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# APA Guidelines: Their Importance and a Plan to Keep Them Current

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## *2013 Annual Report of the Policy and Planning Board*

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The 2013 Policy and Planning Board of the American Psychological Association (APA) was chaired by Erica H. Wise, PhD. Other members of the board included Linda F. Campbell, PhD; M. Lynne Cooper, PhD; Carol A. Dwyer, PhD; Kristin A. Hancock, PhD; Michael J. Murphy, PhD; Maureen A. O'Connor, PhD; Sandra L. Shullman, PhD; and Kristi Sands Van Sickle, PsyD.<sup>1</sup> Nadine J. Kaslow, PhD, was the liaison for the Board of Directors. APA Bylaws Article XI.7 (<http://www.apa.org/about/governance4/bylaws/article-11.aspx>) requires that the Policy and Planning Board report annually by publication to the membership and review the structure and function of the Association as a whole every fifth year.

### Introduction

When guidelines are approved by APA, they become association policy, and it is imperative that they remain current. The revision of guidelines poses several challenges to the association. These challenges range from the availability and allocation of resources to support the complicated processes involved in developing and updating these policies to the lack of a clearly defined process that includes identification of tasks, assignments of responsibilities, and so forth. For this reason, the APA Board of Directors asked the Policy and Planning Board (P&P) to work with the boards of the four directorates (i.e., the Education Directorate, the Practice Directorate, the Public Interest Directorate, and the Science Directorate) to create a proposal that would (a) make recommendations with regard to how the review and revision of guidelines documents might best be accomplished in accordance with the APA Strategic Plan and existing policies and procedures and (b) make suggestions regarding the association resources that might be required. The Board of Directors approved the proposed review process in December 2013. The report that follows provides an abbreviated history of APA guidelines, presents guidelines types and terminology, and describes the approved revision process in more detail (depicted in Figure 1). P&P will continue to work with the Board of Directors and the Finance Committee to develop funding procedures. The overall revision process will be effective once the funding mechanism is put into place.

### P&P's Involvement in Guidelines Activity

In the early 1990s, P&P was instrumental in the development of Association Rule 30-8 (see Appendix A), APA's

initial policy on guidelines and standards, which was approved by the Council of Representatives in 2003. P&P's recent focus, in response to the abovementioned Board of Directors' request, was to develop a proposal to clarify procedures to fund the revisions of existing guidelines (APA, 2012a). The Board was responding to the increasing number of funding requests appearing on its agenda. This increased activity can be traced back to the implementation of expiration dates for guidelines in the early 2000s, which has resulted in a large number of documents coming up for review at this time.

P&P is mandated under Association Rule 30-8.4 to notify the responsible board (for the purpose of this report "responsible board" may indicate APA or any board, committee, division or subunit of a division, task force, working group, or other APA entity working jointly with another organization) two years prior to the expiration date of a guideline. However, recognizing the complexity of the review and revision processes, P&P has begun notifying the responsible board three years prior to the expiration date. This activity relates well to P&P's responsibility to track guidelines and their expiration dates as part of its mandate to maintain the Council Policy Manual (Association Rule 70-1.4). A complete listing of APA guidelines is included as Appendix B.

