

Guidelines for Professional Practice for School Psychologists



Education
Student Services

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Preface

“...School psychologists are the most highly trained mental health experts in schools. In addition to knowledge about prevention, intervention, and evaluation for a number of childhood problems, school psychologists have unique expertise regarding issues of learning and schools. It is [school psychologists’] ethical responsibility to become involved in programs aimed at problems that are broader than assessing and diagnosing what is wrong with a child. As the most experienced school professionals in this area, school psychologists must become invested in addressing social and human ills ... Although [school psychologists] will not ‘solve’ these ills, [they] must have a role in ameliorating their impact on the lives of children.” Sheridan, S. and Gutkin, T. (2000)

The mandate and scope of the school psychologist’s intervention spans the total life of the child. The school psychologist investigates the child’s birth and developmental history, family circumstances, and functioning in the school and community.

The training and skills that psychologists bring to the school system are much broader than the ability to administer psychological tests. Psychologists follow a broad science-practitioner education in the areas of foundations of learning, behaviour and individual differences, research methodology, and program evaluation. Using this background, school psychologists offer consultation at an individual family/student/teacher level, at a whole-school level, and at a district/system-wide level.

The school psychologist is an integral and important part of a district’s student services team, as well as of the total district organization. The school psychologist serves the district by engaging in planning, implementing, and delivering prevention programs for the full spectrum of mental health problems affecting schools, including violence prevention and crisis response. Collaborative consultation with teachers and other mental health professionals enables the psychologist to deliver meaningful programs to the total student body.

School psychologists are excellent resources for districts, teachers, and parents in providing in-service education on a variety of school-related problems and issues, such as behaviour management and parenting skills. Psychologists also assist districts with development and evaluation of new programs, and provide professional consultation to district level staff. Consultation with community stakeholders in education, such as medical practitioners, outside government and service agencies and professionals and support groups, is also within the scope of school psychologists.

The school psychologist constantly strives for a balance among a focus on primary prevention programs, systemic interventions, individual consultations, postvention, and treatment for chronic and severe developmental problems. The breadth of practice speaks to the diversity of skills that the school psychologist brings to the educational system.

Evolution of the Role of School Psychologists in New Brunswick

Psychologists have been a part of the school system in New Brunswick since the early 1970s. Originally, the mandate of psychologists in the schools was to address the needs of learning-disabled students, estimated to be approximately 5 percent of the total student population. Although Canada does not have a legally mandated definition for the term specific learning disabilities, the work of psychologists in the schools was initially focused on assessment and recommendations for program modifications to meet the needs of the individual student.

Many changes have taken place in New Brunswick schools since the early 1970s. Auxiliary classes and schools for severely physically and cognitively challenged students have been abolished. The closure of the Dr. William F. Roberts Hospital School, which served children with physical, mental, and emotional challenges, gave rise to community-based teams to assist with the integration of physically and emotionally disabled students into the mainstream. With this move, inclusion in the regular classroom became the practice for all students in New Brunswick.

Inclusion created a new challenge for psychologists in the schools, since it added to their caseloads a number of additional children with very specialized needs. Teachers also required the expertise and resources that psychologists had to offer to assist them in acquiring the specialized skills and intervention techniques required to meet the needs of these students. In addition, special classes for behaviourally and emotionally challenged students, classes and schools for the deaf and blind, and classes for intellectually challenged students were abolished, and these students were also now included in the regular classroom. These changes in the school system were officially reflected in the abolition of the Schools Act and proclamation of the Education Act in 1997.

The introduction of inclusionary practices in the schools created an increase in the population of students who required the services of school psychologists. The original 5 percent of students targeted for psychological services has increased to an estimated 25 – 30 percent of the total student population who exhibit exceptional problems. Included in this group are students with learning disabilities, cognitive challenges, behavioural and emotional disorders, impulse control problems, and the full spectrum of pervasive developmental disorders.

Clearly the role of psychologists in the schools had to change from the traditional role of assessment to a broad-based prevention/consultation role in order to meet the more diverse needs of the current student population. The training and skills that psychologists bring to the school system today are, in fact, much broader than psychological testing – the “refer, test, place” model of past years. The movement to inclusion has enabled psychologists to apply the full range of their skills in the schools.

What School Psychologists Offer to the Educational System

An Overview

School psychologists are an integral and important part of the student services team, as well as of the district's organizational structure. School psychologists provide a wide variety of both educational and clinical services to districts, school staff, students, and their families.

School psychologists

- have an understanding and knowledge of educational policies and issues that stem from working within the educational system
- have an understanding of schools as a result of maintaining regular and direct contact with students, teachers, parents, and the community
- have long-term contact with chronic situations (i.e. disruptive behaviour disorders, learning disabilities) within the school system and are regularly exposed to how these situations affect the classroom on a day-to-day basis
- bring a psychological approach to the analysis of students' behaviour problems; that is, a scientific, research-based and measurable approach to the study of human behaviour and learning
- have the tools to systematically measure change in behaviour over time
- have the training to carry out psychological assessment of students' cognitive and learning styles for the purpose of educational planning
- have the training to recognize, diagnose, and intervene with various childhood behaviour and learning disorders
- consult with others involved with students to make achievable and appropriate recommendations and plans for students
- support the parents and teachers in the implementation of recommendations and plans
- maintain liaisons with other agencies in the community to ensure comprehensive service-delivery to students, parents, and teachers with whom they work
- develop, consult, and participate in programs designed to intervene in crisis and emergency situations in schools
- act as a psychological resource to the educational system

The Client Population of School Psychologists

School psychologists provide services and interventions to all students in the school system by following a primary prevention, intervention, and postvention service-delivery model. School psychologists enhance the ability of all students to have opportunities for success in school, develop the skills to perform well in school, and receive recognition for their efforts. These are the three components which Furlong, et al (2000), cite as the bedrocks of connectedness to school. School psychologists intervene with the whole school population through primary prevention measures such as anti-violence awareness programs, wellness promotion, personal safety and safe-school programs, and family support initiatives.

There are some students in a school who will require more direct intervention. This might take the form of assessment for learning, behavioural, developmental and emotional problems and subsequent program development to address the specific needs identified by the school and through the assessment results. In addition, there may be need for referral to and liaison with community professionals and agencies who might be appropriate to meet the students' medical and counselling needs. There may also be need for parental support.

Some students have need of specialized and immediate assistance. Students at risk of leaving or removal from school (i.e. those with severe disruptive behaviour disorders) have clearly passed the place where the usual interventions can be expected to be helpful. They require what might be termed postvention or services for acute/chronic problems. They need more intensive supports in the form of alternative education programs, on-going counselling services, drop-out recovery and follow-up support, and possible family preservation interventions. While these would not likely be delivered directly by the school psychologist, they would be done in direct consultation with the school psychologist.

School psychologists serve the total population of the school community by drawing on the full content of their training and directing their skills differentially. This breadth of preparation and service-delivery is the key contribution of school psychologists to their clients.

Roles and Responsibilities of School Psychologists

Because they work directly in the educational setting, school psychologists are familiar with the unique characteristics, delivery systems, and current educational policies of the school system. School psychologists work with school, district, and community-based teams, and bring a unique perspective on child development, combined with a research-based system for problem solving. School psychologists complement the different training and approaches of other team members in providing the most effective and comprehensive service to children and adolescents in our schools.

School psychologists support students and teachers in a variety of ways that have an impact on a student's learning and behaviour in the classroom.

Five Levels of Intervention For School Psychologists

A. Student-Focused Indirect Intervention

Focus – *To work with parents and teachers in planning educational and behavioural interventions for individual students.*

Consultation – School psychologists consult with teachers and administrators in discussing concerns related to individual student or class behaviour and learning difficulties.

Program planning – School psychologists participate in program-planning meetings and case reviews for individual students. Psychologists provide advice on how to adapt the curriculum and make accommodations to meet a student's learning style, cognitive profile, developmental level, or behavioural needs.

Parent contact – School psychologists consult with parents of students with behaviour, socio-emotional, and learning difficulties regarding concerns, intervention strategies, and provision of information to better understand the student.

Goal setting – School psychologists interpret their assessment findings and use them to help to establish realistic goals based on a student's strengths and needs.

Teacher assistance – School psychologists consult with teachers and suggest teaching strategies based on the specific nature of the student's learning or behavioural difficulty.

Interagency networking – School psychologists collaborate and coordinate with other agencies to provide comprehensive services to the child.

Referrals – School psychologists facilitate referrals to other agencies and professionals, as needed.

B. Student-Focused Direct Intervention

Focus – *To work directly with the student either via a psychological assessment and/or in a therapeutic or counselling relationship.*

Individual counselling and therapy – School psychologists use techniques such as cognitive behavioural therapy, relaxation therapy, rational emotive therapy, and social skills training that have a research-based efficacy. Individual counselling and therapy also involve psychoeducational techniques designed to help the student and others have a better understanding of the problem.

These may also include counselling focused on personal issues, prevention, and planning for the future.

Group behaviour skills development – School psychologists often meet the needs of a number of students by organizing small groups which focus on social skills training, anger management training, stress management, and the effects of divorce on children, for example.

Individual psychological assessment – Individual psychological assessment includes the administration and interpretation of standardized psychological tests (i.e. cognitive development, memory, language, executive functioning, visual perception, auditory perception, language development, visual motor skills, academic attainment, socio-emotional and behaviour adjustment). Assessment also includes classroom observations, file review, gathering case history information through interviews and checklists, and reviewing other professional assessments of the child. The data from a psychological assessment serve as the basis for recommendations concerning intervention strategies for parents and teachers.

