

# NASP Ethics and Principles Practice Exam (Sample)

## Study Guide



**Everything you need from our exam experts!**

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# Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

**Remember:** successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

# How to Use This Guide

**This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:**

## **1. Start with a Diagnostic Review**

**Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.**

## **2. Study in Short, Focused Sessions**

**Break your study time into manageable blocks (e.g. 30 - 45 minutes). Review a handful of questions, reflect on the explanations.**

## **3. Learn from the Explanations**

**After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.**

## **4. Track Your Progress**

**Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.**

## **5. Simulate the Real Exam**

**Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.**

## **6. Repeat and Review**

**Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.**

**There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!**

## Questions

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- 1. True or False: A school psychologist can discuss a client's confidential information if a significant threat to safety exists.**
  - A. True**
  - B. False**
  - C. Only with parental consent**
  - D. Only in court**
  
- 2. In what situation is it ethically permissible for psychologists to provide psychological assistance without parental consent?**
  - A. When the student requests help**
  - B. In emergency situations posing danger to self or others**
  - C. During routine school assessments**
  - D. When parents are unavailable**
  
- 3. Which standard emphasizes legal compliance for educators?**
  - A. Standard 1: Legal Compliance**
  - B. Standard 2: Conduct with Students**
  - C. Standard 3: Alcohol or Drugs**
  - D. Standard 4: Honesty**
  
- 4. What does the principle of "Integrity in Relationships" emphasize?**
  - A. Building personal friendships with students**
  - B. Honesty and fairness in professional interactions**
  - C. Maintaining strict confidentiality at all times**
  - D. Adhering to administrative guidelines**
  
- 5. What is a key consideration when maintaining records as a school psychologist?**
  - A. All records should be kept private from parents**
  - B. Records must be accessible for educational decision-making**
  - C. Only certain information needs to be kept confidential**
  - D. Memory aids can be shared without restrictions**

- 6. What type of information must be accessible to parents under education record guidelines?**
- A. Social notes taken during consultation**
  - B. Any information linked to educational decisions**
  - C. General performance reports only**
  - D. Testing materials used for assessments**
- 7. What action is required if an educator is aware of a violation of the Code of Ethics?**
- A. Ignoring the violation**
  - B. Reporting it within ninety days**
  - C. Discussing it with colleagues**
  - D. Reporting only if asked**
- 8. What condition must be met for minimal competency tests to be legally permissible?**
- A. Reasonable notice**
  - B. Curricular validity**
  - C. Instructional validity**
  - D. All of the above**
- 9. Which principle emphasizes respect for the dignity and worth of all individuals?**
- A. Principle of Social Responsibility**
  - B. Principle of Respect for the Dignity of Persons**
  - C. Principle of Professional Integrity**
  - D. Principle of Competence**
- 10. What is the main goal of ethical standards in school psychology?**
- A. Maximize student performance**
  - B. Ensure client confidentiality**
  - C. Protect student rights**
  - D. All of the above**

## Answers

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1. A
2. B
3. A
4. B
5. B
6. B
7. B
8. D
9. B
10. D

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## **Explanations**

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**1. True or False: A school psychologist can discuss a client's confidential information if a significant threat to safety exists.**

**A. True**

**B. False**

**C. Only with parental consent**

**D. Only in court**

The statement is true because school psychologists, like other mental health professionals, have a legal and ethical obligation to protect the safety of their clients and others. If there is a significant threat to safety, whether it involves self-harm, harm to others, or other urgent safety concerns, a school psychologist is permitted to breach confidentiality to take necessary actions to prevent harm. This could involve notifying appropriate authorities, such as school officials or mental health services, to ensure that any immediate risk is addressed. Confidentiality is a critical aspect of the therapeutic relationship, but it is not absolute. Ethical guidelines and legal mandates provide exceptions when a person's safety is at risk. Thus, the answer is true because the duty to protect life and safety overrides the obligation to maintain confidentiality in certain circumstances.

**2. In what situation is it ethically permissible for psychologists to provide psychological assistance without parental consent?**

**A. When the student requests help**

**B. In emergency situations posing danger to self or others**

**C. During routine school assessments**

**D. When parents are unavailable**

Providing psychological assistance without parental consent is especially justified in emergency situations that pose a danger to the individual seeking help or to others. In these critical instances, the immediate need for intervention takes precedence over obtaining parental consent, as the potential for serious harm necessitates timely action. This principle is grounded in the ethical obligation to protect the well-being of individuals, particularly in circumstances where delaying help could result in significant consequences. In contrast, scenarios such as a student requesting help, routine school assessments, or when parents are unavailable do not typically meet the same urgency or risk criteria that warrant bypassing parental consent. Although a student can request assistance or parents might not be present, the ethical guidelines promote collaboration with parents and guardians in non-emergency contexts to ensure comprehensive care and support for the student. Thus, only situations involving imminent danger justify the provision of services without parental consent.

