**NASP Principles for Professional Ethics**

- The principles are based on the assumptions that
  - school psychologists will act as advocates for their students/clients, and
  - at the very least, school psychologists will do no harm.

**Purpose of Code of Ethics:**
- To protect the welfare of consumers of psychological services and maintain the public trust in psychology.
Principles for Professional Ethics

Ethical Themes
1. Respect for the dignity of person or client
2. Responsible caring
3. Relationships honest among professionals
4. Responsibility to community and society

What happens if the ethics are violated?
- Contact the individual and indicate your concern
- If there is not satisfaction, contact your state or national professional organization

Areas covered by NASP principles for professional ethics:
- Professional Competency
- Professional Relationships
- Professional Practices
- Independent Practice
Professional Competency

- School psychologists recognize the strengths and limitations of their training and experience, engaging only in practices for which they are qualified.

Professional Competency

- Competence levels, education, training, and experience are declared and accurately represented to clients in a professional manner.

Professional Competency

- School psychologists do not use affiliations with persons, associations, or institutions to imply a level of professional competence that exceeds that which has actually been achieved.
Professional Competency

- School psychologists engage in continuing professional development.

Professional Competency

- School psychologists refrain from any activity in which their personal problems or conflicts may interfere with professional effectiveness.

Professional Competency

- School psychologists know the Principles for Professional Ethics and thoughtfully apply them to situations within their employment setting or practice.
Professional Relationships

- School psychologists are committed to the application of their professional expertise for the purpose of promoting improvement in the quality of life for children, their families, and the school community.

Professional Relationships

- School psychologists respect all persons and are sensitive to physical, mental, emotional, political, economic, social, cultural, ethnic and racial characteristics, gender, sexual orientation, and religion.

Professional Relationships

- School psychologists in all settings maintain professional relationships with children, parents, and the school community.
Professional Relationships

- School psychologists attempt to resolve situations in which there are divided or conflicting interests in a manner that is mutually beneficial and protects the rights of all parties involved.

Professional Relationships

- School psychologists are responsible for the direction and nature of their personal loyalties or objectives.

Professional Relationships

- School psychologists do not exploit clients through professional relationships or condone these actions in their colleagues.
Professional Relationships

- Dual relationships with clients are avoided.

School psychologists attempt to resolve suspected detrimental or unethical practices on an informal level. If informal efforts are not productive, the appropriate professional organization is contacted for assistance, and procedures established for questioning ethical practice are followed.

Professional Relationships

- School psychologists respect the confidentiality of information obtained during their professional work.
Professional Relationships

- School psychologists discuss confidential information only for professional purposes and only with persons who have a legitimate need to know.

Professional Relationships

- School psychologists inform children and other clients of the limits of confidentiality at the outset of establishing a professional relationship.

Professional Relationships

- Students
- Parents and Other Caregivers
- Community
- Other Professionals
- Trainees and Interns
Principles for Professional Practice

- Advocacy
- Service Delivery
- Assessment and Intervention
- Reporting Data and Conference Results
- Use of Materials and Technology
- Research, Publication, and Presentation

Ethics and Professional Practices
National Association of School Psychologists

Ethics Pre-Test (1 – 3 of 7)

1. If a person suspects an ethical violation by a colleague, should they first file a complaint with their state association?
2. When conflicts of interest occur between multiple clients, how should the school psychologist respond?
3. Psychological reports may simply report test scores and need not necessarily provide recommendations and/or interpretations.

Ethics and Professional Practices
National Association of School Psychologists

Ethics Pre-Test (4-5 of 7)

4. Can a school psychologist who is employed in both a public school district and in private practice, provide services through the private practice for a student who attends a private school within the psychologist’s district?
5. If a school psychologist position is funded entirely from special education funds, may that person provide services to students who are not qualified for, or in the process of determining qualification for, special education?
6. Are schools that employ school psychologists responsible for providing private phone, secretarial services, and professional literature?

7. Must a school district have a written guidance policy regarding what record documents belong to the school, the student, and which are the personal property of the school psychologist?

**NASP Principles for Professional Ethics**

- What happens if the ethics are violated?
  - School psychologists attempt to resolve suspected detrimental or unethical practices on an informal level. If informal efforts are not productive, the appropriate professional organization is contacted for assistance, and procedures established for questioning ethical practice are followed:
    - The filing of an ethical complaint is a serious matter. It is intended to improve the behavior of a colleague that is harmful to the profession and/or the public. Therefore, school psychologists make every effort to discuss the ethical principles with other professionals who may be in violation.
  - School psychologists enter into the complaint process thoughtfully and with concern for the well-being of all parties involved. They do not file or encourage the filing of an ethics complaint that is frivolous or motivated by revenge.
  - Some situations may be particularly difficult to analyze from an ethical perspective. School psychologists consult ethical standards from related fields and seek assistance from knowledgeable, experienced school psychologists and relevant state/national associations to ascertain an appropriate course of action.
What happens if the ethics are violated?

- School psychologists document specific instances of suspected ethical violations (i.e., date, time, relevant details) as well as attempts to resolve these violations.

Ethical decisions are seldom straightforward

Professionals need to use a decision-making process such as the following:

1. Determine the facts
2. Describe the ethical dilemma
3. Decide which NASP ethical principles apply
4. Document actions that need to be taken

ACTIVITY: Using the decision-making process review the following:

While talking with a regular classroom teacher about a student with learning disabilities who has been mainstreamed, you learn that the teacher is not trying to individualize the student’s work as described in the IEP. The teacher explains that the IEP is inappropriate because the student’s real problem is laziness and a lack of respect for authority. The teacher reports that the school principal concurs with her view of the student and that they decided that the student should be punished when assignments are incomplete or done inaccurately. When you discuss the situation with your supervisor, the supervisor notes that there have always been conflicts about special education in that school and instructs you to “leave the situation alone.” (Helton & Ray)
ACTIVITY: Using the decision-making process, write out your response and share with the group.

ACTIVITY. In groups of 4 or 5 review the following:
The annual state school psychology association conference is coming up soon. Calls have gone out for nominations of the state school psychologist of the year, the distinguished service award, the friend of school psychology, etc. The state organization is small. The President appoints his conference committee and other committee chairs.

Several people on the conference committee have nominated the same school psychologist for the Distinguished Service Award. The awards committee chair is concerned that there may be an ethical violation because the nominees got together to nominated one of their colleagues.

What are the facts in this case?
What is the ethical dilemma?
What NASP professional ethics codes apply?
What actions, if any, need to be taken?

ACTIVITY. Write out the group response and share with others.
Ethics and Professional Practices
National Association of School Psychologists

ACTIVITY. In groups of 4 or 5 identify an ethical dilemma and go through the decision making process. Share with the rest of the group.

Questions?

Next Week (12/6/11):
The Future of School Psychology

Read:
Canter (2007, June)

Study:
EDS 245 study guide
Bring Calculator to the final exam
Bring Scantron (Form 4521) to the final exam