



# **HANDBOOK OF INTERNATIONAL PSYCHOLOGY ETHICS**

**CODES AND COMMENTARY FROM  
AROUND THE WORLD**

Edited by  
**KAREN L. PARSONSON**



# HANDBOOK OF INTERNATIONAL PSYCHOLOGY ETHICS

The *Handbook of International Psychology Ethics* discusses the most central, guiding principles of practice for mental health professionals around the world. For researchers, practicing mental health professionals, and students alike, the book provides a window into the values and belief systems of cultures worldwide. Chapters cover ethics codes from psychological associations and societies on five continents, translating each code into English and discussing vital questions around how the code is put into practice, what it means to association members and society at large, as well as how the code was developed within its unique historical, political, and cultural context.

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Codes and Commentary from Around  
the World

*Edited by Karen L. Parsonson*

First published 2021  
by Routledge  
52 Vanderbilt Avenue, New York, NY 10017

and by Routledge  
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

*Routledge is an imprint of the Taylor & Francis Group, an informa business*

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*Library of Congress Cataloging-in-Publication Data*  
A catalog record for this title has been requested.

ISBN: 978-0-367-37446-4 (hbk)  
ISBN: 978-1-032-01515-6 (pbk)  
ISBN: 978-0-367-81425-0 (ebk)

Typeset in Bembo  
by Taylor & Francis Books

**This book is dedicated to my loving husband Adison, who has believed in me from the beginning and our adorable fur-baby Lola, whose unconditional love sustains us both.**

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## PREFACE

This has been an immense undertaking, as it began with emails to 101 Psychology organizations around the world. In the process, some were unable to contribute due to time constraints or inability to access the information. However, what is presented is a tribute to international collaboration and collegiality. Every continent on the globe has been represented in this compendium of international Psychology ethics codes, as written by those who contributed to their development. The kindness of my contributors has been immense and for that, I have heartfelt appreciation. Their dedication is exemplified by the English translation from their original language. Additionally, they provided their chapters in their own native language so that their compatriots can read what they have presented. In the process, I have met some wonderful colleagues and friends, who have taken their valuable time to share with the world their insights and the labor of love they put into developing their ethics codes. Perhaps, this initial representative overview of ethics codes across the globe will prompt other countries to be willing to contribute the same work for their countries, as well. What follows is the first of its kind, in the words of those who have dedicated themselves to ensuring ethical practice in each of their own countries.

# LIST OF PSYCHOLOGICAL ASSOCIATIONS AND LINKS TO THEM

Australia: Australian Psychological Society ([www.psychology.org.au/](http://www.psychology.org.au/))  
Chile: College of Psychologists of Chile (<http://colegiopsicologos.cl/>)  
Colombia: Colombian College of Psychologists (COLPSIC) ([www.colpsic.org.co](http://www.colpsic.org.co))  
EFPA: European Federation of Psychologists' Associations ([www.efpa.eu/](http://www.efpa.eu/))  
Guatemala: College of Psychologists of Guatemala ([www.colegiodepsicologos.org.gt/](http://www.colegiodepsicologos.org.gt/))  
Hungary: Hungarian Psychological Association ([www.mpt.hu](http://www.mpt.hu))  
Indonesia: Indonesian Psychological Association (HIMPSI): <https://himpsi.or.id/>  
IUPsyS: International Union of Psychological Science ([www.iupsys.net/](http://www.iupsys.net/))  
New Zealand: New Zealand Psychological Society ([www.psychology.org.nz/](http://www.psychology.org.nz/))  
Nigeria: Nigerian Psychological Association ([www.npa.com.ng](http://www.npa.com.ng))  
Singapore: Singapore Psychological Society (<https://singaporepsychologicalsociety.org/>)  
Slovenia: Slovenian Psychologists' Association ([www.dps.si/o-drustvu/](http://www.dps.si/o-drustvu/))  
UK: British Psychological Society ([www.bps.org.uk/](http://www.bps.org.uk/))  
Venezuela: Federation of Psychologists of Venezuela ([www.fpv.org.ve/](http://www.fpv.org.ve/))  
Zambia: Psychology Association of Zambia (<https://paz.co.zm/>)

# CONTRIBUTORS

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**Maria G. Adiyanti** is a practicing Developmental and Child Clinical Psychologist, and teaches at Universitas Gadjah Mada. She holds the position of Chair III of HIMPSI (Indonesian Psychological Association) in charge of coordinating the development of the psychological profession and the code of ethics.

**Alfred Allan** practiced as a lawyer before he became a full-time academic and commenced his studies in psychology, qualifying as a clinical and later forensic psychologist. He has taught law, psychology and professional ethics in Law, Medical and Psychology Schools in South Africa and Australia. He was a member of the inaugural Psychologists Board of Australia and is the chair of the Standing Committee on Ethics of the International Association for Applied Psychology (IAAP) and a Fellow of the Australian Psychological Society (APS). He has served on the boards of national professional organisations and is a past president of the Psychology and Law Division of the IAAP, Australian and New Zealand Association of Psychiatry, Psychology and Law and a past chair of the APS College of Forensic Psychologists, the Ethics Committee of the APS, the Ethics Committee of the Psychology Association of South Africa, and of the



Working Group that reviewed the APS' Code of Ethics. He is an associate editor of *Psychiatry, Psychology and Law* and a member of the editorial boards of *Philosophy, Ethics, and Humanities in Medicine and Ethics and Behavior* and has served on various state government committees, such as the Dangerous Sexual Offender Review Committee. He frequently presents continuing professional development workshops and publishes widely in psychology, legal and medical journals.

