



Republic of the Philippines  
Professional Regulation Commission  
Manila



PROFESSIONAL REGULATORY BOARD OF PSYCHOLOGY  
RESOLUTION NO. 11  
Series of 2017

**ADOPTION AND PROMULGATION OF THE CODE OF ETHICS AND  
PROFESSIONAL STANDARDS FOR PSYCHOLOGY PRACTITIONERS  
IN THE PHILIPPINES**

*John T. G. Vill*

**WHEREAS**, Section 7 of Republic Act No. 10029, also known as the Philippine Psychology Act of 2009, mandates the Professional Regulatory Board of Psychology (Board) to monitor the conditions and circumstances affecting the practice of Psychology and Psychometrics in the Philippines and to adopt such measures as may be deemed lawful and proper for the enhancement and maintenance of high professional, ethical and technical standards of the profession;

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**WHEREAS**, Section 32 of the same law provides that the Board shall adopt and promulgate the Code of Ethics and Professional Standards for the Psychology Practitioners that is prescribed and issued by the Accredited Integrated Professional Organization (AIPO) for the Psychology profession;

**WHEREAS**, Section 26 thereof further states that the Board shall have the power, after notice and hearing, to suspend or revoke the Certificate of Registration and Professional Identification Card or to cancel the Special/Temporary Permit granted pursuant to the law on any of the grounds therein set forth, including violation or conspiracy to violate any of the provisions of R. A. No. 10029, its implementing rules and regulations, Code of Ethics and Professional Standards promulgated by the Board;

*Roberto*

**WHEREAS**, the Code of Ethics and Professional Standards shall set forth the ethical and technical principles that shall govern the practice of all Psychologists and Psychometricians in the Philippines;

**WHEREAS**, as early as 2008, the Psychological Association of the Philippines (PAP) has already adopted a Code of Ethics and Professional Standards for the Psychology Practitioners, which document underwent thorough stakeholders' review on December 2015;

**WHEREAS**, this Code of Ethics and Professional Standards for Psychology Practitioners was endorsed to the Board and the Commission for adoption and promulgation;


**WHEREFORE**, the Board hereby **RESOLVES**, as it is so **RESOLVED**, to adopt and promulgate the Code of Ethics and Professional Standards for the Psychology Practitioners in the Philippines, as part of the rules and regulations governing the practice of the Psychology profession in the country, and which copy is hereto appended as **Annex A** of this Resolution;

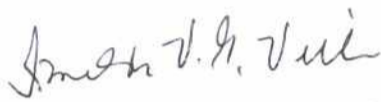
This Resolution and its Annex A shall take effect after fifteen (15) days following their full and complete publication in the Official Gazette or in any newspaper of national circulation.

Let copies hereof be further furnished the U. P. Law Center, PAP, and other Psychology professional organizations for information and wider circulation.

Done in the City of Manila this 24th day of August, 2017.

  
**MIRIAM. P. CUE**  
Chairperson

  
**ALEXA P. ABRENICA**  
Member

  
**IMELDA VIRGINIA G. VILLAR**  
Member

Attested:

  
**ATTY. LOVELIKA T. BAUTISTA**  
OIC, Office of the Secretary of the Professional Regulatory Boards

Approved:

  
**TEOFILO S. PILANDO, JR.**  
Chairman

  
**ANGELINE T. CHUA CHIACO**  
Commissioner

  
**YOLANDA D. REYES**  
Commissioner

O-CH/COMMI/COMMII/PRB-PSY/D-LGL/D-SRB  
TSP/ATCC/YDR/MPC/ERII/LTB

DATE OF PUBLICATION IN THE  
OFFICIAL (GAZETTE): 10-28-17  
DATE OF EFFECTIVITY: 11-12-17

**CODE OF ETHICS AND PROFESSIONAL STANDARDS  
FOR PSYCHOLOGY PRACTITIONERS**

**PREFACE**

The Psychological Association of the Philippines (PAP) adopted a Code of Ethics for the Philippines in 2008. On December 2015, upon the request of the Professional Regulatory Board of Psychology (Board), a review of this Code was undertaken. This review was attended by the PAP Board of Directors and Division Chairs as well as the Professional Regulatory Board of Psychology (Board) Chairperson and Members for the purpose of updating the Code in order to reflect advancements/changes in the field of Psychology, such as the administration of the licensure examinations and the adoption of the Universal Declaration of Core Competences of Psychology.

This Code presents the principles and standards that shall govern the norms of conduct and ethics of all registered Psychologists and Psychometricians in the Philippines. For purposes of this Code, the term "Psychology practitioners" shall be used to refer to all registered and licensed Psychologists and Psychometricians in the Philippines.

Both the PAP and the Board shall take steps to ensure that all Psychology practitioners will know, understand, and be properly guided by this Code. As such, the PAP and the Board shall encourage continuous discussions on the Code or any of its specific provisions, with the goal of making the Code a priority concern among all Psychology Practitioners. Mindful of the fact that the Code can never completely address all the possible emergent ethical concerns, the PAP and the Board shall nonetheless encourage all Psychology practitioners to study the Code, and make recommendations for its continuous improvement. Any suggestion for the amendment or repeal of certain provisions of this Code shall be submitted in writing, with supporting arguments and explanations, to the PAP Scientific and Ethics Committee and/or the Board. The PAP and the Board commit to regularly review the Code and to adopt changes or amendments thereto whenever necessary.

*Imelda H. Dellen*

*Gene D. Dellen*

*Ateneo*

## DECLARATION OF PRINCIPLES

Psychology practitioners in the Philippines adhere to the following Universal Declaration of Ethical Principles for Psychologists (Universal Declaration) that was adopted unanimously by the General Assembly of the International Union of Psychological Science in Berlin on July 22, 2008 and by the Board of Directors of the International Association of Applied Psychology in Berlin on July 26, 2008.

### PREAMBLE

Ethics is at the core of every discipline. The Universal Declaration speaks of a common moral framework that guides and inspires Psychology practitioners worldwide towards the attainment of the highest ethical ideals in their professional and scientific work.

Psychology practitioners recognize that they carry out their activities within a larger social context. They recognize that the lives and identities of human beings, both individually and collectively, are connected across generations, and that there is a reciprocal relationship between human beings and their natural and social environments. Psychology practitioners are committed to placing the welfare of the society and its members above self-interest. They recognize that adherence to ethical principles in the context of their work contributes to a stable society which in turn enhances the quality of life for all human beings.

The objectives of the Universal Declaration are to provide a moral framework and generic set of ethical principles for Psychology organizations worldwide as a means to: (a) evaluate the ethical and moral relevance of their Codes of Ethics; (b) guide the development or evolution of their Codes of Ethics; (c) encourage global thinking about ethics, while also encouraging action that is sensitive and responsive to local needs and values; and (d) speak with a collective voice on matters of ethical concern.

The Universal Declaration describes those ethical principles that are based on shared human values. It reaffirms the commitment of the Psychology community to help build a better world where peace, freedom, responsibility, justice, humanity, and morality prevail. The description of each principle is followed by the presentation of a list of values that are related to the principle. These lists of values highlight ethical concepts that are valuable for promoting each ethical principle.

