Integrative Course in Psychology

Psychological Assessment

Prepared by:
John Carl Docog, RPm

Test Administration, Scoring, Interpretation and Usage

Ethical Principles & Standard of Practices

Test Development

1. **Test Conceptualization**
   - Conception of an idea of the TEST DEVELOPER
   - **Criterion-referenced -** assess whether an individual meets a predefined level of competency or mastery. They focus on specific objectives rather than comparing performance to others.
   - **Norm-referenced -** rank individuals in relation to a peer group, offering insights into relative performance rather than absolute mastery.
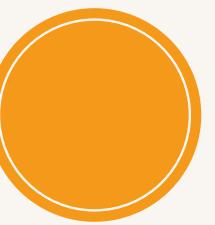
Aspect	Criterion-Referenced Tests	Norm-Referenced Tests
Purpose	Measures mastery of specific content or skills	Compares individual performance to a peer group
Scoring Basis	Fixed benchmarks or proficiency levels	Relative ranking within a population
Interpretation	Pass/fail, proficiency levels (e.g., "meets expectations")	Percentile ranks, standard scores (e.g., z-scores, T-scores)
Examples	Academic proficiency tests (e.g., driver's license exam, unit tests)	IQ tests, personality assessments (e.g., MMPI, Wechsler tests)
Application	Used for educational achievement, skill mastery	Used for psychological, educational, and employment assessments

Pilot Work

- **Prototype** of the test
- Necessary for research reason; BUT not required for teacher made test
- Pilot testing is done to evaluate the items, which is really needed to put up in the actual test
- It is also determined in the pilot testing - the best way to measure the construct.
- **Note**: there's an instance that a test which is already good for construction, might need further research.

Test Development

2. **Test Construction**
   - Scaling
   - Writing Items
   - Item Format
   - Scoring Items

Scaling Methods

- **Likert Scale**
  - A type of summative rating scale
  - FIVE alternative responses (sometimes Seven)
  - Ordinal in nature

5 Point Likert Scale

Numbering	1	2	3	4	5
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I like Stock Market	○	○	○	○	○
I like Stocks	○	○	○	○	○
I Like Money	○	○	○	○	○
I Like Return	○	○	○	○	○
Total	4	8	12	16	20

Scaling Methods

- **Paired Comparison**
  - technique used in psychological and behavioral assessments where respondents compare two items at a time and indicate a preference between them. It is particularly useful for ranking preferences and making fine distinctions between items.

(Data: Ordinal)

"Among the four pairs of brands, for each pair, please indicate which one of the two brands of shampoo in the pair you would prefer for personal use." –

___Sunsilk   ___Garnier   ___Pert
___Pantene   ___Sunsilk   ___Garnier

___Garnier   ___Pantene   ___Pert
___Pantene   ___Pert   ___Sunsilk

Scaling Methods

- **Guttman Scale**
  - also known as cumulative scaling, is a method used to measure a progressive or hierarchical construct, where agreement with one item implies agreement with all previous items in the scale.

	People					
	A	B	C	D	E	F
I can use the toilet without assistance	yes	yes	yes	yes	yes	no
I can rise from an armchair	yes	yes	yes	yes	no	no
I can walk one block	yes	yes	yes	no	no	no
I can do the grocery shopping	yes	yes	no	no	no	no
I can run a mile	yes	no	no	no	no	no
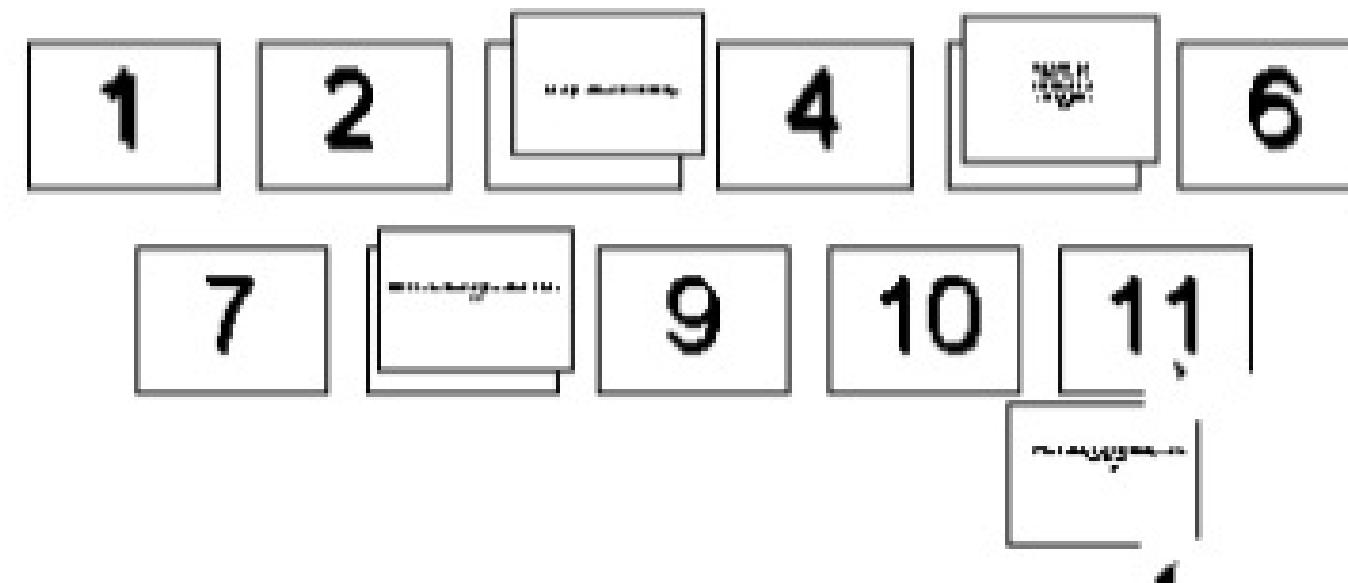
Scaling Methods

- **Thurstone's Equal Appearing Interval Method**
    - is a scaling technique used to measure subjective judgments, especially in psychological and attitudinal assessments. It creates a scale where items appear evenly spaced to respondents, even if their actual numerical values differ.

