

2022-05-18

Preliminary Pilot Study of Current Practices and Preferences of School Psychologists in Canada

Macmillan, Nicole Santana

Macmillan, N. S. (2022). Preliminary pilot study of current practices and preferences of school psychologists in Canada (Master's thesis, University of Calgary, Calgary, Canada). Retrieved from <https://prism.ucalgary.ca>.

<http://hdl.handle.net/1880/115346>

Downloaded from PRISM Repository, University of Calgary

UNIVERSITY OF CALGARY

Preliminary Pilot Study of Current Practices and Preferences of School Psychologists in Canada

by

Nicole Santana Macmillan

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF SCIENCE

GRADUATE PROGRAM IN EDUCATIONAL PSYCHOLOGY

CALGARY, ALBERTA

MAY, 2022

© Nicole Santana Macmillan 2022

Abstract

The current descriptive preliminary/pilot study examined the roles, practices, challenges, and aspirations of practicing school psychologists within Canada, building from previous research done by Jordan et al. (2009). Online self-report measures were utilized with a small sample of 21 respondents who represented five Canadian provinces and the Northwest Territories. The tentative results indicate that practicing school psychologists report similar challenges to previous research, with most feeling understaffed, overworked, and limited in their roles and functions. These findings have possible implications for the field of school psychology, as well as foundations for future research post-pandemic.

Acknowledgements

To my supervisor and mentor, Dr. Jac Andrews, for your constant guidance and support throughout my education at the University of Calgary.

To the friends and family who understood the long nights studying, busy schedule, and brought me extra cups of coffee throughout this journey.

To my mom and aunt Colleen, who pushed me to pursue my dreams and supported me throughout my educational journey.

To my cohort, who kept me laughing on the hard days and inspired me each and every day.

To my partner Steve, who pushed me to the finish line.

Thank you all for believing in me.

TABLE OF CONTENTS

Abstract.....	ii
Acknowledgements	iii
Table of Contents	iv
List of Tables.....	viii
List of Appreviations.....	ix
Epigraph	x
Chapter 1: Introduction.....	1
Background to the Study	1
Statement of the Problem	2
Purpose of the Proposed Research	3
Research Questions	4
Challenges and Changes to the Current Study	4
Significance of the Study.....	4
Overview of Thesis.....	5
Chapter 2: Literature Review	6
Introduction	6
School Psychology: A Canadian History	6
Training of School Psychologists	10
Roles of School Psychologists.....	23
Social Justice, Child Rights, and Advocacy Issues Relative to School Psychology	30
Challenges in School Psychology	34
Statement of the Problem	38

Purpose of the Study.....	39
Research Questions and Hypothesis.....	39
Chapter 3: Methods	41
Research Design	41
Participants	41
Measures.....	41
Procedure.....	43
Analysis	44
Chapter 4: Results.....	47
Demographics.....	47
Employment Status.....	47
Licensure and Registration.....	47
Workplace Demographics	48
Clients.....	48
Client Services.....	49
Questions 1 & 2: Roles and Functions	51
<i>Assessment</i>	51
<i>Intervention</i>	52
<i>Consultation</i>	53
Social Justice Issues & Child Rights	55
<i>Other</i>	57
Rated Importance of Various Roles and Functions.....	58
Question 3: Challenges.....	60

Question 4: Aspirations of School Psychologists.....	65
Chapter 5: Discussion.....	66
Introduction	66
Overview of Significant Results.....	66
Discussion of Relevant Results in Relation to Previous Research.....	69
Discussion of Relevant Results in Relation to Jordan et al. (2009)	70
Discussion of Results in Relation to Research Questions	72
Summary of Findings	76
Emperical Implications of the Study	77
Practical Implications of the Study.....	78
Strengths and Limitations.....	80
Sample Size and Demographic Issues	80
Future Directions	83
Conclusions	84
References	86
Appendices	102
Appendix A - Recruitment Attempts.....	102
Appendix B - School Psychologists Survey	107
Appendix C - Certificate of Institutions Ethics Review	121
Appendix D - Letter of Initial Contact	123
Appendix E - Participant Recruitment Letter	125
Appendix F - Participant Letter Reminder	126
Appendix G - Informed Consent	127

Appendix H - Website Advertisement 133

LIST OF TABLES

Table 1: Canadian Training Program Information	12
Table 2: Provincial and Territorial Registration Requirements in Canada	19
Table 3: Time with Client Grade Ranges and Preference for More Time	63
Table 4: Time with Client Groups and Preference for More Time	64
Table 5: Times in Types of Assessment.....	66
Table 6: Time Spent in Intervention/Prevention	67
Table 7: Time Spent in Types of Consultation.....	68
Table 8: Time Spent in Child Rights/Social Justice Issues	71
Table 9: Time Spent in Other Professional Activities and Preference for More Time	73
Table 10: Rated Importance of Various Services	74
Table 11: Rated Significance of Various Challenges to Profession.....	79

List of Abbreviations

APA	American Psychological Association
CASP	Canadian Association of School Psychologists
CBT	Cognitive Behavioural Therapy
CFREB	Conjoint Faculties Research Ethics Board
EPPP	Examination for Professional Practice in Psychology
GMAT	Graduate Management Admission Test
GPA	Grade Point Average
GRE	Graduate Record Examination
IDEA	Individuals with Disability Education Act
IELTS	International English Language Testing System
ISPA	International Association of School Psychologists
MASP	Manitoba Association of School Psychologists
MSc	Master of Science
MEd	Master of Education
NASP	National Association of School Psychologists
OISE	Ontario Institute for Studies in Education
TOEFL	Test of English as a Foreign Language

Epigraph

The work will wait while you show the child the rainbow, but the rainbow won't wait while you do the work.

– Erik Erikson

CHAPTER ONE: INTRODUCTION

Background to and Focus of the Current Study

School psychologists have a broad role and an overarching goal of supporting students and school staff through training in mental health, specifically in learning and behavior (National Association of School Psychologists [NASP], 2014). These mental health services are provided in several contexts and locations, such as schools, hospitals, or social welfare agencies (Canadian Psychological Association [CPA], n.d.), providing school psychologists with the opportunity to practice in many different settings. School psychologist practice extends beyond psycho-educational assessment and includes involvement in research and teaching in a university setting (Johnson & Zwiers, 2016). The role of the school psychologist is quite vast in the sense that their responsibilities can vary depending on their area of competency and place of practice, for example (NASP, 2014). According to the CPA (2014), the role of the school psychologist is to provide cognitive, academic, social-emotional, and behavioral assessments to determine the child's or adolescent's functioning as well as provide recommendations for the student and their families such as classroom accommodations, or in some cases, recommend placement options for those students with extreme challenges or exceptionalities (CPA, 2014). The CPA (2014) also notes that the role of the school psychologist includes consultation with teachers and/or school administration to aid in the successful implementation of interventions at various levels (e.g., classroom or system-wide level). Additionally, school psychologists are responsible for supervision and leadership for practicum students or provisional psychologists who are not yet fully licensed (CPA, 2014). School psychologists must remain aware of inclusive language to communicate clearly and effectively with parents or students who may not speak the same language as the school psychologist, or to respect those from various socioeconomic statuses (Dougherty, 2014). As such, this role requires empathic communication skills to address

challenging situations for students and their families (Dougherty, 2014). Taken together, the role of the school psychologist is quite broad and as such, the CPA (2014) has noted that school psychologists are among some of the most well-equipped professionals to help diagnose and treat mental health concerns.

Even though there is a general understanding of the roles of school psychologists, as noted above (e.g., psycho-educational assessment, consultation, intervention), there has been limited understanding of the role variance of school psychologists across the Canadian provinces and territories. Hence, although school psychologists are typically known for their services within schools, they are not nationally certified but rather are provincially registered and regulated. As a result, their roles and practice may vary due to the different child and youth needs, educational demands, and expectations within schools between provinces. Thus, it is important to investigate this possible variance relative to school psychologist roles and practice to have a better understanding of the comprehensiveness and variation of the nature and scope of the profession of school psychology within Canada because there is limited understanding of the current roles of school psychologists and whether these roles vary between provinces.

Examining the role of school psychology is generally limited within Canada; most such research is conducted in the United States, creating a limited understanding from the Canadian perspective. Although some research has been conducted within Canada (such as Jordan et al., 2009; Reader, 2014), most of this research focuses on one province (Reader, 2014) or is outdated (e.g., Jordan et al., 2009). As such, it is difficult to appreciate the nature and scope of school psychology practice and address the challenges of Canadian school psychologists without updated Canada-wide information about their roles, functions, challenges, and aspirations. As a result, it is important to update the literature by: (1) determining the current and preferred roles

and functions of practicing school psychologists within a Canadian context, and (2) determining the current challenges to the profession within a Canadian context.

