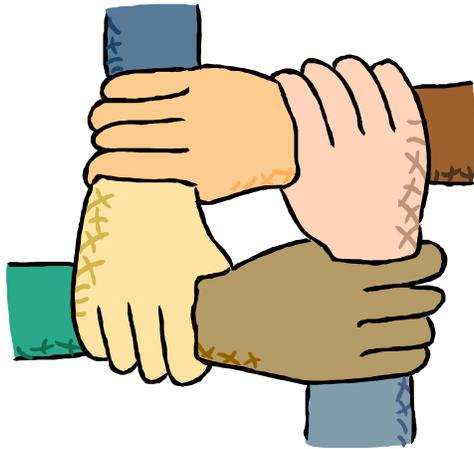




School Psychology Doctoral Program Student Handbook

Entering Class – Fall 2011



Teamwork



August 18, 2011

Welcome to the Psychology Department and School Psychology Doctoral Program at Central Michigan University. We are excited that you choose our program to achieve your professional goals. Our Ph.D. program has been accredited by the American Psychological Association (APA) and is approved by the National Association of School Psychologists (NASP). This Student Handbook is designed to serve as a resource, reference, and guide as you progress through the program. The handbook summarizes a number of policies and procedures that will be directly applicable to you and your graduate education. These policies have been approved by the School Psychology Program faculty. If you have any questions, please discuss them with your advisor and/or the Program Director.

Please pay particular attention to the introductory pages describing our program goals and philosophy. The ethical codes and professional standards of the American Psychological Association (APA) and the National Association of School Psychologists (NASP) provide the foundations of our program. Key portions of the ethical codes of both APA and NASP are included in the Appendices of the Handbook.

From time to time, while you are a student and after you graduate, we will be asking you about your experiences in our program. We hope you will assist us in our program evaluation efforts so that we can improve the quality of training we have to offer you and future students. At all times, we welcome your suggestions on ways to improve the program.

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Timothy S. Hartshorne, Ph.D., SASP Advisor
Michael Hixson, Ph.D., Practicum Coordinator and NASP Liaison
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PROGRAM GOALS, TRAINING MODEL AND PHILOSOPHY

Our program strives to prepare school psychologists to provide consultation, intervention, and diagnostic services to children. School psychologists, by working with students, teachers, parents, administrators and community programs, promote learning environments in which all children and adolescents can achieve their potential. Our Ph.D. program is designed to prepare our graduates to serve educational systems and the larger community. The program prepares school psychologists who are knowledgeable and flexible enough to assume a variety of roles in the delivery of mental health services. Graduates of our programs work in school settings, medical centers, private practices, and/or universities.

Training Model

The training model is based on the scientist-practitioner tradition emphasizing the application of behavior science in education systems and the larger community. Training emphasizes practice (including consultation, intervention, and assessment services) and to evaluate their practice in order to improve serves as well as contribute to the field of school psychology. The program is committed to fostering in its students sensitivity to, appreciation for, and understanding of ethnic minority group members. Similarly, the program strives to promote understanding of, and responsiveness to, the special needs of individuals with disabilities.

School Psychology involves the systematic study of the effects of social, biological, and psychological variables on students/ achievement and behavior for the purposes of a) aiding in decision making regarding academic intervention, b) preventing and intervening with academic, behavioral, and emotional concerns, and c) advancing the field. Scientific knowledge enables psychologists to have confidence and skill in their practice of school psychology and in their research. Thus, training requires the development of increasingly complex skills initially through lectures, discussion, modeling, and practice under supervision in the classroom. Later training involves practice under supervision in the field, use of self-monitoring, and evaluation of outcomes to plan future action. The ability to consider multiple factors that may affect learning and behavior, including student characteristics, classroom and instructional variables, and home support, is critical. Hence, a developmental ecological approach to assessment, intervention, prevention and research is stressed. Training includes various theoretical orientations such as learning theory, cognitive psychology, and systems/ecological approaches as well as providing a strong background in the foundation areas of science. Data-based decision making is strongly emphasized along with ethical decision making and accountability. Finally, enhancing an appreciation for diversity is critical in training school psychologists to function effectively in our pluralistic society.

The Ethical Codes of the American Psychological Association (Appendix H) and the National Association of School Psychologists (Appendix I) are the foundation for the School Psychology training programs. Students are introduced to ethical codes and ethical decision-making early (in the first semester of coursework), and they are expected to demonstrate high standards of professional conduct in coursework and field work. Consistent with our ethical codes and professional standards, students are taught to respect the dignity and worth of the individual, and to strive for the preservation and protection of fundamental human rights. Throughout their training, students must demonstrate a commitment to using the science of psychology to promote human welfare.

Training Goals

Based from the scientist-practitioner training model described above, we strive to prepare school psychologists who will work to improve the quality of services for children in a variety of settings. Consistent with our training model and philosophy, the School Psychology Ph.D. Program seeks to prepare psychologists who:

- employ a systematic approach to problem solving, engage in practice based on the application of scientific knowledge, and who view data collection and analysis as an integral part of the services delivery process.

- view intervention as the core of service delivery and who can apply knowledge of assessment, instruction, learning, behavioral theory, human development, psychotherapeutic techniques and positive mental health practices to prevent or remediate learning and adjustment problems among children and adolescents.
- are knowledgeable of professional ethics; who use ethical reasoning skills to anticipate and prevent problems from arising; and who make informed, well-reasoned choices in resolving problems when they occur.
- respect the dignity and worth of all persons, who are committed to fairness and nondiscrimination, and who work to ensure school policies and practices are consistent with the values of fairness and nondiscrimination.
- are knowledgeable of family, schools, and community systems; who are skilled in systems level consultation; and who use the science of psychology to promote human welfare in the provision of systems-level consultation.
- have the knowledge, research skills, and leadership ability to participate meaningfully in efforts to create more effective schools
- can play a leadership role in ensuring the delivery of comprehensive and coordinated health, education, and mental health services to children and families.
- have a specific area of expertise within School Psychology.
- have the skills to mentor or supervise less-advanced trainees, and provide on-going training to others by way of in-services, workshops, or university teaching.

HISTORICAL PERSPECTIVES

The School Psychology Program at CMU began in 1965, and at that time was the only program that offered the specialist degree (at that time the highest degree offered by the University). We have had hundreds of students graduate from the Specialist Program and our graduates span the continent. In the late 1970s, planning began for the doctoral program. The first student graduated in 1986. In 1998, the doctoral program degree offering was changed from a Psy.D. to a Ph.D. Our doctoral graduates are working in school, medical, and academic settings.

Our program demonstrates our commitment to the quality of services to school children by providing excellence in training, scholarship and service to our community. Our curriculum is regularly reviewed to ensure that we are meeting training goals. Faculty work closely with students and ensure quality field experiences and opportunities to develop their individual interest and career path. Our faculty members are active scholars, producing a variety of quality work and providing numerous workshops to professionals at professional meetings and individual school districts.

COURSE OF STUDY

This program of study typically includes four years of intensive academic preparation and field experience plus a one-year, full-time internship. Students are accepted in to the program on a full-time basis. Normal progress through the program requires full-time study and will involve a course load of 9 to 12 credits per semester. Students are expected to take a minimum of 6 hours per semester. For at least one year of the program, students must be in full-time residence at Central Michigan University.

Students entering with a BS/BA degree will be required to complete approximately 106 graduate credit hours. Those entering with a MA/MS degree in School Psychology will be required to complete approximately 70 graduate hours. The following courses must be completed while enrolled at Central Michigan University: PSY 767, PSY 890/891, PSY 898/899, and PSY 990/991. At least 50 percent of the minimum post-baccalaureate hours for a doctoral degree must be completed at Central Michigan University. A minimum of two-thirds of the credit hours for the doctoral

degree must be at the 600 level or above, that is, no more than one-third of the credit hours may be at the 500 level. Any credits more than 10 years old at time of graduation will not be accepted towards meeting degree requirements.

COURSES

Our curricula reflect high standards in applied psychology. Our program emphasizes breadth of training in the foundation of psychology, assessment, intervention, consultation and applied research skills related to the application of behavioral science to school systems.

Required Courses: Foundations (30 Hours)

History and Systems

PSY 609- History and Systems of Psychology 3(3-0)

Social Aspects of Behavior

PSY 630- Advanced Social Psychology 3(3-0)

Physiological Aspects of Behavior

PSY 687- Physiological Foundations 3(3-0)

Human Development

PSY 624- Advanced Developmental Psychology 3(3-0) OR PSY 682- Psychology of Child Development 3(3-0)

Cognitive Aspects of Behavior

PSY 589- Cognitive Psychology 3(3-0) OR PSY 680- Learning 3(3-0)

Cultural and Individual Diversity

PSY 850- Ethnic and Minority Issues in Therapy 3 (3-0) OR HEV 603/SOC 611 - Human Diversity Within and Between Families 3(3-0) OR PSY 533- Psychology of Racism 3(3-0)

Ethics

PSY 765- Seminar: Ethics and Professional Issues 3(3-0)

Research Design and Data Analysis

PSY 611- Research Design 3(3-0)

PSY 612- Applied Multiple Regression and Correlation 3(3-0)

PSY 818- Program Evaluation 3(Spec)

Required Courses: Assessment, Intervention and Consultation (34 Hours)

PSY 677- Assessment and Development of Academic Skills II 3(3-0)

PSY 760- Seminar: School Services 3(3-0)

PSY 562- Therapeutic Intervention: Foundations 3(3-0)

PSY 605- Assessment of Affective and Behavioral Disorders of Children and Youth 3(3-0)

PSY 655- Introduction to Intelligence Testing 2(2-2)

PSY 656- Advanced Intellectual Assessment 2(2-2)

PSY 662- Advanced Therapeutic Interventions 3(3-1)

PSY 667- Assessment and Development of Academic Skills I 3(2-1)

PSY 751- Psychopathology 3(3-0)

PSY 766- Seminar: Consultation Skills 3(Spec)

PSY 767- Assessment and Intervention for Developmental Disabilities 3(3-0)

PSY 780- Behavior Therapy 3(2-2)

Required Courses: Research (18 Hours)

Thesis (6 hours)

PSY 798- Thesis 1-6(Spec)

Doctoral Dissertation (12 hours)

PSY 898- Doctoral Dissertation: Design 3-12(Spec)

PSY 899- Doctoral Dissertation: Implementation 3-12(Spec)

Required Courses: Experience-Based (18 hours)

PSY 790- Practicum I A: Professional Services 3(Spec)*

PSY 791- Practicum I B: Professional Services 3(Spec)*

PSY 890- Practicum II A: Professional Services 3(Spec)

PSY 891- Practicum II B: Professional Services 3(Spec)

PSY 990- Internship A: Professional Services 3-6(Spec)

PSY 991- internship B: Professional Services 3-6(Spec)

Electives (6 hours)

Chosen in consultation with advisor

Total: 106 semester hours**TYPICAL SEQUENCE OF COURSES**

The following chart represents the typical sequence of courses. However, individual course of study plans will be developed with your advisor. Sequences may change based on progress, faculty teaching loads and sabbaticals. It is important to meet regularly with your advisors prior to registering for classes.

1 st Year			2 nd Year		
Fall	Spring	Summer	Fall	Spring	Summer
PSY 667 (3) PSY 760 (3) Elective PSY 680 or PSY 589	PSY 605 (3) PSY 677 (3) PSY 767 (3) PSY 655 (2)	PSY 798 (3) PSY 656 (2)	PSY 562 (3) PSY 780 (3) PSY 790 (3) PSY 687 (3)	PSY 662 (3) PSY 766 (3) PSY 791 (3) PSY 611 (3)	PSY 798 (3) Developmental (PSY 624 or PSY 680)
3 rd Year			4 th Year		
Fall	Spring	Fall	Spring		
PSY 612 (3) PSY 890 (3) PSY 609 (3)	PSY 891 (3) PSY 751 (3) PSY 765 (3) PSY 751 (3)	PSY 818 (3) PSY 898 (6) Multicultural (PSY 850 or 533) Elective	PSY 899 (6) PSY 765 (3) PSY 630 PSY 818		
5 th Year					
Fall	Spring				
PSY 990 (3)	PSY 991 (3)				

Sequencing of Doctoral Milestone Events

First Year	<ul style="list-style-type: none"> Complete coursework Select thesis topic and chair Receive formal feedback on progress (December and May) Defend thesis proposal Select Practicum Sites FBI Background Check completed (required for 790/791)* Submit Authorization of Degree Forms
Second Year	<ul style="list-style-type: none"> Complete coursework
Fall Semester	Implement Thesis
February	Students register for the Educational Testing Service PRAXIS II Exam*
April	Students take the PRAXIS II School Psychologist Exam
May	<ul style="list-style-type: none"> Receive formal feedback on progress Defend thesis Select dissertation topic and chair
Third Year	<ul style="list-style-type: none"> Complete coursework
September	Take Comprehensive Exam
April	Discuss internship application with Internship Application Coordinator
May	<ul style="list-style-type: none"> Receive formal feedback on progress Defend dissertation proposal
Summer	Obtain information on internship sites
Fourth Year	<ul style="list-style-type: none"> Complete coursework
Fall Semester	Implement dissertation
October	Complete APPIC internship application*
December & January	Interview for Internships
February rankings	Review internship site rankings with Internship Application Coordinator and submit
May	Receive formal feedback on progress
Fifth Year	<ul style="list-style-type: none"> Complete internship Defend dissertation
May	Receive formal feedback on progress

*Additional fees required

STUDENT REVIEW POLICY

Introduction

The *Graduate Bulletin* for the College of Graduate Studies discusses the Academic and Retention Standards for all graduate programs. This policy authorizes specific departmental requirements and particularly recognizes the special responsibilities of clinical programs. The following policy provides detailed information about the expectations and review procedures for students pursuing graduate degrees in School Psychology.

Procedures

Students will receive written feedback regarding their progress at the end of each semester during their first year and upon completion of the spring semester for subsequent years. Because of the nature of school psychology work, the evaluation process associated with training relies not only on academic proficiency as a gauge of competence, but ethical behavior, good judgment, and other personal and professional factors associated with clinical work. The latter includes positive interactions with clients and peers, the ability to cope with work demands, and the ability to utilize supervision effectively. These ordinarily involve judgments by the student's supervisors and instructors. Student review measures will include core faculty ratings (Appendix C) of academic and interpersonal skills, Practicum Supervisor rating forms (Appendix D, E & F), and Student Practica and Internship Plan and Progress Reports (Appendix G). In addition, student progress on milestones including thesis, comprehensive exam, and dissertation as well as their performance as a graduate assistant (if applicable) are discussed and evaluated.

Expectation of Progress

Students are expected to complete the program in five successive years. They are encouraged to work with their advisor to ensure proper progress and course selection. Progress through the program is based upon satisfactory grades, comprehensive exam, practica and internship evaluations and timely development, completion of PRAXIS Exam (second year), and completion of the thesis and dissertation. Detailed descriptions of the comprehensive exam, PRAXIS exam, practica and internship experiences, thesis and dissertation requirements are provided later in this handbook. Students must complete all requirements for graduation within 10 years from the date of the first class completed.

In terms of academic performance, students are expected to maintain between 9 and 12 hours a semester and must maintain a "B" or better overall grade average. In addition, students must achieve a B or better in the following courses 562, 605, 655, 656, 662, 667, 677, 766, and 767, which represent courses typically taught by core school psychology program faculty. In addition, students must achieve grades of a B or better in their practica (PSY 790, PSY 791, PSY 890, and PSY 891) and internships (PSY 990 and 991). Grades in these courses are based upon satisfactory supervisor ratings and turned in materials. Timeliness of research projects, comprehensive exams, and performance as a graduate assistantship is led by the student's advisor and include factors such as regular communication, timeliness of drafts, data collection and analysis. Further, students must achieve satisfactory evaluations of pre-professional functioning (e.g., appropriate interpersonal skills, ethical, and professional conduct) by faculty and field supervisors. Serious and persistent difficulties in pre-professional functioning may result in recommendation for dismissal from the program.

The program director is responsible for checking academic performance in all courses and for composing the letters describing the review.

Scheduling

A formal review of students is scheduled twice a year for the first year of the program and involves the School Program faculty who have taught courses to enrolled students. The review takes place at the end of each semester. It focuses on general preparation and suitability for responsibilities in practicum.

Further reviews are scheduled at least once during each of the remaining years of the program. An unscheduled review may occur whenever a faculty member is concerned about a student's skill, ethical behavior or suitability (personal and professional factors associated with applied work). A student may request a review of his or her own work at any time.

Program Faculty Actions

In this review, it is recognized that students experience a new situation in which responsible professional activity creates common problems in adjustment. The faculty in its review of first year students will ordinarily take no formal notice of minor difficulties and may, at its discretion, suggest to the advisor to discuss the student's functioning with the student. A decision to suspend or dismiss a student is recognized as an extraordinary action and is undertaken where, in the opinion of the faculty; there are indications of substantial difficulties in any of the areas outlined under Student Review Policy.

Following a scheduled or unscheduled review, if in the judgment of the majority of the full time School Psychology faculty, the student's professional behavior or academic functioning indicates serious difficulties; one of the following actions will be taken:

1. Letter of advisement signed by the Director of the School Psychology Program
 2. Letter deferring practicum for a period of one year or more, and/or requiring other preparation, signed by the Director of the School Psychology Program
 3. Letter placing the student on probation
 4. Letter of intent to have the Dept. Chair write a letter suspending the student from the program
 5. Letter of intent to have the Dept. Chair write a letter dismissing the student from the program
- For 2, 3, 4, and 5 the student is asked to be present at a School Psychology faculty meeting prior to any decision. At this meeting, the student may present any relevant materials. He/she also may be accompanied by another student, faculty member, or other person in presenting his/her position.

At any meeting, between the program faculty and the student, the student will be informed of the faculty's concern and the reasons for it. The student will then be provided an opportunity to respond to these concerns and to tell his/her side of the story. After hearing whatever relevant information is available, the faculty will come to a decision based on the reasons and evidence presented at the meeting. If there is a decision to dismiss, or suspend the student, a letter of intent described in 4 or 5 will be forwarded to the Department Chair. In all instances, students will be informed of any faculty decision.

FAILURE TO MAKE SATISFACTORY PROGRESS-DISMISSAL

All students are required to show satisfactory progress through their programs. Failure to maintain satisfactory progress may result in dismissal from the program.

For the doctoral program, satisfactory progress is defined as:

Achieving all program requirements on a timely basis including academic, pre-professional skills, research requirements, involvement in the program and profession, field-based experiences, comprehensive exam, PRAXIS exam, and program documentation.

Additional requirements are described in the *Graduate Bulletin* under "Academic and Retention Standards" and in the Student Review Policy.

APPEALS PROCEDURE

If the student wishes to appeal any program faculty action, the student may ask the Psychology Department Chair to review the School Psychology faculty's recommendation within ten days of the student's receipt of the

faculty decision described above. In any appeal taken pursuant to this section, the decision of the Department Chair shall be final and not subject to further review.

ACADEMIC

Advisors

Upon admission, the Coordinator of Admissions serves as the temporary advisor until the student selects a thesis chair who then becomes the student's academic advisor. Each student is encouraged to schedule periodic meetings with his/her advisor to review academic progress and planning.

Academic Integrity Policy

Because academic integrity and ethical behavior are vital to an academic environment and to the development of qualified psychologists, graduate students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in psychology. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which a student submits must be the product of his/her own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes plagiarism, cheating and other forms of dishonest behavior, is prohibited. Ethical standards, as articulated in the standards of the American Psychological Association and American Psychological Society, must be observed by all graduate students. Allegations of academic dishonesty or unethical behavior will be handled according to the policies given here. Appeals of decisions are processed according to the policies set forth in the "*Academic Integrity Policy for Graduate Students*", which is published in the *Graduate Bulletin*. Any appeal decision reached pursuant to this section shall be final and not subject to further review.

Although no specific timelines are included in this policy, it is understood that matters should be handled expeditiously.

1. In cases where an instructor, supervisor, or fellow student believes a student has demonstrated academic dishonesty or professionally unethical behavior, the instructor, supervisor, or fellow student should report the incident to the Program Director.
2. The Program Director will discuss the allegation(s) with the person(s) making them. If the Program Director believes that there is evidence to support the allegation(s), the Director will notify the student of the charges, in writing.
3. In the letter to the student, (s)he will be told the allegation(s) and told that the Program faculty will be asked to review the allegation(s), look at the evidence, and determine what, if any, sanctions should be issued. The student will be offered the opportunity to admit to the violations, remain silent, meet with the committee to share his/her perceptions of the incident, or submit a written rebuttal to the charges. The student will be given a response deadline, at least two weeks in the future.
4. The Program faculty will review the allegation(s) of academic dishonesty or unethical behavior. In any case where a member of the Program faculty made the original allegation(s), the faculty member will be excluded from judging the particular case.
5. If the student elects to meet with the committee to present his/her version of the events under investigation, the student may bring another person (i.e., an advocate) to the meeting to provide support and advice.
6. The faculty's decision on culpability and appropriate sanctions will be communicated in writing to the student. If the student is found not culpable or if sanctions, other than dismissal or suspension from the program are issued, this will be communicated in writing to the Department Chairperson.

7. If the sanction is dismissal or suspension from the program, the sanction will be communicated through the Department Chairperson to the Dean of the College of Graduate Studies who will communicate the decision to the student. This decision shall be final and is not subject to further review.
8. If sanctions are issued, committee records will be retained for at least one year.

