

California Lutheran University

PSYD PROGRAM IN CLINICAL PSYCHOLOGY

STUDENT HANDBOOK

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WELCOME

Welcome to the PsyD Program in Clinical Psychology at California Lutheran University. We are very pleased that you have chosen to join us and are looking forward to being part of your personal and professional development in the coming years.

This handbook specifies and articulates the program's policies and procedures and is designed to assist you in successfully completing the program. The content here will tell you about the program requirements, help you understand what to expect in your training, and provide the rationale for how the program components are designed to prepare you for a career in professional psychology. Additionally, this handbook should help you understand how you are evaluated, identify the processes and procedures that you need to know and follow, and clarify the expectations of you as a student.

ADDITIONAL REFERENCES OF RELEVANCE FOR STUDENTS IN THE PSYD PROGRAM

This handbook outlines the basic policies and procedures pertaining to the PsyD program including but not limited to the program requirements, the expectations of students, practices around advising, and how student evaluation is conducted.

There are a few other sources that will outline certain program requirements and policies in more detail. These include:

- *Clinical Training Manual* – this manual articulates the policies and procedures around your clinical training requirements, including practicum and internship.
- *Dissertation Handbook* – outlines the requirements for the dissertation.
- *Policies and Procedures Manual* of the Community Counseling and Parent-Child Study Center (CCPSCS) – this manual outlines the basic operational policies and procedures relevant to CLU's training clinic. All PsyD students will complete their first practicum experience in the CCPSCS.
- *Clinical Competency Exam Handbook* – this handbook provides important information regarding the specific format and evaluation methods of the Clinical Competency Exam.
- *CLU Student Handbook* – this handbook is the university-wide guide for student resources, policies, and standards of conduct at CLU. Unless otherwise noted, these policies and procedures apply to all students in the PsyD program. In some cases, the policies outlined here or in other PsyD-specific manuals will be more restrictive than their counterparts in the CLU Student Handbook and will supersede them. The full handbook can be found online at: http://www.callutheran.edu/student_life/student_handbook/
- *Graduate Catalog* – this catalog outlines the academic, fiscal, and other policies of the university and can be found online at: <http://catalog.callutheran.edu/grad/>

All students are expected to read and understand the materials in these references. Students may request hard copies of these references by contacting the Program Specialist. Students may also ask for clarification of any policies or procedures that they do not understand.

ACCREDITATION

The PsyD Program in Clinical Psychology at California Lutheran University was awarded full accreditation by the American Psychological Association on April 21, 2015. Our next accreditation review and site visit will occur in 2022.

California Lutheran University is regionally accredited by the Western Association of Schools and Colleges (WASC).

DESIGNATION

This program meets the Association of State & Provincial Psychology Boards/National Register of Health Service Psychologists “Guidelines for Defining ‘Doctoral Degree in Psychology.’” Therefore, graduates of this designated program who decide to apply for licensing as a psychologist typically will meet the educational requirements for licensing in the United States and Canada. However, in each jurisdiction there are additional requirements that must be satisfied. For exact information, please contact the state, provincial, or territorial licensing board in the jurisdiction in which you plan to apply.

The National Register and the Association of State and Provincial Psychology Boards have jointly created the designation project to compare doctoral programs in psychology against the credential standards developed during their 1977 conference on Education and Credentialing in Psychology. The goal of this process was to ensure the quality of doctoral training by subjecting it to external review and approval. The program has applied for National Register Designation in 2014. Designation was awarded effective May 5, 2014. For more information, please visit: <http://www.nationalregister.org/resources-links/doctoral-programs/designation-project/>

PSYD PROGRAM PHILOSOPHY

The educational model of the PsyD Program in Clinical Psychology at CLU is based on the practitioner-scholar model, which was developed for schools who were focused on training clinicians and awarded the PsyD degree (Korman, 1974; Peterson et al., 2009). This training model places particular emphasis on the clinical aspects of professional work while retaining the rigorous and prudent standards for knowing and utilizing the extant research. In addition to maintaining the standards of the practitioner-scholar model, our program is unique in that we place further emphasis on and training in research.

The foundation of CLU’s PsyD Program in Clinical Psychology is built upon the deliberate integration of research and clinical practice. As a university, CLU has adopted three Core Commitments that guide its mission, which consequently manifest in our program’s vision for advanced training in clinical psychology. *Liberal Learning* encompasses the critical thinking that is essential for psychologists to be effective in all domains of their work while preparing for life-long learning. *Professional Preparation* is exemplified by integrating the theoretical, research, and practical frameworks for students to excel as skillful clinicians. Finally, students who will become exceptional citizens and leaders of their communities for psychological good through their work with the underserved will understand the university’s focus on *Character and Leadership Development*. The PsyD Program in Clinical Psychology will prepare students to become licensed

clinical psychologists and will have a distinctive emphasis in understanding how research contributes to and informs clinical practice.

To these ends, the PsyD program has three goals:

1. To develop clinical skills that are founded on the integration of practice and research
2. To develop competence in research and scholarship
3. To instill an appreciation of human diversity by serving the underserved

This approach to clinical training demonstrates the program's emphasis beyond the broad and general foundations of psychology to embrace the fundamental characteristic of evidence-based clinical practice: integration. We aim to ensure that our students are sufficiently knowledgeable about different approaches and change principles so that they can make informed judgments regarding which approach is effective for particular sets of problems with certain clinical populations having specific cultural characteristics. That is, clinicians must be *flexible*, knowing what works for whom through an integration of the best available research, the client's contextual background and preferences, and clinical judgment. The PsyD Program at California Lutheran University is proud to offer a contemporary, integrated model of professional psychology designed to further the science of behavior and uplift the human condition.

PROGRAM GOALS AND OBJECTIVES

1. To develop clinical skills that are founded on the integration of practice and research
 - a. Students will understand the scientific research behind psychological assessment and develop skills in assessment
 - b. Students will develop skills in diagnosis and clinical conceptualization
 - c. Students will understand and apply evidence-based practices for a wide range of psychological problems
 - d. Students will exemplify professional values, attitudes, and behavior including reflective practice
 - e. Students will gain knowledge of and skills in applying ethical and legal issues in the practice of psychology
 - f. Students will learn proficiency in relationships
2. To develop competence in research and scholarship
 - a. Students will understand the scientific foundations of the broad and general areas of psychology
 - b. Students will appreciate and develop skills in science and research
3. To instill an appreciation of human diversity by serving the underserved
 - a. Students will gain competency in cross-cultural psychology, including personal awareness, knowledge of cultural factors, and skills in culturally-sensitive psychological services
 - b. Students will build skills in client advocacy

THE COMPETENCIES PARADIGM IN DOCTORAL EDUCATION

Educational models built around competencies emphasize a set of expected knowledge, skills, attitudes, and behaviors that are indicative of the ideal professional for that field. As such, the training that one undertakes in our program extends far beyond the classes that one is required to complete because a competency includes much more than mere knowledge; it is a more global representation of what the field has agreed are the ideal standards for professional performance.

The PsyD Program at CLU has adopted 33 competencies from the American Psychological Association's Competency Initiatives in Professional Psychology¹ and directly assesses them in a variety of program activities including your coursework, your clinical training in practicum and internship, your research training for your dissertation, and in your clinical competency exam.

The training of these competencies are graded in complexity and sequenced deliberately throughout the program so that you will attain the competencies in a gradual and cumulative fashion. Indeed, there will be varying levels of expectations regarding these competencies based on your level in the program (i.e., what year of the program you are in). For example, you will find that the clinical competencies expected of you as you begin your first training experience will be rather fundamental, reflecting the basic social and interpersonal skills that are requisite for the type of psychological counseling that you will be doing in your internal practicum. Similarly, before you apply for internship (which is typically your final year in the program), the faculty will be looking at whether or not you have achieved more advanced levels of the clinical competencies. This is also true of your research training when comparing the standards expected for your research proposal and those expected for your finished dissertation.

The competencies adopted by the PsyD program are listed at the end of this document in Appendix A. Additionally, you may find the specific competencies that are assessed in the curriculum by viewing the Curriculum Map in Appendix B. You will also find the specific competencies assessed in each course on the respective syllabi and by reviewing the evaluations that are used in your clinical training (which are available in the "PsyD Clinical Training" tab on Blackboard).

PROGRAM REQUIREMENTS

Curriculum

You are required to complete a minimum of 114 credit hours of curriculum. This includes 102 credits from required coursework and 12 advanced-topic elective credits. The current list of required courses is provided below in the section titled "Course Sequence." The advanced-topic courses generally stem from faculty expertise in specialty areas and can include various topics. While no set of advanced topic courses can be assumed to be regularly available each year, courses have been offered in areas such as dialectical behavior therapy, intimate partner violence, attachment theory and research, forensic psychology, and neuropsychology.