### Relationship of Guidelines to the APA Strategic Plan

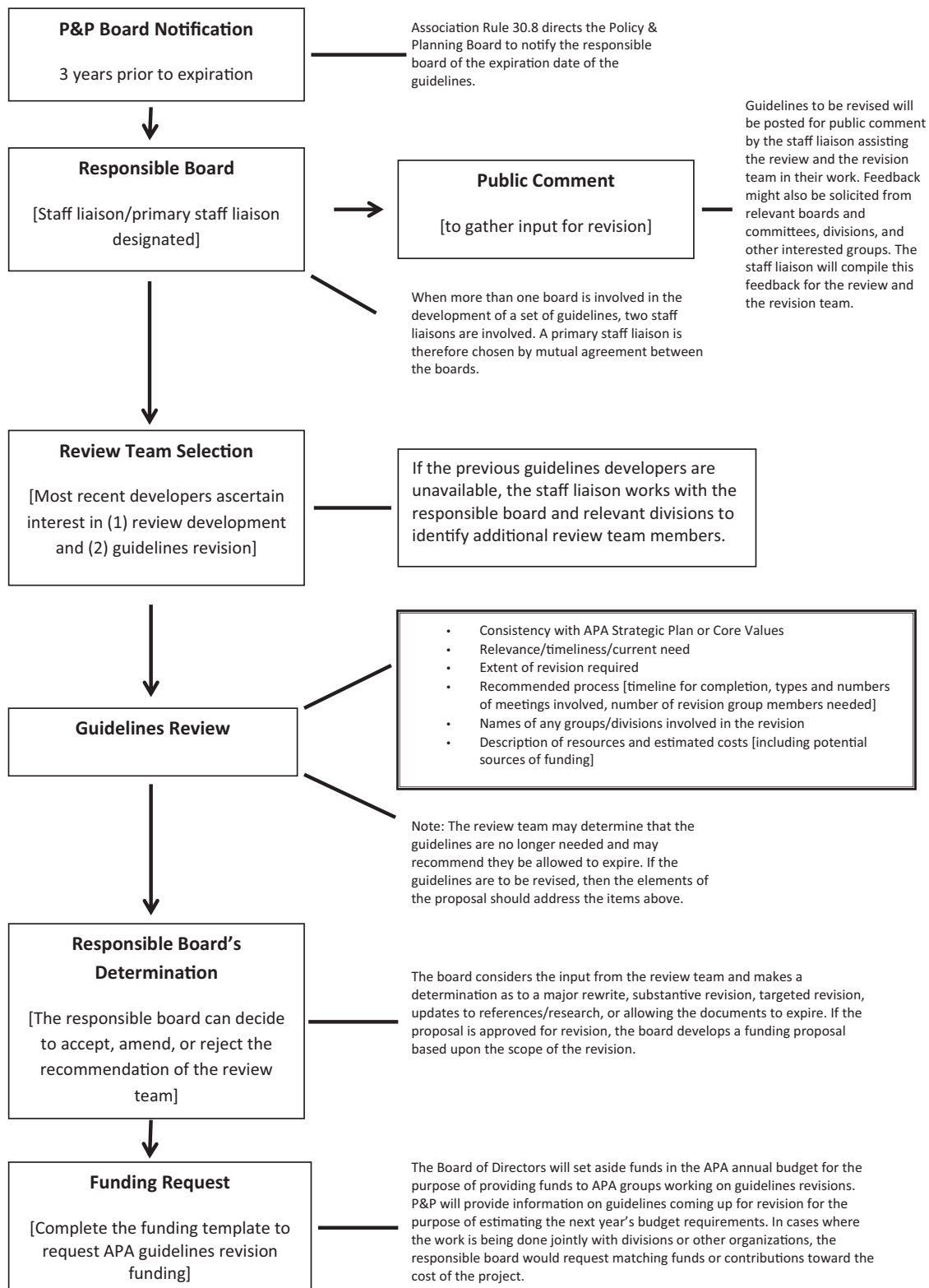
Guidelines serve an important purpose for the association and advance its Strategic Plan in multiple ways. These documents are widely used by practicing clinicians, researchers, educational institutions, and training sites across the United States and internationally. Guidelines are also used extensively in other fields by attorneys, social workers, marriage and family therapists, and other professionals who are involved with the quality of psychological services and the conduct of providers.

With regard to maximizing organizational effectiveness (Goal 1 of the APA Goals and Objectives), guidelines provide an essential service to members and the profession as they support effective teaching, research, and practice in psychology and serve as one of the primary ways in which

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<sup>1</sup> The members of the Policy and Planning Board acknowledge with gratitude the guidance, major substantive contributions, and ongoing coordination provided by staff liaison Sarah Jordan.

**Figure 1**  
Guidelines Revision Process



APA translates its science and practice into usable and useful knowledge for its members, the profession, and the community. Optimizing the manner in which guidelines are developed, approved, updated, and managed is a key component of APA's organizational effectiveness. As we discuss in this report, ongoing association efforts have been directed toward criteria for the development of guidelines, documentation of the need for guidelines, and evaluation of guidelines. P&P's current undertaking builds on this work.

