W-05 Ethics for Licensed Educational Psychologists
(also known as)

Got Ethics?

Presented by Beth Laurie, M.Ed., NCSP, ABNSP
Licensed Educational Psychologist (LEP 2764)
CASP Spring Institute
March 16, 2019

What will be covered?

- Definition of Licensed Educational Psychologist
- DSM-V vs. CA Ed. Code
- Ethics vs. Law
- Ethical Codes Pertaining to LEPs
- Dilemmas- Ethical Decision Making

What will NOT be covered?

- Applying to become a Licensed Educational Psychologist
- How to pass the LEP exam
- Opening and maintaining a private practice

Q: Why Not?
A: Because there are now other workshops that specifically cover those topics (thanks Chris Jones!) so we can spend more time on Ethical Dilemmas in this workshop.

3/16/19
Speaking of Dilemmas...

1. Think about a dilemma that you have faced as either a school psychologist or LEP.
2. Write it down, give enough detail to “set the scene.” (make sure they are legible to others who may not be familiar with your particular handwriting style)
3. Talk with your neighbors and share. You don’t have to talk about solutions (yet)
4. Turn them in- if your group has a favorite, mark it with a star

Discussion- School Psych/LEP
What’s the difference?

Pros?    Cons?
What is a School Psychologist?
California Education Code, Section 44266 and Title 5, California Code of
Regulations, Sections 80049-80049.1 and 80632-80632.5

SCHOOL PSYCHOLOGY
The specialization in School Psychology authorizes the holder to perform the
following duties:
- Provide services that enhance academic performance
- Design strategies and programs to address problems of adjustment
- Consult with other educators and parents on issues of social development
  and behavior and academic difficulties
- Conduct psychoeducational assessments for purposes of identifying special
  needs
- Provide psychological counseling for individuals, groups, and families
- Coordinate intervention strategies for management of individuals and
  school-wide crises

What is a Licensed Educational Psychologist (LEP)?
Section 4989.14: Scope of Practice

The practice of educational psychology is the performance of any of the
following professional functions pertaining to academic learning processes or
the education system or both:
(a) Educational evaluation.
(b) Diagnosis of psychological disorders related to academic learning
processes.
(c) Administration of diagnostic tests related to academic learning processes
including tests of academic ability, learning patterns, achievement, motivation,
and personality factors.
(d) Interpretation of diagnostic tests related to academic learning processes
including tests of academic ability, learning patterns, achievement, motivation,
and personality factors.
(e) Providing psychological counseling for individuals, groups, and families.
(f) Consultation with other educators and parents on issues of social
development and behavior and academic difficulties.
(g) Conducting psychoeducational assessments for the purposes of identifying
special needs.
(h) Developing treatment programs and strategies to address problems of
adjustment.
(i) Coordinating intervention strategies for management of individual crises.

What’s the Difference?

School Psychologist
- Credentialed by CTC
- Restricted to practicing as an employee of a school or school district
- Works for someone else
- Identifying special needs.

LEP
- Licensed by BBS
- Can work independent of a school or district
- Can work for someone else or be self-employed
- Diagnosis of psychological disorders related to academic learning processes.
LEP Renewal

Must renew every 2 years at end of your birth month
Do NOT practice without a license or with an expired license
Initial license renewal requires only 18 hours of CEUs (you will likely have less than 2 years to complete these units depending on your birth month)
4 years renewal require 36 CEUs every 2 years
6 hours of Law & Ethics required for each renewal period
7 hours of training on DSM-5 or Assessment and Reporting required for all renewing on or after 1/12/12 (online only)
15 hours of training on Alcoholism and Other Chemical Substance Dependency required for all renewing on or after 1/12/12 (law time only)
CEUs must be taken by Board approved provider.