**Rubén Ardila** is a Colombian Psychologist. He received a Bachelor's Degree in Psychology from the National University of Colombia and later a Doctorate in Experimental Psychology from Nebraska University, Lincoln, United States. His main fields of work and research have been experimental psychology, history of psychology and social issues. In 2003 Ardila received the degree of "Doctor honoris causa", granted by the University Ricardo Palma (Peru). Ruben Ardila was granted the National Science Award- Life and Work in 2004. This is the main Award granted in Colombia to a scientist for a lifetime devoted to science. In 2007, Ardila received the APA Award for Distinguished Contributions to the International Advancement of Psychology. In 2014, Ardila received the degree of "Doctor honoris causa", granted by the University Inca Garcilaso de la Vega (Peru). In 2016, he received the degree of "Doctor honoris causa", granted by the National University of Rosario (Argentina). He has published 34 books in total, several of them translated into other languages. With more than 300 scientific papers and book chapters, the topics of these are experimental psychology, behavior analysis, professional issues, social problems, conceptual problems, history of psychology, psychology in Colombia and Latin America, international psychology and others. One of his most recent research publications is on the social perception of science and the psychology of scientists: *Science and the Scientists: A Psychological Perspective*.

**Juan Carlos Canga** is an Organizational Development Specialist from the Andres Bello Catholic University (UCAB). Degree in Psychology from the Central University of Venezuela (UCV). Full professor in the Department of Industrial Psychology of the UCV, Professor at the UCAB School of Psychology. President of the Federation of Psychologists of Venezuela (FPV). Coordinator for Venezuela of the Project of Reasoning and Ethical Judgment of Professional of Psychology in Iberoamerica. Organizational Consultant in the area of Change Management and human resources processes. Facilitator of workshops on the Impact of New Technologies in psychology and especially in human resources processes. Extensive experience in data-based human resources management (BigData), process design in digital environments and development of self-service portals in human resources. Leader of different projects in Organizational Climate, Job Satisfaction, Recruitment and Selection of Personnel, Career Development, both in the public and private sectors. Moderator of the Virtual Community of Venezuelan Psychologists (Psique-Í), with more than 3,000 members. He has organized and participated in training events and congresses, nationally and internationally, and has been a tutor for undergraduate and graduate work. Participations and presentation of research works in various Congresses of Psychology in: Colombia, Brazil, Chile, Guatemala, Mexico and Argentina.

**Sergio Lucero Conus** is a Clinical Psychologist and Accredited Clinical Supervisor, Family and Couples Therapist, Psychodramatist and Dramatherapist. President of the College of Psychologists of Chile AG, 1993–1995. President of the Professional Ethics Commission of the College of Psychologists from 1996 to 2008 and from 2011 to 2018. Psychologist of the Committee for Peace in Chile and the Health Team of the Vicaría de la Solidaridad (1974–1992), ecumenical institutions and respectively of the Catholic Church, supporting victims and their families during the Pinochet dictatorship. Teaching at different universities in the country in Criminology, Social Pathology, Professional Ethics, Family and Society. Currently teaching at the School of Psychodrama and Dramatherapy of Santiago (Edras Chile). He was a political prisoner of the dictatorship (October 1973 to February 1974) in the Chacabuco concentration camp, where he exercised therapeutic group work with fellow inmates and created the basis for the methodological model "Psychodrama Without Words". He is a speaker and workshop leader in Ibero-American and European psychodrama congresses. He is co-editor and author of chapters "Dramaterapia y Psicodrama. An encounter between Theater and Therapy" (University of Chile, 2013) and "TeatroSalud. Medicine- Theater-Therapy" (Universidad de Chile, 2018). He is a member of the College of Psychologists of Chile, the Chilean Society of Clinical Psychology, and the Spanish Association of Psychodrama.

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**Ana María Jurado** graduated as a Psychologist from the Rafael Landívar University with a Masters in Clinical and Medical Psychology from the Francisco Marroquín University, both in Guatemala City. For more than 40 years she has worked as a clinical psychologist. At the same time she has developed extensive work as a university teacher, as well as in the union field. She was the founder and first president of the Guatemalan Psychology Association. She was part of the founding of the College of Psychologists of Guatemala and president of the first Court of Honor of the college and drew up the first Code of Ethics in the country.

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**Geoff Lindsay** has extensive experience as a practitioner educational psychologist (EP) and as a researcher. His Psychology degree was from the University of Durham (1969) and he qualified as an EP at the University of Birmingham (MED (Ed. Psych), 1973) where he also undertook his PhD part time while working as an EP (1979). Geoff was an EP for Sheffield LA for (1972–95), including 13 years part-time tutor to the University of Sheffield educational psychology professional training programme (1978–91); and as Principal Educational Psychologist and head of the service (1991–95). Geoff was appointed as inaugural Professor of Educational Psychology and Special Educational Needs at the University of Warwick in 1995, where he has also been Director of CEDAR (Centre for Educational Development, Appraisal and Research) since 1999. Geoff's main research areas are special educational needs, particularly speech, language and communication needs, parenting support, early intervention, the evaluation of government educational initiatives, and professional ethics, primarily of psychologists. He has undertaken more than 100 research projects and programmes, over 80 as director, and has published over 170 peer reviewed papers as well as a large number of research reports, chapters and books, including as lead author of *Ethics for European Psychologists* and co-editor of *The Oxford Handbook of International Psychological Ethics*. Geoff is a past President of the British Psychological Society (BPS) and a Fellow and Honorary Life Member of the BPS, a Fellow of the Academy of Social Sciences, and Fellow of the Royal Society of Arts.

