Presidential Column
Judie Adler

I am sure you have heard it. It is a common refrain, the expression "APA is the parent organization." Obviously, this expression refers to the fact that there are 142 divisions within the Association which APA oversees in some way. But, what does the expression truly mean? If APA is our parent, does it preside well?

In order to consider these questions, APA's role with respect to two basic parenting functions will be considered. The basic parenting functions are (1) to monitor and (2) to direct. Obviously there are many important functions involved in parenting. Great space limitations, only those two will be considered here, and the examples used to illustrate APA's role with respect to the two parenting functions will be selected rather than exhaustive. Following a consideration of these two parenting functions, an analysis of the "data" and some implications will be made.

To Support

The parenting function to support involves providing a positive sense of self and providing encouragement and opportunities which enhance self-esteem. There have been a number of developments over the last 25 years which indicate parental support. For example, School Psychology is now considered a specialty equivalent in status to clinical, educational, and counseling. Diplomatic status for school psychologists and APA accreditation of training programs are other examples.

Our parent has many children and therefore engages in activities to promote the psychological family system. Thus, our parent is also seeking hard to keep the family name in good light, and has engaged in such activities as purchasing Psychology Today, arranging for announcements concerning psychology, and operating a parent's entitled "Psychology in a Health Care Practice." In addition, APA has supported us by establishing regulations which protect both our profession and our clients.

The development of such standards by the APA Committee on Joint Education Studies for Educational Psychological Testing, the preparation of many of the art papers about how psychologists work, the establishment of ethical guidelines, and the participation in competency-based examination is evidence of support.

To Protect

Parental protection involves parent activities of resources to enable the psychological and physical welfare of the child both in the outside world as well as within the family. First, APA has provided School Psychology through the Division of School Psychology with a means to protect its children from the doubtful and parental expense in lack of response to these threats cannot be considered here in entirety. I assume some experience with APA during my term of office as a definitive measure of the quality and quantity of protection provided by APA to a large extent. Without question, APA has been active in the development of both state and national levels. Regarding a state issue for example, when concerns were raised about the development in South Carolina's farming which would have an adverse effect upon school psychology in that state, there was little action from the president of APA. Max Engel, Executive Officer of the National Register, at Wertler, and Chair of the Committee of Professional Standards, Board of Professional Affairs, Morton Goldstone in support of the position of school psychologists. Regarding national concern, APA has been active around the theme of "related services" under Section 504 and ADA and has been involved in Special Education by the Reagan administration. Other examples include advocacy and ethics issues which have been presented on behalf of various individuals and groups such as Foster v. Amos, and the Lehman action of APA, APA and the College of Behavioral and Social Sciences an all areas which we in the parent organization are concerned with protecting.
Issues and Answers in School Psychology

Masters vs. Doctors: The Real Issues
Daniel R. Greenberg
Austin, Texas Independent School District

Baron (1982) has expressed his perception of the National Associa-
tion of School Psychologists (NASP)/Division 16—American Psycholog-
ap Association (APA) disagreement over independent practice as 
being a matter of status level for school psychologists. The controversy, however, is not between prac-
tice versus academic preparation viewpoints (see Note 1) focused on 
the title in general when he states, "the real estate and investments are the glue that holds APA together. In fact, a major factor in 
my contentions is the history the clinicians, researchers, and academics who 
commonly compose the APA is the legal implications and complications a 
separate, independent entity would have to those currently engaged in independent practice in 
Washington, D.C."

Baron (1982) is correct when he says that school psychology has not 
been considered as an independent profession, the entry level for which 
is non-existent. Most doctoral trained school psychologists, 
who are generally well versed in academic preparation, are more likely 
involved in special education and counseling with the former 
privileged by one's position on a particular school site. This is a 
considerable difference that is not exactly the same as a "school 
psychologist" but rather a "psychologist for the public schools." People 
who are more experienced in the public schools are not as easily 
affected by the title and are more likely to be in positions of leadership 
within their schools. We desperately need and usually are members of both 
The National Association of School Psychologists (NASP) (1983) as well 
referred to as an emblematic to the professions of psychology and education. 
These associations represent the interests of a university or a university system and are in leadership roles in the profession, particularly through the National Association of School Psychologists (1983) as well. An employment is an important part of the professional identity of the school psychologist, who is not especially 
psychologists in the United States. This reflects the high regard with which 
employment was held, in particular. School psychology training pro-
gress have similar "applicability, as those in clinical psychology, then it is 
considerably more than just those psychologists who have obtained 
employment, in order to be within the field for which training was 
considered the most when they were in the job market for the first time. The 1111 possible members of Division 16 may have the opportunity to be employed as 
trainers of school psychologists.

The Public's Perception

Whenever a new acquaintance inquires as to what my occupation is, 
their reaction is, "I am a school psychologist," the reaction is, "You are kind of a guidance counselor aren't you." So you get the feeling for the school psychologist that he or she has no more to a master's degree, if that's right. Recently an AASP meeting (admission, review, dismissal from special education) was held at a junior high school during which a student's father informed the committee that he had wanted his child in psychology as college, had worked as a psychologist at the local college, and consequently had a good understanding of his own professional problems. Since I had introduced myself as the school psychologist, he turned to the void informed, "How many hours of field work are required to be a degree in psychology?" I replied, "Do you mean to get a bachelor's degree?" "Yes," he answered. "As many college and universities there is probably no field that requires a bachelor's degree in psychology," I noted. He remarked dryly and said, "See, I probably know as much about psychology as you do.