The Universal Declaration likewise articulates principles and related values that are general and aspirational rather than specific and prescriptive. Application of the principles and values to the development of specific standards of conduct will vary across culture, thus, must be able to recognize local or regional differences in order to ensure their relevance to local or regional cultures, customs, beliefs, and laws.

The significance of the Universal Declaration depends on its recognition and promotion by Psychology organizations at national, regional and international levels. Every Psychology organization is encouraged to keep this Universal Declaration in mind and, to propagate the same through teaching, education, and other measures to promote respect for, and observance of, its principles and related values in the various activities of its members.

**PRINCIPLE I**  
**Respect for the Dignity of Persons and Peoples**

Respect for the dignity of persons is the most fundamental and universally recognized ethical principle that cuts across geographical and cultural boundaries, and professional disciplines. It provides the philosophical foundation for many of the other ethical principles governing the various professions. Respect for dignity recognizes the inherent worth of all human beings, regardless of perceived or real differences in social status, ethnic origin, gender, capacities, or other such characteristics. This inherent worth means that all human beings are worthy of equal moral consideration.

All human beings are interdependent social beings who are born into, live in and are part of the history and ongoing evolution of their peoples. The different cultures, ethnicities, religions, histories, social structures and such other characteristics of peoples are integral to the identity of their members as these give meaning or significance to their lives. The continuity of peoples and cultures over time connects the peoples of today with the peoples of past generations and the need to nurture future generations. As such, respect for the dignity of persons includes moral consideration of and respect for the dignity of peoples.

Respect for the dignity of persons and people are expressed in different ways in different communities and cultures. It is important to acknowledge and respect such differences. On the other hand, it also is important that all communities and cultures adhere to moral values that respect and protect their members, both as individual person and as collective peoples.

**THEREFORE**, Psychology practitioners accept as fundamental the Principle of Respect for the Dignity of Persons and Peoples. In so doing, they accept the following related values:

- a. respect for the unique worth and inherent dignity of all human beings;
- b. respect for the diversity among persons and peoples;
- c. respect for the customs and beliefs of cultures, to be limited only when a custom or a belief seriously contravenes the principle of respect for the dignity of persons or peoples or causes serious harm to their well-being;
- d. free and informed consent, as culturally defined and relevant for individuals, families, groups, and communities;
- e. privacy of individuals, families, groups, and communities;
- f. protection of confidentiality of personal information of individuals, families, groups, and communities; and
- g. fairness and justice in the treatment of persons and peoples.

**PRINCIPLE II**  
**Competent Caring for the Well-Being of Persons and Peoples**

Competent caring for the well-being of persons and peoples involves working for their benefit and, above all, of doing no harm to them. It includes maximizing benefits, minimizing potential harm, and offsetting or correcting harm. Competent caring requires the application of knowledge and skills that are appropriate to the nature of a situation within the social and cultural context. It also requires the ability to establish

interpersonal relationships that enhance potential benefits and reduce potential harm. Another requirement is adequate self-knowledge of how one's values, experiences, culture, and social context might influence one's actions and interpretations.

**NOW THEREFORE**, Psychology practitioners accept as fundamental the Principle of Competent Caring for the Well-Being of Persons and Peoples. In so doing, they accept the following related values:

- a. active concern for the well-being of individuals, families, groups, and communities;
- b. ensuring that no harm is done to individuals, families, groups, and communities;
- c. maximizing benefits and minimizing potential harm to individuals, families, groups, and communities;
- d. correcting or offsetting harmful effects that have occurred as a result of their activities;
- e. developing and maintaining competence;
- f. self-knowledge regarding how their own values, attitudes, experiences, and social contexts influence their actions, interpretations, choices, and recommendations; and
- g. respect for the ability of individuals, families, groups, and communities to make decisions for themselves and to care for themselves and each other.

### **PRINCIPLE III** **Integrity**

Integrity is vital to the advancement of scientific knowledge and to the maintenance of public confidence in the discipline of Psychology. Integrity is based on honesty, and on truthful, open and accurate communication. It includes recognizing, monitoring, and managing potential biases, multiple relationships, and other conflicts of interest that could result in harm and exploitation of persons or peoples.

Complete openness and disclosure of information must be balanced with other ethical considerations, including the need to protect the safety or confidentiality of persons and peoples, and the need to respect cultural expectations.

Cultural differences exist as regards the appropriate of professional boundaries, issues on multiple relationships, and on conflicts of interest. However, regardless of such differences, monitoring and management are needed to ensure that self-interest does not interfere with the duty to uphold the best interests of persons and peoples.

**THEREFORE**, Psychology practitioners accept as fundamental the Principle of Integrity. In so doing, they accept the following related values:

- a. honesty, and truthful, open and accurate communication;
- b. avoiding incomplete disclosure of information unless complete disclosure is culturally inappropriate, or violates confidentiality, or carries the potential to do serious harm to individuals, families, groups, or communities;
- c. maximizing impartiality and minimizing biases;

- d. not exploiting persons or peoples for personal, professional, or financial gain; and
- e. avoiding conflicts of interest and declaring them when they cannot be avoided or are inappropriate to avoid.

**PRINCIPLE IV**  
**Professional and Scientific Responsibilities to Society**

Psychology functions as a discipline within the context of human society. As a science and a profession, it has responsibilities to society. These responsibilities include contributing knowledge about human behavior and to the persons' understanding of themselves and others, and using such knowledge to improve the condition of individuals, families, groups, communities, and society. These responsibilities also include conducting its affairs within the society in accordance with the highest ethical standards, and encouraging the development of social structures and policies that will benefit all persons and peoples.

Differences exist in the way these responsibilities are interpreted by Psychologists in different cultures. However, they need to be considered in a way that is culturally appropriate and consistent with the ethical principles and related values of the Universal Declaration.

**THEREFORE**, Psychology practitioners accept as fundamental the Principle of Professional and Scientific Responsibilities to Society. In so doing, they accept the following related values:

- a. the responsibility to increase scientific and professional knowledge in ways that allow the promotion of the well-being of society and all its members;
- b. the responsibility to use Psychological knowledge for beneficial purposes and to protect such knowledge from being misused, used incompetently, or made useless;
- c. the responsibility to conduct its affairs in ways that are ethical and consistent with the promotion of the well-being of society and all its members;
- d. the responsibility to promote the highest ethical ideals in the performance of scientific, professional and educational activities of its members;
- e. the responsibility to adequately train its members as regards their ethical responsibilities and required competencies; and
- f. the responsibility to develop its ethical awareness and sensitivity, and to be as self-correcting as possible.

**GENERAL ETHICAL STANDARDS AND PROCEDURES**

The following general ethical standards and procedures describe various aspects of the professional and scholarly activities of Psychology practitioners:

- I. **RESOLVING ETHICAL ISSUES**
- II. **STANDARDS OF PROFESSIONAL COMPETENCE**

- III. HUMAN RELATIONS
- IV. CONFIDENTIALITY
- V. ADVERTISEMENT AND PUBLIC STATEMENTS
- VI. RECORDS AND FEES

I. RESOLVING ETHICAL ISSUES

*Smith V. G. Tuller*

**A. Misuse of Works**

In instances where misuse or misrepresentation of their work comes to their attention, Psychology practitioners shall take appropriate and reasonable steps to correct or minimize the effects of such misuse or misrepresentation.