¹ See <http://www.apa.org/ed/graduate/competency.aspx>

Practicum

You will complete a minimum total of 1200 hours of practicum experience in both internal and external assignments under the licenses of qualified professionals. This is the program's requirement for internship eligibility. More information can be found in the Clinical Training Manual.

Internship

You will be required to complete an internship that is a member of either the Association of Psychology Postdoctoral and Internship Centers (APPIC) or the California Psychology Internship Council (CAPIC) in order to graduate from the program. More information can be found in the Clinical Training Manual.

Clinical Competency Exam

In your third year in the program, you will be required to take and pass all of the components of the Clinical Competency Exam. The exam itself includes a written portion (200 multiple choice items), a transcribed clinical therapy session, and a case conceptualization report. Students who do not pass the comprehensive exam may be required to either complete remediation or take it the following year. Students who fail the comprehensive exam a second time may be dismissed from the program. Students may face dismissal if failing the written portion three times. More information can be found in the Clinical Competency Exam Handbook.

Dissertation Proposal

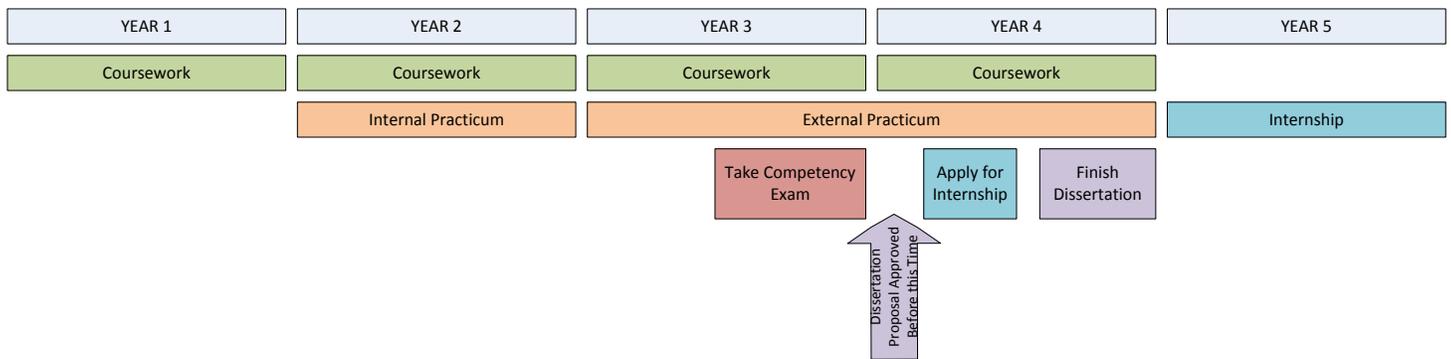
The dissertation proposal ought to be completed at the end of your second year in the program and will assess several specific research competencies. Research Seminars 1 through 4 are provided to aid you in developing your proposal with the direct oversight and guidance of a research advisor. Students are required to pass all competencies in the research proposal before being allowed to continue with the Dissertation Research Seminars. Also, the successful defense of your dissertation proposal is required to apply for internship.

Dissertation

You will complete and defend a doctoral dissertation prior to graduation. Dissertation Seminars 1 through 4 are provided to aid you in completing your dissertation with the direct oversight and guidance of your research advisor or dissertation chair. Please see the *Dissertation Handbook* for more information.

Program Timeline

The following timeline will give you an idea of how the program requirements are spread across the five years of the program. This timeline represents what may be typical for a student progressing at the expected pace for the program requirements:



ADMISSIONS REQUIREMENTS

Students with a bachelor's degree in psychology or a related major and students with a master's degree in psychology or a related major may apply. Students will need to demonstrate their abilities to succeed in a doctoral level program through GPA, GRE scores, research experience and experience in the field.

The Psy.D. program will consider students when the following requirements have been met:

- Completed Application
- Minimum GPA of 3.0
- GRE General Exam: Cal Lutheran's GRE school code is 4088, for more information visit the GRE website at <http://www.ets.org/gre>.
- Official Transcripts
- Curriculum Vitae
- Statement of Purpose: Essay stating how the PsyD Program's philosophy fits with the applicant's goals for pursuing a doctoral degree
- Clinical Experience Form
- Research Experience Form
- Two Letters of Recommendation: Must be professional or academic references
- Prerequisite Requirement Form: At least 3 credit hours of statistics with a grade of B or higher preferred and an additional 12 hours of undergraduate or graduate psychology courses.
- Interview (for those invited)
- Writing Sample (completed at interview)

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Throughout your time in the program you will have many opportunities for professional development. Indeed, a large component of your preparation for entering the field of psychology is building your professional identity and this can happen through many different venues. Below are some recommendations for students as they begin to develop their professional careers.

Please note that these activities, and any other activities that are not being completed to satisfy program requirements, are the sole responsibility of the student. Neither the program nor the university are responsible for consequences incurred when students are participating in events and activities outside of the auspices of the program.

Professional Membership and Networking

One of the easiest and most beneficial ways to develop a professional identity is to begin associating with other professionals. You are encouraged to take advantage of the fact that students can join many different professional organizations at largely discounted rates. Professional membership often allows you to join professional networks that may be social in nature and/or attend meetings to learn about the current trends of the field. It is highly encouraged that you become involved in leadership opportunities as they arise; these experiences are invaluable to your learning and often lead to other opportunities in the future (not to mention the fact that they look very good on your CV).

While the options for professional membership are quite vast considering the great diversity that exists within the field of psychology, we can recommend a few professional organizations that may be good to start with:

- *The American Psychological Association* – itself the largest professional organization representing psychologists with 54 divisions that focus on specific topical interests within psychology. www.apa.org
- *The California Psychological Association* – representing the psychologists of California and lobbying for important legislative action at the state level. www.cpapsych.org
- *The Ventura County Psychological Association* – composed of local psychologists from a variety of backgrounds and work settings. www.venturacountypsych.org

Additionally, you may consider joining a professional organization that is specific to your own theoretical interests, such as *The Association of Behavioral and Cognitive Therapies* or *The American Psychoanalytic Association*.

Conferences and Events

Students also develop professionally by attending conferences, workshops, trainings, or events that are relevant to the field of psychology. These are also quite vast and cover a very large range of topics. Conferences and events provide additional opportunities for networking and learning about areas of psychology that may not be directly taught through the curriculum or the program.

A note about certifications: Many organizations and individuals sell training that leads to a “certification.” Examples of this include certification for biofeedback, eye movement desensitization and reprocessing (EMDR), hypnotherapy, and addiction counseling. It should be noted that certifications are not equivalent to licensure and in and of themselves do not give you permission to practice psychotherapy independently. Also, it should be noted that certifications are not necessary for practicing psychotherapy before or after licensure. Certifications guide the basic, suggested qualifications that are expected for certain subspecialties, though not all certifications carry the same level of credibility. Some employers, though, may list certain

certifications as part of their job requirements. As such, as you refine your career interests during the program you are encouraged to research the employment in your specific interest areas to determine if certification is necessary or warranted. It will also be beneficial for you to confer with your advisor on issues or questions related to certification.

The certification that has the most credibility and recognition in professional psychology is board certification provided by the American Board of Professional Psychology. This is a “tertiary credential” that denotes psychologists who have been vetted by experts in specific subfields of psychology. More information can be found at www.abpp.org.

Scholarship

It is also known that professional development occurs through participation in the scholarship of the field. Scholarship here is defined as contributing to the knowledge base and typically occurs in written or oral form. Examples include writing and publishing articles in peer-reviewed journals and giving presentations at conferences.

You are strongly encouraged to participate in scholarship while in the program and there will be a few times where it will be required as part of the coursework, such as during the Festival of Scholars which occurs at CLU every spring. While we like to see students publishing or presenting in peer-reviewed venues, you should also keep in mind that more informal participation in scholarship is also looked upon favorably and can still contribute greatly to your development as a psychologist-in-training. Examples of these more informal venues could include giving presentations or trainings to others at your practicum sites, writing an article for a newsletter, and doing psycho-educational outreach in the community.

THE CORE FACULTY

The following is a list of the current core faculty and their research interests and areas of expertise.

