

PSY 826
CRN 10758
PROFESSIONAL CONCERNS
School Psy Section
1.0 Credit Hour
Fall, 2015
Wednesdays, 11:15-12:05
Cammack 27

Instructor: Dr. Theresa Botts
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Scheduled Office Hours:

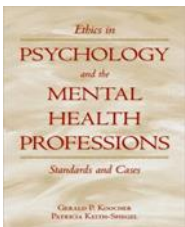
Mondays 3:15-4:30
Wednesdays 3:00-4:30

In the event you are unable to reach me in my office, the best way to contact me is via email. You may also contact Amanda McIntosh, our Psychology Department's Administrative Assistant if there is an emergency and you are unable to contact me directly. Her office number is (859) 622-1105 and her email address is Amanda.McIntosh@eku.edu.

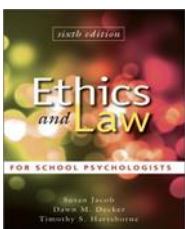
Required Texts and Readings:

Supplemental Readings- Posted on Blackboard (can be downloaded; list attached.)

Koocher, G. P., & Keith-Spiegel, P. (2008). **Ethics in Psychology: Professional Standards and Cases**, 3rd ed. **PUBLISHER:** OXF **ISBN:** 9780195149111



Jacob, S., Decker, D., & Hartshorne, T. (2011). **Ethics and Law For School Psychologists**. 6th ed. New Jersey: **PUBLISHER:** WILEY **ISBN:** 9780470579060



Optional Text:

Williams, B., Armistead, L. & Jacob, S. (2011). **Professional Ethics for School Psychologists: A Problem –Solving Model Casebook**. NASP. (Supplemental resource book, not included in Class Schedule, but may be used as resource for presentations). **PUBLISHER:** NASP **ISBN:** 9780932955630

Codes, Guidelines, and Standards:

Ethical Principles of Psychologists and Code of Conduct. American Psychological Association
-- PRIMARY SOURCE! Download from <http://www.apa.org/ethics/code/index.aspx>

A packet of Kentucky laws: “Laws and Regulations Booklet” at <http://www.psy.ky.gov> and then click on Resources.

Also consult:

General Guidelines General and Specific Guidelines. American Psychological Association.
Professional Conduct Manual: Principles for Professional Ethics and Standards for the Provision of School Psychological Services.

<http://www.kpa.org>

http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf

Professional Conduct Manual- Principles and Practice Guidelines

download this document <http://www.nasponline.org/standards/professionalcond.pdf>

<http://www.kapsonline.org/>

Upcoming Professional Development Events:

KPA 2015 Annual Convention
Creating Our Future in a Transforming Landscape
The KPA Annual Convention will be held **November 5 - 7, 2015**
Griffin Gate Marriott Resort & Spa
Lexington, KY

KAPS Conference
October 14-16, 2015, in Louisville
Conference registration open this month (August).

Catalog Course Description:

PSY 826 Professional Concerns (3). Prerequisite: Departmental approval. Consideration of ethical and related problems of psychologists.

Course Purpose and Overview:

The primary purpose of this course is to encourage you to integrate the consideration of ethical issues into your work as a psychologist. Means to this end will include gaining familiarity with the APA and NASP Ethics Codes and the underlying principles, surveying some decision trees that can be used in considering ethical dilemmas, and applying these tools to situations encountered in your experiences as a clinician, researcher, teacher, and student. In addition, we will consider current legal and professional issues relevant to the practice of psychology in its myriad contexts. Some important things to know about this course are:

- 1) While discussion is an oft-sought commodity in many courses, active discussion of the issues is essential to the success of this course. Otherwise, we will rapidly descend into endless theorizing and abstraction. Please come prepared to raise issues you have encountered in your own work, so that we will have some "real life" examples to which we can apply the principles. Also raise questions resulting from your reading for the week.
- 2) I want this to be a class in which everyone feels free to participate. We will get the most out of class discussions if everyone feels able to discuss their dilemmas and uncertainties honestly and thoroughly. Let's all do what we can to help create this atmosphere.
- 3) This will be a class that raises questions more than it provides answers. Often, when an ethical dilemma arises, there is no single ideal course of action. Each situation has unique characteristics that are likely to affect the decision-making process. What we can do, however, is **learn to recognize when a situation involves an ethical conflict, learn some basic decision-making skills, and become accustomed to consulting the literature and each other for assistance.**
- 4) We all have to work hard to avoid the trap of thinking that ethical considerations are relevant only in the context of discrete (and dramatic) ethical dilemmas. Instead, we must become aware of the ways that ethical considerations are woven into the very fabric of what we do as psychologists.