C. School-Wide Intervention

Focus – *To work with a school toward improving the delivery of services in meeting students' mental health and learning needs.*

Liaison – The school psychologist acts as a liaison with, and/or serves on school-based student services teams.

Collaboration – The school psychologist collaborates with teachers and administrators to support inclusion of exceptional students within the school.

In-service education – The school psychologist provides school-based in-service training to teachers and administrators in such areas as behaviour management strategies, collateral assessment methods, understanding exceptionalities, and stress management.

Prevention – The school psychologist advises on school-wide prevention and intervention programs that facilitate the development of a positive school environment.

Consultation – The school psychologist consults with teachers and administrators in the provision of information about learning styles and behaviours commonly associated with various identified learning, socio-emotional, and behavioural problems.

Best practices – The school psychologist provides information related to current research on interventions in the area of children's mental health and various exceptionalities.

Planning – The school psychologist participates in planning and implementing school-wide screening and assessment programs.

Postvention – The school psychologist coordinates debriefing and defusing of students and staff following a tragic event which affects the school as a whole.

Teaching – The school psychologist facilitates parenting programs.

D. District/System-Wide Intervention

Focus – *To improve the system as a whole in its effectiveness in dealing with students' mental health and learning difficulties.*

In-service education – The school psychologist provides district-wide in-service training for educational staff on child development, behaviour management, exceptionalities, and assessment.

Screening – The school psychologist develops and carries out early screening programs in the schools.

Evaluation – The school psychologist assists with data collection and evaluation of system-wide mental health and special education interventions.

Best practices – The school psychologist reviews current educational and psychological research on topics of relevance to educators.

Intervention programs – The school psychologist assists in developing, implementing, or consulting with system-wide intervention programs (i.e. conflict resolution, social skills, bullying programs, drop-out prevention, violence prevention, crisis intervention, alternative education programs).

Outreach – The school psychologist develops and implements parenting programs.

Networking – The school psychologist serves on multiagency committees and programs, and collaborates with various agencies in program planning.

Advocacy – The school psychologist advocates for children with learning, socio-emotional and behavioural exceptionalities.

E. Research

The training of a psychologist stresses the use of a scientific research-based approach to the study of human behaviour. As a result, psychologists are in a position to serve in both an advisory capacity or to have direct responsibility for carrying out research projects in the educational setting. More specifically, psychologists can advise on or carry out planning, data collection, data analysis, interpretation of results, and translation of findings into practical applications. Psychologists have training in statistical analysis and techniques,

and social sciences research design. They are, therefore, in a unique position within the educational setting to design and implement research projects for a variety of purposes. In particular, psychologists can evaluate the effectiveness of various types of behavioural and educational interventions, as well as the effectiveness and validity of various group and individual assessment tools. There are numerous educational psychology journals devoted to the publication of this research, and psychologists have an ethical responsibility to keep their knowledge of the discipline up to date.

Psychological Assessment in New Brunswick Schools

The New Brunswick inclusionary school system frames the focus of a psychological assessment in meeting the needs of the individual student.

A psychological assessment is an objective measure of samples of behaviour. It may include the evaluation of

- social adjustment
- emotional status
- personality
- cognitive functioning
- language processing
- information processing
- visual-motor development
- executive functioning (attention, impulse control)
- aptitude
- academic achievement
- motivation

Information obtained in an assessment is used to plan specific instructional and behavioural interventions for the student, as well as to set realistic, attainable goals. The psychological assessment, along with information from numerous sources and other professionals, contributes to a further understanding of the whole child.

A psychological assessment involves the use of formal, psychodiagnostic procedures requiring a considerable degree of training, expertise, and continual upgrading of knowledge. Psychological tests and procedures utilized in an assessment are scientific and research-based tools. In the hands of inexperienced, unsupervised, or unqualified individuals, there is potential for serious consequences such as misdiagnosis and improper interpretation of assessment data. This could lead to either ineffective interventions or possibly harmful interventions. As part of both their university training and their licensing residency, psychologists practicing in New Brunswick undergo considerable supervised experience in the application of a variety of psychological techniques, including assessment.

There are a number of excellent academic tests that can be comfortably and competently administered by resource teachers and guidance counsellors. Results of these tests offer teachers valuable direction for immediate interventions with students, as well as providing substantial collateral information for a psychological assessment. School psychologists, with their specialized training in psychometrics,

can be helpful on a consultative basis, assisting resource teachers and guidance counsellors in interpreting scores on various standardized academic tests. The provision of in-service training in the areas of statistics, test construction, validity, reliability, and the meaning of various scores (e.g. standardized scores, percentile ranks, grade equivalency) is another service that can be provided by school psychologists.

When Should A Psychological Assessment Be Requested?

A service-delivery model that requires an initial consultation with the school psychologist prior to an assessment referral is recommended. This process allows for a more timely response, as several consultations can occur in the time it takes to do one assessment. This process also allows the psychologist to have input into establishing the need for, and the goals of, the assessment, as well as assisting the school in determining assessment priorities. In other cases, a review of the student's file, assistance with interpretation of school-based educational assessments, and consultation may be adequate to address the concerns. In all cases, a consultation allows for some immediate intervention to take place, even if the student has to be placed on a waiting list for an assessment.

School psychology is an educationally based support service. Requests for school psychological services, including assessments, should go through school teams. The school team is in the best position to establish school referral priorities and the team should screen all requests for formal assessment. **School psychologists do not accept direct referrals for assessment from parents or professionals outside of the school system, although preliminary consultation is welcome.**

Situations that might warrant a referral to a school psychologist include the following:

1. The classroom and resource teachers have worked with the student and have carried out some individual educational assessments. The student is not responding to the strategies outlined in the special education plan and teachers do not know why. School personnel believe that they require more information regarding the student's learning style, and cognitive and developmental profile in order to enhance the student's special education program.
2. Teachers are uncertain about the student's developmental level and need assistance in developing realistic long-term expectations for the student.
3. Teachers suspect that the student may have a neurologically based disorder (e.g. Autism, Attention Deficit Hyperactivity Disorder, Tourette's Syndrome, Mood Disorder) that is having a significant impact on the student's adjustment. Diagnostic confirmation, advice on needed referrals to other professionals, and intervention strategies are required.
4. There is a conflict between the teachers' and the parents' expectations and perceptions of a student's learning and/or behavioural needs. In some of these cases, a psychological evaluation is believed to be required to provide objective and standardized information to further clarify the student's needs and to assist in resolving the conflict.

5. Teachers believe that the parents are having difficulty understanding or accepting their child's needs. Involving a school psychologist in such discussions can assist the parents to develop a better understanding of their child's strengths and needs and the value that special programming can provide.
6. A student has serious behavioural and/or emotional problems, and the teachers want to know what (neurological, socio-emotional, environmental, and personality) factors might be affecting the student's behaviour. An assessment in this case may lead to referral to other specialties, suggestions of specific types of intervention strategies, or identification of the most appropriate therapeutic or counselling interventions.

Access to School Psychological Services

In New Brunswick, psychologists working primarily in the schools may be employed by either the Department of Education or by the Department of Family and Community Services (DFCS). District personnel determine the services they require from the psychologists serving their schools regardless of where the psychologists are employed.

The types of services provided by a school psychologist will depend on a number of factors, including the training, experience, and the interests of the psychologist, as well as the priorities established by the school district(s) and schools served by the psychologist.

Student-Focused Consultation

Access to school psychological services for consultation, assessment, or other service normally follows a referral process. Teachers are usually the first observers of learning, social-emotional, or behavioural difficulties in the school setting. When a teacher has a concern about a student, a referral form is completed which outlines areas of concern and interventions attempted to address the need. School-based team meetings, which usually involve an administrator, resource teacher, guidance counsellor, classroom teacher(s), and perhaps a district student services representative, afford an opportunity to address these concerns. As a result of this collaborative process, a formal referral for school psychological services may be initiated. Psychologists may be available for informal consultation and classroom observation throughout this process. Referrals for service from school psychologists are usually forwarded to the school district office.

Since psychological services in schools may be provided by either district-based psychologists or by psychologists from the Department of Family and Community Services, two referral processes exist. Each district has its own referral form used to access district-based psychological services. A standard provincial referral process, however, is used to access Department of Family and Community Services psychologists (Department of Education / Department of Family and Community Services, New Brunswick, Referral to Support Services). This referral form is usually completed by a classroom teacher, signed by the school principal, and forwarded to a designated school district liaison person. The request is reviewed and additional information added before the referral and required parental consent form are forwarded to the regional Department of Family and Community Services office.

Informed written parental consent must be obtained for students under 16 prior to any direct service (i.e. formal assessment, counselling, and therapy). **The exception would be intervention with a student presenting an immediate risk of harming himself / herself.**

While the date a referral is received is a primary consideration in the response time, other factors such as urgency of need and efficiency of service delivery will determine the order in which requests for service are addressed.

System / School-Wide Consultation

Access to school psychological services in response to system-wide or school-wide concerns is usually initiated by school and/or district administrators. In districts where there is a supervising psychologist (School Psychologist II), services are normally coordinated by this individual, who works closely with other district supervisors. Another forum for the access of school psychological services is through a collaborative process involving other members of the district student services team.

Qualifications of School Psychologists

Psychologists follow a broad science-practitioner education in the areas of foundations of learning, behaviour and individual differences, research methodology, and program evaluation. School psychologists are unique in having training and experience that facilitates an understanding of both mental health and educational issues. They provide an integrated service that addresses the whole child. Mental health issues not only have a major impact on a child's behaviour in school but also can seriously impact learning. In turn, learning difficulties impact on a student's social, emotional, and behavioural adjustment.