Scaling Method	Description	Application	Strengths	Weaknesses
Likert Scale	Measures attitudes on an ordinal scale (e.g., Strongly Agree to Strongly Disagree).	Surveys, psychological assessments, market research.	Easy to use, widely accepted, allows for statistical analysis.	Assumes equal spacing between responses (which may not be true).
Guttman Scale	Measures a progressive construct where agreement with a higher item implies agreement with previous ones.	Used for hierarchical constructs, attitude research, and skill mastery evaluations.	Ensures logical response progression, simplifies analysis.	Requires well-structured items; rigid hierarchy may not always apply.
Paired Comparison Scaling	Respondents compare two items at a time and indicate preference between them.	Used in ranking preferences, consumer behavior research, and psychometric studies.	Reduces biases, provides detailed ranking.	Becomes complex with large item sets, time-consuming.
Thurstone's Equal Appearing Interval Method	Uses expert judgments to create evenly spaced attitude scale values.	Applied in attitude measurement, social perception studies, and personality research.	Reduces subjective biases, creates more refined intervals.	Requires expert evaluation, less commonly used than Likert s
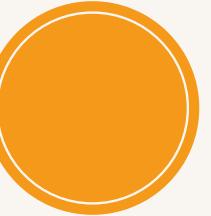
Scaling Systems

- Comparative Scaling - (best to worst)
- Categorical Scaling - (section 1, section 2, section 3)

Writing Items

- When devising a standardized test using a multiple-choice format, it is usually advisable that the first draft contain approximately twice the number of items that the final version of the test will contain
- Item Pool
  - The reservoir well from which items will or will not be drawn for the final version of the test; the collection of items to be further evaluated for possible selection for use in an item bank
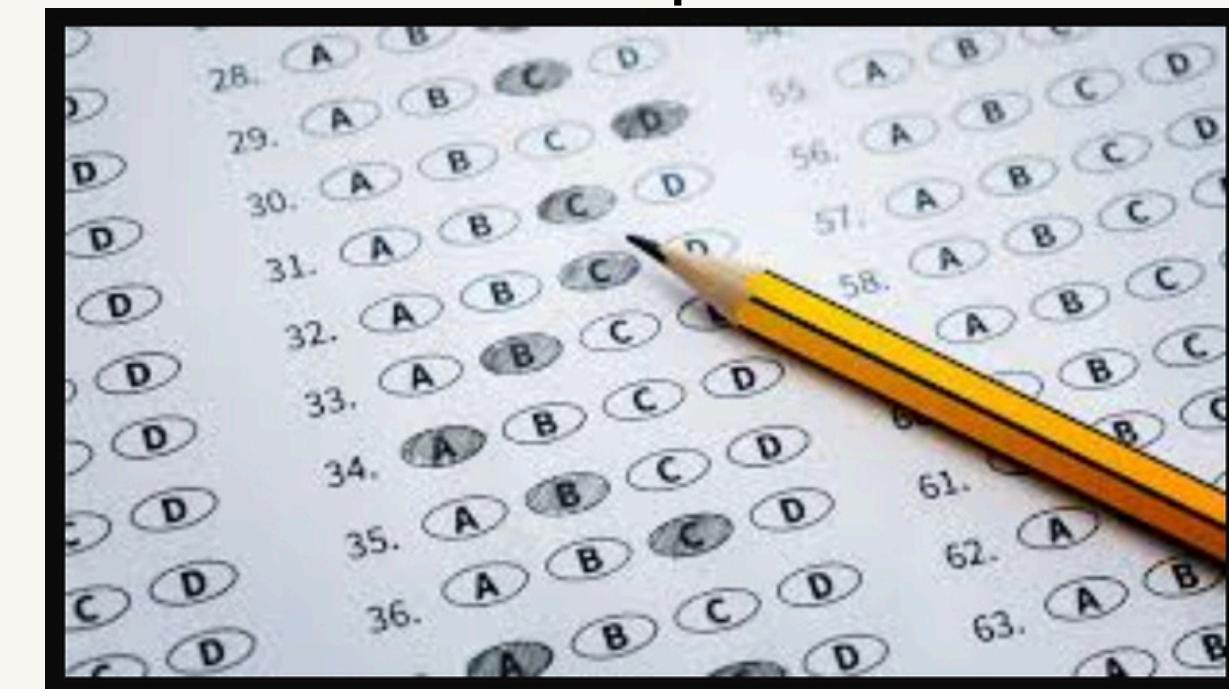
Item Format

- The form, plan, structure, arrangement, and layout of individual test items

Selected-Response Format

- A form of test item requiring test takers to select a response
  - **Multiple-Choice format**
    - Has 3 elements
      - STEM
      - Correct Alternative option
      - Distractors/Foils

- **Criteria of a Good Multiple-Choice**
  - Has one correct alternative
  - Has gramatically parallel alternatives
  - Has alternatives of similar strength
  - Has alternatives that fit gramatically with the stem
  - Includes as much of the items as possible in the stem to avoid unnecessary repetition
  - Avoid ridiculous distractors
  - Not excessively long

MATCHING.

Match the following fruits and their colors.

