to NRS 637B and NAC 637B

This item was tabled for discussion at the next meeting.

Review and Recommendation to the Board on Possible Revision to NRS 637B.060 "Practice of speech-language pathology" defined to Address Flexible Endoscopic Evaluation of Swallowing (FEES) Procedure

Ms. Pierce summarized the Subcommittee's prior discussions on this matter, resulting in consensus that a revision to #5 in NRS 637B.060 to effectively address the range of tools used by SLPs for the purpose of vocal tract imaging and visualization would be appropriate but would not need to specifically list the FEES procedure. Ms. Pierce directed the Subcommittee to draft language in the meeting packet with NRS 637B.060(5) revised as follows: *The use of flexible/nasal endoscopy, rigid/oral endoscopy, and/or stroboscopy for the purpose of evaluating and treating disorders of speech, voice, resonance, and swallowing function.* Ms. Reddig called for a motion. Shawn Binn made a motion to recommend the revised language in NRS 637B.060(5) to the Board as drafted. Andrea Menicucci seconded the motion. The motion passed unanimously.

Minutes have not yet been approved and are subject to revision at the next meeting.

Reports from Subcommittee Chair and Members

There were no reports from the Subcommittee Chair or Members. The group discussed the schedule for future meetings and agreed to hold the next meeting on Monday, June 24, 2024 at 5:00pm. It was agreed that future agenda items will include 1) Review and Recommendation for Possible Revisions to NAC 637B Regarding SLPA Licensing, including scope of practice and supervision, and 2) SLPA telepractice and telesupervision, 3) Consideration of supervision/telesupervision of student interns and clinical fellows in the context of SLPAs, 4) NRS 637B.080 Applicability of Chapter in the context of SLPAs, and 5) Possible Revision to NRS 637B.060 related to the FEES Procedure.

Public Comment

Branden Murphy offered public comment to introduce his student, Rachael Grigsby who was in attendance and observing the meeting.

Adjournment

Ms. Reddig adjourned the meeting at 6:49pm.



State of Nevada

Speech-Language Pathology, Audiology & Hearing Aid Dispensing Board

Speech-Language Pathology Subcommittee

AGENDA ITEM 4

Review and Recommendation to the Board on Proposed Revisions to NRS 637B and NAC 637B to Address SLP Assistant Licensing, Supervision and Telesupervision Provided by Supervising SLPs, and Related Sections

At the May 2024 meeting the Subcommittee made recommendations on NRS draft language for the Board's review and approval of a final BDR draft in July 2024.

This item focuses on NAC sections in the attachment as this work may continue concurrent to the legislative session.

Attachment on next page: *SLPA Draft Language for 6 24 2024*

Action: Approve, Table, or Take No Action on the Matter



NAC SECTIONS: FOR REVIEW + RECOMMENDATION – JUNE 24, 2024

I. DEFINITIONS

A. NAC NEW “Direct Supervision” defined. (NRS NEW)		
“Direct supervision means in-view observation and guidance provided, either in person or through telesupervision, by a supervising speech-language pathologist to a speech-language pathology assistant, provisional licensee, or student while they perform an assigned activity. Direct supervision activities may include, but are not limited to observing, coaching, modeling, and providing real-time assistance and feedback.	FOR REVIEW	ASHA Definitions
B. NAC NEW “Indirect Supervision” defined. (NRS NEW)		
“Indirect Supervision” means the monitoring or reviewing by a supervising speech-language pathologist of activities performed by a speech-language pathology assistant, provisional licensee, or student including, but not limited to demonstration, records review, review and evaluation of audio or video recorded sessions, and interactive conferences that may be conducted by telephone, email, or other forms of telecommunication.	FOR REVIEW	ASHA Definitions
C. NAC NEW “Medically Fragile” defined. (NRS NEW)		
“Medically Fragile” means the condition of a client who is acutely ill and in an unstable health condition.	March 2024 Reviewed - no change.	ASHA Definitions
D. NAC NEW “Plan of Care” defined. (NRS NEW)		
“Plan of Care ” means a written service plan developed and monitored by a supervising speech-language pathologist to meet the needs of a client, addressing needs for screening, observation, monitoring, assessment, treatment, and other services.	March 2024 Reviewed - no change.	ASHA Definitions
E. NAC NEW “Sensory-Based Feeding” defined. (NRS NEW)		
“Sensory-Based Feeding” means interventions that utilize a set of sensory-based feeding steps to introduce new textures and flavors to help the client expand their food preferences and foster adequate nutrition and hydration.	FOR REVIEW March 2024 new/proposed. See delegated activities (h).	Childrens National Hospital

II. QUALIFICATIONS/EDUCATION/EXAMINATION
RECIPROCITY?

III. SCOPE OF PRACTICE/PROHIBITED ACTIVITIES

A. NAC 637B.NEW Speech-language therapy assistant, provisional licensee, or student: Delegation of duties by supervising speech-language pathologist; limitations. (NRS NEW)		
A supervising speech-language pathologist shall supervise any services delivered to a client by a speech-language pathology assistant, provisional licensee, or student and ensure these are consistent with the client’s plan of care.	FOR REVIEW	NV Speech-Hearing NAC 637B.003
1. Only a supervising speech-language pathologist may: (a) Determine services included in the client’s plan of care that are appropriate to delegate to a speech-language pathology assistant, provisional licensee, or student. (b) Delegate services to be delivered by a speech-language pathology assistant, provisional licensee, or student. (c) Instruct a speech-language pathology assistant, provisional licensee, or student regarding: (1) The specific program of intervention of a client; (2) Any precaution to be taken to protect a client; (3) Any special problem of a client (4) Any procedure which should not be administered to a client; and (5) Any other information required to treat a client.		NV OT NAC 640A.265(2)
2. A supervising speech-language pathologist shall not delegate responsibilities to a speech-language pathology assistant, provisional licensee, or student which are beyond the scope of the delegate’s training.		NV OT NAC 640A.250(5)
3. A supervising speech-language pathologist may only delegate activities to a student after consideration of clients’ needs, the service setting, the guidelines established by the educational program, and their assessment of the student’s training and competence.		
4. A supervising speech-language pathologist may delegate any activity to a provisional licensee after consideration of clients’ needs, the service setting, and their assessment of the provisional licensee’s training and competence.		
5. A supervising speech-language pathologist may delegate the following activities to a speech-language pathology assistant or student after consideration of clients’ needs, the service setting, and their assessment of the speech-language pathology assistant or student’s training and competence: (a) Assisting with client assessment, including, but not limited to setting up the testing environment, gathering and prepping materials, and taking notes;		ASHA SLPA Service Delivery (1-20) except (3) & (5) ASHA SLPA Service Delivery (4)

<p>(b) Administering and scoring progress monitoring tools with no clinical interpretation if all of the following conditions are met:</p> <ul style="list-style-type: none">(1) The speech-language pathology assistant meets the examiner requirements specified in the examiner’s manual; and(2) The supervising speech-language pathologist has verified their competence in administration of the tool; and(3) The supervising speech-language pathologist conducts the analysis of the results and signs off on the final score.	<p>March 2024: Reviewed & kept as-is. Discussion around “manual-dependent” and whether this captures site-specific scenarios. Consensus to leave as-is since Supervising SLP can ultimately determine what is appropriate.</p>	<p><u>ASHA SLPA Service Delivery</u> (6) (1 & 2)</p> <p>(3) Suggested at 2.21.2024 meeting</p>
<p>(c) Implementing client care plans as developed and directed by the supervising speech-language pathologist as follows:</p> <ul style="list-style-type: none">(1) Providing direct therapy services, both in-person and through telepractice through a variety of service delivery models to clients to address treatment goal(s);(2) Adjusting and documenting the amount and type of support or scaffolding provided to the client in treatment to facilitate progress;(3) Developing and implementing activities and materials for teaching and practice of skills to address the client’s treatment goal(s)	<p>March 2024: Reviewed - no change.</p>	<p><u>ASHA SLPA Service Delivery</u> (7) (8) (9) (10) (11) (12)</p>
<p>(d) Documenting client performance and reporting this information to the supervising speech-language pathologist in a timely manner.</p>		<p><u>ASHA SLPA Service Delivery</u> (13)</p>
<p>(e) Providing coaching to client caregivers for facilitation and carryover of skills.</p>		<p><u>ASHA SLPA Service Delivery</u> (14)</p>
<p>(f) Sharing objective information without interpretation or recommendations as directed by the supervising speech-language pathologist regarding client performance to clients, caregivers, families, and other service providers</p>		<p><u>ASHA SLPA Service Delivery</u> (15)</p>
<p>(g) Assisting clients with augmentative and alternative communication devices and materials as follows:</p> <ul style="list-style-type: none">(1) Programming augmentative and alternative communication devices;(2) Developing low-tech augmentative and alternative communication materials for clients; and(3) Providing training and technical assistance to clients, families, and caregivers in the use of augmentative and alternative communication devices.		<p><u>ASHA SLPA Service Delivery</u> (16) (17) (18)</p>
<p>(h) Supporting clients with sensory-based feeding as directed by the supervising speech-language pathologist to include:</p> <ul style="list-style-type: none">(1) Demonstrating strategies included in the feeding plan developed by the supervising speech-language pathologist;(2) Sharing information in the feeding plan developed by the supervising speech-language pathologist with clients, families, and caregivers; and(3) Assisting clients with feeding skills developed and directed by the supervising speech-language pathologist when consuming food textures and liquid consistencies.	<p>FOR REVIEW</p> <p>March 2024 Added “sensory-based” to differentiate from motor-/skill-based.</p>	<p><u>ASHA SLPA Service Delivery</u> (19) (20)</p>
<p>(i) Working with clients who communicate using a language other than English or who are developing English language skills when the supervising speech-language pathologist determines they have sufficient prior training and experiences in working with multilingual clients and the specific client’s first language, including:</p> <ul style="list-style-type: none">(1) Assisting the supervising speech-language pathologist with interpretation and translation during screening and assessment activities without providing clinical interpretation of results;(2) Interpreting for clients, families, and caregivers; and(3) Providing services in a client’s first language.	<p>March 2024: Reviewed – no change.</p>	<p><u>ASHA Multiple Languages</u> (1) (2) (3)</p>

