
Code of Ethics

For Psychologists Working in Aotearoa/New Zealand, 2002

Prepared by the Code of Ethics Review Group, a joint working party of the NZ Psychological Society, the NZ College of Clinical Psychologists and the NZ Psychologists Board.

Adopted by Members of the New Zealand Psychological Society, and Members of the NZ College of Clinical Psychologists at their respective 2002 Annual General Meetings.

The Psychologists Board resolved to formally adopt the Code for registered psychologists on 6 December 2002.

Contents

PREAMBLE		3
PRINCIPLE 1: Respect for the Dignity of Persons and Peoples		
1.1	General respect	5
1.2	Non-discrimination	5
1.3	Relations between Maori and non-Maori	5
1.4	Sensitivity to diversity	6
1.5	Children/young persons	6
1.6	Privacy and confidentiality	6
1.7	Informed consent	8
PRINCIPLE 2: Responsible Caring		
2.1	Promotion of wellbeing	9
2.2	Competence	10
2.3	Active participation	10
2.4	Vulnerability	11
2.5	Children/young persons	11
2.6	Wellbeing of human research participants	11
2.7	Animals	12
PRINCIPLE 3: Integrity in Relationships		
3.1	Honesty	13
3.2	Personal values	14
3.3	Structure of relationships	14
3.4	Conflicts of interest	14
PRINCIPLE 4: Social Justice and Responsibility to Society		
4.1	Welfare of society	15
4.2	Respect for society	15
4.3	Benefit to society	16
4.4	Accountability, standards and ethical practice	16
INDEX		17

Code of Ethics

For Psychologists Working in Aotearoa/New Zealand, 2002

PREAMBLE

Declaration

In giving effect to the Principles and Values of this Code of Ethics there shall be due regard for New Zealand's cultural diversity and in particular for the provisions of, and the spirit and intent of, the Treaty of Waitangi.

PURPOSES OF THE CODE

The Code presents Principles and Values to which psychologists should aspire and identifies the implications of these Principles and Values for practice through the inclusion of Practice Implications and associated Comments.

There are two versions of the Code: the full Code of Ethics, and a summary that includes the Principles and Value Statements only for quick referencing.

The purposes of the Code are:

1. To unify the practices of the profession.
2. To guide psychologists in ethical decision-making.
3. To present a set of guidelines that might be available to the public in order to inform them of the professional ethics of the profession (for this purpose the summary version of the Code should be used).

Psychologists should consider the Code when making decisions regarding professional and research practice. Psychologists should also consider any workplace codes of conduct or codes of practice, and relevant legislation. If the Code of Ethics establishes a higher standard of conduct than is required in legislation or other codes, we suggest that psychologists should adopt the higher ethical standard in reaching their decision.

The Code applies to all members of the New Zealand Psychological Society, the New Zealand College of Clinical Psychologists and all other Registered Psychologists, in respect of all their professional and research activity. It includes the clinical and counselling practice of psychology, educational psychology practice, research, teaching, supervision of trainees, development and use of assessment instruments, organisational consulting, social intervention, administration, and other workplace activities.

It is recommended that psychologists should bring the Code to the attention of those they teach, supervise and/or employ. Psychologists are advised to have explicit understandings of their responsibility for the work or behaviour of those they teach, supervise, and/or employ. Such understandings would normally be expressed in writing in such documents as supervision agreements or employment contracts.

STRUCTURE OF THE CODE

The new Code identifies four ethical Principles:

1. Respect for the dignity of persons and peoples.
2. Responsible caring.
3. Integrity of relationships.
4. Social justice and responsibility to society.

Subsumed under each Principle are a number of Values that stem from it and these values are in turn linked to Practice Implications – statements of the appropriate professional behaviour of psychologists in relation to that value. Associated with many of the Practice Implications are Comments – drawing attention to important issues of practice. The Practice Implications included are to be considered as guides to practice and should not be understood to exhaust the implications of the associated Value for practice.

In applying the Code in practice it is likely that many ethical decisions will be resolved by reference to more than one section of the Code. In rare circumstances it may appear that there is a conflict between the guidelines in these different sections, or a conflict between the Code and other workplace codes of practice. In all circumstances psychologists should proceed as follows:

1. Identify the issues and practices that are ethically relevant.
2. Develop alternative courses of action, preferably in consultation with a professional colleague or supervisor.
3. For each identified course of action analyse the likely short-term, ongoing, and long-term risks and benefits for the individual(s) and/or group(s) involved or likely to be affected.
4. Conscientiously apply the Principles, Values and Practice Implications to each course of action in the light of the identified risks and benefits and decide which offers the best balance between these.
5. Take the chosen course of action, accepting responsibility for the consequences of the chosen course of action.
6. Evaluate the consequences of the action, correcting negative outcomes if possible and, if the issue(s) originally identified are not resolved, re-engaging in the decision making process.

Principle 1

Respect for the Dignity of Persons and Peoples

The principle of respect for the dignity of persons and peoples requires that each person and all peoples are positively valued in their own right, and are shown respect and granted dignity as part of their common humanity. Respect requires sensitivity to cultural and social diversity and recognition that there are differences among persons associated with their culture, nationality, ethnicity, colour, race, religion, gender, marital status, sexual orientation, physical or mental abilities, age, socio-economic status, and/or any other personal characteristic, condition, or status. Such differences are an integral part of the person. In New Zealand, the basis for respect between the indigenous people (tangata whenua – those who are Maori) and others (those who are not Maori) is set out in the Treaty of Waitangi.