1) Banana   A) Blue

2) Carrot   B) Purple

3) Blueberries   C) Yellow

4) Eggplant   D) Orange

5) Zucchini   E) Green

6) Lettuce

- **Matching Items**
  - A testtaker is present with two columns: premises and responses, and must determine which response is best associated with which premise
  - Two Columns: Left Premises; Right - Responses
  - Testtaker could get perfect score even he did not actually know all the answers
  - To minimize the possibility, provide more options or state in the directions that each response may be a correct answer once, more than once, or not at all

1. Assessment is a device or procedure in which a sample of an individual's behavior is obtained, evaluated, and scored using standardized procedures.
True or False

2. Measurement can be defined as a set of rules for assigning numbers to represent objects, traits, attributes, or behaviors.
True or False

3. Assessment is an integral component of the teaching process.
True or False

4. If you want to be an effective teacher, you do not need to be knowledgeable about testing and assessment.
True or False

5. Psychometrics is the science of psychological measurement.
True or False

6. Maximum performance test are designed to assess the lower limits of the examinee's knowledge and abilities.
True or False

- **Binary Choice-Items**
  - A multiple-choice item that contains only two possible responses
  - A good binary choice
    - Contains a single idea
    - Not excessively long
    - Not subject to debate
    - The correct response is definitely be one of the choices
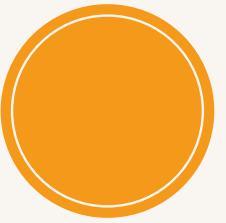
Constructed Response-Items

- A form of test item requiring the testtaker to construct or create a response
  - **Completion or Short Answer (Fill in the blanks)**
    - Requires the examinee to provide a word or phrase that completes a sentence
  - **Essay**
    - Is useful when the test developer wants the examinee to demonstrate a depth of knowledge about a single topic
    - Allows for the creative integration and expression of the material in the testtaker's own words
    - The MAIN PROBLEM in essay is the SCORING is SUBJECTIVE

Writing Items for Computer Administration

- **Item Bank**
  - A collection of questions to be used in the construction of tests computer test administration
- **Item Branching**
  - In computerized adaptive testing, the individualized presentation of test items drawn from an item bank based on the testtaker's previous responses.
- **Computer Adaptive Testing reduces the...**
- **Floor Effect**
  - A phenomenon arising from the diminished utility of a tool of assessment in distinguishing testtaker at the low end of the ability, trait, or other attribute being mesured
  - VERY LOW SCORED DUE TO VERY HARD QUESTIONS
- **Ceiling Effect**
  - The diminished utility of an assessment tool for distinguishing testtakers at the high end of the ability, trait, or other attribute being measured
  - VERY HIGH SCORED DUE TO VERY EASY QUESTIONS

Scoring Items
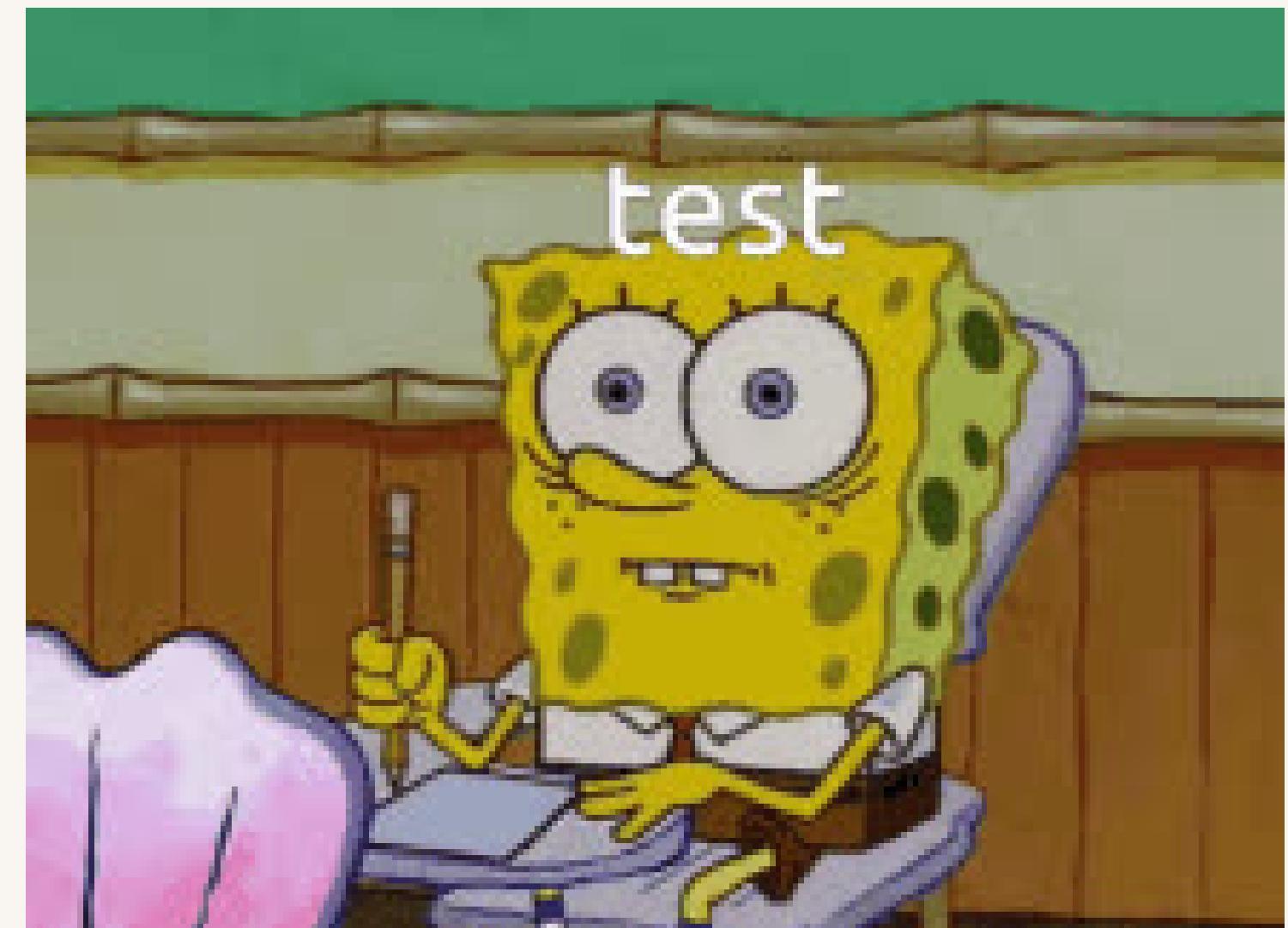
- **Cumulative Model**
  - A method of scoring whereby points or scores accumulated on individual items or subtests are tallied and then, the higher the total sum, the higher the individual is presumed to be on the ability, trait, or other characteristic being measured.
  - *Example: High IQ Score -> More Intelligent*
- **Class or Category Scoring**
  - A method of evaluation in which test responses earn credit toward placement in a particular class or category with other test takers. Sometimes testtakers must meet a set number of responses corresponding to a particular criterion in order to be placed in a specific category or class
  - **Example: GWA of 1.5 above will be place on Star Section; GWA of 2 below will be place on Lower Section**
- **Ipsative Scoring**
  - An approach to test scoring and interpretation wherein the testtaker's responses and the presumed strength of a measured trait are interpreted relative to the measured strength of other traits for that testtaker
  - "Forced to answer"
  - **Example: High score in Extraversion; Low in Agreeableness**