Registration for Classes

Students are encouraged to register for classes during Phase I registration to ensure course requests can be honored. The Psychology Department has no obligation to honor course requests when students fail to pre-register and classes are full. When enrolled in the program, students must have, and use, an activated CMU email address.

Minimum Enrollment Policy

Any student who has completed all academic coursework except the final project (Plan B project or internship, thesis, dissertation, doctoral project) must be enrolled in at least one CMU graduate credit hour each fall and spring semester until graduation (summer sessions as well if summer coursework is normally required in the program). The Continuing Registration for Final Research Project within the student's home department can fulfill this one credit hour requirement (PSY 619). If, after all academic course work except the final project is completed, a student does not enroll each semester (and summer, where appropriate) until graduation, the student must enroll retroactively for each missed semester (and summer, where appropriate) once s/he returns to complete the project. A student can request a leave of absence by submitting a Leave of Absence Request form to the College of Graduate Studies; if approved; continuous registration will be waived during the approved leave period. Regardless of whether the student has a leave of absence, the student must still complete the degree within the time-to-degree limitations set forth under the degree requirements presented under **Duration of Admission Status** in the *Graduate Bulletin*.

Waiving Courses

Courses can be waived based on the completion of previous graduate work in psychology. The waiving of courses requires the approval of the Program Director and current course instructor. Psychology 767, 890/891, 898/899, 990/991 must be completed while a student at Central Michigan University.

Requesting a Leave

Students who would like to request a leave from the program for up to one year should submit their request in writing to the program no later than April 1st for the following academic year. The College of Graduate Studies procedures for a Leave of Absence will be followed. Information on their procedures can be found at www.cmich.edu/chsbs/documents/CHSBS/Psychology/Leave_Absence.pdf.

English Language Proficiency

CMU welcomes students from a wide variety of backgrounds. School Psychology students take several courses during their first year in the program that requires work with school children. If an instructor believes that children may have difficulty understanding a student's spoken English, the student will be referred to CMU's English Language Institute (ELI) for evaluation of his or her spoken English. The ELI staff are trained to assess spoken English and may recommend coursework or attendance at an accent reduction clinic. Similarly, if problems are identified in the area of written English, a referral to ELI for assessment and remediation may be made. If students have concerns about their proficiency in English, they are welcome to contact ELI on their own for assistance. The phone number is 989-774-2567.

Financial Support

The *Graduate Bulletin* provides a description of financial aid opportunities for graduate students. You may also obtain information on financial aid from the CMU Scholarships & Financial Aid Office.

Students with Disabilities

CMU provides individuals with disabilities reasonable accommodations to participate in educational programs, activities and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should first register with the office of Student Disability Services (120 Park Library, telephone 989-774-3018, TDD #2568), and then contact the individual instructors as soon as possible.

Student Grievances

Students are encouraged to discuss concerns with appropriate faculty members at any time. The specific procedure for grade grievances is outlined in the *Graduate Bulletin*. Other complaints and grievances may be directed to the Program Director. If a satisfactory solution is not achieved by the Program Director or faculty, the matter may be referred to the Department Chairperson by the student and/or the Program Director.

FIELD EXPERIENCES

Doctoral Program Field Experiences

Doctoral students complete several field experiences during the program. Students who enter without previous supervised School Psychology experience complete PSY 790-791 during the second year of the program. Doctoral students complete a second 600-hour supervised advanced practicum in the third year of their program. This amounts to 6 semester hours of class credit (PSY 890-891). A supervised internship of either a full year (12 months) or a school year (10 months) is required (minimum total of 1500 clock hours). This can be done in either a school or non-school setting. The internship amounts to 6 semester hours of credit (PSY 990-991). Students are encouraged, but not required, to seek APPIC Internships.

Psychology 790-791. The School Psychology practicum experience (790-791) involves two-days a week in the public schools. In addition to the 600 hours in the school setting, the practicum includes a 3-hour seminar each week. Also, one hour of supervision each week on an individual basis is provided by the faculty supervisor. Sites for Psy 790-791 are selected by university faculty members who are responsible for supervision. Sites are chosen that are relatively close to campus, where supervision can be provided by a certified school psychologist, and the field experience will afford the student opportunities to develop the professional skills outlined in CMU's list of desired student competencies (see **Appendix D**).

Evaluation of student performance is based in part on the attached competencies (see **Appendices D, E, & F**). These forms are reviewed with the student by the field supervisor and the university supervisor at least once each semester. Successful completion of Psy 790-791 satisfies the field experience requirement for a Preliminary School Psychology Certificate in Michigan. Psy 790-791 does not satisfy the field experience requirement for a State of Michigan Limited License Psychologist.

Psychology 890-891. The advanced practicum involves two days a week on-site, three-hour group seminar and one hour of faculty supervision each week. Students receive supervision from their field supervisors for two hours each week as well. Sites for the advanced practicum are selected cooperatively by the faculty supervisor and student, based on a consideration of available sites and the student's background experiences and interests.

Psychology 990-991. To be eligible for PSY 990-991, student must have successfully completed all coursework, achieved a “B” or better in Advanced Practicum, passed the doctoral comprehensive exam, and have an approved doctoral dissertation proposal on file with the Graduate College.

When students are ready to apply for internship (typically during the fall of their fourth year) , they must meet with the Internship Coordinator listed in this handbook to discuss the process and options. Students are encouraged to apply for an APPIC internship. If students choose not to apply for an APPIC internship, the internship requirements listed by the Council of Directors of School Psychology Programs (CDSPP) are discussed and used as a basis for developing the internship experience. The Internship Coordinator assists the students with the APPIC application form. During the doctoral internship, students learn to self-assess their professional competencies, and plan learning experiences for continued professional growth. For 990-991, students are required to prepare a written plan outlining their learning objectives for the year and describing appropriate experiences for the achievement of those objectives. Objectives are to be consistent with the Program’s broad training goals. For APPIC internships, feedback from the internship director is reviewed and discussed during the annual meeting. Successful completion of the internship as judged by the internship site and completion of the self described goals are evaluated. For non-APPIC internships, a form evaluating internship performance (APPENDIX G) is used. In setting goals for professional growth, students are encouraged to seek feedback from colleagues, supervisors, teachers, and/or parents about their professional performance.

Malpractice Insurance

The Affiliation Agreement entered into between the Psychology Department, School Psychology Program and field-based experience sites (practica, internship) contains the following provision:

- The Parties Mutually agree on this section:
- Both parties agree to maintain Comprehensive General Liability Insurance or its equivalent which covers employees and students whenever the liability might exist.
- Coverage from the University does not include malpractice insurance against suits stemming from the field experience because supervision from CMU faculty is not provided on a day-to-day basis. If malpractice insurance is not provided by the site for the student, we strongly recommend purchase of such insurance.
- Malpractice insurance can be obtained from the American Psychological Association (must be a student member of APA) or National Association of School Psychologists (must be a student member of some professional organization). See your advisor for more information.

DOCTORAL COMPREHENSIVE EXAM

Successful completion of the doctoral comprehensive exam is required for admission to PSY 990. The doctoral exam is written and based on topics covered in the first two years of School Psychology Program coursework, and an approved reading list. One question will appear on the exam from each of the following areas: Ethics and Law, Academic and Behavioral Interventions, Therapeutic Interventions, Consultation, and Assessment and Intervention in Developmental Disabilities. The exam will be given in October and should be taken during the third year of the program. Students will be given three hours to complete the exam on a computer in a designated area. Faculty members will grade the answers on a four point scale with scores of 1 (many errors of fact or omission) and 2 (incomplete answer or inclusion of inaccurate information) indicating that the area was failed. Scores of 3 (acceptable understanding demonstrated; no errors of fact) or 4 (excellent answer) representing passing scores. Failing scores must be independently verified from additional faculty members. If any area is failed, a remediation plan will be developed with the faculty member for that area. The failed section can be retaken once. The exam must be passed prior to applying for internship.

THESIS AND DISSERTATION

Doctoral students are expected to complete a thesis in their third year of study. Students must defend their thesis and pass an oral exam over the dissertation (PSY 898) prior to beginning the doctoral internship (PSY 990-991). In addition, doctoral students must have an approved doctoral dissertation proposal on file prior to beginning the doctoral internship. According to the College of Graduate Studies guidelines a student may not enroll for more than three credits of the thesis or dissertation until the project prospectus has been approved at the department level.

Students self select their thesis and dissertation chairs based upon research interest. They begin the process by discussing ideas with faculty members. Once a faculty member agrees to serve as a chair of the project, the student can register for the first three credits (798 for thesis and 898 for dissertation) to design the project.

Options for projects include: traditional research investigations, original theoretical formulations, demonstration projects, behavior change in a community setting, program evaluation projects, reviews and analyses of professional problems and issues, case study presentations using single-subject research designs, development and evaluations of a new assessment or intervention technique, or synthesis of a body of knowledge. Other innovative topics may be generated by students. A common theme to all projects, however, would be scholarly competence in research methodology.

The same principles generally hold for the master's thesis and doctoral dissertation; however, the master's thesis is not expected to be as massive in scope as the doctoral dissertation. As a general concept, the doctoral dissertation, required of all doctoral students, will be related to the student's interests and to some aspect of professional practice. The goal of the doctoral dissertation is the further integration of the student's graduate education in developing the ability to investigate a professional problem in a scholarly manner.

The thesis and doctoral dissertation committees are composed of a minimum of three faculty members from the graduate faculty at Central Michigan University. They are responsible for acceptance of the final document. Most regular faculty in the Psychology Department are members of the graduate faculty. However, a student might wish to have a school psychologist from their internship or job site serve on their thesis committee. In such cases, on request, the Psychology Department can grant (subject to approval by the Dean of the Graduate College) temporary graduate faculty standing for individuals who meet membership requirements for the purpose of serving on a thesis or dissertation. (See the Department secretary for details regarding membership requirements).

For the doctoral dissertation, the expectation is that the chairperson will be a School Psychology Program faculty member, but a student may petition the School Psychology Program Director to allow a faculty member from outside of the program to serve as chairperson. At least one committee member must be a School Psychology Program faculty member, and at least one committee member must be from a Psychology Department unit other than School Psychology, or from a different Department. Two committee members must be tenure-track faculty from the Department of Psychology who meet graduate faculty status. The third member of a dissertation committee can be anyone with at least adjunct faculty status and graduate faculty standing. Psychologists or other competent persons from field agencies or other universities can qualify for service on the committee through adjunct appointments.

General Comments

Students are encouraged to confer with faculty members about their ideas for a thesis or doctoral dissertation before developing a prospectus. The student is responsible for obtaining a chair and members of the committee for the thesis or doctoral dissertation. University procedures for doctoral dissertation preparation are described in the *Guidelines for the Preparation of Theses and Dissertations*, available from the College of Graduate Studies at <http://www.grad.cmich.edu/forms.htm>.

The following general steps are usually followed:

1. Student generates an idea and discusses it with a faculty member who is interested and/or knowledgeable in that area.
2. Student obtains a chair and committee members. If a student changes his/her thesis/dissertation chair or

committee membership during the development phase, it is expected that the student will notify all affected faculty of the changes in committee membership. If the chair is not a member of the School Psychology faculty, the student must petition the Program Director for approval of the chair.

3. Student writes a prospectus for committee approval. The prospectus includes the following topics:
 - a. Introduction to the problem (a case is made for the importance of the area of study).
 - b. Review of the literature.
 - c. Statement of the problem.
 - d. Methods (as appropriate)
 - (1) Sample
 - (2) Instrumentation
 - (3) Procedures
 - (4) Statistical Analysis
4. Student gives the committee members at least 10-14 days to read the proposal.
5. Student convenes the committee to discuss, fine tune, and approve/disapprove the idea.
6. Thesis or Doctoral Dissertation Prospectus Form (available from the School Program secretary, Sloan 139) is signed by committee members and filed with the Graduate Office and Psychology Department. If needed, approval from CMU's Institutional Review Board (IRB) is obtained for research involving human subjects. Forms are available at http://www.orsp.cmich.edu/PDF/irb_appin.PDF and from the School Program secretary, Sloan 139. A copy of IRB approval must accompany this form, along with a brief abstract.
7. Project is implemented.
8. Student and chair schedule oral defense of project.
9. Students obtain a Thesis or Dissertation Sign-Off form from the School Program secretary prior to the oral exam. If the project is successfully defended, committee members sign the form. The form is then returned to the School Program secretary, Sloan 139.
10. The Committee Chair clears the "Z" (deferred grade) for thesis/dissertation credits.
11. The final, signed, original manuscript must be submitted to the College of Graduate Studies by the deadline published by the Graduate College, usually approximately six weeks prior to commencement.
12. Students are expected to ask their committee chairperson if they want a bound copy of the dissertation.
13. For a fee, CMU's Printing Services will pick up the signature page, binding page, print out the thesis, and send off the bound copies to the Psychology Department. Please note that there are fee's related to each bound copy of your thesis. Please see the following website for information: Guidelines for the Preparation of Theses and Dissertations at www.grad.cmich.edu.

Financial Support for Thesis and Dissertation

The Anne K. Miller-Quimper Scholarship Award was established in 1991 by friends and family in memory of Anne K. Miller-Quimper (1940-1980) to support thesis or dissertation research of School Psychology graduate students. See Dr. Sharon Bradley-Johnson for information, Sloan 232.

The College of Graduate Studies also awards financial support for completion of theses and dissertations. Applications are reviewed once early in the Fall Semester and once in the Spring Semester by a committee at the College of Graduate Studies. Applications are available on the School Psychology website.

PRAXIS II SCHOOL PSYCHOLOGIST EXAM

All doctoral students are required to take the PRAXIS II School Psychologist Exam in April of their second year in the program. This exam is offered by the Educational Testing Service (ETS) and may be taken at the Center for Learning Assessment Services on campus. Students should register for the exam before the end of February of their second year. To register, go to <http://ets.org>. Click on "PRAXIS" and look for the PRAXIS II series, the School Psychology Specialist test (# 10400). There is a charge to take the PRAXIS exam. Information about test content is available at the ETS website and from the School Psychology Program secretary.

Students who achieve a passing score on the PRAXIS School Psychology Exam will be eligible to become a Nationally Certified School Psychologist (NCSP) after completion of their degree program and one year successful work experience. We use PRAXIS scores for program evaluation and accreditation purposes only; no student is penalized in any way for failure to pass the exam. Students are required to report their scores to the School Psychology Program secretary; individual student scores are not reviewed by faculty.

SCHOOL PSYCHOLOGY CERTIFICATION

General Information:

School psychologists in Michigan are required to hold a valid Michigan **Preliminary School Psychologist Certificate** or a **School Psychologist Certificate** (section 1251 of Act No. 451 of the Public Acts of 1976, as amended, being 380.1251 of the Michigan Compiled Laws). A person employed under the Preliminary School Psychologist Certificate must have local supervision provided by a fully certificated school psychologist. Full rules for Michigan certification as a school psychologist are found on the Michigan Department of Education Website.

The application process is completed on-line. Once the student has applied, the Program Director is notified to verify the application. The link to the website is available on our School Psychology webpage. The Michigan Department of Education charges a fee for the School Psychologist Certificate. If recommended for certification, you will be billed by the Department of Education for the current certification fee (approximately \$160.00). Payment of the fee is a certificate requirement that must be met prior to the issuance of the Michigan Preliminary School Psychologist Certificate and the School Psychologist Certificate.

Applicants are advised that the State Board of Education may deny or revoke school psychology certification for the following reasons: (a) Fraud, material misrepresentation, or concealment in the application for a certificate; (b) Conviction, as an adult, of an act of immoral conduct that involves a child or that contributes to the delinquency of a child or a felony that involves moral turpitude.

PRELIMINARY SCHOOL PSYCHOLOGY CERTIFICATE

What are the CMU requirements for the Preliminary Certificate?

Students must have successfully completed the following coursework (or equivalent) to be eligible for the preliminary school psychologist certificate: PSY 511 or 611, 562, 586 or 780, 605, 655, 656, 662, 667, 677, 760, 766, 767, 790, 791 and one course from each of the foundation areas (cognitive, social, developmental, physiological). Students do not need to have completed their thesis or elective coursework to be eligible for the preliminary certificate.

When does the Preliminary Certificate Expire?

A preliminary school psychologist certificate is **valid for 3 years**. It **expires on June 30** of the expiration year indicated on the certificate. It is not necessary to re-apply for approval with each change in employer; the Preliminary Certificate follows the practitioner from one school setting to another.

How do I apply for the Preliminary Certificate?

To apply for the preliminary certificate, complete the application form available from the School Psychology Program secretary, Sloan 139, who also serves as the School Psychology Program Certification Administrator. The application and all supporting documentation are to be submitted to the School Psychology Program secretary, Sloan

139. For the preliminary certificate, students must submit a completed application form that includes an “Experience Report Form for Preliminary School Psychologist Certification” signed by the fully-certified school psychologist who supervised their PSY 790-791 practicum experience on site (not the university supervisor). Students also must include a copy of the school psychologist certificate of their supervising school psychologist.

Along with their application, students must submit official transcripts from universities other than CMU if courses necessary for the certificate were completed elsewhere. Students should not submit their application for certification until the grades for all necessary coursework appear on their transcripts. CMU transcripts will be obtained by the Certification Administrator. The application can be approved only if it is complete and the transcripts show satisfactory grades for all courses required for the preliminary certificate. A recommendation for certification is then made to the Michigan Department of Education.

SCHOOL PSYCHOLOGIST CERTIFICATE

What are the requirements for the School Psychologist Certificate?

An applicant for a school psychologist certificate must meet all of the following requirements: (1) Hold a valid Michigan Preliminary School Psychologist Certificate; (2) Possess a Specialist's Degree or its equivalent in school psychology from an institution with an approved program; (3) have completed a minimum of 15 graduate semester hours in school psychology, including an internship, in addition to the 45 semester hours required for the preliminary certificate; (4) in addition to the 600 clock hours required for the preliminary certificate, have successfully completed not less than a 600-clock-hour, supervised internship with school-age pupils in an approved school psychologist program, 300 clock hours of which shall be in a school setting under the supervision of a person who holds a Michigan School Psychologist Certificate; and (5) have completed one year of successful experience employed as a school psychologist with direction from a fully certificated school psychologist.

When does the School Psychology Certificate Expire?

A school psychologist certificate is valid for five years. It expires on **June 30** of the expiration year indicated on the certificate. The renewal of a School Psychologist Certificate requires the completion of 6 semester hours of credit in an approved School Psychology Program or the equivalent in approved State Board continuing education units. All renewal credit must be completed after the date of issuance of the School Psychologist certificate and within the five-calendar-year period before applying for renewal.

How do I apply for the School Psychologist Certificate?

Complete the application form available from the School Psychology Program secretary and Certification Administrator, 139 Sloan Hall, CMU and submit the requested supporting documentation to that office.

LICENSURE

Practice as a professional psychologist requires that individuals meet Licensure standards. Students completing our program may choose to pursue licensure for professional practice depending upon their individualized career aspirations. Students develop plans regarding licensure during their third year practica (PSY 890/891: Advanced Practica A & B). Information regarding licensure requirements in the State of Michigan is available at <http://www.michigan.gov>. At minimum, states require that individuals applying for licensure document appropriate academic training, practice supervised by Licensed Psychologists, and successful completion of a licensing exam. Students may receive supervision from Licensed Psychologists for part of their practica experiences. Predoctoral Internships PSY 990/991: Internship), MUST be supervised by a Licensed Psychologist.

APPENDIX A

STUDENT PROGRESS REPORT

Student's Name _____ Semester, Year _____

Name of Rater _____ Course _____

OK = No difficulty; **D** = difficulty; **NOE** = no opportunity to evaluate

If a D is circled please explain and include an example that occurred to demonstrate the difficulty. (Use the back of the last sheet of this report).

I. Knowledge of academic materials:

- | | | | | |
|-----|--|------|------|------------|
| 1. | The student demonstrated that he/she learned the factual material in this course. | OK | D | NOE |
| 2. | The student demonstrated an understanding of concepts and principles in this field. | OK | D | NOE |
| 3. | The student demonstrated an ability to apply principles from this course to new situations. | OK | D | NOE |
| 4. | The student demonstrated an ability to identify main points and central issues in this course. | OK | D | NOE |
| 5. | The student demonstrated an ability to analyze and synthesize information. | OK | D | NOE |
| 6. | The student demonstrated an ability to evaluate new work in this field. | OK | D | NOE |
| 7. | The student initiated discussion of related topics outside of class. | OK | D | NOE |
| 8. | The student actively participated in class discussion. | OK | D | NOE |
| 9. | The student routinely meets established deadlines. | OK | D | NOE |
| 10. | The student is well organized. | OK | D | NOE |
| 11. | The student can objectively evaluate the quality of his/her own work. | OK | D | NOE |
| 12. | What is the students' current grade in your class? | A A- | B+ B | B- C+ C- E |

II. Interpersonal Interactions:

1.	This person appears comfortable in interpersonal settings.	OK	D	NOE
2.	The children enjoyed working with this person.	OK	D	NOE
3.	This person works effectively with others.	OK	D	NOE
4.	This person focuses on the strengths as opposed to the negative aspects of situations.	OK	D	NOE
5.	This person genuinely considers directions and suggestions from me.	OK	D	NOE
6.	This person is considerate of others (and is flexible in own) values and viewpoints.	OK	D	NOE
7.	This person is appropriately assertive.	OK	D	NOE
8.	This person sees events as controlled by himself-herself rather than by other variables such as "luck," instructor grading too hard.	OK	D	NOE

III. Communication Skills:

1.	This person communicates clearly and in an organized manner.	OK	D	NOE
2.	This person maintains appropriate eye contact while talking or listening.	OK	D	NOE
3.	When talking to this person, I get enough time to talk about points I feel are important.	OK	D	NOE
4.	This person communicates openly, honestly, and in a direct manner.	OK	D	NOE

IV. Acceptance of Responsibility:

1.	Person performed assigned responsibilities competently.	OK	D	NOE
2.	This person was reliable in starting and completing assigned responsibilities.	OK	D	NOE
3.	This person makes appropriate and timely decisions while performing assigned responsibilities.	OK	D	NOE

V. Work Related Skills:

- | | | | | |
|----|---|----|---|-----|
| 1. | When faced with problems, this person reacts in a rational as opposed to an emotional manner. | OK | D | NOE |
| 2. | This person takes the time and care in forming recommendations as opposed to “shooting from the hip” without getting all the facts. | OK | D | NOE |
| 3. | This person puts in perspective the problems that arise in everyday educational work. | OK | D | NOE |
| 4. | This person handles frustration well. | OK | D | NOE |

APPENDIX B

GOALS, OBJECTIVES AND COMPETENCIES

Supplemental Information

Goal #1: Prepare entry-level psychologists who employ a systematic approach to problem-solving, engage in practice based on the application of scientific knowledge and view data-collection and analysis as an integral part of the service delivery model.