Value Statements	Practice Implications	Comments
1.1. General Respect: Psychologists respect the dignity of persons and peoples with whom they relate in their work and are sensitive to their welfare, and rights.	1.1.1. In their professional relationships psychologists are respectful of those with whom they interact.	
	1.1.2. Psychologists recognise the basic rights of individuals to food, clothing, shelter and freedom from intentionally inflicted pain.	In any circumstances where such basic rights may be compromised, as part of a psychological practice, psychologists should consult with senior colleagues before proceeding. Ultimately, they must be able to justify the decision made.
	1.1.3. Psychologists seek to obtain as full and active participation as possible from all persons in decisions that affect them.	This applies to research participants, clients, students, supervisees, employees, colleagues, employers, third party payers, and the general public, as appropriate.
	1.1.4. Psychologists use language that conveys respect for the dignity of others in all written or verbal communication.	This includes avoidance of demeaning descriptions or comments.
	1.1.5. Psychologists do not condone or engage in any form of harassment or exploitation.	
1.2. Non-Discrimination: Psychologists recognise that all persons and peoples are entitled to equal benefits from the contributions of psychology.	1.2.1. Psychologists seek to prevent or correct practices that are unjustly discriminatory.	
	1.2.2. Psychologists recognise that the decision to exclude persons from their services or activities, to fail to provide interventions that might reasonably be expected, or to otherwise minimise the services provided, are serious decisions and must not be made on capricious or unjustly discriminatory grounds.	It is recognised that psychologists cannot always provide a service for reasons of resources and/or expertise. In these circumstances, where the psychologist would usually provide such a service as the one requested, it is best practice to assist the person to find an alternative.
	1.2.3. Psychologists seek to avoid, or refuse to participate in, practises that are disrespectful of the cultural, legal, civil, or moral rights of others and/or practises with any form of discrimination.	
1.3. Relations Between Maori and Non-Maori: Psychologists practising in New Zealand recognise that the Treaty of Waitangi sets out the basis of respect between Maori and non-Maori in this country.	1.3.1. Psychologists, individually and collectively, seek to be informed about the meaning and implications of the Treaty of Waitangi for their work. This includes an understanding of the principles of protection, participation and partnership with Maori.	Te Tiriti o Waitangi is given priority as the text that was offered to and signed by the majority of the Maori signatories.
	1.3.2. Both non-Maori and Maori psychologists who work with Maori seek advice and undertake training in the appropriate way to show respect for the dignity and needs of Maori in their practice.	

Value Statements	Practice Implications	Comments
<p>1.4. Sensitivity to diversity: Psychologists respect diversity, and recognise that a person lives and develops within their social, cultural and community groups.</p>	<p>1.4.1. Psychologists seek to be responsive to cultural and social diversity and, as a consequence, obtain training, experience and advice to ensure competent and culturally safe service or research.</p>	<p>'Advice' includes guidance from a cultural adviser appropriate to the context. Competent service may require provision of an interpreter where there are language barriers.</p>
	<p>1.4.2. Psychologists recognise that people with whom they work have cultural and social needs, and take reasonable steps to help them meet these needs.</p>	<p>Provided this does not contravene the ethical principles of the code.</p>
<p>1.5. Children/Young Persons: Psychologists recognise a responsibility to promote the welfare and best interests of children/young persons.</p>	<p>1.5.1. In any work where children/young persons are involved, psychologists recognise that the interests and welfare of children/young persons are paramount, and therefore given precedence over other considerations.</p>	<p>Such an implication is spelled out in relevant legislation.</p>
	<p>1.5.2. Psychologists advocate for a child/young person who is directly their client, or part of a client group, in situations where that child's/young person's welfare and best interests are threatened.</p>	<p>Psychologists should discriminate between the needs and the wishes of children/young persons: wishes should be heard, understood and taken into account, within the context of their needs, general welfare, and wider social environment.</p>
<p>1.6. Privacy and Confidentiality: Psychologists recognise and promote persons' and peoples' rights to privacy. They also recognise that there is a duty to disclose to appropriate people real threats to the safety of individuals and the public.</p>	<p>1.6.1. Psychologists make themselves aware of relevant Acts and Standards and follow procedures that provide for informed consent, confidentiality, fair treatment and due process as laid out in those Acts and Standards.</p>	
	<p>1.6.2. Psychologists explain clearly the measures they will take to protect confidentiality when engaged in services to, or research with, individuals, families, groups, or organisations. Furthermore, psychologists convey to family, hapu/iwi organisations, and community members the responsibilities on them for the protection of each other's confidentiality.</p>	<p>Psychologists should take care to protect confidentiality of participants in groups with which they work by emphasising participants' obligation to one another (e.g., in group therapy or research focus groups).</p>
	<p>1.6.3. Psychologists discuss with persons and organisations with whom they establish a research or professional relationship (a) the limits of confidentiality as defined in 1.6.10 and (b) the foreseeable uses of the information generated through their services/activities.</p>	
	<p>1.6.4. Psychologists seek to collect only that information which is germane to the purpose(s) for which informed consent has been obtained.</p>	
	<p>1.6.5. Psychologists record only that information necessary for the provision of continuous, coordinated service to a client, or for validating or identifying conclusions in a report, or for the goals of the particular research study being conducted, or which is required by law.</p>	
	<p>1.6.6. Psychologists store, handle, transfer and dispose of all records, both written and unwritten (e.g., computer files, video tapes), in a way that attends to needs for privacy and security.</p>	
	<p>1.6.7. Psychologists retain information as defined in current legislation or ethical guidelines (for research data).</p>	<p>(a) Information includes paper records and computer records. (b) Records should be accessible and legible. (c) Adequate plans should be made for access to and disposal of records for circumstances of one's serious illness or death.</p>