Accredited universities are approved providers and do not need a PCE #
Detailed information regarding renewal requirements can be found in the Licensed Educational Psychologist Continuing Education and Renewal Information brochure published by the B.B.S.
http://www.bbs.ca.gov/pdf/publications/lep_ceinfo_brochure.pdf

6/27/19

§6272. EXCEPTIONS FROM CONTINUING EDUCATION REQUIREMENTS

OPERATIVE: July 1, 2010
(a) A person who in the five year initial renewal period shall complete at least sixteen (16) hours of continuing education prior to the first license renewal
(b) A licensee is exempt from the continuing education requirement if his or her license is inactive pursuant to subdivision 8660.5, 8657 or 8643 of the Code
(c) A licensee may obtain an extension for the continuation of the renewal period. The request must be submitted to the board at least 90 days prior to the expiration date of the license. The board may deny the request, reduce the extension, or require the extension in any form. The extension for continuing education must be completed within the renewal period. If the licensee fails to complete the extension within the renewal period, the board may deny the renewal of the license
(d) A licensee may obtain an extension for the continuation of the renewal period. The request must be submitted to the board at least 90 days prior to the expiration date of the license. The board may deny the request, reduce the extension, or require the extension in any form. The extension for continuing education must be completed within the renewal period. If the licensee fails to complete the extension within the renewal period, the board may deny the renewal of the license
(e) The board shall grant an exception to the licensee who can provide evidence, satisfactory to the board that:
(1) He or she has not been convicted of a crime in the state of California, but who has served a term of imprisonment for a period of 30 days or more within the past two years. The board may, in its discretion, extend the date of the renewal unless the licensee can provide evidence to the contrary
(2) He or she has not been convicted of a crime in the state of California, but who has served a term of imprisonment for a period of 30 days or more within the past two years. The board may, in its discretion, extend the date of the renewal unless the licensee can provide evidence to the contrary
(3) He or she has not been convicted of a crime in the state of California, but who has served a term of imprisonment for a period of 30 days or more within the past two years. The board may, in its discretion, extend the date of the renewal unless the licensee can provide evidence to the contrary
(4) The board shall grant an exception to a person who has served a term of imprisonment for a period of 30 days or more within the past two years. The board may, in its discretion, extend the date of the renewal unless the licensee can provide evidence to the contrary
(5) The board shall grant an exception to a person who has served a term of imprisonment for a period of 30 days or more within the past two years. The board may, in its discretion, extend the date of the renewal unless the licensee can provide evidence to the contrary

3/16/19

Ethics for LEPs 3/16/19
On June 30, 2011, Assembly Bill (AB) 114, Chapter 43, Statutes of 2011, was signed into law. Under AB 114, several sections of Chapter 26.5 of the California Government Code (GC) were amended or rendered inoperative, thereby ending the state mandate on county mental health agencies to provide mental health services to students with disabilities. With the passage of AB 114, it is clear that local educational agencies (LEAs) are now solely responsible for ensuring that students with disabilities receive special education and related services, including some services previously arranged for or provided by county mental health agencies. As LEAs arrange for the provision of related services, clarification has been requested concerning the circumstances under which related service providers must obtain certification as Nonpublic Agencies (NPAs) or Nonpublic Schools (NPSs).

Title 5, Section 3051(a)(3) of the California Code of Regulations (CCR) establishes that individuals and entities providing related services may be any one of the following:

A. Employees of the school district or county office of education

B. Employed under (NPA or NPS) contract pursuant to California Education Code (EC) sections 56365–56366

C. Employees, vendors, or contractors of the State Departments of Health Services or Mental Health, or any designated local public health or mental (health) agency

In the following bullets, options A, B, and C explore whether NPA or NPS certification is required in each of the three scenarios:

• **Option A–Employees of a School District or County Office of Education**
  LEAs may directly employ individuals to provide related services. LEAs must ensure that those individuals hold the appropriate license or credential for their assignments, but such individuals are not required to obtain NPA or NPS certification.

• **Option B–Nonpublic Schools or Nonpublic Agencies**
  An LEA may contract directly with an entity or individual that is certified as an NPA or NPS to provide related services.

• **Option C–Employees, Vendors, or Contractors of the Department of Mental Health or Designated Local Public Mental Health Agencies**
  An LEA may secure the provision of related services directly from a state or local public mental health agency through a provider that is a direct employee, contractor, or vendor of that agency. NPA or NPS certification is not required. Alternatively, an LEA may secure the provision of related services directly from a contractor or vendor of a state or local public mental health agency. NPA or NPS certification is not required. When conducting its monitoring process, the California Department of Education (CDE) will verify that the LEA has documentation that such contractors or vendors are contractors or vendors of a state or local public mental health agency in the current fiscal year. In addition, LEAs are responsible for ensuring and maintaining documentation that the entities providing related services are qualified pursuant to Sections 3051–3051.24 of Title 5 of the CCR.