5) It is impossible to give adequate coverage to the topic in the context of a one-credit course. I encourage you to seek out other experiences, courses, workshops, conferences - to continue to refine skills in this area.

Student Learning Outcomes & Assessments: By the end of this course you will be able to:

As a result of your full participation in the course, you will be able to:

1. Demonstrate a clear understanding of professional ethical standards as defined by APA and NASP;
2. Understand basic ethical principles that guide professional practice;
3. Understand the context in which legal issues in school psychology and education exist;
4. Demonstrate a basic knowledge of legal precedents in selected areas; and
5. Understand appropriate reference materials to guide legal and ethical practice.

Course Policies:

1. You are responsible for your own learning and education. All work submitted by you must be your own.
2. Attend all class meetings, e-mailing **in advance** when an absence cannot be avoided.
3. Arrive to class on time. If you are late for class or leave early you may be considered absent.
4. No make-up assignments will be provided. If you are absent from class you are expected to obtain any class information missed.
5. Respect and abide by all mutually agreed upon aspects of classroom decorum.
6. Turn off all cell phones, pagers, two-way radios and music devices prior to the start of class.
7. Actively participate in classroom activities and discussions.
8. Assignments more than one-week late will not be accepted. Assignments less than one-week late will be accepted but will be penalized.
9. All writing assignments must be double spaced, 12 point with Times New Roman font (or a similar font), and one-inch margins.

University Policies

Official E-mail:

An official ECU e-mail is established for each registered student, each faculty member, and each staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

Instructor Title IX Reporting Requirements:

ECU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. It also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you share information that indicates that you have witnessed or experienced such behavior, I will have to provide that information to University officials - consider this in choosing what information you post. If you would like to obtain confidential help from someone who does not have to report the information, please go to www.titleix.ecu.edu for resources.

Plagiarism and Academic Honesty:

Students are advised that ECU's Academic Integrity policy will strictly be enforced in this course. Each student is expected to do his or her own work. Cheating will not be tolerated. Doing so could impact your grade for an assignment or your final grade for the course. The Academic Integrity policy is available at www.academicintegrity.ecu.edu. Questions regarding the policy may be directed to the Office of Academic Integrity

Financial Aid:

Federal Financial Aid must be earned by attending and successfully completing coursework. Students should be aware that withdrawing from the University or ceasing to attend classes can result in the following:

- A balance owed to ECU for the Federal Financial Aid received for that term that was not earned
- Loss of future financial aid eligibility

University Deadlines:**Fall 2015 Full Term**

No. Weeks of TERM	16
Term Start Date	08/24/15
Term End Date	12/12/15
Last day to ADD or DROP a class. <i>Last day for 100% refund. Last day to change from P/F or Audit to GRADE.</i>	08/30/15
Mid-Term Date: <i>Mid-Term Grades Submission Deadline.</i>	10/14/15
*Last day to WITHDRAW from class without a fee.	09/20/15
**Last Day to WITHDRAW from class. <i>Withdraw fee applies.</i>	11/15/15
Last day for 75% refund	09/06/15
Last day for 50% refund	09/13/15
Last day for 25% refund	09/20/15
Last Day to Change from Grade to AUDIT or P/F.	09/11/15

*Last day to withdraw without incurring a withdraw fee. Students should withdraw through EKUDirect.

**Last day to withdraw from a course. A \$50.00 per credit hour fee will be assessed (e.g. \$150.00 for a 3 credit hour course). Students should withdraw through EKUDirect. Please note that students choosing to withdraw from the University (all courses) do not incur this withdraw fee.