Objectives:

- 1.1. Ability to evaluate the technical adequacy of norm- and criterion-referenced tests and curriculum-based measures, as well as correct administers, scores, and interprets these measures.
- 1.2. Knowledgeable of behavioral assessment.
- 1.3. Ability to integrate data from tests and other sources.
- 1.4. Demonstrates diagnostic skills using both IDEA and DSM-IV

Competencies:

- 1.1.a. Administers , scores and interprets the Wechsler Scales and one alternative for each age range. (Years 1, 2, 3 & 5)
- 1.1.b. Administers, scores and interprets the following specialized measures of intelligence: test for infants/toddlers, non-vocal test, test for pupils with visual impairment, and test for pupils with motor impairment. (Years 1, 2, 3 & 5)
- 1.1.c. Administers and interprets the following norm-references measures of achievement: two general achievement tests, two measures of reading skills, two measures of mathematics skills, two measures of oral language, test for written expression, and a readiness test. (Years 1, 2, 3 & 5)
- 1.1.d. Administers, scores and interprets criterion-referenced measures. (Years 1, 2, 3 & 5)
- 1.1.e. Administers, scores, graphs, and interprets curriculum-based measurement probes. (Years 1, 2, 3 & 5)
- 1.1.f. Administers, scores, and interprets two adaptive behavior measures. (Years 1, 2, 3 & 5)
- 1.1.g. Critically evaluates the norm sample, reliability and validity of tests using test manuals and other resources such as journals. (Years 1, 2, 3, & 5)
- 1.1.h. Compiles an age appropriate assessment batter for pupils with sensory impairments, motor impairments, and pupils with autism. (Years 2, 3 & 5)
- 1.1.i. For software programs for assessment, evaluates the technical adequacy of the program. (Years 1,2,3 & 5)
- 1.2.a. Uses direct observation procedures to record, graph, and analyze data to determine environmental variables affective behavior. (Years 1,2,3 & 5)
- 1.2.b. Obtains information regarding the relationship between environmental events and problem behavior using functional analysis. (Years 1,2,3 &5)
- 1.2.c. Evaluates the technical adequacy, correctly scores, and interprets behavioral checklists. (Years 1,2,3, &5)

- 1.3.ab Culls information relevant to the nature of the referral. (Years 1, 2, 3 & 5)
- 1.3.b. Analyzes and integrates assessment data, observations, and interview information to form a profile of pupil strengths and areas needing improvement. (Years 2, 3 & 5)
- 1.3.c. Given a referral, takes the case from referral through each step of diagnostic-prescriptive process. (Years 2, 3 & 5)
- 1.4.a. Problem-solves case to determine best eligibility decisions. (Years 2, 3 & 5)
- 1.4.b. Understands and utilizes DSM-IV diagnostic system (Years 4 & 5)

Year 1: Demonstrate knowledge by obtaining a B or Better in the following school psychology courses:

- PSY 667: Assessment and Development of Academic Skills I
- PSY 677: Assessment and Development of Academic Skills II
- PSY 767: Assessment and Intervention for Developmental Disabilities
- PSY 655: Introduction to Intelligence Testing
- PSY 656: Advanced Intellectual Assessment
- PSY 605: Assessment of Affective and Behavioral Disorders in Youth

Year 2: Demonstration of skill “Satisfactory” ratings in PSY 790/791: Practica I: A/B

Year 3: Demonstration of increased independence and complexity in PSY 890/891: Advanced Practica A & B Comprehensive Exam Question in this area

Year 4: B-1 or Better in PSY 751: Psychopathology

Year 5: Demonstrate skill in PSY 990/991: Pre-doctoral Internship

Goal #2: Prepare entry-level psychologists who view intervention as the core of service delivery and can apply knowledge of assessment, instruction, learning, behavioral theory, human development, psychotherapeutic techniques, and positive mental health practices to prevent or remediate learning and adjustment problems among children and adolescents.

Objectives:

- 2.1 Understands and integrates the theoretical and empirical foundations in the science of psychology.
- 2.2. Knowledge of research-based strategies for academic intervention as well as general and special education curricular.
- 2.3. Understanding of counseling theories and techniques and their application to schools.
- 2.4. Knowledge of and skill in the delivery of behavioral interventions.

Competencies:

- 2.1.a. Understands the history and systems in the field of psychology. (Years 1, 2, 3 & 5)
- 2.1b. Applies basic principles and theories from developmental, social, learning, and physiology to pupils with and without disabilities. (Years 1, 2, 3, & 5)
- 2.2.a. Task analyzes assessment results into clearly defined instructional goals. (Years 1, 2, 3, & 5)
- 2.2.b. Incorporates pupil strengths, as well as instructional variables into intervention plans. (Years 1, 2, 3, & 5)
- 2.2.c. Recommends empirically-based instructional methods and materials for the following academic areas: Reading, Mathematics, Oral Language, Written Expression, School Readiness, and Study Skills. (Years 1, 2, 3, & 5)
- 2.2.d. Evaluates general and special education curricular and methods of instruction using current research methods. (Years 1, 2, 3, & 5)

- 2.2.e. Incorporates knowledge of general education curricula into recommendations for accommodations for pupils with disabilities in the general education classroom. (Years 2, 3 & 5)
- 2.2.f. Uses knowledge of general education curricula when monitoring the effectiveness of interventions. (Years 2, 3 & 5)
- 2.2.g. Recommends materials and instructional procedures appropriate for pupils with sensory impairments. (Years 2, 3, & 5)
- 2.2.h. Reviews the appropriateness of instructional software for particular pupils. (Years 2, 3 & 5)
- 2.3.a. Implements pupil counseling for individual students using methods appropriate to the problem. (Years 2, 3 & 5)
- 2.3.b. Implements group counseling procedures using group methods appropriate to children. (Years 2, 3 & 5)
- 2.3.c. Provides information regarding mental health issues and intervention strategies to parents and school personnel. (Years 2, 3 & 5)
- 2.3.d. Understands the crisis response plan for their school buildings. (Years 2, 3 & 5)
- 2.3.e. Responds to individuals and groups in crisis using school and community resources consistent with building plan. (Years 2, 3 & 5)
- 2.4.a. Recommends effective management strategies for improving problem behavior and increasing appropriate behavior. (Years 2, 3 & 5)
- 2.4.b. Identifies strengths and areas for improvement in disruptive classrooms in terms of structure, scheduling and teacher tactics and makes appropriate recommendations. (Years 2, 3 & 5)
- 2.4.c. Works with parents in establishing behavior management programs such as contracting and token economies. (Years 2, 3, & 5)

Year 1: Demonstration of knowledge in this area by completing the following courses:

- B- or Better in PSY 680: Learning or PSY 589: Cognitive Psychology
- B or Better in PSY 677: Assessment and Development of Academic Skills II
- B or Better in PSY 767: Assessment and Intervention for Developmental Disabilities

Year 2: Demonstration of knowledge in this area by completing the following courses:

- B- or Better in PSY 624 Advanced Developmental Psychology or PSY 682: Psychology of Child Development
- B or Better in PSY 562: Therapeutic Interventions: Foundations
- B or Better in PSY 662: Advanced Therapeutic Interventions
- B or Better in PSY 780: Behavior Therapy
- Demonstration of skill "Satisfactory" ratings in PSY 790/791: Practica I: A/B

Year 3: B- or Better in PSY 609: History and Systems of Psychology (Year 3)

- Demonstration of increased independence and complexity in PSY 890/891: Advanced Practica A & B
- Comprehensive Exam in this area

Year 4: B- or better in PSY 630: Advanced Social Psychology

Year 5: Demonstration of Skill during PSY 990/991: Predoctoral Internship

Goal #3: Prepare entry-level psychologists who are knowledgeable of professional ethics, use ethical

reasoning skills to anticipate and prevent problems from arising and make informed, well-reasoned choices in resolving problems that occur.

Objectives:

- 3.1 Knowledge of the ethical standards for the profession of school psychology.
- 3.2. Knowledge of the ethical standards for the profession of professional psychology.

Competencies:

3.1.1. Discusses ethical principles guiding professional relationships with pupils, parents and schools. (Years 1, 2, 3, 4, & 5)

3.1.2. Given a case identifies the ethical dimensions of the situation, uses a systematic problem-solving model to identify possible courses of action and discusses the ethical reasons for choices. (Years 1, 2, 3, 4, & 5)

Year 1: B- or Better in PSY 760: Seminar in School Services

Year 2: “Satisfactory” ratings by field supervisors in PSY 790/791: Practica I A/B

Year 3: Demonstration of more thorough understanding in PSY 890/891:

Advanced Practica A & B (Field Supervisor and University Instructor)

Passes a comprehensive Exam in this area.

Year 4: B- or Better in PSY 765: Ethics and Professional Issues

Year 5: Demonstration of Skill during PSY 990/991: Predoctoral Internship

Goal #4: Prepare entry-level psychologists who respect the dignity and worth of all persons, and work to ensure that school policies and practices are consistent with the values of fairness and nondiscrimination.

Objectives:

- 4.1. Knowledge of how cultural and ethnic differences influence behavior and affect evaluation.
- 4.2 Knowledge of common genetic and developmental disorders.

Competencies:

4.1.a. Considers ethnicity and culture of others when working with members of various ethnic/racial groups. (Years 2, 3, & 5)

4.1.b. Considers the appropriateness of norms, reliability, and validity of tests and assessment procedures before interpreting the results for a pupil or a particular gender/ethnic/racial group. (Years 1, 2, 3, & 5)

4.1.c. Given a pupil of a different cultural/ethnic racial group develops knowledge about that particular group. (Year 2, 3, & 5)

4.1.d. Recognizes the extent to which their own cultural experiences, values, and biases influence their activities. (Years 1, 2, 3, 4 & 5)

4.2.a. Understands the etiology and symptoms for common genetic disorders. (Years 3 & 5)

4.2.a. Assists parents and other personnel in understanding the educational implications of genetic disorders. (Years 3 & 5)

4.2.c. Assists parents in locating sources of information about genetic disorders and support groups. (Years 3 & 5)

Year 1: B- or better in Assessment, Intervention and Consultation Courses

Year 2: “Satisfactory” ratings by field supervisors in PSY 790/791: Practica I A/B

Year 3: Increased independence and complexity ratings in PSY 890/891:

Advanced Practica A/B

Year 4: B- or better in course addresses diversity issues (PSY 850: Ethnic & Minority Issues in Therapy OR PSY 533: Psychology of Racism OR SOC 611: Human Diversity Within and Between Families.

Year 5: Demonstration of skill during PSY 990/991: Pre-doctoral Internship

Goal #5: Prepare entry-level psychologists who are knowledgeable of family, school, and community systems and use the science of psychology to promote human welfare when providing systems-level consultation.

Objectives:

5.1 Knowledge of federal and state special education laws and other legal aspects of the role of the school psychologist.

5.2 Skills in consultation and collaboration with pupils and parents as well as school and outside personnel.

5.3 Knowledge of families, school, and community systems and the application of the science of psychology to provide prevention and intervention services.

Competencies:

5.1.a When presented with various special education situations, cites relevant Federal and State laws and decides whether or not the situation is appropriate base on the law (Years 1, 2, 3, & 5).

5.1.b Given various situations concerning the qualifications and responsibilities of psychologists, cites relevant state laws and guidelines and decides on the appropriateness of the situation in reference to the laws and guidelines. (Years 1, 2, 3 &5)

5.2.a. Given an interview situation, conducts effective problem-solving interview, follows through with consultation until improvement is objectively demonstrated. (Years 2, 3 & 5)

5.2.a. Incorporates concerns of parent, child, teacher or other professionals into instructional plans. (Years1, 2, 3 & 5)

5.2.c Collaborates with interdisciplinary team members in planning intervention. (Years 2, 3 & 5)

5.3.a. Advocates for families in working with educational, health, and mental health agencies and supports their efforts for assistance for their children. (Years 2, 3 & 5)

5.3.b. For parents experiencing difficulties with parenting, implements parent training based on programs with documented effectiveness. (Years 2, 3 & 5)

5.3.c. Identifies family factors that might enhance or interfere with school functioning and determine the implications for intervention. (Years 2, 3 & 5)

5.3.d. Describe sources of conflict between families, schools, and agencies and works to reduce conflict. (Years 2, 3, 5)

5.3.e. Describes goals, organization, and operations practica locations. Identifies opinion leaders, and outlines strategies for building or-district level consultation consistent with those factors. (Year2, 3 & 5)

Year 1: Obtains a B or better in the following coursework:
PSY 760: Seminar in School Psychological Services
PSY 667: Assessment and Development of Academic Skills I;
PSY 605: Assessment of Affective and Behavioral Disorders of Children;
PSY 767: Assessment and Intervention for Developmental Disabilities;
PSY 677: Assessment and Development of Academic Skills II:

Year 2: “Satisfactory” ratings by field supervisor in PSY 790/791: Practica I, A & B

Year 3: Increased independence and complexity by university and field supervisor in PSY 890/891: Advanced Practica A & B

Year 4: Passes a Comprehensive Exam Question in this area.

Year 5: Demonstration of skill during PSY 990/991: Predoctoral Internship

Goal #6: Prepare entry-level school psychologists who have the knowledge, research skills, and leadership ability to participating meaningfully in efforts to create more effective schools.

Objectives:

6.1 Leadership ability to help ensure comprehensive, coordinated health, education and mental health prevention and intervention services to pupils and their families.

6.2. Ability to effectively communicate psychoeducational findings orally and in writing.

Competencies:

6.1.a Analyzes and integrates information from multiple sources to make systems-level changes to improve educational services. (Year 3)

6.1.b. Seeks to establish and maintain collaborative relationships between organizations, medical personnel, and school systems to develop beneficial programs for pupils. (Years 3)

6.1.c. Identifies ways technology can be helpful in management and accountability studies. (Years 2 & 3)

6.2.a. Writes clear, well-organized and concise reports. (Years 2, 3 &5)

6.2.b. Writes realistic recommendations relevant to the referral problem. (Years 1, 2, 3, & 5)

6.2.c. Orally explains results and recommendations in an understandable fashion to team members including parents, pupils, and other professionals. (Years 2, 3, & 5)

Minimum Thresholds:

Year 1: B or Better in Assessment and Intervention Courses.

Year 2: Satisfactory ratings in PSY 790/791: Practica I A & B

Year 3: Increased independence and complexity by university and field supervisor in PSY 890/891: Advanced Practica A & B

Year 4: B- or Better in PSY 818: Program Evaluation

Year 5: PSY 990/991: Predoctoral Internship

Goal #7: Prepare entry-level psychologists to promote strong families and provide leadership ensuring delivery of comprehensive health services to children and families

Objectives:

7.1. Knowledge of educational and community, state and federal agencies providing services to pupils and

their families.

7.2. Knowledge of research design, statistical analysis and program evaluation.

Competencies:

7.1.a. Names and defines functions of major agency resources within small communities, metropolitan areas, and those at the state level. (Years 1, 2 & 3)

7.1.b. Determines appropriate agency resources at the state level, in small communities, and in metropolitan areas for obtaining services for particular pupils. (Years 1, 2 & 3)

7.1.c. Few pupils with sensory or motor impairments, identifies local and state resources for adaptive equipment. (Years 1, 2 & 3)

7.1.d. Aids families in identifying needs and resources and in linking resources to needs. (Years 2 & 3)

7.2.a. Evaluates the effectiveness of prevention and intervention efforts. (Years 1, 2, 3, 4 & 5)

7.2.b. Critically evaluates published research. (Years 1, 2, 3, 4 & 5)

7.2.c. Completes a research project providing a unique contribution to the school psychology literature. (Year 3-thesis & 5-dissertation)

Minimum Thresholds:

Year 1: Obtains a B or better in the following coursework:

PSY 760: Seminar in School Psychological Services

PSY 767: Assessment and Intervention for Developmental Disabilities

Year 2: "Satisfactory" ratings by field supervisor in PSY 790/791: Practica I, A & B
Propose Thesis

Year 3: Increased independence and complexity by university and field supervisor in PSY 890/891: Advanced Practica A & B

Defend Thesis

Propose Dissertation

Year 4: B- or Better in PSY 818: Program Evaluation

Goal #8: Prepare entry-level psychologists who possess skills needed to mentor or supervise less advanced trainings and provide ongoing training to others by way of in-service, workshop, or university training.

Objectives:

8.1. Ability to organize and present information in an understandable, clear and helpful manner.

8.2. Ability to promote the development of less advanced trainees through mentoring and leadership in laboratory, classroom or practica settings.

Competencies:

8.1.b. Presents information in various courses. (Years 1, 2, 3, & 4)

8.1.b. Develops and conducts training sessions on campus or practica locations. (Years 2 & 3)

8.1.c. Presents at a professional conference (Year 3 & 4)

8.2.a. Participates as a mentor in SASP, helping an incoming student adjust to CMU. (Years 1, 2, 3, &4)

8.2.b. Knowledge of different supervision styles and identification of own style and preferences. (Years 2, 3 & 5)

8.2.c. Knowledge of ethical considerations as a supervisee and supervisor. (Years 1, 2, 3, 4 & 5)

Minimum Thresholds:

Year 1: Demonstrate knowledge and basic presenting skills by presenting and participating in classes: Measured by the Faculty Evaluation Forms. No more than 3 concerns noted.

Year 2: Demonstrate knowledge and presenting skills through participating in coursework. Measured by Faculty Evaluation Forms. No more than 2 concerns noted.

Make a professional presentation at practica site. Minimum threshold: "Satisfactory" rating by field supervisor.

Serves as SASP mentor (threshold: participates in activities; contacts mentee, assesses needs and provide information).

Actively participate in supervision at your PSY 790/791 site and with university supervisors. Be prepared and accept direction and feedback. Rated on the Supervisor Rating Form. Minimal Threshold : not more than two concerns.

Year 3: Make a professional presentation at PSY 890/891 practica site of increased complexity and independence. Rated by field supervisor.

Actively participate in supervision at your PSY 890/891 site and with university supervisors. Be prepared and accept direction and feedback. Rated on the Supervisor Rating Form. Minimal Threshold : not more than two concerns.

Year 4: Discuss ethical concerns in coursework. Discuss supervision models and styles as preparation for internship interviews.

Independently teach an undergraduate psychology courses. Pass mentor evaluation.

Year 5: Actively participate and extend supervision skills during pre-doctoral internship (PSY 990/991)

Goal #9: Prepare entry-level psychologists who have developed a specialized interest area of expertise.

Objectives:

9.1. Develops an area of expertise specific to school psychology.

9.2. Seeks instructional and professional development opportunities to further this interest area.

9.3. Develops and conducts research projects in area of interest.

Competencies:

- 9.1.a. Describes current research in area selected. (Year 1, 2, 3, 4, &5)
- 9.1.b. Demonstrate skill in diagnosis, treatment and evaluation in area selected. (Year 2 & 3)
- 9.2.a. Completes training opportunities in area. (Year 2, 3, 4, &5)
- 9.2.b. Attends professional conferences in area interest. (Year 2, 3, 4 & 5)
- 9.2.c. Reads and gathers current research in interest area. (Year 1, 2, 3, 4, &5)
- 9.3.a. Completes a thesis. (Year1, 2 & 3)
- 9.3.b. Completes a dissertation (Year 3, 4 &5)

Minimum Thresholds:

Year 1: Discusses research topics with professors & selects a thesis advisor

Year 2: Proposes thesis. Discusses electives and conferences with mentor.

Year 3: Defends thesis. Selects appropriate internship sites. Makes plan to match skill set with internship site (PSY 890/891)

Year 4: Fall : proposes dissertation

APPENDIX C

PSY 790/791 COMPETENCY EVALUATION PERFORMANCE REVIEW

Practicum Supervisor: The following list of competencies has been developed to aid you in giving your school psychology program practicum student a comprehensive and quality experience, while reducing your record keeping effort. Some competencies may be evaluated through coursework at CMU.

Each Competency may be rated: *Satisfactory*, *Needs improvement*, or *No opportunity to observe*.