Purpose of the Research and Research Questions

The present study explores Canadian school psychologists' current role, preferred roles, as well as their challenges and aspirations for the future of the practice of school psychology. This research is primarily a replication and update of Jordan et al. (2009) to investigate current school psychologists' roles and perceptions of their field to produce a current understanding of school psychology practice within and across Canada. To this end, the plan of this current study was to investigate the practice of school psychology relative to four areas: (1) school psychologists' background information (demographic information, licensure information, etc.) and clinical services provided (i.e., common referral questions, types of assessments, grade level of clients); (2) how much time school psychologists spend doing each service they are able to provide, as well as determine how much time they wish they were spending in each area; (3) the perceived importance of various services provided, as well as an evaluation of their services and supervision (e.g., do they receive feedback of their services?); and (4) school psychologists' aspirations for the field in the future, as well as their satisfaction with the field. These areas lead to the formation of the following research questions:

1. What are the current roles of Canadian school psychologists?
2. What are the preferred roles of Canadian school psychologists?
3. What challenges do Canadian school psychologists currently face?
4. What are Canadian school psychologists' future aspirations for school psychology?

Challenges relative to the Current Study

As noted above, the intent of the current study is to expand upon research done by Jordan et al. (2009) and update the research regarding roles, functions, challenges, and aspirations of

practicing school psychologists from a Canadian perspective. Unfortunately, due to the evolving COVID-19 pandemic, recruitment was significantly more difficult than anticipated. Several psychologists, school and university personnel, and other staff responded that although they found the research valuable, they were not permitting research recruitment at the time to protect staff from possible burnout related to the increased demand for psychological services in response to COVID-19. Hence, although the expectation was to recruit 150-200 school psychologists to participate in the study, only 21 school psychologists participated despite numerous recruitment efforts were made over the past year. Although this challenge constitutes a major limitation to the study, the research conducted is still valuable as it provides preliminary descriptive information about Canadian school psychologists and their experiences in their day-to-day work lives that can be further investigated and expanded upon.

Significance of the Study

This research is considered important due to the need for up-to-date information about the current practice of school psychologists across Canada due to the limited follow-up over the past decade within Canada to research done by Jordan et al. (2009). Although the initial plan was to conduct an in-depth correlational study relative to the major variables of interest (i.e., roles, challenges, and aspirations of practicing school psychologists across Canada), this ended up being a preliminary pilot study due to the resulting small sample size of participants due to COVID-19. However, the tentative and limited results of this study are useful relative to the comparison of these results to previous research in this area and the possible future implications for school psychology practice and research based on the results of this study.

Overview of the Thesis

The following chapters will overview the current literature with respect to the roles of practicing school psychologists with a focus on the Canadian scene (Chapter 2), describe the

methods utilized for the current study (Chapter 3), and present the results of the current study (Chapter 4). This thesis will conclude with a discussion of results and associated limitations and provide suggested directions for future school psychology practice and research relative to the role, challenges, and aspirations of school psychologists within Canada (Chapter 5).

CHAPTER TWO: LITERATURE REVIEW

Introduction

This chapter begins with a review of the history of Canadian school psychology. After this, the differences in school psychologist training programs as well as registration requirements across Canadian provinces and territories is presented. Next, a review of school psychologists' perceptions of their role will be reviewed, as well as relevant research regarding the practice of school psychology. This chapter concludes with a summary and discussion of existing research, presentation of the purpose and significance of the current study, as well as the research questions and associated hypotheses.

School Psychology: A Canadian History

Although considered to be a “newer” science, psychology has quickly evolved from a branch of philosophy to a science (Dobson & Shaw, 1993), with scientists such as Wilhelm Wundt and Sir Francis Galton making major leaps to found psychology as a scientific study (Dobson & Shaw, 1993). In its earliest stages, psychology was studied mainly in German universities (Hilgard, 1987), with many travelling to Germany for doctorate degrees in the field before returning to North America to create laboratories in the United States, leading to the founding of the American Psychological Association (APA) in 1892 (Hilgard, 1987).

Similarly, in Canada, there was a lack of education in psychology available in the country during the 1800s, with the first established university psychology departments rising in 1924 at McGill University and in 1926 at the University of Toronto (Wright & Myers, 1982). Although psychology was developing rapidly as a dedicated science, the Canadian Psychological Association (CPA) was not established until 1983 (Dobson & Dobson, 1993). The Canadian association was heavily influenced by the APA, though some changes were made to fit Canada's cultural differences, ethno-cultural make up, and professional practice. These changes also

accounted for the health, educational, and political differences between the United States and Canada (Dobson & Dobson, 1993).

Canadian educational movements also mirrored American ones in the 20th century (Jimerson et al., 2007). In the United States, the passing of compulsory schooling sparked the need for school psychology, as higher student attendance brought more focus to individual student differences (Carney, 2001). These increased classroom needs required the creation of special classes to address student needs, giving school psychologists the role of IQ assessors using the Stanford-Binet intelligence test to determine special education placement (Fagan & Delugach, 1985). However, not until 1920 was the term “school psychologist” coined and used by a German psychologist, Stern (Fagan & Delugach, 1985).

Canadian school psychologists in the early 20th century were performing many tasks that modern school psychologists perform today, such as identifying students with intellectual disabilities, testing and educational measurement for school boards, and collaborating between the health departments, school boards, and social workers to provide for student needs (Oakland et al., 2005). However, most were not employed in schools but were instead housed in health departments and child guidance centres (Oakland et al., 2002). These roles and functions were not recognized as a specialized area of psychological practice within Canada until the 1970s, when school psychologists were more likely to be located directly in the school systems (Oakland et al., 2005).

During the 1970s, Canada began to recognize school psychology as a specialized area within psychology and school psychologists were known within schools by other school personnel (Oakland et al., 2005), with many providing consultation services to help school counselors, teachers, and other school staff aid students with mental health challenges (Saklofske et al., 2000). Interestingly, it was during this same period (1960s and 1970s) that parents and

teachers alike began recognizing that “traditional” educational structures and approaches were not sufficiently meeting student needs, particularly for students with exceptional needs (Andrews & Lupart, 2015). During this time, several special education policies emerged, now requiring specially trained personnel such as teachers’ aides and reading specialists, as well as special classrooms and curricular options to address exceptional student needs and meet their goals (Andrews & Lupart, 2015). This recognition led to an increased need for training in this field. As such, graduate training programs at the doctoral level were developed in Ontario (Ontario Institute for Studies in Education [OISE]), and some graduate training programs were emerging at the master’s level in education faculties across Canada (Memorial University, University of Manitoba, University of Alberta, University of Calgary, Mount Saint Vincent University, McGill University, University of British Columbia, and Western University [Saklofske et al., 2000]). However, an increased need for specialists like school psychologists did not necessarily mean an increase in resources and support for trained personnel to provide meaningful changes, as outlined below.

The comprehensive measurements that were meant to address student needs during the 60s and 70s led to many students being labelled and led to student segregation in the 1980s, with a primary focus on student deficit rather than student successes (Andrews & Lupart, 2015). Over time, the number of students entering special education continued to increase; resources for these programs, however, decreased (Andrews & Lupart, 2015). This discrepancy led to many disadvantaged children falling through the cracks as some did not meet the requirements for special programming but needed additional resources to succeed (Andrews & Lupart, 2015). It then became clear that it was no longer enough to address student diversity through special education alone, and needed to be addressed by all educators, leading to an inclusive education system in Canada (Andrews & Lupart, 2000; 2015). The Commission on Emotional and

Learning Disorders in Children reviewed services for exceptional children in the country to solidify the acceptance of children with diverse needs into neighboring schools (Roberts & Lazure, 1970), calling for increased integration for more individually focused programs and a more inclusive system (Andrews & Lupart, 2000; Smith et al., 2001). Additionally, indirect federal support for more inclusion of diverse learners into classrooms came from the Charter of Rights and Freedoms in 1982, where discrimination based on disability was challenged (Weber, 1994). A more inclusive educational system meant a greater need to determine if students were eligible for additional services at school, as well as a need to determine placement in special needs classes and an increased need for teacher support for students with complex learning needs who were now being placed within “regular” classrooms (Lupart, 1998), as by the end of the 1980s, most provinces and territories were providing students with some type of supportive programming, either by regular or individualized environments (Weber, 1994; Dworet & Bennet, 2002). Going into the 1990s, the development of school psychology skyrocketed due to: (1) an increased number of Canadian training programs that resulted from policy changes requiring trained specialists in the classrooms; (2) an expansion of the role to include consultation and intervention services to aid in the greater need of additional services at the school level; (3) an increasing scope of practice associated with pre-school children and young adults (Cole & Siegel, 2003; Saklofske et al., 2007; Jordan et al., 2009).

In the 2000s, Nova Scotian school psychologists were described as being involved in consultation and intervention work, with only 19 employed within schools for the entire province (Corkum et al., 2007). This number had increased to 44 by 2007 (Corkum et al., 2007) with only 14% of those possessing university degrees in school psychology (Corkum et al., 2007). In the 2000s, Canadian school psychologists felt similarly to American school psychologists about issues in the field in Canada according to Corkum et al. (2007) and Jordan et al. (2009), as

respondents in these two studies felt that there was an increased demand for psychoeducational assessments, a diversification of their role to include intervention, prevention, and consultation services, and a desire to increase time in providing preventative services.

