

Ethics in Psychological Assessment

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Ethics

- Also known as moral philosophy
- is a branch of philosophy that "involves systematizing, defending, and recommending concepts of right and wrong behavior"

Importance of an Ethical Code for Psychologists

- Regulation in the practice of profession
- Performance of expected behavior
- To create a a profession that treats everyone with respect and fairness.
- It reaffirms the commitment of the psychology community **to help build a better world.**

What is it for?

- presents the principles and standards that shall govern the norms of conduct among professionals

On Ethical Standards

- 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.

On Ethical Standards

- Lack of awareness or misunderstanding of an Ethical Standard is not itself a defense to a charge of unethical conduct.

On Ethical Standards

- PAP may take action against member after his or her conviction of a felony, expulsion, or suspension from an affiliated state psychological association or **suspension or loss of license.**

Behaviors wc the code is Silent on

- Accepting gifts from students
 - Can you do professional counseling on air/ with your students?
 - Can you send a friend request to faculty?
- How to deal with them?

FROM APA

- General Principles vs ethical standards

	General Principles	Ethical Standards
	Aspirational, ideals	Obligations, rules, expectations
	Disappointment, giving -up	punishment
	Hwat should we strive for	"What exactly must or must not be done?"

UNIVERSAL DECLARATION OF ETHICAL PRINCIPLE FOR PSYCHOLOGISTS

- Principle I: Respect for the Dignity of Persons and Peoples
- Principle II: Competent Caring for the Well-Being of Persons and Peoples
- Principle III: Integrity
- Principle IV: Professional and Scientific Responsibilities to Society

Ethical Issues in Psychology

- Informed Consent Competence
 - Debrief referral
 - Protection of Participants
 - Deception
 - Withdrawal
- Confidentiality, Anonymity, Privacy

Informed Consent

- agreement or permission to do something from someone who has been given full information about the possible effects or results
- Cornerstone in medical ethics
- *Research: informed consent and debriefing

Informed (cont'n)

- Psychologists fully inform clients regarding the psychological services they intend to provide, unless an explicit exception has been agreed upon in advance, or it is not reasonably possible to obtain informed consent.
 - (1) the patient is incapacitated,
 - (2) life-threatening emergencies with inadequate time to obtain consent, and
 - (3) voluntary waived consent.
- Psychologists provide information using plain language

Inclusions of informed consent

Description of Clinical Investigation

Risks and Discomforts.

Benefits

Alternative Procedures or Treatments

Confidentiality

Compensation and Medical Treatment in Event of Injury

Contacts

Voluntary Participation

Financial Arrangement

The Tarasoff Rule 1: duty to warn

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"When a therapist determines, or pursuant to the standards of his profession, should determine, that his patient presents a serious danger of violence to another, he incurs an obligation to use reasonable care to protect the intended victim against such danger."

- tell the intended victim that there is a foreseeable danger of violence

The Tarasoff Rule 2: duty to protect

- involves warning the potential victim, notifying the police, starting a commitment hearing, informing mental health evaluators of the threat, and utilizing professional supervision.
- Duty to protect involves working with homicidal and suicidal clients

Competence

- 2. Psychologists only provide psychological services within the boundaries of their professional competence.

This includes, but is not restricted to:

(a) working within the limits of their education, training, supervised experience and appropriate professional experience;

Competence

- (b) basing their service on the established knowledge of the discipline and profession of psychology;
- (c) adhering to the Code and the Guidelines;
- (d) complying with the law of the jurisdiction in which they provide psychological services; and;
- (e) ensuring that their emotional, mental and physical state does not impair their ability to provide a competent psychological service.

two types of competence (pope&brown, 1996)

- 1) Intellectual competence - a knowledge base, assessing and planning effective treatment for a client or issue, and understanding one's therapeutic limitations (i.e., a child specialist may lack skills required for older adults)
- 2) Emotional competence. The intellectual component consists of attaining. Emotional competence relates to managing clinical information, personal biases, and self-care (Pope, Sonne, & Greene, 2006; Welfel, 2006).

Referrals

2 aspects: referred or referring

-receiving a request for a psychological assessment, psychologists clarify the purpose of the request and select appropriate methods that are consistent with the purpose of the psychological assessment

Collection of information

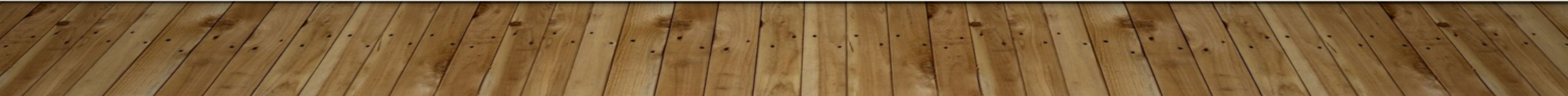
- Confidentiality is an ethical obligation to keep information secret, while data privacy is the broader protection and lawful management of personal information.