Practicum Student _____

Supervisor _____

University Supervisor _____

Agency _____

Phone _____

Performance Review Dates _____

Student Signature

Field Supervisor Signature

Date

Date

1. Knowledge of federal and state special education laws and other legal aspects of the role of the school psychologist.

- a. When presented with various special education situations, cites relevant Federal and State laws, and decides whether or not the situation is appropriate based on the law.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Given various situations concerning the qualifications and responsibilities of school psychologists, cites relevant state laws and guidelines and decides on the appropriateness of the situation in reference to the laws and guidelines.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

2. Knowledge of the ethical standards for the profession of school psychology

- a. Discuss ethical principles guiding professional relationships with pupils, parents, and schools.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Given a case identifies the ethical dimensions of the situation, uses a systematic problem-solving model to identify possible courses of action, and discusses the ethical reasons for choices.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

3. Knowledge of the theoretical and empirical foundations in the science of psychology.

- a. Understands the history and systems in the field of psychology. (Applies only to doctoral students).

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Applies basic principles and theories from developmental, social, learning, and physiological psychology to pupils with and without disabilities.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

4. Skills in consultation and collaboration with pupils and parents, as well as school and outside personnel.

- a. Given an interview situation with school personnel, conducts effective problem solving interview, follows through with consultation until improvement is objectively demonstrated.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Given an interview situation with a parent, conducts effective problem solving interview, follows through with consultation until improvement is objectively demonstrated.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- c. Incorporates concerns of pupil, parent, teacher, and other professionals into instructional plans.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- d. Collaborates with interdisciplinary team (e.g., child-study team, IEP) members in planning interventions.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

5. Knowledge of families, school, and community systems, and the application of the sciences of psychology to provide prevention and intervention services.

- a. Advocates for families in working with educational, health, and mental health agencies and supports their efforts to advocate for assistance for their children.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. For parents experiencing difficulties with parenting, implements parent training based on programs with documented effectiveness.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- c. Identifies family factors that might enhance or interfere with school functioning and determine the implications for intervention.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- d. Identifies sources of conflict between families, schools, and agencies and works to reduce conflict.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- e. Describes the goals, organization, and operation of schools in which they work, identifies opinion leaders, and outlines strategies for building or district-level consultation consistent with those factors.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

6. Knowledge of educational and community, state and federal agencies providing services to pupils and their families.

- a. Names and defines functions of major agency resources within small communities, metropolitan areas, and those at the state level.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Determines appropriate agency resources at the state level, in small communities, and in metropolitan areas, for obtaining services for particular pupils.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- c. For pupils with sensory or motor disabilities, identifies local and state resources for adaptive equipment.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- d. Aids families in identifying needs and resources and in linking resources to needs.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

7. Leadership ability to help ensure comprehensive, coordinated health, education, and mental health prevention and intervention services to pupils and their families. (Applies only to doctoral students).

- a. Analyzes and integrates information from multiple sources to make system-level changes to improve educational services.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Seeks to establish and maintain collaborative relationships between organizations, medical personnel, and school systems to develop beneficial programs for pupils.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

8. Knowledge of how cultural and ethnic differences influence behavior and affect evaluation.

- a. Considers ethnicity and culture of others when working with members of various ethnic/racial groups.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Considers appropriateness of norms, reliability, and validity of tests and assessment procedures before interpreting the results for a pupil of a particular gender/ethnic/racial group.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- c. Given a pupil of a different cultural/ethnic/racial group, develops knowledge about that particular group.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- d. Recognizes the extent to which their own cultural experiences, values, and biases influence their activities.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

9. Knowledge of research-based strategies for academic intervention as well as general and special education curricula.

a. Task analyzes assessment results into clearly defined instructional goals.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

b. Incorporates pupil strengths, as well as instructional variables, into intervention plans.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

c. Recommends research-based instructional methods and materials for the following academic areas:

Reading:

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

Mathematics:

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

Oral Language:

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

Written Expression:

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

School Readiness:

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

Study skills (e.g., test taking strategies, note taking, outlining)

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- d. Evaluates general and special education curricula and methods of instruction using current research evidence.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- e. Incorporates knowledge of general education curricula into recommendations for accommodations for pupils with disabilities in the general education classroom.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- f. Uses knowledge of general education curricula when monitoring the effectiveness of interventions.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- g. Recommends materials and instructional procedures appropriate for pupils with sensory impairments.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

10. Understanding of counseling theories and techniques and their application to schools.

- a. Implements pupil counseling for individual students using methods appropriate to the problem.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Implements group counseling procedures using group methods appropriate to the problem.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- c. Provides information regarding mental health issues and intervention strategies to parents and school personnel.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- d. Understands the crisis response plan for their school buildings.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- e. Responds to individuals and groups in crisis using school and community resources consistent with the building plan.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

11. Knowledge of behavior management procedures and behavioral assessment.

- a. Uses systematic direct observation procedures to record, graph, and analyze data to determine environmental variable affecting behavior.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Obtains information regarding the relationship between environmental events and problem behavior using functional analysis.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- c. Evaluates the technical adequacy, correctly scores, and interprets behavioral checklists.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- d. Recommends effective management strategies for improving problem behavior and increasing appropriate behavior.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- e. Identifies strengths and areas for improvement in disruptive classrooms in terms of structure, scheduling and teacher tactics and makes appropriate recommendations.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- f. Works with teachers in establishing behavior management programs such as contracting and token economies.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

12. Knowledge of various genetic disorders. (Applies only to doctoral students).

- a. Understands the etiology and symptoms for a number of the more common genetic disorders.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Assists parents in understanding the educational implications of genetic disorders.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

13. Knowledge of computer applications in school psychology.

- a. For software programs for assessment, evaluates the technical adequacy of the program.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Evaluates the appropriateness of instructional software for particular pupils.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- c. Identifies ways computers may be used in case management and accountability studies.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

14. Knowledge of research design, statistical analysis, and program evaluation.

a. Evaluates effectiveness of prevention and intervention efforts.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

b. Critically evaluates published research.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

c. Completes a research project providing a unique contribution to the school psychology literature.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

15. Ability to evaluate the technical adequacy of norm- and criterion-referenced tests and curriculum-based measures, as well as correctly administers, scores, and interprets these measures.

a. Administers, scores, and interprets the following intelligence measures. Meets criteria according to test administration and report writing checklists (CMU).

<u>Tests</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
WISC-III	_____	_____	_____
Alternative test for child in WISC-III age range	_____	_____	_____
WAIS-III	_____	_____	_____
Alternative test for student in WAIS-II age range	_____	_____	_____
WPPSI-III	_____	_____	_____
Alternative test for child in WPPSI-III age range	_____	_____	_____

- b. Administers, scores, and interprets the following specialized measures of intelligence (Evaluated at CMU):

	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
Test for infants or toddlers	_____	_____	_____
Nonvocal test	_____	_____	_____
Test for pupils with visual impairment	_____	_____	_____
Test for pupils with motor impairment	_____	_____	_____

- c. Administers, scores, and interprets the following norm-referenced measures of achievement.

Two general achievement tests.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

Two measures of reading skills.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

Two measures of mathematics skills.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

Two measures for oral language.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

Test for written expression.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

Readiness test.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

d. Administers, scores, and interprets two criterion-referenced measures.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

e. Administers, scores, graphs, and interprets curriculum-based measurement probes.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

f. Administers, scores, and interprets two adaptive behavior measures.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

g. Critically evaluates the norm sample, reliability, and validity of tests using test manuals and other resources such as journal reviews or *Mental Measurements Yearbook*.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

h. Compiles an appropriate assessment battery for pupils with sensory impairments, motor impairments and pupils with autism.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

16. Understanding of both normal and abnormal personality development and assessment.

a. Discusses “age appropriate” emotional functioning for children of various ages.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Uses appropriate multi-axial assessment procedures to identify affective strengths and difficulties.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- c. Identifies significant sources of emotional conflict using objective assessment techniques.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- d. Demonstrates an understanding of the DSM-IV system. (Applies only to doctoral students).

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

17. Ability to integrate data obtained from tests and other information sources.

- a. Culls information relevant to the nature of the referral from school records.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- b. Analyzes and integrates assessment data, observations, and interview information to form a profile of pupil strengths and areas needing improvement.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

- c. Given a referral, takes the case from referral through each step of diagnostic-perspective process.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

18. Ability to effectively communicate psychoeducational findings orally and in writing.

- a. Writes a psychological report that is clear, well organized, and concise.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

b. Writes realistic recommendations relevant to the referral problem.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

c. Orally explains results and recommendations in an understandable fashion to team members including parents, pupils, and other professionals.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

-

APPENDIX D

ATTITUDE AND PERSONAL CHARACTERISTICS

1. Freedom from biases which would interfere with his/her effectiveness.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

2. Respects beliefs and opinions of others.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

3. Appropriateness of general appearance.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

4. Ability to handle details.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

5. Tact in relations with others.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

6. Willingness to assume responsibility.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

7. Effective management of time.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

8. Follows through on assigned responsibilities.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

9. Balanced judgment after weighing all information.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

10. Willingness to consider divergent methods and approaches.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

11. Maintains length of school day according to policy.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

12. Flexibility when approaching problems.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

13. Conducts self with professional dignity.

<u>Review</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Not Observed</u>
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____

APPENDIX E

SCHOOL PSYCHOLOGY PROGRAM Central Michigan University

Field Experience Questionnaire

School _____

Teacher _____

Student _____

Date _____

In order to collect information about our practica students we need your help. We would like to know how well our practica student performed in his/her interactions with you. This feedback is used by us to develop ongoing learning experiences for our student during the course of this year. You can help us by completing the questionnaire as honestly as you are able. On the items, please rate the student from “1”, which means the student demonstrated little skill in the area, to “5”, which means excellent skill was demonstrated. If you have not had the opportunity to observe or interact with the student in one or more of the areas listed, please circle “DK” (don’t know). Thank you for your time and cooperation in this process.

Sandra Morgan, Ph.D.
Director, School Psychology Program
Central Michigan University

Mike Hixson, Ph.D.
Coordinator, School Psychology Practica
Central Michigan University

How well did the student perform in this area?

		Little Skill	Satisfactory	Excellent Skill	Don't Know		
1.	This person talks to me slowly, clearly, and in an organized manner.	1	2	3	4	5	DK
2.	This person maintains eye contact.	1	2	3	4	5	DK
3.	This person appears confident in speech and mannerisms when we are talking.	1	2	3	4	5	DK
4.	This person kept commitments made while we were working.	1	2	3	4	5	DK
5.	The children felt comfortable working with this person.	1	2	3	4	5	DK
6.	This person dressed appropriately for the assigned responsibilities.	1	2	3	4	5	DK
7.	I felt comfortable working with this person.	1	2	3	4	5	DK
8.	This person devoted full attention to me and the task when we worked together.	1	2	3	4	5	DK
9.	This person clarifies and confirms points I have made by paraphrasing or summarizing the points.	1	2	3	4	5	DK
10.	This person followed up on recommendations he/she made.	1	2	3	4	5	DK
11.	I felt comfortable accepting suggestions from this person.	1	2	3	4	5	DK
12.	This person took time and care in forming recommendations as opposed to "shooting from the hip" without getting all the facts.	1	2	3	4	5	DK
13.	When talking to teachers or parents, this person speaks in non-technical language as opposed to education jargon that is hard to understand.	1	2	3	4	5	DK
14.	This person listened in a manner that made me feel accepted when talking.	1	2	3	4	5	DK
15.	This person put others at ease in professional interactions.	1	2	3	4	5	DK
16.	This person expressed positive attitudes toward school, children, teachers, and parents.	1	2	3	4	5	DK
17.	When talking to this person, I get enough time to talk about points I feel are important.	1	2	3	4	5	DK
18.	This person communicated openly and honestly with me as opposed to having a "hidden goal behind what is said.	1	2	3	4	5	DK
19.	If asked to do something against the best interests of the child, I think this person would decline firmly but tactfully.	1	2	3	4	5	DK

Thank you for completing the feedback form.

Any suggestions to help the practica student improve in the above rated areas?

General comments about the practica student and your interactions.

Signature (optional)

Date

Thank you for your help.

Sincerely,

Sandra Morgan, Ph.D.
Mike Hixson, Ph.D.

Central Michigan University

Appendix F

Supervision Form

PSY 790/791: Practica I A & B
PSY 890/901: Advanced Practica A & B

Student Name:
Course:
Practica Location:
Field Supervisor:
University Supervisor:

Description of Practica setting:

Please circle: School District/System, Community Mental Health Center, Health Maintenance Organization, Medical Center, Military Medical Center, Private General Hospital, General Hospital, Veterans Affairs Hospital, Correctional Facility, University Counseling Center, Medical School, Consortium Activities

Please estimate student engaged in each:

Administration _____	Assessment _____	Consultation _____
Psychotherapy _____	Research _____	Supervision _____
Teaching _____	Other (specify):	

- Student is conscientious about scheduling and keeping supervision appointments.
Demonstrates Exceptional Skill Adequate Needs Improvement
- Student is open and engaging during supervision.
Demonstrates Exceptional Skill Adequate Needs Improvement
- Student brings necessary case material to supervision.
Demonstrates Exceptional Skill Adequate Needs Improvement
- Student provides written material for my review in a timely manner.
Demonstrates Exceptional Skill Adequate Needs Improvement
- Student presents verbally information in a thoughtful and cohesive manner.
Demonstrates Exceptional Skill Adequate Needs Improvement
- Student seeks & accepts verbal input without becoming defensive.
Demonstrates Exceptional Skill Adequate Needs Improvement
- Student demonstrates ability to incorporate verbal feedback to guide future practice.
Demonstrates Exceptional Skill Adequate Needs Improvement
- Student actively engages during supervision. Discusses appropriate literature to guide practice.
Demonstrates Exceptional Skill Adequate Needs Improvement
- Student demonstrates ability to incorporate written feedback to guide practices.
Demonstrates Exceptional Skill Adequate Needs Improvement
- Strengths of this student:
- Areas to improve:

Dates form was completed: _____

Date discussed with student: _____

Signed: _____

Student

Field Supervisor

University Supervisor

APPENDIX G

DOCTORAL INTERNSHIP APPRAISAL

PSY 990-991

Dear Intern,

Enclosed are the official course syllabi for Psychology 990-991. I have also enclosed a suggested reading list for doctoral students on internship.

For your internship you are required to prepare a written plan outlining your personal goals and objectives for the year, and describing appropriate experiences for the achievement of those goals and objectives. Goals are to be consistent with the program's seven broad training goals, with an emphasis on goals 5-7. (See enclosed cover page for School Psychology Doctoral Internship Performance Appraisal). In setting your goals and objectives, you may wish to consult with your supervisor, colleagues, teachers, and others. Your goals and objectives should build upon your previous coursework and internship experiences, and be linked to your future professional plans. You and I will be using your list of goals and objectives to evaluate the internship experience. I have included a sample form for goals and objectives.

In addition to your written plan, I need a work phone number and the days/times it is best to reach you. I also need the name, address, and work phone number of your supervisor.

I will be sending the *Intern Performance Appraisal Form* to your supervisor toward the end of each semester.

I hope all is well with you and that you are enjoying the challenges of your internship. Please call me if you have questions or concerns. I want to be a resource to you.

I look forward to hearing from you soon.

Best regards,

Sandra Morgan, Ph.D.
Director, School Psychology Training Program

School Psychology Doctoral Intern Performance Appraisal

Psychology 990-991

Name of Individual completing this request _____

Work Phone _____

Date _____

What is the exact title of your professional position? _____

Name of Intern _____

CMU's School Psychology Doctoral Program has nine training goals. CMU seeks to prepare psychologists who:

1. employ a systematic approach to problem solving, engage in practice based on the application of scientific knowledge, and who view data collection and analysis as an integral part of the service delivery process.
2. view intervention as the core of service delivery and who can apply knowledge of assessment, instruction, learning, behavioral theory, human development, psychotherapeutic techniques, and positive mental health practices to prevent or remediate learning and adjustment problems among children and adolescents.
3. are knowledgeable of professional ethics; who use ethical reasoning skills to anticipate and prevent problems from arising; and who make informed, well-reasoned choices in resolving problems when they do occur.
4. respect the dignity and worth of all persons, who are committed to fairness and nondiscrimination, and who work to ensure school policies and practices are consistent with the values of fairness and nondiscrimination.
5. are knowledgeable of family, schools, and community systems; who are skilled in systems-level consultation; and who use the science of psychology to promote human welfare in the provision of systems-level consultation.
6. have the knowledge, research skills, and leadership ability to participate meaningfully in efforts to create more effective schools.
7. whose work can play a leadership role in ensuring the delivery of comprehensive and coordinated health, educational, and mental health services to children and families.
8. who have an area of expertise specific to school psychology.
9. who have the skills to mentor or supervise less-advanced trainees, and provide on-going training to others by way of in-service, workshops, or university teaching.

Intern's Name _____

Date Completed _____

Please evaluate intern performance in the following areas using this scale:

- 1 = Very well
- 2 = Reasonably well
- 3 = Not very well
- 4 = Not at all
- N/O = No opportunity to observe

For each area, please check only one response.	1	2	3	4	N/O
1. Gathers assessment information appropriate to the problem situation.					
2. Demonstrates skill in psychoeducational diagnosis of a client with a learning problem.					
3. Demonstrates skill in psychoeducational diagnosis of a client with a behavior/emotional problem.					
4. Employs a systematic approach to problem solving.					
5. Effectively communicates psychological findings in meetings with parents, teachers, and other professional staff members.					
6. Makes recommendations appropriate to the problem and the situation.					
7. Conducts effective problem solving discussions with students, parents, teachers, and other staff.					
8. Plans an effective behavior management program for a group or classroom.					
9. Plans effective intervention programs for clients with behavior problems.					
10. Plans and prescribes appropriate teaching strategies and materials for a client with learning problems.					
11. Utilizes effective counseling techniques with groups and individuals.					
12. Demonstrates skill in program evaluation and development.					
13. Demonstrates skill in systems-level consultation by providing effective services to family.					
14. Demonstrates skill in systems-level consultation by providing effective services to school and/or community systems.					
15. Demonstrates commitment to promoting strong family systems.					
16. Demonstrates a commitment to promoting delivery of coordinated health, education, and mental health services to children and families.					
17. Demonstrates knowledge of current special education laws.					
18. Demonstrates an awareness of ethical issues in professional decision-making.					

19.	Shows respect for all persons.					
20.	Demonstrates commitment to fairness and nondiscrimination in policies and practices.					
21.	Demonstrates good interpersonal skills in interactions.					
22.	Compared with other school psychologists you have worked with, this person is:					
	a. clearly superior					
	b. somewhat better					
	c. about the same					
	d. somewhat worse					
	e. clearly inferior					

Please identify/describe any areas of professional functioning that are unsatisfactory

Based on your experience working with school psychology interns, do you have any suggestions as to how we might improve our training program?

Completed by _____

Please return this evaluation form to
Director, School Psychology Program
Department of Psychology
Central Michigan University
Mt. Pleasant, Michigan 48859

APPENDIX H

Ethical Principles of Psychologists and Code of Conduct 8/4/11 10:09 AM

Ethical Principles of Psychologists and Code of Conduct

2011 Amendments

Introduction and Applicability

The American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles, and specific Ethical Standards. The Introduction discusses the intent, organization, procedural considerations, and scope of application of the Ethics Code. The Preamble and General Principles are aspirational goals to guide psychologists toward the highest ideals of psychology. Although the Preamble and General Principles are not themselves enforceable rules, they should be considered by psychologists in arriving at an ethical course of action. The Ethical Standards set forth enforceable rules for conduct as psychologists. Most of the Ethical Standards are written broadly, in order to apply to psychologists in varied roles, although the application of an Ethical Standard may vary depending on the context. The Ethical Standards are not exhaustive. The fact that a given conduct is not specifically addressed by an Ethical Standard does not mean that it is necessarily either ethical or unethical.

This Ethics Code applies only to psychologists' activities that are part of their scientific, educational, or professional roles as psychologists. Areas covered include but are not limited to the clinical, counseling, and school practice of psychology; research; teaching; supervision of trainees; public service; policy development; social intervention; development of assessment instruments; conducting assessments; educational counseling; organizational consulting; forensic activities; program design and evaluation; and administration. This Ethics Code applies to these activities across a variety of contexts, such as in person, postal, telephone, internet, and other electronic transmissions. These activities shall be distinguished from the purely private conduct of psychologists, which is not within the purview of the Ethics Code.

Membership in the APA commits members and student affiliates to comply with the standards of the APA Ethics Code and to the rules and procedures used to enforce them. Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

The procedures for filing, investigating, and resolving complaints of unethical conduct are described in the current Rules and Procedures of the APA Ethics Committee (</ethics/code/committee.aspx>). APA may impose sanctions on its members for violations of the standards of the Ethics Code, including termination of APA membership, and may notify other bodies and individuals of its actions. Actions that violate the standards of the Ethics Code may also lead to the imposition of sanctions on psychologists or students whether or not they are APA members by bodies other than APA, including state psychological associations, other professional groups, psychology boards, other state or federal agencies, and payors for health services. In addition, APA may take action against a member after his or her conviction of a felony, expulsion or suspension from an affiliated state psychological association, or suspension or loss of licensure. When the sanction to be imposed by APA is less than expulsion, the 2001 Rules and Procedures do not guarantee an opportunity for an in-person hearing, but generally provide that complaints will be resolved only on the basis of a submitted record.

The Ethics Code is intended to provide guidance for psychologists and standards of professional conduct that can be applied by the APA and by other bodies that choose to adopt them. The Ethics Code is not intended to be a basis of civil liability. Whether a psychologist has violated the Ethics Code standards does not by itself determine whether the psychologist is legally liable in a court action, whether a contract is enforceable, or whether other legal consequences occur.