**B. Conflicts between Ethics and Law, Regulations or other Governing legal Authority**

*Spore*

In instances where the Code of Ethics conflicts with the law, rules and regulations of governing legal authority, Psychology practitioners shall take appropriate action to resolve the conflict. However, if the conflict cannot be resolved by any such means, they must adhere to the law, rules and regulations of the governing legal authority.

**C. Conflicts between Ethics and Organizational Demands**

*W. A. Beckwith*

In instances where this Code of Ethics conflicts with organizational demands, Psychology practitioners shall endeavor to make this Code of Ethics known to the organization. Psychology practitioners shall declare their commitment and adherence to this Code when resolving the conflicts.

**D. Action on Ethical Violations**

- a. If an action is likely to cause harm to a person or organization, Psychology practitioners shall take further action to report such violation to the appropriate institutional authorities.
- b. Complaints against any Psychology practitioner may be lodged with the Board and the Commission.

**E. Cooperating with the Ethics Committee**

Psychology practitioners shall cooperate with the ethics investigation and proceedings conducted by the Board and/or the Psychological Association/s to which they belong.



*Smith V.G. Miller*

**F. Improper Complaints**

Psychology practitioners shall refrain from filing baseless, frivolous or malicious ethical complaints.

**H. Unfair Discrimination Against Complainants and Respondents**

Psychology practitioners shall not discriminate against complainants and respondents in any ethical complaint.

**II. COMPETENCIES**

**A. Boundaries of Competences**

- Spore*
- Adkins*
- a. Psychology practitioners shall provide services, teach, and conduct research only within the boundaries of their competences, based on their education, training, supervised internship, consultation, study or professional experience.
  - b. Psychology practitioners shall make appropriate referrals, except as provided in Standard A.2 on Providing Services in Emergencies, where their existing competences are not sufficient to ensure effective implementation or provision of their services.
  - c. When Psychology practitioners plan to provide services, teach, or conduct research involving populations, areas, techniques, or technologies that are new to them and/or are beyond their existing competences, they must undertake relevant education, training, supervised experience, consultation, or thorough study.
  - d. As not to deprive individuals or groups of necessary services, Psychology practitioners may provide the service for which they do not have existing competences, as long as they:
    - 1. have closely related prior training or experience, and
    - 2. make a reasonable effort to obtain the competences required by undergoing relevant research, training, consultation, or thorough study.
  - e. In those emerging areas in which generally recognized standards for preparatory training do not yet exist, but in which Psychology practitioners are required or requested to make available their services, they shall take reasonable steps to ensure their competence in the work and to protect their clients/patients, students, supervisees, research participants, organizational clients, and others from harm.
  - f. Psychology practitioners shall be reasonably familiar with the relevant judicial or administrative rules when assuming forensic roles.

**B. Providing Services in Emergencies**

Psychology practitioners shall make available their services in emergency situations to individuals when the necessary mental health services are not available, even if they lack the training appropriate to the case, to ensure that these individuals are not deprived of the emergency services they require at that point in time. However, they

shall immediately discontinue said services as soon as the emergency has ended and that the appropriate competent services are already available.

### **C. Maintaining Competence**

Psychology practitioners shall undertake continuing education and training to ensure that their services continue to be relevant and applicable.

### **D. Bases for Scientific and Professional Judgments**

Psychology practitioners shall base their work on established scientific and professional knowledge of the discipline. (See also Standards II.A (e), Boundaries of Competence; VIII.B.(a), Informed Consent to Therapy; V.A, Avoiding of False Deceptive Statements; V.C, Workshops, Seminars, and Non- Degree-Granting Educational Programs; VII. E, Interpreting Assessment Results; VII.G, Explaining Assessment Results; VIII.F,

Competent Practice; IX.C, Accuracy in Teaching)

### **E. Delegation of Work to Others**

In cases where the Psychology practitioners have to delegate work to employees, supervisees, or research or teaching assistants or when using the services of others, such as interpreters, they shall take reasonable steps to:

- a. 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;
- b. delegate or assign 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
- c. see that such persons perform these services competently. (See also Standards II.B, Providing Services in Emergencies; III.E, Multiple Relationships; IV.A, Maintaining Confidentiality; VII.A, Bases for Assessments; VII.C, Use of Assessment Tools; VII.B, Informed Consent in Assessments; VII.I, Assessment by Unqualified Persons; and X.F, Offering Inducements for Research Participation)

### **F. Personal Problems and Conflicts**

- a. Psychology practitioners shall refrain from initiating an activity when they know or anticipate that there is a substantial likelihood that their personal problems or schedules will prevent them from performing such activities in a competent or sustained manner.
- b. When the Psychology practitioners shall become aware of personal problems that may interfere with the performance of work-related duties, they shall take appropriate measures, such as obtaining professional consultation or assistance, making referrals and determining whether they should limit, suspend, or terminate these work-related duties. (See also Standard 10.10, Terminating Therapy)

### III. HUMAN RELATIONS

#### A. Unfair Discrimination

In work-related activities, Psychology practitioners shall not discriminate against persons based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or for any basis contrary to what is prescribed by law.

#### B. Sexual Harassment

Psychology practitioners shall not engage in sexual harassment as defined in the Philippine Anti-Sexual Harassment Act (R. A. No. 7877).

#### C. Other Harassments

Psychology practitioners shall not knowingly harass or demean persons with whom they interact in their work on account of age, sex, identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, or socioeconomic status.

#### D. Avoiding Harm

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

#### E. Multiple Relationships

- a. Psychology practitioners shall refrain from entering into multiple relationships if such could reasonably be expected to impair their objectivity, competence, or effectiveness in performing their functions as such, or if such relationship will likely result to exploitation or harm to the person with whom the professional relationship exists. The multiple relationship occurs when a Psychology Practitioner is in a professional role with a person and at the same time (1) is in another role with the same person; or (2) is in a relationship with a person closely associated with or related to the person with whom the Psychologist Practitioner has professional relationship; or (3) is likely to enter into a future relationship with that client/patient or a person closely associated with or related to that client/patient. If, however, the Psychology Practitioner shall find that, due to unforeseen factors, a potentially harmful multiple relationship has arisen, they shall take reasonable steps to resolve it with due regard to the best interests of the affected person and adherence to the provisions of this Code.
- b. When Psychology practitioners shall be required by law, institutional policy, or extraordinary circumstances to serve in more than one (1) role in judicial or administrative proceedings, they shall endeavor to inform the authorities about their Code of Ethics, to clarify role expectations and extent of confidentiality and

update them as changes occur. (See also Standards III.D, Avoiding Harm, and III.G, Third-Party Requests for Services)

*Smith J. G. Miller*

**F. Conflict of Interest**

Psychology practitioners shall refrain from taking on a professional role when personal, scientific, legal, financial, or other interests or relationship could reasonably be expected to (1) impair their objectivity, competence, or effectiveness in performing their functions as such; or (2) expose the person or organization with whom they are in a relationship with to exploitation.