(j) Assisting with administrative tasks to include: (1) Clerical duties and site operations such as scheduling, recordkeeping, and maintaining inventory of supplies and equipment; (2) Performing safety checks and maintenance of equipment; and (3) Preparing materials for screening, assessment, and treatment services.		<u>ASHA Admin Support</u> (1) (2) (3)
(k) Engaging in prevention, advocacy, and promotion activities related to communication, swallowing, and related disorders with oversight from the supervising speech-language pathologist.		<u>ASHA Prevention & Advocacy</u> (1) (2) (3) (4) (5) (6) (7)

B. NAC 637B.NEW Speech-language pathology assistant prohibited from performing certain activities; disciplinary action. (NRS NEW)

1. A speech-language pathology assistant shall not:	FOR REVIEW <ul style="list-style-type: none">Kept only SLPA hereProvisional: See #4 in prior section allowing delegation of any activity to ProvisionalStudent: See #4 below in this section prohibiting unlicensed practice by Student.	NV PT <u>NAC 640.596</u>
(a) Interpret assessment tools for the purpose of diagnosing disability or determining eligibility or qualification for services;	March 2024: Reviewed – no change.	<u>ASHA SLPA Prohibited</u> (2)
(b) Administer, score, or interpret feeding, swallowing, or other screenings, checklists, or clinical assessment tools;		<u>ASHA SLPA Prohibited</u> (3)
(c) Interpret a client’s record or evaluation, identify any problem of a client, or share information with a client or their family;		<u>ASHA SLPA Prohibited</u> (15)
(d) Diagnose communication and feeding and swallowing disorders;		<u>ASHA SLPA Prohibited</u> (4)
(e) Write, develop, or revise a client’s treatment goal(s) or plan of care in any way;		<u>ASHA SLPA Prohibited</u> (7)
(f) Develop or determine feeding and swallowing strategies and precautions;		<u>ASHA SLPA Prohibited</u> (5)
(g) Provide vocal therapy treatment to a client;		
(h) Use or disclose clinical or confidential information by any method to recipients who have not been approved by the supervising speech-language pathologist, unless mandated by law;		<u>ASHA SLPA Prohibited</u> (6)
(i) Sign or initial any formal documents without the supervising speech-language pathologist’s co-signature;		<u>ASHA SLPA Prohibited</u> (16)
(j) Make referrals for additional services;		<u>ASHA SLPA Prohibited</u> (8)
(k) Provide services to a client without following the plan of care prepared by the supervising speech-language pathologist;		<u>ASHA SLPA Prohibited</u> (9)
(l) Provide services to clients without access to supervision;		<u>ASHA SLPA Prohibited</u> (10)
(m) Select an augmentative and alternative communication system or device for a client;		<u>ASHA SLPA Prohibited</u> (11)
(n) Treat a medically fragile client without 100% direct supervision;	March 2024: Removed per existing definition of direct supervision.	<u>ASHA SLPA Prohibited</u> (12)
(o) Perform activities that require specialized knowledge and training;		<u>ASHA SLPA Prohibited</u> (13)

(p) Provide input in a treatment meeting without the presence of or prior approval of the supervising speech-language pathologist;	March 2024: Reviewed – no change.	ASHA SLPA Prohibited (14)
(q) Discharge a client from services;		ASHA SLPA Prohibited (17)
(r) Perform tasks when a supervising speech-language pathologist cannot be reached by personal contact, including, but not limited to phone, pager, or other immediate physical or electronic means.		ASHA Supervision Requirements
(s) Perform tasks when a supervising speech-language pathologist is no longer available or assigned to provide the level of supervision stipulated until a new supervising speech-language pathologist has been designated.		ASHA Supervision Requirements
II. A speech-language pathology assistant must: (a) Clearly identify themselves as a speech-language pathology assistant or provisional licensee to clients, families, caregivers, and others both verbally and in writing; and (b) Comply with federal, state, and local regulations including, but not limited to: (1) The Health Insurance Portability and Accountability Act (HIPAA); (2) The Family Educational Rights and Privacy Act (FERPA); (3) Reimbursement requirements; and (4) State statutes and rules regarding speech-language pathology assistant education, training, and scope of practice. (c) Comply with the following responsibilities related to providing cultural and linguistic supports: (1) Adjust communication style and expectations to meet the needs of clients, patients, and students from different cultural groups and to provide services in a culturally responsive manner; (2) Provide information to families and staff regarding the influence of first language on the development of communication and related skills in a second language (under the direction of the supervising Speech-language LP). (3) Develop an understanding of the family dynamic from a cultural perspective to effectively engage in meetings surrounding intake, discussions of the therapy plan of care and other communication scenarios surrounding practices for addressing communication concerns; and (4) Engage in continuing education and training opportunities focusing on the assessment and intervention process when working with individuals from culturally and linguistically diverse backgrounds.		a & b = ASHA SLPA Service Delivery (1) (2) c = ASHA Culturally Responsive Practices
III. A speech-language pathology assistant is subject to disciplinary action if they perform any activity in violation of this section.		NV PT NAC 640.596
IV. A student who performs any activity in this section is subject to administrative action for unlicensed practice pursuant to NRS 637B.290.	FOR REVIEW Added to clarify in context of unlicensed practice.	

IV. SUPERVISION

A. NAC 637B.NEW Authority and qualifications to act as a supervising speech-language pathologist; supervision ratios. (NRS NEW)		
1. A supervising speech-language pathologist may provide supervision, including telesupervision, to any of the following and within the scope of authority as described: a. In compliance with supervisory responsibilities prescribed in NRS 637B and NAC 637B to a person licensed by this Board pursuant to NRS 637B as a Speech-Language Pathology Assistant; b. In compliance with supervisory responsibilities prescribed in NRS 637B and NAC 637B and ASHA supervision requirements to a person licensed by this Board pursuant to NRS 637B as a provisional speech-language pathologist who is completing the clinical fellowship experience to earn the ASHA Certificate of Clinical Competence (CCC-SLP); c. In compliance with supervisory responsibilities prescribed in NRS 637B and NAC 637B and the guidelines established by the educational program for a student enrolled in a program accredited by the American Speech-Language-Hearing Association or its successor organization approved by the Board to obtain a bachelor’s or master’s degree in speech-language pathology or communication science disorders.	FOR REVIEW	<ul style="list-style-type: none">NV OT NAC 640A.0143 (Assistant & Provisional)NV PT NRS 640.026 (Assistant, Provisional, & Students)
2. To be eligible to act as a supervising speech-language pathologist, a speech-language pathologist must:		
a. Hold a standard license issued by this Board pursuant to NRS 637B that is on active status, in good standing, and with no record of disciplinary action;	FOR REVIEW Combined with “e” from prior version.	NV Speech Hearing NAC 637B.0396
b. Have experience as a speech-language pathologist for a minimum of 2 years post-award of the CCC-SLP;	March 2024 Reviewed with consensus to require 2 years.	<ul style="list-style-type: none">NV Speech Hearing NAC 637B.0396 (HAS Apprentice Sponsor = 3 years)ASHA Supervisor Qualifications (9 months + CCC-SLP; not rec’d as CCC not required for renewal)
c. Have completed 2 hours of professional development in clinical instruction/supervision; and	March 2024 Reviewed – no change.	ASHA Supervisor Training and Preparation
d. Share the same employer as any speech-language pathology assistant or provisional licensee they supervise.		<ul style="list-style-type: none">NV Speech Hearing NAC 637B.0396 (HAS-A)ASHA Clinical Fellow Supervision
3. A supervising speech-language pathologist is responsible for determining the appropriate number of supervisees they can manage within their workload while maintaining the highest level of quality services provided. A supervising speech-language pathologist may not supervise a combined total of no more than three persons listed below at the same time: a. No more than two provisional licensees at the same time. b. No more than two speech-language pathology assistants at the same time. c. No more than two students at the same time.	FOR REVIEW	<ul style="list-style-type: none">ASHA Supervision Ratio (total = 3)NV Speech Hearing NAC 637B.0396 (total = 2)NV PT NAC 640.594 (total = 3)
4. A speech-language pathology assistant shall not have more than three supervising speech-language pathologists per employer at one time.	FOR REVIEW March 2024 consensus to allow 3 per employer.	<ul style="list-style-type: none">ASHA Supervision Ratio (= “more than one”)NV Speech Hearing NAC 637B.0396 (= 2)