| Scoring Method	Description	Common Usage	Key Characteristic
Cumulative Scoring	Points from individual items are summed to generate a total score. Higher scores generally indicate more of the trait being measured.	Used in many standardized tests (e.g., MMPI, NEO-PI, IQ tests like SB5).	Reflects the extent or degree of a trait—continuous measurement.
Class/Categorical Scoring	Responses are grouped into predefined categories, and scores place individuals into distinct groups.	Personality typologies (e.g., MBTI), diagnostic criteria in clinical settings.	Assigns individuals to discrete classes rather than showing gradation.
Ipsative Scoring	Scores reflect relative strengths within an individual rather than comparison with a norm group.	Career and personality assessments (e.g., 16PF, MCMI).	Measures intra-individual preferences—no absolute high or low score, but relative dominance of traits.
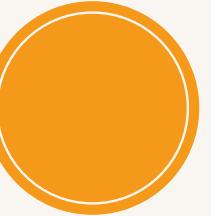
Test Development

3. **Test Tryout**
  - The test should be tried out on people who are similar in critical respects to the people for whom the test was designed
  - NO FEWER THAN 5, PREFERABLY AS MANY AS 10
  - MORE SUBJECTS in TRYOUT - BETTER
  - The test tryout should be executed under conditions as identical as possible to the conditions under which the standardized test will be administered

| Aspect	Pilot Work	Test Tryout
Purpose	Broad preliminary research to explore feasibility, gather initial insights, and refine methodologies.	Focused evaluation of test items for clarity, difficulty, and discrimination.
Scope	Encompasses general groundwork for test development, including theoretical framework and logistical considerations.	Targets item-level performance within a draft version of the test.
Participants	Small, diverse sample to inform broader test structure and methods.	Small, representative sample focusing on test item effectiveness.
Outcome	Adjusts fundamental aspects of test design, format, and administration strategy.	Refines test items by eliminating weak ones and improving wording.
Timing	Early in test development to shape direction before formal item creation.	After test items are drafted but before test assembly is finalized.
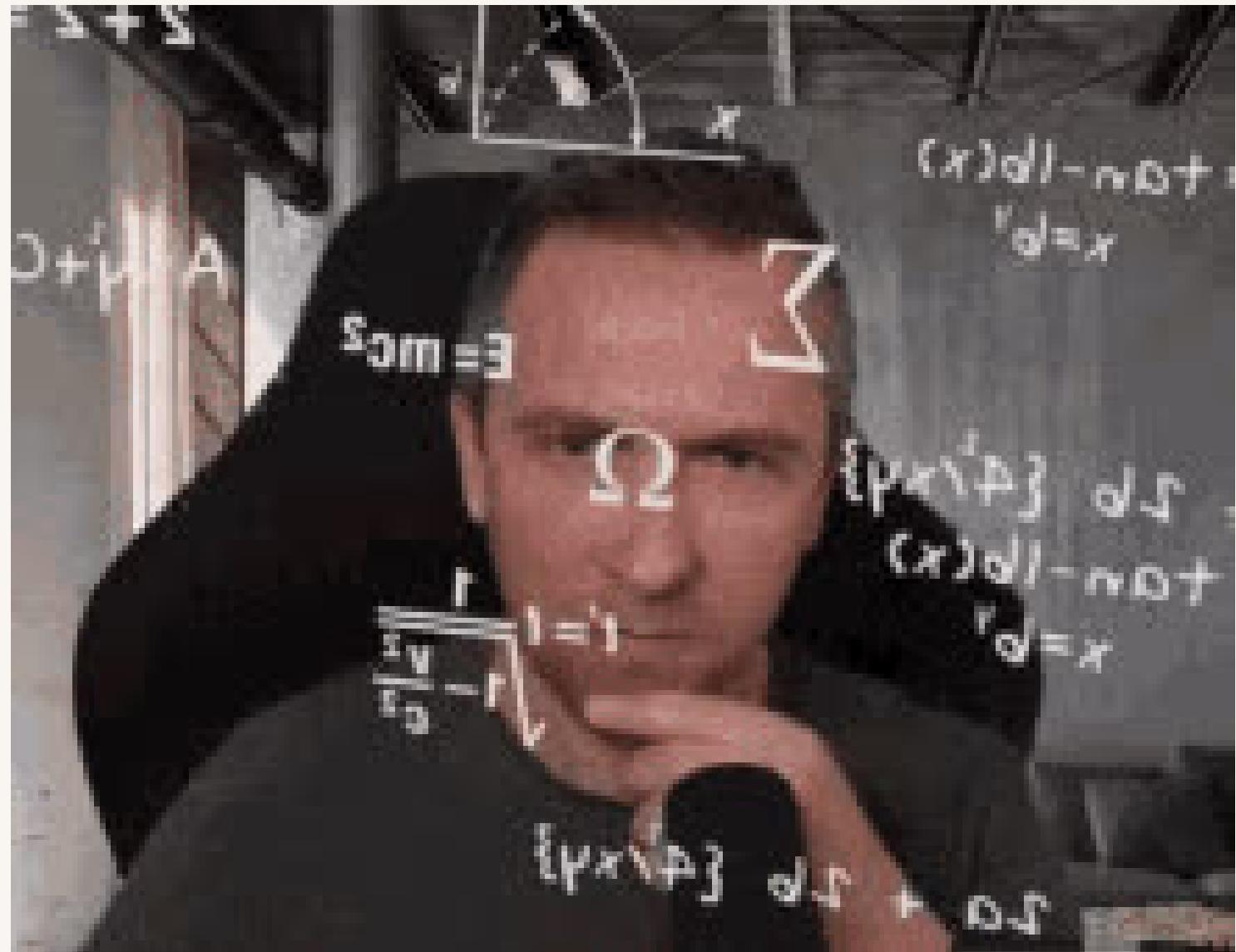
What is a Good item?