Disability Accommodation Statement:

A student with a “disability” may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA. If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock

Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Course Requirements and Grading:

Grades will be based on two examinations (a midterm and a final examination), weekly discussion posts, a presentation, and regular class attendance and informed class participation.

- I. TAKE HOME MIDTERM EXAM (WORTH 100 PTS):** Essay questions will assess your integration and application of principles; these will include hypothetical cases to analyze. They will cover the required readings, lectures, and other materials presented or discussed in class. We'll discuss similar cases in class, so you'll be familiar with how to approach cases. This is a take home exam and can be uploaded to Bb.

- II. FOUR ROLE PLAYS: IN INTERVIEW SETTING (worth up to 100 points X 3):** A role play will be conducted highlighting the major points in the assigned readings for the day, using an interview setting. Each student will partner with a classmate(s) and conduct three of these. In the interview, you must demonstrate key concepts and principles highlighted in the readings.

Tips:

- 1. Don't read to us.**
- 2. Distribute an outline and any supplemental hand-outs relevant to the material covered.**
- 3. Grading will be based: preparation, accuracy and relevancy of points covered to reading materials (you don't need to cover everything in your articles), and quality of your outline and supplements.**
- 4. Additionally, you should use the Decision Making Model attached to this syllabus pto walk us through how you would deal with the ethical and/or legal issues and dilemma(s)).**
- 5. Also provide a brief written description of your case to handout to be distributed to the entire class.**
- 6. Utilize the entire class period to present, but please allow for a Q and A session following the role play.**

The breakdown of the format for the presentation is as follows:

Interview Role play Highlighting Case Information, the Ethical Dilemma(s) and how to deal with it based on information provided in weekly readings and use of the Decision Making Model

20 minutes

Q & A/Open Discussion- segment with Special Topic Issue Included

30-minutes

Ethical /Legal Issues Interview Role Play Format

This presentation allows students to place ethical and legal issues in a professional context, allowing them to work toward a better understanding of how these issues my impact them in various future school settings. The goal is to assist students in utilizing informed, legal, and ethical procedures in addressing issues covered in the daily readings.

- 1. In an “interview format with a partner, have the person who is interviewing you to ask you about an ethical/legal issue(s), problem(s) or concern(s) that is relevant to the daily readings.**

2. As the interviewee, you must describe the issue in common language, identify key personnel (e.g., school principle, teacher, parent, student) and system structures involved in the issue (e.g., special education department, juvenile court system).
3. During the interview, you should identify 2-4 questions that need investigating from a legal, ethical, and/or practical standpoint.
4. Finally, identify 2-4 legal and ethical principles from the APA and/or NASP code of ethics and Standards.
5. Identify and include in your handout a recommended set of solutions and actions to resolve the issues.
6. Open the floor for a brief discussion

III. **FINAL EXAM (WORTH 100 PTS):** Essay questions will assess your integration and application of principles; these will include hypothetical cases to analyze. They will cover the required readings, lectures, and other materials presented or discussed in class. We'll discuss similar cases in class, so you'll be familiar with how to approach cases. This is a take home exam and can be uploaded to Bb.

IV. **Weekly Discussion Board Assignments (10pts X 14= 140pts):** The Discussion Forum provides students an opportunity to dialogue about readings, in class discussions and their role play sessions. The posts will be due each Sunday from Aug. 31st -Nov. 30th.

Students will be using the Bb for their discussions. Posts made by students on this forum are graded by the instructor. Students are required to post **ONE COMMENTARY ON READINGS, IN-CLASS DISCUSSIONS AND/OR ROLE PLAY SESSIONS**, in addition to **AT LEAST ONE QUALITY RESPONSE TO ANOTHER STUDENT'S POST** (of course, students can post as many as they like in addition to the one that is required). The required posts **MUST BE MADE ONCE WEEKLY BY NO LATER THEN 11:59 PM EST ON SUNDAYS**. Contributions to the weekly Discussion Forum are worth a maximum of 10 points per week (5 points per post). If the required number of posts are made and are of acceptable quality, the student will earn the full number of points. The quality of a post is determined by the degree to which it makes a substantive contribution to the discussion, and the degree to which it is based on material covered in the text, in-class discussions and role play experiences.