The modifiers used in some of the standards of this Ethics Code (e.g., reasonably, appropriate, potentially) are included in the standards when they would (1) allow professional judgment on the part of psychologists, (2)

eliminate injustice or inequality that would occur without the modifier, (3) ensure applicability across the broad range of activities conducted by psychologists, or (4) guard against a set of rigid rules that might be quickly outdated. As used in this Ethics Code, the term reasonable means the prevailing professional judgment of psychologists engaged in similar activities in similar circumstances, given the knowledge the psychologist had or should have had at the time.

In the process of making decisions regarding their professional behavior, psychologists must consider this Ethics Code in addition to applicable laws and psychology board regulations. In applying the Ethics Code to their professional work, psychologists may consider other materials and guidelines that have been adopted or endorsed by scientific and professional psychological organizations and the dictates of their own conscience, as well as consult with others within the field. If this Ethics Code establishes a higher standard of conduct than is required by law, psychologists must meet the higher ethical standard. If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner in keeping with basic principles of human rights.

Preamble

Psychologists are committed to increasing scientific and professional knowledge of behavior and people's understanding of themselves and others and to the use of such knowledge to improve the condition of individuals, organizations, and society. Psychologists respect and protect civil and human rights and the central importance of freedom of inquiry and expression in research, teaching, and publication. They strive to help the public in developing informed judgments and choices concerning human behavior. In doing so, they perform many roles, such as researcher, educator, diagnostician, therapist, supervisor, consultant, administrator, social interventionist, and expert witness. This Ethics Code provides a common set of principles and standards upon which psychologists build their professional and scientific work. This Ethics Code is intended to provide specific standards to cover most situations encountered by psychologists. It has as its goals the welfare and protection of the individuals and groups with whom psychologists work and the education of members, students, and the public regarding ethical standards of the discipline.

The development of a dynamic set of ethical standards for psychologists' work-related conduct requires a personal commitment and lifelong effort to act ethically; to encourage ethical behavior by students, supervisees, employees, and colleagues; and to consult with others concerning ethical problems.

General Principles

This section consists of General Principles. General Principles, as opposed to Ethical Standards, are aspirational in nature. Their intent is to guide and inspire psychologists toward the very highest ethical ideals of the profession. General Principles, in contrast to Ethical Standards, do not represent obligations and should not form the basis for imposing sanctions. Relying upon General Principles for either of these reasons distorts both their meaning and purpose.

Principle A: Beneficence and Nonmaleficence

Psychologists strive to benefit those with whom they work and take care to do no harm. In their professional actions, psychologists seek to safeguard the welfare and rights of those with whom they interact professionally and other affected persons, and the welfare of animal subjects of research. When conflicts occur among psychologists' obligations or concerns, they attempt to resolve these conflicts in a responsible fashion that avoids or minimizes harm. Because psychologists' scientific and professional judgments and actions may affect the lives of others, they are alert to and guard against personal, financial, social, organizational, or political factors that might lead to misuse of their influence. Psychologists strive to be aware of the possible effect of their own physical and mental health on their ability to help those with whom they work.

Principle B: Fidelity and Responsibility

Psychologists establish relationships of trust with those with whom they work. They are aware of their professional and scientific responsibilities to society and to the specific communities in which they work. Psychologists uphold professional standards of conduct, clarify their professional roles and obligations, accept appropriate responsibility for their behavior, and seek to manage conflicts of interest that could lead to exploitation or harm. Psychologists consult with, refer to, or cooperate with other professionals and institutions to the extent needed to serve the best interests of those with whom they work. They are concerned about the ethical compliance of their colleagues' scientific and professional conduct. Psychologists strive to contribute a portion of their professional time for little or no compensation or personal advantage.

Principle C: Integrity

Psychologists seek to promote accuracy, honesty, and truthfulness in the science, teaching, and practice of psychology. In these activities psychologists do not steal, cheat, or engage in fraud, subterfuge, or intentional misrepresentation of fact. Psychologists strive to keep their promises and to avoid unwise or unclear commitments. In situations in which deception may be ethically justifiable to maximize benefits and minimize harm, psychologists have a serious obligation to consider the need for the possible consequences of, and their responsibility to correct any resulting mistrust or other harmful effects that arise from the use of such techniques.

Principle D: Justice

Psychologists recognize that fairness and justice entitle all persons to access to and benefit from the contributions of psychology and to equal quality in the processes, procedures, and services being conducted by psychologists. Psychologists exercise reasonable judgment and take precautions to ensure that their potential biases, the boundaries of their competence, and the limitations of their expertise do not lead to or condone unjust practices.

Principle E: Respect for People's Rights and Dignity

Psychologists respect the dignity and worth of all people, and the rights of individuals to privacy, confidentiality, and self-determination. Psychologists are aware that special safeguards may be necessary to protect the rights and welfare of persons or communities whose vulnerabilities impair autonomous decision making. Psychologists are aware of and respect cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status and consider these factors when working with members of such groups. Psychologists try to eliminate the effect on their work of biases based on those factors, and they do not knowingly participate in or condone activities of others based upon such prejudices.

Standard 1: Resolving Ethical Issues

1.01 Misuse of Psychologists' Work

If psychologists learn of misuse or misrepresentation of their work, they take reasonable steps to correct or minimize the misuse or misrepresentation.

1.02 Conflicts between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

1.03 Conflicts between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and take reasonable steps to resolve the conflict consistent with the General Principles and

Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

1.04 Informal Resolution of Ethical Violations

When psychologists believe that there may have been an ethical violation by another psychologist, they attempt to resolve the issue by bringing it to the attention of that individual, if an informal resolution appears appropriate and the intervention does not violate any confidentiality rights that may be involved. (See also Standards 1.02, Conflicts between Ethics and Law, Regulations, or Other Governing Legal Authority (#102), and 1.03, Conflicts between Ethics and Organizational Demands (#103).)

1.05 Reporting Ethical Violations

If an apparent ethical violation has substantially harmed or is likely to substantially harm a person or organization and is not appropriate for informal resolution under Standard 1.04, Informal Resolution of Ethical Violations (#104), or is not resolved properly in that fashion, psychologists take further action appropriate to the situation. Such action might include referral to state or national committees on professional ethics, to state licensing boards, or to the appropriate institutional authorities. This standard does not apply when an intervention would violate confidentiality rights or when psychologists have been retained to review the work of another psychologist whose professional conduct is in question. (See also Standard 1.02, Conflicts between Ethics and Law, Regulations, or Other Governing Legal Authority (#102).)

1.06 Cooperating with Ethics Committees

Psychologists cooperate in ethics investigations, proceedings, and resulting requirements of the APA or any affiliated state psychological association to which they belong. In doing so, they address any confidentiality issues. Failure to cooperate is itself an ethics violation. However, making a request for deferment of adjudication of an ethics complaint pending the outcome of litigation does not alone constitute noncooperation.

1.07 Improper Complaints

Psychologists do not file or encourage the filing of ethics complaints that are made with reckless disregard for or willful ignorance of facts that would disprove the allegation.

1.08 Unfair Discrimination against Complainants and Respondents

Psychologists do not deny persons employment, advancement, admissions to academic or other programs, tenure, or promotion, based solely upon their having made or their being the subject of an ethics complaint. This does not preclude taking action based upon the outcome of such proceedings or considering other appropriate information.

Standard 2: Competence

2.01 Boundaries of Competence

(a) Psychologists provide services, teach, and conduct research with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience.

(b) Where scientific or professional knowledge in the discipline of psychology establishes that an understanding of factors associated with age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status is essential for effective implementation of their services or research, psychologists have or obtain the training, experience, consultation, or supervision necessary to ensure the competence of their services, or they make appropriate referrals, except as provided in Standard 2.02, Providing Services in Emergencies (#202).

(c) Psychologists planning to provide services, teach, or conduct research involving populations, areas, techniques, or technologies new to them undertake relevant education, training, supervised experience, consultation, or study.

(d) When psychologists are asked to provide services to individuals for whom appropriate mental health services are not available and for which psychologists have not obtained the competence necessary, psychologists with closely related prior training or experience may provide such services in order to ensure that services are not denied if they make a reasonable effort to obtain the competence required by using relevant research, training, consultation, or study.

(e) In those emerging areas in which generally recognized standards for preparatory training do not yet exist, psychologists nevertheless take reasonable steps to ensure the competence of their work and to protect clients/patients, students, supervisees, research participants, organizational clients, and others from harm.

(f) When assuming forensic roles, psychologists are or become reasonably familiar with the judicial or administrative rules governing their roles.

2.02 Providing Services in Emergencies

In emergencies, when psychologists provide services to individuals for whom other mental health services are not available and for which psychologists have not obtained the necessary training, psychologists may provide such services in order to ensure that services are not denied. The services are discontinued as soon as the emergency has ended or appropriate services are available.

2.03 Maintaining Competence

Psychologists undertake ongoing efforts to develop and maintain their competence.

2.04 Bases for Scientific and Professional Judgments

Psychologists' work is based upon established scientific and professional knowledge of the discipline. (See also Standards 2.01e, Boundaries of Competence (#201e), and 10.01b, Informed Consent to Therapy)

2.05 Delegation of Work to Others

Psychologists who delegate work to employees, supervisees, or research or teaching assistants or who use the services of others, such as interpreters, take reasonable steps to (1) avoid delegating such work to persons who have a multiple relationship with those being served that would likely lead to exploitation or loss of objectivity; (2) authorize only those responsibilities that such persons can be expected to perform competently on the basis of their education, training, or experience, either independently or with the level of supervision being provided; and (3) see that such persons perform these services competently. (See also Standards 2.02, Providing Services in Emergencies (#202) ; 3.05, Multiple Relationships ; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments; 9.02, Use of Assessments; 9.03, Informed Consent in Assessments; and 9.07, Assessment by Unqualified Persons.)

2.06 Personal Problems and Conflicts

(a) Psychologists refrain from initiating an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

(b) When psychologists become aware of personal problems that may interfere with their performing work-related duties adequately, they take appropriate measures, such as obtaining professional consultation or assistance, and determine whether they should limit, suspend, or terminate their work-related duties. (See also Standard 10.10, Terminating Therapy.)

Standard 3: Human Relations

3.01 Unfair Discrimination

In their work-related activities, psychologists do not engage in unfair discrimination based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.

3.02 Sexual Harassment

Psychologists do not engage in sexual harassment. Sexual harassment is sexual solicitation, physical advances, or verbal or nonverbal conduct that is sexual in nature, that occurs in connection with the psychologist's activities or roles as a psychologist, and that either (1) is unwelcome, is offensive, or creates a hostile workplace or educational environment, and the psychologist knows or is told this or (2) is sufficiently severe or intense to be abusive to a reasonable person in the context. Sexual harassment can consist of a single intense or severe act or of multiple persistent or pervasive acts. (See also Standard 1.08, Unfair Discrimination Against Complainants and Respondents.)

3.03 Other Harassment

Psychologists do not knowingly engage in behavior that is harassing or demeaning to persons with whom they interact in their work based on factors such as those persons' age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

3.04 Avoiding Harm

Psychologists take reasonable steps to avoid harming their clients/patients, students, supervisees, research participants, organizational clients, and others with whom they work, and to minimize harm where it is foreseeable and unavoidable.

3.05 Multiple Relationships

(a) A multiple relationship occurs when a psychologist is in a professional role with a person and (1) at the same time is in another role with the same person, (2) at the same time is in a relationship with a person closely associated with or related to the person with whom the psychologist has the professional relationship, or (3) promises to enter into another relationship in the future with the person or a person closely associated with or related to the person. A psychologist refrains from entering into a multiple relationship if the multiple relationship could reasonably be expected to impair the psychologist's objectivity, competence, or effectiveness in performing his or her functions as a psychologist, or otherwise risks exploitation or harm to the person with whom the professional relationship exists.

Multiple relationships that would not reasonably be expected to cause impairment or risk exploitation or harm are not unethical.

(b) If a psychologist finds that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, the psychologist takes reasonable steps to resolve it with due regard for the best interests of the affected person and maximal compliance with the Ethics Code.

(c) When psychologists are required by law, institutional policy, or extraordinary circumstances to serve in more than one role in judicial or administrative proceedings, at the outset they clarify role expectations and the extent of confidentiality and thereafter as changes occur. (See also Standards 3.04, Avoiding Harm (#304), and 3.07, Third-Party Requests for Services (#307).)

3.06 Conflict of Interest

Psychologists refrain from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as psychologists or (2) expose the person or organization with whom the professional relationship exists to harm or exploitation.

3.07 Third-Party Requests for Services

When psychologists agree to provide services to a person or entity at the request of a third party, psychologists attempt to clarify at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes the role of the psychologist (e.g., therapist, consultant, diagnostician, or expert witness), an identification of who is the client, the probable uses of the services provided or the information obtained, and the fact that there may be limits to confidentiality. (See also Standards 3.05, Multiple Relationships (#305), and 4.02, Discussing the Limits of Confidentiality.)

3.08 Exploitative Relationships

Psychologists do not exploit persons over whom they have supervisory, evaluative, or other authority such as clients/patients, students, supervisees, research participants, and employees. (See also Standards 3.05, Multiple Relationships (#305) ; 6.04, Fees and Financial Arrangements; 6.05, Barter with Clients/Patients; 7.07, Sexual Relationships with Students and Supervisees; 10.05, Sexual Intimacies with Current Therapy Clients/Patients; 10.06, Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients; 10.07, Therapy with Former Sexual Partners; and 10.08, Sexual Intimacies with Former Therapy Clients/Patients.)

3.09 Cooperation with Other Professionals

When indicated and professionally appropriate, psychologists cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard (javascript: goToItem (7);) 4.05, Disclosures.)

3.10 Informed Consent

(a) When psychologists conduct research or provide assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, they obtain the informed consent of the individual or individuals using language that is reasonably understandable to that person or persons except when conducting such activities without consent is mandated by law or governmental regulation or as otherwise provided in this Ethics Code. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments; and 10.01, Informed Consent to Therapy.)

(b) For persons who are legally incapable of giving informed consent, psychologists nevertheless (1) provide an appropriate explanation, (2) seek the individual's assent, (3) consider such persons' preferences and best interests, and (4) obtain appropriate permission from a legally authorized person, if such substitute consent is permitted or required by law. When consent by a legally authorized person is not permitted or required by law, psychologists take reasonable steps to protect the individual's rights and welfare.

(c) When psychological services are court ordered or otherwise mandated, psychologists inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and any limits of confidentiality, before proceeding.

(d) Psychologists appropriately document written or oral consent, permission, and assent. (See also Standards 8.02, Informed Consent to Research; 9.03, Informed Consent in Assessments and 10.01, Informed Consent to Therapy.)

3.11 Psychological Services Delivered to or Through Organizations

(a) Psychologists delivering services to or through organizations provide information beforehand to clients and when appropriate those directly affected by the services about (1) the nature and objectives of the services, (2) the intended recipients, (3) which of the individuals are clients, (4) the relationship the psychologist will have with each person and the organization, (5) the probable uses of services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. As soon as feasible, they provide information about the results and conclusions of such services to appropriate persons.

(b) If psychologists will be precluded by law or by organizational roles from providing such information to particular individuals or groups, they so inform those individuals or groups at the outset of the service.

3.12 Interruption of Psychological Services

Unless otherwise covered by contract, psychologists make reasonable efforts to plan for facilitating services in the event that psychological services are interrupted by factors such as the psychologist's illness, death, unavailability, relocation, or retirement or by the client's/patient's relocation or financial limitations. (See also Standard 6.02c, Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work.)

Standard 4: Privacy and Confidentiality

4.01 Maintaining Confidentiality

Psychologists have a primary obligation and take reasonable precautions to protect confidential information obtained through or stored in any medium, recognizing that the extent and limits of confidentiality may be regulated by law or established by institutional rules or professional or scientific relationship. (See also Standard 2.05, Delegation of Work to Others.)

4.02 Discussing the Limits of Confidentiality

(a) Psychologists discuss with persons (including, to the extent feasible, persons who are legally incapable of giving informed consent and their legal representatives) and organizations with whom they establish a scientific or professional relationship (1) the relevant limits of confidentiality and (2) the foreseeable uses of the information generated through their psychological activities. (See also Standard 3.10, Informed Consent .)

(b) Unless it is not feasible or is contraindicated, the discussion of confidentiality occurs at the outset of the relationship and thereafter as new circumstances may warrant.

(c) Psychologists who offer services, products, or information via electronic transmission inform clients/patients of the risks to privacy and limits of confidentiality.

4.03 Recording

Before recording the voices or images of individuals to whom they provide services, psychologists obtain permission from all such persons or their legal representatives. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research; 8.05, Dispensing with Informed Consent for Research; and 8.07, Deception in Research.)

4.04 Minimizing Intrusions on Privacy

(a) Psychologists include in written and oral reports and consultations, only information germane to the purpose for which the communication is made.

(b) Psychologists discuss confidential information obtained in their work only for appropriate scientific or professional purposes and only with persons clearly concerned with such matters.

4.05 Disclosures

(a) Psychologists may disclose confidential information with the appropriate consent of the organizational client, the individual client/patient, or another legally authorized person on behalf of the client/patient unless prohibited by law.

(b) Psychologists disclose confidential information without the consent of the individual only as mandated by law, or where permitted by law for a valid purpose such as to (1) provide needed professional services; (2) obtain appropriate professional consultations; (3) protect the client/patient, psychologist, or others from harm; or (4) obtain payment for services from a client/patient, in which instance disclosure is limited to the minimum that is necessary to achieve the purpose. (See also Standard 6.04e, Fees and Financial Arrangements.)

4.06 Consultations

When consulting with colleagues, (1) psychologists do not disclose confidential information that reasonably could lead to the identification of a client/patient, research participant, or other person or organization with whom they have a confidential relationship unless they have obtained the prior consent of the person or organization or the disclosure cannot be avoided, and (2) they disclose information only to the extent necessary to achieve the purposes of the consultation. (See also Standard 4.01, Maintaining Confidentiality (#401).)

4.07 Use of Confidential Information for Didactic or Other Purposes

Psychologists do not disclose in their writings, lectures, or other public media, confidential, personally identifiable information concerning their clients/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless (1) they take reasonable steps to disguise the person or organization, (2) the person or organization has consented in writing, or (3) there is legal authorization for doing so.

Standard 5: Advertising and Other Public Statements

5.01 Avoidance of False or Deceptive Statements

(a) Public statements include but are not limited to paid or unpaid advertising, product endorsements, grant applications, licensing applications, other credentialing applications, brochures, printed matter, directory listings, personal resumes or curricula vitae, or comments for use in media such as print or electronic transmission, statements in legal proceedings, lectures and public oral presentations, and published materials. Psychologists do not knowingly make public statements that are false, deceptive, or fraudulent concerning their research, practice, or other work activities or those of persons or organizations with which they are affiliated.

(b) Psychologists do not make false, deceptive, or fraudulent statements concerning (1) their training, experience, or competence; (2) their academic degrees; (3) their credentials; (4) their institutional or association affiliations; (5) their services; (6) the scientific or clinical basis for, or results or degree of success of, their services; (7) their fees; or (8) their publications or research findings.

(c) Psychologists claim degrees as credentials for their health services only if those degrees (1) were earned from a regionally accredited educational institution or (2) were the basis for psychology licensure by the state in which they practice.

5.02 Statements by Others

- (a) Psychologists who engage others to create or place public statements that promote their professional practice, products, or activities retain professional responsibility for such statements.
- (b) Psychologists do not compensate employees of press, radio, television, or other communication media in return for publicity in a news item. (See also Standard 1.01, Misuse of Psychologists' Work.)
- (c) A paid advertisement relating to psychologists' activities must be identified or clearly recognizable as such.

5.03 Descriptions of Workshops and Non-Degree-Granting Educational Programs To the degree to which they exercise control, psychologists responsible for announcements, catalogs, brochures, or advertisements describing workshops, seminars, or other non-degree-granting educational programs ensure that they accurately describe the audience for which the program is intended, the educational objectives, the presenters, and the fees involved.

5.04 Media Presentations

When psychologists provide public advice or comment via print, Internet, or other electronic transmission, they take precautions to ensure that statements (1) are based on their professional knowledge, training, or experience in accord with appropriate psychological literature and practice; (2) are otherwise consistent with this Ethics Code; and (3) do not indicate that a professional relationship has been established with the recipient. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)

5.05 Testimonials

Psychologists do not solicit testimonials from current therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence.

5.06 In-Person Solicitation

Psychologists do not engage, directly or through agents, in uninvited in-person solicitation of business from actual or potential therapy clients/patients or other persons who because of their particular circumstances are vulnerable to undue influence. However, this prohibition does not preclude (1) attempting to implement appropriate collateral contacts for the purpose of benefiting an already engaged therapy client/patient or (2) providing disaster or community outreach services.

Standard 6: Record Keeping and Fees

6.01 Documentation of Professional and Scientific Work and Maintenance of Records

Psychologists create, and to the extent the records are under their control, maintain, disseminate, store, retain, and dispose of records and data relating to their professional and scientific work in order to (1) facilitate provision of services later by them or by other professionals, (2) allow for replication of research design and analyses, (3) meet institutional requirements, (4) ensure accuracy of billing and payments, and (5) ensure compliance with law. (See also Standard 4.01, Maintaining Confidentiality.)

6.02 Maintenance, Dissemination, and Disposal of Confidential Records of Professional and Scientific Work

(a) Psychologists maintain confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, whether these are written, automated, or in any other medium. (See also Standards 4.01, Maintaining Confidentiality, and 6.01, Documentation of Professional and Scientific Work and Maintenance of Records (#601).)