Good Item is RELIABLE and VALID

- **It helps to discriminate testtakers**
- **If...**
  - **High Scorers -** incorrect = BAD ITEM
  - **Low Scorers -** correct = BAD ITEM
  - **High Scorers -** correct = GOOD ITEM
  - **Low Scorers -** incorrect = GOOD ITEM

Test Development

4. Item Analysis
- Statiscal procedures used to analyze items

Item Difficulty Index
- In achievement or ability testing and other contexts in which responses are keyed correct, a statistic indicating how many testtakers responded correctly to an item
- In contexts where the nature of the test is such that responses are not keyed correct, this same statistic may be referred to as an item-endorsement index

Formula:

$$\frac{\text{\# Of Testtakers who answered CORRECTLY}}{\text{Total \# of Testtakers}}$$

- 0.00 (NO ONE GOT CORRECT)
- 1.00 (EVERYONE IS CORRECT)

Level of Difficulty	
0.00 to 0.20	Very Difficult
0.21 to 0.40	Difficult
0.41 to 0.60	Average
0.61 to 0.80	Easy
0.81 to 1.00	Very Easy

Standards:
- **0.50** – Optimal Average Item Difficulty (whole test)
- **0.30 to 0.80** – Average Item difficulty on Individual Items
- **0.75** – True or False
- **0.625** – Multiple Choice (4 choices)

Item Reliability Index
- Provides an indication on internal consistency of a test

Item Validity Index
- Provides an indication of the degree to which a test is measuring what it purports to measure
- HIGHER VALUE; GREATER TEST'S CRITERION-RELATED VALIDITY
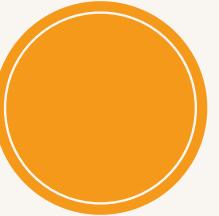
Item Discrimination Index
- Indicate how adequately an item separates or discriminates between high scorers and low scorers on an entire test
- (+) Value = High scorers anwers item correctly
- (-) Value = Low scorers answers item correcty and high scorers

Aspect	Description
Definition	Evaluates how effectively an item distinguishes between examinees with high and low overall test scores.
Formula	Formula: $$\frac{UL - LL}{\# \text{ of TESTTAKERS}}$$
Range	Typically varies from **-1 to +1**, with **higher values indicating better discrimination**.
Optimal Values	**D ≥ 0.3** is ideal, indicating strong differentiation between test-takers. **Negative values suggest flawed items.**
Impact on Test Quality	High discrimination improves **test reliability and validity**, ensuring meaningful score interpretation.
Relation to Difficulty Index	Works alongside item difficulty—items should be neither too easy nor too hard for optimal discrimination.
Application in Psychological Tests	Used in MMPI, NEO-PI, Wechsler scales, and other assessments to refine item effectiveness.

Item-Characteristic Index

- Graphic Representation of item difficulty and item discrimination
- The STEEPER the Slope, the GREATER ITEM DISCRIMINATION
- Easy Item - Lean of Left
- Difficult Item - Lean on right

Qualitative Item Analysis

- Rely primarily on VERBAL
- NON-STATISTICAL procedures designed to explore how an individual test items work
- **Think Aloud Test Administration**
  - A method of qualitative item analysis requiring examinees to verbalize their thoughts as they take a test; useful in understanding how individual items function in a test and how testtakers interpret or misinterpret the meaning of individual items.

Qualitative Item Analysis

- **Sensitivity Review**
  - A study of test items, usually during test development, in which items are examined for fairness to all prospective testtakers and for the presence of offensive language, stereotypes, or situations.