**G. Third-Party Requests for Services**

*Jose*

When Psychology practitioners agree to provide services to a person or entity at the request of a third party, they shall stipulate at the outset of the service the nature of the relationship with all individuals or organizations involved. This clarification includes their expected role (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 II.B, Providing Services in Emergencies; III.E, Multiple Relationships; IV.B, Limitations of Confidentiality; IV.G, Use of Confidential Information for Other Purposes; VII.B (c), Informed Consent in Assessment; VII.G, Explaining Assessment Results; VIII.A, Confidentiality; X.O, Sharing Research Data for Verification; and X.P, Reviewers)

*Adriana*

**H. Exploitative Relationships**

Psychology practitioners shall 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 III.E, Multiple Relationships; VI.D, Fees and Financial Arrangements; Barter with Clients/Patients; IX.G, Sexual Relationships with Students and Supervisees; Sexual Intimacies With Current Therapy Clients/Patients; VIII.D (e), Sexual Intimacies with Relatives or Significant Others of Current Therapy Clients/Patients; VIII.D (f), Therapy With Former Sexual Partners; and VIII.D (f), Sexual Intimacies With Former Therapy Clients/Patients.)

**I. Cooperation with Other Professionals**

Whenever necessary and professionally appropriate, Psychology Practitioners shall cooperate with other professionals in order to serve their clients/patients effectively and appropriately. (See also Standard 4.05, Disclosures.)

**J. Informed Consent**

- a. When conducting research or providing assessment, therapy, counseling, or consulting services in person or via electronic transmission or other forms of communication, Psychology practitioners shall obtain the informed consent of

Smith R. J. Villar

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 may be otherwise provided in the Universal 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 or psychologically<sup>1</sup> incompetent to give informed consent, the Psychology practitioners shall 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, the Psychology practitioners shall take reasonable steps to protect the individual's rights and welfare.
- c. When Psychological services are court ordered or otherwise mandated, Psychology practitioners shall inform the individual of the nature of the anticipated services, including whether the services are court ordered or mandated and the limits of confidentiality, if any, before proceeding.
- d. Psychology practitioners shall 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)

**K. Psychological Services Delivered To or Through Organizations**

Spence

- a. When delivering services to or through organizations, Psychology Practitioners shall provide information beforehand to clients and when appropriate, to 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 they will have with each person and the organization, (5) the probable uses of the services provided and information obtained, (6) who will have access to the information, and (7) limits of confidentiality. Psychology practitioners shall, as soon as feasible, provide information about the results of such services to appropriate persons.

- b. In the event that Psychology practitioners are precluded by law or by organizational rules from providing such information to particular individuals or groups, the former shall inform those individuals or groups of such fact at the outset of the service.

W. Brennan

**L. Interruption of Psychological Services**

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

**IV. CONFIDENTIALITY**

<sup>1</sup> Drug dependents or those with mental health conditions that may render them psychologically incompetent

*Smith V. G. Heller*

**A. Maintaining Confidentiality**

It is the duty of Psychology practitioners to safeguard any information divulged by their clients, regardless of the medium where it was stored. It is also their duty to make sure that this information is secured and is not placed in areas, spaces or computers easily accessible to other unqualified persons.

**B. Limitations of Confidentiality**

- Howe*
- a. It is the duty of the Psychology practitioners to discuss the limitations of confidentiality to their clients, may it be due to regulated laws, institutional rules, or professional or scientific relationship. In cases where the client is a minor or is legally incapable of giving informed consent, the primary guardian or legal representative should be informed about the limitations of confidentiality.
  - b. Before the actual interview, session, or any other related Psychological activities, Psychology practitioners shall explain explicitly to the client all anticipated uses of the information they will disclose.
  - c. Psychology practitioners may release information to appropriate individuals or authorities only after careful deliberation or when there is imminent danger to the individual and community. In court cases, information should be limited only to those pertinent to the legitimate request of the court.
  - d. If the Psychological services, products, or information is coursed through an electronic transmission, it is the duty of the Psychology practitioners to inform the clients of the risks to privacy.

**C. Recording**

*Roberti*

It is the duty of the Psychology practitioners to obtain permission from clients or their legal representatives before recording the voices or images of the clients. Before the actual

recording, Psychologists shall explain explicitly all anticipated uses of recorded voices or images of the clients. (See also section VII.B)

**D. Minimizing Invasions of Privacy**

- a. When Psychology practitioners consult cases with their colleagues or make written and oral reports, the former shall only reveal information that is relevant to the purpose for which the communication is made.
- b. Psychology practitioners shall discuss confidential information they obtained in the course of their work only for appropriate educational, scientific, medical and professional purposes such as research, intervention and case consultations. However, these discussions should not in any way, reveal the identity of the client/s.

### **E. Disclosures**

- a. Psychology practitioners shall take reasonable steps to ensure that information to be disclosed will not be misused, misunderstood or misinterpreted to infringe on human rights, whether intentionally or unintentionally.
- b. Psychology practitioners may disclose confidential information only when the client or legal representative gave their consent, unless it is prohibited by law.
- c. Psychology practitioners may disclose confidential information only with a written permission from the client, with knowledge as to the nature of information that will be disclosed and to whom it will be provided.
- d. Psychology practitioners may disclose confidential information without the consent of the client or legal representative only when it is mandated by law or permitted by law for valid purposes such as when the client, the Psychology practitioners, or others are needed to be protected from harm; and, to the extent only of what is needed to achieve the purpose. Test data (raw scores, client/patient response to test questions or stimuli, and statements and behaviors of the client/patient during the test) may not be disclosed in order to protect the clients/patients from misuse or misunderstanding of the test data.
- e. When confidential information needs to be shared with schools, organizations, social agencies or industry, Psychology practitioners shall make sure that only qualified individuals will supervise such release of information.
- f. Information gathered from school, hospital, office or organization becomes part of the institution where it was obtained. Release of such information becomes confidential and may be acquired only with prior approval from management

### **F. Consultation**

- a. Psychology practitioners shall not discuss with their colleagues or other professionals confidential information that could lead to the identification of the client, unless the client gave consent or when the disclosure cannot be avoided.
- b. When Psychology practitioners seek second opinion from their colleagues or other professionals, the former shall make sure that the extent to which they disclose information is limited to what is only needed to achieve the purpose and any identifying information is omitted to protect confidentiality.

### **G. Use of Confidential Information for Other Purposes**

Psychology practitioners shall not reveal confidential and personally identifiable information of their clients in their writings, lectures, classroom discussions, or other public media unless the client or legal representative consented to it in writing; or where there is legal authorization; or where reasonable steps are taken to adequately conceal the identity of the client.

## V. ADVERTISEMENTS AND PUBLIC STATEMENTS

### A. Avoidance of False or Deceptive Statements

- Joseph V. G. Velasco*
- a. As developer or promoter of Psychological advices, programs, books, or other products, Psychology practitioners shall make sure that announcements include scientifically acceptable and factually informative material, and that these are presented in a highly professional manner without any trace of sensationalism, exaggeration, or superficiality. Announcements may include, but is not limited to, paid or unpaid advertisement, product endorsements, grant applications, licensing applications, other credentialing applications, printed matter, personal resumes or curriculum 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.
  - b. Announcements through telephone listings, brochures, and calling cards for professional services may include information such as: name, highest relevant academic degrees earned, certification status, address, contact numbers, office hours, and a brief listing of the type of psychological services or programs offered with appropriate presentations of the information.
  - c. In all spoken, written, printed communications, or electronic transmission, Psychology practitioners shall not make false, deceptive or fraudulent statements concerning their own or their colleagues':
    1. training, experience or competences
    2. academic degrees
    3. credentials
    4. qualifications
    5. institutional or association affiliations
    6. services
    7. scientific or clinical basis for, or results or degree of success of, their services
    8. fees
    9. publications or research findings
  - d. Psychology practitioners shall ensure that they do not use descriptions or information that could be misinterpreted, and if any such misinterpretation occurs, they must act quickly to correct or clarify the same.
  - e. Psychology practitioners shall claim degrees as credentials for their Psychological services only if these degrees were earned from a CHED-recognized educational program or from accredited foreign educational programs.
- Jose*
- Roberto*

### B. Public Statements

- a. In all written or oral communications, Psychology practitioners shall use language that conveys respect for the dignity of others.
- b. Psychology practitioners shall ensure that they communicate as accurately and objectively as possible and must clearly distinguish facts from opinions, theories, hypotheses, and ideas when conveying knowledge, findings, and views. They shall act quickly to correct any misinterpretation or misconception.