Rachel Casas PhD Clinical Psychology BA Psychology	<ul style="list-style-type: none"> • Clinical neuropsychology • Neuropsychological Assessment • Psychometrics/test construction/design • Cultural competence • Mental health disparities
Morris Eagle PhD Clinical Psychology MA Clinical Psychology BA Psychology	<ul style="list-style-type: none"> • Attachment theory and research; attachment and sexuality • Infant-mother interactions and interventions • Psychoanalytic research, theory, and treatment • Implicit cognitive activity
Michael Gerson PhD Psychology and Psychoanalysis MA Applied Behavioral Science BA Psychology	<ul style="list-style-type: none"> • Clinical psycholinguistics • Lacanian Psychoanalysis • Neuroscientific implications for psychoanalytic theory • Child and adolescent psychotherapy • Child abuse and domestic violence • Magic theory and imagination
Mindy Puopolo PsyD Clinical Psychology MEd Counseling and Rehabilitative Services BS English Education	<ul style="list-style-type: none"> • Attachment theory, research, and practice • Intimate partner violence • Peace psychology • Psychological assessment

<p>Ryan Sharma PsyD Clinical Psychology MA Clinical Psychology with Emphasis in Marriage and Family Therapy BA Psychology; Religious Studies</p>	<ul style="list-style-type: none"> • Ethnic and racial identity development • Buddhism and identity • Clinical outcome studies; treatment effectiveness and efficacy • Program evaluation; practice-based participatory research • Contemporary behavioral philosophy and science; radical behaviorism • Behavioral treatments for anxiety disorders
<p>Jennifer Twyford PhD Counseling, Clinical, & School Psychology EdS and MS in Education Psychology with Emphasis in School Psychology BS Social Science, Minor Psychology with Emphasis in Child Development</p>	<ul style="list-style-type: none"> • Identification and prevention of disruptive behavioral problems in children and adolescents • School and juvenile justice system response to youth’s mental health needs • School violence prevention • Youth involved in the juvenile justice system • Positive psychology

STUDENT EXPECTATIONS

Residency

The PsyD Program in Clinical Psychology is a full-time program. Students are required to be enrolled in the program a minimum of five years, which includes one year of internship. While the courses may be centralized on several days during the week, you are expected to be available for program-related activities, events, and requirements at all times during the week. Indeed, part of your training includes being socialized into the profession and this occurs when you maintain regular and ongoing contact with your peers, supervisors, faculty, and advisors. It is highly inadvisable for students to attempt to maintain outside work while in the program.

Student Rights

The PsyD Program strongly upholds the rights of students to fair and respectful treatment regardless of race, ethnicity, culture, gender (including gender identity and gender expression), sex (including breastfeeding and medical conditions related to breastfeeding), genetic characteristics, sexual orientation, age, religion, physical disability, mental disability, medical condition, marital status, national origin, and military or veteran status. These include:

- The right to be treated with dignity and respect, not only by faculty and staff but also peers and colleagues
- The right to fair treatment in grading and programmatic decisions
- The right to learn in a discrimination- and harassment-free environment.

More information on due process and grievance procedures can be found below. Rights pertaining to student conduct procedures can be found in the University’s Student Handbook at http://www.callutheran.edu/student_life/student_handbook/section_04.php.

It must be understood that as these rights are extended to you, it is your responsibility to also extend these rights to others.

Student Roles and Responsibilities

You must understand that the expectations around behavior and conduct are inextricably linked to the ethics and standards set forth by the professional psychology community. That is, by entering a doctoral program in professional psychology, you must abide by a higher standard of conduct than what may typically be expected of a college student. This includes being mindful of your demeanor with your peers, supervisors, and faculty, both inside and outside of class. Professional behavior in these contexts is described as polite, respectful, and conducive to a positive learning environment. Differences will invariably arise and *how* those differences are handled and negotiated will speak to your professional readiness. As relationship skills are one area of expertise that the ideal psychologist will have, your ability to demonstrate mastery of handling interpersonal differences or conflicts will attest to your clinical and professional development.

Please note that the section below titled “Statement of Comprehensive Evaluation of Professional Competencies” applies to these issues and has relevance for how these expectations become part of your evaluation as a student in the program.

You are also expected to be proactive about your education and training. As developing professionals, you will be expected to demonstrate initiative, leadership, and integrity in all aspects of your education and training. Psychologists need to assume positions of authority and responsibility with a willingness to accept accountability for their decisions. Being passive about deadlines or requirements and expecting others to constantly tell you what to do will not be conducive to a successful professional career once you graduate; it is best that you build your skills in seizing opportunities while you are in the program. Also, students who are more active in pursuing their interests and participating in professional activities will find themselves more competitive for internships and jobs.

Examples of proactive behavior within the PsyD program can include but are not limited to:

- Approaching the faculty with questions, concerns, or advice
- Knowing and meeting the deadlines and requirements for program activities, such as required paperwork
- Assuming responsibility for class content when missing class by approaching the instructor for guidance or recommendations; planning ahead for planned absences
- Reading and understanding the course syllabi and asking the instructor for any clarifications needed
- Arriving to class on time and prepared
- Approaching your research advisor when struggling with your dissertation

All students in the PsyD program are required to abide by:

- The American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct*. The most recent version can be obtained from <http://www.apa.org/ethics/code/index.aspx>. A copy of the code is also included at the end of this manual in Appendix C.

- California Lutheran University's *Standards of Conduct*, as published in the student handbook available:
http://www.callutheran.edu/student_life/student_handbook/section_03.php
- All applicable local, state, and federal laws.

The Various Challenges of Being in a Doctoral Clinical Psychology Program

It is not uncommon for students to experience a wide range of challenges while in this program. For example, you may find that you are challenged with time as you respond to the requirements of a full load of doctoral classes. You may also find yourself challenged intellectually as the academic rigor increases with each successive year. It could also be the case that you are challenged physically as you begin to cut back on your exercise and dietary habits to make time for completing homework. The time commitments can also challenge you socially as you find yourself spending less time with friends and family and more time with peers and supervisors (or just alone to work on assignments). It can hardly be overlooked that being in a graduate program may challenge you financially. It will also likely be the case that you find yourself challenged interpersonally as you take four years of classes with the same people in your cohort. And perhaps most importantly, a doctoral program in clinical psychology will challenge you emotionally; you will be learning how to help clients who have been struggling and suffering for long periods of time and who may tell you about some very painful and scary experiences that they have had. On top of that, you will be learning about yourself and developing some intimate self-knowledge that may or may not be comfortable.

Conversely (and often simultaneously), we have very profound and rewarding experiences the come with many helping professions. We may see that what we do professionally can actually have a very real and positive impact on another human being. Similarly, what we learn about ourselves can be truly enlightening and open up new ways of being in the world that we did not previously know existed.

Please keep in mind that these experiences are common and expected for students who enter this field. In fact, in some ways these experiences contribute to not only our professional development but also our clinical effectiveness. In many ways, becoming a psychologist is a very sacred calling in that it is one of very few professions where you are expected to continue growing and developing as a person. As you will learn in both the class exercises and the clinical training experiences, we always have ways of learning about ourselves while we are simultaneously helping others. This is a true gift of the profession and—to treat it as such—we would allow ourselves to embrace these challenges, to push us out of our current understandings so that we can experience and grow from our contact with the new.

In addition to that, it is also important for us as clinicians to recognize and protect against burn out. It will be important for you to balance the demands of the program with the activities in your life that bring your pleasure. A regular self-care routine is essential for enduring the marathon that could describe the five or more years that you spend in the program. Good self-care routines replenish you on a number of levels, such as physically, socially, emotionally, and spiritually. Some examples of good self-care activities could include but are not limited to:

- Proper diet and exercise; sports
- Meditation or mindfulness activities
- Spending time with friends, family, or pets
- Seeking personal therapy
- Maintaining religious or spiritual practices
- Hobbies and creative projects
- Going to the beach; hiking
- Getting a massage
- Shopping

Program Communication

All students in the PsyD program are required to use their CLU email addresses and check them on a daily basis. Email is considered official communication from the department. You may arrange your CLU email address to automatically forward messages to a preferred email account if you choose. However, faculty and staff will not return emails that are sent from non-CLU accounts but will send emails to your CLU account only. Please contact ISS for more information or assistance in setting up automatic forwarding.

You are also required to keep updated contact information with the program at all times, including mailing address and phone number.

A Note about Advertising Yourself

Students are often very excited to begin identifying themselves as more advanced students and usually begin doing this through the signatures that are attached to emails, reports, or business cards. While this is an acceptable practice, please note the following excerpt from the APA Ethics Code:

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.

When considering ethical obligations, it is important to remember that *you bear the burden of proof and that you yourself are responsible for any misunderstanding by others*. In other words, you must ensure that what you present is not misunderstood. As such, use the following examples for guidance on how to address this issue.

John Smith, PsyD Trainee

Not preferred

Placed after the name, the title appears to be the designated degree earned. An observer may not necessarily understand that “trainee” here modifies the “PsyD”

**John Smith, M.A.
Therapist Trainee**

Preferred

In this example, the title is underneath the name and does not lead one to think that the person has a doctorate.