Information on obtaining NPA or NPS Certification is available on the CDE NPS/A Certification Applications Web page at [http://www.cde.ca.gov/sp/se/ds/npsacrtapp.asp](http://www.cde.ca.gov/sp/se/ds/npsacrtapp.asp), or you may contact the Interagency Nonpublic Schools and Agencies Unit, Special Education Division, by phone at 916-327-0141 or by e-mail at npsa@cde.ca.gov.

**Who’s the Boss?**

**CA Ed. Code**

- Educational Model:
  - “Eligibility” for Special Ed. Services must be based on Ed. Code criteria for 1 of 13 possible categories.
  - Typically determined by a team of educational professionals after a thorough psychoeducational evaluation.
- “Diagnosis” usually determined by an individual—doctors, licensed clinical psychologists, MFTs, or LCSWs.

- Typically necessary for insurance billing purposes.
- Diagnosis is “supposed” to be provided only when criteria are met, including having a negative impact on the individual’s life functioning.
# Educationally Relevant Determinations

**CA Ed. Code**
- Intellectual Disability
- Autism
- Specific Learning Disability
- Emotional Disturbance
- Other Health Impairment

**DSM-V**
- Intellectual Disability
- Autism Spectrum Disorder
- Specific Learning Disorder
- Mood Disorders, Anxiety Disorders, Schizophrenia, Behavioral Disorders
- ADHD, Tourette’s, other health/medical diagnosis

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# Technological Difficulties

- HIPAA Compliance [http://www.bbs.ca.gov/licensees/hipaa.shtml](http://www.bbs.ca.gov/licensees/hipaa.shtml)
- FERPA
- Encryption
- Passwords
- Emails and Text Messages

Bottom line: transparency and informed consent are very important when any technology will be used for communication, scoring, storage of information, etc. It gets complicated! Further training highly encouraged. NASP has a 1 hour Online Professional Development Course “Applied Tips for Behaving Ethically with Today’s Technology” with Dr. Dan Florell

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Group Discussion

What are Ethics?
Why do they matter?
Do they differ from law?
 If so, how?

What are “Ethics”?

According to Merriam-Webster:

ethic
noun eth·ic ˈe-thik
1. plural but sing or plural in constr: the discipline dealing with what is good and bad and with moral duty and obligation
d. a set of moral principles: a theory or system of moral values <Christian ethics>
  -often used in plural but singular or plural in construction

3. plural: a set of moral issues or aspects (as rightness) <debated the ethics of human cloning>
Why do we have Ethical Codes?

“Professional associations such as the National Association of School Psychologists (NASP) and the American Psychological Association (APA) develop and disseminate codes of ethics to enhance the quality of work by their members. Such codes also protect the public by educating professionals about what constitutes appropriate conduct and helping them to monitor their own behavior.”


If being a school psychologist were only that simple...
Professional ethics is a combination of broad ethical principles and rules that guide the conduct of a practitioner in his or her professional interactions with others.

Law is a body of rules of conduct prescribed by the state that has binding legal force.

Professional codes of ethics are generally viewed as requiring decisions that are “more correct or more stringent” than required by law.

APA states that if the code “establishes a higher standard of conduct than is required by law, psychologists must meet that higher ethical standard.”

“...or, as I like to say

“The difference between Ethics and Law is doing what you *should* do rather than just what you *have* to do.”

the time is always right to do what is right.

*Martin Luther King*
When ethics and law collide

Practitioners may face decisions involving possible conflicts between codes of ethics and law. In such cases, practitioners should ask themselves:

- Do I understand my legal obligations correctly?
- What actions does the law specifically require or prohibit?
- What actions does the law permit?
- Even if an action is legal, is it ethical?
- Do I understand my ethical obligations correctly?

NASP’s code of ethics states: “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” (NASP-PPE IV.2.3)

Ethical Decision Making

(a.k.a. between a rock and a hard place)

- The Board of Behavioral Sciences does not have a specific Code of Ethics for LEPs.
- B.B.S. adheres to the Business and Professions Code.
- CASP Code of Ethics- Adopted August 2012
- CA Education Code
- NASP-Principles for Professional Ethics
- APA- Ethical Principles of Psychologists and Code of Conduct (amended 2010)
What Does It Cover?