Test Development

5. Test Revision
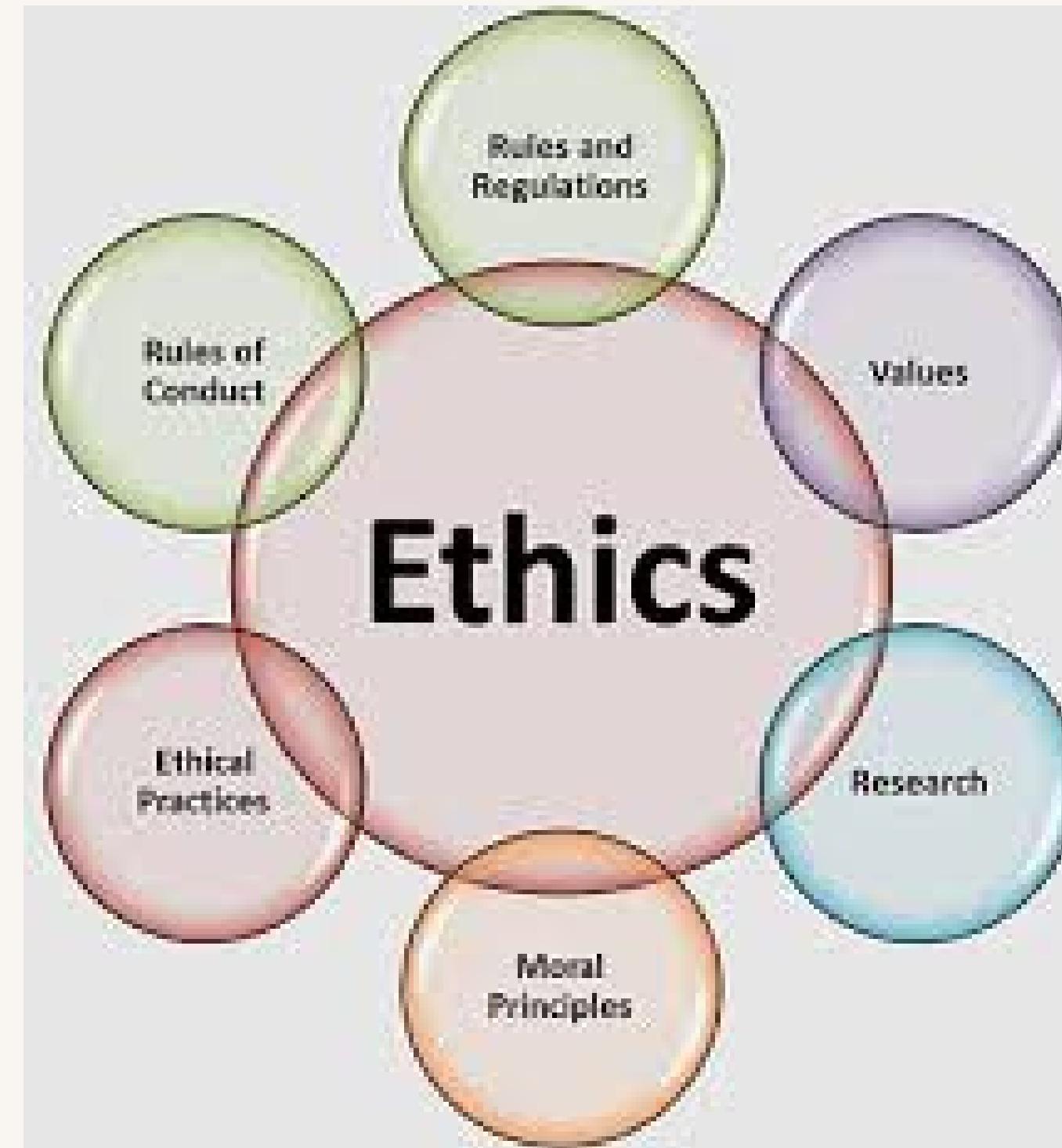
Test Revision as a stage in New test Development
- "polishing and finishing touches"

Test Revision in the Life Cycle of an Existing Test
- No hard-and-tet rule exist when to revise a test
- BUT it should be revised when signficant changes in the domain represented, or new conditions of test use and interpretations, make the test inappropriate for its intended use
- **Cross Validation**
  - A revalidation on a sample of testtakers other than the testtkaers on whom test performance was originally found to be a valid predictor of some criterion
- **Co-Validation**
  - The test validation process conducted on two or more tests using same sample of testtakers; when used in conjuction with the creation of norms or the revision of existing norms, this process may also be referred to as co-norming

Ethical Principles & Standard of Practices
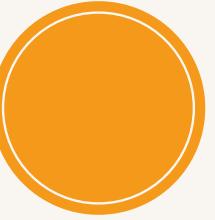
APA Principles & Code of Conduct

General Principles

1. **Beneficence and Nonmaleficence** - Take care to do no harm; minimize harm.
2. **Fidelity and Responsibility** - Establish relationships of trusts, upholding professional standards of conduct, cooperate with other professionals if needed to serve the best interests of the client, and strive to contribute their professional time, compensated or not.
3. **Integrity** - Promote accuracy, honesty, and truthfulness.
4. **Competence** - Fairness and justice to all person to access and benefit from the contributions of psychology.
5. **Respect for People's Rights and Dignity** - Respect the dignity and worth of all people by exercising their rights to privacy, confidentiality, and self-determination

Resolving Ethical Issues
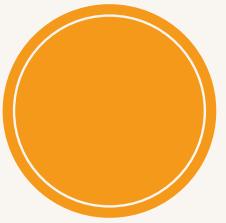
- If mistakes was made, they should do something to correct or minimize the mistakes
- If an ethical violation made by another psychologist was witnessed, they should resolve the issue with informal resolution, as long as it does not violate any confidentiality rights that may be involved
- If informal resolution is not enough or appropriate, referral to state or national committees on professional ethics, state licensing boards, or the appropriate institutional authorities can be done. Still, confidentiality rights of the professional in question must be kept.
- Failure to cooperate in ethics investigation itself, is an ethics violation, unless they request for deferment of adjudication of an ethics complaint
- Psychologists must file complaints responsibly by checking facts about the allegations
- Psychologists DO NOT deny persons employment, advancement, admissions, tenure or promotion based solely upon their having made or their being the subject of an ethics complaint
  - Just because they are questioned by the ethics committee or involved in an on-going ethics investigation, they would be discriminated or denied advancement
 - Unless the outcome of the proceedings are already considered

Competence

- Psychologists should do their services within the boundaries of their competence, which is based on the amount of training, education, experience, or consultation they had
- Understanding of factors associated with age, gender, gender identity, ethnicity, culture, etc. are essential for effective implementation of their services
- When they are tasked to provide services to clients who are deprived with mental health services (e.g., communities far from the urban cities), however, they were still not able to obtain the needed competence for the job, they could still provide services AS LONG AS they make reasonable effort to obtain the competence required, just to ensure that the services were not denied to those communities
- When assuming forensic roles, they must be familiar with the judicial rules governing their roles