Training of School Psychologists

A challenge that continues to face Canadian school psychologists is the diversity in training. For example, registration is inconsistent across provinces and training programs, although similar, vary in courses offered and degree received (Montreuil, 2016). In Canada, psychologists who work in schools typically hold a masters or doctoral degree from a school psychology program. However, a master's degree is sufficient for practice in some provinces such as Alberta and Nova Scotia (Johnson & Zwiers, 2016; King et al., 2016). Although the preparation of school psychologists tends to vary across Canadian universities (Tudor, 2018), they by and large rely on standards set by the CPA, NASP, APA, and/or the International Association of School Psychologists (ISPA, Tudor, 2018).

The CPA accredits Canadian doctoral programs in school psychology; however, accredited program graduation is not required to register as a psychologist and is not considered essential in Canada. Graduation from an accredited program may give students "fast-track" credential reviews by regulatory bodies (CPA, 2016) and may facilitate mobility to other countries such as the United States (CPA, n.d.). Additionally, choosing to attend an accredited program can give students peace of mind that their program has demonstrated to the CPA that their program meets the standards of the profession (CPA, n.d.) and can provide options for future employment to teach in an accredited program (CPA, n.d.). Although not a requirement for all employers, some prefer individuals who have graduated from an accredited program and completion of an accredited program can open doors for internships at institutions that require accredited candidates (CPA, n.d.).

Currently, only four Canadian universities offer CPA-accredited Ph.D. school psychology programs: McGill University, OISE, University of Alberta, and the University of British Columbia (CPA, n.d.). Currently, only Toronto Area Internship Consortium and the University of British Columbia (UBC) offer a CPA-accredited doctoral internship programme in school psychology. These programs are important, as accreditation provides a sense of “quality assurance” (APA, n.d.)

Non-accredited programs exist at Mount St. Vincent University, Université du Québec à Montréal, Université de Sherbrooke, Université Laval, Western University, University of Manitoba, University of Saskatchewan, and the University of Calgary (CPA, n.d.).

Generally, graduate training programs vary with respect to the length of the program, the degree received, and the scope of training (Jordan et al., 2009; Montreuil, 2016). For example, at the master’s level, most training programs offer a Master of Arts with few offering a Master of Education (University of British Columbia) or a Master of Science (University of Calgary). These programs are typically two to three years in length and prepare students to enter the profession or a doctoral training program, with typical courses including assessment, child development, research methods/statistics, childhood psychopathology, ethics, intervention, and consultation. Additionally, programs typically require supervised practicums in school and/or clinical settings, and students typically must complete a research thesis.

Currently, there are differences in the training programs for school psychologists across Canada, outlined in Table 1 below. Differences in registration requirements may account for differences in training programs (Jordan et al., 2009; see Table 1). Some programs, as shown below, offer a PhD in school psychology, whereas others only offering terminal master’s degrees, with only four PhD programs being accredited in Canada. Additional differences

include length of program, type of degree offered, and scope of training (Jordan et al., 2009; see Table 1).

Table 1

Canadian Training Program Information

University	Program	Length	PhD Option	Required Courses
University of British Columbia (ecps.educ.ubc.ca, n.d.)	Master of Arts and Master of Education	2 years	Yes	Applied psychopathology across the lifespan; Basic principles of measurement; Social and Emotional assessment; Professional, ethical, and legal issues in school and applied child psychology; Intervention and mental health promotion in schools; Theories of cognitive and affective abilities; Cognitive & academic assessment practicum; Social and emotional interventions with children and youth; Laboratory practicum; Research coursework; open online course in Indigenous education; Thesis.
University of Alberta (ualberta.ca, n.d.)	Master of Arts (School and Clinical Child Psychology)	2 years	Yes	Measurement theory; The practice of school and clinical child psychology; Ethical and professional issues in psychological practice; Introduction to methods of educational research; Foundations of psychological assessment; School and clinical based intervention; Quantitative methods; Child/adolescent developmental theories

University of Calgary (werkland.ucalgary.ca , n.d.)	Master of Science or Education (School & Applied Child Psychology)	2 years (MSc) or 3 years (MEd)	Yes	<p>and issues; Individual psychological assessment; Psycho-educational foundations; Individual psychological assessment; School and clinical applications; Social and emotional development; Foundation of child and adolescent intervention. Research design and statistics II; Professional ethics and educational psychology; Professional practice of school psychology; Cognitive assessment and intervention; Disorders of learning and behavior; Neurobiological and developmental bases of learning; Social-emotional assessment and intervention; Child and adolescent counselling; Academic assessment and intervention; Multivariate analysis; Practicum I in school psychology; Consultation in school psychology; Psychology practicum II, Family and social bases of behavior; Thesis.</p>
University of Manitoba (home.cc.umanitoba.ca , n.d.)	Master of Arts (School Psychology, non-thesis and thesis route)	2-3 years (non- thesis vs thesis)	No	<p>Research integrity tutorial; Academic integrity tutorial; Quantitative methods in psychology 1; Quantitative methods in psychology 2; Learning and cognitive impairment OR Child/youth psychopathology; Working with family, school and community systems; [select 2 of the following: teaching</p>

strategies, learning styles, and academic remediation; social, emotional, and personality assessment of children/youth; consultation and supervision]; Ethics, history and profession of school psychology 1, Legal and administrative aspects of schools for clinicians; Psycho-educational assessment and measurement 1; Psychoeducational assessment and measurement 2; Learning and cognitive impairment OR child/youth psychopathology; [select one of the following: teaching strategies, learning styles, and academic remediation; social, emotional, and personality assessment of children/youth; consultation and supervision]; Junior practicum in school psychology; MA thesis proposal development; Senior practicum in school psychology; Behavioral assessment and intervention in school settings; Interventions I; Interventions II; School psychology research design and program evaluation; [select one of the following if not complete: teaching strategies, learning styles, and academic remediation; social, emotional, and personality assessment of

University of Saskatchewan (programs.usask.ca, n.d.)	Master of Education: Counseling and School Psychology	2 years	No	<p>children/youth; consultation and supervision]; Development in learning environments; Master's thesis.</p> <p>Introduction to ethics and integrity; Ethics and integrity in human research; Ethics and integrity in animal research; Research methodology (2 courses); Ethics in counselling and school psychology; Psychopathology assessing developmental risk; Assessment of intelligence and cognitive abilities; Academic achievement and language assessment and intervention; Individual interventions; Group interventions in schools and communities; Career and transition planning; Practicum I; Practicum II; Professional identity seminar; Professional practice seminar; Research; 2 year residency.</p>
University of Toronto (OISE; sgs.utoronto.ca, n.d.)	Master of Arts (School and Clinical Psychology)	2 years	Yes	<p>Ethical issues in applied psychology; Psychological assessment of school-aged children;</p> <p>Psychoeducational assessment; Seminar and practicum in school-based assessment, consultation, and intervention;</p> <p>Approaches to psychotherapy-lifespan;</p> <p>Developmental psychopathology;</p> <p>Psychology and education of children with learning disabilities; Intermediate</p>

McGill University (mcgill.ca, n.d.)	Master of Arts (School/Applied Psychology- thesis)	2 years	Yes	<p>statistics and research design; Advanced social and emotional assessment techniques; course in cognitive/affective bases of behavior from an approved course listing; Thesis.</p> <p>Psychological testing I; Intermediate statistics (+lab); Child/adolescent therapy; School psychology seminar; Cognitive development; Current topics in educational psychology; Psychological testing II; Univariate/Multivariate statistics (+lab); Research methods; Developmental psychopathology; Social-emotional development; Current topics in educational psychology; Selected topics in educational psychology; Thesis I; Thesis II; Practicum in psychological testing; Applied multivariate statistics (+lab); Professional Practice of psychology; Thesis III; Practicum in psychological testing; Qual: ed psych; Inst/curr adaptation; Multicultural and Gender; Thesis IV; Thesis V; Thesis VI.</p>
Mount Saint Vincent University (msvu.ca, n.d.)	Master of Arts (School Psychology)	2 years	No	<p>Perspectives on schooling: implications for the role of the school psychologist; Strategies for intervention with learning difficulties: A developmental perspective; Seminar and internship in school psychology; Child clinical</p>

psychology; Ethical principles and practices in professional psychology; Perspectives on diversity: Implications for the practice of school psychology; Clinical practice I: Seminar in school psychology consultation skills; Practicum in school psychology consultation skills; Clinical practice II: Seminar in psychological assessment; Practicum in psychological assessment; Clinical practice III: Therapeutic interventions for psychological practice I; Clinical practice IV: Seminar in therapeutic interventions in psychological practice II; Practicum in therapeutic intervention in psychological practice; Seminar in strategies for managing behavioral concerns; MAEd Thesis; Intermediate statistics and research design.