B. NAC 637B.NEW Speech-language pathology assistant ~~or provisional licensee~~: Verification to Board of employment and supervision; notice of termination; number of primary supervisors required per employer of record. (NRS NEW)

1. A speech-language pathology assistant shall submit verification of their employment and supervision by a supervising speech-language pathologist to the Board within 30 days after a change in employment or supervisor. The verification must be submitted in a format approved by the Board.	FOR REVIEW Only addresses SLPA as Provisional & students will be managed by ASHA CFY or educational program.	NV OT NAC 640A.260
2. A supervising speech-language pathologist supervisor shall notify the Board within 30 days after the termination of their supervision of a speech-language pathology assistant.		
3. A speech-language pathology assistant must have at least one primary supervising speech-language pathologist and may have one alternate supervising speech-language pathologist for each employer of record.		

C. NAC 637B.NEW Supervision provided by ~~Speech-language pathology assistant or provisional licensee-Practice under supervision of~~ supervising speech-language pathologist. (NRS NEW)

1. A speech-language pathology assistant, provisional licensee, or student shall not practice speech-language pathology without the general supervision of a supervising speech-language pathologist. Immediate physical presence or constant presence on the premises where the speech-language pathology assistant, provisional licensee, or student is practicing is not required of the speech-language pathologist.	FOR REVIEW Addresses Provisional licensees and students and defers to ASHA/educational programs	NV OT <u>NAC 640A.250(1)</u>
2. A supervising speech-language pathologist must develop a supervision plan with each speech-language pathology assistant, provisional licensee, or student they supervise that is reviewed and revised as the supervisee integrates skills and attains competency.		
3. When supervising provisional licensees or students , a supervising speech-language pathologist must follow applicable supervision guidelines that complies with the requirements of the clinical fellowship experience or educational program the supervisee is enrolled in.		
4. A supervising speech-language pathologist must develop a supervision plan with each speech-language pathology assistant,-provisional licensee, or student they supervise that is reviewed and revised as the supervisee integrates skills and attains competency. Supervision provided by the supervising speech-language pathologist shall be consistent with the: (a) Skill and experience demonstrated by the speech-language pathology assistant, provisional licensee, or student ; (b) Clients’ needs; (c) Service setting; (d) Tasks assigned; and (e) Laws and regulations that govern speech-language pathology assistant, provisional licensee, and students.		<u>ASHA Supervision Requirements</u>
5. NEW GRADS – CONSIDER ADDING SOMETHING ON PROBATIONARY/FIELDWORK PERIOD IN LEIU OF REQUIRING TO OBTAIN LICENSE	FOR REVIEW	
6. To provide satisfactory supervision, a supervising speech-language pathologist shall: (a) Plan, develop, and supervise all client care and services delegated to and delivered by a speech-language pathology assistant, provisional licensee, or student ;	FOR REVIEW	<u>ASHA Supervision Requirements</u> <u>ASHA First Contact</u>

<div><div><div>(b) Have first contact with every client before a speech-language pathology assistant, provisional licensee, or student is allowed to provide services to the client independently, including, but not limited to establishing rapport, gathering baseline data, and obtaining documentation;</div><div>(c) Assign clients to each speech-language pathology assistant, provisional licensee, or student they supervise based on the supervising speech-language pathologist’s assessment of the supervisee’s competence, skills, and experience;</div><div>(d) Review every plan of care as needed for timely implementation of modifications and make all case management decisions;</div><div>(e) Provide direct supervision to each speech-language pathology assistant, provisional licensee, or student they supervise for each client treated by the speech-language pathology assistant, provisional licensee, or student at least every 30–60 days, depending on the setting and frequency of sessions.</div><div>(f) Provide indirect supervision at regular intervals to each speech-language pathology assistant, provisional licensee, or student they supervise for each client treated by the supervisee;</div><div>(g) Conduct ongoing competency evaluations of each speech-language pathology assistant, provisional licensee, or student they supervise;</div><div>(h) Provide and encourage ongoing education and training opportunities for each speech-language pathology assistant, provisional licensee, or student they supervise that are consistent with the competencies and skills required to meet the needs of the clients served;</div><div>(i) Accurately document and regularly record all supervisory activities, including but not limited to direct, indirect, and telesupervision provided to each speech-language pathology assistant, provisional licensee, or student they supervise;</div><div>(j) Maintain an active interest in collaborating with and developing the competency of each speech-language pathology assistant, provisional licensee, or student they supervise;</div><div>(k) Retain legal and ethical responsibility for all clients served by each speech-language pathology assistant, provisional licensee, or student they supervise.</div></div></div>	<div>(e) 30-60 days Reviewed 3.25.2024 with consensus to keep.</div>	
<div><div>7. A supervising speech-language pathologist who will not be able to supervise a speech-language pathology assistant or provisional licensee for more than [1 week] must:</div><div><div>(a) Inform each speech-language pathology assistant or provisional licensee they supervise of the planned absence;</div><div>(b) Notify the employer or site administrator that other arrangements must be made while the supervising speech-language pathologist is unavailable for each speech-language pathology assistant or provisional licensee they supervise; and</div><div>(c) Inform all clients, families, and caregivers if their speech-language services will be rescheduled.</div></div></div>	<div><div>FOR REVIEW</div><div>See (r) & (s) in SLPA Prohibited Activities for reference.</div></div>	<div>ASHA Supervision Requirements</div>

D. NAC 637B.042 Professional responsibility.

<div><div>A licensee:</div><div>14. Shall not authorize a person under the supervision of the licensee to perform services that are outside of the scope of the license, certificate, training or experience of the person performing the services, or allow such a person to hold himself or herself out as having expertise in a field or activity in which that person is not qualified.</div></div>	<div><div>FOR REVIEW</div><div>Included to provide context for existing regulations.</div></div>	<div>NV Speech Hearing NAC 637B.042</div>
---	---	---

V. CONTINUING EDUCATION

A. NAC 637B.400 Requirements for renewal of standard or provisional license; records; audits; excess credits may not be carried forward. (NRS 637B.132, 637B.191)

<div>1. Except as otherwise provided in subsection 2 of NAC 637B.403 and NAC 637B.430, as a prerequisite for each renewal of a standard license or provisional license, a licensee must complete, during the annual period immediately preceding the renewal, at least 10 15 hours of continuing education approved by the Board that directly pertains to the profession in which he or she holds a license issued by the Board, including at least 1 hour of continuing education relating to ethics, cultural competence, cultural humility, culturally responsive practices or diversity equity and inclusion. If the licensee is a dispensing audiologist, at least 3 of the 10 hours of continuing education must directly relate to the practice of fitting and dispensing hearing aids.</div> <div>2. Legible copies of all receipts, records of attendance, certificates and any other evidence of a licensee’s completion of a course of continuing education must be retained by the licensee and made available to the Board for inspection for not less than 3 years after the completion of the course.</div> <div>3. The Board will conduct random audits of licensees to ensure compliance with the requirements of this section.</div> <div>4. If a licensee completes more than the required number of hours of continuing education during one licensing period, the licensee is not allowed to credit the excess hours toward the required education for a subsequent period.</div> <div>5. For the purposes of subsection 1, a course approved by the International Institute for Hearing Instruments Studies of the International Hearing Society, American Academy of Audiology, American Speech-Language-Hearing Association, Academy of Doctors of Audiology or Educational Audiology Association is deemed to be approved by the Board.</div>	<div>March 2024: #1 corrected following March 2024 meeting.</div>	<div>NV Speech Hearing NAC 637B.400 No changes recommended</div>
---	---	--