In sum, a Discussion Post should meet the following criteria:

1. It's brief
2. It makes reference to material from the texts, in-class discussions, and role play experiences.
3. The information included in the response is accurate. It reflects application and analysis of what the texts say. This moves beyond just summarizing information from the book.

General Policy for Grades:

As a statement of University policy, the grade of A is given for "excellence". For the purpose of this course, the ""A" is assigned for outstanding work. Outstanding work is defined as distinguished, conspicuous, or performance significantly above what is expected. It should be emphasized that this is not the expected performance for students in their graduate training. "A" quality work is unusual, this work stands out, and it stands apart.

The grade of "B" is assigned for doing that which is expected in the course, and doing it well. The grade of "B" is the modal grade of graduate school. It is assigned when one has mastered the assigned material, as required.

The grade of "C" is assigned for failure to master the assigned material as would be expected for graduate students.

The following percentages will be used to determine your letter grade:

A = 90-100 B =80-89 C =70-79

Course Grade Determination:

Your course grade will be determined by your performance in all of the course requirements, including attendance and active informed participation. The weighting of each of these components is outlined above under "Course Requirements".

3 Presentations X 100	300 points
Discussion Boards	10 points X 14= 140 points
Midterm Exam	100 points
Final Exam	100 points

Tentative # Total Pts Possible 640 points

Grade Cut-Offs

576- UP A

575-512 B

511-448 C

Help When You Need It:

Please feel free to drop in and discuss any matter of concern. Your development as a clinician is an important endeavor and I hope that you will utilize every opportunity to make the most of your training experience. My role is to facilitate this development in the early stages of your training. I take this role seriously and I hope I can be a valuable resource to you. Throughout the semester, I will provide you with constructive feedback and I hope you will take it as such. If you find that you are not doing as well as you would like to in the course, please come discuss your concerns with me. I am here to help. Have a great semester and a fantastic professional career!

ETHICS AND PROFESSIONAL ISSUES - Course Schedule

(Download Laws and Regulations Relating to Licensure in Psychology Booklet at

<http://psy.ky.gov>

- booklet contains

KRS= Kentucky Revised Statutes

KAR= Kentucky Administrative Regulations)

- Aug 26 **Ethical Dilemmas and the Practice of Psychology:** Overview of the course.
- Sept 02 **Ethical Codes, Standards, Principles, and Decision Making:** These professional guidelines and expectations will be our guide for the semester. We'll use them as we begin applying a model of decision making to ethical dilemmas, real or imagined.
Chapter 1: Koocher & Keith-Spiegel
Chapters 1 and 2: Jacob Decker & Hawthorne
Ethics Code (from APA website) <http://www.apa.org/ethics/code/index.aspx>
Ethics Code (from NASP website).
http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf
Readings 1-5
- (- 2 Presenters)
- Sept. 09 **Ethical Decision Making, Professional Conduct and Competence:** How do we make ethical decisions, know what is appropriate conduct, and conceptualize our own competence?
Chapters 2 ,3 & 4: Koocher & Keith-Spiegel
Readings 6, 7, 8 and Reading 9: (KY Revised Statutes) KRS 319 up to 319.020 and 319.064, 319.082; 201 (KY Administrative Regulations) KAR 26.121; 201 KAR 26:145, 210 and 250. APA Ethical standards 1, 2, 7, 8:11-8:14.