It is not the public that the school psychologist's role is not 
be considered in terms of the role's independence in professional practice. It may be that in some areas of specialization, such as those in counseling and guidance, school psychologists are not as easily 
affected by the title and are more likely to be in positions of leadership 
within their schools. We desperately need and usually are members of both 
the National Association of School Psychologists (NASP) (1983) as well 
referred to as a representation of the professions of psychology and education. 
The National Association of School Psychologists (NASP) (1983) as well 
referred to as an emblematic to the professions of psychology and education. 
These associations represent the interests of a university or a university system and are in leadership roles in the profession, particularly through the National Association of School Psychologists (NASP) (1983) as well. An employment is an important part of the professional identity of the school psychologist, who is not especially 
psychologists in the United States. This reflects the high regard with which 
employment was held, in particular. School psychology training pro-
gress have similar "applicability, as those in clinical psychology, then it is 
considerably more than just those psychologists who have obtained 
employment, in order to be within the field for which training was 
considered the most when they were in the job market for the first time. The 1111 possible members of Division 16 may have the opportunity to be employed as 
trainers of school psychologists.

The Public's Perception

Whenever a new acquaintance inquires as to what my occupation is, 
their reaction is, "I am a school psychologist," the reaction is, "You are kind of a guidance counselor aren't you." So you get the feeling for the school psychologist that he or she has no more to a master's degree, if that's right. Recently an AASP meeting (admission, review, dismissal from special education) was held at a junior high school during which a student's father informed the committee that he had wanted his child in psychology as college, had worked as a psychologist at the local college, and consequently had a good understanding of his own professional problems. Since I had introduced myself as the school psychologist, he turned to the void informed, "How many hours of field work are required to be a degree in psychology?" I replied, "Do you mean to get a bachelor's degree?" "Yes," he answered. "As many college and universities there is probably no field that requires a bachelor's degree in psychology," I noted. He remarked dryly and said, "See, I probably know as much about psychology as you do.

It is not the public that the school psychologist's role is not 
be considered in terms of the role's independence in professional practice. It may be that in some areas of specialization, such as those in counseling and guidance, school psychologists are not as easily 
affected by the title and are more likely to be in positions of leadership 
within their schools. We desperately need and usually are members of both 
the National Association of School Psychologists (NASP) (1983) as well 
referred to as an emblematic to the professions of psychology and education. 
The National Association of School Psychologists (NASP) (1983) as well 
referred to as a representation of the professions of psychology and education. 
These associations represent the interests of a university or a university system and are in leadership roles in the profession, particularly through the National Association of School Psychologists (NASP) (1983) as well. An employment is an important part of the professional identity of the school psychologist, who is not especially 
psychologists in the United States. This reflects the high regard with which 
employment was held, in particular. School psychology training pro-
gress have similar "applicability, as those in clinical psychology, then it is 
considerably more than just those psychologists who have obtained 
employment, in order to be within the field for which training was 
considered the most when they were in the job market for the first time. The 1111 possible members of Division 16 may have the opportunity to be employed as 
trainers of school psychologists. 
Ethics Column
Submitted by Joe P. Martin, Chairman
Division 16 Ethics Committee
Our survey of the recent APA ethics code has come to Principle 8, which provides specifically addressing assessment techniques.

Principle 8
Assessment Techniques

In the development, publication, and application of psychological assessment techniques, psychologists make every effort to promote the welfare and best interest of the client. They strive against the misuse of assessment results. They respect the client's right to know the results, the implications made, and the bases for their conclusions, and recommendations. Psychologists want more to expect the manner and extent of use, and other assessment techniques within limits of legal mandates. They strive to ensure the appropriate use of assessment techniques by others.

In assessing assessment techniques, psychologists respect the right of the client to have a full explanation of the nature and purpose of the techniques and the reasons for the request. They present to the client the results, the implications made, and the bases for their conclusions, and recommendations. Psychologists recognize that assessment results may become of use to others. They take every effort to avoid and prevent the misuse of assessment results.

Psychologists employing scoring and interpretation services are able to produce appropriate evidence for the validity of the norm and psychometric work done in the scoring and presentation of interpretations. The objective expression of an automated interpretation service must be consistent with a professional's professional judgment. The psychologist makes every effort to avoid misuse of assessment reports. Psychologists do not encourage or promote the use of psychological assessment techniques by inappropriately intended or otherwise unqualified persons through licensing, sponsorship, or supervision.

The ethics code has reviewed and updated the previous version of the code and several times principles affecting the assessment processes have been summarized (see the following section for a discussion). The present statement will not touch on these important issues.

Unfortunately, in many cases, there has been little planning, planning, and planning, including the nature and scope of the assessment, the goals of the assessment, and the nature and scope of the assessment, and the nature and scope of the assessment. It is not clear what is included in a psychological assessment.

References