A Code of Ethics includes both good practice and professional standards for conduct. The CASP Code of Ethics for LEPs provides guidelines in the following areas:

1. Professional competence (personal and professional limitations, professional growth, confidentiality, records, information shared)

2. Professional relationships and responsibilities (clients, parents, school and the community, interpersonal relations)

3. Professional practice in public settings (assessment, use of materials and computers, interventions, school-based research and evaluation, reporting data, and conferencing results)

4. Professional practice in private settings (district employment, service delivery, announcements, advertising, online counseling or telehealth)
And Now A NEW Addition to our Ethical Code!!!

actually it's a law, AB 2968

(a) The Board of Behavioral Sciences, the Board of Psychology, the Medical Board of California, and the Osteopathic Medical Board of California shall prepare and disseminate an informational brochure for victims of psychotherapist-client sexual behavior and sexual contact and their advocates. This brochure shall be developed by the Board of Behavioral Sciences, the Board of Psychology, the Medical Board of California, and the Osteopathic Medical Board of California.

(b) The brochure shall include, but is not limited to, the following:

1. A legal and an informal definition of psychotherapist-client sexual behavior and sexual contact.
2. "Sexual behavior" means inappropriate contact or communication of a sexual nature. "Sexual behavior" does not include the provision of appropriate therapeutic interventions relating to sexual issues.
3. "Sexual contact" means the touching of an intimate part of another person.
4. "Intimate part" and "touching" have the same meaning as defined in subdivisions (g) and (e), respectively, of Section 243.4 of the Penal Code.
5. "The course of a prior treatment" means the period of time during which a client first commences treatment for services that a psychotherapist is authorized to provide under his or her scope of practice, or that the psychotherapist represents to the client as being within his or her scope of practice, until the psychotherapist-client relationship is terminated.

SEC. 2.5. Section 728 of the Business and Professions Code is amended to read:

728. (a) Any psychotherapist or employer of a psychotherapist who becomes aware through a client that the client had alleged sexual intercourse or alleged sexual behavior or sexual contact with a previous psychotherapist during the course of a prior treatment shall provide to the client a brochure developed pursuant to Section 337 that delineates the rights of and remedies for clients who have been involved sexually with their psychotherapists. Further, the psychotherapist or employer shall discuss the brochure with the client.

(b) Failure to comply with this section constitutes unprofessional conduct.

(c) For the purpose of this section, the following definitions apply:

1. "Psychotherapist" means any of the following:
   A. A physician and surgeon specializing in the practice of psychiatry or practicing psychotherapy.
   B. A psychologist licensed pursuant to Chapter 6.6 (commencing with Section 2900).
actually it's a law, AB 2968

(1) “Psychotherapist” means any of the following:
(A) A physician and surgeon specializing in the practice of psychiatry or practicing psychotherapy
(B) A psychologist.
(C) A psychological assistant.
(D) A registered psychologist.
(E) A trainee under the supervision of a licensed psychologist.
(F) A marriage and family therapist.

...and here WE are!

(G) An associate marriage and family therapist.
(H) A marriage and family therapist trainee.
(I) A licensed educational psychologist.
(J) A clinical social worker.
(K) An associate clinical social worker.
(L) A licensed professional clinical counselor.
(M) An associate professional clinical counselor.
(N) A clinical counselor trainee.

...the encouraging news is...

LEP’s now have proof that they are “psychotherapists” according to the legislation
Ethics in Parts
(a.k.a. “Let’s Break it Down”)
- Once in your group, assign the roles of reader, timekeeper, secretary, & reporter
- Reader: reads the text from your section of the Code of Ethics for LEPs
- Group discusses and determines the “Cliff Notes” version
- Secretary: writes it down
- Timer: makes sure group is on task and works within the allotted time limit (20 minute time limit)
- Reporter: shares group’s info to the larger audience (3-5 minutes per group)

Your Section is Your Group Number
1. Professional Competency I. A & B (pp. 5-7)
2. Professional Competency I. C (pp. 7-11)
3. Professional Relationships II. A, B (pp. 11-12)
4. Professional Relationships II. C (pp. 12-14)
5. Professional Relationships II. D & E (pp. 14 & 15)
7. Professional Practices- Public III. C & D (pp. 16-18)
8. Professional Practices- Public III. E-G (pp. 18-20)
9. Professional Practices- Private IV. A & B (pp. 20-22)
10. Professional Practices- Private IV. C & D (pp. 22-23)