VI. FEES FOR APPLICATION, LICENSE, & RENEWAL

A. NAC 637B.030 Schedule of fees. (NRS 637B.132, 637B.175)

<div>The Board will charge and collect the following fees:</div> <div>Application fee..... \$150</div> <div>Fee for a standard license or provisional license..... 100</div> <div>Fee for a temporary license..... 50</div> <div>Fee for a limited license..... 25</div> <div>Fee for renewal of a standard license or provisional license..... 100</div> <div>Fee for renewal of an inactive or temporary license..... 50</div> <div>Reinstatement fee for a standard license or provisional license expired 30 days or more 100</div> <div>Reinstatement fee for a standard license or provisional license expired less than 30 days..... 75</div> <div>Examination fee..... 200 250</div> <div>Fee for converting to a different type of license..... 50</div> <div>Fee for each additional license or endorsement.....50</div> <div>Fee for obtaining license information..... 50</div>	<div>March 2024: Reviewed – no change.</div> <div>Board adopted these revisions in LCB File R108-23 following Public Hearing on 4/25/2024. Scheduled before Legislative Commission on 6/18/2024.</div>	<div>NAC 637B.030 Any recommended change should be to NAC. Other NV Boards that license Assistants charge less, though this Board has historically not charged less for HAS Apprentices.</div>
--	--	--

VII. APPLICABILITY OF CHAPTER/ALIGNMENT WITH NDE ASSISTANTS

A. NAC 637B Revision 2020: LCB File No. R095-19

<p>Sec. 2.</p> <p>1. Except as otherwise provided in subsection 2, for the purposes of subsection 1 of NRS 637B.080, the provisions of chapter 627B of NRS do not apply to a person who holds a current credential issued by the Department of Education pursuant to chapter 391 of NRS and any regulations adopted pursuant thereto who engages in the practice of audiology or speech language pathology, as applicable, within the scope of that credential if the person:</p> <p>a. Holds an active teacher’s license issued pursuant to chapter 391 of NRS and an endorsement to teach pupils who have hearing impairments or to teach pupils who have speech and language impairments;</p> <p>b. Is employed by a public educational institution; and</p> <p>c. Does not engage in the practice of audiology or speech-language pathology as an independent contractor or provide services in the private practice of audiology or speech language pathology.</p> <p>2. If a person who holds a current credential issued by the Department of Education pursuant to chapter 391 of NRS and any regulations adopted pursuant thereto also holds a valid license to engage in the practice of audiology or the practice of speech-language pathology pursuant to the provisions of chapter 637B of NRS and any regulations adopted pursuant thereto, such a person is subject to the provisions of chapter 637B of NRS and any regulations adopted pursuant thereto to the extent that he or she engages in the practice of audiology or speech-language pathology as an independent contractor or provides services in the private practice of audiology or speech-language pathology. TIMING????</p>	<p>FOR REVIEW</p> <p>For further discussion following March 2024 meeting. Note possible conflict with proposed minimum SLPA education at bachelor’s level + NDE sunseting bachelor’s level staff & “grandfathering” current endorsement holders.</p>	<p><u>NAC 637B Revision 2020: LCB File No. R095-19</u></p>
--	---	--

NRS SECTIONS – APPROVED 5.20.2024 TO RECOMMEND TO THE BOARD

I. DEFINITIONS

A. NRS NEW “Speech-Language Pathology Assistant” defined.		
“Speech-language pathology assistant” means a person who is licensed pursuant to this chapter to assist in the practice of speech-language pathology under the direction of a supervising speech-language pathologist.	March/May 2024: Reviewed - no change.	NV OT NRS 640A.060 NV PT NRS 640.0213
B. NRS NEW “Supervising Speech-Language Pathologist” defined.		
“Supervising speech-language pathologist” means a speech-language pathologist who supervises a speech-language pathologist assistant, a provisional speech-language pathologist, or a student who is completing a program for speech-language pathologists or speech-language pathologist assistants.	May 2024: Reviewed – keep all.	NV OT NAC 640A.0143 (Asst & Provisional) NV PT NRS 640.026 (Assistant, Provisional, & Students)
C. NRS NEW “Provisional Licensee” defined.		
“Provisional licensee” means any person who holds a provisional speech-language pathology license pursuant to chapter 637B of NRS.	March/May 2024: Reviewed - no change.	None
D. NRS NEW “Student” defined.		
“Student” means an unlicensed student enrolled in a bachelor’s or master’s degree program in speech-language pathology or communication science disorders at an educational institution that is accredited by a nationally recognized agency under the U.S. Department of Education. the American Speech-Language-Hearing Association or its successor organization approved by the Board.	May 2024: Reviewed – keep all.	NV PT NAC 640.080 & NAC 640.090
E. NRS NEW “Supervision” defined.		
“Supervision” means the provision of direction and evaluation of the tasks assigned by a supervising speech-language pathologist to a speech-language pathology assistant, provisional licensee, or student, including direct supervision, indirect supervision, and telesupervision.	May 2024: Reviewed – keep all.	ASHA Definitions
F. NRS NEW “Telesupervision” defined.		
“Telesupervision” means the real-time, distance observation of services delivered by a speech-language pathology assistant, provisional licensee, or student by a supervising speech-language pathologist, with feedback or assistance provided by the supervising speech-language pathologist as needed. The supervising speech-language pathologist may view and communicate with the client and speech-language pathology assistant, provisional licensee, or student in real time via virtual telecommunication software, webcam, telephone, and similar devices and services to provide immediate feedback.	May 2024: Reviewed – keep all.	ASHA Definitions

II. QUALIFICATIONS/EDUCATION/~~EXAMINATION~~

A. NRS 637B.NEW Speech-language pathology assistants: Educational requirements.

<div>1. Except as otherwise provided in subsection 2, an applicant for a license to practice as a speech-language pathology assistant must hold either:<div>a. A bachelor’s degree or master’s degree in speech-language pathology or communication sciences and disorders awarded by an educational institution that is accredited by a nationally recognized agency under the U.S. Department of Education.</div><div>b. A current endorsement issued on or before September 30, 2026 by the Nevada Department of Education pursuant to chapter 391 of NRS to teach students who have speech and language impairments.</div></div> <div>2. An applicant for a license to practice as a speech-language pathology assistant who holds a bachelor’s degree or master’s degree in speech-language pathology or communication sciences and disorders from a foreign school must prove to the satisfaction of the Board that their educational program:<div>(a) Is substantially equivalent to the requirements set forth in subsection 1, as applicable; and</div><div>(b) Is accredited by an accrediting agency approved by the Board.</div></div> <div>3. Complete fieldwork.....</div>	<div>#1 May 2024: Reviewed & recommended including (b) to capture current NDE staff. Connects to recommended removal of #1 in NRS 673B.080(1) Applicability of Chapter.</div> <div>#3 May 2024: Reviewed & removed with consensus that current structure is not sufficient to support fieldwork. Plan to build extended field orientation/training in NAC Supervision.</div>	<div>NV Speech-Hearing NRS 637B.196 (AUD + SLP Requirements)</div> <div>NV OT NRS 640A.120 (Program approved by the Board + 16 weeks supervised fieldwork)</div> <div>NV PT NRS 640.093 (2-year program/min 60 semester credits or Armed Forces program)</div>
---	--	--

B. NRS 637B.NEW Speech-language pathology assistants: Regulations.

<div>The Board shall adopt regulations regarding speech-language pathology assistants, including, without limitation:</div> <div>1. The licensing of speech-language pathology assistants;</div> <div>2. The educational, training, and fieldwork requirements for speech-language pathology assistants;</div> <div>3. The examination required for licensing as a speech-language pathology assistant;</div> <div>4. The supervision of speech-language pathology assistants; and</div> <div>5. The practice of speech-language pathology by speech-language pathology assistants.</div>	<div>#3: March 2024: Reviewed & removed. No current universal exam available; future Jurisprudence Exam can address this.</div> <div>#2: May 2024: Reviewed & added with consensus that some fieldwork should be required, but there are not enough resources currently to provide fieldwork to students, so work sessions on this can continue and address this requirement through regulation</div>	<div>Nevada Speech-Hearing NRS 637B.194 (HAS Apprentices)</div>
--	---	---

~~C. NRS 637B.NEW Examination for licensure as a speech language pathology assistant.~~

1. The Board shall: (a) Approve an examination for licensing as a speech language pathology assistant and (b) Establish the requirements to pass each examination. 2. Each examination must be in writing and be designed to test an applicant’s knowledge of: (a) The basic and clinical sciences relating to the practice of speech language pathology; (b) The techniques and methods of speech language pathology; and (c) Any other subjects the Board requires to determine the fitness of an applicant to practice as a speech language pathology assistant. 3. A person who has satisfied the requirements of NRS 637B.XXX may take the appropriate examination for licensing.	March 2024: Reviewed & removed. See “B” above.	NV OT <u>NRS 640A.150</u>
---	--	---------------------------

III. SCOPE OF PRACTICE/PROHIBITED ACTIVITIES

A. NRS 637B.NEW Requirements for speech-language pathology assistant, provisional licensee, or student to assist in practice of speech-language pathology.

