

## Annotated Bibliography

The Ethics and Professional Practices Committee has compiled this annotated bibliography of resources that may be helpful to school psychologists seeking information and guidance about ethical and professional practice issues. Special thanks is due to Susan Jacob and her graduate students at Central Michigan University, as well as graduate students at Cleveland State University, for assistance in compiling this list.

**Burns, M.K., Jacob, S., & Wagner, A. (2008). Ethical and legal issues associated with using responsiveness-to-intervention to assess learning disabilities. *Journal of School Psychology, 46*, 263 - 279.**

Practical applications of ethical standards in using the responsiveness-to-intervention model to identify children with learning disabilities. Among issues discussed are adequacy of research-based intervention practices; decision-rules; and staff training.

**Dailor, A.N. (2007). A national study of ethical transgressions and dilemmas reported by school psychology practitioners. Unpublished master's thesis, Central Michigan University, Mt. Pleasant.**

A nationwide survey highlighting common ethical dilemmas presently faced by school psychologists, and describing how school psychologists typically respond to such dilemmas.

**Fisher, C.B. (2003). *Decoding the ethics code*. Thousand Oaks, CA: Sage.**

Provides insight into the American Psychological Association's (2002) *Ethical Principles of Psychologists and Code of Conduct* from a practitioner's standpoint.

**Haas, L.J., & Malouf, J.L. (1989). *Keeping up the good work: A practitioner's guide to mental health ethics*. Sarasota, FL: Professional Resource Exchange.**

A book focusing on improving the mental health professional's knowledge of ethics so they may better apply them to daily practice. The book does so by describing common ethical problems and focusing on relevant issues in a positive manner.

**Harvey, V.S., & Struzziero, J.A. (2008). *Professional Development and Supervision of School Psychologists: From Intern to Expert*. Thousand Oaks, CA: Corwin Press.**

A practical guide to issues encountered in supervising both intern and experienced school psychologists; offers recommendations for "best practice" in supervision.

**Jacob, S. (2008). Best practices in developing ethical school psychological practice. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1921 - 1932). Bethesda, MD: National Association of School Psychologists.**

Offers a useful update regarding contemporary ethical issues, including safeguards for electronic data storage.

**Jacob, S., & Hartshorne, T.S. (2007). *Ethics and law for school psychologists* (5<sup>th</sup> ed.). Hoboken, NJ: John Wiley & Sons.**

A textbook examining law and ethics specifically geared toward the psychologist working in an educational setting; summarizes important statutory and case laws relevant to school psychology.

**Jacob-Timm, S. (1999). Ethical dilemmas encountered by members of the National Association of School Psychologists. *Psychology in the Schools*, 36, 205-217.**

A survey of challenging ethical dilemmas faced by school psychologists. A review of popular dilemmas is also discussed; lends itself to comparison with more recent findings about commonly encountered ethical dilemmas (Dailor, 2007).

**Kitchener, K.S. (1986). Teaching applied ethics in counselor education: An integration of psychological processes and philosophical analysis. *Journal of Counseling and Development*, 64, 306-310.**

An article describing goals in the counselor education curriculum that include making ethical judgments and actions, as well as tolerating ambiguity in ethical decision-making.

**Koocher, G.P., & Keith-Spiegel, P. (1998). *Ethics in psychology* (2<sup>nd</sup> ed.). NY: Oxford.**

A textbook centered around the American Psychological Association's (1992) *Ethical Principles of Psychologists and Code of Conduct* that discusses ethical dilemmas faced by psychologists in a variety of settings, including practice, research, and teaching.

**Knapp, S., & VandeCreek, L. (2006). *Practical ethics for psychologists: A positive approach*. Washington, DC: American Psychological Association.**

A book that stresses the importance of positive ethics by applying ethical principles to dilemmas. The book describes this in a way that makes psychologists active ethical problem-solvers, rather than teaching them not to break rules.

**McNamara, K. (2008). Best practices in the application of professional ethics. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 1933 – 1941). Bethesda, MD: National Association of School Psychologists.**

A chapter describing issues associated with ethical problem-solving; proposes a model that can be used for decision-making. This chapter also discusses school psychologists' reluctance to confront colleagues about possible ethical misconduct.

**Newport-Mesa Unified School District v. State of California Department of Education, 371 F. Supp. 2d 1170; 2005 U.S. Dist. LEXIS 10290 (C.D. Cal. 2005).**

California law requires that a copy of test protocol be given to parents of special education students. Court decided that providing parents with a copy of copyrighted test protocol did not violate Copyright law, based on the fair use exception.

**Rogers, M.R., Ingraham, C.L., Bursztyn, A., Cajigas-Segredo, N., Esquivel, G., Hess, R., Nahari, S.G., & Lopez, E. (1999). Providing psychological services to radically, ethnically, culturally, and linguistically diverse individuals in the schools: Recommendations for practice. *School Psychology International*, 20, 243-264.**

An article combining some existing knowledge about working with diverse populations with recommendations for practice. Specific practices are outlined and described to further help the psychologist in the school setting in dealing with diverse populations.

**Willard, N.E. (2007). *Cyberbullying and cyberthreats*. Champaign, IL: Research Press.**

Cyberbullying and cyberthreats, some of the most challenging issues facing educators in an era dominated by technology, are reviewed and discussed. Comprehensive definitions and insight are provided in this book geared toward parents, teachers, and anyone involved in working with children.

**Williams, B., Armistead, Leigh, & Jacob, S. (2008). *Professional ethics for school psychologists: A problem-solving model casebook*. Bethesda, MD: National Association of School Psychologists.**

A comprehensive resource suggesting how to identify, interpret, utilize, and apply ethics in the everyday practice of school psychology. The book provides many examples of cases that challenge ethical principles, as well as a problem-solving model for working through ethical dilemmas.