Value Statements	Practice Implications	Comments
1.6. Privacy and Confidentiality: <i>continued</i>	1.6.8. Psychologists take all reasonable steps to ensure that information over which they have control remain retrievable as long as is necessary to serve the interests of those to whom they refer and/or the purpose for which they are collected, or as required by law.	
	1.6.9. Psychologists do not disclose personal information obtained from an individual, family, whanau or community group or colleague without the informed consent of those who provided the information, except in circumstances provided for in 1.6.10.	Information to be protected includes any information gained second hand (e.g., from a colleague about their client or student) in activities as a psychologist, and where it could be anticipated that the information would be regarded by the person/s it concerns to be confidential.
	<p>1.6.10: Psychologists recognise that there are certain exceptions and/or limitations to non-disclosure of personal information, and particular circumstances where there is a duty to disclose. These are:</p> <p>(a) Diminished capacity: Where a person is judged incapable of giving consent to disclosure themselves.</p> <p>(b) Children/young persons: The level of a child's/young person's emotional maturity and cognitive skills should determine the weight given to their requests and consent to disclose personal information.</p> <p>(c) Urgent need: Where a situation arises when it is impossible or impracticable to seek consent to disclosure in time to prevent harm or injury to the person, persons, family, whanau, or community group.</p> <p>(d) Legal requirements: Where a psychologist is compelled by law to disclose information given by a client or research participant.</p> <p>(e) Client or public safety: Where a psychologist believes that non-disclosure may endanger a client, research participant or another person but is denied permission to disclose, the psychologist exercises professional judgement in deciding whether to breach confidentiality or not.</p>	<p>The consequences of informing significant others should always be specifically considered.</p> <p>(a) In such circumstances consent to disclose is sought from those who are legally authorised to represent their interests (e.g., parents of children/young persons, legal guardians of mentally incapacitated persons).</p> <p>(b) Psychologists should recognise that significant health, safety, and/or relationship issues may override confidentiality and the wishes of the child/young person. In the situation that a psychologist intends to convey information to a third party, the child/young person should be informed if possible, and the matter should be discussed to a level that is age appropriate. Account should be taken of the child's/young person's limited capacity for individual responsibility, and the special status of children/young persons in relation to their guardians.</p> <p>(c) In these circumstances psychologists should report to the person, persons, or the person authorised to represent his/her interests, as soon as practicable, any information disclosed to a third party.</p> <p>(d) For example, mandated assessments and treatments, court order to disclose information from files or other records. In such circumstances psychologists inform the person or persons in advance, where possible, of such limitations to confidentiality that may exist.</p> <p>(e) Psychologists should consult with senior colleagues before making their decision. Ultimately, they must be able to justify the decision made.</p>
	1.6.11. Psychologists, in disclosing information as allowed for in 1.6.10, provide only that information which, in their opinion, is accurate and relevant to the situation.	Psychologists should ensure that any limitations of the information provided are made clear to the recipient.
	1.6.12. Psychologists ensure that where client and/or research information about individuals or groups is used in publications, teaching or public presentations, the identity of the clients or research participants concerned is protected.	Unless informed consent has been obtained for identification and presentation

Value Statements	Practice Implications	Comments
<p>1.7. Informed Consent: Psychologists recognise that obtaining informed consent from those with whom they are working is a fundamental expression of respect for the dignity of persons and peoples.</p>	<p>1.7.1. Psychologists accept the obligation to obtain or negotiate informed consent in a manner consistent with the principles of this code.</p>	<p>Some individuals or groups have less power than others, permanently or temporarily, placing them in a vulnerable position and increasing the responsibility of psychologists to protect and promote their rights. In exercising this responsibility psychologists seek to collaborate with the persons involved in devising and implementing appropriate safeguards.</p>
	<p>1.7.2. Psychologists obtain explicit informed consent for any psychological services provided or for participation in research.</p>	
	<p>1.7.3. When working with a person or persons who are unable to give explicit consent for reasons of diminished capacity, age and/or intellectual and/or emotional immaturity, psychologists must gain the consent of the person's guardian(s). They should also seek informed consent to the extent feasible from the person with limited ability to consent, and taking into account the facts of their particular case.</p>	<p>It is the responsibility of the psychologist to obtain consent from an appropriate person/agency. A lawful basis for consent is required.</p>
	<p>1.7.4. Psychologists ensure that informed consent is the result of an agreement to work collaboratively and they take all reasonable steps to ensure that consent is not given under conditions of coercion or undue pressure from them.</p>	<p>It is recognised that in certain work settings, psychologists are required to conduct assessments where consent may not be readily forthcoming (e.g., child protection work, forensic work).</p>
	<p>1.7.5. When working with a person or persons from whom explicit informed consent cannot be obtained, psychologists proceed in accord with current statutory provisions.</p>	
	<p>1.7.6. In obtaining informed consent, psychologists provide as much information as a reasonable or prudent person, family, whanau, or community would want to know before making a decision or consenting to an activity.</p>	<p>This includes warning of any potential risks or consequences.</p>
	<p>1.7.7. In obtaining informed consent, psychologists relay information in language that is easily understood, and give sufficient time for the recipients to respond to the information. Psychologists take whatever reasonable steps are necessary to ensure that the information was, in fact, understood.</p>	<p>Including providing translation into another language, if necessary.</p>
	<p>1.7.8. In seeking informed consent for participation in research, psychologists ensure that the procedures and information provided meet the standards of a relevant human subjects ethics committee.</p>	
	<p>1.7.9. Psychologists accept that there may be some exceptions and/or limitations to a person or persons giving explicit informed consent. The major exceptions/limitations are:</p> <ul style="list-style-type: none"> (a) Diminished capacity: Where a person is judged incapable of giving explicit informed consent themselves. (b) Urgent need: Where a situation arises when it is impossible or impracticable to obtain informed consent in time to prevent harm or injury to the person, persons, family, whanau, community group or some other person. (c) Legal requirement: Where a psychologist's actions are mandated by law. 	<p>In such circumstances informed consent procedures are carried out with those who are legally authorised to represent their interests (e.g., parents of children, legal guardians of mentally incapacitated persons).</p> <p>As in some treatments or assessments contracted by the Courts (e.g., those carried out under criminal, mental health or family law). Psychologists inform the client of these limits at the commencement of their work (see 1.6.4).</p>