Competence

- During emergencies, psychologists provide services to individuals, even though they are yet to complete the competency/training needed just to ensure that services were not denied. However, the services are discontinued once the appropriate services are available.
- Psychologist must continuously develop and maintain their competence
- Works and Services must be based on scientific and professional knowledge of discipline
- When delegating work to employees, supervisors, or others (assistants, interpreters, etc.), avoid delegating it to people who could possibly have MULTIPLE RELATIONSHIP with the client, authorize it only to "competent" ones, and see if those persons performed the tasks competently
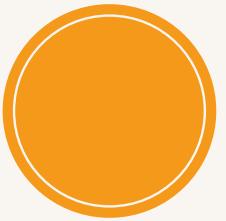
Competence

- Psychologists should refrain working if they know their personal problems would affect their performance
- If so, they must take appropriate measures such as referrals, assistance, and determine where they should limit themselves with the case

Human Relations

- Do not engage in unfair discrimination based on gender, age, race, etc.
- Sexual Harassment – verbal or nonverbal conduct sexual in nature, either unwelcome or creates hostile workplace, sufficiently severe to be abusive
- Psychologists take reasonable steps to avoid harm, therefore, do not participate in activities that would engage in torture (physical or mental), intentionally inflicted on a person
- Multiple Relationships – psychologist is in a professional role with the client, at the same time is in another role with them (e.g., family, intimate relationships, friends), or with their closely associated/related family or friends, or promises to enter in "another" relationship with them in the future or a person closely related with the client

Human Relations

- Must refrain from entering, especially when it could impair the objectivity, competence, or effectiveness
- Multiple relationship that would not reasonable be expected to cause impairment or risk exploitation or harm is not UNETHICAL
- Psychologists shouldn't seek professional role when personal, scientific, professional, legal, financial or other interest could impair the objectivity and could lead to exploitation
- When asked for services as a third party psychologist, they must clarify the nature of the relationships of all individuals involved (role of psychologists, identification of client, use of the services) and they must ensure the confidentiality of the case
- Cooperation with other professionals is allowed to serve the clients effectively and appropriately

Human Relations

- Informed Consent:
  - When conducting research, providing assessment, therapy, counseling, or consultation
  - For legally INCAPABLE, they must provide appropriate explanation, assent, consider the client's preferences and best interests, and obtain permission from a legally authorized person
  - If COURT ORDERED, they must inform the nature of the services, whether it is court order or mandated, as well as, its limits of confidentiality before proceeding
  - Must document written or oral consent, permission, and assent
- In case of interruption of services (such as death, relocation, illness, retirement), psychologists must make reasonable efforts to plan for continuing services
  - Unless stated in the contract

Privacy & Confidentiality

- Psychologists should discuss the limits of confidentiality, uses of the information that would be generated from the services to the persons and organizations with whom they establish a scientific or professional relationships
- Before recording voices or images, they must obtain permission first from all persons involved or their legal rep
- Only discuss confidential information with persons clearly concerned/involved with the matters
- Disclosure is allowed with appropriate consent
  - No consent is not allowed UNLESSmandated by the law
- No disclosure of confidential information that could lead to the identification of a client unless they have obtained prior consent or the disclosure cannot be avoided
  - Only disclose necessary information
- **Exemptions to disclosure:**
  - If the client is disguised/identity is protected
  - Has consent
  - Legally mandated
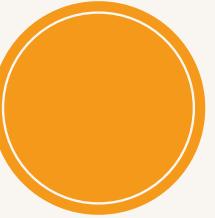
| Aspect	Privacy	Confidentiality
Definition	The individual's right to control personal information and decide what to share.	The professional's duty to protect shared information from unauthorized disclosure.
Scope	Governs what information is **collected or accessed**.	Governs how shared information is **handled and protected**.
Control	The **individual** controls their personal boundaries.	The **professional or institution** ensures information security.
Application in Psychology	Clients decide what to disclose in assessments or therapy.	Psychologists must secure records, restrict access, and follow ethical/legal guidelines.
Key Ethical Considerations	Informed consent, personal autonomy, data ownership.	Secure storage, limited disclosure, legal compliance (e.g., HIPAA, GDPR).

Advertising and Other Public Statements

- No false, deceptive, or fraudulent public statements concerning their research, practice, or other works
- They do not fabricate their level of competency, academic degrees, credentials, affiliations, services, degree of success, fees, and their
  - publications
  - Psychologists can create public statements as long as they would be responsible for it
  - They cannot compensate employees of the media in return for publicity in a news item
  - Paid Advertisement must be clearly recognizablewhen they are commenting publicly via internet, media, etc., they must ensure that their statement are based on their professional knowledge in accord with appropriate psych literature and practice, consistent with ethics, and do not indicate that a professional relationship has beenestablished with the recipient
- Do NOT solicit testimonials, unless when trying to implement appropriate collateral contracts that would benefit the client and providing disaster or community outreach services

Record Keeping and Fees

- Confidentiality must still be ensured when creating, storing, accessing, transferring, and disposing records
  - Must use coding to hide the identity of the client, especially when data is entered to a system wherein anyone (without consent) could see it
- Withholding records just because payment is not received for emergency purposes is NOT ALLOWED
  - Payments and financial agreements must be discussed as early as they could
  - Must be consistent with the law
  - Do not misrepresent their fees
- If ever the client cannot pay for the services, and the psychologists decides to take legal measures, they must first inform their clients about it
- Barter is only accepted when: (1) not clinically contraindicated (harmful), and (2) not exploitative
- When psychologists pay, receive payment, or divide fees from another professional, the payment must be based on the services provided

