

Making Ethical Decisions

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Acknowledgement

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The Importance of Understanding Ethical Practice

- We serve vulnerable children 
- We also serve different entities with different interest 



Adapted from Crepeau-Hobson (2016)

Even practicing psychologists often don't feel prepared to ethical dilemmas

	Ethical issues on the job	Administrative Pressure	Unethical conduct by a colleague
Very prepared	63%	65%	38%
Somewhat prepared	37%	30%	52%
Not at all prepared	0%	5%	10%

Adapted from Crepeau-Hobson (2016); Dailor(2007)

Standards are sometimes difficult to understand

- Discussion: What does the following mean?
- "School psychologists consider children and other clients to be their primary responsibility, acting as advocates for their rights and welfare"
 - Who are the "children" and "other clients" being referred to?
 - What is advocacy?
 - What are "rights" and "welfare?"

Adapted from Crepeau-Hobson (2016). NASP, IV.A.1

Standards are sometimes conflicting

- Discussion: How do we address the following?
- "School psychologists understand their obligation to respect the rights of a child to initiate, participate in, or discontinue services voluntarily."
- School psychologists respect the wishes of parents who object to school psychological services."

Adapted from Crepeau-Hobson (2016). NASP, III. B.3.C.4

Standards sometimes conflict with the law

- Discussion: How do we address the following?
- A parent wants a copy of their child's entire student file, including IQ test protocols.

Adapted from Crepeau-Hobson (2016). NASP, III. B.3.C.4

Standards sometimes conflict with the law

- My response to a parent wanting a copy of their child's entire student file, including IQ test protocols.

LODI AREA SPECIAL EDUCATION REGION

Lodi New Hope Oak View

Acknowledgment of Protocol Release to a Parent/Guardian

Student Name: _____ Age: _____ Birthdate: _____
 Parent Name: _____ Address: _____

While the Lodi Area Special Education Region will honor your request to obtain copies of test protocols used during the evaluation(s) of your child, a judge's important to bring your attention to several considerations. First, we would like to ask you to please read this form and initial each applicable item. Most importantly, we want you to know that much of what makes the test valid to assess your child's special is that their contents are not public knowledge. If these materials were to be made public, knowledge from their power as tools to assist in the identification of appropriate services for special needs students would be destroyed.

1. I acknowledge receipt of the following test protocols that were used during the evaluation(s) of my child.

Name of Test	Administration Date
_____	_____
_____	_____

Standards sometimes conflict with the law

- My response to a parent wanting a copy of their child's entire student file, including IQ test protocols.

2. A district representative has offered to review these test protocols with me.

3. The district has offered to send these protocols to another professional (of my choice) for review.

4. I agree not to make additional copies of these protocols.

5. I agree not to make public these protocols.

6a. I will honor the District's request to return to the Special Education Office these test protocols as soon as I have completed my inspection of them.

6b. I intend to maintain in my possession these protocols for an indefinite period. NOTE: When conducting future evaluations, examiners' choice of assessment tools may be influenced by a decision to maintain test protocols in your possession. Because possession of these protocols may allow some tests to be taught, examiners may consider future administrations of these tests to be psychometrically invalid.

Parent Signature: _____ Date: _____
 SELPA Representative Signature: _____ Date: _____

From available at: http://www.csu.edu/ndiv/b/track/courses/eds%20243/student_materials.htm

Understanding professional ethics is a certification & licensure requirement

- Required for NCSP renewal
- Required for LEP & LPC renewal

Adapted from Crepeau-Hobson (2016)

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Most frequently reported ethical dilemmas

Category of Ethical Misconduct	%YES
Assessment	86
Intervention	79
Administrative Pressure	76
Informed Consent	51
Parent Conflicts	48
School Records	38
Job Competence	36
Confidentiality	33
Conflicting Relationships	20

Adapted from Crepeau-Hobson (2016). Dailor (2007)

How are ethical dilemmas addressed by school psychologists

	%
Peer consultation	66
Consulted ethics codes, laws, or other guidelines	42
Thought about risks/benefits of actions	41
Used systematic decision-making model	16
Contacted a state professional organization	6
Contacted NASP	2

Adapted from Crepeau-Hobson (2016). Dailor (2007)

General Ethical Principle 1: Respect for the Dignity of Persons

- Discuss what this means
 - "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. This objective is pursued in ways that protect the dignity and rights of those involved."

NASP, III. A. 1

General Ethical Principle 1: Respect for the Dignity of Persons

- Self determination and autonomy
- Discuss
 - A 15 year-old male is experiencing confusion about his sexual orientation, and wants to see the school psychologists for counseling on the condition that his parents are not notified that he is being seen from counseling.
 - Is the right to self determination developmentally appropriate?
 - Can you obtain willing & adequately informed consent?
 - What is the impact on the student's welfare?
 - Will services be of direct benefit to the student?
 - In CA school counselors have special authorizations in this situation.

From Jacob-Timm (1999)

General Ethical Principle 1: Respect for the Dignity of Persons

- Privacy and Confidentiality
 - Neither seek nor maintain records of information that is not needed to provide services.
 - Obtain information in a legally and ethically appropriate manner, and from responsible sources.
 - Limit disclosure of confidential information.
- Question: What does this mean for sensitive information and the psycho-educational report?

From Crepeau-Hobson (2016)

General Ethical Principle 1: Respect for the Dignity of Persons

- School psychologists "are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status, and consider these factors when working with members of such groups ... [they] try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activity of others based upon such prejudices.

From Crepeau-Hobson (2016). APA Ethical Principle E

Next week

- Principle 2. Responsible Caring