Principle 2

Responsible Caring

The practice of psychology promotes well-being. In pursuing this goal, psychologists demonstrate an active concern for the welfare of those with whom they work and acknowledge the social and institutional power that structures their role as psychologists. Psychologists have a primary responsibility to protect the welfare of those with whom they work. They recognise that individuals, families, groups, hapu/iwi, or communities, may be in a vulnerable position. In New Zealand, the Treaty of Waitangi provides a framework for responsible caring between the two peoples, tangata whenua (those who are Maori) and those who are not Maori.

Value Statements	Practice Implications	Comments
2.1. Promotion of Well-being: Psychologists' recognise that a basic ethical expectation of our discipline is that its activities will benefit members of society or, at the very least, do no harm.	2.1.1. Psychologists assess the potential harm and benefits involved in their actions, to predict the likelihood of their occurrence and proceed only if the potential benefits outweigh the potential harms. They endeavour to correct any harmful effects that have occurred because of their activities.	This requires an understanding of cultural needs and acknowledgement that such information is part of all aspects of psychologists' work.
	2.1.2. Psychologists use the most respectful and effective interventions or strategies for those with whom they are working.	
	2.1.3. Psychologists who conduct psychological assessments select appropriate procedures and instruments and are able to justify their use and interpretation.	This involves, but is not limited to, selection of procedures and instruments with established scientific status, currency and cultural appropriateness and which the psychologist is trained to administer. Any reservations concerning the validity or reliability of an assessment procedure, arising from its administration, norms, or domain-reference, should be made explicit in any report.
	2.1.4. In reporting assessment findings and recommendations to clients, research participants and/or professionals, psychologists provide appropriate explanations of findings, interpretations and limitations. They endeavour to see these are not misused.	(a) Uninterpreted data from assessments is not normally released to persons who are not specifically trained in the use and interpretation of the instruments concerned. (b) In respect of children/young persons especially, it should be recognised that they have the capacity for considerable change through their development. Labels about their current level of skills or emotional maturity can stereotype them and impede their future capacity to mature. Caution should be exercised in using diagnostic labels
	2.1.5. Psychologists do not delegate activities to persons not competent to carry them out.	
	2.1.6. When a client's needs lie outside of a psychologist's expertise, the psychologist refers the client to other appropriate services.	If referring a client to a colleague or other professional, psychologists maintain appropriate contact, support, and responsibility for caring until a colleague or other professional begins service.
	2.1.7. Once a professional relationship has been established, psychologists provide services until the relationship is properly terminated. Proper termination of a professional relationship should occur with due regard to the client's needs.	
	2.1.8. When it is clear that the client is not benefiting, a psychologist initiates a termination of the professional relationship.	Such termination of a professional relationship is, where possible, negotiated with the client. When appropriate help is given the client to find alternative sources of assistance.
	2.1.9. In a professional relationship, psychologists do not foster dependence on the psychologist.	This applies to clients, supervisees, and students.