In New Brunswick, individuals must be licensed by the College of Psychologists of New Brunswick to represent themselves as psychologists. Licensing by the College of Psychologists of New Brunswick requires that an individual has a satisfactory graduate degree in psychology from a recognized university program and fulfils the required supervised work experience and examinations. For individuals with Master's degrees, the supervisory period is four years post degree. Individuals with doctoral degrees require one year of supervised work experience. In both instances, written and oral examinations must be successfully completed before an individual becomes licensed as a psychologist. Individuals who are eligible for licensing and are being supervised by a psychologist during their internship are referred to as "Residents in Psychology."

Supervision of "Residents in Psychology" can be carried out either within the district by a staff person who is a Psychologist II, or possibly by an individual who is a Psychologist I, if time allows. If neither of these are options, supervision may need to be accessed from a psychologist in another public sector or through a private practice psychologist, preferably someone who has experience in school psychology. The latter will involve a fee for service.

Ethical Obligations of School Psychologists

Psychologists and residents in psychology in New Brunswick adhere to the Code of Ethics of the Canadian Psychological Association (CPA). The Code of Ethics of the Canadian Association of School Psychologists (adopted from CPA) as well as their Standards For Professional Practice in School Psychology are included in the appendix.

Professionalism and Psychological Assessments

A psychological assessment involves much more than mere administration and scoring of tests. Observations of important aspects of test behaviour such as anxiety, fatigue, attentional and motivational factors are very important. The psychologist must be sensitive to the effects of the assessment procedures on the student. Special techniques are often required to elicit optimal performance from some children. The interpretation of the student's performance has to take into consideration a variety of factors that influence performance and integrate these factors into a larger context of knowledge concerning test construction, theoretical knowledge of child development, learning theory, psychological processes and child exceptionality. An experienced and well-trained psychologist can do this best.

A thorough understanding of statistics and psychometrics (test construction) is required to interpret psychological tests accurately. In order to interpret various types of scores, it is necessary to have an understanding of how they are derived, what they mean and how they compare to other types of statistical measures. In addition, the examiner must be capable of reviewing the technical merits of selected instruments in terms of such characteristics as validity, reliability, standardization and test construction. As new instruments come on the market, this particular capability becomes even more essential. It is incumbent on psychologists to be able to demonstrate that the tests and procedures used to arrive at diagnosis and interpretation are valid.

Appropriate interpretation of psychological assessments requires familiarity with new developments and with current independent studies of assessment instruments. Accurately making psychological diagnosis is a very challenging task, even for an experienced clinician. The diagnosis of many disorders may result in some very specific prescriptions for therapy, prognosis for outcome and medication treatment. Non-psychologists, including teachers, should be very careful about making suggestions that a child may have some specific type of psychological disorder. The Diagnostic and Statistical Manual of Mental Disorders (DSM IV) recognizes over 40 psychiatric disorders usually first diagnosed in childhood. In addition, there are also a number of psychological disorders that may be diagnosed in both adults and children.

Those engaged in psychological assessments must take into consideration ethical standards, confidentiality and protection of the student's rights. Informed consent from a student of legal age or from a parent or legal guardian of a younger student is absolutely essential. Information obtained from assessments should only be shared with those persons involved with the teaching and learning process of the student. Reports or test protocols should not be transferred to other agencies or professionals without informed consent. Psychological reports are the property of the school district, and should be kept in secure areas. Once a student is no longer in school, there must be clear policies regarding the length of time a psychological report and/or file is kept. (Refer to specific guidelines within each district.)

Individuals, including psychologists, administering psychological assessments may find themselves required to defend or explain their assessment in a court of law. School personnel will find that they are on much safer ground if the individuals that they employ to carry out or to supervise psychological assessments are qualified to do so. No court will challenge the right of a licensed psychologist to carry out the accepted tasks of his/her profession. However, individuals performing tasks of a psychological nature who are not licensed or qualified to do so, may find themselves in a very vulnerable position.

Controlling Access to Psychological Tests and Procedures

A specific responsibility of school psychologists involves the ethical requirement to protect test security and to ensure that access to psychological tests is restricted to licensed psychologists or residents in psychology. All distributors of psychological tests have restrictions on the purchase of different types of instruments. School districts employing psychologists must take reasonable steps to ensure that the purchase and distribution of psychological tests are for the use of psychologists or residents in psychology only.

Conclusion

This document reflects best practices in school psychology. Those practices stem from a primary prevention model of service delivery and a philosophy that the school psychologist works with the total population of the school and the district. Best practices in school psychology are consistent with, and supportive of, the inclusionary practices of the New Brunswick public education system. School psychologists are mindful of the special and integral role they play in collaborating with, and supporting, the work of teachers and parents in the education of all students and in contributing to resource development and wellness initiatives within the district.

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Appendix A

Department of Education Employment Guidelines for School Psychology Positions

At the present time school psychologists and psychometrists employed by the school districts work under one of two types of contracts. Individuals who have teacher's licenses may be employed under a teacher's contract and perform the functions of a school psychologist or school psychometrist. Psychologists and psychometrists who do not have a teacher's license can be employed by a school district under the Treasury Board Professional Support Group classifications of Psychometrist II, III or Psychologist I or II. See attached Treasury Board definitions of these positions.

School Psychometrist

This term is used to distinguish between individuals with training in psychology who are licensed psychologists and those who are not licensed. The term "psychologist" is legally protected under the College of Psychologists Act (July 1980).

Section 10, (1) – "no person shall use verbally or otherwise the words 'psychological' or 'psychology' in any title or any name, description or designation thereof which may lead to the belief that he/she is licensed under the Act, unless such a person is licensed under the Act."

The College of Psychologists of New Brunswick licensing requirements are explained below. In the Treasury Board classifications non-licensed individuals performing services of a psychological nature in the schools are referred to as School Psychometrist. Individuals at the School Psychometrist III level are interim members of the College of Psychologists of New Brunswick (serving their residency for licensing) and are referred to as "Resident in Psychology".

Only those individuals eligible to meet the requirements for licensure with the College of Psychologists of New Brunswick shall be hired by school districts. Residents in psychology are responsible for obtaining their own supervision for licensing. However, the cooperation and assistance of the employer in obtaining the supervision of a licensed psychologist is to everyone's benefit.

As stated in the Treasury board definitions of School Psychometrist II, III, school psychometrists must work under the supervision of a licenced psychologist. The attached Treasury Board definitions outline the job functions of School Psychometrists II, III. The term psychometrist should be restricted to individuals who perform the duties and meet the qualifications outlined by Treasury Board.

School Psychologist

Individuals hired under this job designation and performing this job function must be licensed psychologists under the College of Psychologists Act. Individuals in this category are qualified to work independently without direct professional supervision by another psychologist. Refer to the attached Treasury Board definitions of School Psychologist I and II.

College of Psychologists of New Brunswick – Licensing Requirements

The mandate of the College of Psychologists is to regulate the practice of Psychology in New Brunswick by developing standards and qualifications among its members and by maintaining and developing standards of professional ethics. The College's licensing conditions are outlined in the General By-Laws of the College.

In order to be a licensed psychologist under the College of Psychologists Act, an individual must meet the following requirements.

- a. Successful completion of examinations required by the Registration Committee of the College of Psychologists of New Brunswick and either:
- b. (i) hold a Doctoral Degree in Psychology and
(ii) have at least one year of supervised professional work experience; or
- c. (i) hold a Graduate Degree in Psychology (Masters); and
(ii) have at least 4 years of supervised professional work experience.

Individuals who have applied to the College for Licensed Membership are entitled to use the term "Resident in Psychology" during the completion of their supervised work experience. Residents in Psychology may provide services of a psychological nature only under the supervision of a licensed psychologist.

Advertising for School Psychologists and School Psychometrists

Advertisements for the position of School Psychometrist III and School Psychologist I and II should reference the following:

"Licensed membership in the College of Psychologists of New Brunswick or university graduation to at least the Master's level with appropriate course work sufficient to be eligible for licensing under the College of Psychologists Act of New Brunswick."

For further information regarding eligibility requirements or licensing, contact the College of Psychologists at the following: College of Psychologists of New Brunswick

Head Office
403 Regent Street, Suite 211
Fredericton, NB
E3B 3X6
Telephone: 506-459-1994
Fax: 506-459-3608
E-mail: cpnb@nbnet.nb.ca

School Psychologist I

Job Description

The School Psychologist I provides a broad range of professional psychological services in the school system in the application of the science of psychology to the areas of student learning and behavior, assessment and evaluation, understanding of child and adolescent exceptionalities and psychological adjustment. Work primarily involves consultation with teachers, administrators, other school personnel, and parents in a collaborative process of defining problems and developing appropriate programmes and interventions. It may also involve individual student psychological assessments, in-service education, participation in the development of preventive and crisis response programmes, programme evaluation, and professional supervision of psychometrists.

Qualifications

A Master's or Doctoral degree in Psychology with course work and experience to meet the requirements for licensed membership in the College of Psychologists of New Brunswick as well as courses in child and adolescent development and child and adolescent exceptionalities. Experience in school psychology is desirable.

Necessary Special Requirement

Licensed membership in the College of Psychologists of New Brunswick.

School Psychologist II

Job Description

The School Psychologist II is responsible for the delivery of professional psychological services within a school district. This will involve, in collaboration with district administrators, the responsibility for the planning, organization, and evaluation of psychological services within the district. In addition, it may also involve the direct administrative supervision of psychologists and psychometrists. It is expected that the Psychologist II will provide the supervision required by Residents in Psychology for licensing by the College of Psychologists of New Brunswick. In addition to the functions of the Psychologist I, the Psychologist II maintains appropriate professional relationships with various community agencies in order to coordinate professional psychological services within the school system.