Smith 1.4 - Sullivan

Spencer

- c. When making public statements or when involved in public activities, Psychology practitioners shall clearly state whether they are representing themselves as private citizens, or as members of specific organizations or groups, or the discipline of Psychology.
- d. Psychology practitioners shall not, for personal gain or advantage, advertise, promote or recommend the purchase or use of any product, activity or service to the general public, including public appearance in commercials and advertisements in television, radio or print media.
- e. Psychology practitioners shall neither seek personal interest nor professional gain by engaging others to create public statements about their professional practice, products, or activities.
- f. Psychology practitioners shall not compensate or give anything of value to the representatives or employees of the press, radio, television, electronic transmission, or other medium of communication in anticipation of, or in return for, professional publicity in a news item.
- g. Psychology practitioners shall make sure that paid advertisement regarding their Psychological services and programs are clearly identified and recognizable as such.
- h. Psychology practitioners shall not give degrading comments about other people's culture, nationality, ethnicity, color, race, religion, sex, gender identity, disability, social or economic status, sexual orientation or psychological state.
- i. Psychology practitioners shall avoid giving undue comments or criticisms tending to denigrate the practice of other Psychology practitioners or professionals. They shall not claim that their services are superior over others.
- j. Psychology practitioners shall not advertise, claim, or imply the certainty or success of a cure for or treatment of a condition referred to them or for Psychological services rendered or to be rendered by them.
- k. Psychology practitioners shall not advertise or offer the refund of money to dissatisfied users of their Psychological services.

**C. Workshops, Seminars and Non-Degree-Granting Educational Programs**

Psychology practitioners shall make sure that statement or representations made in any announcement, brochure, catalog or advertisement are complete, true and accurate so as not to mislead the audience or the public.

**D. Media Presentations**

Psychology practitioners shall exercise caution when they provide public advice or comment through printed materials, radio or television programs, internet or other electronic transmission in accordance with the following standards: That such public advice or comment are based on their professional knowledge, training or experience in accordance with appropriate Psychological literature and practice; consistent with this Code of Ethics; and not indicative that a professional relationship has been established with the recipient.

**E. Testimonials**

Psychology practitioners shall not ask for testimonials from current and past clients,

Abbeville

their legal representatives, or other persons, who for some reason, might be vulnerable to undue influence of their Psychological services, activities or programs.

*Smith V. B. Dulum*

**F. Free Services as Part of Promotional Campaign**

In instances where the Psychology practitioners demonstrate their competencies by offering free services in public (i.e. free counseling, free innovative approach to therapy, etc.), the demonstration should be conducted in a private place and the client availing of the service is not exposed to public viewing unless the client has been briefed about potential risks and has consented to such procedure.

**VI. RECORDS AND FEES**

*Spencer*

**A. Documentation and Maintenance of Records**

Psychology practitioners shall create records and data relating to their professional and scientific works in order to (1) facilitate provision of services by themselves or by other professionals; (2) allow for replication and evaluation of their research; (3) meet institutional requirements; (4) ensure accuracy of billing and payments; and (5) ensure compliance with relevant laws. Whenever possible, they shall take responsibility for maintaining, disseminating, storing, retaining, and disposing of such records and data.

*Robbennet*

**B. Confidentiality of Records**

- a. Psychology practitioners shall maintain confidentiality in creating, storing, accessing, transferring, and disposing of their records in whatever form or medium they are encoded and stored.
- b. When confidential information is entered into databases or other systems that are available to other people, Psychology practitioners shall use codes and other techniques to avoid the inclusion of any personal identifiers.
- c. In the event that the Psychology practitioners shall withdraw from a position or practice, they shall make advanced plans to facilitate the appropriate transfer or turn-over of documents to ensure confidentiality and security of records and data.

**C. Withholding Client Records**

Psychology practitioners shall not withhold the release of records that are requested and needed by and for a client's emergency treatment solely for the reason of non-payment of professional fees.

**D. Fees and financial arrangements**

Psychology practitioners shall enter into contractual arrangements with the recipients of their services, which document shall contain clear stipulations on billing arrangements, rate of professional fees, and such other provisions that the parties may deem relevant.

## ETHICAL STANDARDS AND PROCEDURES IN SPECIFIC FUNCTIONS

Psychology practitioners shall subscribe to the following ethical standards and procedures relative to: psychological assessment, therapy, education and training, and research.

### VII. ASSESSMENT

#### A. Bases for Assessment

- a. The expert opinions that Psychology practitioners provide through their recommendations, reports, and diagnostic or evaluative statements must be based on substantial information and appropriate assessment techniques.
- b. Psychology practitioners shall provide expert opinions regarding the Psychological characteristics of a person only after employing adequate assessment procedures and examination to support their conclusions and recommendations.
- c. In instances where Psychology practitioners are asked to provide opinions about an individual based on the review of existing test results and reports, but without the benefit of conducting an actual examination, they shall discuss the limitations of their opinions and the basis of their conclusions and recommendations.

#### B. Informed Consent in Assessment

- a. Psychology practitioners shall obtain their client's informed consent prior to the conduct of any assessment except in the following instances:
  1. when mandated by the law;
  2. when implied such as in the conduct of routine educational, institutional and organizational activity; or
  3. when the purpose of the assessment is to determine the individual's decisional capacity.
- b. Psychology practitioners shall educate their clients about the nature of their services, financial arrangements, potential risks, and limits of confidentiality. In instances where their clients are not competent to provide informed consent on assessment, the Psychology practitioners shall discuss these matters with the immediate family members or legal guardians. (See also III-J, Informed Consent in Human Relations)
- c. In instances where a third party interpreter is needed, the confidentiality of test results and the security of the tests must be ensured.

#### C. Assessment Tools

- a. Psychology practitioners shall judiciously select and administer only those tests that are pertinent to the reason/s for referral and purpose of the assessment.

- Smith V.A. Dulan*
- b. Psychology practitioners shall use data collection, methods and procedures that are consistent with current scientific and professional developments.
  - c. Psychology practitioners shall use assessment tools, of which the validity and reliability have been established. When this is not possible, they shall describe the advantages and limitations of test results and interpretation.
  - d. Psychology practitioners shall administer assessment tools appropriate to the client's needs and profile, to include the educational attainment, language used, level of competence and other relevant characteristics of the client.

#### **D. Obsolete and Outdated Test Results**

- a. Psychology practitioners shall not base their interpretations, conclusions, and recommendations on outdated test results.
- b. Psychology practitioners shall not provide interpretations, conclusions, and recommendations on the basis of obsolete tests.