A speech-language pathology assistant, provisional licensee, or student may assist in the practice of speech-language pathology only under the supervision of a supervising speech-language pathologist, as regulated by the Board and subject to the conditions and limitations of this chapter and any regulations adopted pursuant thereto.	May 2024: Recommended.	NV PT <u>NRS 640.094</u>
--	------------------------	--------------------------

B. NRS 637B.244 Telepractice: Requirements for practice.

1. A person who engages in the practice of audiology or speech-language pathology by telepractice within this State and is a resident of this State or provides services by telepractice to any person in this State must: (a) Hold a license to engage in the practice of audiology or speech-language pathology, as applicable, in this State; (b) Be knowledgeable and competent in the technology used to provide services by telepractice; (c) Only use telepractice to provide services for which delivery by telepractice is appropriate; (d) Provide services by telepractice that, as determined by the Board, are substantially equivalent in quality to services provided in person; (e) Document any services provided by telepractice in the record of the person receiving the services; and (f) Comply with the provisions of this chapter and any regulations adopted pursuant thereto. 2. As used in this section, “telepractice” means engaging in the practice of audiology or speech-language pathology using equipment that transfers information electronically, telephonically or by fiber optics.	May 2024: Recommended keeping this intact with no clarification as Subcommittee believes this should allow SLPA Telepratice.	NV Speech Hearing <u>NRS 637B.244</u>
--	--	---------------------------------------

IV. SUPERVISION

None in NRS – See NAC.

V. CONTINUING EDUCATION

None in NRS – See NAC.

VI. FEES FOR APPLICATION, LICENSE, & RENEWAL

A. NRS 637B.175 Fees.		
1. The Board shall charge and collect only the following fees whose amounts must be determined by the Board, but may not exceed:		
Application fee.....	[\$150] \$ 300	<div>March 2024: Reviewed – no change.</div> <div>Board is pursuing identified revisions in 2025 BDR.</div> <div><u>NRS 637B.175</u> Fee Caps - No changes recommended as 2025 BDR will include increase in caps.</div>
License fee.....	[100] 200	
Fee for the renewal of a license.....	[100] 200	
Reinstatement fee.....	[100] 300	
Examination fee.....	[300] 500	
Fee for converting to a different type of license.....	50	
Fee for each additional license [or endorsement].....	50	
Fee for obtaining license information.....	[50] 200	

VII. APPLICABILITY OF CHAPTER/ALIGNMENT WITH NDE ASSISTANTS

A. NRS 637B.080 Applicability of chapter.		
The provisions of this chapter do not apply to any person who:		
1. Holds a current credential issued by the Department of Education pursuant to chapter 391 of NRS and any regulations adopted pursuant thereto or after and engages in the practice of audiology or speech-language pathology within the scope of that credential;	May 2024: Reviewed & removed with decision to add eligibility path for current NDE endorsement holders.	<u>NRS 637B.080</u> Both Nevada OT & PT NRS Chapters include similar applicability sections: <u>NRS 640.029</u> <u>NRS 640A.070</u>
1. 2. Is employed by the Federal Government and engages in the practice of audiology or speech-language pathology within the scope of that employment;		
2. 3. Is a student enrolled in a program or school approved by the Board, is pursuing a degree in audiology or speech-language pathology and is clearly designated to the public as a student; or		
3. 4. Holds a current license issued pursuant to chapters 630 to 637, inclusive, 640 to 641D, inclusive, or 653 of NRS, ➡ and who does not engage in the private practice of audiology or speech-language pathology in this State.		

REFERENCES

[ASHA Scope of Practice for the Speech-Language Pathology Assistant](#)

Minimum Requirements for an SLPA

An SLPA must complete an approved course of academic study, complete a supervised clinical experience, successfully pass the ASHA Assistants Certification Exam, meet credentialing requirements for the state in which they practice, and receive orientation as well as on-the-job training of SLPA responsibilities specific to the setting.

The minimum educational, clinical, and examination requirements for all SLPAs are outlined in the subsections below:

Three Educational Options

An SLPA has three educational options:

- 1. Completion of an SLPA program from a regionally accredited institution (e.g., an associate degree, a technical training program, a certificate program). OR
- 2. Receipt of a bachelor’s degree in communication sciences and disorders from a regionally accredited institution AND completion of [ASHA education modules](#). OR
- 3. Receipt of a bachelor’s degree in a field other than communication sciences and disorders AND completion of [ASHA education modules](#) AND successful completion of coursework from a regionally or nationally accredited institution in all of the following areas:
 - introductory or overview course in communication disorders
 - phonetics
 - speech sound disorders
 - language development
 - language disorders
 - anatomy and physiology of speech and hearing mechanisms

Additional Requirements

In addition to having satisfied one of the above three educational options, the SLPA must also meet all the following three requirements:
Completion of a supervised clinical experience that consists of a minimum of one hundred (100) hours under the direct supervision of an ASHA certified SLP. The supervising SLP must meet all [ASHA certification and supervising requirements](#) and state credentialing requirements.
Achieve a passing score on the [ASHA Assistants Certification Exam](#).
Meet all [state credentialing requirements](#).

Expectations of an SLPA

- The following list details of the roles and performance expectations of an ASHA-certified SLPA:
- Adhere to all applicable state laws and rules regulating the practice of speech-language pathology.
 - Adhere to the responsibilities for SLPAs specified in this scope of practice document and in state requirements.
 - Avoid performing tasks or activities that are the exclusive responsibility of the SLP.
 - Perform only those tasks approved by the supervising SLP.

- Work only in settings for which the SLPA has been trained and in which state regulations allow for SLPA employment.
- Deliver services only with an ASHA-certified and state licensed SLP providing direct and indirect supervision on a regular and systematic basis. Frequency and type of supervision should be based on the SLPA's competencies, and the caseload need, both of which are determined by the supervising SLP.
- Conduct oneself ethically within the [ASHA Assistant's Code of Conduct](#) (ASHA, 2020b) and state ethical codes.
- Self-advocate for needed supervision and training and for adherence to this SLPA scope of practice and other requirements.
- Provide culturally responsive services while communicating and collaborating with students, patients, clients, the supervising SLP, colleagues, families, caregivers, and other stakeholders.
- Actively pursue continuing education and professional development activities.
- Obtain information regarding availability and need for liability insurance.

Responsibilities Within SLPA Scope

Service Delivery

1. The SLPA should engage in the following activities when performing necessary tasks related to speech-language service provision:
2. Self-identifying (e.g., verbally, in writing, signage, titles on name badges, etc.) as an SLPA to students, patients, clients, families, staff, and others.
3. Exhibiting compliance with federal, state, and local regulations including: The Health Insurance Portability and Accountability Act (HIPAA), the Family Educational Rights and Privacy Act (FERPA); reimbursement requirements; and state statutes and rules regarding SLPA education, training, and scope of practice.
4. ~~Administering and scoring screenings for clinical interpretation by the SLP.~~
5. Assisting the SLP during assessment of students, patients, and clients (e.g., setting up the testing environment, gathering and prepping materials, taking notes as advised by the SLP, etc.).
6. ~~Administering and scoring assessment tools that (a) the SLPA meets the examiner requirements specified in the examiner's manual and (b) the supervising SLP has verified the SLPA's competence in administration, exclusive of clinical interpretation.~~
7. Administering and scoring progress monitoring tools exclusive of clinical interpretation if (a) the SLPA meets the examiner requirements specified in the examiner's manual and (b) the supervisor has verified the SLPA's competence in administration.
8. Implementing documented care plans or protocols (e.g., individualized education plan [IEP], individualized family service plan [IFSP], treatment plan) developed and directed by the supervising SLP.
9. Providing direct therapy services addressing treatment goals developed by the supervising SLP to meet the needs of the student, patient, client, and family.
10. Adjusting and documenting the amount and type of support or scaffolding provided to the student, patient, or client in treatment to facilitate progress.
11. Developing and implementing activities and materials for teaching and practice of skills to address the goals of the student, patient, client, and family per the plan of care developed by the supervising SLP.
12. Providing treatment through a variety of service delivery models (e.g., individual, group, classroom-based, home-based, co-treatment with other disciplines) as directed by the supervising SLP.
13. Providing services via telepractice to students, patients, and clients who are selected by the supervising SLP.
14. Documenting student, patient, or client performance (e.g., collecting data and calculating percentages for the SLP to use; preparing charts, records, and graphs) and report this information to the supervising SLP in a timely manner.
15. Providing caregiver coaching (e.g., model and teach communication strategies, provide feedback regarding caregiver-child interactions) for facilitation and carryover of skills.
16. Sharing objective information (e.g., accuracy in speech and language skills addressed, participation in treatment, response to treatment) regarding student, patient, and client performance to students, patients, clients, caregivers, families and other service providers without interpretation or recommendations as directed by the SLP.
17. Programming augmentative and alternative communication (AAC) devices.