Qualifications

A Master's or Doctoral degree in psychology with appropriate course work and experience to meet the requirements for licensed membership in the College of Psychologists of New Brunswick and considerable related experience in school psychology.

Necessary Special Requirement

Licensed membership in the College of Psychologists of New Brunswick.

School Psychometrist III

Job Description

Working under the supervision of a Psychologist, the School Psychometrist III (Resident in Psychology) provides a range of professional psychological services in the application of the science of psychology to the areas of students' learning and behavioural difficulties and the identification and understanding of childhood exceptionalities. Work may involve individual psychological assessment and intervention, and collaborative consultation with teachers, other school personnel and parents in the development of behaviour management strategies and programme modifications. With increasing experience in the practice of school psychology, responsibilities will become more complex and varied and a greater degree of independent judgement will be expected.

Qualifications

A Master's or Doctoral degree in Psychology with course work and experience to meet the requirements for interim membership in the College of Psychologists of New Brunswick. Course work in child and adolescent development and child and adolescent exceptionalities is desirable.

Necessary Special Requirement

Interim membership in the College of Psychologists of New Brunswick.

School Psychometrist II *

Job Description

Working under the direct supervision of a psychologist, the School Psychometrist II provides a limited range of professional psychological services in the application of the science of psychology to the area of students' learning and behavioural difficulties. Work may involve individual psychological assessment and intervention and, in conjunction with the supervising psychologist, collaborative consultation with classroom teachers and parents in the development of behaviour management strategies and programme modifications. Other tasks may be assigned as deemed appropriate.

Qualifications

Completion of all course work with the exception of thesis requirements as required to obtain a Master's or Doctoral degree in Psychology.

*** Individuals in this category should be hired on a casual or temporary basis only until all qualifications for employment as a School Psychometrist III are met.**

Appendix B

Conflict of Interest Avoidance Procedures for School Psychologists in Conducting a Private Practice

The demand for psychological services to school-aged children sometimes exceeds the resources available in the public sector. Since school psychologists have the skills needed to meet these demands, they may find themselves in the position of being asked to provide services to school-aged children outside their normal work environment; i.e., the schools. Such requests must be handled very carefully to avoid any real or perceived conflict of interest on the part of the psychologist. The following conflict of interest procedures are established, in keeping with the Canadian Psychological Association's Code of Ethics and the Board of Management's Conflict of Interest Policy (AD-2915).

1. Before undertaking to provide private services for school-aged children, school psychologists must obtain the permission to do so from the superintendent.
2. School psychologists may not provide privately the same services normally provided in the course of their work to school-aged children from the district in which the psychologists are employed.
3. Referrals for private services are restricted to those received from sources other than districts or schools, such as medical practitioners, lawyers, or parents through their employee assistance plans.
4. Services offered privately are either not available or are different from those that the school psychologist would provide in their normal work role.
5. School psychologists who are engaged in private practice are not permitted to advertise their services within the school environment in any way to potential clients.
6. School psychologists should refer all inquiries concerning private practice to the district office. District offices may provide parents with a list of private practitioners who provide services to school-aged children.
7. School psychologists offering private services must do so outside of working hours.
8. School psychologists must not use the district materials or resources in their private practice.

September 2001

Notes



Canadian Association of School Psychologists

A Code of Ethics for the Canadian Association of School Psychologists

adapted from:

A CANADIAN CODE OF ETHICS FOR PSYCHOLOGISTS

Canadian Psychological Association

Introduction

The Canadian Association of School Psychologists has adopted the CPA code of ethics with one important change. We have defined the Relationship of the Code to Provincial School Psychology Associations in terms consistent with CASP's standards and by-laws. This definition replaced the CPA code statement entitled "Relationship of Code to Provincial Regulatory Bodies (p. iv)

Preamble

The Canadian Psychological Association recognizes its responsibility to participate in the assurance of ethical behaviour on the part of psychologists. This responsibility is to society in general, to members of society who become involved in the service, research and teaching activities of psychology, to the discipline of psychology, and its own members.

Assuring ethical behaviour includes the articulation of ethical principles, values and standards promoting those principles, values and standards through education, peer modeling and consultations developing and implementing methods to help psychologists to monitor their ethical behaviours adjudicating complaints of unethical behaviour, and, taking corrective action when such action is warranted.

This code articulates ethical principles, values and standards for members of the Canadian Psychological Association.

Structure and Derivation of the Code

Structure: Four ethical principles, to be considered and balanced in achieving ethical behaviour, are presented. Each principle is followed by a statement of those values which are included in and give definition to the principle. Each values statement is followed by a list of standards which illustrate the application of the specific principle and values to the activities of psychologists. The standards include both minimal behavioural expectations as well as more idealized attitudinal and behavioural expectations. In the margin, to the left of the standards, key words are placed to guide the reader through the standards and to illustrate the relationship of the specific standards to the values statement.

Derivation: The four principles represent those ethical principles used most consistently by Canadian psychologists who volunteered to resolve hypothetical ethical dilemmas sent to them by the CPA Committee on Ethics. In addition to the responses provided by Canadian psychologists, the values statements and standards have been derived from the interdisciplinary and International ethic codes, provincial and speciality codes of conduct, and ethics literature.

When Principles are in Conflict

Although the standards and values statements take positions on commonly encountered conflicts between values (e.g., the welfare of the research subject vs. the welfare of the psychologist), and although the code advocates that all four principles be taken into account and balanced in ethical decision-making, there will be circumstances in which principles will come in conflict and it will not be possible to give each principle equal weight.

Although the complexity of ethical conflicts precludes a firm ordering of the principles, the four principles have been ordered according to the weight each generally should be given when they are in conflict namely:

Principle I: Respect for the Dignity of Persons. This principle generally should be given the highest weight except in circumstances in which there is a clear and imminent danger for the physical safety of any known or unknown individual.

Principle II: Responsible Caring. This principle generally should be given the second highest weight. Responsible caring should be carried out only in ways that respect and promote the dignity of persons.

Principle III: Integrity in Relationships: This principle generally should be given the third highest weight. In some circumstances, values such as honesty and straightforwardness will need to be tempered by the values contained in the Principles of Respect for the Dignity of Persons and Responsible Caring.

Principle IV: Responsibility to Society. This principle generally should be given the lowest weight of the four principles when it is in conflict with one or more of them. Although it is necessary and important to consider responsibility to society in every

ethical decision, adherence to this principle must be subject to and guided by Respect for the Dignity of Persons, Responsible Caring, and Integrity in Relationships.

Even with the above ordering of the principles, psychologists will be faced with ethical dilemmas which are difficult to resolve. In such cases, resolution is recognized to be a matter of personal conscience. However, in order to ensure that personal conscience is a legitimate basis for the decision, psychologists are expected to engage in an ethical decision-making process that is explicit enough to bear public scrutiny.

The Ethical Decision-Making Process

The ethical decision-making process may occur very rapidly, leading to an easy resolution of an ethical issue. This is particularly true of issues for which clear-cut guidelines or standards exist and for which there is no conflict between principles. On the other hand, some ethical issues (particularly those in which ethical principles are in conflict and are not easily resolved by differential weighting) might require a time-consuming process of deliberation.

The following basic steps typify approaches to ethical decision-making:

1. Identification of ethically relevant issues and practices.
2. Development of alternative courses of action.
3. Analysis of likely short-term, ongoing, and long-term risks and benefits of each course of action on the individual(s)/group(s) involved or likely to be affected (e.g., client, client's family or employees, employing institution, colleagues, profession, society, self).
4. Choice of course of action after conscientious application of existing principles, values and standards.
5. Action, with a commitment to assume responsibility for the consequences of the action.
6. Evaluation of the course of action.
7. Assumption of responsibility for consequences of action, including correction of negative consequences if any, or re-engaging in decision-making process if ethical issue is not resolved.

Psychologists engaged in a time-consuming process of deliberation are encouraged and expected to consult with colleagues and/or advisory bodies when such individuals can add knowledge and/or objectivity to the decision-making process. Although the decision for action remains with the individual psychologist concerned, the seeking and consideration of such assistance reflects an ethical approach to ethical decision-making.

Uses of the Code

This code is intended to be a guide to psychologists in their everyday conduct and in the resolution of ethical dilemmas: that is, it advocates the practice of both proactive and reactive ethics.

The code is also intended to serve as an umbrella document for the development of codes of conduct or other behavioural codes. For example, the principles and values could be used to help specialty areas develop behavioural standards which are specific to those areas. Some work in this direction has already occurred within CPA (e.g., use of animals in research, therapy and counselling with women). The principles and values articulated by psychologists which we have incorporated into this code, in so far as they also come to be reflected in other documents guiding the behaviour of psychologists, will reduce the inconsistency and conflict between documents.

A third use of the code is to assist in the adjudication of complaints against psychologists. A group charged with this responsibility is required to judge whether unethical behaviour has occurred and determine what corrective action would be taken. In determining corrective action, one of the judgements the adjudicating body needs to make is whether there was willful disregard of a section of the ethics code or whether there was an intent to be ethical, but poor judgement or other factors (e.g., naive incompetence) intervened. The articulation of the principles, values, standards and ethical decision-making process contained in this code provides a guideline for making such judgments.