#### **E. Interpreting Assessment Results**

- Spore*
- a. Under no circumstance shall Psychology practitioners report the test results without taking into consideration the validity, reliability, and appropriateness of the test. Any reservation concerning the validity or reliability of an assessment procedure, arising from its administration, norms, or domain-reference, should be made explicit in any report.
  - b. Psychology practitioners shall interpret assessment results while considering the purpose of the assessment and other factors such as the client's test taking abilities, characteristics, situational, personal, and cultural differences.

#### **F. Release of Test Data**

- Robbie*
- a. It is the responsibility of Psychology practitioners to ensure that test results and interpretations are not used by persons other than those explicitly agreed upon by the referral sources prior to the assessment procedure.
  - b. Psychology Practitioners shall not release test data in the form of raw and scaled scores, client's responses to test questions or stimuli, and notes regarding the client's statements and behaviors during the examination.

#### **G. Explaining Assessment Results**

- a. Psychology practitioners shall release test results only to the referral sources and with a written permission from the client if it is a self-referral.
- b. Where test results have to be communicated to clients or their relatives, parents, or teachers, the Psychology practitioners shall explain these test results through non-technical language.
- c. Psychology practitioners shall explain the findings and test results to their clients or designated representative/s unless agreed otherwise.
- d. Any reservation concerning the validity or reliability of an assessment procedure arising from its administration, norms, or domain-reference should be made explicit in any report.

- e. When test results need to be shared with schools, social agencies, the courts or industry, the Psychology practitioners shall supervise such releases.

*Joseph V. H. Kelly*

**H. Test Security**

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

**I. Assessment by Unqualified Persons**

- a. Psychometricians are authorized to administer, score, interpret and prepare a written report on objective personality tests or structured personality tests (not projective tests). Projective tests are administered, scored, interpreted and written up only by Psychologists who are trained for such purpose.
- b. Psychometricians shall be supervised by Psychologists. Psychologists shall not promote the use of assessment tools and methods by unqualified persons except for training purposes and with adequate supervision.
- c. Psychology practitioners shall ensure that test protocols, their interpretations and all other records are kept secured from unqualified persons.

*Spore*

**J. Test Construction**

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

**VIII. THERAPY**

*Roberti*

**A. Confidentiality**

- a. Psychology practitioners shall regard confidentiality as an obligation that arises from their client's trust. Psychology practitioners shall therefore restrict the disclosure of information about their clients except when mandated by law.
- b. For evaluation purposes, Psychology practitioners shall discuss the results of clinical and counseling relationships with their colleagues concerning matters that will not constitute undue invasion of privacy.
- c. Psychology practitioners shall release information to appropriate individuals or authorities only except when there is imminent danger to the individual and the community. In court cases, data should be limited only to those pertinent to the legitimate request of the court.

**B. Informed Consent**

- a. Psychology practitioners shall seek adequate and freely given informed consent for Psychotherapy. They shall inform clients in advance about the nature and

anticipated course of therapy, the potential risks or conflicts of interests, fees, third party involvement, client's commitments, and limits of confidentiality and other relevant matters which may be of concern to the client.

- b. Psychology practitioners shall respect clients' rights to commit to or withdraw from therapy.
- c. In instances where there is a need to provide generally recognized techniques and procedures that are not yet established, the Psychology practitioners shall discuss with their clients the nature of the treatment, its developing nature, potential risks, alternatives, among others. The Psychology practitioners shall obtain the client's consent for their voluntary participation.
- d. Psychology practitioners shall discuss with their clients their rights and responsibilities at appropriate points in the working relationship.
- e. In instances where the therapist is still undergoing training under a Psychologist, the latter shall discuss this matter with the client, obtain his/her consent and assure him/her that adequate supervision will be provided.

*Smith V.G. Williams*

**C. Client's Well-being**

- a. Psychology practitioners shall engage in systematic monitoring of their practice and outcomes using the best available means in order to ensure the well-being of their clients.
- b. Psychology practitioners shall not provide services to their clients in instances when they are physically, mentally, or emotionally unfit to do so.
- c. Psychology practitioners shall always take into account the beliefs, practices and customs that pertain to different working contexts and cultures.

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**D. Multiple Relationships**

- a. Psychology practitioners shall not enter into a client-clinician relationship other than for professional purposes.
- b. Psychology practitioners shall maintain a professional relationship with their client by avoiding personal involvement that would be detrimental to the client's well-being.
- c. Psychology practitioners shall not allow their professional therapeutic relationships with their clients to be prejudiced by their personal beliefs, preferences or views on lifestyle, gender, age, disability, sexual orientation, and culture.

*Stebbins*

**E. Record Keeping**

Psychology practitioners shall keep appropriate records of their clients and protect them from unauthorized disclosure unless required by the court.

**F. Competent Practice**

- a. Psychology practitioners shall keep abreast with the latest knowledge and scientific advancements to respond to changing circumstances. They shall carefully review their own need for continuing professional development and engage in appropriate educational activities.

- b. Psychology Practitioners shall responsibly monitor and maintain their fitness to provide therapy to enable them to provide effective service.
- c. When the need arises, Psychology practitioners shall seek supervision or consultative support from competent authority.

### **G. Working with Young People**

Psychology practitioners shall assess and ensure the balance between young people's dependence on adults and carers and their capacity for acting independently. They shall carefully consider the issues affecting young people such as their capacity to give consent, confidentiality issues and receiving of service independent of the parents and legal guardians.

### **H. Referrals**

- a. Psychology practitioners shall ensure that referrals to colleagues are discussed and consented to by their clients. They shall explain to their clients the need for disclosure of information that accompany the referral.
- b. Psychology practitioners shall ensure that the recipient of the referral is competent in providing the service and that the client will likely benefit from the referral.
- c. In considering referrals, the Psychology Practitioners shall carefully assess the appropriateness of the referral, its benefits, and the adequacy of client's consent for referral.
- d. When referring a client to a colleague, Psychology practitioners shall maintain appropriate contact, support and responsibility for caring until colleague or other professional begins service.

### **I. Interruption**

Psychology practitioners shall assume orderly and appropriate resolution of cases of their client in instances when the therapy services are terminated.

### **J. Termination**

- a. Psychologists shall terminate therapy when they are fairly certain that their client no longer needs the therapy, is not likely to benefit from therapy, or would be harmed by continued therapy.
- b. In cases when therapy is prematurely terminated, the Psychologists shall provide pre-termination counseling and make reasonable efforts to arrange for an orderly and appropriate referral.

## **IX. EDUCATION AND TRAINING**

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**A. Design of Education and Training Program**

Psychology practitioners shall take reasonable steps to ensure that education and training 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; IX.B, Descriptions of Education and Training Programs; IX. C, Accuracy in Teaching; X.K, Reporting Research Results)

**B. Descriptions of Education and Training Programs**

Psychology practitioners shall take reasonable steps to ensure that education and training programs have a current and accurate description of the program content (including required supervised practicum or internship), 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 prior to entry to the program.