18. Providing training and technical assistance to students, patients, clients, and families in the use of AAC devices.
19. Developing low-tech AAC materials for students, patients, and clients.
20. Demonstrating strategies included in the feeding and ~~swallowing~~ plan developed by the SLP and share information with students, patients, clients, families, staff, and caregivers.
21. Assisting students, patients, and clients with feeding and ~~swallowing~~ skills developed and directed by the SLP when consuming food textures and liquid consistencies.

Culturally Responsive Practices - Responsibilities for SLPs and SLPAs

All practitioners have the following responsibilities related to cultural and linguistic supports:

1. Adjust communication style and expectations to meet the needs of clients, patients, and students from different cultural groups and to provide services in a culturally responsive manner. For more information, see the ASHA Practice Portal on *Cultural Responsiveness* [ASHA, n.d.-b].
2. Provide information to families and staff regarding the influence of first language on the development of communication and related skills in a second language (under the direction of the supervising SLP).
3. Develop an understanding of the family dynamic from a cultural perspective to effectively engage in meetings surrounding intake, discussions of the therapy plan of care and other communication scenarios surrounding practices for addressing communication concerns
4. Engage in continuing education and training opportunities focusing on the assessment and intervention process when working with individuals from culturally and linguistically diverse backgrounds.

Responsibilities for Practitioners Who Use Multiple Languages

Based on prior training and experiences in working with multilingual students, patients or clients and their families, the SLPA may engage in the following tasks:

1. Assist the SLP with interpretation and translation in the student's, patient's, or client's first language during screening and assessment activities exclusive of clinical interpretation of results. For more information, see *Issues in Ethics: Cultural and Linguistic Competence* (ASHA 2017) and the ASHA Practice Portal Page on *Bilingual Service Delivery* (ASHA, n.d.-a)
2. Interpret for students, patients, clients, and families who communicate using a language other than English, when the provider has received specialized training with interpreting skills in the student's, patient's, or client's first language. For more information, see *Issues in Ethics: Cultural and Linguistic Competence* (ASHA 2017) and the ASHA Practice Portal Page on *Bilingual Service Delivery* (ASHA, n.d.-a)
3. Provide services in another language for individuals who communicate using a language other than English or for those who are developing English language skills. Such services are based on the provider's skills and knowledge of the language spoken by the student, patient, or client. For more information, see *Issues in Ethics: Cultural and Linguistic Competence* (ASHA 2017) and the ASHA Practice Portal Page on *Bilingual Service Delivery* (ASHA, n.d.-a).

Administrative Support

Depending on the setting, adequate training, and guidance from the supervising SLP, the SLPA may:

1. Assist with clerical duties and site operations (e.g., scheduling, recordkeeping, maintaining inventory of supplies and equipment);
2. Perform safety checks and maintenance of equipment, and
3. Prepare materials for screening, assessment, and treatment services.

Prevention and Advocacy

Depending on the setting, adequate training, and guidance from the supervising SLP, the SLPA may

1. Present primary prevention information to individuals and groups known to be at risk for communication and swallowing disorders;
2. Promote early identification and early intervention activities;

3. Advocate for individuals and families through community awareness, health literacy, education, and training programs to promote and facilitate access to full participation in communication—including addressing the social determinants of health and health disparities;
4. Provide information to emergency response agencies for individuals who have communication, swallowing, and/or related disorders;
5. Advocate at the local, state, and national levels for improved public policies affecting access to services and research funding;
6. Support the supervising SLP in research projects, in-service training, marketing, and public relations programs; and
7. Participate actively in professional organizations.

Responsibilities Outside SLPA Scope

There is potential for misuse of an SLPA's services, particularly when responsibilities are delegated by other staff members (e.g., administrators, nursing staff, physical therapists, occupational therapists, psychologists, etc.) without the approval of the supervising SLP. It is highly recommended that this *ASHA SLPA Scope of Practice* as well as the *ASHA Code of Ethics* (ASHA, 2016a) and the *ASHA Assistants Code of Conduct* (ASHA, 2020b) be reviewed with all personnel involved when employing an SLPA. It should be emphasized that an individual's communication and/or related disorders and/or other factors may preclude the use of services from anyone other than an ASHA-certified and/or licensed SLP. The SLPA should not perform any task without the approval of the supervising SLP. The student, patient, or client should be informed that they are receiving services from an SLPA under the supervision of an SLP.

The SLPA should *NOT* engage in any of the following activities:

1. Representing themselves as the SLP;
2. Interpreting assessment tools for the purpose of diagnosing disability, determining eligibility or qualification for services;
3. Administering or interpreting feeding and/or swallowing screenings, checklists, and assessments;
4. Diagnosing communication and feeding/swallowing disorders;
5. Developing or determining the feeding and/or swallowing strategies or precautions for students, patients, and clients;
6. Disclosing clinical or confidential information (e.g., diagnosis, services provided, response to treatment) either orally or in writing to individuals who have not been approved by the SLP to receive information unless mandated by law;
7. Writing, developing, or modifying a student's, patient's, or client's plan of care in any way;
8. Making referrals for additional services;
9. Assisting students, patients, and clients without following the individualized plan of care prepared by the ASHA certified SLP;
10. Assisting students, patients, and clients without access to supervision;
11. Selecting AAC systems or devices;
12. Treating medically fragile students, patients, and clients without 100% direct supervision;
13. Performing procedures that require specialized knowledge and training (e.g., vocal tract prosthesis shaping or fitting, vocal tract imaging);
14. Providing input in care conferences, case conferences, or any interdisciplinary team meeting without the presence or prior approval of the supervising SLP or other designated SLP;
15. Providing interpretative information to the student, patient, client, family, or others regarding the student's, patient's, or client's status or service;
16. Signing or initialing any formal documents (e.g., plans of care, reimbursement forms, reports) without the supervising SLP's co-signature;
17. Discharging a student, patient, or client from services.

Practice Settings

Under the specified guidance and supervision of an ASHA-certified and/or state-credentialed SLP, SLPAs may provide services in a wide variety of settings, which may include, but are not limited to, the following:

- public, private, and charter elementary and secondary schools

- early intervention settings (e.g., homes, preschools, daycare settings)
- hospitals (inpatient and outpatient)
- residential health care settings (e.g., long-term care and skilled nursing facilities)
- nonresidential health care settings (e.g., adult daycare, home health services, and clinics)
- private practice settings
- university/college clinics
- research facilities
- corporate and industrial settings
- student's, patient's, or client's residences

Ethical Considerations

ASHA strives to ensure that its members and certificate holders preserve the highest standards of integrity and ethical practice. ASHA maintains two separate documents that set forth the fundamentals of ethical conduct in the professions. The [ASHA Code of Ethics](#) (2016a) sets forth the fundamental principles and rules deemed essential for SLPs. This code applies to every individual who is (a) an ASHA member, whether certified or not, (b) a nonmember holding the ASHA Certificate of Clinical Competence, (c) an applicant for membership or certification, or (d) a Clinical Fellow seeking to fulfill standards for certification.

The [ASHA Assistants Code of Conduct](#) (2020b) sets forth the principles and fundamentals of ethical practice for SLPAs. The Assistants Code of Conduct applies to all ASHA-certified audiology and speech-language pathology assistants, as well as applicants for assistant certification. It defines the SLPA's role in the provision of services under the SLP's supervision and provides a framework to support decision-making related to the SLPA's actions. The Assistants Code of Conduct holds assistants to the same level of ethical conduct as the supervising SLP with respect to responsibilities to people served professionally, the public, and other professionals; however, it does not address ethics in supervision and other duties that are outside the SLPA Scope of Practice.

Liability Issues

Individuals who engage in the delivery of services to persons with communication and swallowing disorders are potentially vulnerable to accusations of engaging in unprofessional practices. Therefore, ASHA recommends that SLPAs secure liability insurance as a protection for malpractice. SLPAs should consider the need for liability coverage. Some employers provide it for all employees. Other employers defer to the employee to independently acquire liability insurance. Some universities provide coverage for students involved in practicum and fieldwork. Obtaining or verifying liability insurance coverage is the SLPA's responsibility and needs to be done prior to providing services.