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**Adrian Toh** is the current Chairperson of the Singapore Register of Psychologists (SRP), who oversees the registration, professional development and ethical practice of psychologists. He was involved in the recent revision of the code of ethics for the Singapore Psychological Society (SPS) and contributed to the research-driven Ethical Decision-Making Model to guide psychologists to arrive at a decision that is "more right". This research was also presented at the ASEAN Regional Union of Psychological Societies (ARUPS) Congress in 2018. Adrian is a Registered Clinical Psychologist who had worked in the public hospital for the last decade and currently provides therapy for adolescents and adults in a private clinic setting.

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**Andrew E. Zamani** is Professor of Clinical Psychology, former Dean of Faculty of Social Sciences, and current Director of Institute of Governance & Development Studies, Nasarawa State University, Keffi. He holds a Doctorate from the University of Jos, Nigeria, and has varied work experiences – schoolteacher and school counselor, Behavioral Science Lecturer, Honorary Consultant Psychologist with Jos University Teaching Hospital. He taught at Department of Psychiatry, University of Jos, then transferred to University of Abuja Teaching Hospital, Gwagwalada, founding the first mental health service program in Abuja. There, he was Head of Clinical

Psychological Services, Coordinated the Hospital's HIV/AIDS Services, serving as member of both Medical Advisory and Medical Research Ethics Committees. He has served as consultant to many national and international organizations. In 2009, he was appointed to multiple ECOWAS technical working groups. He is an Israeli government's MASHAV Scholar, specializing in Psychosocial Care of AIDS Orphans, a Forgarty Scholar, and Behavioral Science Mentor for Social Scientists Delivering Care in Nigerian Health Settings. He convened the Association of Practicing Psychologists of Nigeria in 2015 as a voice for Psychology in Nigerian public service. He is Editor-in-Chief and/or serves on Editorial Boards of numerous Nigerian and continent-wide journals. Prof. Zamani has provided much community service to multiple social development organizations. He is co-Founder and Board of Directors member of WaterBirds International – an Israeli-based Trauma Intervention Training Organization – was Immediate past-President of Nigerian Psychological Association and Executive Council Member of Pan-African Psychology Union. He has many and varied research interests.

## 4

# THE INDONESIAN CODE OF CONDUCT

*Yusti Probowati and Maria G. Adiyanti*

### Introduction

The need for a code of ethics in Indonesia has grown since the first students of Psychology graduated in 1959 as indicated by a joint agreement between three Psychology faculties. The preparation of the code of ethics was felt not too easy so that it took a long time to arrive at the 2010 Indonesian Psychological Code of Ethics being used today. The 2010 code of ethics much refers to that of the APA (American Psychological Association). The code of ethics has five basic principles, including respect for human rights and dignity, integrity, professionalism, justice, and benefit. The Indonesian culture which includes the culture of helping and paternalism gives color to the preparation and application of the code of ethics in Indonesia, and so do the legal system and emerging issues in Indonesian society. The current psychological code of ethics binds the members of the HIMPSI (Indonesian Psychological Association) only. Currently, changes to the 2010 Psychology Code of Ethics are being drafted to generate the 2020 Indonesian Psychological Code of Ethics. At the same time, given the changing environment and community demands and the increasing number of practicing psychology graduates, a draft bill (*Rencana Undang-undang* or RUU) on psychological practice is also being drafted at the Indonesian House of Representatives (DPR RI). The bill regulates authorities and legal sanctions for those who are not authorized to better protect psychological practices. The 2020 code of ethics bill will accordingly refer to the Psychology Practice Act.

### The History of Psychology in Indonesia

The awareness of the importance of Psychology in Indonesia grew around 1952 through the Professor Inaugural Speech of Prof. Slamet Iman Santosa. The movement began at Universitas Indonesia with activities related to psychological

issues and it eventually established the Faculty of Psychology. Until 1979, only four universities in Indonesia had a Faculty of Psychology. They were Universitas Indonesia in Jakarta, Padjadjaran University in Bandung, Universitas Gadjah Mada in Yogyakarta, and Maranatha University in Bandung and there was no new Psychology Faculty establishment in the following years. It was only around 1993 that several Psychology Faculties were established again at various universities, including at Airlangga University, Medan Area University, Muhammadiyah Surakarta University, Surabaya University, etc. To date around 155 Psychology Faculties have been established throughout Indonesia.