Also Read Special Topic Bb posting of Executive Summary of the APA Final Hoffman Report 7.2.15

**The Hoffman Report: The Investigation into the American Psychological Association (APA)
By John M. Grohol, Psy.D.**

The Hoffman Report is the informal name for the 2015 investigation into the American Psychological Association's (APA) practices regarding its relaxing of ethical standards for psychologists involved in torture interrogations. The full name for the report is, Independent Review Relating to APA Ethics Guidelines, National Security Interrogations, and Torture. It was authored by attorneys David Hoffman, Danielle Carter, Cara Viglucci Lopez, Heather Benzmilller, Ava Guo, Yasir Latifi and Daniel Craig of the law firm, Sidley Austin, LLP. It was an extensive investigation spanning 6 months that reviewed over 50,000 documents and conducted over 200 interviews with 148 people. The report notes that, "Although most individuals were quite cooperative and willing to meet with us, that sentiment was not universal, and there were several individuals who declined to meet with us or did not respond to our requests." Also, "This inquiry is made more difficult by the amount of time that has elapsed since the important events occurred. The key events relating to the APA task force report occurred 10 to 11 years ago, and the events relating to the ethics code revision occurred 13 to 19 years ago." The independent investigation resulted in a 542-page final report.

(- 3 Presenters)

Sept. 16 **Privacy, Privilege, Confidentiality, and the Law:** Which are legal rights or responsibilities? Which are ethical only? How do we keep the boundaries with parents, colleagues, teachers, spouses, other group members, etc.? What about record keeping, release of information, 3rd party payers who request records, subpoenaed records, abuse, duty to warn, suicidal clients, and all those other sticky issues?
Chapter 3: Jacob Decker & Hawthorne;
Chapter 8: Koocher & Keith-Spiegel
Readings 10 & 11. In Reading 9: KRS 202A.301, 202A.400 (p. 67 of packet), KRS 209.030 to 209.060, KRS 620.030, KRS 645.270, and Rule 507. APA Ethical standard 4.

Also Read Special Topic Bb posting of “Protecting Confidentiality Rights: The Need for an Ethical Practice Model” Article

(- 2 Presenters)

Sept. 23 **Assessment: Ethical and Value Implications:** Topics include use of appropriate tests, test development, report writing, providing feedback, computerized test giving and test scoring/ interpreting, limits of competence in assessment, integrity tests, etc.
Chapter 6: Jacob Decker & Hawthorne
Chapter 9: Koocher & Keith-Spiegel
Reading 9: 201 KAR 26:115 (p. 16 of packet). APA Ethical standard 9.

(- 2 Presenters)

Part II

Sept. 30 **Professional Relationships:** How do we ensure ethical conduct with those at an equal level (peers, colleagues, other agencies or professionals) and those at a power differential (teachers, clients, students)? Who can be our friends (or more)? What if others are unethical (so we believe)? What are "dual relationships" and what's the problem there?
10: Koocher & Spiegel
Chapter 8: Jacob Decker & Hawthorne
Readings APA Ethical standard 3.

(- 3 Presenters)

Oct. 07 Sticky Professional/Personal Multiple Role Relationships: What constitutes appropriate and inappropriate contact?
Chapter 11: Koocher & Keith-Spiegel
Chapter 11: Jacob Decker & Hawthorne
Readings 12 & 13.

(- 2 Presenters)

Oct. 14 Sticky Professional/Personal Multiple Role Relationships: Continued
Chapter 12 & 13: Koocher & Keith-Spiegel
Readings 14 & 15.

(- 2 Presenters)

Oct. 21 Forensics and Kentucky Psychologists: Kentucky's expectations of psychologists, and the interface of psychology and the forensic system.
Chapter 17: Koocher & Keith-Spiegel
Chapter: Epilogue- Jacob Decker & Hawthorne
Readings 16, 17 & 18 (Please no

In Reading 9-KRS 194:540 (p. 54 of packet).

Special Topic to Discuss:

Read on Bb posts

- ***Mental Health Professionals Duty to Warn/Protect***
- ***Tarasoff at Twenty-five***

(- 3 Presenters)

MIDTERM Take-Home Exam

Part III.

Oct. 28

Working in the School System: Whose Needs Come First?: Children are in a unique position. They need our services, but aren't free to contract for themselves. What do we keep "secret?" How do we handle others' desires for information? What if parents don't want treatment? What if they tell of abuse and don't want it reported?