In addition, regarding the expansion of psychology's role in advancing health (Goal 2 of the APA Goals and Objectives), professional practice guidelines in particular serve two important functions: (a) They form a foundation for communication and effective interprofessional practice by educating other health professionals and the public about our best knowledge and practices, and (b) they serve as a key strategy for promoting the application of psychological knowledge to improving psychological health and well-being.

Guidelines also serve to increase the recognition of psychology as a science (Goal 3 of the APA Goals and Objectives). Education guidelines underscore the wide range of occupations within the discipline and support the preparation of psychological scientists, researchers, academicians, and practitioners. Scientific guidelines speak to testing and assessment issues as well as to ethical issues in conducting research. Professional practice guidelines are an embodiment of efforts to expand the translation of psychological science to evidence-based practice.

## History of Guidelines

The history of association guidelines is summarized in this section in order to provide context for the revision process that was developed by P&P. Within APA, multiple governance groups have responsibility for the development and oversight of guidelines. The mission of the Board of Professional Affairs includes "developing recommendations for and monitoring the implementation of APA policy, standards, and guidelines for the profession of psychology" (APA, 2010, p. 23). The Board of Educational Affairs is responsible for guidelines related to education and training, the Board of Scientific Affairs attends to guidelines related to research activities, and the Board for the Advancement of Psychology in the Public Interest (BAPPI) is involved with the development of guidelines related to diverse populations (Reed, McLaughlin, & Newman, 2002).

### Developing Criteria for (Practice) Guideline Development and Evaluation

The rise of managed care in the 1990s, an emphasis on evidence-based medicine, and a growing concern about health care costs resulted in a proliferation of guidelines development and dissemination across health care disciplines (Reed, McLaughlin, & Newman, 2002). In 1995, APA's Committee on Professional Practice and Standards (COPPS) developed the first *Criteria for Guideline Development and Review* due to "a greater demand for guidelines that facilitate the continued systematic development

of the profession and help to assure a high level of professional practice by psychologists" (APA, 1995, p. 2). These criteria were later revised (APA, 2002b, 2005). Two separate documents were adopted that clarified the difference between treatment guidelines and practice guidelines (APA, 2002a, 2002b). *Treatment guidelines* were defined as those guidelines that provide treatment recommendations and other clinical guidance for specific conditions or disorders. APA's approach to treatment guidelines at the time was to provide a basis for systematically evaluating other groups' guidelines rather than developing its own (Reed, McLaughlin, & Newman, 2002). In contrast, *practice guidelines* were those that offered recommendations about practicing psychologists' conduct with particular populations (e.g., older adults) and in particular settings (e.g., forensic). APA's "Criteria for Practice Guideline Development and Evaluation" (APA, 2002b) offered clear structure and guidance for the development and evaluation of practice guidelines as well as requiring a maximum 10-year expiration date. In addition, it recommended that the following language be included in every practice guideline document:

The term *guidelines* refers to statements that suggest or recommend specific professional behavior, endeavor, or conduct for psychologists. Guidelines differ from standards in that standards are mandatory and may be accompanied by an enforcement mechanism. Thus, guidelines are aspirational in intent. They are intended to facilitate the continued systematic development of the profession and to help assure a high level of professional practice by psychologists. Guidelines are not intended to be mandatory or exhaustive and may not be applicable to every professional and clinical situation. They are not definitive and they are not intended to take precedence over the judgment of psychologists. (APA, 2002b, p. 1048).