Responsibility of the Individual Psychologist

Responsibility for the promotion of ethical action among psychologists rests foremost with individual psychologists. Acceptance to membership in a professional association of psychology commits members:

- 1) to adhere to the ethical code adopted by the association;
- 2) to promote and be sensitive to discussion of ethical issues and practices among colleagues;
- 3) to bring concerns about perceived unethical actions directly to psychology colleagues and to attempt to reach an agreement on the issue and, if needed, on the appropriate action to be taken;
- 4) to cooperate with duly constituted committees of the association which are concerned with ethics and ethical conduct;
- 5) to bring to the attention of the association ethical issues which require clarification or the development of new guidelines or standards.

Relationship of Code to Personal Behaviour

This code is intended to guide and regulate only those activities a psychologist engages in by virtue of being a psychologist. There is no intention to guide or regulate a psychologist's activities outside of this context. Personal behaviour

becomes a concern of the discipline only if it is of such a nature that it undermines public trust in the discipline as a whole or if it raises questions about the psychologist's ability to carry out appropriately his/ her responsibilities as a psychologist.

Relationship of Code to Legislation and Provincial School Psychology Associations

In exercising its responsibility to articulate ethical standards for those who wish to become and remain members in good standing of the association, the Canadian Association of School Psychologists recognizes the multiple membership that some school psychologists have (both regulatory and voluntary). The code was attempted to encompass and incorporate those ethical principles most prevalent in the profession as a whole, thereby minimizing the possibility of being at variance with provincial regulations and guidelines. School psychologists in Canada are expected to respect the legislative mandate. This means that school psychologists respect both the ethics, standards and guidelines set forth by CASP and those set forth by the certifying body of the Department of Education of the Government of the province.

Definition of Terms

For the purposes of this code:

- a) "Psychologist" means any person who is a Fellow, Member, Student Affiliate and Foreign Affiliate of the Canadian Psychological Association, or as defined by any psychology voluntary association or regulatory body adopting this code.
- b) "Client" means a person, family, group, organization or industry receiving service from a psychologist.
- c) Clients, research subjects, and students are "independent" if they can independently contract for service or give informed consent. Such persons are "partially independent" if the decision to contract for service or give informed consent is shared between two or more parties (e.g. parents and school boards, workers and Worker Compensation Boards, adult members of a family). Such persons are considered to be "involuntary" if they have little or no choice about whether or not to receive service or participate in an activity (e.g., patients who have been involuntarily committed to a psychiatric facility, very young children).
- d) "Legal or civil rights" means those rights protected under laws and statutes recognized by the province in which the psychologist is working.
- e) "Moral rights" means fundamental and inalienable human rights which may or may not be fully protected by existing laws and statutes. Of particular significance to psychologists, for example, are rights to equal justice and to developmentally appropriate privacy, self-determination and autonomy. Protection of some aspects of these rights may involve encouraging practices which are not contained or controlled within current laws and statutes. Moral rights are not limited to those mentioned in this definition.

- f) “Unjust discrimination” or “unjustly discriminatory” means activities which are prejudicial to persons because of differences such as culture, ethnicity, colour, race, religion, gender, marital status, sexual preference, physical or mental abilities, age, socio-economic status, and/or any other preference or personal characteristic, condition or status.

Review Schedule

In order to maintain the relevance and responsiveness of the code, it will be reviewed and revised, as needed, by the CPA Board of Directors every three years.

Principle I: Respect for the Dignity of Persons

Values Statement

In the course of their work, psychologists come into contact with many different individuals and groups, including clients seeking help with personal, family, organizational, industrial or community issues; research participants; students, employees, colleagues; employers; third party players; and, the general public.

In these contracts, psychologists accept as fundamental the principle of respect for the dignity of persons, that is, the belief that each person should be treated as a person or an end in him/herself not as an object or a means to an end. In doing so, psychologists acknowledge that all persons have a right to have their innate worth as human beings appreciated and that this worth is not enhanced or reduced by such differences as culture, ethnicity, colour, race, religion, gender, marital status, sexual preference or personal characteristic, condition or status.

Although psychologists have a responsibility to respect the dignity of all persons with whom they may contact in their role as psychologists, the nature of their contact with society demands that their greatest responsibility normally be to those persons directly receiving or involved in the psychologist’s activities and, therefore, in a more vulnerable position (e.g., clients, research participants, students). Their responsibility to those indirectly involved (e.g., employers, third party payers, the general public) is a secondary one.

Adherence to the concept of moral rights is an essential component of respect for the dignity of persons. Rights to privacy, self-determination, and autonomy are of particular importance to psychologists who have a responsibility to protect and promote these rights in their service, research, and teaching activities. As such, psychologists have a responsibility to provide services and develop procedures for informed consent and confidentiality that are consistent with those rights.

As individual rights exist within the context of the rights of others and of the responsible caring (see Principle 11), there may be circumstances in which the possibility of serious detrimental consequences to themselves or others, a diminished capacity to be self-determining or autonomous, or a court order might disallow some aspects of these rights. However, psychologists still have a responsibility to respect the dignity of the person(s) involved to the greatest extent possible and to do what is necessary and reasonable to reduce the need for any future disallowances.

In addition, psychologists recognize that as individual, family or group vulnerabilities increase and/or as the power of persons to control their environment or their lives decreases, psychologists have increasing responsibility to seek ethical advice and to establish safeguards to protect the rights of the persons involved. For this reason, psychologists consider it their responsibility to increase safeguards to protect and promote the rights of persons involved in their activities proportionate to the degree of dependency and the lack of voluntary initiation. For example, this would mean that there would be more safeguards to protect and promote the rights of involuntary persons than partially dependent persons, and more safeguards for partially-dependent than independent persons.

Respect for the dignity of persons also includes the concept of equal justice. With respect to psychologists, this concept implies that all persons are entitled to benefit equally from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by their activities to particular populations, psychologists must not exclude persons on a capricious or unjustly discriminatory basis.

Ethical Standards

In adhering to the Principle of Respect for the Dignity of Persons, psychologists would:

- 1) Demonstrate appropriate respect for the knowledge, insight, experience and areas of expertise of those persons with whom they come in contact in their role as psychologists.
- 2) Not engage publicly in demeaning descriptions of others or in remarks or jokes which reflect adversely on the dignity of others.
- 3) Abstain from all forms of harassment, including sexual harassment.
- 4) Avoid or refuse to participate in practices inconsistent with respect for the legal, civil, or moral rights of others.
- 5) Refuse to advise, train or supply information to anyone who intends to use the knowledge or skills to infringe on human rights.
- 6) Make every effort to ensure that psychological knowledge is not misused, intentionally or unintentionally, to infringe on human rights.
- 7) Respect the rights of recipients of service, research participants, and students to safeguard their own dignity.
- 8) Not practice, condone, facilitate or collaborate with any form of unjust discrimination.
- 9) Act to prevent or correct practices that are unjustly discriminatory.
- 10) Seek as full and active a participation as possible from others in decisions which affect them.
- 11) Respect and integrate as much as possible the opinions and wishes of others regarding decisions which affect them.

- 12) Obtain informed consent from all independent and partially dependent persons for any psychological services provided to them.
- 13) Obtain informed consent for all research activities which involve obtrusive measures, invasion into the private lives of research participants, risks to the participant, or any attempt to change the behaviour of research participants.
- 14) Establish and use signed consent forms which specify the dimensions of informed consent or which acknowledge that such dimensions have been explained and are understood, if such forms are required by law or if such forms are desired by the psychologist, the person giving consent, or the organization for whom the psychologist works.
- 15) Recognize that informed consent is the result of a process of reaching an agreement to work collaboratively, rather than of simply having a consent form signed.
- 16) In obtaining informed consent, provide as much information as a reasonable or prudent person would want to know before making a decision or consenting to a psychological process, procedure, or service. The psychologist would relay this information in language which the person understands and would take whatever reasonable steps are necessary to assure that the information was, in fact, understood.
- 17) In the process of obtaining informed consent, assure that at least the following points are understood: purpose and nature of the activity, mutual responsibilities, likely benefits and risks, alternatives, the likely consequences of non-action, the option to refuse and withdraw at any time, over what period of time the consent applies, and how to rescind consent if desired.
- 18) If providing services to clients at the request of or for the use of third parties, clarify the nature of the multiple relationships to all concerned parties before obtaining consent. This would include, but not be limited to, the purpose of service, the use that will be made of information collected, and the limits on confidentiality. Third parties may include schools, courts, government agencies, insurance companies, police, and special funding bodies.
- 19) Take all reasonable steps to ensure that consent is not given under conditions of coercion.
- 20) If consent is given under duress or conditions of extreme need, take all reasonable steps to confirm or re-establish the freedom of the consent.
- 21) Respect the right of the research participant or the recipient of service to discontinue participation or service at any time.