Other notes on titles:

Psychologist	Is reserved only for those licensed as a psychologist (in most cases at the doctoral level)
Psychological Assistant	A specific title for those registered with the licensing board but not yet licensed
Intern	Used only for students on internship
Candidate	Used only for students who have been advanced to candidacy. We do not use candidacy in our program.
Trainee	Used for students training at the practicum level

EVALUATION IN THE PSYD PROGRAM

Course Evaluations

You will receive letter grades for all courses except those that are pass/fail. In addition to letter grades, the faculty assesses your performance on the program-adopted competencies mentioned above. These ratings will mirror the evaluations that you receive on the assignment rubrics, and thus will not be returned to you. However, feedback from the End of Course Evaluations will be compiled for feedback during your annual review (see below).

Research Evaluations

While the Research and Dissertation Seminars are designed to help you along with your research proposal and dissertation, both of these work products will be evaluated independently.

Evaluations Related to Clinical Training

While in practicum and internship, you are evaluated in a number of ways, both formally and informally. Formal evaluations come directly from your clinical supervisors and occur twice per

year at roughly the mid-point and end-point of your training experience. This is true for both practicum experiences and the internship.

At several points during the program, you will be evaluated by the Director of Clinical Training on your readiness to advance to higher levels of clinical training. These are referred to as “readiness evaluations” and will occur before beginning 1.) internal practicum, 2.) external practicum, and 3.) internship. The readiness evaluations are designed to be collaborative and to assist you in developing a specialized training plan unique to your own training needs. The content for the readiness evaluations can include multiple sources on your professional performance including but not limited to your course evaluations, observed behavior inside and outside of classes by faculty or supervisors, and other professional indicators such as attendance and participation, responsiveness to faculty inquiry and feedback, and perceived emotional maturity. More information on these evaluations can be found in the Clinical Training Manual.

Annual Reviews

Faculty meet annually to discuss your global performance based on a number of formal and informal evaluative mechanisms. You will be given a letter regarding your performance for the past year which will outline both strengths and growth areas as evident in your evaluations or impressions by faculty members, supervisors, or other program personnel. The letter accompanies a face-to-face meeting with your advisor who will help you contextualize the feedback relevant to your own personal and professional goals.

Statement of Comprehensive Evaluation of Professional Competencies

It is important to note that the PsyD Program in Clinical Psychology at California Lutheran University has adopted in whole the resolution and model policy written by the Council of Chairs of Training Councils that guide the comprehensive evaluation of student-trainee competence in professional psychology:

Students and trainees in professional psychology programs (at the doctoral, internship, or postdoctoral level) should know—prior to program entry, and at the outset of training—that faculty, training staff, supervisors, and administrators have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of their administrative authority, professional psychology education and training programs, faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student-trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content

and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student-trainee's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, appropriate representatives of the program may review such conduct within the context of the program's evaluation processes.

Although the purpose of this policy is to inform students and trainees that evaluation will occur in these areas, it should also be emphasized that a program's evaluation processes and content should typically include: (a) information regarding evaluation processes and standards (e.g., procedures should be consistent and content verifiable); (b) information regarding the primary purpose of evaluation (e.g., to facilitate student or trainee development; to enhance self-awareness, self-reflection, and self-assessment; to emphasize strengths as well as areas for improvement; to assist in the development of remediation plans when necessary); (c) more than one source of information regarding the evaluative area(s) in question (e.g., across supervisors and settings); and (d) opportunities for remediation, provided that faculty, training staff, or supervisors conclude that satisfactory remediation is possible for a given student-trainee. Finally, the criteria, methods, and processes through which student-trainees will be evaluated should be clearly specified in a program's handbook, which should also include information regarding due process policies and procedures (e.g., including, but not limited to, review of a program's evaluation processes and decisions).²

Student Responses to Evaluation

In some cases, you may feel uncomfortable receiving feedback about your performance if it is inconsistent with your self-perception. It may also be the case that you do not agree with the validity of the evaluation. In the latter case, you have the opportunity to pursue clarification or appeal if the evaluation resulted in a specific consequence (Please see “Grievance and Due Process” below). In both cases, it is important to note that *how you respond to feedback is just as important—if not more important—than the content of the feedback itself*. Approaching these kinds of challenging situations with openness and a desire to improve is a hallmark of professionalism and is seen as such by the faculty. Similarly, if you disagree with the feedback and wish to appeal any decisions, behaving in a respectful and professional manner will not only be more effective but will also reflect a more advanced professional demeanor.

ADVISING

Advising in the PsyD program is divided according to the type of activity that you are involved in. This ensures that you are getting accurate information that will help you be successful in your graduate studies and career planning.

² Council of Chairs of Training Councils (2004). The comprehensive evaluation of student-trainee competence in professional psychology programs. Retrieved from <http://www.psychtrainingcouncils.org/NCSP-20CCTC%20model%20Student%20Competency.pdf>

Academic Advising

You will be assigned an Academic Advisor when you enter the program. The Academic Advisor will assist you with general programmatic and curricular issues and will be the person meeting with you to discuss your Annual Review. You would typically approach your academic advisor for issues such as selecting electives, reviewing your progress towards program requirements, and addressing any other administrative kinds of issues related to being a student in the program.

Research Advising

You will have the opportunity to select a research advisor at the time you register for Research Seminar 1. You are encouraged to browse their research interests provided below, which will help you find someone with interests similar to your own. Your research advisor will typically stay with you throughout your time in the program and help you develop your research proposal and dissertation. Students do have the option of switching research advisors at the completion of the research proposal (typically at the end of the second year), though most students choose to stay with their current Research Advisors for consistency.

Clinical Advising

You will receive clinical advising from the Director of Clinical Training, who will oversee you in practicum and internship. The Director of Clinical Training will help you develop a training plan that is fitted to your needs and is available for any questions regarding practicum and internship requirements.

STUDENT GOVERNANCE

Student Government

The program encourages all students to be active in the student government and consider serving as a student representative or officer. The Student Government functions as both a communications conduit and venue for student voice in programmatic planning. Representatives and officers from the Student Government are invited to meet with the full core faculty monthly.

Student Evaluations of Faculty

You will evaluate all of your instructors at the end of every course and will have the opportunity to provide anonymous feedback that can be used to improve the class. The results from these evaluations are only released to the faculty two weeks following their deadline for grade submissions. As always, honest and objective feedback is most helpful.

Student Evaluation of Program and Program Components

You will have ample opportunities to provide feedback about other program components. As part of university policy, you will complete the Noel-Levitz survey every two years to provide

feedback on general satisfaction with the university experience. This information is compiled for the PsyD program in comparison to 1.) other programs at the university, and 2.) other universities who also use the Noel-Levitz. Thus, this particular tool allows the program to gauge student satisfaction with a more objective metric.

You will also complete evaluations on your practicum and internship placements. You will be asked to rate your training program and supervisor on a number of items as well as having the opportunity to provide written feedback. These evaluations are used to ensure a high-quality clinical training experience and are shared with our training partners in aggregate, anonymous form.

You will also have opportunities to evaluate the program both during residency and after graduation. You will complete a Student Satisfaction Survey annually that will gauge student perception of program components such as the overall quality of instruction, the program's attentiveness to student concerns, and the social and academic climate of the program. Following graduation, you will be asked to complete an Alumni Survey annually for the first three years and then biennially for four years. The Alumni Survey will provide the program with important distal data related to the programs goals and objectives (e.g., how our students are doing professionally, the kinds of activities they are engaged in, licensure and job placement rates, etc.).

Feedback Exhaustion

As a student-centered program, we greatly value your input on the various aspects of the program. Additionally, for accreditation we are required to report on multiple program outcomes stemming from both your performance and your voice. While it may seem like we are constantly asking you to complete surveys or respond with information, please understand that this information is vital to our operation. Also, please understand that we use the feedback in meaningful ways; we do not perceive this as an empty, bureaucratic exercise. We appreciate your timely compliance with surveys, evaluations, and requests for information.

ACADEMIC POLICIES

Course Transfers

Students are permitted to transfer up to nine (9) credits into the doctoral program if those credits were taken in clinical psychology at the graduate level.* Transferring a course will import the credits earned to be applied towards the 114 that are required for the program. Transferred credits are not calculated into your GPA. All requests for course transfers must be made by the end of your first semester in the program and submitted to the Program Assistant. Transfer work must be:

1. Graduate level (applicable to a graduate degree at the institution granting credit)
2. Completed within seven years and taken prior to enrolling in the CLU PsyD program
3. Completed with a grade of "B" or higher
4. Documented by official transcripts from the institution
5. Listed on a "Petition for the Transfer of Credit" form (available from the CLU Registrar)

6. Approved by the program director.

**Course Waivers and Transfers for Multicultural Psychology Courses.* Because the program values diversity and believes that clinicians never fully “finish” their training in multicultural psychology and cultural competency, the PsyD Program does not allow students to transfer or waive the requirement for *PSYD 782 – Cultural Theory and Research*.