Looking at the various training programs in Canada, it is important to note that there are similarities. For example, each program requires a research/statistics course, a practicum placement, and courses related to behavioral assessment, cognitive assessment, and academic assessment. These courses relate directly to what literature points to as the area of competency most reported by school psychologists (Corkum et al., 2007; Jordan et al., 2009; King et al., 2021). When it comes to intervention and statistics courses, however, slight differences exist among the programs. Although all programs have intervention in their coursework, some

universities have full dedicated courses to intervention such as the University of Manitoba, University of Alberta, and University of Saskatchewan while others incorporate intervention training as part of the assessment course (as is the case at the University of Calgary, University of Toronto, and McGill), theoretically dedicating less time to the topic of intervention as time is shared with assessment learning. Similarly, although all programs require research and/or statistics course as part of their programming, the number of courses varies by university (for example, University of Calgary requires two statistics courses, whereas University of Alberta has three). More differences exist: some institutions require neuropsychology as a required course (such as at University of Calgary), whereas some programs have required courses in diversity, such as Mount Saint Vincent University (“Perspectives on Diversity: Implications for the Practice of School Psychology”), University of British Columbia (“Indigenous Education”), and McGill University (“Multiculturalism and Gender”). Although other programs may touch on diversity as a topic within other courses, only three universities (Mount Saint Vincent University [MSVU], UBC, and McGill) dedicate entire courses to this topic. Interestingly, although all universities require a cognitive assessment course, only a select few universities include a separate cognitive theory course, as is the case at McGill University, University of Toronto, and UBC. Finally, only one university has a required course for transition and career planning, dedicating credit hours preparing its students for post-grad (University of Manitoba). Overall, although some key competencies are required, the remaining coursework varies between programs with some universities seemingly having more theoretical bases for courses and others focusing more on applied aspects of school psychology.

After graduation, Canadian graduates must undergo a supervised placement under the oversight of a registered/licensed psychologist (CPA, 2014; 2016) to be registered as a psychologist. At the end of this supervisory period, which varies in length depending on province

(see Table 2), the candidate may have to complete oral and written examinations for licensure (CPA, 2014).

In Canada, the title of "psychologist" is a protected term regulated by provincial or territorial boards/colleges (CPA, n.d.). Anyone who wishes to use this title must meet all provincial requirements for registration and then become registered (CPA, n.d.); there are differences between provinces regarding the requirements for registration, outlined in Table 2 below.

Table 2

Provincial and Territorial Registration Requirements in Canada

Province	Title	Registration Requirements
British Columbia (collegeofpsychologists.bc.ca, n.d.)	Masters : Psychological Associate Doctoral : Psychologist	To be a Registered Psychologist, must complete a CPA or APA accredited doctoral degree in psychology, as well as a 12-month pre-doctoral internship or equivalent. All registrants must also pass the EPPP.
Alberta (cap.ab.ca, n.d.)	Masters and Doctoral: Psychologist	1 year or 1600 hours supervision, EPPP, LEAP, complete mandatory training on Preventing and Addressing Sexual Abuse and Sexual Misconduct.
Saskatchewan (skcp.ca, n.d.)	Masters: Registered Psychologist Doctoral: Registered Doctoral Psychologist	1 year or 1500 hours of post-masters/doctoral supervision as well as a scaled score of 500 (70%) on the EPPP and completion of an oral examination.
Manitoba (cpmb.ca, n.d.)	Masters : Psychological Associate Doctoral : Psychologist	Masters: supervised practice requires 2 years of post-degree supervision; independent practices require 4 years of post-degree supervision. Doctoral: 2 years practice under supervision (1 year may be pre-doctoral)

		Both classes of registration require a 500+ pass point on the EPPP, doctoral also requires a jurisprudence exam in addition to oral examination.
Ontario (cpo.on.ca, n.d.)	Masters : Psychological Associate Doctoral : Psychologist	Masters: 4 years' experience plus 1 year on supervised practice. Doctoral: 1 pre- and 1 post-year on supervised practice register. Both levels require EPPP, jurisprudence and ethics exams, and oral examinations.
Quebec (ordrepsy.qc.ca, n.d.)	Masters : Psychological Associate Doctoral : Psychologist	Must hold doctoral degree to be a Registered Psychologist. Ethics course must be taken. Must have appropriate knowledge of French language.
New Brunswick (cpnb.ca, n.d.)	Masters and Doctoral: Psychologist	1600 hours of supervised practice in addition to any in-program experience. Registrants must also score 500 on the EPPP; oral examination or an oral interview are also required.
Prince Edward Island (pei.psychology.org/peiprb, n.d.)	Masters : Psychological Associate Doctoral : Psychologist	Masters: 1 year residency and 1 year internship post-grad. Doctoral: 1,700 hours supervised practice post-degree. EPPP scaled score of 500 and oral examination is required.
Nova Scotia (nsbep.org, n.d.)	Masters and Doctoral: Psychologist	Masters: must be supervised for 4 years. Doctoral: 1 pre- and 1 post-year of supervised hours. 70% on the EPPP is required, as is an oral examination.
Newfoundland and Labrador (nlpsychboard.ca, n.d.)	Masters and Doctoral: Psychologist	Doctoral: 1 year post-grad supervision. Masters: 2 years post-grad supervision. EPPP of 70% or scaled score of 500 is required.

Northwest Territories (cpa.ca, n.d.)	Masters and Doctoral: Psychologist	Both levels require 1 year (1,600 hours) of supervision while on an intern's registry and "an exam may be required".
Nunavut (cpa.ca, n.d.)	Masters and Doctoral: Psychologist	Both levels require 1 year (1,600 hours) of supervision while on an intern's registry and "an exam may be required".
Yukon (cpa.ca, n.d.)	Unspecified	Yukon Territory is the only area of Canada with no legislation governing the practice of school psychology.

Over the past couple of decades there was movement towards national regulation of school psychologists with a proposed model like the United States (Jordan et al., 2009). Beginning in the early 2000s, this movement was facilitated by the Canadian Association of School Psychologists (Montreuil, 2016); which was disbanded in 2019, leaving Canada without a major organization to lobby for a national regulatory body.

Several models for entry exist in Canadian psychological practice such as differences in degree obtained (see Table 1). In Canada, school psychology is a self-regulating profession, meaning that each provincial regulatory body is responsible for the professional practice of psychology in that province (CPA, 2014), there are several models for entry. These were discussed above with respect to differences in degree obtained (see Table 1), but also pertains to regulatory bodies. For example, not all provinces (such as Manitoba where only a master's degree and a clinician certificate from Manitoba Education is required to practice, see Table 1) require oversight by a disciplinary psychology regulatory body in Canada, and instead require certification through a government body, namely the Department of Education (CPA, 2014). In some provinces such as Alberta, school psychologists must be licensed by a provincial regulatory

body to practice within schools, whereas in other provinces like British Columbia and Manitoba, school psychologists are considered government employees and are thereby exempt from provincial licensing, as those psychologists employed by universities, governments, schools, and/or hospitals are exempt from licensing requirements (CPA, n.d.; Tudor, 2018).

Saskatchewan also has license exemptions, but only for those teaching psychology in universities or provincial colleges, but only if they are not supervising students in the practice (CPA, n.d.)

Although school psychologists in Canada are regulated in several diverse ways, arguments have been made that those working in psychology positions, especially within the school system, should be credentialed with a psychological regulatory body, as non-psychological professional boards may lack the rigor a professional college has (APA, n.d.). Oversight by a professional psychological body, like that of NASP in the United States, can provide assurance to students, staff, and the general public that the services being provided within schools is safe, effective, and high-quality (CPA, n.d.). Children and youth are some of the most vulnerable populations in Canada (Patrick et al., 2018), and the importance of providing high-quality mental health care within schools is critical (Mason-Jones et al., 2012).

As such, differences in regulatory bodies and licensing requirements across the provinces and differences among Canadian school psychology training programs contributes to differences in how school psychologists are deployed. The following section begins by detailing general definitions of school psychologists in practice by national organizations in both Canada and the US, and then describes areas of differences.

Current Roles and Functions of School Psychologists

Major regulatory bodies such as the CPA and NASP generally describe school psychologists as professionals who provide social, emotional, and academic support to children

and youth (NASP, 2010) and who work in schools, hospitals, or other community service centers to deliver specialized mental health services (CPA, 2007). According to NASP:

School psychologists work to find the best solution for each student and situation; they use different strategies to address student needs and to improve school and district-wide support systems. School psychologists work with students individually and in groups. They also develop programs to train teachers and parents about effective teaching and learning strategies, techniques to manage behavior at home and in the classroom, working with students with disabilities or with special talents, addressing abuse of drugs and other substances, and preventing and managing crises. (NASP, n.d.)

According to NASP in the NASP Practice Model (2020), there are ten domains of competence: data-based decision making; consultation and collaboration; academic interventions and instructional supports; mental and behavioral health services and interventions; school-wide practice to promote learning; services to promote safe and supportive schools; family, school, and community collaboration; equitable practices for diverse student populations; research and evidence-based practice; legal, ethical, and professional practice (NASP, 2020). NASP also notes six organizational principles to support effective school psychological services, that in summary, describe school psychologists as being appropriately licensed or credentialed, being able to advocate for necessary services, providing professional communication, are given ample opportunity for supervision, and regularly put together professional development and recognition systems.