Chapters 10: Jacob Decker & Hawthorne

Readings 19, 20,

KRS 620:030 (p. 81 of packet)

Also Read Special Topics Bb postings of

- **Kentucky Public Health Practice Reference**

Section: Abuse, Neglect, and Violence

January 31, 2011

- **Child Abuse Reporting**
- **Domestic Violence Packet**

(- 2 Presenters)

Turn in Midterm Exam- Upload on Bb

Nov. 04

Working in the School System: Whose Needs Come First? Continued

Chapters 18 & 19 Koocher & Keith-Spiegel

Readings 21, 22, & 23

(- 2 Presenters)

Nov. 11

Multiculturalism: Issues and Values: What are **our** personal values? What role do they have in our professional work? How do we handle topics where we or others may make moral judgments (AIDS, abortion, homosexuality, religion, aging, etc.)? What do you think of the business side of psychology – HMOs, insurance, etc.?

Chapter 5: Koocher & Keith-Spiegel

Chapter 5 & 9: Jacob Decker & Hawthorne

Readings 24, 25, 26 & 27

(- 3 Presenters)

Nov. 18

Practicing Psychology in the Public Eye: Advertising, live and print interviews, deliberately choosing to go public on an issue, endorsements, answering "innocent" questions and comments, media portrayal of psychologists: Can you espouse personal views in public? Can you ever not be a psychologist in the

public eye? If not, how does that alter your conduct? We'll all be in the public eye sometime. What are the pitfalls? What is illegal, unethical, immoral, or just tacky?

Chapters 14, 15, & 16 Koocher & Keith-Spiegel

Reading 28

APA Ethical standard 5.

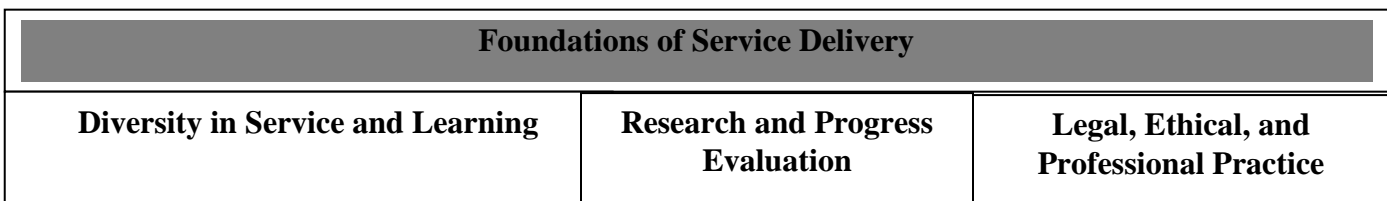
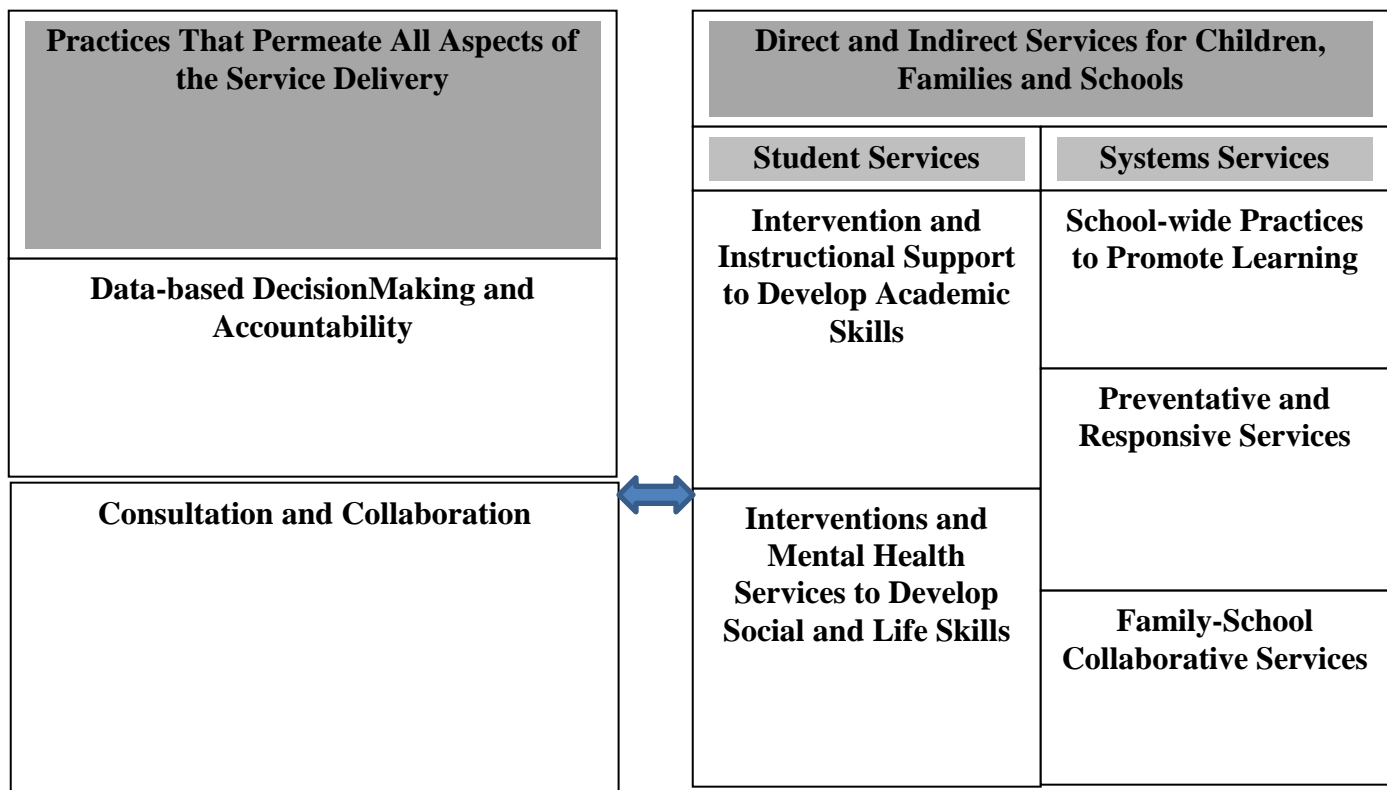
(- 2 Presenters)