Course Waivers

You may waive an additional fifteen (15) units beyond the coursework that has been transferred in the PsyD program if you have taken commensurate courses at the graduate level.* Only required courses may be waived. When a course is waived, it means that you are not required to take it again but the credits from the course are not imported and do not count towards the program requirement. For example, a student waiving a 3-unit course will be required to take three units of electives in addition to the number of electives required to reach 114 total program credits. All requests for course waivers must be made by the end of your first semester in the program and submitted to the Program Assistant. The following requirements must be met for course waivers to be approved.

1. Courses must have been taken within the past seven years and prior to enrollment in the CLU PsyD program
2. You must have successfully passed the course with a grade of “B” or higher
3. You must have an official transcript on file that lists the course
4. You complete the “Request for Course Waiver” form (available from the PsyD Program)
5. You must submit both the Request for Course Waiver form and the course syllabus for the time that you took the class to the CLU instructor teaching the class that you desire to waive. The CLU professor has full discretion in determining if the previous course is sufficient for waiver.
6. The academic advisor or program director must also approve the waiver.

Pathway Masters Degree

Students who complete all of the coursework from the first year in the program and all courses from Fall of year 2 will be eligible to complete a Masters level comprehensive exam. Once the comprehensive exam has been passed, students are eligible to receive a Master of Science in Clinical Psychology. Students who have been previously awarded a masters degree from CLU are not eligible to receive a second masters degree.

Minimum Passing Threshold in the PsyD Program

Course grades of B- or higher are required for course credit. Any grade below a B- is considered failing and must be repeated. Students are not permitted to repeat courses using independent study or tutorial and must re-enroll for the course when it is offered.

Policy on Incompletes

A grade of IN (Incomplete) may be assigned only in the case of a student who, for illness or other circumstances beyond his/her control, has missed a final examination or major piece of work. A student may not make up the Incomplete by repeating the course. Make up work must be reviewed by the instructor who assigned the original grade of Incomplete. An IN, if not made up within one year, automatically becomes an "NC." A student may petition in writing to extend an "IN" beyond one year if there are extenuating circumstances

Academic Limits

Students have seven years to complete the PsyD Program after initial registration for courses. Under special circumstances, prior to the end of the seven-year period, students may petition for an extension of time. A student is considered to not have been continuously enrolled if she or he does not register for classes for one calendar year. Continuous enrollment or re-entry into a program requires normal progress toward a degree. Students who do not enroll continuously must meet with a university adviser prior to subsequent enrollments to determine if changes in the program have occurred. These students must also complete, with their adviser, a new program advisement form and admission application. Such students are subject to new program requirements and a review of course recency and transfer credit.

Policy for Participating in the May Graduation Ceremony

For students wishing to walk in the ceremony for the *master's degree*, students must have successfully completed all Year 1 coursework (fall, spring, and summer) and the Year 2 fall coursework, is on schedule to complete the PsyD Master's Competency Exam, and is enrolled in Year 2 spring semester courses.

Students may walk in the ceremony for the *doctoral degree* if by March 15 the student has (1) enrolled in or completed internship, (2) passed PSYD 733 Dissertation Research Seminar 3, and (3) a statement by their dissertation chair that the student is highly likely to defend the dissertation by August or has already successfully defended the dissertation.

Americans with Disabilities Act Policies

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Accessibility Resource Coordinator, Wendy Perkins, for the facilitation and verification of need. The Accessibility Resource Coordinator is located in the Center for Academic and Accessibility Resources (CAAR) Office in the Pederson Administration building, and can be contacted by calling 805.493.3878 or emailing wperkins@callutheran.edu

Additional academic policies can be found in the Graduate Catalog located at: <http://catalog.callutheran.edu/grad/academicpolicies/>

Sexual Misconduct

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran's Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at: <http://www.callutheran.edu/title-ix/>

Registration Policies for Internship and Dissertation

The following policies outline the procedures for you to use when registering for dissertation and internship work. Which courses you will register for will depend on the status of your dissertation, which semesters you are on internship, and whether or not you wish to be enrolled at half-time status for financial aid reasons. Please note that the numbers below refer to these respective courses:

- 734 – *Dissertation Research Seminar 4* (1 credit)
- 797 – *Dissertation Continuation* (1 -3 credits)
- 7XD – *Dissertation* (0 credits)
- 798 – *Internship* (0-3 credits)

General Requirements:

Internship – You are required to have a total of 2 credits of 798 - *Internship* in order to graduate. Credits for the course range from 0-3 so that those who wish to draw financial aid during internship may register at half-time status. You can also register for “0” credits during any semester after reaching the minimum of 2 credits so as to not accrue additional tuition costs. Please note, however, that all students are required to be enrolled in 798 – *Internship* during all semesters that they are on internship (fall, spring, and summer).

Dissertation – Students are required to take and pass 734 – *Dissertation Research Seminar 4*, which is only passed when students successfully defend their dissertation. PSYD 7XD – *Dissertation* is only marked “pass” when the student has finished all revisions and provides receipt that the dissertation has been uploaded to ProQuest. Students who do not have a pass entered for PSYD 7XD will not graduate. Students not finishing their dissertation by Year 4 must enroll in 797 – *Dissertation Continuation* for each semester until 734 is passed. Student must enroll in 1-3 credits of 797 each semester after Year 4 and before the completion of internship. Students must enroll in 3 credits each semester for 797 following internship.

Example Scenarios:

1. Students On Track

	<u>Year 4</u>	<u>Year 5</u>
Courses	Enrolled	
Dissertation	Passes 734 with completion of dissertation defense	Passes 7XD with dissertation upload
Internship	Applies	Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer)

2. Students not Finished with Dissertation Prior to Leaving for Internship

	<u>Year 4</u>	<u>Year 5</u>
Courses	Enrolled	
Dissertation	In Progress for 734	<ul style="list-style-type: none"> • Enrolls in 797 (1-3 credits) each semester until 734 is passed • Passes 734 with completion of dissertation defense • Passes 7XD with dissertation upload
Internship	Applies	Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer)

3. Students Deferring Internship and Not Completing Dissertation by Year 4

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Courses	Enrolled	May enroll in courses	
Dissertation	In Progress for 734	<ul style="list-style-type: none"> • Enrolls in 797 (1-3 credits) each semester until 734 is passed • Passes 734 with completion of dissertation defense • Passes 7XD with dissertation upload 	
Internship		Applies	Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer)

4. Students on Half-time Internship

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Courses	Enrolled		
Dissertation	Passes 734 with completion of dissertation defense	Passes 7XD with dissertation upload	
Internship	Applies	<ul style="list-style-type: none"> • Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer) • If in Half-time one year internship, applies for second year 	<ul style="list-style-type: none"> • Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer)

5. Students ABD (all but dissertation)

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Courses	Enrolled		
Dissertation	In Progress for 734	<ul style="list-style-type: none"> • Re-enrolls for 734 • Enrolls in 797 (1-3 credits) each semester 	<ul style="list-style-type: none"> • Enrolls in 797 each semester until 734 is passed (must be 3 credits each semester) • Passes 734 with completion of dissertation defense • Passes 7XD with dissertation upload
Internship	Applies	Enrolls in 798 (0-3 credits) each semester while on internship (e.g., fall, spring, summer)	

POLICY OF ACADEMIC HONESTY

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is our commitment to academic honesty. Student's, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including a grade of "F" in a course, suspension, or dismissal from the University.

Definition of Academic Dishonesty

A general definition of academic dishonesty is "any behavior or act that implies an intent to make someone believe what is not true, as by giving a false appearance." Since intellectual honesty is central to the academic enterprise, students and faculty must accept and respect the principle of acknowledging information, ideas and language that have been borrowed from someone else. Plagiarism (any failure to document sources), cheating, unethical computer use, and facilitation of academic dishonesty are examples of behavior which will result in strict disciplinary sanctions.

Plagiarism

Plagiarism occurs whenever a source of any kind has not been acknowledged. Every student must understand the correct procedures for acknowledging and identifying sources of borrowed material. The basic rule is this: Give credit where credit is due. In other words, if you include any material which is beyond your firsthand experience, and which is not common knowledge of scholars in your field, you must cite your source in a way that your reader can:

1. find the source from the information in your reference and
2. immediately determine which information is your source's contribution to scholarship and which is yours.