All psychology education graduates in Indonesia are associated with the Indonesian psychological professional organization named *Himpunan Psikologi Indonesia* (HIMPSI) (Indonesian Psychological Association). HIMPSI was established on July 1, 1959, under the name ISPSI (*Ikatan Sarjana Psikologi*), 14 years after the Indonesian Independence Day (August 17, 1945). The first ISPSI Congress was held in 1979 in Yogyakarta. The 1998 Extraordinary Congress of ISPSI held in Jakarta decided to change the name from *Ikatan Sarjana Psikologi Indonesia* (ISPSI Indonesia) to *Himpunan Psikologi Indonesia* (HIMPSI). There are currently 34 regional HIMPSIs in Indonesia with 9,571 members (as of September 1 2020).

Psychology in Indonesia was initially part of medical science and only concerned with psychological testing. Psychological services have since developed rapidly and have become a necessity for people in various sectors including education, social, forensic, industry and organization, and sports. The psychological code of ethics was initiated in 1959 when psychology produced its first graduates. Since then, the ethics code it has continued to be evaluated, and any changes made to it must be legalized in the ISPSI or HIMPSI Congress.

### The Need for and Development of the Indonesian Psychology Code of Ethics Over Time

When Indonesia had its first bachelor of psychology, the need for regulations for the graduates in providing psychological services was realized, with the following process. In 1959, when the first undergraduate student of Psychology graduated, the regulations regarding the practice of psychology were based on the agreement of three universities that had bachelor's degree programs in Psychology, namely Universitas Indonesia, Padjadjaran University, and Universitas Gadjah Mada. This was in effect until 1979.

In 1979, the 1st Association of Bachelor of Psychology (*Ikatan Sarjana Psikologi* shortened to ISPSI) Congress was held with one of its agendas being a discussion of the regulations of psychological practices. The regulations were revised and refined at every three-yearly ISPSI congress.

In 1991, a psychology code of ethics was drafted under the name *Kode Etik Sarjana Psikologi* (Code of Ethics of Psychological Graduates). This code of ethics was enacted at the ISPSI's 5th congress in Semarang on December 6, 1991. The term "Sarjana" (psychological graduate) in the code of ethics title refers to graduates of the Faculty of Psychology with an educational period of five to six years.

This code of ethics consists of seven chapters and 27 articles with preamble and closing chapters. The contents were very simple and arranged according to the needs of the time. The Code of Ethics was formally presented in writing in a book containing Statutes, Bylaws of ISPSI, and *Kode Etik Sarjana Psikologi*.

In its implementation, the code of ethics is reinforced and enforced by the Minister of Manpower Regulation Number PER-01/MEN/1993, concerning the licensing of psychological practice. The Article 7 of this Regulation states explicitly that violations to the psychological code of ethics will be subject to administrative sanctions and it is stated in the Article 8 that "psychological scholars who violate Article 2 Paragraph 1" (psychology graduates who practice psychology must have psychological practice license from the Minister of Manpower, the head the Regional Office of the Department of Manpower or the nearest location) are subject to criminal sanctions under Article 17 of Law No. 14 of 1969.

In 1998, at the HIMPSI Extraordinary Congress held on April 26, 1998, an updated code of ethics was passed under the name of *Kode Etik Psikologi* (Psychological Code of Ethics). The revised Psychological Code of Ethics contains a Preamble, seven chapters, 18 articles, and a closing article. In this code of ethics, differentiations are made between Psychological Scientists and Psychologists and between Psychological Practices and Psychological Services. This is in line with changes in the direction of higher education in Indonesia (Minister of Education Decree no. 18/D/0/1993), which includes academic education (to produce psychological scientists) and professional education (to produce psychologists), with the latter requiring a bachelor's and master's practice license.

In 2000, at the VIII HIMPSI congress on October 22, 2000 in Bandung, the revised Code of Ethics was legalized. In early 2000, the code of ethics, including the Preamble, 7 chapters, and 19 articles, and the Closing chapter was revised. The revision was made due to the increasing number of psychological graduates practicing psychology and at the same time increasing public awareness about the use of psychological services.

In 2004, at the IX HIMPSI Congress in Surabaya, a review and evaluation of the 2000 Code of Ethics were conducted and resulted in some revisions. However, due to administrative errors, the revisions could not be implemented in a structured script. Thus, what then applies was the 2000 code of ethics, which is accompanied by elucidations that cannot be separated from the code of ethics. This code of ethics (which is later referred to as the 2003 Code of Ethics) contained eight chapters and 19 articles accompanied by elucidations and is published in a small book that also contains HIMPSI's Statutes and Bylaws.

In 2007, the HIMPSI's 10th congress decided to revise the code of ethics, for which HIMPSI formed a code of ethics revision team. Some revisions were made because the 2003 Code of Ethics was no longer able to regulate the fast-increasing psychological practices and the growing demands of psychological services with emerging ethical issues. In the drafting process, the team held discussions and received suggestions from regional HIMPSIs with many members practicing psychology. The team worked for three years and came up with some important points of change. The revised results were presented at the subsequent HIMPSI Congress in 2010.



This 2010 revised code of ethics draft used the 2002 APA code of conduct as a reference and several other references. The team also included regional HIMPSI members in making reviews and revisions to the draft code of ethics to make it aligned with the psychological practice condition in Indonesia. This draft code of ethics was later referred to as *Kode Etik 2010* (2010 Code of Ethics).

In 2010, at the 11th HIMPSI Congress in Solo, one of the decisions was to ratify the 2010 Psychological Code of Ethics. This Psychological Code of Ethics contains a preamble, 16 chapters, 80 articles, and a closing chapter.