SLPA Supervision

Supervisor Qualifications

The [ASHA Scope of Practice for the SLPA](#) recommends that the supervising speech-language pathologist (SLP):

- Holds the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from ASHA and/or possesses the necessary state credentials
- Has completed a minimum of 9 months of experience after being awarded ASHA certification (i.e., completion of the 9-month Clinical Fellowship followed by 9 months of experience)
- Has completed a minimum of 2 hours of professional development in clinical instruction/supervision
- Adheres to state guidelines for supervision of the SLPA

It is also recommended that the professional development course taken in clinical instruction or supervision include content related to the supervision of SLPAs.

Expectations for the Supervising SLP

In addition to the minimum qualifications listed above, the following additional roles and behavior are expected of the supervising SLP:

- Adhere to the principles and rules of the [ASHA Code of Ethics](#)
- Adhere to applicable licensure laws and rules regulating the practice of speech-language pathology
- Conduct ongoing competency evaluations of the SLPAs
- Provide and encourage ongoing education and training opportunities for the SLPA that are consistent with the competencies and skills required to meet the needs of the students, patients, and clients served
- Develop, review, and modify treatment plans for students, patients, and clients that the SLPA implements under the SLP's supervision
- Make all case management decisions
- Adhere to the supervisory responsibilities for SLPs
- Retain legal and ethical responsibility for all students, patients, and clients served
- Maintain an active interest in collaborating with SLPAs

SLP-to-SLPA Ratio

The supervising SLP should determine the appropriate number of assistants whose practice can be supervised within their workload. Although **more than one SLP may provide supervision of an SLPA, it is recommended that the SLP not supervise or be listed as a supervisor for more than three full-time equivalent (FTE) SLPAs in any setting.** The number of SLPAs who can be appropriately supervised by a single SLP will depend on a variety of factors including caseload characteristics, SLPA experience, and SLP experience. The SLP is responsible for determining how many SLPAs can be supervised while maintaining the highest level of quality for services provided. When multiple SLPs supervise a single SLPA, it is critical that the supervisors coordinate and communicate with each other so that they collectively meet minimum supervisory requirements and ensure that they maintain the highest quality of services.

Frequency and Amount of Supervision

Supervision requirements may vary based on a variety of factors. The amount and type of supervision required must be consistent with (a) the SLPA's skills and experience; the needs of the students, patients, and clients; (c) the service setting; (d) the tasks assigned; and (e) the laws and regulations that govern SLPAs. To ensure adequate and appropriate supervision, the supervising SLP should outline their expectations in collaboration with the SLPA. As the relationship continues to develop over time, the SLP/SLPA team can decide how and to what extent supervision is needed.

Before the SLPA begins to provide support independently, the supervising SLP must have first contact with all individuals on the caseload. “First contact” includes establishing rapport, gathering baseline data, and securing other necessary documentation to begin (or continue) the plan of care for the student, patient, or client. As the SLP/SLPA team dynamic continues to develop beyond the initial onboarding, minimum ongoing supervision must always include documentation of direct supervision provided by the SLP for each student, patient, or client **at least every 30–60 days (depending on frequency of visits/sessions and setting)**.

The SLP can adjust the amount of supervision if they determine that the SLPA has met appropriate competencies and skill levels in treating students, patients, and clients who have a variety of communication disorders. Data on every student, patient, and client serviced by the SLPA should be reviewed by the supervisor in regular intervals and can be considered “indirect supervision.” Supervisors should arrange designated days and times of day (morning or afternoon) in such a way that all students, patients, and clients receive direct contact with the supervising SLP.

The supervising SLP must accurately document and regularly record all supervisory activities, both direct and indirect. Further, 100% direct supervision (synchronous or “live” telesupervision is acceptable) of SLPAs for medically fragile students, patients, or clients is required.

The supervising SLP is responsible for designing and implementing a supervisory plan, which ensures that the SLP maintains the highest standard of quality care for students, patients, and clients. A written supervisory plan is a tangible way to document progress and outline the practices of the supervising SLP and the SLPA. Care of the student, patient, or client remains the supervisor’s responsibility.

Direct supervision means in-view observation and guidance while the SLPA is performing a clinical activity. This can include the supervising SLP viewing and communicating with the SLPA via telecommunication technology as the SLPA provides clinical services, this scenario allows the SLP to provide ongoing immediate feedback. Direct supervision does not include reviewing an audio or video recorded session later.

Supervision feedback should provide information about the quality of the SLPA's performance of assigned tasks and should verify that clinical activity is limited to tasks specified in the list of an SLPA's ASHA-approved responsibilities. Information obtained during direct supervision may include, but is not limited to, data relative to (a) agreement (reliability) between the SLPA and the supervisor on correct or incorrect recording of target behavior, (b) accuracy implementing assigned treatment procedures, (c) accuracy recording data, and (d) ability to interact effectively with the student, patient, or client during presentation and implementation of assigned procedures or activities.

Indirect supervision does not require the SLP to be physically present or available via telecommunication while the SLPA is providing services. Indirect supervisory activities may include (a) reviewing demonstration videos; (b) reviewing student, client, or patient files; (c) reviewing and evaluating audio or video recorded sessions; and/or (d) conducting supervisory conferences either in person or via telephone and/or live, secure virtual meetings. The SLP will review each care plan as needed for timely implementation of modifications.

An SLPA may not perform tasks when a supervising SLP cannot be reached by personal contact, that is, phone, pager, or other immediate or electronic means. If, for any reason (i.e., maternity leave, illness, change of jobs) the supervisor is no longer available to provide the level of supervision stipulated, then the SLPA may not perform assigned tasks until an ASHA-certified and/or state-licensed SLP with experience and training in supervision has been designated as the new supervising SLP.

Any supervising SLP who will not be able to supervise an SLPA for more than 1 week will need to (a) inform the SLPA of the planned absence, (b) notify the employer or site administrator that other arrangements for the SLPA's supervision of services need to be made while the SLP is unavailable, and (c) inform the students, patients, or clients that their speech-language services will be rescheduled.

In some instances, multiple SLPs may supervise the SLPA. Those doing so must give special consideration to, and think carefully about, the impact that this supervisory arrangement may have on service providers. It is recommended that the SLPA not be supervised by more than three SLPs.

First Contact

Before the SLPA begins to provide support independently, the supervising SLP must have first contact with all individuals on the caseload. “First contact” includes establishing rapport, gathering baseline data, and securing other necessary documentation to begin (or continue) the plan of care for the student, patient, or client. As the SLP/SLPA team dynamic continues to develop beyond the initial onboarding, minimum ongoing supervision must always include documentation of direct supervision provided by the SLP for each student, patient, or client **at least every 30–60 days (depending on the frequency of visits and sessions and depending on the setting)**.

The SLP may adjust the amount of supervision if they determine that the SLPA has met appropriate competencies and skill levels. The supervisor should review, in regular intervals, data on every student, patient, and client served by the SLPA ; this can be considered “indirect supervision.” Supervisors should arrange designated days and times of day (morning or afternoon) in such a way that all students, patients, and clients receive direct contact with the supervising SLP.

Medically Fragile Students, Patients, and Clients

According to the [ASHA Scope of Practice for the SLPA](#), “medically fragile” is a term used to describe an individual who is acutely ill and in an unstable health condition. If an SLPA treats such an individual, that treatment requires 100% direct supervision by an SLP. States, health care providers, payers, and facilities may also define the term “medically fragile” based on medical diagnosis and needed support.

ASHA maintains two separate policy documents that set forth the fundamentals of ethical conduct in the professions. Both documents address considerations for supervision.

Telesupervision

Telesupervision occurs when a qualified professional observes, from a distance, the delivery of services and provides feedback or assistance as needed. With telesupervision, the SLP can view and communicate with the patient and SLPA in real time via telecommunication software (e.g., virtual platforms), webcam, telephone, and similar devices and services to supervise the SLPA. This enables the SLP to give immediate feedback. Telesupervision does not include reviewing a recorded session later. See ASHA’s Practice Portal on [Telepractice](#) for information on licensure and teacher certification, international considerations, and reimbursement and other topics. The page also includes a comprehensive list of resources—including checklists and videos to inform practice.

Laws and Regulations

The use of telesupervision as an alternative to in-person supervision may depend on the policies, regulations, and/or laws of various stakeholders such as universities, clinical settings, ASHA, state licensure boards, and state and federal laws and regulations.

Increasingly, state licensure laws may or may not include guidance or regulation regarding telesupervision. States may vary in terms of whether they specifically address the issue of supervising students from a distance. See practice policy [for your state](#). In some cases, providers and clients, patients, students may not reside in the same state or country. [Serving Students in Other States and Countries Through Telepractice](#) provides information and guidance when this occurs.