Specifically:

- a) If you quote directly, even if you use no more than a word or phrase, you must place quotation marks around the quoted material.
- b) If you paraphrase (rephrase in your own words), you must still cite your source, including a full documentation of reference; the best procedure is to acknowledge that you are paraphrasing.
- c) If you present material that may be common knowledge, but your arrangement or discussion of that material is borrowed, you must cite that source in a reference.
- d) If you have any questions about proper ways of documenting sources in footnotes or bibliography, consult the department in which the course is taught. Departmental assistants, the Learning Resource Center and the Writing Center are prepared to assist students in proper documentation forms.

Plagiarism is a particularly egregious offense and is not tolerated in the PsyD Program. As defined in the APA Ethics Code (8.11), Plagiarism is “presenting portions of another's work or data as their own, even if the other work or data source is cited occasionally.” Students are reminded that it is their responsibility to submit original work and cite appropriately. Plagiarism includes, but is not limited to:

- word for word copying without using quotation marks or presenting the work as yours
- using the ideas or work of others without acknowledgement
- not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge.

Students plagiarizing any work are subject to disciplinary action including but not limited to failing the class and being placed on academic probation. Students discovered to have plagiarized more than one time will be dismissed from the program.

Please note that many instructors use Turn-it-In, a software program that detects plagiarism on assignments.

Cheating

Cheating covers a wide range of academically dishonest behaviors. It includes, but is not limited to, turning in someone else's work as your own, giving another student your work to pass off as his/her own, copying another student's answers in an exam setting, distributing material unauthorized by the course instructor about any exam or assignment, fabricating or falsifying information in order to complete an academic exercise or laboratory experiment.

Unethical Computer Use

Unethical computer use includes use of computer software (programs, documentation, data bases) in violation of copyright law. It also includes unauthorized use of computer software or hardware, such as use for private business, breaking access codes, and pranks resulting in damage to software or hardware, breach of privacy or confidentiality, or violation of copyrights.

Facilitating Academic Dishonesty

Facilitating academic dishonesty includes intentionally helping students commit acts of academic dishonesty. As part of a community engaged in the academic enterprise of searching for truth, students and faculty are expected to report incidents of academic dishonesty to the Vice President for Academic Affairs.

Procedure for Disciplining Student Dishonesty

Whenever a member of the faculty or other university official has reason to believe that a student has committed a breach of academic honesty, the faculty member or official will confront the student, allowing the student an opportunity to speak on his or her behalf. If, in the opinion of the faculty member, a breach of academic honesty as defined above has clearly occurred, the faculty member or official must file a Report of Academic Dishonesty form with the Vice President for Academic Affairs. The form will be placed on file. This procedure should be completed as soon as is reasonably possible. In the PsyD program, any student who commits academic dishonesty will be immediately placed on academic probation.

Please note that because the high ethical and professional standards of the psychological profession, repeated incidents of student dishonesty (i.e., more than one) may be grounds for dismissal.

DISCIPLINARY ACTION

Academic Probation

Academic probation occurs when the student incurs concerns about academic or professional performance. Students who are placed on academic probation will be reviewed by a faculty academic review committee. The committee can consist of the Program Director, the student's advisor, the Director of Clinical Training, and any other faculty members that may have contributions to the issue(s) of concern. The academic advisor will determine a remediation plan for the student to ensure a successful path forward and may include but is not limited to: a.) a stated duration of the probationary period, b.) a stated frequency for meeting with the advisor, c.) a structured curriculum plan, d.) restrictions in program-related activities (such as practicum or research), and/or e.) a behavioral contract specifying which behaviors are problematic or unprofessional and in need of immediate change. Students who are unable or unwilling to follow the direction of their advisor during an academic probation may be dismissed from the program.

While academic probation can occur whenever there is a concern about student readiness for the profession (please see "Statement of Comprehensive Evaluation of Professional Competencies" above), the following is a non-exhaustive list of circumstances that may automatically trigger academic probation:

- The student earns a non-passing grade in any course (C+ or lower)
- There is one incident of plagiarism or other form of academic dishonesty
- The student receives an incomplete in more than one course

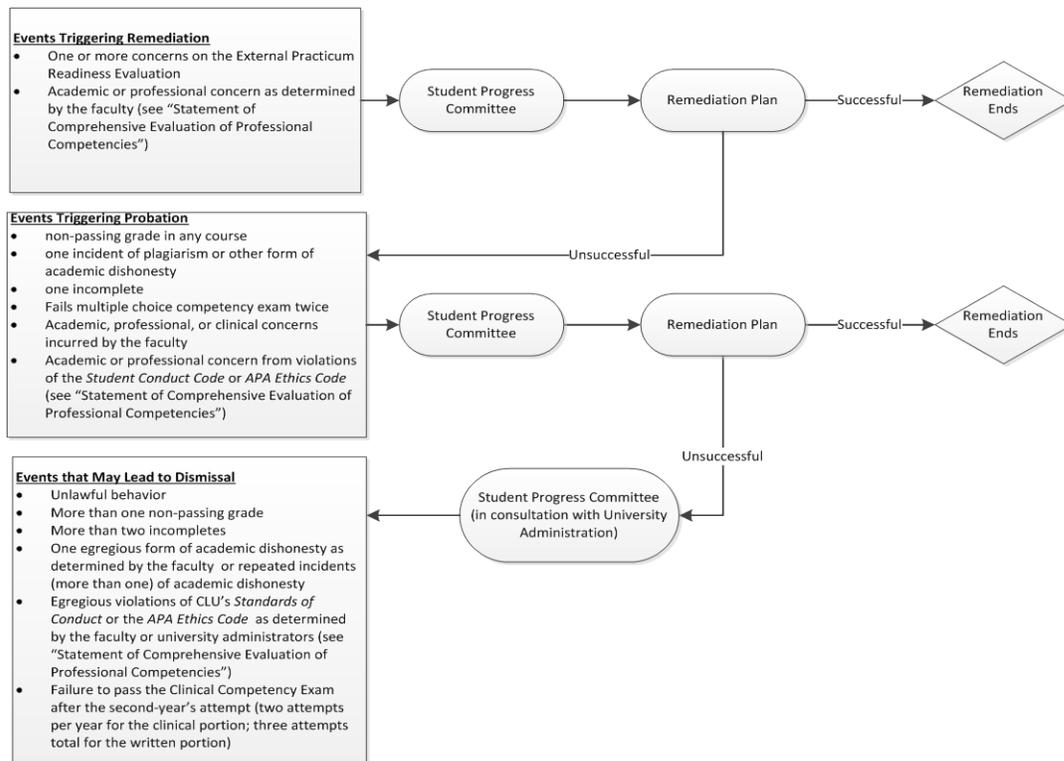
- The student fails the multiple choice portion of the Clinical Competency Exam twice
- Academic, professional, or clinical concerns incurred by the faculty
- The student engages in behavior that violates any of the rules or guidelines of the American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct* or California Lutheran University’s *Standards of Conduct* (see links above under “Student Roles and Responsibilities”; the perceived severity of the offense is at the discretion of the faculty academic review committee and associated university administrators and can determine whether the student receives probation or dismissal).

Academic Disqualification (Dismissal).

Similar to the policies around academic probation, academic disqualification (or “dismissal”) can occur whenever the student incurs serious or repeated concerns regarding their fitness for the profession. Some examples of circumstances that can result in dismissal from the program include but are not limited to:

- The student earns a non-passing grade in more than one course or more than one time for the same course
- More than one incident of plagiarism or academic dishonesty (or an egregious form of academic dishonesty as determined by the faculty)
- The student has a pattern of multiple incompletes (i.e., three or more)
- The student does not pass the Clinical Competency Exam after two attempts (in second year of attempts)
- The student does not pass the Written Competency Exam after three attempts
- The student engages in unlawful behavior or violates any of the rules or guidelines of the American Psychological Association’s *Ethical Principles of Psychologists and Code of Conduct* or California Lutheran University’s *Standards of Conduct* (see links above under “Student Roles and Responsibilities”; the perceived severity of the offense is at the discretion of the faculty academic review committee and associated university administrators and can determine whether the student receives probation or dismissal).

Dismissal based on breaches of student conduct will be handled by Student Life as stated in the Student Conduct System (see below). All other decisions regarding dismissal are made by a convened Faculty Review Committee in consultation with the Dean of the Graduate School of Psychology and/or the Vice President of Academic Affairs.



GRIEVANCE POLICY AND DUE PROCESS

The following process for filing grievances and entering due process procedures is the same for any complaint related to the operation and implementation of program policies affecting individual students. As such, any decision by the faculty or program staff seen as unfair or deviating from standard practice can be appealed utilizing the following protocol.

Grade Review

Assigning a grade for work in each course is one of the fundamental responsibilities of each faculty member. Faculty members have flexibility in grading; the numerical equivalent of letter grades may vary from instructor to instructor. The course syllabus distributed during the first required week of class should specify the assignments and how final grades will be computed. Having specified grading standards for the course, faculty must employ them fairly. Though the assignment of a grade inevitably involves issues of professional judgment, the grade assigned should reflect the student's performance in a way that can be validated by others in the discipline. Also, faculty members are guided by rubrics for capstone projects and all assigned work.