CASP’s Code of Ethics for LEPs
In a “nutshell”
(please refer to actual document provided by CASP for precise and official language of the code)
- Professional Competency (groups 1 & 2)
- Professional Relationships and Responsibilities
- Professional Practice- Public Settings
- Professional Practice- Private Settings
Professional Competency

Personal and Professional Limitations
- Don’t pretend to be something you’re not
- Don’t wear multiple hats that may cause conflict
- Don’t make it personal
- Don’t do anything shady or embarrassing to the profession in public
- Know and adhere to CASPs Code of Ethics for LEPs (a.k.a. ignorance is not an excuse)

Professional Competency

Professional Growth
- Keep on Learning
- Keep up your license and requirements
- Use current evidence-based practices
- Try your best to fix broken systems for the sake of the client
- Inform those in charge of practices that may be detrimental to students

Professional Competency

Confidentiality
- Informed Consent (make very clear)
- Keep info received safely protected
- Respect client’s and/or client’s parents’ right to privacy
- Share info only with consent of client or in cases of risk to self or abuse
- Keep records for 7 years (or 7 years beyond 18th birthday of a minor)- dispose of them securely
- Have a plan for records and referring clients in case something happens to you (professional will)
- Follow HIPPA
- Only share with those with a right to know
- Keep best interests of client in mind when sharing
- Steer clear of “Dr. Laura” type practices
CASP's Code of Ethics for LEPs in a "nutshell" (please refer to actual document provided by CASP for precise and official language of the code)

- Professional Competency
- Professional Relationships and Responsibilities (groups 3, 4, & 5)
- Professional Practice - Public Settings
- Professional Practice - Private Settings

Professional Relationships and Responsibilities

- Act as advocate for the “client” (you've got a few)
- Respect dignity of client, remain impartial
- Client participation is voluntary
- Outcomes and how information will be used
- Never exploit clients, employees, or supervisees
- Involve parents of minors and elicit their participation and support
- Know your schools and community
- Play well with others
- Follow the law unless it conflicts with ethical practices, then work towards resolution
- If all else fails, make a report/complaint to appropriate agency/entity
Professional Practice - Public Settings

- You have multiple "clients" but priority must be to advocate for the child
- Know your organization and how to work within it; be transparent about conflicts
- Maintain highest standards for assessment tools and practices
- Protect copyrighted materials
- Don’t rely solely on computer scoring & reports
- Keep research practices honest
- Do not harm
- Publish original contributions
- Keep data on interventions and report to parents/client
- Inform parents of resources
- Refer out when necessary or beyond your scope
- Be accurate- correct errors if made

CASP’s Code of Ethics for LEPs in a "nutshell" (please refer to actual document provided by CASP for precise and official language of the code)

- Professional Competency
- Professional Relationships and Responsibilities
- Professional Practice - Public Settings
- Professional Practice - Private Settings (groups 8, 9, & 10)

Professional Practice - Private Settings

- Inform your employer of your private practice
- Do not conduct private practice during contract hours
- Only use district materials or facilities with written permission
- Don’t serve clients that can receive same services from your school(s)
- Inform parents of all services available for free at school
- Have clear contracts and adhere to them
- Keep advertising simple, professional, objective, and accurate
- Don’t be an “ambulance chaser”
- Don’t take “kick backs” in exchange for referrals or publicity
- No sales pitches
Professional Practices-
Private Settings (cont’d)

LEPs and Tele (Mental) Health

California Code of Regulation Title 16 Section 2290.5: Standards of Practice for Telehealth
(a) All persons engaging in the practice of marriage and family therapy, educational psychology, clinical social work, or professional clinical counseling via telehealth as defined in Section 2290.5 of the Code, with a client who is physically located in this State must have a valid and current license or registration issued by the Board.
(b) All psychotherapy services offered by board licensees and registrants via telehealth fall within the jurisdiction of the board just as traditional face-to-face services do. Therefore, all psychotherapy services offered via telehealth are subject to the board’s statutes and regulations.
(c) Upon initiation of telehealth services, a licensee or registrant shall do the following:
(1) Obtain informed consent from the client consistent with Section 2290.5 of the Code.
(2) Inform the client of the potential risks and limitations of receiving treatment via telehealth.
(3) Provide the client with his or her license or registration number and the type of license or registration.
(4) Document reasonable efforts made to ascertain the contact information of relevant resources, including emergency services, in the patient’s geographic area.
(5) Provide the client with the current license or registration issued by the Board.
(d) Each time a licensee or registrant provides services via telehealth, he or she shall do the following:
(1) Verbally obtain from the client and document the client’s full name and address of present location, at the beginning of each telehealth session.
(2) Assess whether the client is appropriate for telehealth, including, but not limited to, consideration of the client’s psychosocial situation.
(3) Utilize best practices to ensure client confidentiality and security of the communication medium.
(4) Utilize industry best practices for telehealth to ensure both client confidentiality and security of the communication medium.