Similarly, CPA's Professional Practice Guidelines for School Psychologists in Canada (2007) begins by using a quote from Sheridan & Gutkin (2000) to describe the roles of school psychologists:

...School psychologists are the most highly trained mental health experts in schools. In addition to knowledge about prevention, intervention, and evaluation for several childhood problems, School Psychologists have unique expertise regarding issues of learning and schools. It is our ethical responsibility to become involved in programs aimed at problems that are broader than assessing and diagnosing what is wrong with a child. As the most experienced school professionals in this area, School Psychologists must become invested in addressing social and human ills such as those described. Although we will not ‘solve’ these ills, we must have a role in ameliorating their impact on the lives of children. (p. 488)

According to the CPA (2007; 2014), school psychologists are integral and important to schools through their contributions to planning, implementing, and delivering programs in mental health care, prevention, and intervention. School psychologists offer meaningful programs and can collaborate with teachers and parents as well as provide them with resources. Canadian school psychologists target many different levels of care, such as primary prevention, individual counselling, prevention, and chronic treatment for severe mental health challenges (CPA, 2007; 2014). This variety in practice shows that school psychologists have a wide range of skills and bring many different tools to the educational system, though it remains unclear just how much time school psychologists in Canada currently spend in their areas of practice, how satisfied they are in their work, and what their own visions for Canadian school psychology are. In CPA’s Professional Practice Guidelines for School Psychologists in Canada (2007), school psychologists are noted to:

understand educational policies and issues because they work within the educational system; understand the viewpoints of the many stakeholders in the educational system because their work requires their regular and direct contact with students, teachers, parents, and the community; respond over long periods of time to students and situations that are

chronic in nature (e.g. disruptive behaviour disorders, learning disabilities) and understand how these problems and situations affect and are affected by the classroom; bring a scientific, research-based and objective approach to the analysis and assessment of students learning, behavioural and emotional problems; have the tools to systematically measure change in behaviour over time; have the training to carry out psychological assessment of students' cognitive and learning styles for the purpose of educational planning; have the training to recognize, diagnose, and intervene with various child and adolescent behaviour and learning disorders; collaborate with students, families, teachers and other health care professionals in formulating appropriate recommendations, plans and achievable goals for students; support parents and teachers in the implementation of recommendations and plans; maintain liaisons with other agencies in the community when appropriate to ensure comprehensive service- delivery to students, parents, and the teachers with they collaborate; develop, consult, and participate in programs designed to respond to crises and emergency situations in schools; stay current with research related to psychology and education, and therefore offer psychological resource and expertise to the educational system in the development of educational policy and procedure as well as program evaluation. (p. 3)

Taken together, both CPA (2007) and NASP (n.d.) describe the services provided by school psychologists; however, while these definitions are important, it is also equally important to note that what school psychologists do in practice may not be exactly as described by professional bodies and may vary depending on the province of practice (Jordan et al., 2009). These provincial differences may be due to Canadian education being mandated at a provincial level, meaning that there are no federal standards for education (King et al., 2016), allowing each province and territory's system to represent their unique cultural, regional, and historical

climates (Saklofske et al., 2007). Education remaining provincially regulated may mean that consistently defining the job of the school psychologist is more challenging (Jordan et al., 2009), as specialized educational resources are usually tied to provincial educational funding and may require the role in some provinces to remain more as a diagnostician due to fewer resources (Saklofske et al., 2007).

By looking through the existing research on this topic, a slightly different professional definition comes to light.

Current and Preferred Roles of School Psychologists: In Practice

One study from the United States (Larson & Choi, 2010) looked at the roles and functions of school psychologists who practiced before and after the implementation of the Individuals with Disability Education Act (IDEA) in 2004 using a 14-item questionnaire. This scale was a Likert-type scale with a mix of open and closed-form items to address demographics, estimation of percentage of time in nine roles and functions based on NASP guidelines. Overall, the researchers found that school psychologists were still heavily assessment-focused, although the percentage of time spent in special education eligibility determination decreased post-IDEA. Post-IDEA, the school psychologists surveyed also reported spending increased amounts of time providing “intervention, preventative services, and team collaboration” (Larson & Choi, 2010). They reported that school psychologists’ roles did not vary significantly depending on age, gender, highest level of education achieved, NASP status, training program, or years in practice. Geographical location within the United States also did not seem to impact differences in roles or functions. Overall, they suggested that there appeared to be a trend toward a decrease in “traditional” roles (primarily assessment-focused) to more “nontraditional” roles in intervention, prevention, and counselling (Larson & Choi, 2010).

In a 2015 study done by Hussar, 12 roles and functions were presented as options to practicing school psychologists in the U.S. Like the NASP functions and roles noted earlier, this study reported that school psychologists spent the majority of their time doing assessments for special education placement (Hussar, 2015). This research examined the differences in rural versus urban school psychologists, finding that rural school psychologists reported more time in special education related activities, possibly due to increase travel time for rural psychologists, whereas urban school psychologists spent more time in supervision related activities, likely due to proximity to graduate school programs (Hussar, 2015).

In 2016, a Canadian publication (Finn, 2016) outlined current challenges and opportunities in school psychology, though focused exclusively on English schools in Quebec. According to a utilized survey, all nine English school boards employ psychologists; however, the number of psychologists varies from board to board, “ranging from one psychologist on contract to over 20 full-time psychologists” (Finn, 2016), and all boards reported struggling to retain school psychologists. Prior to 2012, the practice of school psychology in Quebec was not limited, and therefore individuals not holding the title of “psychologist”, such as psychological consultants and psychometrists, were able to conduct assessments for special education placement. Following the passing of Quebec Bill 21 in 2012, certain activities were restricted to a psychologist only, such as assessment of mental and neuropsychological disorders, assessment of a person in relation to custody and access rights and adoption, formulating an individualized education plan in accordance with the Education Act, and assessing developmental delays (Finn, 2016). Additional Canadian research with respect to the roles and functions of school psychologists in Nova Scotia was published in 2007 (Corkum, et al., 2007). It appears that Nova Scotian school psychologists reported increased time spent in psychoeducational assessment, though they also report spending time in intervention and prevention work. There remains a

desire for school psychologists to decrease time in psychoeducational assessment and a desire for increase in preventative services (Corkum, et al., 2007).

A recent study in Nova Scotia (King et al., 2021) followed up on research done by Corkum & Dorey (2007). This study distributed their survey to 65 school psychologists, receiving a final sample of 31 participants. Their survey was adapted from Corkum et al. (2007), and examined demographics, current practice in each of the CPA competences (assessment, intervention, research, ethics, interpersonal relationships, and supervision), and current vs preferred time spent engaged in specific psychological services. Psychologists were asked to estimate the amount of time spent in each area of practice instead of using a Likert scale. Brief qualitative analysis was completed for the commentary section of the surveys. Participants reported spending most of their time in assessment and evaluation, with many reporting they were not involved in research activities but regularly consulted research to inform their practice. Like Corkum et al. (2007), King et al. (2021) found that psychologists spend approximately half of their time in assessment-related activities, with participants noting that they would prefer to diversify their practice in order to “provide a wider range of services to schools” (King et al., 2021). Overall, this study found that there were few changes over the last decade and advocated for the expansion of service delivery, expansion of training and supervision opportunities for school psychologists, and significant changes to training and practice, particularly within Nova Scotia (King et al., 2021).

As indicated above, there was very limited research/information available about the roles, functions, challenges, and aspirations of Canadian school psychologists within Canada and no research that was Canada-wide until 2009. In this regard, research across Canada was done (Jordan et al., 2009), where the roles, functions, challenges, and aspirations of school psychologists in Canada were examined. The practice of school psychologists, they reported,

included skills related to assessment, program evaluation, research, and consultation. They noted that most school psychologists were satisfied in their work with many wishing to decrease their assessment work and increase time providing consultation and intervention (Saklofske et al., 2007). Similar to American findings, they also found that more extensive work was not always supported, and that assessment work was highly valued (Saklofske et al., 2007). In Canada, school psychology was noted as a developing profession, with very few researchers examining the role in Canada (Corkum et al., 2007; Saklofske et al., 2007). The rationale for Jordan et al. (2009) 's study was to obtain information about psychologist to student ratio, school psychologist roles and functions, and what they would prefer to do.

Jordan et al. (2009) distributed a survey to school psychologists across Canada, receiving a total of 225 responses with most participants being female (76%), employed full-time (80%), and within schools (83%). They found that, on average, school psychologists in Canada worked at a 1-to-2,747 ratio (psychologist to student), though this was variable and ranged from 10 to 87 clients per psychologist. School psychologists in this sample spent 50-75% of their time with children in kindergarten to grade 6, with the most significant number of referrals relating to learning disabilities and behavior problems. Consistent with previous literature, Jordan et al. (2009) found that most school psychologists spent their time in assessment (approximately 50-75%); 36% wished to do more time in behavioral and emotional assessment, 69% wished to do more primary prevention intervention work, and about half wanted to engage in more consultation work. They also rated the importance of their various roles, services, and functions: most were "important" to raters, with recommending appropriate interventions and conforming to legal/ethical standards and being rated as the two most important. Eighty-four percent of the sample reported feeling that there were not enough school psychologists.