Dec. 02 **Take-Home Final Exam-**

Dec. 09 **Turn in Final Exam – Upload to Bb**

National Association of School Psychologists

Professional Services by School Psychologists



Ethical and Legal Decision-Making Model

1. Describe the problem situation.

Focus on available information and attempt to gather and objectively state the issues or controversies. Breaking down complex, sometimes emotionally charged situations into clear, behavioral statements is helpful.

2. Define the potential ethical-legal issues involved.

Enumerate the ethical and legal issues in question. Again, state these as clearly and accurately as possible, without bias without bias or exaggeration.

3. Consult available ethical-legal guidelines.

Research the issues in question using reference sources, for example NASP's *Principles for Professional Ethics*, Individuals with Disabilities Education Improvement Act of 2004 (IDEA), state guidelines governing special education, textbooks on ethics and legal issues in school psychology (e.g., Jacob, Decker, & Hawthorne's *Ethics and Law for School Psychologists*, in press), NASP's *Best Practices in School Psychology V*, job descriptions, school board policies, and other appropriate sources.

4. Consult with supervisors and colleagues.

Talk with your supervisor and trusted colleagues who are familiar with the legal and ethical guidelines that apply to school psychology. On a need-to-know basis, share information specifically about the issues you have identified. Brainstorm possible alternative and consequences and seek input from those whose opinions you value.

5. Evaluate the rights, responsibilities and welfare of all affected parties.

Look at the big picture rather than focusing on the isolated details of the controversy. Consider the implications for students, families, teachers, administrators, other school personnel, and yourself. How will the various alternative courses of action affect each party involved? Remember two basic assumptions underlying NASP's *Principles for Professional Ethics*: (a) at the very least, school psychologists will do no harm.

6. Consider alternative solutions and consequences of making each decision.

Carefully evaluate in a step-by-step manner how each alternative solution will affect the involved parties. Who and how will they be affected? What are the positive and negative outcomes of each alternative? Weigh the pros and cons. Step back and carefully consider the information you have gathered.