<i>The 2003 Indonesian Psychological Code of Ethics</i>	<i>The 2010 Indonesian Psychological Code of Ethics</i>
<b>PREAMBLE</b>	<b>PREAMBLE</b>
<ul style="list-style-type: none"> <li>Based on the 1945 Constitution and Pancasila as the national ideology.</li> <li>Distinguishing Indonesian psychological scientists from psychologists while both must always strive for human welfare in every work they do.</li> <li>The demand for freedom of inquiry and communication in carrying out activities in the fields of research, teaching, consulting services/practices, and publications should be understood with full responsibility by psychological scientists and psychologists.</li> <li>Competence and objectivity in applying professional abilities are bound to and highly considerate of service users, colleagues, and the community at large.</li> </ul>	<ul style="list-style-type: none"> <li>Based on the 1945 Constitution and Pancasila as the national ideology.</li> <li>Distinguishing psychologists from psychological scientists while both always value and respect human dignity and uphold the preservation of human rights for the welfare of mankind.</li> <li>The demand for freedom of investigating and communicating the results of activities in the fields of research, teaching, training, and psychological services including the consultation results and publications should be understood with full responsibility by psychologists and psychological scientists</li> <li>Competence and objectivity in applying professional abilities in psychology are closely bound to and considerate of service users, colleagues, and the community at large.</li> </ul>
<b>CHAPTER I GENERAL GUIDELINES</b>	<b>CHAPTER I GENERAL GUIDELINES</b>
Article 1 Definition	Article 1 Definition
1 PSYCHOLOGICAL SCIENTIST 2 PSYCHOLOGIST 3 PSYCHOLOGICAL SERVICE 4 PSYCHOLOGICAL PRACTICE 5 PSYCHOLOGICAL SERVICE USER	1 PSYCHOLOGICAL CODE OF ETHICS 2 PSYCHOLOGY 3 PSYCHOLOGIST 4 PSYCHOLOGICAL SCIENTIST 5 PSYCHOLOGICAL SERVICE
Article 2 Responsibilities	Article 2 General Principles Principle A: Respect for Human Dignity Principle B: Integrity and Scientific Attitude Principle C: Professionalism Principle D: Justice

Article 3 Limits Of Science

Article 4 Professional Behavior And Image

## **CHAPTER II PROFESSIONAL RELATION**

Article 5 Relationship between Professional Colleagues

Article 6 Relationship with Other Professions

## **CHAPTER III PSYCHOLOGICAL SERVICE/ PRACTICE DELIVERY**

Article 7 Implementation of Activities within Expertise/Authority Limits

Article 8 Professional Attitude and Treatment towards Service Users or Clients

Article 9 Willingness Principle

Article 10 Interpretation of Examination Results

Article 11 Examination Results Utilization And Presentation

Article 12 Confidentiality of Examination Data And Results

Article 13 Inclusion of Identification in Psychological Examination Result Reporting in Psychological Practices

## **CHAPTER IV STATEMENTS**

Article 14 Statements

## **CHAPTER II DEALING WITH ETHICAL ISSUES**

Article 3 Majelis Psikologi Indonesia (Indonesian Psychological Assembly)

Article 4 Misappropriations in the field of Psychology

Article 5 Settlement of Ethical Issues

Article 6 Unfair Discrimination against Complaints.

## **CHAPTER III COMPETENCE**

Article 7 Scope of Competence

Article 8 Competency Improvement

Article 9 Bases of Scientific Knowledge and Professional Attitudes

Article 10 Delegation of Works to Others

Article 11 Personal Issues and Conflicts

Article 12 Providing Psychological Services in Emergency Situations

## **CHAPTER IV HUMAN RELATIONSHIPS**

Article 13 Professional Attitude

Article 14 Harassment

Article 15 Bad Impact Avoidance

Article 16 Multi-Parties Relationship

Article 17 Conflict of Interests

Article 18 Exploitation

Article 19 Professional Relation

Article 20 Informed Consent

Article 21 Psychological Services to and/or through Organization

Article 22 Transfer and Termination of Psychological Services

(Continued)

## CHAPTER V SCHOLARLY WORKS

- Article 15 Appreciation to Others' Scholarly Works and Utilization Of Others' Works  
Article 16 Utilization and Mastery of Psychological Measurement Tools

## CHAPTER VI CODE OF ETHICS IMPLEMENTATION SUPERVISION

- Article 17 Violations  
Article 18 Settlement of Violations Against The Indonesian Psychological Code of Ethics  
Article 19 Protection against Psychological Scientists and Psychologists

## CHAPTER V CONFIDENTIALITY OF PSYCHOLOGICAL EXAMINATION RECORDS AND RESULTS

- Article 23 Psychological Records  
Article 24 Data Confidentiality Protection  
Article 25 Discussing Data Confidentiality Limits with Psychological Service Users  
Article 26 Data Confidentiality Disclosure  
  
Article 27 Utilization of Psychological Examination Information and Results for Educational or Other Purposes

## CHAPTER VI ADVERTISEMENT AND PUBLIC STATEMENT

- Article 28 Advertisement and Public Statement Accountability  
Article 29 Third-Party Involvement  
Article 30 Non-Degree Education Program Description  
Article 31 Statement on the Media  
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## CHAPTER VII PSYCHOLOGICAL SERVICE FEE