(b) If confidential information concerning recipients of psychological services is entered into databases or systems of records available to persons whose access has not been consented to by the recipient, psychologists use coding or other techniques to avoid the inclusion of personal identifiers.

(c) Psychologists make plans in advance to facilitate the appropriate transfer and to protect the confidentiality of records and data in the event of psychologists' withdrawal from positions or practice. (See also Standards 3.12, Interruption of Psychological Services, and 10.09, Interruption of Therapy.)

6.03 Withholding Records for Nonpayment

Psychologists may not withhold records under their control that are requested and needed for a client's/patient's emergency treatment solely because payment has not been received.

6.04 Fees and Financial Arrangements

- (a) As early as is feasible in a professional or scientific relationship, psychologists and recipients of psychological services reach an agreement specifying compensation and billing arrangements.
- (b) Psychologists' fee practices are consistent with law.
- (c) Psychologists do not misrepresent their fees.
- (d) If limitations to services can be anticipated because of limitations in financing, this is discussed with the recipient of services as early as is feasible. (See also Standards 10.09, Interruption of Therapy, and 10.10, Terminating Therapy.)
- (e) If the recipient of services does not pay for services as agreed, and if psychologists intend to use collection agencies or legal measures to collect the fees, psychologists first inform the person that such measures will be taken and provide that person an opportunity to make prompt payment. (See also Standards 4.05, Disclosures; 6.03, Withholding Records for Nonpayment (#603); and 10.01, Informed Consent to Therapy.)

6.05 Barter with Clients/Patients

Barter is the acceptance of goods, services, or other nonmonetary remuneration from clients/patients in return for psychological services. Psychologists may barter only if (1) it is not clinically contraindicated, and (2) the resulting arrangement is not exploitative. (See also Standards 3.05, Multiple Relationships, and 6.04, Fees and Financial Arrangements (#604).)

6.06 Accuracy in Reports to Payors and Funding Sources

In their reports to payors for services or sources of research funding, psychologists take reasonable steps to ensure the accurate reporting of the nature of the service provided or research conducted, the fees, charges, or payments, and where applicable, the identity of the provider, the findings, and the diagnosis. (See also Standards 4.01, Maintaining Confidentiality; 4.04, Minimizing Intrusions on Privacy; and 4.05, Disclosures.)

6.07 Referrals and Fees

When psychologists pay, receive payment from, or divide fees with another professional, other than in an employer-employee relationship, the payment to each is based on the services provided (clinical, consultative, administrative, or other) and is not based on the referral itself. (See also Standard 3.09, Cooperation with Other Professionals.)

Standard 7: Education and Training

7.01 Design of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that the programs are designed to provide the appropriate knowledge and proper experiences, and to meet the requirements for licensure, certification, or other goals for which claims are made by the program. (See also Standard 5.03, Descriptions of Workshops and Non-Degree-Granting Educational Programs.)

7.02 Descriptions of Education and Training Programs

Psychologists responsible for education and training programs take reasonable steps to ensure that there is a current and accurate description of the program content (including participation in required course- or program-related counseling, psychotherapy, experiential groups, consulting projects, or community service), training goals and objectives, stipends and benefits, and requirements that must be met for satisfactory completion of the program. This information must be made readily available to all interested parties.

7.03 Accuracy in Teaching

- (a) Psychologists take reasonable steps to ensure that course syllabi are accurate regarding the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. This standard does not preclude an instructor from modifying course content or requirements when the instructor considers it pedagogically necessary or desirable, so long as students are made aware of these modifications in a manner that enables them to fulfill course requirements. (See also Standard 5.01, Avoidance of False or Deceptive Statements.)
- (b) When engaged in teaching or training, psychologists present psychological information accurately. (See also Standard 2.03, Maintaining Competence.)

7.04 Student Disclosure of Personal Information Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

7.05 Mandatory Individual or Group Therapy

(a) When individual or group therapy is a program or course requirement, psychologists responsible for that program allow students in undergraduate and graduate programs the option of selecting such therapy from practitioners unaffiliated with the program. (See also Standard 7.02, Descriptions of Education and Training Programs (#702).)

(b) Faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard 3.05, Multiple Relationships.)

7.06 Assessing Student and Supervisee Performance

(a) In academic and supervisory relationships, psychologists establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process is provided to the student at the beginning of supervision.

(b) Psychologists evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

7.07 Sexual Relationships with Students and Supervisees

Psychologists do not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom psychologists have or are likely to have evaluative authority. (See also Standard 3.05, Multiple Relationships.)

Standard 8: Research and Publication

8.01 Institutional Approval

When institutional approval is required, psychologists provide accurate information about their research proposals and obtain approval prior to conducting the research. They conduct the research in accordance with the approved research protocol.

8.02 Informed Consent to Research

(a) When obtaining informed consent as required in Standard 3.10, Informed Consent, psychologists inform participants about (1) the purpose of the research, expected duration, and procedures; (2) their right to decline to participate and to withdraw from the research once participation has begun; (3) the foreseeable consequences of declining or withdrawing; (4) reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse effects; (5) any prospective research benefits; (6) limits of confidentiality; (7) incentives for participation; and (8) whom to contact for questions about the research and research participants' rights. They provide opportunity for the prospective participants to ask questions and receive answers. (See also Standards 8.03, Informed Consent for Recording Voices and Images in Research (#803); 8.05, Dispensing with Informed Consent for Research (#805); and 8.07, Deception in Research (#807).)

(b) Psychologists conducting intervention research involving the use of experimental treatments clarify to participants at the outset of the research (1) the experimental nature of the treatment; (2) the services that will or will not be available to the control group(s) if appropriate; (3) the means by which assignment to treatment and control groups will be made; (4) available treatment alternatives if an individual does not wish to participate in the research or wishes to withdraw once a study has begun; and (5) compensation for or monetary costs of participating including, if appropriate, whether reimbursement from the participant or a third-party payor will be sought. (See also Standard 8.02a, Informed Consent to Research (#802a).)

8.03 Informed Consent for Recording Voices and Images in Research

Psychologists obtain informed consent from research participants prior to recording their voices or images for data collection unless (1) the research consists solely of naturalistic observations in public places, and it is not anticipated that the recording will be used in a manner that could cause personal identification or harm, or (2) the research design includes deception, and consent for the use of the recording is obtained during debriefing. (See also Standard 8.07, Deception in Research (#807).)

8.04 Client/Patient, Student, and Subordinate Research Participants

(a) When psychologists conduct research with clients/patients, students, or subordinates as participants, psychologists take steps to protect the prospective participants from adverse consequences of declining or withdrawing from participation.

(b) When research participation is a course requirement or an opportunity for extra credit, the prospective participant is given the choice of equitable alternative activities.

8.05 Dispensing with Informed Consent for Research

Psychologists may dispense with informed consent only (1) where research would not reasonably be assumed to create distress or harm and involves (a) the study of normal educational practices, curricula, or classroom management methods conducted in educational settings; (b) only anonymous questionnaires, naturalistic observations, or archival research for which disclosure of responses would not place participants at risk of criminal or civil liability or damage their financial standing, employability, or reputation, and confidentiality is protected; or (c) the study of factors related to job or organization effectiveness conducted in organizational settings for which there is no risk to participants' employability, and confidentiality is protected or (2) where otherwise permitted by law or federal or institutional regulations.

8.06 Offering Inducements for Research Participation

(a) Psychologists make reasonable efforts to avoid offering excessive or inappropriate financial or other inducements for research participation when such inducements are likely to coerce participation.

(b) When offering professional services as an inducement for research participation, psychologists clarify the nature of the services, as well as the risks, obligations, and limitations. (See also Standard 6.05, Barter with Clients/Patients.)

8.07 Deception in Research

(a) Psychologists do not conduct a study involving deception unless they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, or applied value and that effective non-deceptive alternative procedures are not feasible.

(b) Psychologists do not deceive prospective participants about research that is reasonably expected to cause physical pain or severe emotional distress.

(c) Psychologists explain any deception that is an integral feature of the design and conduct of an experiment to participants as early as is feasible, preferably at the conclusion of their participation, but no later than at the conclusion of the data collection, and permit participants to withdraw their data. (See also Standard 8.08, Debriefing (#808).)

8.08 Debriefing

(a) Psychologists provide a prompt opportunity for participants to obtain appropriate information about the nature, results, and conclusions of the research, and they take reasonable steps to correct any misconceptions that participants may have of which the psychologists are aware.

(b) If scientific or humane values justify delaying or withholding this information, psychologists take reasonable measures to reduce the risk of harm.

(c) When psychologists become aware that research procedures have harmed a participant, they take reasonable steps to minimize the harm.

8.09 Humane Care and Use of Animals in Research

(a) Psychologists acquire, care for, use, and dispose of animals in compliance with current federal, state, and local laws and regulations, and with professional standards.

(b) Psychologists trained in research methods and experienced in the care of laboratory animals supervise all procedures involving animals and are responsible for ensuring appropriate consideration of their comfort, health, and humane treatment.

(c) Psychologists ensure that all individuals under their supervision who are using animals have received instruction in research methods and in the care, maintenance, and handling of the species being used, to the extent appropriate to their role. (See also Standard 2.05, Delegation of Work to Others.)

(d) Psychologists make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.

(e) Psychologists 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.

(f) Psychologists perform surgical procedures under appropriate anesthesia and follow techniques to avoid infection and minimize pain during and after surgery.

(g) When it is appropriate that an animal's life be terminated, psychologists proceed rapidly, with an effort to minimize pain and in accordance with accepted procedures.

8.10 Reporting Research Results

(a) Psychologists do not fabricate data. (See also Standard 5.01a, Avoidance of False or Deceptive Statements.)

(b) If psychologists discover significant errors in their published data, they take reasonable steps to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

8.11 Plagiarism

Psychologists do not present portions of another's work or data as their own, even if the other work or data source is cited occasionally.

8.12 Publication Credit

(a) Psychologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed. (See also Standard 8.12b, Publication Credit (#812b).)

(b) Principal authorship and other publication credits accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. Mere possession of an institutional position, such as department chair, does not justify authorship credit. Minor contributions to the research or to the writing for publications are acknowledged appropriately, such as in footnotes or in an introductory statement.

(c) Except under exceptional circumstances, a student is listed as principal author on any multiple-authored article that is substantially based on the student's doctoral dissertation. Faculty advisors discuss publication credit with students as early as feasible and throughout the research and publication process as appropriate. (See also Standard 8.12b, Publication Credit (#812b).)

8.13 Duplicate Publication of Data

Psychologists do not publish, as original data, data that have been previously published. This does not preclude republishing data when they are accompanied by proper acknowledgment.

8.14 Sharing Research Data for Verification

(a) After research results are published, psychologists do not withhold the data on which their conclusions are based from other competent professionals who seek to verify the substantive claims through reanalysis and who intend to use such data only for that purpose, provided that the confidentiality of the participants can be protected and unless legal rights concerning proprietary data preclude their release. This does not preclude psychologists from requiring that such individuals or groups be responsible for costs associated with the provision of such information.

(b) Psychologists who request data from other psychologists to verify the substantive claims through reanalysis may use shared data only for the declared purpose. Requesting psychologists obtain prior written agreement for all other uses of the data.

8.15 Reviewers

Psychologists who review material submitted for presentation, publication, grant, or research proposal review respect the confidentiality of and the proprietary rights in such information of those who submitted it.

Standard 9: Assessment

9.01 Bases for Assessments

- (a) Psychologists base the opinions contained in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, on information and techniques sufficient to substantiate their findings. (See also Standard 2.04, Bases for Scientific and Professional Judgments.)
- (b) Except as noted in 9.01c (#901c), psychologists provide opinions of the psychological characteristics of individuals only after they have conducted an examination of the individuals adequate to support their statements or conclusions. When, despite reasonable efforts, such an examination is not practical, psychologists document the efforts they made and the result of those efforts, clarify the probable impact of their limited information on the reliability and validity of their opinions, and appropriately limit the nature and extent of their conclusions or recommendations. (See also Standards 2.01, Boundaries of Competence, and 9.06, Interpreting Assessment Results (#906).)
- (c) When psychologists conduct a record review or provide consultation or supervision and an individual examination is not warranted or necessary for the opinion, psychologists explain this and the sources of information on which they based their conclusions and recommendations.

9.02 Use of Assessments

- (a) Psychologists administer, adapt, score, interpret, or use assessment techniques, interviews, tests, or instruments in a manner and for purposes that are appropriate in light of the research on or evidence of the usefulness and proper application of the techniques.
- (b) Psychologists use assessment instruments whose validity and reliability have been established for use with members of the population tested. When such validity or reliability has not been established, psychologists describe the strengths and limitations of test results and interpretation.
- (c) Psychologists use assessment methods that are appropriate to an individual's language preference and competence, unless the use of an alternative language is relevant to the assessment issues.

9.03 Informed Consent in Assessments

- (a) Psychologists obtain informed consent for assessments, evaluations, or diagnostic services, as described in Standard 3.10, Informed Consent, except when (1) testing is mandated by law or governmental regulations; (2) informed consent is implied because testing is conducted as a routine educational, institutional, or organizational activity (e.g., when participants voluntarily agree to assessment when applying for a job); or (3) one purpose of the testing is to evaluate decisional capacity. Informed consent includes an explanation of the nature and purpose of the assessment, fees, involvement of third parties, and limits of confidentiality and sufficient opportunity for the client/patient to ask questions and receive answers.
- (b) Psychologists inform persons with questionable capacity to consent or for whom testing is mandated by law or governmental regulations about the nature and purpose of the proposed assessment services, using language that is reasonably understandable to the person being assessed.
- (c) Psychologists using the services of an interpreter obtain informed consent from the client/patient to use that interpreter, ensure that confidentiality of test results and test security are maintained, and include in their recommendations, reports, and diagnostic or evaluative statements, including forensic testimony, discussion of any limitations on the data obtained. (See also Standards 2.05, Delegation of Work to Others; 4.01, Maintaining Confidentiality; 9.01, Bases for Assessments (#901); 9.06, Interpreting Assessment Results (#906); and 9.07, Assessment by Unqualified Persons (#907).)

9.04 Release of Test Data

- (a) The term test data refers to raw and scaled scores, client/patient responses to test questions or stimuli, and psychologists' notes and recordings concerning client/patient statements and behavior during an examination. Those portions of test materials that include client/patient responses are included in the definition of test data. Pursuant to a client/patient release, psychologists provide test data to the client/patient or other persons identified in the release. Psychologists may refrain from releasing test data to protect a client/patient or others from substantial harm or misuse or misrepresentation of the data or the test, recognizing that in many instances release of confidential information under these circumstances is regulated by law. (See also Standard 9.11, Maintaining Test Security (#911).)

(b) In the absence of a client/patient release, psychologists provide test data only as required by law or court order.

9.05 Test Construction

Psychologists who develop tests and other assessment techniques use appropriate psychometric procedures and current scientific or professional knowledge for test design, standardization, validation, reduction or elimination of bias, and recommendations for use.

9.06 Interpreting Assessment Results

When interpreting assessment results, including automated interpretations, psychologists take into account the purpose of the assessment as well as the various test factors, test-taking abilities, and other characteristics of the person being assessed, such as situational, personal, linguistic, and cultural differences that might affect psychologists' judgments or reduce the accuracy of their interpretations. They indicate any significant limitations of their interpretations. (See also Standards 2.01b and c, Boundaries of Competence, and 3.01, Unfair Discrimination.)

9.07 Assessment by Unqualified Persons

Psychologists do not promote the use of psychological assessment techniques by unqualified persons, except when such use is conducted for training purposes with appropriate supervision. (See also Standard 2.05, Delegation of Work to Others.)

9.08 Obsolete Tests and Outdated Test Results

(a) Psychologists do not base their assessment or intervention decisions or recommendations on data or test results that are outdated for the current purpose.

(b) Psychologists do not base such decisions or recommendations on tests and measures that are obsolete and not useful for the current purpose.

9.09 Test Scoring and Interpretation Services

(a) Psychologists who offer assessment or scoring services to other professionals accurately describe the purpose, norms, validity, reliability, and applications of the procedures and any special qualifications applicable to their use.

(b) Psychologists select scoring and interpretation services (including automated services) on the basis of evidence of the validity of the program and procedures as well as on other appropriate considerations. (See also Standard 2.01b and c, Boundaries of Competence.)

(c) Psychologists retain responsibility for the appropriate application, interpretation, and use of assessment instruments, whether they score and interpret such tests themselves or use automated or other services.

9.10 Explaining Assessment Results

Regardless of whether the scoring and interpretation are done by psychologists, by employees or assistants, or by automated or other outside services, psychologists take reasonable steps to ensure that explanations of results are given to the individual or designated representative unless the nature of the relationship precludes provision of an explanation of results (such as in some organizational consulting, preemployment or security screenings, and forensic evaluations), and this fact has been clearly explained to the person being assessed in advance.

9.11 Maintaining Test Security

The term test materials refers to manuals, instruments, protocols, and test questions or stimuli and does not include test data as defined in Standard 9.04, Release of Test Data (#904). Psychologists make reasonable efforts to maintain the integrity and security of test materials and other assessment techniques consistent with law and contractual obligations, and in a manner that permits adherence to this Ethics Code.

Standard 10: Therapy

10.01 Informed Consent to Therapy

(a) When obtaining informed consent to therapy as required in Standard 3.10, Informed Consent, psychologists inform clients/patients as early as is feasible in the therapeutic relationship about the nature and

anticipated course of therapy, fees, involvement of third parties, and limits of confidentiality and provide sufficient opportunity for the client/patient to ask questions and receive answers. (See also Standards 4.02, Discussing the Limits of Confidentiality, and 6.04, Fees and Financial Arrangements.)

(b) When obtaining informed consent for treatment for which generally recognized techniques and procedures have not been established, psychologists inform their clients/patients of the developing nature of the treatment, the potential risks involved, alternative treatments that may be available, and the voluntary nature of their participation. (See also Standards 2.01e, Boundaries of Competence, and 3.10, Informed Consent.)

(c) When the therapist is a trainee and the legal responsibility for the treatment provided resides with the supervisor, the client/patient, as part of the informed consent procedure, is informed that the therapist is in training and is being supervised and is given the name of the supervisor.

10.02 Therapy Involving Couples or Families

(a) When psychologists agree to provide services to several persons who have a relationship (such as spouses, significant others, or parents and children), they take reasonable steps to clarify at the outset (1) which of the individuals are clients/patients and (2) the relationship the psychologist will have with each person. This clarification includes the psychologist's role and the probable uses of the services provided or the information obtained. (See also Standard 4.02, Discussing the Limits of Confidentiality.)

(b) If it becomes apparent that psychologists may be called on to perform potentially conflicting roles (such as family therapist and then witness for one party in divorce proceedings), psychologists take reasonable steps to clarify and modify, or withdraw from, roles appropriately. (See also Standard 3.05c, Multiple Relationships.)

10.03 Group Therapy

When psychologists provide services to several persons in a group setting, they describe at the outset the roles and responsibilities of all parties and the limits of confidentiality.

10.04 Providing Therapy to Those Served by Others

In deciding whether to offer or provide services to those already receiving mental health services elsewhere, psychologists carefully consider the treatment issues and the potential client's/patient's welfare. Psychologists discuss these issues with the client/patient or another legally authorized person on behalf of the client/patient in order to minimize the risk of confusion and conflict, consult with the other service providers when appropriate, and proceed with caution and sensitivity to the therapeutic issues.

10.05 Sexual Intimacies with Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with current therapy clients/patients.

10.06 Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients

Psychologists do not engage in sexual intimacies with individuals they know to be close relatives, guardians, or significant others of current clients/patients. Psychologists do not terminate therapy to circumvent this standard.

10.07 Therapy with Former Sexual Partners

Psychologists do not accept as therapy clients/patients persons with whom they have engaged in sexual intimacies.

10.08 Sexual Intimacies with Former Therapy Clients/Patients

(a) Psychologists do not engage in sexual intimacies with former clients/patients for at least two years after cessation or termination of therapy.

(b) Psychologists do not engage in sexual intimacies with former clients/patients even after a two-year interval except in the most unusual circumstances. Psychologists who engage in such activity after the two years following cessation or termination of therapy and of having no sexual contact with the former client/patient bear the burden of demonstrating that there has been no exploitation, in light of all relevant factors, including (1) the amount of time that has passed since therapy terminated; (2) the nature, duration, and intensity of the therapy; (3) the circumstances of termination; (4) the client's/patient's personal history; (5) the client's/patient's current mental status; (6) the likelihood of adverse impact on the client/patient; and (7) any statements or

actions made by the therapist during the course of therapy suggesting or inviting the possibility of a posttermination sexual or romantic relationship with the client/patient. (See also Standard 3.05, Multiple Relationships.)

10.09 Interruption of Therapy

When entering into employment or contractual relationships, psychologists make reasonable efforts to provide for orderly and appropriate resolution of responsibility for client/patient care in the event that the employment or contractual relationship ends, with paramount consideration given to the welfare of the client/patient. (See also Standard 3.12, Interruption of Psychological Services.)

10.10 Terminating Therapy

(a) Psychologists terminate therapy when it becomes reasonably clear that the client/patient no longer needs the service, is not likely to benefit, or is being harmed by continued service.

(b) Psychologists may terminate therapy when threatened or otherwise endangered by the client/patient or another person with whom the client/patient has a relationship.

(c) Except where precluded by the actions of clients/patients or third-party payors, prior to termination psychologists provide pretermination counseling and suggest alternative service providers as appropriate.