### Standards Versus Guidelines

In August 2003, the APA Council of Representatives voted to amend the APA Association Rules to include a new Section 30-8 on Standards and Guidelines (see [Appendix A](#)) which "applies to all standards and guidelines as well as resolutions, endorsements or other statements that have the effect of a standard or guideline, that are proposed by any board, committee, division or subunit of a division, task force, work group, or other APA entity." Language that clarifies the difference between standards and guidelines is included. Standards are defined as "any criteria, protocols, or specifications for conduct, performance, services, or products in psychology or related areas, including recommended standards. Standards are considered to be mandatory and may be accompanied by an enforcement mechanism." Guidelines "include pronouncements, statements, or declarations that suggest or recommend specific professional behavior, endeavor, or conduct for psychologists or for individuals or organizations that work with psychologists. In contrast to standards, guidelines are aspirational in intent." The rule also identifies procedures to be used in developing standards or guidelines, along with an approval process.

## Clarifying the Need for Practice Guidelines

The APA Board of Directors also asked COPPS to further develop the policy outlined in the “Criteria for Practice Guideline Development and Evaluation” (APA, 2002b) by articulating the circumstances that call for the development of practice guidelines. The policy on the “Determination and Documentation of the Need for Practice Guidelines” (APA, 2005) was created in response to this request. It describes three areas in which the need for practice guidelines might surface. The first area involves legal and regulatory issues (APA, 2005). Practice guidelines might be needed in response to changes in state, federal, or international laws or statutes. Guidelines might also be necessary to address federal and U.S. Supreme Court decisions. Practice guidelines are sometimes needed to assist psychologists in responding to the legal system (e.g., demands from judges, lawyers, and administrative bodies). Finally, changes in regulatory and administrative systems may prompt the need for practice guidelines. The second area involves the public interest and such issues as improved service delivery, avoidance of harm, the needs of emerging, underserved, or vulnerable populations, and the need to address public policy initiatives (APA, 2005). The third area involves professional guidance. The development of new technology may require practice guidelines to address needed changes in processes and procedures. New, expanded, or complex multidisciplinary roles for psychologists may mean psychologists require additional guidance as they seek clarification of their roles and professional autonomy. Advances in theory and science may also necessitate new approaches to professional services in order to address new scientific findings (APA, 2005). Finally, professional risk management issues may prompt the need for practice guidelines.

It is also clear that in order to ensure their relevance and viability, guidelines, once approved by the association, require periodic review. Association guidelines are reviewed within 10 years of approval. At that point, they are either revised or discontinued. Revisions may involve literature updates or the addition or deletion of specific guidelines depending upon what the issues involved require.

## Updating Guideline Terminology

In 2012, the Board of Directors recommended a change in terminology with regard to practice guidelines and treatment guidelines in an effort to be more consistent with how these terms are used by other professions. The Board recommended that the term *practice guidelines* be changed to *professional practice guidelines* and that the term *treatment guidelines* be changed to *clinical practice guidelines* (APA, 2012a). Clinical practice guidelines provide research-based recommendations for the treatment of particular disorders. They generally include assessments of the strength of the current scientific evidence for each recommendation. APA is currently working on clinical practice guidelines in the areas of depression, obesity, and posttraumatic stress disorder.

Drafts of these guidelines are expected in late 2014 to early 2015. The newly approved review process discussed in this report will not apply to clinical practice guidelines. Instead, a separate review and revision process will be developed for them.

## Education Guidelines

In 2004, APA adopted policy on “Developing and Evaluating Standards and Guidelines Related to Education and Training in Psychology: Context, Procedures, Criteria, and Format” (APA, 2004). This document, developed by APA’s Board of Educational Affairs, provides a framework for the creation, review, and evaluation of guidelines in education and training in psychology. It is important to note that in this document, the term *standards* refers to educational benchmarks. These benchmarks involve learning objectives that pertain to what students should know and be able to apply in the field of psychology. Therefore, the term *standards* as used in education is to be distinguished from the term *standards* as described in professional practice guidelines. The understanding of the term *guidelines*, however, is the same in education guidelines as in professional practice guidelines.

Current education guidelines approved as APA policy concern such matters as educational policy, assessment, program and curriculum development, and instruction.

## Scientific Guidelines

Guidelines have been developed and approved by APA that include recommendations governing the ethical use of humans and animals in school projects and the use of animals in research. Others provide guidance on the qualifications that APA considers important for test users and for professionals in fulfilling their obligation to provide and use tests that are fair to all test takers regardless of age, gender, disability, race, ethnicity, national origin, religion, sexual orientation, linguistic background, or other personal characteristics. No specific policy has been developed for the development and review of science guidelines per se.