Academic issues, such as grades, are rightly the purview of the individual faculty member and are not subject to alteration except in unusual circumstances, based upon peer review. One of the fundamental responsibilities of each student is to know how the grades for each course are assigned. The course syllabus distributed during the first week of class should describe specifically how the course is graded and how grades are computed. It is the student's responsibility to understand the standards in each class.

A student has a right to an explanation of her or his grade in a course. If the student is not satisfied with the grade received, the student should be able to meet with the instructor and discuss the rationale for the grade assigned. Instructors have a responsibility to be available to students for such discussion on a reasonable schedule. If a faculty member does not expect to be available, he or she should make arrangements for other methods of providing students with an explanation of their grades.

Appeals of Program Decisions

Students may wish to appeal other programmatic decisions that create direct impact such as the evaluation of one's dissertation or clinical competency exam, a decision to restrict clinical training activities, or one's placement on probation. It should be noted that it is inappropriate to utilize the grievance and due process procedures simply because you are unhappy with the results of an evaluation or program decision. Rather, this process is best suited for addressing disparities or fairness in evaluation. Students are reminded that the manner in which they seek resolution to disputes about program decisions is itself an indicator of professional readiness. As such, students are expected to engage in grievance and due process procedures in a professional and respectful manner. Please see the section titled "Student Responses to Evaluation" above for more information.

Informal Resolution

Students and faculty members are entitled to a fair, prompt resolution of matters related to grades and program decisions. A beginning step in the process is for the student to meet with the professor or other individual(s) and discuss the rationale for the decision. In most cases, it is expected that this informal procedure will suffice and is often the best outcome for all involved. Indeed, developing the skill to address problems directly is essential to broader relationship skills that are expected of psychologists. Informal resolution provides an opportunity for both parties to gain a better understanding of the situation and why the misunderstanding occurred in the first place.

Filing a Grievance

Copies of the Grievance Form can be found online in the Graduate Psychology Community Blackboard page or by requesting a copy from the program coordinator.

1. If informal resolution does not resolve the issue, the student may proceed to file a formal grievance using the program's "Grievance Form," which is then submitted to either the Program Director or the person's immediate supervisor (e.g., if the grievance involves the Program Director, the grievance should be filed with the Dean of the Graduate School of Psychology). The student is free to attach any additional documents in support of the grievance or to clarify the context of the grievance. In most cases, grievances involving decisions made within the PsyD Program will go to the Program Director, who will have the discretion for determining the most appropriate method for resolving the issue. Options available to the Program Director include but are not limited to:

- Acting as a mediator in a discussion involving the student and the individual named in the grievance.
- Offering an independent ruling on the decision.
- Appointing another faculty member to offer an independent ruling on the decision.
- Convening the Faculty Review Committee to review the complaint and offer an independent ruling on the decision.

The Program Director must state the option that was utilized and the outcome to the student within 30 days of receipt of the Grievance Form. This can be communicated in either written or verbal form.

2. If the program-level intervention is unsuccessful in resolving the issue, the student has the right to appeal the decision to the Dean of the Graduate School of Psychology by submitting a new Grievance Form within 10 days of receipt of the previous decision. The Dean retains full discretion for determining the appropriate method for resolving the issue, including but not limited to:
 - Acting as a mediator in a discussion involving the student and the individual named in the grievance.
 - Offering an independent ruling on the decision.
 - Appointing another faculty member or administrator to offer an independent ruling on the decision.
 - Convening an ad-hoc committee to review the complaint and offer an independent ruling on the decision.

The Dean must state the option that was utilized and the outcome to the student within 30 days of receipt of the Grievance Form.

3. If the decision by the Dean is still unsatisfactory, the student has the right to appeal to the Vice President of Academic Affairs (VPAA) within 10 days of receipt of the previous decision. The Vice President for Academic Affairs will then constitute a special evaluation committee using the same procedures identified for grade challenges. Such a committee will be composed of three faculty: one appointed by the dean of the school/college, one appointed by the chair of the Faculty Affairs and Development Committee, and the third appointed by the Dean of Student Affairs. The committee will choose its own chair. The committee will solicit written statements from all concerned parties and evaluate all available evidence. The committee will report its recommendation to the Vice President of Academic Affairs whose decision is final.

Issues or Decisions Related to Breaches of the CLU Student Conduct Code or Unlawful Behavior

All issues and decisions related to student misconduct as defined by the CLU Student Handbook or other unlawful behavior is handled by the CLU Student Conduct System under the auspices of Student Life. The full description of the definitions, processes, and potential outcomes can be found at: http://www.callutheran.edu/student_life/student_handbook/section_04.php

LIST OF COURSES AND COURSE DESCRIPTIONS

The current list of courses and their descriptions can be found online at:
<http://www.callutheran.edu/graduate-psychology/programs/psyd/courses.php>

COURSE SEQUENCE

Students are required to complete 102 credits of required courses and 12 credits of electives for the program.

Fall Year 1
PSYD-705 History & Systems (3)
PSYD-780 Research Methods 1 (3)
PSYD-741 Basic Attending Skills (2)
PSYD-711 Colloquia 1 (1)
PSYD-716 Biological Aspects of Behavior (3)
PSYD-701 Research Seminar 1 (1)

13 Credits

Spring Year 1
PSYD-763 Ethics (3)
PSYD-706 Research Methods 2 (3)
PSYD-745 ABA and CBT Interventions (3)
PSYD-712 Colloquia 2 (1)
PSYD-702 Research Seminar 2 (1)

11 Credits

Summer Session 1 Year 1
PSYD-762 Test & Measures (3)
PSYD-740 Diagnostic Interviewing (2)

5 Credits

Fall Year 2
PSYD-717 Human Development (3)
PSYD-721 Practicum 1 (2)
PSYD-750 Child & Adolescent Disorders (3)
PSYD-770 Assessment: Cognitive (3)
PSYD-713 Colloquia 3 (1)
PSCY-703 Research Seminar 3 (1)
PSYD-728 Case Conference (1)

14 Credits

Spring Year 2
PSYD-771 Assessment: Personality (3)
PSYD-722 Practicum 2 (2)
PSYD-751 Personality & Dissociative Disorders (3)
PSYD-718 Cognitive-Affective Aspects of Behavior (3)
PSYD-714 Colloquia 4 (1)
PSYD-704 Research Seminar 4 (1)
PSYD-729 Case Conference 2 (1)
PSYD-7XP Second Year Project OR PSYD 7CM Master's Level Exam
14 Credits

Summer Session 1 Year 2
PSYD-743 Child & Adolescent Interventions (2)
PSYD-746 Couples & Family Therapy (2)
4 Credits

Fall Year 3
PSYD-782 Cultural Theory & Research (3)
PSYD-752 Mood and Anxiety Disorders (3)
PSYD-719 Social Psychology (3)
PSYD-723 Practicum 3 (2)
PSYD-731 Dissertation Research Seminar 1 (1)
12 Credits

Spring Year 3
PSYD-781 Consultation & Supervision (3)
PSYD-744 Principles of Psychodynamic Psychotherapy (3)
PSYD-724 Practicum 4 (2)
PSYD-732 Dissertation Research Seminar 2 (1)
PSYD-792 Advanced Topic 1 (3)
PSYD-7CO Oral Clinical Competency Exam
12 Credits

Summer Session 1 Year 3
PSYD-761 Professional Seminar (2)
PSYD-753 Sexual Disorders (2)
PSYD-7CW Written Clinical Competency Exam
4 Credits

Fall Year 4
PSYD-791 Psychopharmacology (2)
PSYD-754 Substance Abuse (2)
PSYD-747 Group Psychotherapy (2)
PSYD-725 Practicum 5 (2)
PSYD-733 Dissertation Research Seminar 3 (1)
PSYD-792 Advanced Topic 2 (3)

12 Credits

Spring Year 4
PSYD-755 Schizophrenia & Other Cognitive Disorders (2)
PSYD-726 Practicum 6 (2)
PSYD-734 Dissertation Research Seminar 4 (1)
PSYD-792 Advanced Topic 3 (3)
PSYD-792 Advanced Topic 4 (3)

11 Credits

Fall and Spring Year 5
PSYD-798 Internship (0-3)

Note: Students are required to complete 12 credit hours of electives as indicated above by the courses *PSYD-792 Advanced Topics* 1-4. Students enroll in *PSYD-798 Internship* for each semester of internship, typically enrolling in 1 credit hour for Fall, 1 credit hour for Spring, and 0 credit hours for Summer. However, students needing to draw financial aid may enroll for up to 3 credits per semester. Two credits of *PSYD 798* are required for the degree.