Value Statements	Practice Implications	Comments
2.1. Promotion of Well-being <i>(continued)</i>	2.1.10. Sexual relationships with clients, supervisees and/or students are unethical. Psychologists do not encourage or engage in sexual intimacy, either during the time of that professional relationship, or for that period of time following during which the power relationship could be expected to influence personal decision making.	It is not appropriate to terminate a professional relationship in order to facilitate an intimate relationship.
	2.1.11. Psychologists try to stop clearly harmful activities being carried out by another psychologist or another professional.	When these activities come to the attention of psychologists, the psychologists' actions may include: talking informally with the psychologist or member of another profession, formally recording concerns, obtaining objective information and, if possible, the assurance that the harm will discontinue and be corrected, reporting to the appropriate regulatory body, authority, and/or committee for action.
	2.1.12. Psychologists do everything reasonable to stop or offset the consequences of actions by others when these actions are likely to result in serious physical harm or death.	This may include reporting to appropriate authorities (e.g. the police) or an intended victim or other relevant people, and would be done even when a confidential relationship is involved (refer to 1.6.10)
	2.1.13. When psychologists are aware that clients are involved with more than one service provider, they endeavour to provide services, which are coordinated over time and avoid duplication or conflict.	Such coordination should be promoted by the maintenance of adequate records and communication with other service providers within limitations of confidentiality and consent (refer to 1.6.9).
2.2. Competence: Psychologists attain and maintain competency.	2.2.1. Psychologists attain and maintain adequate levels of knowledge and skills in order to practise in a particular area.	
	2.2.2. Psychologists recognise the limits of their own competence and provide only those services for which they are competent, based on their education, training, supervised experience, or appropriate professional experience.	
	2.2.3. Psychologists practise in new areas of psychology, or utilise new techniques, only after undertaking appropriate study, training, supervision and/or consultation from persons who are competent in those areas or techniques.	
	2.2.4. Psychologists utilise and rely on scientifically and professionally derived knowledge, and are able to justify their professional decisions and activities in the light of current psychological knowledge and standards of practice.	Psychologists are familiar with relevant law; keep themselves up-to-date with relevant knowledge, skills, techniques and research methods, through the reading of relevant literature, peer consultation, and continuing education and training activities, in order that their service or research activities and conclusions are sound.
	2.2.5. Psychologists seek to maintain an awareness of how their own experiences, attitudes, culture, beliefs, values, social context, individual differences and stresses, influence their interactions with others, and integrate this awareness into all aspects of their work.	
	2.2.6. Psychologists have regular supervision and undertake regular evaluation of their work in order to ensure quality services.	
	2.2.7. Psychologists have responsibility to monitor their ability to work effectively in order to avoid conditions that could result in impaired judgement and interfere with their ability to practise safely. They seek appropriate help and/or discontinue scientific or professional activity for an appropriate period of time if a physical or psychological condition reduces their ability to work effectively and maintain safe practice.	Such conditions may include burnout, addictions, acquired disability, distress from significant life events, etc.

Value Statements	Practice Implications	Comments
<p>2.3. Active Participation: Psychologists recognise that clients should actively participate in decisions that affect their welfare.</p>	<p>2.3.1. Psychologists provide clients with adequate information, time and support to enable active participation in decisions that affect their welfare. This information includes assessments of benefits and harms so they can appreciate the likely consequences of working with the psychologist.</p>	<p>(a) This includes possible adverse consequences such as disruption of family relationships, short term reduced functioning, etc. Refer to 1.7 section on informed consent.</p> <p>(b) Psychologists should encourage children/young persons and other vulnerable clients to participate actively in decisions according to their cognitive skills and emotional maturity.</p>
<p>2.4. Vulnerability: Psychologists especially provide responsible care to individuals and groups who may be disadvantaged and/or oppressed.</p>	<p>2.4.1. Psychologists recognise the vulnerability of some individuals, groups, or communities and take appropriate action in relation to this.</p>	<p>Psychologists recognise that special vulnerability may occur with political or social oppression, age, ethnic origin, ability to communicate, sensory impairments, economic standing and need for support from others.</p>
	<p>2.4.2. Psychologists recognise that vulnerability is increased by unfamiliar cultural settings, unfamiliar clinical settings, unfamiliar language, overwhelming numbers of staff, and/or lack of advocate support.</p>	<p>Psychologists should recognise the need for support people, advocates, aides and appliances, accessible surroundings and interpreters where indicated, when working with people with disabilities. (See also 1.4.1).</p>
	<p>2.4.3. Psychologists endeavour to put in place supports for individuals, groups, families or communities so that their vulnerabilities are lessened.</p>	
	<p>2.4.4. Where it is impossible to lessen vulnerabilities, psychologists should make allowances for this in their work with individuals, groups, families or communities.</p>	
	<p>2.4.5. Psychologists should not use aversive strategies except as a last resort and after demonstrable efforts to identify other less intrusive alternatives have been made. Any use of aversive strategies should occur in the context of a positive intervention programme.</p>	<p>If possible, informed consent should be obtained (see 1.7). Ongoing evaluation and supervision should occur to ensure that the aversive strategies are still justifiable.</p>
<p>2.5 Children/Young Persons: Psychologists recognise the vulnerable status of children.</p>	<p>2.5.1. Psychologists take account of the developmental level of children/young persons and do not exploit them in any way.</p>	<p>Psychologists who work with children/young persons should provide appropriate settings to allow for different modes of communication.</p>
	<p>2.5.2. In research with children/young persons, psychologists take stringent care to achieve informed consent from guardians and assent from the child/young person.</p>	
<p>2.6. Well-being of Human Research Participants. In carrying out research, psychologists recognise that a basic ethical expectation is that research activities will benefit members of society or, at least, do no harm.</p>	<p>2.6.1. Psychologists only conduct research that is ethically sound and that meets current standards for adequacy of research design.</p>	
	<p>2.6.2. Psychologists submit their research proposals for ethical review to an appropriately constituted ethical review committee</p>	<p>Research ethics proposals should include statements of responsiveness to the Treaty principles of partnership, participation and protection and be compatible with Maori development.</p>
	<p>2.6.3. Psychologists do not use research procedures if they are likely to cause serious or lasting harm to participants.</p>	
	<p>2.6.4. Psychologists take all reasonable steps to protect research participants from physical and mental discomfort or danger.</p>	<p>If the risks of such consequences exists and the participants give their informed consent to their involvement in the research, all possible steps must be taken to minimise any such risks.</p>
	<p>2.6.5. Psychologists take account of the developmental immaturity of children and do not exploit or manipulate them in carrying out research.</p>	<p>This includes taking account of their vulnerability to power, and the special need to not undermine their trust.</p>
	<p>2.6.6. Psychologists have a responsibility to debrief research participants and do so in such a way that any harm caused can be discerned. They act to correct such harm.</p>	<p>Such communication should be comprehensible.</p>

	2.6.7. Psychologists communicate findings of research to participants in ways that value and respect their contribution.	
2.7. Animals. Psychologists' treatment and use of animals in their research and teaching must be humane.	2.7.1. Psychologists only conduct research with animals that is ethically sound and that meets current standards for adequacy of research design.	Psychologists conducting teaching and research involving animals must be aware of and conform to all legislation relevant to their activities.
	2.7.2. Psychologists submit their research proposals for ethical review to an appropriately constituted ethical review committee.	Psychologists using procedures likely to subject animals to discomfort must be able to justify such risks on scientific grounds to an appropriate ethics committee.