## P&P Notification

As mentioned above, it is now P&P’s practice to contact the responsible board three years prior to the expiration of a guidelines document. This affords additional time for all those concerned to deliberate on the need for a revision, develop a timeline, consider the costs involved, and assemble a team for the revision. Review of the guidelines will be done by the respective boards following their own criteria, policies, and procedures.

Once notice of guideline expiration is received by the responsible board, a staff liaison is designated for the particular set of guidelines involved, and this staff liaison will assist throughout the review and revision processes. There are guidelines projects that may involve the collaboration of more than one APA board. For example, the Guidelines for Psychological Practice with Lesbian, Gay, and Bisexual Clients (APA, 2012b) involved the collaboration of the Board for the Advancement of Psychology in the



Public Interest (BAPPI) and the Board of Professional Affairs (BPA). In such instances, a primary staff liaison from one board will be chosen who will work closely with a designated staff liaison from the other board. The primary staff liaison will most likely represent the board most associated with the content area of the guidelines.

### **Developing the Revision Proposal**

The first step in any revision process is the development of a revision proposal. The designated staff liaison notifies the most recent authors/developers of the guidelines about the impending expiration of the guidelines and ascertains their availability and interest in (a) conducting a review and developing a proposal for revision and (b) working on the actual revision. These authors/developers may consent to help as part of the review team only or to help as part of the review team and also serve on the actual revision team. They may also provide suggestions to the designated staff liaison regarding qualified others who might be interested in assisting with the revision process. Ultimately, the composition of the review team is determined by the responsible board in collaboration with the authors/developers of the prior set of guidelines or the relevant division(s). P&P thinks that a typical review can be accomplished with a team of three to four members.

**Public comment.** While the review team is being assembled, the staff liaison posts the guidelines for public comment in order to gather information from the membership, and from those who have had experience with the original guidelines, about their experiences with the guidelines and their suggestions for revision. This information will help in the development of the proposal. The staff liaison tracks and organizes the public comment and makes this information available to the responsible board, review team, and revision team once the revision has begun.

**"Fresh eyes."** While it is crucial that the original authors/developers of the guidelines participate, if possible, in developing a proposal for the revision, it is also important to include feedback from psychologists with some expertise in the appropriate area who may not have participated in the development of the prior set of guidelines. For instance, it might be important to consider an early career psychologist or psychologists who have conducted new research in the relevant area in the development of the proposal.

### **Working with the division(s) and others.**

It may be that the original authors/developers of the guidelines will be unavailable to work on the proposal and/or revision. In such an event, the designated staff liaison—on behalf of the responsible board—should contact the APA division(s) most relevant to the guidelines to enlist its (their) support in assembling the review team and/or revision team if necessary. P&P has found that APA divisions have played an important role in the development of many sets of professional practice and education and training guidelines. A longstanding policy of the association notes that, whenever possible, appropriate APA divisions should be consulted regarding matters relevant to their interests (APA, 1968). P&P believes that APA divisions can provide

important assistance to the responsible board in assembling an appropriate revision team for guidelines. The appropriate APA division(s) may submit individual names to the board or recommend an entire team. A member of the responsible board may be designated to work with the division on behalf of the board to facilitate this process in collaboration with designated staff who can serve as a link between the division and the responsible board and, eventually, among the revision team, the responsible board, and other APA staff.

**Revision proposal.** The review team, once assembled, should develop a brief document that addresses the relevance and need for the guidelines and their consistency with APA's Strategic Plan. It is important to specifically address Strategic Plan goals and objectives. The guidelines must be relevant and timely. They should provide needed assistance to practitioners, educational institutions, training sites, and/or other systems as well as to the public. They should be consistent with APA policy. In accordance with APA policies and criteria for guidelines development, current need should be described. Is a revision warranted because of changes in state, federal, or international laws? Is a revision needed because of recent federal circuit court or U.S. Supreme Court decisions or because of changes in regulatory or administrative systems? Does current psychological literature indicate the need for revision?