*Open*

**C. Accuracy in Teaching**

- Rebecca*
- a. Psychology practitioners shall take reasonable steps to ensure that the course syllabi are accurate with respect to the subject matter to be covered, bases for evaluating progress, and the nature of course experiences. However, nothing shall 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 II.D, Bases for Scientific and Professional Judgments; V.A, Avoidance of False or Deceptive Statements; VIII.F Competent Practice; IX.A, Design of Education and Training Programs; and IX.B, Description of Education and Training Programs)
  - b. When engaged in teaching or training, Psychology practitioners shall present Psychological information accurately. (See also Standard II.C, Maintaining Competence)

**D. Student Disclosure of Personal Information**

In course- or program-related activities, Psychology practitioners shall not require students or supervisees to disclose personal information, either orally or in writing, regarding the sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, spouses or significant others except in the following cases:

- a. the program or training facility has clearly identified this requirement in its admissions and program materials; and
- b. the information is necessary to evaluate or obtain assistance for affected 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 as a threat to the students or others.

*Smith 1/4/11*

**E. Mandatory Individual or Group Therapy**

- a. When individual or group therapy is a program or course requirement, Psychology practitioners shall ensure that the program allows students in undergraduate and graduate programs the option of selecting such therapy from practitioners who are not affiliated with the program. (See also Standard II.E, Delegation of Work to Others, III.I, Cooperation with Other Professionals; VII.I, Assessment of Unqualified Persons; IX.A., Descriptions of Education and Training Programs; X.F, Offering Inducements for Research Participation)
- b. Psychology practitioners shall ensure that faculty who are or are likely to be responsible for evaluating students' academic performance do not themselves provide that therapy. (See also Standard III.E, Multiple Relationships.)

*Spore*

**F. Assessing Student and Supervisee Performance**

- a. In academic and supervisory relationships, Psychology practitioners shall establish a timely and specific process for providing feedback to students and supervisees. Information regarding the process shall be provided to the student or supervisee at the beginning of supervision.
- b. Psychology practitioners shall evaluate students and supervisees on the basis of their actual performance on relevant and established program requirements.

*Adams*

**G. Sexual Relationships with Students and Supervisees**

Psychology practitioners shall not engage in sexual relationships with students or supervisees who are in their department, agency, or training center or over whom they have or are likely to have evaluative authority. (See also Standard III.E, Multiple Relationships.)

**X. RESEARCH**

**A. Rights and Dignity of Participants**

- a. In all aspects, the Psychology practitioners shall respect the rights, safeguard the dignity, and protect and promote the welfare of research participants.
- b. Before beginning any research work in a community they are not familiar with, Psychology practitioners shall obtain essential information about their mores, culture, social structure, customs, and traditions.
- c. Psychology practitioners shall respect and abide by their participants' cultural expectations: *Provided*, that such does not contravene any of the principles of this Code of Ethics.
- d. Psychology practitioners shall respect the rights of research participants should they wish to discontinue their participation at any time. They must be responsive to the participants' non-verbal indications of a desire to withdraw their participation,

especially if the person has difficulty in verbal communication, is a young child, or is unlikely to communicate due to cultural prohibitions.

- e. Psychology practitioners shall not contribute or engage in research that contravenes international humanitarian law, such as development of methods intended to torture persons, development of prohibited weapons, or destruction of the environment.
- f. It is the duty of Psychology practitioners to ask participants about any factor that could bring about potential harm, such as pre-existing medical conditions, and to detect, remove, or correct any foreseeable undesirable consequence prior to research proper.
- g. To ensure that participants' rights are protected, Psychology practitioners shall seek independent and sufficient ethical review of the possible risks their research may pose to the former.

### **B. Informed Consent to Research**

- a. Psychology practitioners shall not merely ask participants to sign in the consent form. They should recognize that informed consent must be based on the willingness of the participants to work collaboratively with them.
- b. Psychology practitioners shall make sure that the consent form is translated in language or dialect that the participants understand. They must take reasonable measures to guarantee that the information was understood.
- c. When Psychology practitioners conduct research with persons below eighteen (18) years of age, the former must obtain informed assent from the latter and informed consent from their parents or legal guardian.
- d. When Psychology practitioners conduct research with adult participants who have difficulties in comprehension or communication, the former must obtain informed consent from adult family members of the participants.
- e. When Psychology practitioners conduct research with detained persons, the former must pay attention to special circumstances which could affect the latter's ability to give informed consent.
- f. When obtaining informed consent as required in Section III.J. of this Code of Ethics, it is the duty of the Psychology practitioners to inform the research participants about:

1. the purpose/s of research, expected duration, and procedures;
2. mutual responsibilities;
3. the right to decline to participate and to withdraw from the research once participation has begun;
4. the foreseeable consequences of declining or withdrawing;
5. reasonably foreseeable factors that may be expected to influence their willingness to participate such as potential risks, discomfort, or adverse affects;
6. how to rescind consent, if desired;
7. any prospective research benefit;
8. protections and limits of confidentiality and/or anonymity;
9. incentives for participation; and
10. whom to contact for questions about the research and the research participants' rights. Psychology practitioners shall provide an opportunity for prospective participants to ask questions and receive answers.

- g. When conducting intervention research using experimental treatments, it is the duty of Psychology practitioners to clarify to the participants at the beginning of research the following:

1. experimental nature of the treatment;
2. services that will or will not be available to the control group(s), if appropriate;
3. 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, and if appropriate, including whether or not reimbursement from the participant or a third-party payor will be sought.

- h. In longitudinal research, Psychology practitioners may need to obtain informed consent on more than one (1) occasion.

### **C. Informed Consent for Recording Voices and Images in Research**

It is the duty of Psychology practitioners to obtain informed consent from research participants before recording their voices or images for data collection, except when:

- a. the research consists only 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; and
- b. the research design includes deception and consent for the use of the recording is obtained during debriefing.

### **D. Research Participation of Client, Students and Subordinates**

- a. When the Psychology practitioners conduct research with their clients, students or subordinates, the former shall not coerce the latter to participate. The Psychology practitioners must inform the latter of their right not to participate, and shall not reprimand or penalize them for their refusal to participate.
- b. When research participation is a course requirement or an opportunity for extra credit, the Psychology practitioners shall inform their clients, students or subordinates about equitable alternative activities that could fulfill their educational or employment goals.

### **E. Dispensing with Informed Consent for Research**

- a. Psychology practitioners may dispense with informed consent only on the following conditions:
1. when Psychology practitioners believe that the research would not distress or create harm to participants or general welfare or when their study involves:
    - 1.1 the study or normal educational practices, curricula, or classroom management methods conducted in educational settings;
    - 1.2 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 would damage their financial standing, employability, or reputation, and that confidentiality is protected; and

1.3 the study of factors related to job or organization effectiveness conducted in organizational settings which would not affect the participants' employability, and that confidentiality is protected; or

b. when it is mandated by law or is an institutional regulation.

#### **F. Offering Inducements for Research Participation**

- Smith T. G. Vukob*
- a. Psychology practitioners may fairly compensate participants for the use of their time, energy, and knowledge, unless such compensation is refused in advance.
  - b. Psychology practitioners shall make reasonable efforts not to offer undue, excessive or, inappropriate reward, financial or other inducements for research participation, which could likely pressure or coerce participation.
  - c. When Psychology practitioners offer psychological and professional services as an incentive for research participation, it is their duty to clarify the nature of the services, including the risks, obligations and limitations.