Confidentiality	Data Privacy
Refers to the ethical duty to keep information shared by a client, student, or respondent secret from unauthorized persons.	Refers to the right of individuals and the legal rules governing how personal data are collected, used, stored, shared, and disposed of.
Focuses on who can access information.	Focuses on the entire lifecycle of information.
Rooted mainly in professional ethics (e.g., psychologists, counselors, doctors, lawyers).	Rooted mainly in laws and regulations, such as the Philippine Data Privacy Act of 2012.
Concerned with protecting communications and disclosures.	Concerned with protecting personal data from collection to destruction.

Do's of confidentiality

- Ask for consent to share information.
- Consider safeguarding when sharing information.
- Be aware of the information you have and whether it is confidential.
- Keep records whenever you share confidential information.
- Be up to date on the laws and rules surrounding confidentiality.

ETHICS ON ASSESSMENT



A. BASES FOR ASSESSMENT

- We provide expert opinions regarding the psychological characteristics of a person only **after employing adequate assessment** procedures and examination to support our conclusions and recommendations.

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- In instances where we are asked to provide opinions about an individual without conducting an examination on the basis of review of existing test results and reports, we discuss the limitations of our opinions and the basis of our conclusions and recommendations.

B. INFORMED CONSENT IN ASSESSMENT

- We gather informed consent prior to the assessment of our clients except for the following instances:
 - when it is mandated by the law
 - when it is implied such as in routine educational, institutional and organizational activity
 - when the purpose of the assessment is to determine the individual's decisional capacity.

INFORMED CONSENT IN ASSESSMENT

- Two types of clients
 - a. competent to give IC
nature of our services
financial arrangements
potential risks, and
limits of confidentiality.
 - b. incompetent to give IC
information must be via immediate family members or legal guardians.

INFORMED CONSENT IN ASSESSMENT

- In instances where a third party interpreter is needed, the confidentiality of test results and the security of the tests must be ensured.
- The limitations of the obtained data are discussed in our results, conclusions, and recommendations.

ASSESSMENT TOOLS

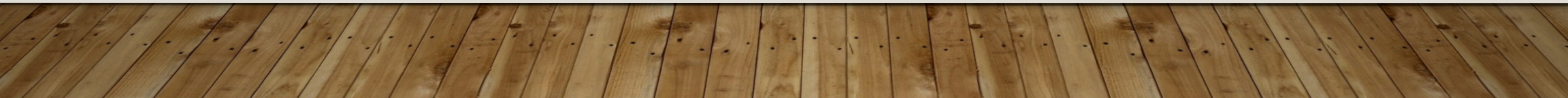
- We judiciously select and administer only those tests which are pertinent to the reasons for referral and purpose of the assessment.

ASSESSMENT TOOLS

- Use only standardized, valid, reliable, and has a normative data
- employ those that are appropriate to the language, competence and other relevant characteristics of our client.

OBSOLETE AND OUTDATED TEST RESULTS

- We do not base our interpretations, conclusions, and recommendations on **outdated test results.**
- We do not provide interpretations, conclusions, and recommendations on the basis of **obsolete tests.**



VII. E. INTERPRETING ASSESSMENT RESULTS

- We interpret assessment results while considering the purpose of the assessment and other factors such as the client's test taking abilities, characteristics, situational, personal, and cultural differences.

VII. F. RELEASE OF TEST DATA

- Except when regulated by court, we *do not* release test data
 - in raw and scaled scores,
 - client's raw responses to test questions or stimuli,
 - notes regarding the client's statements and behaviors during the examination

VII.G. EXPLAINING ASSESSMENT RESULTS

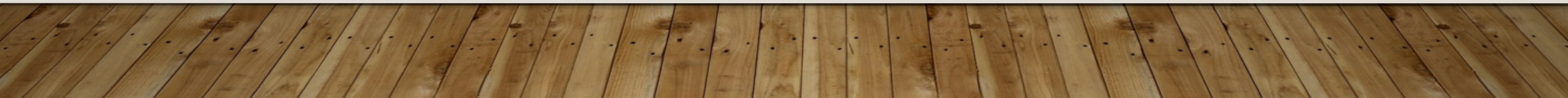
- Where test results have to be communicated to relatives, parents, or teachers, we explain them through a non-technical language.
- When test results needs to be shared with schools, social agencies, the courts or industry, we supervise such releases.

VII. H. TEST SECURITY

- The administration and handling of all test materials (manuals, keys, answer sheets, reusable booklets, etc.) shall be handled only by qualified users or personnel.

VII. I. ASSESSMENT BY UNQUALIFIED PERSONS

- 1. We do not promote the use of assessment tools and methods by unqualified persons except for training purposes with adequate supervision.
- 2. We ensure that test protocols, their interpretations and all other records are kept secured from unqualified persons.



VII. J. TEST CONSTRUCTION

- We develop tests and other assessment tools using current scientific findings and knowledge, appropriate psychometric properties, validation, and standardization procedures.