Principle 3

Integrity in Relationships

The relationships formed by psychologists in the course of their work embody explicit and mutual expectations of integrity that are vital to the advancement of social justice, scientific knowledge, and to the maintenance of public confidence in the discipline of psychology. Expectations of professional practice include: respect, accuracy and honesty; openness, maintenance of appropriate boundaries, and avoidance of conflicts of interest. Psychologists will seek to do right in their relations with others. In New Zealand, the Treaty of Waitangi provides a framework for integrity in relationships between the two peoples, tangata whenua (those who are Maori) and those who are not Maori.

Value Statements	Practice Implications	Comments
3.1 Honesty: Psychologists recognise that integrity implies honesty in relationships. Honesty requires psychologists to be accurate, complete and comprehensible in all aspects of their work.	3.1.1. Psychologists accurately represent their own and others' qualifications, education, experience, competence, and affiliations, in all spoken, written, or printed communications.	
	3.1.2. Psychologists help the public make informed choices of the quality and type of service provided.	
	3.1.3. Psychologists ensure that claims or conclusions can be supported by a standard of evidence acceptable to the profession. Statements of opinion are clearly identified as such.	Psychologists should be able to acknowledge the basis of any opinions expressed.
	3.1.4. Psychologists engaged in research conduct open, honest and unbiased investigations.	This standard is achieved through selecting and developing relevant research techniques, providing statements of the underlying assumptions, declaring any interests (e.g., naming funding bodies, and/or those who commissioned the research), regularly and genuinely seeking guidance from informed persons, and through the timely and adequate disclosure of research findings to the professional and scientific community.
	3.1.5. Psychologists strive to avoid deception in their work. Where deception must be employed, psychologists seek independent and adequate ethical review of the risks to the public or the individuals, before making a decision to proceed.	Deception should only occur in practise with clients when it can be justified on the basis of safety. Deception should only occur in research where there is no alternative non-deceptive option, where consent has been obtained prior to participation, and where debriefing is given after participation to disclose the deception and its rationale. Psychologists should recognise that deception, of itself, can be harmful to vulnerable people, including children/young persons.
	3.1.6. Psychologists are accurate, complete and clear in reporting assessments, evaluation and research findings and do so in a manner that encourages responsible discussion.	
	3.1.7. Where psychologists make reports that are found to be incorrect or misleading, they take all reasonable steps to correct the error as quickly as possible.	
	3.1.8. In their publications, psychologists give accurate acknowledgement to sources of ideas and information.	Principal authorship and other publication credits should accurately reflect the relative scientific or professional contributions of the individuals involved, regardless of their relative status. A student should usually be listed as senior author on any multiple-authored article that is substantially based on their dissertation or thesis.
	3.1.9 Psychologists do not present substantial portions or elements of another's work or data as their own.	
	3.1.10. Psychologists inform clients and/or research participants about information they seek to obtain from or about them, how it will be used and whether and/or how it will be available to them.	People are normally entitled to have access to information collected about them unless there are compelling reasons to withhold it. Such reasons include reports on a person for a third party (e.g., in the Family Court).

Value Statements	Practice Implications	Comments
3.1 Honesty: <i>(continued)</i>	3.1.11. Psychologists strive to honour all undertakings and commitments included in any written or verbal agreement even where serious and unexpected circumstances intervene.	
	3.1.12. Psychologists make information available to clients and research participants of relevant complaints procedures.	
3.2 Personal Values Psychologists will enhance integrity in relationships by recognising, and where relevant, declaring, their values and beliefs.	3.2.1. Psychologists endeavour to be aware of their personal values and beliefs and how these may affect their work.	See also 2.2.5 and 2.2.6.
	3.2.2. Psychologists ensure their personal values and beliefs do not disadvantage those with whom they work.	
3.3 Structure of Relationships Psychologists take responsibility to maintain appropriate structure in their relationships with persons and peoples with whom they work.	3.3.1. Psychologists clarify and make explicit their role and responsibilities with the person(s) with whom they are working.	
	3.3.2. Psychologists maintain appropriate boundaries with those with whom they work and carefully consider their actions in order to maintain their role.	
3.4 Conflicts of interest: Psychologists recognise that conflicts of interest are a threat to the integrity of relationships.	3.4.1. Psychologists seek to avoid dual relationships where that might present a conflict of interest.	
	3.4.2. Where dual relationships are unavoidable, psychologists identify any real or potential conflicts of interest and take all reasonable steps to address the issue in the best interests of the parties.	
	3.4.3. Psychologists do not exploit any work relationship to further their own personal or business interests.	Work relationships included are those with clients, research participants, students, employers, and employees under their direct supervision.