- 22) Before making a decision to proceed, seek an independent and adequate ethical review of human rights issues and protections for any research involving vulnerable groups and/or persons of diminished capacity to give informed consent.
- 23) In research studies, do not use children or any other persons of diminished capacity to give informed consent. If the research involved might equally well be carried out with persons who are legally appointed to give informed consent on behalf of the individual concerned.
- 24) If fully informed consent cannot be carried out due to age or serious handicap, carry out the informed consent process with those persons who are legally appointed to give informed consent of the individual concerned.
- 25) Seek the willing participation of any child or other person of diminished capacity to give informed consent and proceed with this assent only if the service or research activity is considered to be of direct benefit to that person.
- 26) Be particularly cautious in establishing the freedom of consent of any research participant who is in a dependent relationship to the psychologist (e.g., student employee). This may include, but is not limited to, offering that person an alternative activity to fulfill their educational or employment goals, or offering a range of research studies from which the person can select.
- 27) Explore and collect only that information which is germane to the purpose(s) for which consent has been obtained.
- 28) Record only that information which is necessary for the provision of continuous, coordinated service or which is required by law.
- 29) Respect the right of students or psychologists in training to reasonable personal privacy.
- 30) Store and handle all records, both written and unwritten (e.g., video tapes) in a way that attends to the needs for privacy and security.
- 31) Take all reasonable steps to ensure that records over which they have control remain personally identifiable only as long as is necessary in the interests of those to whom they refer and/or to the research project for which they were collected, or as required by law, and render anonymous or destroy any records under their control that no longer need to be personally identifiable.
- 32) Be careful not to relay information which they have gained about colleagues, student and members of organizations gained in the process of their activities as psychologists and which the psychologist has reason to believe is considered confidential by those persons.

- 33) When engaged in services to individuals, families, or groups, clarify what measures will be taken to protect confidentiality, and what responsibilities family and group members have for the protection of confidentiality.
- 34) Except as required or justified by law, or in circumstances of actual or possible serious physical harm or death, share confidential information with others only with the informed consent of those involved or if the individuals involved cannot be identified.
- 35) When appropriate, encourage others with whom they come in contact in their role as psychologist to respect the dignity of others and to expect respect for their own dignity.
- 36) Assume overall responsibility for the professional activities of their assistants, students, supervisees, and employees with regard to Respect for the Dignity of Persons all of whom, however, incur similar obligations.

Principle II: Responsible Caring

Values Statements

One of the most basic ethical expectations of any profession in our society is that its activities benefit members of society or at least, do no harm. Therefore, ethical conduct by psychologists is characterized by an active concern for the welfare of any individual family or group with whom they come into relationship in their role as psychologists. This concern includes both directly involved and those indirectly involved in their service, research and teaching activities. However, in keeping with their contract with society, as with Principle 1, psychologists' greatest responsibility normally is to protect the welfare of those directly involved in their activities and, therefore, in a more vulnerable position (e.g., clients, research participants, students). Their responsibility to those indirectly involved (e.g. employers, third party payers and general public) is a secondary one.

As individuals are the most likely persons to be concerned about their own welfare, obtaining informed consent (see Principle I) is one of the best methods for ensuring that their welfare will be protected. However, it is only when informed consent is combined with the responsible caring of the psychologist that there is considerable ethical protection of the welfare of the person(s) involved.

Responsible caring leads psychologists to "take care" to discern the potential harm and benefits involved. To predict the likelihood of their occurrence, to proceed only if the potential benefits outweigh the potential harms, to use and develop methods that will minimize benefits, and to take responsibility for correcting any harmful effects that have occurred as a result of their services.

In order to carry out these steps, psychologists recognize the need for and the value of competence and self-knowledge. They consider incompetent action to be unethical per se, as it is unlikely to be of benefit and likely to be harmful. They

engage only in those activities in which they have competence, and they contribute to, and use the most appropriate existing knowledge, developing a base of understanding from which to act in the best interests of those concerned. They also engage in self-reflection with the purpose of determining how their own values and social context (e.g., culture, ethnicity, colour, religion, gender, sexual preference, physical and mental ability level, age, and socio-economic status) influence their actions, interpretations, choice and recommendations. This is done with the intent of increasing the probability that their activities will be carried out in the best interest of the individuals, families and groups with whom psychologists are in relationship in their role as psychologists.

Psychologists define harm and benefit in terms of both the physical and psychological dimensions. They are concerned about such factors as feelings of self-worth, fear, humiliation, interpersonal trust, cynicism, and both self-knowledge and general knowledge, as well as such factors as physical safety, comfort, pain and injury. They are concerned about immediate, short term, and long term effects.

Responsible caring recognizes and acknowledges (e.g., through obtaining informed consent) the ability of individuals, families and groups to care for themselves and each other. It does not replace or undermine such ability. However, psychologists recognize that as vulnerabilities increase and/or as power to control one's own life decreases, they have an increasing responsibility to protect the well-being of the individual, family or group involved. For this reason, as in Principle 1, psychologists consider it their responsibility to increase safeguards proportionate to the degree of dependency and the lack of voluntary initiation on the part of the persons involved. However, for Principle 11, the safeguards are for the well-being of persons rather than the rights of the persons.

Psychologists' use and treatment of animals in research and teaching activities are also a component of responsible caring. Although animals do not have rights in the same way as persons have rights, psychologists consider it their responsibility to treat them humanely and to not expose them to unnecessary discomfort or pain.

Ethical Standards

In adhering to the principle of Responsible Caring, psychologists would:

- 1) Protect and promote the welfare of clients, students, research participants, colleagues and others with whom they come in contact in their role as psychologists.
- 2) Avoid doing harm to clients, students, research participants, colleagues and others with whom they come in contact in their role as psychologists.
- 3) Accept responsibility for the consequences of their actions.
- 4) Refuse to advise, train or supply information to anyone who intends to use their knowledge or skills to harm others.
- 5) Make every effort to insure that psychological knowledge is not misused, intentionally or unintentionally, to harm others.

- 6) Only offer services or carry out activities (without supervision) for which they have established their competence and their ability to carry them out to the benefit of others.
- 7) If it becomes apparent that a client's problems are beyond their competence, take immediate steps to obtain consultation or to refer the client to a colleague or other appropriate professional, whichever is more likely to result in providing the client with competent service.
- 8) Fully acquaint themselves with the relevant existing knowledge so as to better anticipate the consequences of their actions and to discern which activities are most likely to be of benefit to the individuals, families and groups with whom they are in contact.
- 9) Continually re-evaluate how their own backgrounds, values, social context and individual differences influence their interactions with others, and integrate this awareness into all efforts to act to the benefit of others.
- 10) Assess the individuals, families and groups involved in their activities adequately enough to ensure that they will be able to discern what will benefit and not harm those persons.
- 11) Be sufficiently sensitive to vulnerabilities and individual differences to discern what will benefit and not harm persons involved in their service, research and teaching activities.
- 12) Carry out pilot studies to determine the effects of all new procedures and techniques which might carry some risks, before considering their use on a broader scale.
- 13) Before making a decision to proceed, seek an independent and adequate ethical review of balance of risks and potential benefits of all research which involves procedures of unknown consequence, or where pain, discomfort and harm are possible.
- 14) Not carry out any activity unless the probable benefit is proportionately greater than the risk involved.
- 15) Provide services which are coordinated over time and coordinated with other service providers to avoid duplication or working at cross purposes, thereby reducing the benefit to the service recipient. Such coordination would be promoted by the maintenance of adequate records and communication with other service providers.
- 16) Make themselves aware of the knowledge and skills of professionals from other disciplines (e.g. law, medicine) and make use of them or advise their utilization, where relevant, to the benefit of others.
- 17) Strive to obtain the best possible service for those needing and seeking psychological service This includes recommending professionals other than psychologists where appropriate.

- 18) Monitor and evaluate the effect of their service, research, and teaching activities, record their findings and, where appropriate, communicate new knowledge to others in the field.
- 19) Debrief research participants in such a way that their knowledge is enhanced and they have a sense of contribution to the enhancement of knowledge.
- 20) Perform their teaching duties on the basis of careful preparation so that their instruction is current and scholarly.
- 21) Act on their obligation to facilitate the professional development of their students, employees, and supervisees by providing or arranging for adequate working conditions, timely evaluations, constructive consultation and experience opportunities.
- 22) Encourage and assist students in publication of worthy student papers.
- 23) Be acutely aware of the power relationship in therapy and, therefore, not encourage or engage in sexual intimacy with therapy clients.
- 24) Seek appropriate help and/or discontinue psychological activity for an appropriate period of time when a physical or psychological condition reduces their ability to act in the best interests of others.
- 25) Be careful not to engage in activities in a way that could place incidentally-involved individuals at risk.
- 26) Be acutely aware of the need for discretion in the recording and communication for information in order that the information not be interpreted or used to the detriment of others. This includes, but is not limited to: not recording information which could lead to misinterpretation and misuse, avoiding conjecture, clearly labeling opinion, and communicating information in language that can be clearly understood by the particular recipient of the information.
- 27) If unable to meet requests for needed psychological services or activities, give reasonable assistance in helping to secure the needed service or activity.
- 28) If referring an individual, family or group to a colleague or other professional, maintain appropriate contact, support and responsibility for caring until the colleague or other professional begins service.
- 29) Before discontinuing services to client, give reasonable notice and be reasonably assured that the discontinuation will cause no harm to the client.
- 30) When risk of harm to some participants is possible, screen appropriate research participants and select those not likely to be harmed by the research.