### 3. Which standard emphasizes legal compliance for educators?

- A. Standard 1: Legal Compliance**
- B. Standard 2: Conduct with Students**
- C. Standard 3: Alcohol or Drugs**
- D. Standard 4: Honesty**

The emphasis on legal compliance for educators is clearly articulated in Standard 1: Legal Compliance. This standard underscores the necessity for educators to adhere to laws, regulations, and ethical guidelines that govern their professional practice. By prioritizing legal compliance, educators are not only protecting themselves and their institutions but also ensuring a safe and equitable learning environment for their students. In addition, legal compliance encompasses various aspects, including the protection of student rights, the maintenance of confidentiality, and adherence to statutory requirements relevant to education. Meeting these legal standards is essential for fostering trust among students, parents, and the community, and for upholding the integrity of the educational profession. The other standards focus on different aspects of an educator's responsibilities, such as interactions with students, substance use, and honesty in professional dealings. While these are undoubtedly important, they do not specifically highlight the legal obligations educators must meet, which is the distinctive focus of Standard 1.

### 4. What does the principle of "Integrity in Relationships" emphasize?

- A. Building personal friendships with students**
- B. Honesty and fairness in professional interactions**
- C. Maintaining strict confidentiality at all times**
- D. Adhering to administrative guidelines**

The principle of "Integrity in Relationships" emphasizes honesty and fairness in professional interactions. This principle underlines the importance of maintaining trustworthy and respectful connections with colleagues, students, and other stakeholders in an educational setting. Integrity fosters credibility, enhances collaboration, and ensures that all parties involved feel valued and respected. Approaching relationships with integrity promotes open communication and builds a positive environment, which is crucial for effective educational practices. This principle serves as a foundation for ethical behavior, wherein professionals are expected to act with transparency and accountability, thus reinforcing the trust that is vital in educational settings. While building personal friendships with students (first option) may appear to create positive relationships, it is essential to maintain a professional boundary to ensure objectivity and prevent conflicts of interest. Maintaining strict confidentiality (third option) is indeed an important aspect of professional conduct, but it is more closely related to privacy and ethics rather than directly addressing the relational aspect of integrity. Adhering to administrative guidelines (fourth option) is necessary for operational consistency, but it does not specifically capture the essence of what integrity in relationships signifies, which is centered around ethical and honest interactions.

**5. What is a key consideration when maintaining records as a school psychologist?**

- A. All records should be kept private from parents**
- B. Records must be accessible for educational decision-making**
- C. Only certain information needs to be kept confidential**
- D. Memory aids can be shared without restrictions**

Maintaining records as a school psychologist is anchored in the need for accessibility in educational decision-making. This process encompasses a range of activities including assessments, interventions, and progress monitoring which are essential for informing decisions about a student's educational needs. Accessibility ensures that relevant information is available not only to the psychologist but also to educators, administrators, and, when appropriate, parents or guardians, facilitating collaboration in supporting student success. Proper record-keeping must strike a balance between confidentiality and the practical need to share information that enhances educational planning and outcomes. It is crucial for all professionals involved in a child's education to have access to pertinent information which can influence interventions and instructional methods. The emphasis on accessibility aligns with ethical principles that advocate for transparency in educational settings while still adhering to privacy regulations, such as FERPA. This balance is vital to ensure that student records serve their intended purpose effectively.

**6. What type of information must be accessible to parents under education record guidelines?**

- A. Social notes taken during consultation**
- B. Any information linked to educational decisions**
- C. General performance reports only**
- D. Testing materials used for assessments**

The correct choice highlights that parents must have access to any information that is tied to educational decisions regarding their children. This includes records related to academic performance, behavioral assessments, special education evaluations, and any recommendations made by educators that influence a child's educational opportunities. Educational record guidelines are designed to ensure transparency and the right of parents to be informed about their child's education. Access to this information allows parents to participate meaningfully in discussions and decisions about their child's educational needs and plans, fostering collaboration between parents and educators. The other options do not encompass the same breadth of information rights. For instance, social notes taken during consultations are typically considered private and not part of the educational record open to parents. General performance reports alone may not encompass all educational decisions, which could involve various assessments and evaluations not covered in just performance summaries. Testing materials, while vital for understanding assessments, are often protected to maintain the integrity of the testing process and may not be disclosed in their entirety. Thus, the most comprehensive choice that meets the educational guidelines for parent access is information linked to educational decisions.