Principle 4

Social Justice and Responsibility to Society

Psychology functions as a discipline to promote the well being of society. In New Zealand, the Treaty of Waitangi is a foundation document of social justice. Psychologists, both as individuals and as a group, have responsibilities to the community and to society in general. The principle of Social Justice is about acknowledging psychologists' position of power and influence in relation both to individuals and groups within communities where the psychologist is involved, and in the broader context. It is about addressing and challenging unjust societal norms and behaviours that disempower people at all levels of interaction.

Value Statements	Practice Implications	Comments
4.1. Welfare of Society: Psychological knowledge will be increased, and psychology will be practised, in such ways as to promote the welfare of society	4.1.1. In relation to societal issues, psychologists are careful to keep well informed through relevant reading, peer consultation, and continuing education.	Within the context of this code, social structures and policies that have beneficial purposes are defined as those that more readily support and reflect respect for the dignity of peoples, active concern, integrity in relationships, and responsibility to society.
	4.1.2. Psychologists are sensitive to the needs, current issues, and problems of society and take account of these needs in their work.	This includes but is not limited to determining: <ul style="list-style-type: none"> (a) research questions to be answered (b) services to be developed (c) information to be collected (d) the interpretation of results or findings
	4.1.3. Psychologists have a responsibility to speak out, in a manner consistent with the four principles of this Code, when they possess expert knowledge that bears on important societal issues being studied or discussed.	
	4.1.4. Psychologists exercise care when reporting the results of any work, so that results are not likely to be misrepresented or misused in the development of social policy, attitudes and practices.	Particular care must be taken when reporting the results of work regarding vulnerable groups
	4.1.5. Psychologists have a responsibility to speak out and/or act in a manner consistent with the four principles of this Code if they believe policies, practices or regulations of the social structures within which psychologists work, seriously ignore or oppose any of the principles of this Code.	
	4.1.6. Psychologists do not contribute to, nor engage in, research that promotes or is intended for use in the torture of persons, the development of prohibited weapons, destruction of the environment, or any other act that contravenes international law.	
4.2. Respect for Society: Psychologists recognise the need to be aware of the structures and customs of the communities in which they work.	4.2.1. Psychologists are open about the limits of their relevant knowledge, and seek appropriate training regarding customs and culture of the group with whom they are working.	
	4.2.2. Psychologists acquire an adequate knowledge of the culture, social structure, and customs of the community before beginning any major work there and have a professional obligation to obtain guidance from appropriate members of the community.	This knowledge and guidance should be sought before beginning work in an area where the psychologist may be unfamiliar with the culture or inadequately informed.
	4.2.3. Psychologists abide by the laws of the society in which they work.	
	4.2.4. Psychologists recognise that from time to time structures or policies of society may be inconsistent with the principles of respect for the dignity of peoples, responsible caring and integrity in relationships. Where these inconsistencies are identified, psychologists advocate for change in these structures and policies.	

Value Statements	Practice Implications	Comments
<p>4.3. Benefit to Society: Psychologists strive to ensure that psychological knowledge, when used in the development of social structures and policies, will be used for beneficial purposes.</p>	4.3.1. Psychologists work individually and collectively to contribute to the general welfare of society, in direct work and by the publication and dissemination of findings from research.	
	4.3.2. Psychologists have a responsibility to ensure that psychological knowledge and structures are used for beneficial purposes, and have an ethical responsibility to draw attention to and work to correct any misuse.	This includes but is not limited to research, expert teaching and policy advice.
	4.3.3. Psychologists protect the skills, knowledge and interpretations of psychology from being misused, used incompetently, or made useless by others.	
	4.3.4. Psychologists participate in the process of critical evaluation of the discipline's place in society and in the development and implementation of structures and procedures that help the discipline to contribute to beneficial societal functioning and change.	
	4.3.5. Psychologists act to change those practices of the discipline of psychology, which detract from beneficial societal changes, where appropriate and possible.	
<p>4.4. Accountability, Standards and Ethical Practice. Psychologists strive to ensure the appropriate and relevant use of psychological knowledge, practices and structures, and to avoid their misuse.</p>	4.4.1. Psychologists help develop, promote and participate in accountability processes and procedures related to their work.	The discipline of psychology promotes high standards for its members and does what it can to assure that these standards are met and to support its members in their attempts to maintain these standards. This includes but is not limited to supervision, peer review, programme reviews, case management reviews and reports of one's own research.
	4.4.2. Psychologists engage in regular monitoring, assessment, and reporting of their ethical practices and safeguards.	
	4.4.3. Psychologists uphold the discipline's responsibility to society by taking relevant action in relation to bringing incompetent or unethical behaviour of colleagues, including misuses of psychological knowledge and techniques, to the attention of appropriate regulatory bodies, authorities, and/or committees, in a manner consistent with the ethical principles of this Code.	This refers to colleagues of all disciplines and may include employers. In the first instance, resolution or correction of the situation should be attempted through bringing the matter to the attention of the colleague concerned. Where this is not appropriate or possible, or is unsuccessful in resolving the issue, the psychologist should then bring the matter to the attention of those charged with the responsibility to investigate it.
	4.4.4. Psychologists protect the physical security and integrity of assessment instruments and ensure that they are not used inappropriately.	
	4.4.5 Psychologists do not file or encourage the filing of ethics complaints that are frivolous and are intended to harm the respondent rather than protect the public.	
	4.4.6. Psychologists enter only into those agreements or contracts that allow them to act in accordance with the ethical principles and standards of this Code.	
	4.4.7. Psychologists assist in the development of professional and scientific growth of those who enter the discipline of psychology by helping them to acquire a full understanding of the ethics, responsibilities and needed competencies of their chosen area(s).	Psychologists are advised to have explicit understandings of their responsibility for the work or behaviour of those they teach, supervise, and/or employ (e.g., in supervision or employment contracts).