- 31) Act to minimize the impact of any of their research activities on the research participants' physical and mental integrity and on the personality of the participant.
- 32) Terminate an activity when it is clear that the activity is more harmful than beneficial, or when the activity is no longer needed.
- 33) Refuse to help individuals, families or groups to carry out or submit to activities which, according to current knowledge and/or legal and professional guidelines, would cause serious physical or psychological harm to themselves or others.
- 34) Do everything possible to stop or offset the consequences of actions by others when these actions are likely to cause serious physical harm or death. This may include reporting to appropriate authorities (e.g., the police) or an intended victim, and would be done even when a confidential relationship is involved.
- 35) Act to stop or offset the consequences of clearly harmful activities being carried out by another psychologist or professional when these activities have come to their attention outside of a confidential client relationship with the psychologist or professional involved. This would include talking informally with the psychologist or professional, obtaining objective information and, if possible, the assurance that the harm is serious and/or continues to persist, the situation would be reported to the appropriate regulatory body, authority, and /or committee for action.
- 36) Not place an individual, group or family needing service at a serious disadvantage by offering them no service over an unreasonable period of time in order to fulfill the conditions of a control condition in a research study, and, where resources allow, would offer such person(s) the service found to be most effective after the research study is completed.
- 37) Debrief research participants in such a way that any harm caused can be discerned, and act to correct any resultant harm.
- 38) Not use animals in their research unless there is a reasonable expectation that the research will increase understanding of the structures and processes underlying behaviour, or increase understanding of the particular animal species used in the study, or result eventually in benefits to the health and welfare of humans or other animals.
- 39) Use a procedure subjecting animals to pain, stress, or privation only when an alternative procedure is unavailable and the goal is justified by its prospective scientific, educational or applied value.
- 40) Make every effort to minimize the discomfort, illness, and pain of animals. This would include performing surgical procedures only under appropriate anaesthesia, using techniques to avoid infection and

minimize pain during and after surgery, and if disposing of experimental animals is carried out at the termination of the study, doing so in a humane way.

41) Use animals in classroom demonstrations only when the instructional objectives cannot be achieved through the use of video-tapes, films, or other methods and if the type of demonstration is warranted by the anticipated instructional gain.

42) When appropriate, encourage others with whom they come in contact in their role as psychologist to care responsibly for themselves and for others.

43) Assume overall responsibility for the professional activities of their assistants, students, supervisees, and employees with regard to the Principle of Responsible Caring, all of whom, however, incur similar obligations.

Principle III: Integrity in Relationships

Values Statement

The relationships formed by psychologists in the course of their work embody explicit and implicit mutual expectations of integrity. These expectations include fairness; impartiality; straight-forwardness; avoidance of misrepresentation; avoidance of conflicts of interests; and, the provision of accurate information. Psychologists have a responsibility to meet these expectations and to encourage reciprocation. Psychologists who fail to do so undermine the trust and mutual respect upon which professional relationships are built. In addition, a lack of honesty, the presentation of inaccurate information and bias in reporting can distort and even invalidate scientific progress, which rests on the accumulated work of many investigators.

As the values of honesty and straight-forwardness exist within the context of Respect for the Dignity of Persons (Principle 1) and Responsible Caring (Principle 11), there will be circumstances, in which honesty and straight forwardness will need to be tempered. Full disclosure may not be needed or desired by others and, in some circumstances, may be a risk to their dignity or well-being. In such circumstances, however, psychologists have a responsibility to ensure that their decision to withhold information is justified by higher-order values. Of special concern to psychologists is the use of deception in research or therapy (e.g., paradoxical intention). Although research which uses deception can lead to beneficial changes for the client, such benefits must be weighed against the individual's right to self-determination and the importance of public and individual trust in psychology. For these reasons, psychologists have a serious responsibility to correct any harmful effects of deception. In addition to the above issues, integrity in relationships also implies that, in as much as functioning as psychologists presumes specialized knowledge and expertise, psychologists have a responsibility to maintain competence in their declared area(s) of practice. It also requires that psychologists in as much as they present themselves as members

and representatives of a specific profession, have a responsibility to actively rely on and be guided by their professional community and its guidelines and requirements.

Ethical Standards

In adhering to the Principle of Integrity in Relationships, psychologists would:

- 1) Not participate in, condone, or be associated with dishonesty, fraud, or misrepresentation in their professional practice.
- 2) Accurately represent their own and their associates' professional qualifications, education, experience, competence and affiliations, in all spoken, written or printed communications.
- 3) Carefully protect their own and their associates' professional credentials from being misrepresented by others, and act quickly to correct any such misrepresentation.
- 4) Maintain competence in their declared area(s) of psychological competence, not just in their current area(s) of activity (see Principle 11).
- 5) Accurately represent their activities, functions and likely outcomes of their work in all spoken, written or printed communication.
- 6) Ensure that their activities, functions and likely outcomes of their activities are not misrepresented by others and act quickly to correct any such misrepresentation.
- 7) Take credit only for the work that they have actually done and give credit for work done by others in proportion to their contribution.
- 8) Acknowledge the limitations of their knowledge, findings, interventions and views.
- 9) Not suppress disconfirming evidence of their findings and views, acknowledging alternative hypotheses and explanations.
- 10) When establishing written or unwritten contracts, be clear and straight-forward about all information needed to establish a valid agreement (e.g., fees, concerns, mutual responsibilities of psychologists, purpose and nature of the relationship, alternatives, likely experiences, possible conflicts, possible outcome, and expectations for sharing and using information generated).
- 11) When appropriate and/or when asked, provide suitable information about the results of assessments or findings to the persons involved. This information would be communicated in understandable language.
- 12) When appropriate and/or when asked, fully explain reasons for their actions to persons who have been affected by their actions.
- 13) Honor all promises and commitments included in any agreement unless serious and unexpected circumstances intervene. If such circumstances occur, then the psychologist would make a full and honest explanation to other parties involved.

- 14) When making statements or when involved in public activities, make clear whether they are acting as private citizens, as members of specific organizations or groups, or as representatives of the psychology profession.
- 15) Conduct research in a way that is consistent with a commitment to honest, open inquiry, and to clear communications of sponsorship and research aims.
- 16) Submit their research in some accurate form to independent colleagues for their comments and evaluations.
- 17) As teachers, encourage the free exchange of ideas between themselves and their students.
- 18) Make no attempt to conceal the status of a trainee.
- 19) Continually re-evaluate how their personal values influence their activities and thinking, integrating this awareness into all attempts to be accurate and fair.
- 20) When communicating their knowledge, findings and views, do so as completely, accurately and fairly as possible, taking care to distinguish what is supported by objective evidence and what is personal interpretation or opinion.
- 21) As teachers, present information accurately, avoiding bias in the selection and presentation of the information, and publicly acknowledging any personal bias which influences the selection and presentation of information.
- 22) Act quickly to clarify any distortion by a sponsor, client or other persons of the findings of their research.
- 23) Not exploit any professional relationship to unethically further personal, political or business interests. This includes, but is not limited to: soliciting clients of one's employing agency for private practice; taking advantage of trust or dependency to engage in sexual activities or to frighten clients into receiving services; using the resources of one's employing institution for purposes not agreed to; securing or accepting significant financial or material benefit for services which are already awarded by salary.
- 24) Avoid situations which would present a conflict of interest or an appearance of a conflict of interest and/or situations which would reduce their ability to be objective.
- 25) If actual or possible conflicts of interest arise, inform all parties of the need to resolve the issue(s) in a just and fair manner, and take all reasonable steps to resolve the issue(s) in such a manner.
- 26) Not engage in withholding of information or temporary deceptions if there are alternate procedures available and/or if the negative effects of the deception cannot be predicted or offset.

- 27) Not engage in withholding of information or temporary deception if it would interfere with the clients' or research participants' understanding of facts which clearly might influence their decision to give informed consent.
- 28) Use the minimum of withholding of information or temporary deception necessary.
- 29) If withholding of information or temporary deception has occurred in research, provide research participants during debriefing with a full clarification of the nature of the study and remove any misconceptions which might have arisen, assuring the participant that the withholding or deception was neither arbitrary nor capricious.
- 30) If withholding of information or temporary deception has occurred in service activities, act to re-establish any trust which might have been lost.
- 31) Before making a decision to proceed, seek an independent and adequate ethical review of the risks to public or individual trust and of safeguards to protect such trust for any research which uses withholding of information or temporary deception.
- 32) Familiarize themselves with their profession's rules and regulations and abide by them, unless they perceive a serious conflict with the Principles of Respect for the Dignity of Persons or Responsible Caring. (See Principle IV regarding the resolution of such conflicts).
- 33) Familiarize themselves with and demonstrate commitment to maintaining the standards of their profession.
- 34) If faced with difficult situations (ethical, or otherwise), unless in an emergency, seek consultation from colleagues and/or appropriate professional groups and committees and give due regard to their advice in arriving at a responsible decision.
- 35) When appropriate, encourage others with whom they come in contact in their role as psychologist to relate to integrity.
- 36) Assume overall responsibility for the professional activities of their assistants, students supervisees, and employees with regard to the Principle of Integrity in Relationships, all of whom, however, incur similar obligations.

Principle IV: Responsibility to Society

Values Statement

Psychology exists as a profession within the context of human society.

Psychologists, both as professionals and as private citizens, have responsibilities to the societies in which they live and work, such as neighbourhood or city, and to the welfare of all human beings in those societies.

Two of the legitimate expectations of psychology as a discipline are that it will increase knowledge and that it will conduct its affairs in such ways that it will promote the welfare of all human beings.

In the context of society, the above expectations imply that psychological knowledge, when used in the development of social structures and policies, will be used for beneficial purposes. Within the context of this document, social structures and policies which have beneficial purposes are defined as those which more readily support and reflect respect for the dignity of persons, responsible caring, and integrity in relationships. If psychological knowledge is used against these purposes, psychologists have an ethical responsibility to comment on and try to correct the misuse. Although this is a collective responsibility, those psychologists having direct involvement in social development and/or in the theoretical or research data base that is being used, have the greatest responsibility to act. Other psychologists must decide for themselves the most appropriate and beneficial use of their time and talents to help meet this responsibility.

In carrying out their work, psychologists acknowledge that many social structures have evolved slowly over time in response to human need and they are valued by society and primarily beneficial. In such circumstances, psychologists convey respect for these social structures and avoid unwarranted or unnecessary disruptions. Suggestions for and action toward changes or enhancement of such social structures are carried out only through an educational process which seeks to achieve a consensus within society through democratic means.