- Article 33 Explanation of Fee and Limits of Service  
Article 34 Referral and Fee  
Article 35 Accuracy of Data and Report to Psychologist's Payer or Funder  
Article 36 Exchange (Barter) of Psychologists and/or Psychological Scientists

## CHAPTER VIII EDUCATION and/or TRAINING

- Article 37 General Guidelines  
Article 38 Design and Explanation of Education and/or Training Programs  
Article 39 Accuracy in Education and/or Training  
Article 40 Informed Consent in Education and/or Training  
Article 41 Disclosure of Education and/or Training Participant's Information  
Article 42 Education and/or Training Participant's Obligation to Attend Educational Programs as Required  
Article 43 Evaluation of Education and/or Training Participant's or Supervisee's Performance  
Article 44 Sexual Intimacy with Education and/or Training Participant or Supervisee

## CHAPTER IX RESEARCH and PUBLICATIONS

- Article 45 General Guidelines  
Article 46 Limits of Authority and Responsibility  
Article 47 Research Regulation and Permission  
Article 48 Research Participant  
Article 49 Informed Consent in Research  
Article 50 Deception/Manipulation in Research  
Article 51 Debriefing  
Article 52 Use of Animals for Research Purposes  
Article 53 Research Results Reporting and Publication  
Article 54 Data Sharing for Professional Purposes  
Article 55 Appreciation and Utilization of Others' Scholarly Works

## CHAPTER X FORENSIC PSYCHOLOGY

- Article 56 Law and Commitments  
Article 57 Competence  
Article 58 Responsibilities, Authorities, and Rights  
Article 59 Statement Given in a Witness or Expert Witness's Position  
Article 60 Multiple and Professional Roles of Psychologist and/or Psychological Scientists  
Article 61 Forensic Psychology-Related Statement on the Media

## CHAPTER XI ASSESSMENT

- Article 62 Basis of Assessment  
Article 63 Utilization of Psychologist' and/or Psychological Scientist's Assessment  
Article 64 Informed Consent in Assessment  
Article 65 Interpretation of Assessment Results  
Article 66 Presentation of Assessment Data and Results  
Article 67 Maintenance of Assessment Tools, Data, and Results

## CHAPTER XII INTERVENTION

- Article 68 Basis of Intervention

## CHAPTER XIII PSYCHOEDUCATION

- Article 69 General Guidelines  
Article 70 Training and Without Training

## CHAPTER XIV PSYCHOLOGICAL COUNSELING and PSYCHOLOGICAL THERAPY

(Continued)



- Article 71 General Guidelines
- Article 72 Qualifications of Counselor and Psychotherapist
- Article 73 Informed Consent in Counseling and Psychotherapy
- Article 74 Psychological Counseling/Therapy Involving Spouse or Family Members
- Article 75 Group Counseling and Group Therapy
- Article 76 Providing Psychological Counseling/Psychotherapy to Those Who Have Previously Undergone Psychological Counseling/Psychotherapy
- Article 77 Providing Psychological Counseling/Psychotherapy to Those Who Have Been Involved in Extramarital Sexual Intimacy
- Article 78 Post-Counseling Debriefing
- Article 79 Temporary Termination of Psychological Counseling/Psychotherapy
- Article 80 Termination of Psychological Counseling/Psychotherapy

## CHAPTER VII CLOSING CHAPTER

Source: *Pengantar psikologi klinis* [The introduction to clinical psychology], (Revised Ed.) by Prof. Dr. SUTARDJO A. WIRAMIHARDJA, Psi. (pp. 199 – 208).

## CLOSING CHAPTER

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The Indonesian Psychological Code of Ethics Implementation Guidelines is attached to the Indonesian Psychological Code of Ethics

From November 2019 to the present (September, 2020), HIMPSI has been preparing a revision to the 2010 Indonesian Psychological Code of Ethics. The draft amendment to the 2010 Psychological Code of Ethics is planned to be completed and ratified as the Indonesian Psychological Code of Ethics in 2022 at the 2022

HIMPSI Congress in Medan. As additional information, HIMPSI has submitted a draft Psychology Practice Bill, the aim of which is to better protect psychologists and their service users. Consequently, the Indonesian Psychological Code of Ethics which will be ratified in 2022 will have to refer to the by then already enacted Psychological Practice Law.

## The Indonesian Psychological Codes of Ethics Model the Codes of Ethics of Other Countries

The Indonesian Psychological Code of Ethics contains universal values related to human rights. Therefore, the contents of the Code of Ethics do not conflict with the Code of Ethics of Psychological Organizations in other countries. There are five basic principles of the code of ethics: Respect for human rights and dignity, Integrity, Professionalism, Justice, and Benefits.

The original Indonesian psychological code of ethics formulated by HIMPSI in 2003 with *Buku Pengantar Psikologi Klinis* [The Introduction to Clinical Psychology] by Prof. Dr. Sutardjo A. Wiramihardja, Psi. (pp. 199–208) cites the European code of ethics as a reference.

In contrast, the 2010 psychological code of ethics that aimed to revise the 2003 code refers to the APA code of ethics. The references included the APA's (1992) *Ethical principles of psychologists and code of conduct*, Canter et al.'s (1999) *Ethics for psychologists*, as well as the 2003 original Indonesian code of ethics, among others (Thompson et al., 2004).