Index

A

Accountability, standards and ethical practice, 2.6.2, 2.7.2, **4.4**, 4.4.1-7
Accuracy, 3.1.6-8, 4.1.4
Active participation, of clients, 1.1.3, 1.7.4, **2.3**, 2.3.1
Advocacy, 1.5.2, **2.4**, 2.4.1-5, 4.1.3, 4.1.5, 4.2.4, 4.3.5,
Animals, **2.7**, 2.7.1-2
Assessment, 2.1.3, 2.1.4, 3.1.6, 4.4.4
Aversive strategies, 2.4.5

C

Children, **1.5**, 1.5.1-2, 1.6.10(b), 2.1.4(c), 2.3.1 (b), **2.5**, 2.5.1-2, 2.6.5
Communications with others, 1.1.4, 2.6.6-7
Community, working in the, 1.4, 1.6.2, 1.6.9, **4.2**, 4.2.1-4
Competence, 2.1.5-6, **2.2**, 2.2.1-7
Complaints, 3.1.12, 4.4.3-4
Confidentiality, **1.6**, 1.6.1-12
Conflict of interest, **3.4**, 3.4.1-3
Consent, see Informed consent
Culture, 1.2.3, **1.3**, 1.3.2, **1.4**, 1.4.1-2, **4.2**, 4.2.1-2

D

Debriefing, following research 2.6.6-7
Deception, 3.1.5
Disclosure of information, 1.6.3, 1.6.9-11, 2.1.4
Discrimination, unjust, **1.2**, 1.2.1-3
Dual relationships, 3.4.1-2
Duty to warn, **1.6**, 1.6.10(c), 1.6.10(e), 1.7.9, 2.1.12

E

Ethical Behaviour, 3.1.5, **4.4**, 4.4.3-6
Evaluation and monitoring, 2.2.7, 4.4.2
Exploitation, 1.1.5, 3.4.3

F

Freedom of consent, see Vulnerable groups

H

Harrasment, 1.1.5
Harm, **2.1**, 2.1.1, 2.1.11-12, 2.3.1, **2.6**, 2.6.4, 4.1.6, 4.3.2
Honesty, **3.1**, 3.1-12

I

Informed consent, 1.6.1, **1.7**, 1.7.1-9, **2.3**, 2.3.1, 3.1.10
Integrity in relationships, Principle 3, **3.1**, 3.1.1-12, **3.2**, 3.2.1-2

K

Knowledge, psychological, 2.1.6, **2.2**, 2.2.1-4, 3.1.3, 4.4.7

L

Language, 1.1.4, 1.7.7, 2.4.2
Legal requirements, 1.6.1, 1.6.10(d), 1.7.9(c), 4.2.3
Legal rights, 1.2.3

M

Maori, **1.3**, 1.3.1-2
Misrepresentation, avoidance of, 2.1.4, 3.1.7, 4.3.3
Monitoring, see evaluation and monitoring
Moral rights, 1.2.3

N

New techniques, 2.2.3

O

Objectivity, 2.2.4-5, 3.1.3-4

P

Pain, 1.1.2
Participation, of clients, 1.1.3, **1.7**, 1.7.1-8, **2.3**, 2.3.1
Personal values, 2.2.5, **3.2**, 3.2.1-2
Privacy, **1.6**, 1.6.1-12
Preventing Harm, **2.1**, 2.1.12
Psychological knowledge, see Knowledge, psychological
Publication issues, 3.1.6-9

R

Records, 1.6.5-8, 2.1.4, 3.1.10
Referral of clients, 2.1.6-8, 2.1.13, 3.1.2
Relationships, 2.1.9-10, **3.3**, 3.3.1-2
Research participants, 1.7.2, 1.7.8, 2.5.2, **2.6**, 2.6.1-7, **2.7**, 2.7.1-2, 3.1.10, 3.1.12
Research data/records, 1.6.5, 1.6.7, 1.6.12, 3.1.6-10, 4.3.1-2
Research, conduct of, 3.1.3-10, 4.1.6, 4.3.1
Respect for the dignity of persons and peoples, Principal 1, **1.1**, 1.1.1-5, 2.1.2, **4.2**, 4.2.1-4
Responsible caring, Principle II

S

Safety of individuals, **1.6**, 1.6.10(e), 2.1.12
Social justice and responsibility to society, Principle 4
Society, benefit to, **4.3**, 4.3.1-5
Society, respect for, **4.2**, 4.2-4
Society, welfare of, **4.1**, 4.1.1-6
Self-knowledge, 2.2.5, **3.2**, 3.2.1-2
Sexual relationships, 2.1.10
Students, supervisees, and trainees, 1.1.4, 2.1.10, 4.4.7
Supervision, 2.2.3, 2.2.6-7, 4.2.2, 4.4.7

T

Termination of services, 2.1.7-8
Treaty of Waitangi, Preamble 'Declaration', Principles 1-4, **1.3**, 1.3.1-2
Training, 1.3.2, 2.2.1-4, 4.2.1

V

Vulnerable groups, **2.4**, 2.4.1-5, **2.5**, 2.5.1-2, 4.1.4

W

Welfare, of persons and people, **1.1**, 1.1.1-5
Welfare of society, see Society, welfare of
Wellbeing, promotion of, **2.1**, 2.1-13
Wellbeing, of human research participants, **2.6**, 2.6.1-7