#### **G. Deception in Research**

- Spencer*
- a. Psychology practitioners shall refrain from conducting research involving deception, except when:
    - 1. they have determined that the use of deceptive techniques is justified by the study's significant prospective scientific, educational, medical, or applied value; and
    - 2. effective non-deceptive alternative procedures are not possible.
  - b. Psychology practitioners shall not deceive prospective research participants about their study that is reasonably expected to interfere with their decision to give informed consent. They shall ensure that they disclose the level of risk, discomfort, or inconvenience that could cause physical pain or severe emotional distress to participants.
  - c. It is the duty of Psychology practitioners to explain any deception as an integral feature of design and conduct of an experiment to those who participated in the research as soon as possible, preferably, at the end of their participation but not later than the end of data gathering.
- Walden*

#### **H. Debriefing**

- a. Psychology practitioners shall conduct debriefing by informing the participants that they have contributed to the body of knowledge and ensuring that they have also learned from their participation.
- b. Psychology practitioners shall give participants an opportunity to know the nature, results, and conclusions of the research. They shall also take reasonable steps to correct any misconception that participants may have about their research, especially when the participants were led to believe that the research has a different purpose.

- Smith V.P. Wilson
- c. When participants' trust may have been lost due to incomplete disclosure or temporarily leads participants to believe that the research had a different purpose, Psychology practitioners shall seek to reestablish trust of the participants and to assure them that the research procedures were carefully structured and necessary for scientifically valid findings.
  - d. If scientific expediency or humane values justify delaying or withholding of information, Psychology practitioners shall take reasonable measures to reduce the risk of harm.
  - e. When Psychology practitioners become aware that their research procedures have harmed a participant, the former shall promptly act to correct and minimize the harm.
  - f. If after debriefing, the participants decided to withdraw their data, Psychology practitioners shall respect such decision, and to consequently grant their request. The participants shall have the right to demand that their own data, including recordings, be destroyed.

### **I. Observational Research**

Psychology practitioners shall respect the privacy and psychological well-being of persons studied based on observational research. This method is acceptable only when those being observed would expect to be observed by strangers.

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### **J. Humane Care and Use of Animals in Research**

- Adkins
- a. Psychology practitioners shall not use animals in research, except when there is a sufficient reason to say that it is the only way to:
    - 1. further increase understanding of the structures and processes underlying human or animal behavior;
    - 2. increase understanding of the specific specie used in the study; or
    - 3. eventually augment benefits to the health and welfare of humans or other animals.
  - b. Psychology practitioners shall comply with current laws, regulations and professional standards when they acquire, care for, use, and dispose animals used in research.
  - c. Psychology practitioners shall take reasonable steps to ensure that animals used in research are treated humanely and are not exposed to unnecessary discomfort, pain, or disruption. If possible, Psychology practitioners who are trained in research methods and experience in care of laboratory animals shall supervise all procedures in researches of this kind.
  - d. Psychology practitioners shall make sure that all individuals under their supervision have received clear instructions and guidelines in research methods and in the care, maintenance, and handling of animals or specific species being used, to the extent that is appropriate to their role.
  - e. Psychology practitioners shall refrain from causing pain, stress, and privation to animals except when:
    - 1. an alternative procedure is unavailable; or
    - 2. the goal is justified by its prospective scientific, educational, or applied value;

- f. Psychology practitioners shall make reasonable efforts to minimize the discomfort, infection, illness, and pain of animal subjects.
- g. Psychology practitioners shall perform surgical procedures with appropriate anesthesia and that they shall follow techniques to avoid infection and minimize the pain during and after surgery.
- h. Only when it is appropriate, that an animal's life shall be terminated. Psychology practitioners shall proceed rapidly with an effort to minimize pain and in accordance with accepted procedures.

*Smith K. H. Ueber*

**K. Reporting Research Results**

- a. Whenever feasible and appropriate, Psychology practitioners shall consult the findings of their research with groups, organizations, or communities being studied so as to increase the accuracy of interpretation and to minimize the risk of misunderstanding, misinterpretation or misuse.
- b. Psychology practitioners shall be cautious when reporting results of their research regarding vulnerable groups or communities. Psychology practitioners shall ensure that the results will not be misinterpreted or misused in the development of social policy, attitude, and practices.
- c. In research involving children, Psychology practitioners must be cautious when discussing the results with parents, legal guardians, or teachers and that they must make sure that there is no misinterpretation or misunderstanding as to the implications, outcome and recommendations.
- d. Psychology practitioners shall not fabricate data.
- e. If Psychology practitioners shall discover significant errors in their published data, they must act quickly to correct such errors in a correction, retraction, erratum, or other appropriate publication means.

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**L. Plagiarism**

Psychology practitioners shall not present any portion of other's work or data as their own.

*W. H. Ueber*

**M. Publication Credit**

- a. Psychology practitioners shall take responsibility and credit only for work they have actually done and shall give the credit to others (including students and research assistants) for work they have actually performed or to which they have substantially contributed.
- b. Psychology practitioners shall ensure that principal authorship and co-authorship accurately reflect the relative scientific or professional contributions of the individuals involved. Mere possession of an institutional position, such as department chair or head of the research unit, does not justify authorship credit. Minor contributions to the research or to the writing for publications must be acknowledged appropriately, such as in footnotes or an introductory statement.
- c. Psychology practitioners shall not claim credit or authorship in a publication that is substantially based on their student's thesis or dissertation if they do not have substantial contributions to the research beyond their regular duties as thesis/dissertation mentor or advisor. As faculty advisors, they should discuss with students publication credit at the outset and throughout the research and

publication process based on their relative contributions to the research work.

- d. In a multiple-authored article that is partly and/or substantially based on the student's thesis or dissertation, Psychology practitioners shall give appropriate publication credit to the student based on the student's contribution relative to the other authors. When the article is mainly based on the student's thesis or dissertation, the Psychology practitioners shall credit the student with primary authorship.

*Joseph V. J. Sullivan*

**N. Duplicate Publication of Data**

Psychology practitioners shall not publish data that have been previously published and claim them as original data. However, this does not prohibit republishing of data as long as proper acknowledgement is clearly stated.

**O. Sharing Research Data for Verification**

It is the duty of Psychology practitioners to share and not to withhold their data to other competent professionals who seek to verify and reanalyze the research results and substantive claims of their publication: *Provided*, that:

- Spore*
- a. the latter obtains prior written permission for the use of data;
  - b. the latter intends to use the data solely for the purpose declared;
  - c. the latter will hold responsibility for costs associated with the release of data; and
  - d. confidentiality of participants are protected.

Unless legal rights concerning proprietary data preclude such release, then the latter should seek permission from the concerned institution, organization or agency.

*Abel*

**P. Reviewers**

When Psychology practitioners review material submitted for presentation, publication, grant, or research proposal review, they shall respect the confidentiality and the proprietary rights of those who submitted it.

**Q. Limitations of the Study**

- a. Psychology practitioners shall acknowledge the limitations of their knowledge, methods, findings, interventions, interpretations, and conclusions.
- b. In cases where their research touches on social policies and structures of communities to which Psychology practitioners do not belong, they shall thoroughly discuss the limits of their data, interpretations and conclusions.
- c. Psychology practitioners shall not conceal disconfirming evidence about their findings and views and that they shall acknowledge alternative hypotheses and explanations.

---Nothing Follows---