On the other hand, some social structures ignore or oppose the principles of respect for the dignity of the person, responsible caring, and integrity in relationships to such an extent that it would be irresponsible for psychologists involved in work within or concerning these social structures not to be critical nor advocate for change to occur as quickly as possible.

In order to be responsible to society and to contribute constructively to its ongoing evolution, psychology as a whole needs to be self-reflective about its place in society and about the ways in which it might be contributing to or detracting from beneficial societal changes. It also needs to engage in even tempered observation and interpretation of social structures and policies, their effect, and their process of change, developing its ability to avoid misuse of psychological knowledge and increase its beneficial use. Once again, individual psychologists must decide for themselves the most appropriate and beneficial use of their time and talents in helping to meet this collective responsibility.

'Society' is used here in the broad sense of a body of individuals living as members of one or more human communities, rather than in the limited sense of state or government.

Ethical Standards

In adhering to the Principle of Responsibility to Society, psychologists would:

- 1) Contribute to the profession of psychology and to society's understanding of itself and human beings generally through a free pursuit of knowledge conflicts with other basic ethical requirements.
- 2) Keep informed of progress in their area(s) of psychological activity, take this progress into account in their work and try to make their own contributions to this progress.
- 3) Participate in, and contribute to, continuing professional growth of self and colleagues.
- 4) Participate in the process of critical self-evaluation of the profession's place in society and about the ways the profession might be contributing to or detracting from beneficial societal functioning and changes.
- 5) Uphold the profession's responsibility to society by maintaining the highest standards of the profession.
- 6) Protect the skills, knowledge and interpretations of psychology from being misused, used incompetently, or made useless (e.g., loss of security of assessment techniques by others).
- 7) Contribute to the general welfare of society by offering a portion of their time to work for which they receive little or no financial return.
- 8) Uphold the profession's responsibility to society by bringing incompetent or unethical behaviour to the attention of appropriate regulatory bodies, authorities, and/or committees if informal resolution or correction of the situation is not appropriate or possible.
- 9) Acquire an adequate knowledge of the culture, social structure, and customs of a community before beginning any major work there.
- 10) Convey respect for prevailing community laws, mores, social customs, and cultural expectations in all professional activities provided that this does not contravene respect for the dignity of persons, responsible caring, and integrity in relationships.
- 11) Abide by all governmental and institutional laws and regulations unless those laws and regulations seriously conflict with the ethical principles contained herein. If such a conflict exists, decision for action is considered a matter of personal conscience.
- 12) In any apparent conflict between keeping a law and following a professional ethical principle, unless in an emergency, consult with colleagues and seek consensus as to the most ethical course of action and the most responsible, knowledgeable, effective and respectful way to carry it out.

- 13) When appropriate and possible, act to change those aspects of the profession of psychology which detract from beneficial societal changes.
- 14) In research and service activities, be sensitive to the needs and problems of society if determining what questions will be asked or what kind of services will be developed, what information collected, and how results or findings will be interpreted.
- 15) If working in, and extending boundaries of psychology to societal issues, be especially careful to keep well informed through consultation with colleagues, professional reading, and continuing education about the issues involved.
- 16) Speak out when they possess expert knowledge that bears on important societal issues being studied or discussed.
- 17) Provide thorough discussion of the limits of their data if their work touches on social policy and structure.
- 18) Make themselves aware of the current social and political climate and of previous and possible future societal misuses of psychological information (e.g., research results, theoretical knowledge) in order to discourage any further misuse.
- 19) Exercise particular care if reporting the results of any work with vulnerable groups, ensuring that results are not likely to be misinterpreted or misused in the development of social policy and practices (e.g. used to manipulate the persons concerned).
- 20) When involved in public policy issues, provide the public with any psychological knowledge relevant to their informed participation in the shaping of social policies and structures.
- 21) When involved in work within or concerning specific social structures, speak out if the policies or practices of the social structure seriously ignore or oppose the principles of respect for the dignity of persons, responsible caring, and integrity in relationships.
- 22) When appropriate, encourage others with whom they come in contact in their role as psychologist to exercise responsibility to society.
- 23) Assume overall responsibility for the professional activities of their assistants, students, supervisees and employees with regard to the Principle of Responsibility to Society, all of whom, however incur similar obligations.

Notes



Canadian Association of School Psychologists

STANDARDS FOR PROFESSIONAL PRACTICE IN SCHOOL PSYCHOLOGY

Psychologists employed within the educational system adhere to the ethical standards of their profession and to the provincial requirements for regulation of the profession. However, they may encounter circumstances in the practice of school psychology which are not dealt with in other ethical guidelines. The intent of these STANDARDS is to assist in the delivery of high quality psychological services in the school, where it is necessary to respond to the educational system while maintaining the standards for the professional practice of psychology.

Psychological services in schools are often delivered by professionals who have graduate level training in psychology and may be called "Psychometrists" or, more frequently, "Psychoeducational Consultants". For the purpose of these STANDARDS, the term "School psychologist" is intended to refer to all professionals practising school psychology, irrespective of title, in the schools as well as to the psychologists who supervise them.

I. PROFESSIONAL COMPETENCY

The practice of school psychology requires skills in both education and psychology.

SCHOOL PSYCHOLOGISTS

- Strive to maintain high standards of competence, recognizing the strengths and limitations of their training and experience, and providing service only in areas of competence.
- Enlist the assistance of other specialists in supervisory, consultative or referral roles as appropriate.
- Take responsibility for their own continuing professional development and pursue opportunities to learn new procedures, become familiar with new research and technology, and implement changes that benefit students.

II. PROFESSIONAL RELATIONSHIPS AND RESPONSIBILITIES

SCHOOL PSYCHOLOGISTS

- Respect those with whom they work, dealing justly with each regardless of physical, mental, emotional, political, social, cultural, racial, or religious characteristics.
- Do not exploit their professional relationships. They do not engage in nor condone psychological or physical abuse.

STUDENTS

SCHOOL PSYCHOLOGISTS

- Consider that their primary responsibility is to students. They act as advocates of student's welfare, taking into account the maturity of the student, the rights of the student and parents, and the responsibility of school personnel.
- Recognize the student's right to participate in services voluntarily.
- Inform the student of the outcomes of assessments, counselling or other services in terms appropriate to the age and understanding of the student.

PARENTS

SCHOOL PSYCHOLOGISTS

- Communicate with parents in a manner that ensures their understanding and participation.
- Ensure that there is informed consent of parent or guardian for their involvement on an individual basis with any student below the age of consent.
- Discuss their findings and recommendations with parents of students below the age of consent.
- Inform parents about confidentiality and rights of access to information.

PROFESSIONALS

SCHOOL PSYCHOLOGISTS

- Cooperate with other professionals, in recognition of the student's need for multidisciplinary services.
- Explain their competencies, roles and working relationships to other professionals within and outside the system.

- Attempt to resolve on an informal level concerns about a possible ethical violation by another professional. If informal efforts are unsuccessful, they follow the steps for filing an ethical complaint outlined by the appropriate professional association.
- Work cooperatively with any other psychologist involved with a referred student, to ensure that the best interests of the student are served.

III. PROFESSIONAL PRACTICES IN SCHOOL SETTINGS

SCHOOL PSYCHOLOGISTS

- Maintain an understanding of the goals, processes and legal requirements of the educational system, as it relates to their practice.
- Become familiar with school organization, instructional materials and teaching strategies in order to contribute to the common goal of each student.
- Relate to others as staff members of the schools in which they work.

ASSESSMENT

SCHOOL PSYCHOLOGISTS

- Combine observations, background information, multidisciplinary consultation and other pertinent data to present the most comprehensive and valid picture possible of the student.
- Choose assessment instruments, which are valid and reliable and are appropriate for the student, recognizing the differences in age and in socioeconomic and ethnic background.
- Do not condone the use of psychological assessment techniques by unqualified persons.

INTERVENTIONS

SCHOOL PSYCHOLOGISTS

- Recommend interventions which are appropriate to the needs of the student and consistent with the data collected during assessment.
- Refer students to another professional when needs are identified which are outside their competency or scope.
- Monitor the effectiveness of recommended interventions.

REPORTING

SCHOOL PSYCHOLOGISTS

- Ensure that student information reaches authorized persons and is adequately interpreted for their use.
- Communicate relevant findings and recommendations in language understood by staff, emphasizing interpretations and recommendations rather than test scores. Reports reflect the degree of reliance and confidence which can be placed on the information.
- Ensure the accuracy of their reports, letters and other written documents through reviewing and signing them.
- Comply with laws, regulations and policies pertaining to storage and disposal of their records.

USE OF MATERIALS AND COMPUTERS

SCHOOL PSYCHOLOGISTS

- Maintain security of psychological tests.
- Observe copyright laws regarding reproduction of tests and obtain permission from authors to use non-copyrighted published instruments.
- Maintain full responsibility for any technological services they use for diagnostic, consultative or information-management purposes.
- Do not promote or encourage inappropriate use of computer generated test analysis or reports.

IV. PROFESSIONAL PRACTICE IN PRIVATE SETTINGS

- School psychologists do not place themselves in a conflict of interest. Those who provide services both privately and through an employer do not accept remuneration for professional work and with clients who are entitled to such service from the school psychologist free of charge. In cases where individual employers have mandated additional standards, school psychologists adhere to those standards.
- School psychologists in private practice maintain such practice outside their hours of employment.
- School psychologists engaged in private practice do not use tests, materials or services belonging to their employer without authorization.