

Annotated Bibliography for the Standards, Guidelines, and Policies which Govern the Practice of
School Psychology and/or Special Education within Canada, Saskatchewan, and the
Lloydminster Catholic School System #89

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American Psychological Association. (2002). *Ethical principles of psychologists and code of conduct*. Retrieved from <http://www.apa.org/ethics/code/code.pdf>

The goal of this document is to provide guidance for psychologists on the ethical standards and code for practicing psychologists. This document recommends that psychologists to consider all applicable laws and regulations, and other relevant materials and guidelines in addition to the codes presented. Psychologists should be aware of the general principles and ten standards provided within this document.

American Psychological Association. (2010). *Ethical principles of psychologists and code of conduct with the 2010 amendments*. Retrieved from <http://www.apa.org/ethics/code/index.aspx>

This document is an amendment to the APA Ethics Code and was effective June 1, 2010. Included are the general principles and ten standards to guide psychologists in their practice. Assessment is addressed in standard nine. Embedded within the text are links to other relevant documents.

Canadian Psychological Association. (2007). *Professional practice guidelines for school psychologists in Canada: The CPA section of psychologists in Canada*. Retrieved on May 27, 2010 from https://blackboard.ucalgary.ca/webapps/portal/frameset.jsp?tab_id=21&url=%fwebapps%2fblackboard%2fexecute%2flauncher%3ftype%3dCourse%26id%3d76561%26url%3d

The Canadian Psychological Association depicts the specific qualifications that a school psychologist should have and what their ethical obligations are to the students, families,

schools, other professionals, as well as to the community they work. Five levels of intervention and a guideline for referral are discussed in detail. Four ethical principles and their standards are also included in this document, which are used to guide ethical decision making tasks. The fact that each of these principles includes a value statement along with the ethical standards, make it quite clear what the expectations and responsibilities are for a school psychologists.

Saskatchewan Educational Psychology Association. (2008). *Guidelines for the practice of professional psychology in schools within Saskatchewan: Living document*. Retrieved on May 27, 2010, from <http://www.education.gov.sk.ca/adx/adxGetMedia.aspx?DocID=190,211,107,81,1,Documents&MediaID=12090&Filename=Guidelines+for+the+Practice+of+Profession+al+Psychology+in+Schools+within+Saskatchewan+-+September+2008.pdf>

The Saskatchewan Education Psychology Association specifically and clearly describes the qualifications an individual needs in order to call themselves a school psychologist within the Saskatchewan school systems, as well as what their role and responsibilities are as a member of a collaborating team to assist students who are struggling.

Saskatchewan follows a multi-tiered Response to Intervention (RTI) process which a school psychologist should of be a part of. Even though a triangular diagram of the tiered RTI process is provided, very little explanation what each tier is and what exactly the roles and expectations of all team members involved are. This most likely will be interpreted differently by each school divisions and school. The four ethical principles

described in the Canadian Psychological Association (2007) are also implemented within the guidelines and standards, though only briefly.

Lloydminster Catholic School Division #89. (2008). *Lloydminster catholic school division student services service delivery model*.

Lloydminster is located on the border of Alberta and Saskatchewan, however, the Lloydminster Catholic School Division #89 (LCSD) follows the Saskatchewan school curriculum. The LCSD has indicated a set process to be followed in order to assist students who are struggling, no matter which side of the provincial border they reside on. Though this process seems to share certain aspects of the five levels of intervention for school psychologists depicted by the Canadian Psychological Association (2007), some are a bit vague, and tend to be interpreted and implemented differently between each school. However, the LCSD does strictly follow the Response to Intervention process provided by the Saskatchewan Educational Psychology Association (2008).