**7. What action is required if an educator is aware of a violation of the Code of Ethics?**

- A. Ignoring the violation**
- B. Reporting it within ninety days**
- C. Discussing it with colleagues**
- D. Reporting only if asked**

When an educator becomes aware of a violation of the Code of Ethics, the appropriate action is to report the violation within ninety days. This is essential because the integrity of the educational environment relies on holding all professionals accountable for ethical standards. Reporting a violation not only helps to maintain trust in the educational system but also ensures that appropriate actions can be taken to address any unethical behavior. Timeliness is critical in these situations. Reporting within a set timeframe—such as ninety days—provides an opportunity for a thorough investigation and ensures that the issue is addressed while it's still relevant. This timeframe helps protect students and the wider school community from potential harm that could arise from continued unethical conduct. Addressing violations through formal reporting channels is a responsible action that reflects a commitment to ethical practice. It is important for educators to recognize their role in upholding the Code of Ethics, which ultimately serves to protect the interests of students and promotes a safe, respectful, and fair educational environment.

**8. What condition must be met for minimal competency tests to be legally permissible?**

- A. Reasonable notice**
- B. Curricular validity**
- C. Instructional validity**
- D. All of the above**

For minimal competency tests to be legally permissible, several conditions must be met to ensure that the tests are fair, valid, and appropriate for their intended purpose. One crucial condition is the provision of reasonable notice to candidates regarding the content and expectations of the tests. This ensures that individuals are adequately informed about what is required of them, promoting fairness in the testing process. Another critical condition is curricular validity, which means that the test should be aligned with what students have been taught in their academic programs. The content of the test should reflect the relevant curriculum, ensuring that it evaluates the knowledge and skills that students have learned. This alignment is vital to demonstrate that the test is measuring the competencies that individuals have been exposed to. Additionally, instructional validity refers to the extent to which the test assesses the effectiveness of the instruction provided. The test should measure the significant objectives of the instructional program, ensuring that it is relevant and meaningful to what has been taught. By incorporating reasonable notice, curricular validity, and instructional validity, minimal competency tests can meet legal standards for fairness and effectiveness, thereby ensuring they are justifiably administered and result in valid assessments of an individual's capabilities.

**9. Which principle emphasizes respect for the dignity and worth of all individuals?**

- A. Principle of Social Responsibility**
- B. Principle of Respect for the Dignity of Persons**
- C. Principle of Professional Integrity**
- D. Principle of Competence**

The principle that emphasizes respect for the dignity and worth of all individuals is the Principle of Respect for the Dignity of Persons. This principle is foundational in many ethical guidelines, highlighting the importance of acknowledging and valuing each person as unique and deserving of respect. It underlines the need to treat individuals with fairness, dignity, and sensitivity, regardless of their backgrounds or circumstances. This principle also involves safeguarding the rights and privacy of individuals, which is essential in fostering a trusting and respectful environment in professional practices. In contrast, the Principle of Social Responsibility focuses more on the obligations professionals have to society and their communities, rather than on the individual dignity of each person. The Principle of Professional Integrity revolves around maintaining ethical standards and honesty in professional conduct. The Principle of Competence emphasizes the necessity for professionals to have the skills and knowledge required to perform their duties effectively. While all these principles are significant in their own right, none explicitly underscores the respect for individual dignity as clearly as the Principle of Respect for the Dignity of Persons does.

**10. What is the main goal of ethical standards in school psychology?**

- A. Maximize student performance**
- B. Ensure client confidentiality**
- C. Protect student rights**
- D. All of the above**

The main goal of ethical standards in school psychology encompasses a range of critical objectives designed to foster a safe and supportive educational environment. One of the primary aims is to protect student rights, ensuring that all students receive fair and equitable treatment. In addition, ethical standards prioritize client confidentiality, allowing students and their families to trust that their personal information will be safeguarded. Maximizing student performance is also a significant goal, as ethical practice within school psychology involves implementing interventions and strategies that support students' academic and emotional well-being. Ethical guidelines facilitate this by requiring practitioners to consider the best interests of their clients, which ultimately contributes to improved outcomes. Thus, the comprehensive approach of ethical standards reflects an integrated effort to promote student welfare by safeguarding rights, maintaining confidentiality, and enhancing educational performance. This holistic understanding underscores why all the aforementioned aspects are essential components of ethical standards in school psychology.

## Next Steps

**Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.**

**As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.**

**If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at [hello@examzify.com](mailto:hello@examzify.com).**

**Or visit your dedicated course page for more study tools and resources:**

**<https://naspethicsandprinciples.examzify.com>**

**We wish you the very best on your exam journey. You've got this!**

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