The proposal should also describe the extent of revision needed and a recommended process for revision—including a timeline for how to complete the entire process within the three-year period. It should include cost estimates for the revision process and discuss potential sources of funding. Careful consideration needs to be given to ways in which the team can accomplish its task efficiently and economically. For example, the size of the group might be limited and technology employed for greater efficiency; face-to-face meetings might be limited in favor of meeting virtually. Any organizational groups or divisions involved with the proposed revision should be named in the proposal. It would also be helpful to include a description of any resources (e.g., personnel, monetary) these groups can provide.

During the review, the designated staff liaison should receive regular updates from the review team and keep the team informed about when the proposal is to be submitted for board consideration. The designated staff liaison will provide administrative support (e.g., communications, document tracking, appropriate outreach, and assistance with research) and serve as the interface between the review team and the responsible board (as well as other staff, as appropriate). The designated staff liaison advises the review team about the submission date for the proposal and keeps the responsible board advised of the review team's progress. The review team's task is to create the proposal in a way that is consistent with association policies and criteria. The review team should also provide the designated staff liaison with regular updates on proposal progress and work with the designated staff liaison to submit the proposal in a timely manner.

## Proposal Review

The responsible board receives the proposal from the review team and, based on the guidelines' consistency with APA's strategic goals and core values, relevance, timeliness, and current need, determines whether or not a revision is appropriate. The responsible board can decide to proceed with the revision, to grant the proposal review team more time in the form of an extension, if necessary, or to let the guidelines expire according to Association Rule 30-8.4.

**Decision to revise.** The responsible board reviews the proposal based upon the current need for the guidelines, their relevance, and their fit with the goals and objectives of the association (i.e., the APA Strategic Plan). Comments from APA groups and related organizations are also considered in making this determination. Such a decision can only be made by the responsible board if the proposal provides the information needed to do so. In addition to an explanation of current need, relevance, and consistency with the APA Strategic Plan, the proposal should include, but not be limited to, a timeline for completion, a description of the extent of revision needed, a recommended process for revision (e.g., type of meetings—face to face and/or virtual, number of revision team members needed), an estimate of the costs involved, and suggestions for potential sources of funding.

**Considerations for funding revisions.** The cost of revising a set of guidelines is included in the proposal and is considered by the responsible board in its review of the proposal. There are a number of considerations with regard to the funding of a revision. Certainly the size of the revision team is an issue. The more members, the greater the potential costs—particularly if face-to-face meetings are involved. P&P suggests that the revision team consist of four to six individuals. It is important that those who have worked on the guidelines previously be considered for the revision team because of their content knowledge and experience with guideline development. Psychologists with some expertise in the appropriate area(s) who may not have participated in the development of the prior set of guidelines should also be considered (e.g., early career psychologists or psychologists who have conducted recent research in the relevant area).

In addition to exchanging information via e-mail and e-mail attachments or conference calls, new technologies allow for cost-effective measures that do not detract from the work. New video communication methods can be an effective means of exchanging information in real time. The use of technology, web platforms, social media, and software can be strategically incorporated to assist revision team members with their work on the document.

The scope and scale of the guidelines should be considered in the revision process. Guidelines that encompass broad areas of content may require additional time and resources. Conversely, it may be determined that some guidelines are no longer relevant or may need only minor updating. Clearly, the extent of revision will significantly impact the cost of revision. The Finance Committee and

P&P are working to create a template for use in determining what a particular guidelines revision will cost. This will take into account both direct costs (e.g., meeting-related costs) and indirect costs (e.g., staffing). The template will be given to the review team to help it estimate what funding will be needed to complete the revision process.