Jordan et al. (2009) proposed that in Canada, a more efficient and effective way for school psychologists to communicate their roles be developed. They reported challenges in bringing together school psychologists nationally (Jordan et al., 2009) and pointed to Oakland's (2007) objectives to support national standardization of school psychology practice. They suggested that having an understanding and consensus about the role of the school psychologists across Canada might provide support for professional development and practice. As such, the current research seeks to update the research done by Jordan et al. (2009), as no such research relative to the practice of school psychologists has been conducted within and across Canada since its publication to the author's knowledge. Additionally, this research will expand the focus of study by investigating the role with respect to social justice, child rights, and advocacy issues within the practice of school psychologists.

Social Justice, Child Rights, and Advocacy Issues Relative to School Psychology.

It has been argued that school psychologists have a role relative to social justice, cultural diversity, and child rights (NASP, n.d.; Naser, 2020). For example, the United Nations' Convention on the Rights of a Child extended human rights to all children under the age of 18 from their birth (details in Hart & Hart, 2014), determining child rights as “the entitlement of all children to have requisite physical, psychological, spiritual, social and cultural needs met to ensure optimal growth, development, physical health, psychological well-being, and learning” (Nastasi & Varjas, 2013, p. 36). Nastasi and Naser (2014) examined the framework of Child Rights to advance professional standards, ethics, and practice in the field of school psychology, examining the extent to which professional standards addressed child rights as the school psychologist's responsibility. Overall, this research found that the professional standards of major bodies such as APA, ISPA, and NASP noted that professional psychologists had a responsibility to protect and promote human and child rights through addressing the importance of respecting

the rights of others, ensuring justice, and protecting the welfare of clients. All three organizations have ethical codes that addressed most of the general categories of Child Rights, with only NASP addressing "survival and development" (Nastasi & Naser, 2014). For school psychology, this endorsement of Child Rights creates a shared value to protect children through our professional practice. However, there is a lack of specificity, and more detailed guidelines will be required to ensure this is met (Nastasi & Naver, 2014).

Child rights and school psychology have a tight connection, but social justice and child rights also have a strong connection (Shriberg & Clinton, 2016). These realms consider all considerations of a person's life and call to look at each level to ensure basic levels of respect and opportunity are provided for all children in all families (Nastasi & Varjas, 2013). For individuals who feel a calling toward social justice and feel a desire to work for children's rights, this field may be the right fit for them (Nastasi & Varjas, 2013). However, when it comes to research, very little is available that examines the role of the school psychologist in terms of their advocacy and social justice work despite it being an aspiration that most agree with (Shriberg, et al., 2008; Shriberg et al., 2011). In the literature (Crethar & Ratts, 2010; Shriberg et al., 2013), there seems to be two mechanisms for social justice within school psychology: the first views social justice as a lens for viewing the practice of school psychology. The second focuses on actions a school psychologist can take through advocacy. Historically, the first step in incorporating social justice into the role of the school psychologist started with embracing cultural diversity as an accepted topic (Vera & Speight, 2003), such as examining the ways a child is influenced by their race, religion, gender, or sexual orientation. Once multiculturalism was accepted, training standards needed to increase to be culturally responsive, emphasizing the self-awareness and skills needed to work with diverse backgrounds (Constantine et al., 2007).

Although school psychologists may have the skills to assess diverse populations, they may not be able to reach them. Canada is a vast country, and many children live in relative isolation, such as communities in northern Saskatchewan, with underfunded and underserved school districts due to remoteness (Claypool, 2016) or the 5,000 children and youth in the Yukon who only have access to four school psychologists (Mallin et al., 2016). There may also be language barriers: in Quebec, Bill 21 restricted Quebec to using registered psychologists to provide psychoeducational services and experienced a shortage of school psychologists that meet their language requirements, as only 10-12% of Quebec residences are Anglophones (Finn, 2016).

School psychologists should be well-informed on evidence-based programs that have been culturally adapted, and that also have a social justice orientation (Amesty, 2010). Children as young as four can understand basic concepts of emotion and find ways to resolve the problem to ensure it is fair for everyone (Amesty, 2010); even children from low socioeconomic backgrounds can demonstrate just social problem solving (Clinton et al., 2014). Using universal screening programs, school psychologists can help implement strategies to help students promote social justice with the help of teacher facilitators (Clinton et al., 2014).

In terms of social justice, issues related to cultural diversity often arise (Clare, 2013). Human diversity-related issues are essential, so establishing cultural competencies for practice is essential. Efforts must be made towards providing models for culturally competent practice (NASP, 2010). However, by requiring multicultural competencies, psychologists may advocate for diverse students to maintain a "status quo" instead of working toward real social change (Bartolo, 2010; 2015). Emphasis must be made for school psychologists to embrace a more holistic approach, looking to understand the child fully within their cultural and societal context (Gutkin & Song, 2013).

Finally, advocacy should be part of the school psychologist's role. Advocacy here means the ability to act on social justice (Scott & Power, 2014). By focusing on children's rights, school psychologists, as well as teachers and other school staff, can help children politically (Scott & Power, 2014) by giving children a voice in decisions. For example, children could be interviewed to describe their experiences, talk about what the school is doing well vs. areas for growth, and implement these opinions into recommendations (Shriberg et al. 2015).

School psychologists should be aware that a child's background (such as their race, religion, gender, and sexual orientation) can impact the way they view the world, as well as the way the world views them (Shriberg & Desai, 2013). As school psychologists, who typically work with children and adolescents, it is crucial to incorporate social justice, advocacy, and child rights work into their role; however, it is currently unclear how much time is dedicated to social justice work by school psychologists with respect to their current roles and functions. Previous research done by Jordan et al. (2009) examined the roles of school psychologists but did not incorporate social justice, cultural diversity, or advocacy-related practice, which appears important to examine due to the increasing attention to social justice within and across the discipline of school psychology over the past decade.

Current Challenges in School Psychology

NASP recommends "a ratio of 1 school psychologist to every 500-700 students enrolled in the schools served" (NASP, 2011). In 2018, NASP reported that the ratio in the United States was one school psychologist to 1,408 students, indicating a shortage of between 35,000 to 63,000 school psychologists. In some Canadian provinces, it is reported that teachers only have access to a school psychologist one day per week. Some teachers within Nova Scotia, for example, have reported having access to a school psychologist as infrequently as once per month (Reader, 2014). Reader (2014) also reported that Nova Scotian teachers hope for greater accessibility of

school psychologists to provide more mental health services to Canadian students, as school psychologists are heavily valued by school personnel. Although Canadian literature is extremely limited on the topic of teacher's perspectives of school psychology services, only having been examined in Nova Scotia (Reader, 2014) and Alberta (Craig, 2016), other North American research (Farrell et al., 2005; Flores, 2017) reports similar findings to that of Reader (2014). However, this variety of services is not exactly feasible given the heavy workload, reduced financial resources, high ratio of students to practitioners, and the high value on academic and cognitive assessments in schools (Lean, 2016). Despite the challenges in providing services as wanted by teachers, it is thought that school psychologists are generally satisfied with their jobs, though often are cited to be aligned with teachers in the desire for broadened service delivery (Gilman & Medway, 2007; Zucker & Terjesen, 2007). However, although what is desired in the field lines up with what is recommended by both CPA and NASP, practice remains relatively restricted despite the desire and demand to work in more expanded ways.

In Canada, school psychologists provide similar services to that of American school psychologists particularly with respect to test administration and interpretation (Zwiers & Crawford, 2013). Typically, psychologists examine cognitive and academic functioning of children and youth but may also incorporate emotional functioning measures (Zwiers & Crawford, 2013). Post-assessment, a diagnosis and individual recommendations may be given, and intervention can be put in place (CPA, 2014). In many provinces, there is a demand for assessments and so school psychologists spend most of their time in assessment (Johnson & Zwiers, 2016; Lean, 2016). Although school psychologists wish to reduce their testing load and increase interventions for student success, this does not appear to be happening nation-wide (Eklund et al., 2019).

As mentioned previously, school psychologists engage in a wide range of activities (Perfect & Morris, 2011) with most of the time spent on assessment work (Atkinson et al., 2011; Yeo & Choi, 2011). However, there is a desire to shift focus to more "front line" work in mental health care (Yeo & Choi, 2011), a desire that has been reflected for decades (e.g., Conoley & Gutkin, 1995; Erchul et al., 1995).