7. Make the decision and take responsibility for it.

Once all the steps are completed, make a decision that is consistent with ethical and legal guidelines and one that you feel confident is the best choice. Take responsibility for following through on that decision, attend to the details, and attempt to bring closure to the situation.

Note. Adapted from Koocher and Keith-Spiegel (2008) and Cited in Williams, Armistead, and Jacob's – *Professional Ethics for School Psychologists: A Problem Solving Model Casebook*

Selected Ethics Readings

Notes:

Citations listing “APA” represent the American Psychological Association.

Articles are located on our Bb site and for back up, those with an asterisk by them, you can also access through the ECU Library- by going to www.libraries.ecu.edu > Find Articles >Academic Search Premier. Some have online addresses listed, as well.

1. Williams, B. (2010). National Association of School Psychologists Principles for Professional Ethics. *School Psychology Review*, 39(2), 302-319. Retrieved from EBSCOhost.
2. Behnke, S. (2001, October). A question of values. *Monitor on Psychology*, 32. <http://www.apa.org/monitor/oct01/ethics.html>
3. *Barnett, J. E., Behnke, S. H., Rosenthal. S. L., Koocher, G. P. (2007). In case of ethical dilemma, break glass: Commentary on ethical decision making in practice. *Professional Psychology: Research and Practice*, 38, 7-12.
4. *Flanagan, R., Miller, J.A., & Jacob. S. (2005). The 2002 revision of the American Psychological Association's ethics code: Implications for school psychologists. *Psychology in the Schools*. 42, 434-445.
5. *Tryon, G.S. (2000). Ethical transgressions of school psychology graduate students: A critical incidents survey. *Ethics & Behavior*, 10, 271-279. Retrieved from EBSCOHOST.
6. *Tryon, G. (2001). School Psychology Students' Beliefs About Their Preparation and Concern With Ethical Issues. *Ethics & Behavior*, 11(4), 375-394. Retrieved from EBSCOhost.
7. Smith, D. (2003, January). 10 ways practitioners can avoid frequent ethical pitfalls. *Monitor on Psychology*. 34. <http://www.apa.org/monitor/jan03/10ways.html>
8. *Knapp, S., Gottlieb, M., Berman, J., & Handelsman, M.(2007). When laws and ethics collide: What should psychologists do? *Professional Psychology: Research and Practice*, 38, 54-59.
9. Packet of Kentucky mental health statutes and regulations
<http://psy.ky.gov/NR/rdonlyres/556F4087-898A-4E87-8F38-9E1CACEBB3FD/0/PSYLAWSandREGULATIONS.pdf>
10. *Rae, W. A., Sullivan, J. R., Razo, N., & de Alba, R. (2009). Breaking Confidentiality to Report Adolescent Risk-Taking Behavior by School Psychologists. *Ethics & Behavior*, 19(6), 449-460.
doi:10.1080/10508420903274930
11. *Walcott, D., Cerundolo, P., & Beck, J. (Jun 2001). Current analysis of the *Tarasoff duty*: an evolution towards the limitation of the *duty* to protect.. *Behavioral Sciences & the Law*. 19 (3), 325-343.
12. *Helbok, C.M., Marinelli, R.P., & Wells, R.T. (2006). National survey of ethical practices across rural and urban communities. *Professional Psychology: Research and Practice*. 37, 36-44. (Look at items in the tables. Consider whether you should and/or would do each.)
13. Hemsoth, T. (2005, December). Confronting multiple relationships: A case study in ethical dilemmas. *Associate content: The People's Media Company*.
http://www.associatedcontent.com/article/16941/confronting_multiple_relationships.html
14. *Moleski, S.M., & Kiselica, M.S. (2005). Dual relationships: A continuum ranging from the destructive to the therapeutic. *Journal of Counseling and Development*, 83, (1), pp. 3-11.

15. *Zakrewski, R. F. (2006). A national survey of American Psychological Association student affiliates' involvement and ethical training in psychology educator-student sexual relationships. *Professional Psychology: Research and Practice*, 37, 724-630.
16. *Elias, C. L. (1999). The school psychologist as expert witness: Strategies and issues in the courtroom. *School Psychology Review*, 28(1), 44-59.
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