Education & Training

- Must 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
  - Must be current and accurate
- Students or supervisees are NOT REQUIRED to disclose personal information regarding sexual history, abuse, psychological treatments, relationships, EXCEPT it was identified this requirement in its programs and the information is necessary for evaluation
- When individual or group therapy is required, psychologist must allow students to have an option to select therapy from practitioners unaffiliated with the program
  - Faculty that are responsible for evaluating students' academic performance do not provide therapy to the students
- No sexual relationships with students who are in their department, agency, or training center whom psychologists have or are likely to have evaluative authority

Research & Publications
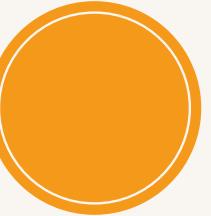
- Must provide accurate information and obtain approval prior to conducting the research
- Informed consent is required, which include:
  - Purpose of the research
  - Duration and procedures
  - Right to decline and withdraw
  - Consequences of declining or withdrawing
  - Potential risks, discomfort, or adverse effects
  - Benefits
  - Limits of confidentiality
  - Incentives for participation
  - Researcher's contact information
- Permission for recording images or vices are needed unless the research consists of solely naturalistic observations in public places, or research designed includes deception
  - Consent must be obtained during debriefing

Research & Publications

- Dispense or Omitting Informed consent only when:
  - Research would not create distress or harm
    - Study of normal educational practices conducted in an educational settings
    - Anonymous questionnaires, naturalistic observation, archival research
    - Confidentiality is protected
  - Permitted by law
- Avoid offering excessive incentives for research participation that could coerce participation
- DO not conduct study that involves deception unless they have justified the use of deceptive techniques in the study
  - Must be discussed as early as possible and not during the conclusion of data collection
- They must give opportunity to the participants about the nature, results, and conclusions of the research and make sure that there are no misconceptions about the research

Research & Publications

- Must ensure the safety and minimize the discomfort, infection, illness, and pain of animal subjects
  - If so, procedures must be justified and be as minimal as possible
  - During termination, they must do it rapidly and minimize the pain
- Must no present portions of another's work or data as their own
  - Must take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have substantially contributed
  - Faculty advisors discuss publication credit with students as early as possible
- After publishing, they should not withhold data from other competent professionals who intends to reanalyze the data
  - Shared data must be used only for the declared purpose

Assessment

- Opinions written on recommendations, reports, and diagnostic or evaluative statements must be based and sufficient to their findings
- Only provide statements after conducting examinations to support their statements
- Informed Consent, except:
  - ✓ Mandated by law
  - ✓ Routine
  - ✓ Evaluating decisional capacity
    - If the person has a questionable capacity to consent, it must be obtained using the language that is reasonably understandable to the person being assessed
- In the absence of client/patient release, psychologists must provide test data only as required by law
- Psychological assessment techniques done by unqualified persons, except during training purposes, given it is supervised

Therapy

- When conducting or providing services to several persons who have a relationship, they should clarify which of them is the clients and the relationship he/she will have with each person
  - If conflicting roles would arise, he/she must clarify, modify, or withdraw from roles appropriately
- Psychologists do not engage in sexual intimacies with former clients/patients for AT LEAST TWO YEARS after termination of therapy
- Terminate therapy when the client no longer needs the service, is not likely to benefit, or is being harmed by continued service
  - Also, when threatened or endangered by the client
  - Must provide pretermination counseling and suggest alternative service providers as appropriate

PAP Code of Ethics

General Principles

1. **Respect for Dignity of Persons and Peoples**
   - Respect for all human beings, diversity, culture, beliefs
   - free and informed consent
   - privacy, fairness, and justice
2. **Competent Caring for the Well-being of Persons and Peoples**
   - working for their benefit and do no harm
3. **Integrity**
   - honesty, truthfulness, open and accurate communication
   - appropriate professional boundaries, multiple relationships, and conflicts of interest
4. **Professional and Scientific Responsibilities to Society**
   - contributing knowledge about human behavior
   - conducting affairs within society with highest ethical standards
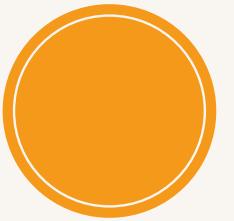
Important keypoints:

- If conflicts cannot be solved by ethics, we adhere to the law, regulations, or governing legal authority.
- Only licensed and registered psychologists andpsychometricians are legally allowed to practice their profession (RA 10029)
- Shall make appropriate referrals, except during emergencies
- During emergencies, we can make our services available where necessary mental health services are not available to ensure they were not deprived during that time
  - Should proceed cautiously, may be in the form of support, provision, or referral
  - Discontinue when emergency has ended, and appropriate competent services are available
- Regularly engage in Continuing Professional Development activities to ensure that our services remains to be relevant and applicable

Important keypoints:

- RA 10912 – Continuing Professional Development Act of 2016
- Announcements thru telephone listings, websites, etc. for professional services must include information such as name, highest relevant academic degrees earned, etc.
- Shall avoid making malicious or ill-intentioned remarks
- When making public announcements, we must clearly state whether we are representing ourselves as private citizens, member of specific org, or as a professional
- Proper distress protocols are undertaken in situations when sessions are interrupted due to internet connectivity issues

Other Laws to remember:

- RA 10029 Philippine Psychology Act of 2009
- RA 11036 Mental Health Act
- RA 9258 – Guidance and Counseling Act of 2004
- RA 9262 – Violence Against Women and Children
- RA 7610 – Child Abuse
- RA 9165 – Comprehensive Dangerous Drugs Act of 2002
- RA 11469 – Bayanihan to Heal as One Act
- RA 7277 – Magna Carta for Disabled Persons
- RA 11210 – Expanded Maternity Leave Law
- Art. 12 of Revised Penal Code – Insanity Plea

Integrative Course in Psychology

The End

Prepared by:
John Carl Docog, RPm