Better access to mental health services is required, but it has been unclear as to why school psychologists have felt unable to provide "adequate" levels of support to the schools they serve (Suldo et al., 2010). In one study, it was found that school psychologists, although engaged in many activities such as assessment, intervention, consultation, and counseling, found that there were barriers to providing these services, such as lack of support from administration, insufficient training, and too heavy of a caseload (Suldo et al., 2010). Other studies provide similar findings. For example, Squires and Dunsmuir (2011) found that school psychologists trained in cognitive behavioral therapy were still facing barriers, such as a feeling of insufficient experience/training, lack of confidence in abilities, motivation, and lack of supervision (Squires & Dunsmuir, 2011). Additionally, they found that schools were not equipped to deal with this kind of work: school psychologists reported not having sufficient space to work and difficulties in case identification (Squires & Dunsmuir, 2011). Similarly, Atkinson et al. (2011) found that schools limited school psychologists in their available times and spaces, as well as a lack of awareness by school personnel of what they were trained to do, and Guva and Hylander (2012) found that the perceptions and demands of other school professionals (such as administration or even teachers) impacted their work greatly, with most school professionals wishing that school psychologists were around more frequently (Ahtola & Kiiski-Maki, 2014). Often, the demands of other school professionals weigh heavily on a school psychologist, but these perceptions may not be reflective of a school psychologist's actual role.

In Australia, a study of 38 school psychologists, 107 parents, and 100 teachers revealed that compared to teachers, parents often did not understand or lacked the knowledge regarding the role of the school psychologist (Bell & McKenzie, 2013). Consistent with a similar study (Fletcher et al., 2010), parents viewed school psychologists as career counselors in Australia instead of professionals who conducted counseling and assessment. They also found that teachers often did not understand the role and did not feel they played a role in their students' treatment. Bell and McKenzie (2013) also reported that as the number of students increased, more assessment work increased.

School psychologists employed within a school setting are in a unique position, as they are potentially able to counteract some of the everyday adverse experiences of youth through building supportive and responsive systems (Hess et al., 2017). This would require a change in practice; however, change is needed within the realm of mental health support and prevention, and school psychologists are equipped to handle such a scenario. Broadly, school psychologists have knowledge and training in educational systems (Fagan & Jack, 2012), expertise in mental health, and learning to provide support and encourage positive outcomes for all students (NASP, 2010). Studies show that school psychologists do spend time providing counseling services, which are valued by the schools within which they are employed (Atkinson et al., 2013); however, this opportunity is limited and often, school psychologists are not always identified as therapy providers (Atkinson et al., 2013).

Generally, mental health care does not seem to be the primary focus of most practicing school psychologists beyond assessment and some limited intervention work, even if they have a desire to do more direct mental health treatment work (Hanchon & Fernald, 2013). Other research from the United States has also examined the roles and barriers of school psychologists in providing mental and behavioral health services (Eklund et al., 2019). They interviewed more

than 300 psychologists across several states and asked them to identify the amount of time they spent providing universal and targeted mental health services, the frequency of these services, and barriers to providing services. On average, participants were working in the field for 14.9 years, with 55% working in suburban communities, and most reported full-time employment (85%). On average, they found that school psychologists engaged in universal services (such as universal screening and positive behavioral supports) 5-9 hours per week; they only engaged in targeted services (such as social skills training or counseling) 1-4 hours per week. When asked to identify the most prominent type of service provided, 73% reported consultation with teachers and staff. Other services reported as prominent were crisis intervention, school-wide prevention programming, and threat/suicide assessments; only 6% were involved in classroom-wide interventions. Examining the barriers, most respondents reported needing increased school/administration support. Other barriers cited were needing improved school psychologist-to-student ratios, more training, and better collaboration between school counselors and school social workers. Again, it is unclear if findings are similar within Canada currently.

Taken together, it appears that in the United States, school psychologists are facing barriers to expanding their roles including a lack of administrative support (Guva & Hylander, 2012), a lack of understanding by other professionals of their role and function (Atkinson et al., 2013), and a lack of opportunity for professional growth (Atkinson et al., 2013). It appears that Canadian school psychologists may also face similar challenges due to the many similarities between the two countries, though to the author's knowledge, no updated information on the practice of Canadian school psychologists and their professional challenges exists since the across Canada survey of school psychologists by Jordan et al. (2009).

Statement of the Problem and Purpose of the Study

In Canada, school psychology is still a developing profession and there is a need to examine the current status of practicing school psychologists (Tudor, 2018). Although there is some Canadian research related to the roles and responsibilities of school psychologists as noted above, much of the published literature is outdated. For example, as referenced earlier, Corkum et al. (2007) surveyed Nova Scotian practitioners and found that there were significant changes in school psychology including an increase in positions and more demand for psychoeducational assessments with a desire to increase time in intervention and prevention work. This work also noted that consultation, assessment, and counselling were practiced frequently in Nova Scotia, whereas prevention, group counselling, and supervision were practiced though at low frequencies. They finally reported that there were significant issues of high caseloads, stress, and a need for diversified roles. Jordan et al. (2009) surveyed school psychologists nation-wide, finding that there was a need for more effective communication between practitioners. They also reported that although caseloads were variable, the ratio of psychologists to the population served generally exceeded NASP guidelines and that many practicing school psychologists were nearing retirement in 2009, suggesting an upcoming shortage without enough new entries to the profession. Jordan et al. (2009) reported finding most time being spent on learning and behavioral assessments including report writing, though many reported having a desire to conduct more research and intervention work.

This research study intends to update and expand upon the work done by Jordan et al. (2009) to gain a current understanding of the roles, functions, challenges, and aspirations of Canadian school psychologists in 2020-2021.

Research Questions and Hypotheses

- 1. What are the current roles of Canadian school psychologists?*

It is expected that current Canadian school psychologists will be delivering psychoeducational assessments, consultation work with other school personnel, as well as intervention work (Eklund, 2018; Khalil, 2017; Yeo & Choi, 2011). It is suspected that the greatest emphasis will be on delivering assessments, as this seems to be the trend in existing literature.

2. What are the preferred roles of Canadian school psychologists?

It is expected that Canadian school psychologists will have a desire to expand their roles (Perfect & Morris, 2011) with a desire to shift focus to more "front line" work in mental health care (Yeo & Choi, 2011). In line with existing literature, it is expected that Canadian school psychologists will express a desire to spend less time conducting psychoeducational assessments and have a desire to shift to more direct intervention work (Corkum et al., 2007; Jordan et al., 2009; Saklofske et al., 2007).

3. What challenges do Canadian school psychologists currently face?

American literature has cited challenges such as needing increased school support, improved ratios, more training, and better collaboration between professional bodies (Eklund et al., 2018). Currently, it is unclear if current Canadian psychologists have these same barriers, though given the similarities between the United States and Canada, it is expected that similar challenges and barriers will be cited.

4. What are Canadian school psychologists' future aspirations for school psychology?

Little is known about what psychologists' future aspirations are for school psychology, and as such, this question is exploratory in nature. However, given the literature reviewed it is anticipated that perhaps they will envision more support, broader roles, and more of a focus in mental health intervention and prevention work in the future (Yeo & Choi, 2011).

CHAPTER THREE: METHODS

Research Design

This study engaged a descriptive design involving the systematic investigation and description of roles, responsibilities, and role preferences of school psychologists. This research involved a collection of information that describes the nature and scope of school psychologist practices and compared the findings to Jordan et al. (2009).

Participants

A sample of practicing school psychologists across Canada were recruited for participation in this study. Following in line with previous research (Corkum et al., 2007; Jordan et al., 2009), approximately 150 to 200 school psychologists were expected to participate to sufficiently answer the research questions; only 21 responded to the survey (see Appendix A for information related to recruitment letters sent to participants and their associations and responses received regarding the recruitment requests).

Measures

The online questionnaire utilized for this study (see Appendix B) was adapted from Jordan et al. (2009) and was approved for its adaptation and use by one of the authors of that study. The revised version (see Appendix B) included measures of percentage of time spent in various services (such as assessment, intervention/prevention, consultation, research, social justice work, in-service training, administration, or other), responses for the provided services they would like to spend more/less time involved in, perceived importance of responsibilities/functions/roles on a scale from 1 (extremely important) to 4 (not important), perceived significance of challenges to the profession on a scale from 1-4 (such as respect in the schools, access to education and training, employer support), an indication of how regularly professional education is engaged in, and a measure of how school psychologists feel their

services benefit their clients. Through open-ended questions, participants were also allowed to give further information. Demographic information was sought to determine each participant's identified gender, age, highest level of education obtained, institution or program of study for highest education, their professional registration status, other relevant credentials, years in previous human services vocations (if applicable), employment status, involvement in private practice (if applicable), province and city of practice, years in current position, years as a school psychologist, language of practice, and estimated annual income. Information regarding their practice included their average yearly caseload, ratio of psychologists to children, percentage of time practicing as a school psychologist, percentage of time they spend each week with different ages/grades, involvement in child rights and social justice work, percentage of time spent in child rights and social justice work, and percentage of time spent on varying referral questions was also sought.

A section addressing social justice and child rights as an inclusion to the roles and responsibilities of school psychologists was added to the existing survey. To do this, questions were drafted using existing literature in relation to roles of school psychologists and social justice/child rights, like what was done for the questions evaluating current roles, responsibilities, and challenges for school psychologists, adding X additional questions to the survey. The only other changes to the original survey were updates to the wording of a few questions—for example, the term “mental retardation” was used in the original survey under referral questions, which was changed to “intellectual disabilities” to account for changes made in the DSM-5.