History and Effective Date

The American Psychological Association's Council of Representatives (</about/governance/council/index.aspx>) adopted this version of the APA Ethics Code during its meeting on August 21, 2002. The Code became effective on June 1, 2003. The Council of Representatives amended this version of the Ethics Code on February 20, 2010. The amendments became effective on June 1, 2010. Inquiries concerning the substance or interpretation of the APA Ethics Code should be addressed to the Director, Office of Ethics, American Psychological Association, 750 First St. NE, Washington, DC 20002-4242. The standards in this Ethics Code will be used to adjudicate complaints brought concerning alleged conduct occurring on or after the effective date. Complaints will be adjudicated on the basis of the version of the Ethics Code that was in effect at the time the conduct occurred.

The APA has previously published its Ethics Code as follows:

American Psychological Association. (1953). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1959). Ethical standards of psychologists. *American Psychologist*, 14, 279-282.

American Psychological Association. (1963). Ethical standards of psychologists. *American Psychologist*, 18, 56-60.

American Psychological Association. (1968). Ethical standards of psychologists. *American Psychologist*, 23, 357-361.

American Psychological Association. (1977, March). Ethical standards of psychologists. *APA Monitor*, 22-23.

American Psychological Association. (1979). Ethical standards of psychologists. Washington, DC: Author.

American Psychological Association. (1981). Ethical principles of psychologists. *American Psychologist*, 36, 633-638.

American Psychological Association. (1990). Ethical principles of psychologists (Amended June 2, 1989). *American Psychologist*, 45, 390-395.

American Psychological Association. (1992). Ethical principles of psychologists and code of conduct.

American Psychologist, 47, 1597-1611.

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct.

American Psychologist, 57, 1060-1073.

Request copies of the APA's Ethical Principles of Psychologists and Code of Conduct from the APA Order Department, 750 First St. NE, Washington, DC 20002-4242, or phone (202) 336-5510.

Language of the 2002 Ethics Code with Changes Marked

Introduction and Applicability

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to this Ethics Code and take steps to resolve the conflict in a responsible manner. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing authority in keeping with basic principles of human rights.

1.02 Conflicts Between Ethics and Law, Regulations, or Other Governing Legal Authority

If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code and take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority. Under no circumstances may this standard be used to justify or defend violating human rights.

1.03 Conflicts Between Ethics and Organizational Demands

If the demands of an organization with which psychologists are affiliated or for whom they are working are in conflict with this Ethics Code, psychologists clarify the nature of the conflict, make known their commitment to the Ethics Code, and to the extent feasible, resolve the conflict in a way that permits adherence to the Ethics Code. take reasonable steps to resolve the conflict consistent with the General Principles and Ethical Standards of the Ethics Code. Under no circumstances may this standard be used to justify or defend violating human rights.

Find this article at:

<http://www.apa.org/ethics/code/index.aspx>

<http://www.apa.org/print-this.aspx> Page 18 of 18

APPENDIX I

National Association of School Psychologists Principles for Professional Ethics 2010

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National Association of School Psychologists

Principles for Professional Ethics 2010

INTRODUCTION

The mission of the National Association of School Psychologists (NASP) is to represent school psychology and support school psychologists to enhance the learning and mental health of all children and youth. NASP's mission is accomplished through identification of appropriate evidence-based education and mental health services for all children; implementation of professional practices that are empirically supported, data driven, and culturally competent; promotion of professional competence of school psychologists; recognition of the essential components of high-quality graduate education and professional development in school psychology; preparation of school psychologists to deliver a continuum of services for children, youth, families, and schools; and advocacy for the value of school psychological services, among other important initiatives. School psychologists provide effective services to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists provide direct educational and mental health services for children and youth, as well as work with parents, educators, and other professionals to create supportive learning and social environments for all children. School psychologists apply their knowledge of both psychology and education during consultation and collaboration with others. They conduct effective decision making using a foundation of assessment and data collection. School psychologists engage in specific services for students, such as direct and indirect interventions that focus on academic skills, learning, socialization, and mental health. School psychologists provide services to schools and families that enhance the competence and well-being of children, including promotion of effective and safe learning environments, prevention of academic and behavior problems, response to crises, and improvement of family-school collaboration. The key foundations for all services by school psychologists are understanding of diversity in development and learning; research and program evaluation; and legal, ethical, and professional practice. All of these components and their relationships are depicted in Appendix A, a graphic representation of a national model for comprehensive and integrated services by school psychologists. School psychologists are credentialed by state education agencies or other similar state entities that have the statutory authority to regulate and establish credentialing requirements for professional practice within a state. School psychologists typically work in public or private schools or other educational contexts. The NASP Principles for Professional Ethics is designed to be used in conjunction with the NASP Standards for Graduate Preparation of School Psychologists, Standards for the Credentialing of School Psychologists, and Model for Comprehensive and Integrated School Psychological Services to provide a unified set of national principles that guide graduate education, credentialing, professional practices, and ethical behavior of effective school psychologists. These NASP policy documents are intended to define contemporary school psychology; promote school psychologists' services for children, families, and schools; and provide a foundation for the future of school psychology. These NASP policy documents are used to communicate NASP's positions and advocate for 5 qualifications and practices of school psychologists with stakeholders, policy makers, and other professional groups at the national, state, and local levels. The formal principles that elucidate the proper conduct of a professional school psychologist are known as ethics. In 1974, NASP adopted its first code of ethics, the Principles for Professional Ethics (Principles), and revisions were made in 1984, 1992, 1997, and 2000. The purpose of the Principles is to protect the public and those who receive school psychological services by sensitizing ¹ school psychologists to the ethical aspects of their work, educating them about appropriate conduct, helping them monitor their own behavior, and providing standards to be used in the resolution of complaints of unethical conduct.¹ NASP members and school psychologists who are certified by the National School Psychologist Certification System are bound to abide by NASP's code of ethics.² The NASP Principles for Professional Ethics were developed to address the unique circumstances associated with providing school psychological services. The duty to educate children and the legal authority to do so rests with state governments. When school psychologists employed by a school board make decisions in their official roles, such acts are seen as actions by state government. As state actors, school-based practitioners have special obligations to all students. They must know and respect the rights of students under the U.S. Constitution and federal and state statutory law. They must balance the authority of parents to make decisions about their children with the needs and rights of those children, and the purposes and authority of schools. Furthermore, as school employees, school psychologists have a legal as well as an ethical obligation to take steps to protect all

students from reasonably foreseeable risk of harm. Finally, school-based practitioners work in a context that emphasizes multidisciplinary problem solving and intervention.³ For these reasons, psychologists employed by the schools may have less control over aspects of service delivery than practitioners in private practice. However, within this framework, it is expected that school psychologists will make careful, reasoned, and principled ethical choices⁴ based on knowledge of this code, recognizing that responsibility for ethical conduct rests with the individual practitioner. School psychologists are committed to the application of their professional expertise for the purpose of promoting improvement in the quality of life for students, families, and school communities. This objective is pursued in ways that protect the dignity and rights of those involved. School psychologists consider the interests and rights of children and youth to be their highest priority in decision making, and act as advocates for all students. These assumptions necessitate that school psychologists “speak up” for the needs and rights of students even when it may be difficult to do so. The Principles for Professional Ethics, like all codes of ethics, provide only limited guidance in making ethical choices. Individual judgment is necessary to apply the code to situations that arise in professional practice. Ethical dilemmas may be created by situations involving competing ethical principles, conflicts between ethics and law, the conflicting interests of multiple parties, the dual roles of employee and pupil advocate, or because it is difficult to decide how statements in the ethics code apply to a particular situation.⁵ Such situations are often complicated and may require a nuanced application of these Principles to effect a resolution that results in the greatest benefit for the student and concerned others. When difficult situations arise, school psychologists are advised to use a systematic problem-solving process to identify the best course of action. This process should include identifying the ethical issues involved, consulting these Principles, consulting colleagues with greater expertise, evaluating the rights and welfare of all affected parties, considering alternative solutions and their consequences, and accepting responsibility for the decisions made.^{6,7} The NASP Principles for Professional Ethics may require a more stringent standard of conduct than law, and in those situations in which both apply, school psychologists are expected to adhere to the Principles. When conflicts between ethics and law occur, school psychologists are expected to take steps to resolve conflicts by problem solving with others and through positive, respected, and legal channels. If not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.⁸ In addition to providing services to public and private schools, school psychologists may be employed in a variety of other settings, including juvenile justice institutions, colleges and universities, mental health clinics, hospitals, and private practice. The principles in this code should be considered by school psychologists in their ethical decision making regardless of employment setting. However, this revision of the code, like its precursors, focuses on the special challenges associated with providing school psychological services in schools and to students. School psychologists who provide services directly to children, parents, and other clients as private practitioners, and those who work in health and mental health settings, are encouraged to be knowledgeable of federal and state law regulating mental health providers, and to consult the American Psychological Association’s (2002) Ethical Principles of Psychologists and Code of Conduct for guidance on issues not directly addressed in this code. Four broad ethical themes⁹ provide the organizational framework for the 2010 Principles for Professional Ethics. The four broad ethical themes subsume 17 ethical principles. Each principle is then further articulated by National Association of School Psychologists² multiple specific standards of conduct. The broad themes, corollary principles, and ethical standards are to be considered in decision making. NASP will seek to enforce the 17 ethical principles and corollary standards that appear in the Principles for Professional Ethics with its members and school psychologists who hold the Nationally Certified School Psychologist (NCSP) credential in accordance with NASP’s Ethical and Professional Practices Committee Procedures (2008). Regardless of role, clientele, or setting, school psychologists should reflect on the theme and intent of each ethical principle and standard to determine its application to his or her individual situation. The decisions made by school psychologists affect the welfare of children and families and can enhance their schools and communities. For this reason, school psychologists are encouraged to strive for excellence rather than simply meeting the minimum obligations outlined in the NASP Principles for Professional Ethics,¹⁰ and to engage in the lifelong learning that is necessary to achieve and maintain expertise in applied professional ethics.

DEFINITION OF TERMS AS USED IN THE PRINCIPLES FOR PROFESSIONAL ETHICS

Client: The client is the person or persons with whom the school psychologist establishes a professional relationship for the purpose of providing school psychological services. A school psychologist–client

professional relationship is established by an informed agreement with client(s) about the school psychologist's ethical and other duties to each party.¹¹ While not clients per se, classrooms, schools, and school systems also may be recipients of school psychological services and often are parties with an interest in the actions of school psychologists. Child: A child, as defined in law, generally refers to a minor, a person younger than the age of majority. Although this term may be regarded as demeaning when applied to teenagers, it is used in this document when necessary to denote minor status. The term student is used when a less precise term is adequate. Informed Consent: Informed consent means that the person giving consent has the legal authority to make a consent decision, a clear understanding of what it is he or she is consenting to, and that his or her consent is freely given and may be withdrawn without prejudice.¹² Assent: The term assent refers to a minor's affirmative agreement to participate in psychological services or research. Parent: The term parent may be defined in law or district policy, and can include the birth or adoptive parent, an individual acting in the place of a natural or adoptive parent (a grandparent or other relative, stepparent, or domestic partner), and/or an individual who is legally responsible for the child's welfare. Advocacy: School psychologists have a special obligation to speak up for the rights and welfare of students and families, and to provide a voice to clients who cannot or do not wish to speak for themselves. Advocacy also occurs when school psychologists use their expertise in psychology and education to promote changes in schools, systems, and laws that will benefit schoolchildren, other students, and families.¹³ Nothing in this code of ethics, however, should be construed as requiring school psychologists to engage in insubordination (willful disregard of an employer's lawful instructions) or to file a complaint about school district practices with a federal or state regulatory agency as part of their advocacy efforts. School-Based Versus Private Practice: School-based practice refers to the provision of school psychological services under the authority of a state, regional, or local educational agency. School-based practice occurs if the school psychologist is an employee of the schools or contracted by the schools on a per case or consultative basis. Private practice occurs when a school psychologist enters into an agreement with a client(s) rather than an educational agency to provide school psychological services and the school psychologist's fee for services is the responsibility of the client or his or her representative.

I. RESPECTING THE DIGNITY AND RIGHTS OF ALL PERSONS

School psychologists engage only in professional practices that maintain the dignity of all with whom they work. In their words and actions, school psychologists demonstrate respect for the autonomy of persons and their right to self-determination, respect for privacy, and a commitment to just and fair treatment of all persons. Principle I.1. Autonomy and Self-Determination (Consent and Assent) School psychologists respect the right of persons to participate in decisions affecting their own welfare. Principles for Professional Ethics 3 Standard I.1.1 School psychologists encourage and promote parental participation in school decisions affecting their children (see Standard II.3.10). However, where school psychologists are members of the school's educational support staff, not all of their services require informed parent consent. It is ethically permissible to provide school based consultation services regarding a child or adolescent to a student assistance team or teacher without informed parent consent as long as the resulting interventions are under the authority of the teacher and within the scope of typical classroom interventions.¹⁴ Parent consent is not ethically required for a school based school psychologist to review a student's educational records, conduct classroom observations, assist in within-classroom interventions and progress monitoring, or to participate in educational screenings conducted as part of a regular program of instruction. Parent consent is required if the consultation about a particular child or adolescent is likely to be extensive and ongoing and/or if school actions may result in a significant intrusion on student or family privacy beyond what might be expected in the course of ordinary school activities.¹⁵ Parents must be notified prior to the administration of school- or classroom-wide screenings for mental health problems and given the opportunity to remove their child or adolescent from participation in such screenings.

Standard I.1.2

Except for urgent situations or self-referrals by a minor student, school psychologists seek parent consent (or the consent of an adult student) prior to establishing a school psychologist–client relationship for the purpose of psychological diagnosis, assessment of eligibility for special education or disability accommodations, or to provide on-going individual or group counseling or other non-classroom therapeutic intervention.*

- It is ethically permissible to provide psychological assistance without parent notice or consent in emergency situations or if there is reason to believe a student may pose a danger to others; is at risk for self-harm; or is in danger of injury, exploitation, or maltreatment.
- When a student who is a minor self-refers for assistance, it is ethically permissible to provide psychological assistance without parent notice or consent for one or several meetings to establish the nature and degree of the need for services and assure the child is safe and not in danger. It is ethically permissible to provide services to mature minors without parent consent where allowed by state law and school district policy. However, if the student is not old enough to receive school psychological assistance independent of parent consent, the school psychologist obtains parent consent to provide continuing assistance to the student beyond the preliminary meetings or refers the student to alternative sources of assistance that do not require parent notice or consent.

Standard I.1.3

School psychologists ensure that an individual providing consent for school psychological services is fully informed about the nature and scope of services offered, assessment/intervention goals and procedures, any foreseeable risks, the cost of services to the parent or student (if any), and the benefits that reasonably can be expected. The explanation includes discussion of the limits of confidentiality, who will receive information about assessment or intervention outcomes, and the possible consequences of the assessment/intervention services being offered. Available alternative services are identified, if appropriate. This explanation takes into account language and cultural differences, cognitive capabilities, developmental level, age, and other relevant factors so that it may be understood by the individual providing consent. School psychologists appropriately document written or oral consent. Any service provision by interns, practicum students, or other trainees is explained and agreed to in advance, and the identity and responsibilities of the supervising school psychologist are explained prior to the provision of services.¹⁶ Standard I.1.4 School psychologists encourage a minor student's voluntary participation in decision making about school psychological services as much as feasible. Ordinarily, school psychologists seek the student's assent to services; however, it is ethically permissible to bypass student assent to services if the service is considered to be of direct benefit to the student and/or is required by law.¹⁷

* It is recommended that school district parent handbooks and websites advise parents that a minor student may be seen by school health or mental health professionals (e.g., school nurse, counselor, social worker, school psychologist) without parent notice or consent to ensure that the student is safe or is not a danger to others. Parents should also be advised that district school psychologists routinely assist teachers in planning classroom instruction and monitoring its effectiveness and do not need to notify parents of, or seek consent for, such involvement in student support.

- If a student's assent for services is not solicited, school psychologists nevertheless honor the student's right to be informed about the services provided.
- When a student is given a choice regarding whether to accept or refuse services, the school psychologist ensures the student understands what is being offered, honors the student's stated choice, and guards against overwhelming the student with choices he or she does not wish or is not able to make.¹⁸

Standard I.1.5

School psychologists respect the wishes of parents who object to school psychological services and attempt to guide parents to alternative resources. Principle I.2. Privacy and Confidentiality School psychologists respect the right of persons to choose for themselves whether to disclose their private thoughts, feelings, beliefs, and behaviors. Standard I.2.1 School psychologists respect the right of persons to self-determine whether to disclose private information. Standard I.2.2 School psychologists minimize intrusions on privacy. They do not seek or store private information about clients that is not needed in the provision of services. School psychologists recognize that client-school psychologist communications are privileged in most jurisdictions and do not disclose information that would put the student or family at legal, social, or other risk if shared with third parties, except as permitted by the mental health provider-client privilege laws in their state.¹⁹ Standard I.2.3 School psychologists inform students and other clients of the boundaries of

confidentiality at the outset of establishing a professional relationship. They seek a shared understanding with clients regarding the types of information that will and will not be shared with third parties. However, if a child or adolescent is in immediate need of assistance, it is permissible to delay the discussion of confidentiality until the immediate crisis is resolved. School psychologists recognize that it may be necessary to discuss confidentiality at multiple points in a professional relationship to ensure client understanding and agreement regarding how sensitive disclosures will be handled. Standard I.2.4 School psychologists respect the confidentiality of information obtained during their professional work. Information is not revealed to third parties without the agreement of a minor child's parent or legal guardian (or an adult student), except in those situations in which failure to release information would result in danger to the student or others, or where otherwise required by law. Whenever feasible, student assent is obtained prior to disclosure of his or her confidences to third parties, including disclosures to the student's parents. Standard I.2.5 School psychologists discuss and/or release confidential information only for professional purposes and only with persons who have a legitimate need to know. They do so within the strict boundaries of relevant privacy statutes. Standard I.2.6 School psychologists respect the right of privacy of students, parents, and colleagues with regard to sexual orientation, gender identity, or transgender status. They do not share information about the sexual orientation, gender identity, or transgender status of a student (including minors), parent, or school employee with anyone without that individual's permission.²⁰ Standard I.2.7 School psychologists respect the right of privacy of students, their parents and other family members, and colleagues with regard to sensitive health information (e.g., presence of a communicable disease). They do not share sensitive health information about a student, parent, or school employee with others without that individual's permission (or the permission of a parent or guardian in the case of a minor). School psychologists consult their state laws and department of public health for guidance if they believe a client poses a health risk to others.²¹ Principle I.3. Fairness and Justice In their words and actions, school psychologists promote fairness and justice. They use their expertise to cultivate school climates that are safe and welcoming to all persons regardless of actual or perceived characteristics, including race, ethnicity, color, religion, ancestry, national origin, immigration status, socioeconomic status, primary language, gender, sexual orientation, gender identity, gender expression, Principles for Professional Ethics 5 disability, or any other distinguishing characteristics. Standard I.3.1 School psychologists do not engage in or condone actions or policies that discriminate against persons, including students and their families, other recipients of service, supervisees, and colleagues based on actual or perceived characteristics including race; ethnicity; color; religion; ancestry; national origin; immigration status; socioeconomic status; primary language; gender; sexual orientation, gender identity, or gender expression; mental, physical, or sensory disability; or any other distinguishing characteristics. Standard I.3.2 School psychologists pursue awareness and knowledge of how diversity factors may influence child development, behavior, and school learning. In conducting psychological, educational, or behavioral evaluations or in providing interventions, therapy, counseling, or consultation services, the school psychologist takes into account individual characteristics as enumerated in Standard I.3.1 so as to provide effective services.²² Standard I.3.3 School psychologists work to correct school practices that are unjustly discriminatory or that deny students, parents, or others their legal rights. They take steps to foster a school climate that is safe, accepting, and respectful of all persons. Standard I.3.4 School psychologists strive to ensure that all children have equal opportunity to participate in and benefit from school programs and that all students and families have access to and can benefit from school psychological services.²³

II. PROFESSIONAL COMPETENCE AND RESPONSIBILITY

Beneficence, or responsible caring, means that the school psychologist acts to benefit others. To do this, school psychologists must practice within the boundaries of their competence, use scientific knowledge from psychology and education to help clients and others make informed choices, and accept responsibility for their work.²⁴ Principle II.1. Competence To benefit clients, school psychologists engage only in practices for which they are qualified and competent. Standard II.1.1 School psychologists recognize the strengths and limitations of their training and experience, engaging only in practices for which they are qualified. They enlist the assistance of other specialists in supervisory, consultative, or referral roles as appropriate in providing effective services. Standard II.1.2 Practitioners are obligated to pursue knowledge and understanding of the diverse cultural, linguistic, and experiential backgrounds of students, families, and other clients. When knowledge and understanding of diversity characteristics are essential to ensure competent assessment, intervention, or consultation, school psychologists have or obtain the training or supervision necessary to

provide effective services, or they make appropriate referrals. Standard II.1.3 School psychologists refrain from any activity in which their personal problems may interfere with professional effectiveness. They seek assistance when personal problems threaten to compromise their professional effectiveness (also see III.4.2). Standard II.1.4 School psychologists engage in continuing professional development. They remain current regarding developments in research, training, and professional practices that benefit children, families, and schools. They also understand that professional skill development beyond that of the novice practitioner requires well-planned continuing professional development and professional supervision. Principle II.2. Accepting Responsibility for Actions School psychologists accept responsibility for their professional work, monitor the effectiveness of their services, and work to correct ineffective recommendations. National Association of School Psychologists 6 Standard II.2.1 School psychologists review all of their written documents for accuracy, signing them only when correct. They may add an addendum, dated and signed, to a previously submitted report if information is found to be inaccurate or incomplete. Standard II.2.2 School psychologists actively monitor the impact of their recommendations and intervention plans. They revise a recommendation, or modify or terminate an intervention plan, when data indicate the desired outcomes are not being attained. School psychologists seek the assistance of others in supervisory, consultative, or referral roles when progress monitoring indicates that their recommendations and interventions are not effective in assisting a client. Standard II.2.3 School psychologists accept responsibility for the appropriateness of their professional practices, decisions, and recommendations. They correct misunderstandings resulting from their recommendations, advice, or information and take affirmative steps to offset any harmful consequences of ineffective or inappropriate recommendations. Standard II.2.4 When supervising graduate students' field experiences or internships, school psychologists are responsible for the work of their supervisees. Principle II.3. Responsible Assessment and Intervention Practices School psychologists maintain the highest standard for responsible professional practices in educational and psychological assessment and direct and indirect interventions. Standard II.3.1 Prior to the consideration of a disability label or category, the effects of current behavior management and/or instructional practices on the student's school performance are considered.