For the most part, the 2010 Code of Ethics refers to that of the APA, but there are some differences between the APA Code of Ethics and the 2010 HIMPSI Code of Ethics as shown in the following table.

APA	HIMPSI
<b>SETTLEMENT OF ISSUES</b> Regulating how to resolve ethical issues through informal and formal channels.	<b>SETTLEMENT OF ETHICAL ISSUES</b> Regulating the authority duties of the HIMPSI assembly, types of violation, and the actions to be taken by HIMPSI members in case they are not satisfied with decisions, and regulating the actions to be taken by the authorities in case of violations.
<b>HUMAN RELATIONSHIP</b> Addressing discriminations, sexual harassment.	<b>HUMAN RELATIONSHIP</b> Addressing professionalism, exploitation
<b>PRIVACY</b> There are articles concerning consultation, procedures for data collection through audio and visual recording that must be agreed in advance with informed consent.	<b>CONFIDENTIALITY OF PSYCHOLOGICAL EXAMINATION RECORDS AND RESULTS</b> Explaining data confidentiality in more detail including the data user position and responsibility

(Continued)

**ADVERTISEMENT AND OTHER PUBLIC STATEMENT**

There is an article that states that psychologists do not have the right to ask their clients to give testimony about the psychologist while they are still undergoing therapy with them.

Regulating solicitation for personal collaboration in business dealings between the psychologist and their client.

**PSYCHOLOGICAL SERVICE FEE**

The psychological service fee is set by law. It is necessary to provide an early explanation of possible limited services due to financial constraints on the part of the client.

**EDUCATION AND TRAINING:**

- Psychologists are responsible to ensure the appropriateness of program designs
- Participants must not be forced for any reason.
- Prohibition of duplicating publications.
- Addressing plagiarism.

**ASSESSMENT**

- Assessments should be carried out according to individual language preference
- When a translator is used, the client's approval must be obtained

**INTERVENTION**

Explaining the definition and forms

**ADVERTISEMENT AND PUBLIC STATEMENT**

There is a regulation that prohibits over self-advertising

**PSYCHOLOGICAL SERVICE FEE**

Emphasizing the psychologists' competence and professionalism as the basis of their service fee; addressing pro-bono services that can be provided by psychologists.

**EDUCATION AND/OR TRAINING:**

- Designing programs based on theories and scientific evidence to make them understandable.
- Reporting results according to the set standards.
- There is an informed consent requirement in education and/or training
- Setting authority and responsibility limits to protect rights and well-being.

**ASSESSMENT**

- Explaining about administration and categorization of psychological tests which include categories A, B, C, and D.
- Mentioning the 2-year limit of test results validity.

**INTERVENTION**

- Explaining the bases of interventions which include individual, group, community, and organizational interventions
- Explaining different intervention methods including psychoeducation, counseling, and therapy
- Explaining about debriefing and negative impacts prevention to clients
- Regulating temporary termination of counseling/psychotherapy and referrals

Not available

**FORENSIC PSYCHOLOGY**

- Law and commitment to the Code of Ethics
- Competence
- Responsibilities, authorities, and rights
- Statements given in the position of witness or expert witness
- The multiple and professional roles of psychologists and psychological scientists.
- Forensic psychology-related statements on the media

Addressing psychologists only

Addressing both psychologists and psychological scientists.

### How our Country's National Culture and History Influenced the Formulation of the Psychological Code of Ethics in Indonesia

The Indonesian Psychological Code of Ethics is influenced by the noble values contained in Pancasila and the 1945 Constitution. At the same time, the Indonesian society, which is paternalistic in nature, also affects the organizational structure of HIMPSI which consists of *Majelis* (the Assembly) and *Manajemen* (the Management) in which the Assembly serves as a role model and has the authority to resolve ethical issues.

The helpful character of Indonesian people is also reflected in the psychological services. The code of ethics discussion concerning psychological services in Indonesia thus includes pro-bono services, providing services for free. However, cases of exploitation still happen quite frequently in Indonesia. This is reflected in Chapter III concerning Human Relations in which exploitation is explicitly mentioned in the Indonesian Code of Ethics to prevent exploitation cases from happening in psychological services.

Forensic Psychology (Chapter X) which does not exist in the APA code of ethics is deemed necessary to be explicitly regulated in the Indonesian psychological code of ethics considering that Indonesia has not had regulations regarding forensic psychology. The things that are regulated in the code of ethics include the role of forensic psychology for which psychologists/psychological scientists should not only have competency in forensic psychology but also be aware of the laws that apply in Indonesia, especially the criminal law. The articles related to forensic psychology cases are adjusted to the development of cases in Indonesia, for example, disputes between psychologists and disputes between psychologists and other experts.

### The Meaning of the Psychological Code of Ethics for HIMPSI Members and Society

The HIMPSI code of ethics concerns HIMPSI members and it thus has impacts on the services provided to the community in that they become more ethical.

The psychological code of ethics is a written provision that guides psychologists' and psychology scientists' behaviors and conducts in carrying out their profession. Therefore, the Indonesian Psychological Code of Ethics serves as a self-regulation standard for psychologists and psychology scientists in providing services to the community. For example, psychologists must take their clients' rights into account in providing therapeutic services and psychological scientists must take their research participants' rights into account in doing their research.