Ethical Responsibilities

The supervisor has an ethical responsibility to determine if telesupervision is appropriate in view of the type of setting, client population, and level of competence of the individual delivering the service.

When implementing telesupervision practice and policies, consider the security of the telesupervision transmission, keeping in mind relevant state and federal laws such as Health Insurance Portability and Accountability Act (HIPAA) and Family Education Rights and Privacy Act (FERPA). Policies about safety, liability, and whether a certified and/or licensed professional needs to be on site are important considerations. [Considerations for Group Speech-Language Pathology Treatment in Telepractice](#) addresses service delivery, documentation, privacy and confidentiality of telepractice across settings.

Knowledge and Skills

Delivering supervision services from a distance requires knowledge and skills for managing technology, complying with licensure and security requirements, providing feedback, and so forth. Training may be necessary to ensure that the quality and effectiveness of the telesupervision is equivalent to in-person supervision.

Tips And Considerations for Telesupervision

Conduct a trial prior to the scheduled observation to identify and resolve technical and logistical issues (e.g., connectivity location of the microphone and camera).

Always have an alternate means for the telesupervisor and clinician to communicate in case there is a problem with connectivity or equipment.

The telesupervisor should share their web camera when being introduced to the client, student, or patient at the beginning of the session but may stop sharing the web camera after introductions in order to minimize distractions.

Providing the background case information as well as an outline for the test plan or lesson plan in advance helps to plan camera and microphone placement so that the telesupervisor can have an optimal view of the client, student, or patient and their materials.

If the supervisor is providing online feedback or instructions during the session, the telesupervisee can receive communications via an earpiece to avoid distracting the client, student, or patient.

Definitions

accountability—refers to being legally responsible and answerable for actions and inactions of self or others during the performance of a task by the SLPA.

aide/technician—individual who has completed on-the-job training, workshops, and other related tasks and who works under the direct supervision of an ASHA-certified SLP. See also *speech-language pathology aide/technician*.

assessment—procedures implemented by the SLP for the differential diagnosis of communication and swallowing disorders, which may include, per the [ASHA Speech-Language Pathology Scope of Practice](#) [PDF], “culturally and linguistically appropriate behavioral observation and standardized and/or criterion-referenced tools; use of instrumentation; review of records, case history, and prior test results; and interview of the individual and/or family to guide decision making” (ASHA, 2016b, p. 11). *Assessments* may also be referred to as *evaluations*, *tests*, and so forth.

cultural responsiveness—provides individuals with “a broader perspective from which to view our behaviors as they relate to our actions with individuals across a variety of cultures that are different from our own”. (Hyter and Salas-Provence, 2019, p. 7)

culturally responsive practices—Care that takes the client’s cultural perspectives, beliefs, and values into consideration in all aspects of education and/or service provision. Leininger (2002) defines this term as “the explicit use of culturally based care and health knowledge in sensitive, creative, and meaningful ways”.

direct supervision—in-view observation and guidance by an SLP while the SLPA performs an assigned activity. Direct supervision activities performed by the supervising SLP may include, but are not limited to, the following: observing a portion of the screening or treatment procedures performed by the SLPA, coaching the SLPA, and modeling for the SLPA. The supervising SLP must be present during all services provided to a medically fragile client by the SLPA (e.g., on-site or via synchronous telesupervision). The SLP can view and communicate with the student, patient, or client and SLPA via “real-time” telecommunication technology to supervise the SLPA, giving the SLP the opportunity to provide immediate feedback. This does not include reviewing a recorded session later.

indirect supervision—the monitoring or reviewing of an SLPA’s activities outside of observation and guidance during direct services provided to a student,

patient, or client. Indirect supervision activities performed by the supervising SLP may include, but are not limited to, demonstration, records review, review and evaluation of audio or video recorded sessions, and interactive conferences that may be conducted by telephone, email, or other forms of telecommunication (e.g., virtual platforms).

interpretation—summarizing, integrating, and using of data for the purpose of clinical decision making, which may only be done by SLPs. SLPAs may summarize objective data from a session to the family or team members.

medically fragile—a term used to describe an individual who is acutely ill and in an unstable health condition. If an SLPA treats such an individual that treatment requires 100% direct supervision by an SLP.

plan of care—a written service plan developed and monitored by the supervising SLP to meet the needs of an individual student, patient, or client. The plan may address needs for screening, observation, monitoring, assessment, treatment, and other services. Examples of care plans include Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), rehabilitation services plans, and so forth.

progress monitoring—a process of collecting, graphing, and reviewing data on an individual's target skills to assess their response to treatment and then comparing their growth to a target trend line or goal to determine whether sufficient progress is being made. Definition adapted from Progress Monitoring webpage. (*National Center on Intensive Intervention*, n.d.)

screening—a pass-fail procedure to identify, without interpretation, students, patients, or clients who may require further assessment following specified screening protocols developed by and/or approved by the supervising SLP.

social determinants of health—the conditions in which people are born, grow, live, work, and age, including the health system. These circumstances are shaped by the distribution of money, power, and resources at global, national, and local levels, which are themselves influenced by policy choices. The social determinants of health are mostly responsible for health inequities—the unfair and avoidable differences in health status seen within and between countries. (World Health Organization, n.d.)

speech-language pathology aides/technician—an individual who has completed on-the-job training, workshops, and other related tasks and who works under the direct supervision of an ASHA-certified SLP; this is another type of support personnel that may not meet the requirements as an ASHA certified SLPA. See also aide/technician

speech-language pathology assistant—an individual who, following academic coursework, clinical practicum, and credentialing can perform tasks prescribed, directed, and supervised by ASHA-certified SLPs.

supervising speech-language pathologist—an SLP who holds a Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from ASHA and/or a state licensure (where applicable), has an active interest and desire to collaborate with support personnel, has a minimum of 9 months of experience after being awarded ASHA certification, has completed the 2-hour supervision requirement per the [ASHA Certification Standards](#) (ASHA, 2020a) and adheres to state credentialing guidelines for supervision of the SLPA, and who is licensed and/or credentialed by the state (where applicable).

supervision—the provision of direction and evaluation of the tasks assigned to an SLPA. Methods for providing supervision include direct supervision, indirect supervision, and telesupervision.

support personnel—these individuals perform speech-language tasks as prescribed, directed, and supervised by ASHA-certified SLPs. There are different levels of support personnel based on training and scope of responsibilities. The term support personnel includes SLPAs and speech-language pathology aides/technicians. ASHA is operationally defining these terms for ASHA resources. Some states use different terms and definitions for support personnel (e.g., *assistant speech-language pathologist*, *speech-language pathologist paraprofessional*, and *SLP assistant*, among others).

telepractice—applying telecommunications technology to the delivery of professional services at a distance by linking clinician to client, or clinician to clinician, for assessment, intervention, and/or consultation (ASHA, n.d.).

telesupervision—the SLP can view and communicate with the patient and SLPA in real time via telecommunication software (e.g., virtual platforms), webcam, telephone, and similar devices and services to supervise the SLPA. This enables the SLP to give immediate feedback. Telesupervision does not include reviewing a recorded session later.



State of Nevada

Speech-Language Pathology, Audiology & Hearing Aid Dispensing Board

Speech-Language Pathology Subcommittee

AGENDA ITEM 5

Discussion on Collaboration and Coordination with Stakeholders and Partners Related to SLP Assistant Licensing and Related Recommended Revisions to NRS 637B and NAC 637B

As the Committee finalizes recommendations, it will be helpful to identify opportunities for collaboration and advocacy with NDE, higher education programs, Nevada Medicaid, healthcare providers, school districts, & ASHA/NSHA/NV Coalition.

Action: Approve, Table, or Take No Action on the Matter



State of Nevada

Speech-Language Pathology, Audiology & Hearing Aid Dispensing Board

Speech-Language Pathology Subcommittee

AGENDA ITEM 6

Reports from Committee Chair and Members

- a. Report from Committee Chair and Board Members
- b. Discussion on Future Meeting Schedule and Confirmation of Next Meeting Date
- c. Future Agenda Items

Action: Approve, Table, or Take No Action on the Matter



State of Nevada

Speech-Language Pathology, Audiology & Hearing Aid Dispensing Board

Speech-Language Pathology Subcommittee

AGENDA ITEM 7

Public Comment

No vote may be taken upon a matter raised during a period devoted to public comment until the matter itself has been specifically included on an agenda as an item upon which action may be taken. (NRS 241.020)

Action: None – Informational Only



State of Nevada

Speech-Language Pathology, Audiology & Hearing Aid Dispensing Board

Speech-Language Pathology Subcommittee

AGENDA ITEM 8

Adjournment

Action: Meeting Adjourned