UNIVERSITY RESOURCES

California Lutheran University is fortunate to have a number of campus services, clubs, and fringe benefits available to students enrolled in classes. The full list of descriptions for these amenities can be found in the *Student Handbook* at:

http://www.callutheran.edu/student_life/student_handbook/section_01.php

A brief listing of services and amenities found at the above link is provided here:

- Alumni Relations Office
- Career Services, Commons
- Center for Academic and Accessibility Resources (CAAR)
- Community Service Center (CSC)
- Student Support Services (SSS)
- Office of Financial Aid
- The California Lutheran University Bookstore (CLUB)
- Forrest Fitness Center and Club Sports
- Campus Ministry, Samuelson Chapel
- Intramural and Recreation Sports
- Campus Safety
- Student Counseling Services
- Health Services

- Information Systems and Services
- Multicultural Program and International Student Services
- Media Services
- Printing & Copy Services Center
- Registrar's Office
- Student Accounts Office
- Student Affairs Division
- Student Leadership and Programs Office
- Wellness Programs

APPENDIXES

Appendix A: List of Program Competencies

Appendix B: Curriculum Map

Appendix C: APA Ethics Code

LIST OF COMPETENCIES ASSESSED IN THE PSYD PROGRAM

These competencies come from the Competency Initiative of the American Psychological Association. The following competencies were chosen because they reflect the values that are central to our program's goals and objectives. Full definitions of these competencies, including the differences in developmental levels, can be found in the online document at this location: <http://www.apa.org/ed/graduate/revised-competency-benchmarks.doc>

PsyD Benchmarks – Key

- PRO Professionalism
 - PVA Professional Values and Attitudes
 - PVA.1 Integrity
 - PVA.2 Concern for the welfare of others
 - PVA.3 Professional identity
 - ICD Individual and Cultural Diversity
 - ICD.1 Self as shaped by individual and cultural diversity
 - ICD.2 Others as shaped by individual and cultural diversity
 - ICD.3 Interaction of self and others as shaped by individual and cultural diversity and context
 - ICD.4 Applications based on individual and cultural context
 - ELS Ethical/Legal Standards and Policy
 - ELS.1 Knowledge of ethical, legal and professional standards and guidelines
 - ELS.2 Awareness and application of ethical decision making
 - RSS Reflective Practice/Self-Assessment/Self-Care
 - RSS.1 Reflective practice
 - RSS.2 Self-assessment
 - RSS.3 Self-care
 - RSS.4 Participation in the supervision process

- REL Relational
 - RLP Relationships
 - RLP.1 Interpersonal relationships
 - RLP.2 Affective skills
 - RLP.3 Expressive skills

- SCI Science
 - SKM Scientific Knowledge and Methods
 - SKM.1 Scientific mindedness
 - SKM.2 Scientific foundation of psychology
 - SKM.3 Scientific foundation of professional practice
 - REV Research/Evaluation
 - REV.1 Scientific approach to knowledge generation

- APP Applications
 - EBP Evidence-Based Practice
 - EBP.1 Knowledge and application of evidence-based practices
 - ASM Assessment
 - ASM.1 Knowledge of measurement and psychometrics
 - ASM.2 Knowledge of assessment methods
 - ASM.3 Application of assessment measures
 - ASM.4 Diagnosis
 - ASM.5 Conceptualization and recommendations
 - ASM.6 Communication of assessment findings
 - INT Intervention
 - INT.1 Intervention planning
 - INT.2 Intervention skills and implementation
 - INT.3 Progress evaluation

- SYS Systems
 - IDS Interdisciplinary systems
 - IDS.1 Knowledge of the shared and distinctive contributions of other professions
 - IDS.2 Functioning in multidisciplinary and interdisciplinary contexts
 - ADV Advocacy
 - ADV.1 Empowerment

			Professionalism				Relational	Science	Applications			Systems	
			Professional Values and Attitudes	Individual and Cultural Diversity	Ethical/ Legal Standards & Policy	Reflective Practice/Self-Care	Relationships	Scientific Knowledge and Methods	Evidence-based Practice	Assessment	Intervention	Interdisciplinary Systems	Advocacy
			COMPETENCY BENCHMARK Integrity PVA.1 Concern for the welfare of others PVA.2 Professional identity PVA.3 Individual and Cultural Diversity CD.1 Others as shaped by individual and cultural diversity CD.2 Interaction of self & others as shaped by individual and cultural diversity & context CD.3 Applications based on individual and cultural context CD.4										
Course #	Course Title	Credits											
701	Research Seminar 1	1											
702	Research Seminar 2	1											
703	Research Seminar 3	1											
704	Research Seminar 4	1											
705	Research Methods 1	3											
706	Research Methods 2	3											
711	Colloquia 1	1											
712	Colloquia 2	1											
713	Colloquia 3	1											
714	Colloquia 4	1											
716	Biological Aspects of Behavior	3											
717	Human Development	3											
718	Cognitive-Affective Aspects of Behavior	3											
719	Social Psychology	3											
721	Practicum 1	2											
722	Practicum 2	2											
723	Practicum 3	2											
724	Practicum 4	2											
725	Practicum 5	2											
726	Practicum 6	2											
728	Case Conference 1	1											
729	Case Conference 2	1											
731	Dissertation Research Seminar 1	1											
732	Dissertation Research Seminar 2	1											
733	Dissertation Research Seminar 3	1											
734	Dissertation Research Seminar 4	1											
740	Diagnostic Interviewing	2											
741	Basic Attending Skills	2											
743	Child & Adolescent Interventions	2											
744	Principles of Psychodynamic Psychotherapy	3											
745	ABA & CBT Interventions	3											
746	Couples & Family Therapy	2											
747	Group Psychotherapy	2											
750	Child & Adolescent Disorders	3											
751	Personality & Dissociative Disorders	3											
752	Mood & Anxiety Disorders	3											
753	Sexual Disorders	2											
754	Eating, Substance Abuse & Somatoform Disorders	2											
755	Schizophrenia & Other Cognitive Disorders	2											
761	Professional Seminar	2											
762	Test & Measurement	3											
763	Ethics	3											
770	Assessment: Cognitive	3											
771	Assessment: Personality	3											
780	History & Systems	3											
781	Consultation & Supervision	3											
782	Cultural Theory & Research	3											
790	Neuropsychanalysis	3											
791	Psychopharmacology	2											
795	Internship	1											
7CO	Clinical Competency Exam												



AMERICAN PSYCHOLOGICAL ASSOCIATION

ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT

Adopted August 21, 2002
Effective June 1, 2003

With the 2010 Amendments
Adopted February 20, 2010
Effective June 1, 2010

ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT

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INTRODUCTION AND APPLICABILITY

The American Psychological Association's (APA's) Ethical Principles of Psychologists and Code of Conduct (hereinafter referred to as the Ethics Code) consists of an Introduction, a Preamble, five General Principles (A–E), 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. 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 op-

portunity 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.

The American Psychological Association's Council of Representatives 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 (see p. 15 of this pamphlet). 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 Street, NE, Washington, DC 20002-4242. The Ethics Code and information regarding the Code can be found on the APA website, <http://www.apa.org/ethics>. 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 Street, NE, Washington, DC 20002-4242, or phone (202) 336-5510.

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.

ETHICAL STANDARDS

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 indi-

vidual, 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, and 1.03, Conflicts Between Ethics and Organizational Demands.)

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, 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.)

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.

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.

(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, 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 ser-

vices 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; 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.)

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, and 3.07, Third-Party Requests for Services.)

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, 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; 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 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.)

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.)

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 recipi-

ents 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.

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.

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.)

(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; 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.)

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 employ-

er-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.)

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.)

(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.)

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; 8.05,

Dispensing With Informed Consent for Research; and 8.07, Deception in Research.)

(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.)

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.)

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 nondeceptive 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.)

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.)

(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.)

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.

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, 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.)

(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; 9.06, Interpreting Assessment Results; and 9.07, Assessment by Unqualified Persons.)

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.)

(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. 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.

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 cli-

ent'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.

2010 AMENDMENTS TO THE 2002 “ETHICAL PRINCIPLES OF PSYCHOLOGISTS AND CODE OF CONDUCT”

The American Psychological Association’s Council of Representatives adopted the following amendments to the 2002 “Ethical Principles of Psychologists and Code of Conduct” at its February 2010 meeting. Changes are indicated by underlining for additions and striking through for deletions. A history of amending the Ethics Code is provided in the “Report of the Ethics Committee, 2009” in the July-August 2010 issue of the *American Psychologist* (Vol. 65, No. 5).

Original Language 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.

NOTES



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