The implementation of the Indonesian psychological code of ethics is a reinforcement of the authority of psychology in framing competency boundaries to emphasize its competence and show that the science and practice of psychology are different from other professions that intersect. This will also be clear in collaborations and discussions of issues from different perspectives. The code of ethics applies to all practicing psychologists and psychological scientists, especially those who are members of HIMPSI, in particular if the practicing psychologist or psychological scientists relate with service users/clients, either individual or group, research participants, and other professionals.

In the implementation of the code, especially for psychological practices, awareness of psychological services is expected from clients and the wider society so that in case of arising issues related to psychological ethics, they can report them to PP HIMPSI (HIMPSI National Board) or HIMPSI Wilayah (regional HIMPSIs). The report would be forwarded to the Assembly either at the regional or national level and then be discussed in the Assembly session. If more information was required, the defendant would most likely be invited to give confirmation. The defendant is also allowed to defend themselves. Whether or not the alleged violation against the code of ethics has happened and the types of violations are decided upon when the problem has been clarified. It is also possible that the defendant could be found not to have violated the Indonesian psychological code of ethics.

HIMPSI is currently submitting a Psychology Practice Bill to the House of representatives. This law regulates psychological practice in Indonesia, including the limits of authority in practicing psychology and the legal consequences for those who are not authorized. This law also regulates not only psychology personnel but also the society, especially those related to psychological practices. The HIMPSI's Psychological Code of Ethics will follow the Psychology Practice Law if and when it has been enacted by the House of Representatives of the Republic of Indonesia (DPR-RI).

### Conclusion

The journey of developing and applying the Indonesian psychological code of ethics has taken a long pathway. At the same time when the first students of Psychology graduated, the awareness of the need for a psychological code of practice began to emerge, although it was limited to the agreement on the rules of practice between three universities that had produced psychological graduates. Since then, during approximately 65 years, the number of universities that offer

psychological programs in Indonesia has been dramatically increasing, from only one university in 1959 to more than 150 universities in 2020, and so has the body of psychological graduates. The practice of psychology is expanding as well.

Given these conditions, HIMPSI (Indonesian Psychological Association) is aware of the importance of protecting both the practicing psychologists and the clients who come from various parts of Indonesia with different cultures, customs, and habits. HIMPSI (as the only professional organization of psychology in Indonesia) has revised the Indonesian psychological code of ethics several times based on an awareness of the peculiarities of Indonesia's condition, the diversity of cultures in Indonesia, the expanding psychological practice, and changes happening globally, making this code of conduct need to be updated from time to time. Besides, the psychological practice in Indonesia is guarded and monitored by HIMPSI. To strengthen the foundation of psychological practice in Indonesia, it is expected that the psychological practice bill will be passed in the near future.

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"This impressive and well-written volume documents a global and non-ethnocentric understanding and appreciation of ethics for the profession of psychology and is an essential resource for anyone with an interest in the profession of psychology, or the desire to understand ethical models for professions."

**Keith S. Dobson, PhD**, *professor of clinical psychology, University of Calgary, Canada*

"This book presents a remarkable worldwide comparison of psychology ethics codes with a never seen before characteristic: listening to local voices describing and analyzing their ethics codes in their own terms. The thorough analysis of the impact of the Universal Declaration of Ethical Principles for Psychologists further enhances the text's value. This book is one of a kind and a full demonstration of how non-ethnocentric research can enrich ethics in psychology, which makes a great contribution to the whole discipline."

**Dr. Andrea Ferrero**, *professor and researcher, Universidad Nacional de San Luis, Argentina*

"This handbook is a remarkable contribution to the literature on professional ethics. It underscores the importance of viewing ethics codes as situated locally in culture and other contexts. The handbook features chapters by experts the world over on the development, implementation, impact, and cultural and contextual relevance of their country's ethics code. It adopts an idiographic approach to comparing ethics codes, deriving common and distinctive elements rather than ethnocentrically imposing them. This perspectival analysis has profound implications for the growing number of psychologists working transnationally and for training psychologically literate, culturally competent, and globally acculturated psychologists."

**Michael Stevens, PhD, DHC, LHD**, *The Lucian Blaga University of Sibiu, Romania, and The Chicago School of Professional Psychology, USA*

*The Handbook of International Psychology Ethics* discusses the most central, guiding principles of practice for mental health professionals around the world. For researchers, practicing mental health professionals, and students alike, the book provides a window into the values and belief systems of cultures worldwide. Chapters cover ethics codes from psychological associations and societies on five continents, translating each code into English and discussing vital questions around how the code is put into practice, what it means to association members and society at large, as well as how the code was developed within its unique historical, political, and cultural context.

**Karen L. Parsonson, PhD**, is the director of the graduate forensic psychology program and assistant professor of psychology at the University of Houston Victoria. Her research encompasses ethics, forensics, and cross-cultural studies. Formerly a practicing clinical and forensic psychologist for over 25 years, she was also an expert witness for many years. As a clinical hypnotherapist, she was president of the Canadian Federation of Clinical Hypnosis-Alberta Division, teaching clinical hypnosis to healthcare professionals for many years. She has published numerous self-help books, novels, and scholarly articles.

## ETHICS / MULTICULTURAL PSYCHOLOGY

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