## Next Steps: Information About Guidelines Utilization

It has become increasingly clear that guidelines serve an important role in APA. P&P believes that it is time to gather information about their utilization. Who uses APA guidelines, for what specific purposes, and in which areas of psychology? How are members accessing APA guidelines? How have they heard about specific guidelines? APA has developed these documents to address a wide range of issues; however, to date, the association has not collected information on how guidelines are used—and who uses them. P&P is therefore currently interested in developing a survey designed to collect data on the awareness and use of guidelines documents by members of the association. Other methodologies might also be explored to gather information (e.g., website access information). In the end, P&P hopes that the results of this survey, coupled with data from other sources, will provide APA with its first comprehensive look at which members are using these important tools and for what purpose. Such an exploration may also assist the association in identifying new avenues for guidelines dissemination.

Overall, P&P believes that APA guidelines represent a significant interface between members and their professional association, one that fosters positive membership engagement (see P&P's 2012 Annual Report [APA, 2013] for a full discussion of this topic). P&P also believes that such a survey will support its belief that guidelines are a significant APA product that directly benefits its members, the public, and the public's perception of both the field and the profession. It may also assist the association in determining what steps might be taken to enhance member access to these documents.

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## Appendix A

### Association Rule 30-8. Standards and Guidelines

**30-8.1** This rule applies to all standards and guidelines, as well as resolutions, endorsements or other statements that have the effect of a standard or guideline, that are proposed by any board, committee, division or subunit of a division, task force, work group, or other APA entity. As these terms are used in APA policy, “standards” include any criteria, protocols, or specifications for conduct, performance, services, or products in psychology or related areas, including recommended standards. Standards are considered to be mandatory and may be accompanied by an enforcement mechanism. “Guidelines” include pronouncements, statements, or declarations that suggest or recommend specific professional behavior, endeavor, or conduct for psychologists or for individuals or organizations that work with psychologists. In contrast to standards, guidelines are aspirational in intent.

The review procedures in this rule, which are established to protect APA, its governance groups and its members, apply to statements or actions that have the effect of a standard or guideline regardless of the title used. This rule also applies to standards or guidelines developed outside of APA that are proposed for adoption, endorsement, or approval by APA. This rule does not apply to those APA standards or guidelines for which Council has adopted specific procedures for review and approval, such as accreditation. If there is uncertainty about whether a proposed statement or action would constitute a standard or guideline that is covered by this rule, the sponsoring APA entity should consult with the APA Office of General Counsel to determine if the provisions of this rule apply.

**30-8.2** When APA or any board, committee, division or subunit of a division, task force, working group or other APA entity works jointly with another organization on developing standards, guidelines or other statements that have the effect of standards or guidelines, the provisions of this rule will apply. If the APA entity working with another organization believes that it is not required to follow these review procedures it should confer with APA Office of General Counsel as soon as possible to determine whether

the rule applies or an alternative approach such as a disclaimer or written clarification of APA’s role should be used to address any risks.

**30-8.3** Proposed standards or guidelines or other documents that have the effect of a standard or guideline should be sent to the APA Office of General Counsel for initial legal review regarding risk to the association or its members. The proposing entity shall suggest a period, not to exceed 10 years, for which the standard or guideline will be effective if it is approved along with a rationale for the proposed timeframe. The maximum period of effectiveness is appropriate for areas in which the knowledge base, practice patterns, and relevant legal and regulatory climate are stable. In most areas, an earlier expiration date (e.g., 5 years, 7 years) will be more appropriate.

Following initial legal review, a proposed new standard or guideline or an amendment to an existing standard or guideline shall be introduced as a new business item at Council and circulated to APA boards and committees for comment. At the same time, the proposing entity shall invite expert commentary and consultation from other appropriate groups or individuals and from all divisions and state, provincial and territorial psychological associations. The proposing entity shall respond to all commentary, seek additional legal review if appropriate and forward a revised document to all divisions and state, provincial and territorial psychological associations and groups that provided commentary. The revised draft version of standards and guidelines shall be forwarded to the Office of General Counsel in order to disseminate to the membership notice of a sixty (60) day comment period and instructions for the receipt of comments. At the conclusion of the comment period, the proposing entity shall make any appropriate changes and respond to all comments received. The proposing entity shall provide the draft standards and guidelines along with copies of the comments and responses to comments to the Office of General Counsel for a second legal review and determination of whether further public comment is required.