For the purposes of this subdivision, “telehealth” shall include “telemedicine” as the term is referenced in Sections 482.12, 482.22, and 485.616 of Title 42 of the Code, with a client who is physically located in this State must have a valid and current license or registration issued by the Board.

For the purposes of this subdivision, “telehealth” shall include “telemedicine” as the term is defined in Section 1815.5: Standards of Practice for Telehealth. Medicaid

Private Settings (cont’d)

Professional Practices - Private Settings (cont’d)

LEPs and Tele (Mental) Health

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Now that you know our Code of Ethics. How do you make a sound ethical decision?

An act or decision is likely to be viewed as ethical if:

1. The decision is **principled**, based on generally accepted ethical principles.
2. The action is a **reasoned** outcome of a consideration of the principles.
3. The decision is **universalizable**, that is, the psychologist would recommend the same course of action to others in a similar situation.


**Ethical Decision Making**

(a.k.a. between a rock and a hard place)

1. Describe the problem situation.
2. Define the potential ethical-legal issues involved.
3. Consult ethical and legal guidelines and district policies that might apply to the resolution of each issue. Consider the broad ethical principles as well as specific mandates involved.
4. Consult with supervisors and colleagues.
5. Evaluate the rights, responsibilities, and welfare of all affected parties (e.g., pupil, teachers, classmates, school staff, parents, siblings). Consider cultural characteristics of affected parties that may be salient to the decision.
6. Consider alternative solutions and consequences of making each decision. Evaluate the short-term, ongoing, and long-term consequences of each possible decision, considering the possible psychological, social and economic costs to affected parties. Consider any evidence that the various consequences or benefits resulting from each decision will actually occur.
7. Make the decision and take responsibility for it. Consistent with codes of ethics, the LEP accepts responsibility for the decision made and monitors the consequences of the course of action chosen.
Let's Practice!!!!

- Divide into small groups
- Determine roles (reader, time keeper, secretary, reporter)
- Read your group’s dilemma(s)
- Decide upon the dilemma you’ll use
- Go through decision making steps
- Choose a course of action
- Report back to large group
- Large group discussion

To Sum It Up

- Keep up-to-date regarding developments in ethics and law by reading professional publications and newsletters and attending conferences and workshops. Continue to develop your professional ethical identity
- Be sensitive to the ethical and legal components of service delivery and adopt a proactive stance; that is, work to anticipate and avoid ethical and legal problems. When difficult situations arise, use a decision-making model to choose the best course of action.

To Sum It Up

- Take care to discuss confidentiality and its limits with each student, his or her parents, and other clients at the onset of offering services, and maintain confidentiality as promised.
- At all feasible, negotiate a job description that encompasses advocacy for evidence-based practices and the freedom to adhere to NASP and APA Codes of Ethics. When advocating for changes in school policies or practices (or for services to better address the needs of a student-client), emphasize the potential positive effects of new practices or new or modified services rather than simply criticizing existing practices.


To Sum It Up

- Consistent with the broad ethical principles of beneficence, responsible caring, and responsibility to community and society, work to build the capacity of systems to better address the academic, wellness, and mental health needs of children.
- Regardless of personal feelings and frustrations, engage in conduct that is respectful of all persons at all times (NASP-PFE, III.A). Research suggests that health and mental health care providers who are courteous, tactful, sensitive, and good listeners are more likely to foster positive working relationships with their clientele, build and maintain trust, avoid client complaints, and achieve excellence in their profession (Levison, Roter, Mullooly, Dull, & Frankel, 1987).


Whatever you do, just remember!

KEEP CALM AND BE ETHICAL