Standard II.3.2

School psychologists use assessment techniques and practices that the profession considers to be responsible, research-based practice.

- School psychologists select assessment instruments and strategies that are reliable and valid for the child and the purpose of the assessment. When using standardized measures, school psychologists adhere to the procedures for administration of the instrument that are provided by the author or publisher or the instrument. If modifications are made in the administration procedures for standardized tests or other instruments, such modifications are identified and discussed in the interpretation of the results.
- If using norm-referenced measures, school psychologists choose instruments with up-to-date normative data.
- When using computer-administered assessments, computer-assisted scoring, and/or interpretation programs, school psychologists choose programs that meet professional standards for accuracy and validity. School psychologists use professional judgment in evaluating the accuracy of computer-assisted assessment findings for the examinee.

Standard II.3.3

A psychological or psychoeducational assessment is based on a variety of different types of information from different sources.

Standard II.3.4

Consistent with education law and sound professional practice, children with suspected disabilities are assessed in all areas related to the suspected disability

Standard II.3.5

School psychologists conduct valid and fair assessments. They actively pursue knowledge of the student's

disabilities and developmental, cultural, linguistic, and experiential background and then select, administer, and interpret assessment instruments and procedures in light of those characteristics (see Standard I.3.1. and I.3.2).

Standard II.3.6

When interpreters are used to facilitate the provision of assessment and intervention services, school psychologists take steps to ensure that the interpreters are appropriately trained and are acceptable to clients.²⁵

Standard II.3.7

It is permissible for school psychologists to make recommendations based solely on a review of existing records. However, they should utilize a representative. Sample of records and explain the basis for, and the limitations of, their recommendations.²⁶

Standard II.3.8

School psychologists adequately interpret findings and present results in clear, understandable terms so that the recipient can make informed choices.

Standard II.3.9

School psychologists use intervention, counseling and therapy procedures, consultation techniques, and other direct and indirect service methods that the profession considers to be responsible, research-based practice:

- School psychologists use a problem-solving process to develop interventions appropriate to the presenting problems and that are consistent with data collected.
- Preference is given to interventions described in the peer-reviewed professional research literature and found to be efficacious.

Standard II.3.10

School psychologists encourage and promote parental participation in designing interventions for their children. When appropriate, this includes linking interventions between the school and the home, tailoring parental involvement to the skills of the family, and helping parents gain the skills needed to help their children.

- School psychologists discuss with parents the recommendations and plans for assisting their children. This discussion takes into account the ethnic/cultural values of the family and includes alternatives that may be available. Subsequent recommendations for program changes or additional services are discussed with parents, including any alternatives that may be available.
- Parents are informed of sources of support available at school and in the community.

Standard II.3.11

School psychologists discuss with students the recommendations and plans for assisting them. To the maximum extent appropriate, students are invited to participate in selecting and planning interventions.²⁷

Principle II.4 Responsible School-Based Record Keeping

School psychologists safeguard the privacy of school psychological records and ensure parent access to the records of their own children.

Standard II.4.1

School psychologists discuss with parents and adult students their rights regarding creation, modification, storage, and disposal of psychological and educational records that result from the provision of services. Parents and adult students are notified of the electronic storage and transmission of personally identifiable school psychological records and the associated risks to privacy.²⁸

Standard II.4.2

School psychologists maintain school-based psychological and educational records with sufficient detail to be useful in decision making by another professional and with sufficient detail to withstand scrutiny if challenged in a due process or other legal procedure.²⁹

Standard II.4.3

School psychologists include only documented and relevant information from reliable sources in school psychological records.

Standard II.4.4

School psychologists ensure that parents have appropriate access to the psychological and educational records of their child.

- Parents have a right to access any and all information that is used to make educational decisions about their child.
- School psychologists respect the right of parents to inspect, but not necessarily to copy, their child's answers to school psychological test questions, even if those answers are recorded on a test protocol (also see II.5.1).³⁰

Standard II.4.5

School psychologists take steps to ensure that information in school psychological records is not released to persons or agencies outside of the school without the consent of the parent except as required and permitted by law.

Standard II.4.6

To the extent that school psychological records are under their control, school psychologists ensure that only those school personnel who have a legitimate educational interest in a student are given access to the student's school psychological records without prior parent permission or the permission of an adult student.

Standard II.4.7

To the extent that school psychological records are under their control, school psychologists protect electronic files from unauthorized release or modification (e.g., by using passwords and encryption), and they take reasonable steps to ensure that school psychological records are not lost due to equipment failure.

Standard II.4.8

It is ethically permissible for school psychologists to keep private notes to use as a memory aid that are not made accessible to others. However, as noted in Standard II.4.4, any and all information that is used to make educational decisions about a student must be accessible to parents and adult students.

Standard II.4.9

School psychologists, in collaboration with administrators and other school staff, work to establish district policies regarding the storage and disposal of school psychological records that are consistent with law and sound professional practice. They advocate for school district policies and practices that:

- safeguard the security of school psychological records while facilitating appropriate parent access to those records
- identify time lines for the periodic review and disposal of outdated school psychological records that are consistent with law and sound professional practice
- seek parent or other appropriate permission prior to the destruction of obsolete school psychological records of current students
- ensure that obsolete school psychology records are destroyed in a way that the information cannot be recovered

Principle II.5 Responsible Use of Materials School psychologists respect the intellectual property rights of those who produce tests, intervention materials, scholarly works, and other materials.

Standard II.5.1

School psychologists maintain test security, preventing the release of underlying principles and specific content that would undermine or invalidate the use of the instrument. Unless otherwise required by law or district policy, school psychologists provide parents with the opportunity to inspect and review their child's test answers rather than providing them with copies of their child's test protocols. However, on parent request, it is permissible to provide copies of a child's test protocols to a professional who is qualified to interpret them.

Standard II.5.2

School psychologists do not promote or condone the use of restricted psychological and educational tests or other assessment tools or procedures by individuals who are not qualified to use them.

Standard II.5.3

School psychologists recognize the effort and expense involved in the development and publication of psychological and educational tests, intervention materials, and scholarly works. They respect the intellectual property rights and copyright interests of the producers of such materials, whether the materials are published in print or digital formats. They do not duplicate copyright-protected test manuals, testing materials, or unused test protocols without the permission of the producer. However, school psychologists understand that, at times, parents' rights to examine their child's test answers may supersede the interests of test publishers.^{31 32}

III. HONESTY AND INTEGRITY IN PROFESSIONAL RELATIONSHIPS

To foster and maintain trust, school psychologists must be faithful to the truth and adhere to their professional promises. They are forthright about their qualifications, competencies, and roles; work in full cooperation with other professional disciplines to meet the needs of students and families; and avoid multiple relationships that diminish their professional effectiveness.

Principle III.1. Accurate Presentation of Professional Qualifications School psychologists accurately identify their professional qualifications to others.

Standard III.1.1

Competency levels, education, training, experience, and certification and licensing credentials are accurately represented to clients, recipients of services, and others. School psychologists correct any misperceptions of their qualifications. School psychologists do not represent themselves as specialists in a particular domain without verifiable training and supervised experience in the specialty.

Standard III.1.2

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

Principle III.2. Forthright Explanation of Professional Services, Roles, and Priorities School psychologists are candid about the nature and scope of their services.

Standard III.2.1

School psychologists explain their professional competencies, roles, assignments, and working relationships to recipients of services and others in their work setting in a forthright and understandable manner. School psychologists explain all professional services to clients in a clear, understandable manner (see I.1.2).

Standard III.2.2

School psychologists make reasonable efforts to become integral members of the client service systems to which they are assigned. They establish clear roles for themselves within those systems while respecting the

various roles of colleagues in other professions.

Standard III.2.3

The school psychologist's commitment to protecting the rights and welfare of children is communicated to the school administration, staff, and others as the highest priority in determining services.

Standard III.2.4

School psychologists who provide services to several different groups (e.g., families, teachers, classrooms) may encounter situations in which loyalties are conflicted. As much as possible, school psychologists make known their priorities and commitments in advance to all parties to prevent misunderstandings.

Standard III.2.5

School psychologists ensure that announcements and advertisements of the availability of their publications, products, and services for sale are factual and professional. They do not misrepresent their degree of responsibility for the development and distribution of publications, products, and services.

Principle III.3. Respecting Other Professionals

To best meet the needs of children, school psychologists cooperate with other professionals in relationships based on mutual respect.

Standard III.3.1

To meet the needs of children and other clients most effectively, school psychologists cooperate with other psychologists and professionals from other disciplines in relationships based on mutual respect. They encourage and support the use of all resources to serve the interests of students. If a child or other client is receiving similar services from another professional, school psychologists promote coordination of services.

Standard III.3.2

If a child or other client is referred to another professional for services, school psychologists ensure that all relevant and appropriate individuals, including the client, are notified of the change and reasons for the change. When referring clients to other professionals, school psychologists provide clients with lists of suitable practitioners from whom the client may seek services.

Standard III.3.3

Except when supervising graduate students, school psychologists do not alter reports completed by another professional without his or her permission to do so.

Principle III.4. Multiple Relationships and Conflicts of Interest

School psychologists avoid multiple relationships and conflicts of interest that diminish their professional effectiveness.

Standard III.4.1

The Principles for Professional Ethics provide standards for professional conduct. School psychologists, in their private lives, are free to pursue their personal interests, except to the degree that those interests compromise professional effectiveness.

Standard III.4.2

School psychologists refrain from any activity in which conflicts of interest or multiple relationships with a client or a client's family may interfere with professional effectiveness. School psychologists attempt to resolve such situations in a manner that provides greatest benefit to the client. School psychologists whose personal or religious beliefs or commitments may influence the nature of their professional services or their willingness to provide certain services inform clients and responsible parties of this fact. When personal beliefs, conflicts of interests, or multiple relationships threaten to diminish professional effectiveness or would be viewed by the public as inappropriate, school psychologists ask their supervisor for reassignment of responsibilities, or they direct the client to alternative services.³³

Standard III.4.3

School psychologists do not exploit clients, supervisees, or graduate students through professional relationships or condone these actions by their colleagues. They do not participate in or condone sexual harassment of children, parents, other clients, colleagues, employees, trainees, supervisees, or research participants. School psychologists do not engage in sexual relationships with individuals over whom they have evaluation authority, including college students in their classes or program, or any other trainees, or supervisees. School psychologists do not engage in sexual relationships with their current or former pupil-clients; the parents, siblings, or other close family members of current pupil-clients; or current consultees.

Standard III.4.4

School psychologists are cautious about business and other relationships with clients that could interfere with professional judgment and effectiveness or potentially result in exploitation of a client.

Standard III.4.5

NASP requires that any action taken by its officers, members of the Executive Council or Delegate Assembly, or other committee members be free from the appearance of impropriety and free from any conflict of interest. NASP leaders recuse themselves from decisions regarding proposed NASP initiatives if they may gain an economic benefit from the proposed venture.

Standard III.4.6

A school psychologist's financial interests in a product (e.g., tests, computer software, professional materials) or service can influence his or her objectivity or the perception of his or her objectivity regarding that product or service. For this reason, school psychologists are obligated to disclose any significant financial interest in the products or services they discuss in their presentations or writings if that interest is not obvious in the authorship/ownership citations provided.

Standard III.4.7

School psychologists neither give nor receive any remuneration for referring children and other clients for professional services.

Standard III.4.8

School psychologists do not accept any remuneration in exchange for data from their client database without the permission of their employer and a determination of whether the data release ethically requires informed client consent.

Standard III.4.9

School psychologists who provide school-based services and also engage in the provision of private practice services (dual setting practitioners) recognize the potential for conflicts of interests between their two roles and take steps to avoid such conflicts. Dual setting practitioners:

- are obligated to inform parents or other potential clients of any psychological and educational services available at no cost from the schools prior to offering such services for remuneration
- may not offer or provide private practice services to a student of a school or special school program where the practitioner is currently assigned
- may not offer or provide private practice services to the parents or family members of a student eligible to attend a school or special school program where the practitioner is currently assigned
- may not offer or provide an independent evaluation as defined in special education law for a student who attends a local or cooperative school district where the practitioner is employed
- do not use tests, materials, equipment, facilities, secretarial assistance, or other services belonging to the public sector employer unless approved in advance by the employer
- conduct all private practice outside of the hours of contracted public employment
- hold appropriate credentials for practice in both the public and private sectors

IV. RESPONSIBILITY TO SCHOOLS, FAMILIES, COMMUNITIES, THE PROFESSION, AND SOCIETY

School psychologists promote healthy school, family, and community environments. They assume a proactive role in identifying social injustices that affect children and schools and strive to reform systems-level patterns of injustice. They maintain the public trust in school psychologists by respecting law and encouraging ethical conduct. School psychologists advance professional excellence by mentoring less experienced practitioners and contributing to the school psychology knowledge base.

Principle IV.1. Promoting Healthy School, Family, and Community Environments School psychologists use their expertise in psychology and education to promote school, family, and community environments that are safe and healthy for children.

Standard IV.1.1

To provide effective services and systems consultation, school psychologists are knowledgeable about the organization, philosophy, goals, objectives, culture, and methodologies of the settings in which they provide services. In addition, school psychologists develop partnerships and networks with community service providers and agencies to provide seamless services to children and families.

Standard IV.1.2

School psychologists use their professional expertise to promote changes in schools and community service systems that will benefit children and other clients. They advocate for school policies and practices that are in the best interests of children and that respect and protect the legal rights of students and parents.³⁴

Principle IV.2. Respect for Law and the Relationship of Law and Ethics

School psychologists are knowledgeable of and respect laws pertinent to the practice of school psychology. In choosing an appropriate course of action, they consider the relationship between law and the Principles for Professional Ethics.

Standard IV.2.1

School psychologists recognize that an understanding of the goals, procedures, and legal requirements of their particular workplace is essential for effective functioning within that setting.

Standard IV.2.2

School psychologists respect the law and the civil and legal rights of students and other clients. The Principles for Professional Ethics may require a more stringent standard of conduct than law, and in those situations school psychologists are expected to adhere to the Principles.

Standard IV.2.3

When conflicts between ethics and law occur, school psychologists take steps to resolve the conflict through positive, respected, and legal channels. If not able to resolve the conflict in this manner, they may abide by the law, as long as the resulting actions do not violate basic human rights.³⁵

Standard IV.2.4

School psychologists may act as individual citizens to bring about change in a lawful manner. They identify when they are speaking as private citizens rather than as employees. They also identify when they speak as individual professionals rather than as representatives of a professional association.

Principle IV.3. Maintaining Public Trust by Self-Monitoring and Peer Monitoring

School psychologists accept responsibility to monitor their own conduct and the conduct of other school psychologists to ensure it conforms to ethical standards.

Standard IV.3.1

School psychologists know the Principles for Professional Ethics and thoughtfully apply them to situations within their employment context. In difficult situations, school psychologists consult experienced school psychologists or state associations or NASP.

Standard IV.3.2

When a school psychologist suspects that another school psychologist or another professional has engaged in unethical practices, he or she attempts to resolve the suspected problem through a collegial problem-solving process, if feasible.

Standard IV.3.3

If a collegial problem-solving process is not possible or productive, school psychologists take further action appropriate to the situation, including discussing the situation with a supervisor in the employment setting, consulting state association ethics committees, and, if necessary, filing a formal ethical violation complaint with state associations, state credentialing bodies, or the NASP Ethical and Professional Practices Committee in accordance with their procedures.

Standard IV.3.4

When school psychologists are concerned about unethical practices by professionals who are not NASP members or do not hold the NCSP, informal contact is made to discuss the concern if feasible. If the situation cannot be resolved in this manner, discussing the situation with the professional's supervisor should be considered. If necessary, an appropriate professional organization or state credentialing agency could be contacted to determine the procedures established by that professional association or agency for examining the practices in question.

Principle IV.4. Contributing to the Profession by Mentoring, Teaching, and Supervision

As part of their obligation to students, schools, society, and their profession, school psychologists mentor less experienced practitioners and graduate students to assure high quality services, and they serve as role models for sound ethical and professional practices and decision making.

Standard IV.4.1

School psychologists who serve as directors of graduate education programs provide current and prospective graduate students with accurate information regarding program accreditation, goals and objectives, graduate program policies and requirements, and likely outcomes and benefits.

Standard IV.4.2

School psychologists who supervise practicum students and interns are responsible for all professional practices of the supervisees. They ensure that practicum students and interns are adequately supervised as outlined in the NASP Graduate Preparation Standards for School Psychologists. Interns and graduate students are identified as such, and their work is cosigned by the supervising school psychologist.

Standard IV.4.3

School psychologists who employ, supervise, or train professionals provide appropriate working conditions, fair and timely evaluation, constructive supervision, and continuing professional development opportunities.

Standard IV.4.4

School psychologists who are faculty members at universities or who supervise graduate education field experiences apply these ethical principles in all work with school psychology graduate students. In addition, they promote the ethical practice of graduate students by providing specific and comprehensive instruction, feedback, and mentoring.

Principle IV.5. Contributing to the School Psychology Knowledge Base

To improve services to children, families, and schools, and to promote the welfare of children, school psychologists are encouraged to contribute to the school psychology knowledge base by participating in, assisting in, or conducting and disseminating research.

Standard IV.5.1

When designing and conducting research in schools, school psychologists choose topics and employ research methodology, research participant selection procedures, data-gathering methods, and analysis and reporting techniques that are grounded in sound research practice. School psychologists identify their level of training and graduate degree to potential research participants.

Standard IV.5.2

School psychologists respect the rights, and protect the well-being, of research participants. School psychologists obtain appropriate review and approval of proposed research prior to beginning their data collection.

- Prior to initiating research, school psychologists and graduate students affiliated with a university, hospital, or other agency subject to the U.S. Department of Health and Human Services (DHHS) regulation of research first obtain approval for their research from their Institutional Review Board for Research Involving Human Subjects (IRB) as well as the school or other agency in which the research will be conducted. Research proposals that have not been subject to IRB approval should be reviewed by individuals knowledgeable about research methodology and ethics and approved by the school administration or other appropriate authority.
- In planning research, school psychologists are ethically obligated to consider carefully whether the informed consent of research participants is needed for their study, recognizing that research involving more than minimum risk requires informed consent, and that research with students involving activities that are not part of ordinary, typical schooling requires informed consent. Consent and assent protocols provide the information necessary for potential research participants to make an informed and voluntary choice about participation. School psychologists evaluate the potential risks (including risks of physical or psychological harm, intrusions on privacy, breach of confidentiality) and benefits of their research and only conduct studies in which the risks to participants are minimized and acceptable.

Standard IV.5.3

School psychologists who use their assessment, intervention, or consultation cases in lectures, presentations, or publications obtain written prior client consent or they remove and disguise identifying client information.

Standard IV.5.4

School psychologists do not publish or present fabricated or falsified data or results in their publications and presentations.

Standard IV.5.5

School psychologists make available their data or other information that provided the basis for findings and conclusions reported in publications and presentations, if such data are needed to address a legitimate concern or need and under the condition that the confidentiality and other rights of research participants are protected.

Standard IV.5.6

If errors are discovered after the publication or presentation of research or other information, school psychologists make efforts to correct errors by publishing errata, retractions, or corrections.

Standard IV.5.7

School psychologists only publish data or other information that make original contributions to the professional literature. They do not report the same study in a second publication without acknowledging previous publication of the same data. They do not duplicate significant portions of their own or others' previous publications without permission of copyright holders.

Standard IV.5.8

When publishing or presenting research or other work, school psychologists do not plagiarize the works or ideas of others. They appropriately cite and reference all sources, print or digital, and assign credit to those whose ideas are reflected. In inservice or conference presentations, school psychologists give credit to others whose ideas have been used or adapted.

Standard IV.5.9

School psychologists accurately reflect the contributions of authors and other individuals who contributed to presentations and publications. Authorship credit is given only to individuals who have made a substantial professional contribution to the research, publication, or presentation. Authors discuss and resolve issues related to publication credit as early as feasible in the research and publication process.

Standard IV.5.10

School psychologists who participate in reviews of manuscripts, proposals, and other materials respect the confidentiality and proprietary rights of the authors. They limit their use of the materials to the activities relevant to the purposes of the professional review. School psychologists who review professional materials do not communicate the identity of the author, quote from the materials, or duplicate or circulate copies of the materials without the author's permission.

APPENDIX A.

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