(Appendices continue)



After this legal review, the draft standard or guideline shall be forwarded to the Board of Directors with accompanying documentation regarding the comments received and response made to such comments. The Board of Directors shall review such documentation to determine if the standard or guideline is appropriate for the Association and if it poses risk to the Association or its members. If the Board of Directors determines that the proposed standard or guideline is not appropriate or that it poses undue risk to the Association or its members, it shall return the draft standard or guideline with commentary or with a request for additional revision and further expert or public comment.

When the Board of Directors determines that a standard or guideline is appropriate and does not present undue risk to the Association or its members, the Board shall recommend that the Council of Representatives approve the standard or guideline as APA policy.

In adopting an APA standard or guideline, Council shall establish the period during which the guideline will be in place as APA policy, which shall not exceed 10 years from the time of its approval.

**30-8.4** The Policy and Planning Board shall provide notice no less than two years before a standard/guidelines document will expire to the responsible reviewing body or entity. The reviewing body or entity responsible for review of the document shall recommend to Council that the document be extended, amended along with proposed revisions, nullified or placed in the APA archives. Should the

responsible reviewing body or entity wish to extend or amend the document, the review process shall be done in accordance with Association Rule 30-8 as delineated for proposed new standards or guidelines, along with a new expiration date and the rationale for that date. If the responsible reviewing body or entity does not bring the standard/guidelines document to the Council of Representatives within this 2-year period, the standard/guidelines document will automatically sunset and the Policy and Planning Board shall notify the Council of such action.

**30-8.5** When Council approves standards or guidelines, they will be adopted on behalf of the whole association. When an entity associated with APA wishes to sponsor and/or disseminate a published document that it does not intend to serve as standards or guidelines but which the public may reasonably construe as a set of standards or guidelines, the entity shall consult with APA legal counsel and any other interested boards, committees, divisions or groups to ensure that the language of the document does not imply a standard or guideline and to develop an appropriate statement to include in the document that will make it clear that the contents of the publication are not intended to set a standard or guideline for training, professional practice conduct or any other specialized form of the application of psychological knowledge and that the entity is not speaking on behalf of any other APA board, committee, division or group or on behalf of the APA.

## Appendix B

### List of APA Guidelines

- Code of Fair Testing Practices in Education
- Education and Training Guidelines: A Taxonomy for Education and Training in Professional Psychology Health Service Specialties
  - Guidelines for Assessment of and Intervention With Persons With Disabilities
  - Guidelines for Child Custody Evaluations in Family Law Proceedings
  - Guidelines for Education and Training at the Doctoral and Postdoctoral Levels in Consulting Psychology/Organizational Consulting Psychology
  - Guidelines for Ethical Conduct in the Care and Use of Nonhuman Animals in Research
  - Guidelines for Ethical Conduct of Behavioral Projects Involving Human Participants by High School Students
  - Guidelines for Preparing High School Psychology Teachers: Course-Based and Standards-Based Approaches
  - Guidelines for Prevention in Psychology
  - Guidelines for Psychological Evaluations in Child Protection Matters
  - Guidelines for Psychological Practice in Health Care Delivery Systems
  - Guidelines for Psychological Practice With Girls and Women

*(Appendices continue)*



- Guidelines for Psychological Practice With Lesbian, Gay, and Bisexual Clients
- Guidelines for Psychological Practice With Older Adults
- Guidelines for Test User Qualifications
- Guidelines for the Evaluation of Dementia and Age-Related Cognitive Change
- Guidelines for the Practice of Parenting Coordination
- Guidelines for the Practice of Telepsychology
- Guidelines for the Undergraduate Psychology Major
- Guidelines for the Use of Animals in Behavioral Projects in Schools (K-12)
- Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists
- National Standards for High School Psychology Curricula
- Practice Guidelines Regarding Psychologists' Involvement in Pharmacological Issues
- Practice Parameter: Screening and Diagnosis of Autism
- Principles for Quality Undergraduate Education in Psychology
- Principles for the Validation and Use of Personnel Selection Procedures
- Record Keeping Guidelines
- Specialty Guidelines for Forensic Psychology