There were limitations to utilizing the survey done by Jordan et al. (2009) as well as adding additional questions. Firstly, in the Jordan et al. study, percentages often added up to over 100%. This was likely an oversight by the original researchers, as well as an oversight by the

current researcher, and should be addressed in future revisions of this survey by ensuring percentages cannot add up to 100%. Secondly, reliability and validity of the survey were not commented on in the original survey (Jordan et al., 2009). However, face validity (a review process by which untrained individuals act as a casual assessment of a survey; Litwin, 1995) appears to be high for the survey as the roles and functions outlined in the survey align with those noted in literature by both CPA and NASP (e.g., assessment consultation, intervention). Additionally, several other researchers utilized similar designs in research to evaluate roles and responsibilities, such as Corkum et al. (2007), Larson et al. (2010), and King et al. (2021). Due to several constraints such as time and resources, other forms of validity and reliability were not assessed.

Procedure

Prior to ethics submission, permission was sought and granted by Dr. Yvonne Hines (a co-researcher and author of Jordan et al. [2009] study and publication) via email correspondence to revise and redistribute the existing 2009 survey. Following approval to conduct this research from the Conjoint Faculties Research Ethics Board at the University of Calgary (See Appendix C), recruitment emails were sent to members of the Psychologists in Education section of the CPA, the Canadian Association of School Psychologists, various provincial organizations (such as the Saskatchewan Educational Psychology Association, the Association of Psychologists of Nova Scotia, etc.), and provincial colleges of psychology across Canada (See Appendix D). The survey was also distributed to school psychology programs across Canada to gain their support and participation. Using snowball sampling methods, respondents were encouraged to forward the link to other potential respondents (See Appendix E). Respondents were asked to forward the recruitment email, which contained information regarding the study and a link connecting to an online “School Psychologist Questionnaire” (see Appendix B) to all school psychologists. Later,

follow-up emails were also sent, requesting that they forward a “reminder” email to their practicing school psychologists (see Appendix G).

To ensure confidentiality of responses and to ensure responses were not identifiable to individual participants, university graduated from as well as province/city of practice was removed from the data set and coded so that the principal researcher would not have access to raw data and participants would remain anonymous. Identity of participants was protected by ensuring that the identity could not be inferred by any of the presented data or responses in the final report. Participants were reminded both in the original and follow-up emails that their participation would not be known to anyone at their place of employment if they choose to participate (See Appendix H).

Analysis

Prior to analyzing the dataset, basic data checks were conducted to ensure fields were not incorrect or skipped, and the data was checked for outliers. Descriptive statistics were computed for demographic data. Further descriptive statistics were then conducted to answer the proposed research questions to analyze and determine the actual and preferred percentage of time school psychologists spend in each area of practice.

To analyze the commentary feedback within the questionnaire provided by school psychologists, extensive qualitative analyses were not conducted; instead, however, brief qualitative descriptive analysis was completed (Sandelowski, 2000). This method was chosen because, according to Sandelowski (2000), the goal of this particular analysis is to summarize, in everyday terms, specific events experienced by individuals or groups of individuals and is typically motivated by practical or applied goals, as opposed to conceptual ones (Sandelowski, 2000; 2010).

When sufficient comments were provided, themes were generated to answer some research questions, such as “what are the future aspirations of school psychologists?”. To start, the data was screened to ensure that responses were complete. The qualitative commentary components of this survey were analyzed by reviewing each section and determining whether there were sufficient responses to generate a theme before moving into qualitative descriptive analyses. A master’s student was recruited who has a background in qualitative analysis and research methods but with no direct involvement in the research to verify the data and to aid in analyzing themes within the commentary provided. The author and master’s student organized the data that emerged from the themes and came to an agreement about the organization of these themes. After this, the data was reviewed one last time to ensure accuracy of presentation.

Formal analysis of the sample of comments was desirable due to the insights related to the closed questions, many took the time to write comments in each section, and more emotion and personal views were able to be expressed in the comments sections.

To answer specific research questions, survey questions were looked at in groups. To answer questions 1 and 2 (“what are the current roles of Canadian school psychologists?” and “what are the preferred roles of Canadian school psychologists?”), survey questions from the section titled “Please check the amount of time spent in providing the following services” and from “Please select those service roles from the above list that you would like to spend more time involved in and please explain” were utilized to answer the question. Roles from this section reflected those roles listed by CPA, such as assessment (intellectual, personality, behavioural), intervention/prevention (primary, secondary, and tertiary), and consultation (see Appendix B for full survey details). To answer question 3 (“what challenges do Canadian school psychologists currently face?”), the survey question “Please rate the significance of the following challenges to the profession?” as well as the commentary section for this question were utilized.

Potential options included “the status and respect for school psychology in the schools; professional burnout; funds to meet service needs; salary” (see Appendix B for full survey). For the final research question (“What are Canadian school psychologists’ future aspirations for school psychology?”), commentary about the profession was derived from various survey questions, particularly from commentary in the “final comments” section.

CHAPTER FOUR: RESULTS

Participant Demographic Information

This study sample had a total of 21 participants (four male). The mean age for the sample was 45.76 (SD = 13.4, Mdn = 45), with the youngest in practice being 26 years of age and the oldest being 68 years of age. Of the respondents, 92.5% (N = 20) had master's degrees; 4.7% (N = 1) held a PhD. 33.3% (N = 7) graduated from the University of Calgary, 19% (N = 4) from MSVU, 4.7% (N = 1) from Adler University, 19% (N = 4) from UBC, 4.7% (N = 1) from Memorial University of Newfoundland, 4.7% (N = 1) from the University of California, 4.7% (N = 1) from University of Free State, and 4.7% (N = 1) reported multiple universities.

Psychologists reported practice in British Columbia (71.4%, N = 15), Nova Scotia (9.5%, N=2), New Brunswick (4.7%, N=1), Prince Edward Island (4.7%, N = 1), Alberta (4.7%, N=1), and the Northwest Territories (4.7%, N=1).

Employment Status as a Psychologist

Licensure and registration

When asked about licensure and registration, 33% (N = 7) stated they were fully provincially registered psychologists. Of those that said they were not fully provincially registered psychologists, seven psychologists cited that they were “certified” as school psychologists in British Columbia through the British Columbia Association of School Psychologists. The remaining seven psychologists noted they were working toward full registration or were living in Canada's North, where provincial registration is not required and aspiring psychologists must be trained elsewhere, as no training exists in Canada's North currently. Eight psychologists cited having additional training with teacher certification.

Workplace demographics

Of the sample, 90.5% were employed full time, with one participant citing part-time employment and another on maternity leave. The mean time in their current workplace was 8.76 years (SD = 8.1), and the mean time as a school psychologist was 11.5 years (SD = 8.7). Of the sample, 71.4% said they work as a school psychologist all their work time. Another 14.3% said they work as a school psychologist 75% of the time, with only 9.5% saying they spend 50% or less time as a school psychologist. All reported practice in English only.

Clients

It was estimated that school psychologists spend roughly 25-50% of their worktime with children in kindergarten to Grade 6. Respectively, less than 25% were spent with students Grades 7-9, with less than 25% going to Grades 10-12 and “other”, covering post-secondary students and adult cognitive assessments when required. Although most school psychologists reported working with children in kindergarten to Grade 6, 52.3% reported a desire to spend more time with this age group. In addition, 23.8% reported being content with their current distribution, with the remaining having a desire to work with middle and high school children and adolescence (see Table 3).

On a provincial level, results did not vary much from the overall average. Those from Nova Scotia (N = 2), New Brunswick (N = 1), British Columbia (N = 15), and Northwest Territories (N = 1) also reported spending 25-50% of their time with ages K-6. Of the remaining provinces, the psychologist in Alberta reported spending less than 25% of their time with this age demographic, whereas the psychologist in Prince Edward Island reported spending 50-75% of their time with this group. All provinces reported spending less than 25% of their time with Grades 7-9. Provinces appeared to be split on their time with Grades 10-12, with psychologists in Nova Scotia, Prince Edward Island, British Columbia, and Alberta spending less than 25% of their time with this group, and psychologists from New Brunswick and the Northwest Territories

spending approximately 50-75% of their time with this group. Finally, in the “Other” category, all provinces except for Alberta reported spending either no time or under 25% of their time to other age groups; the psychologist from Alberta reported spending 25-50% of their time in the “Other” category.

On a provincial level when it came to preferences for more time, psychologists in Nova Scotia did not have preferences for more time; one did not respond and the other reported having a wide range in their practice, with which they were satisfied. For the New Brunswick psychologist, there was a preference for Grades 7-9. For the Prince Edward Island psychologist, there was a preference for more time with Grades K-6. In British Columbia, 13.3% (N = 2) had a desire to spend more time with Grades 10-12, 60% (N = 9) had a desire to spend more time with Grades K-6, and 26.7% (N = 4) were satisfied with their distribution. The psychologist in the Northwest Territories also did not prefer more time with these age groups, and the Alberta psychologist didn't answer the question.

Client Services

The most common services were for children with learning disabilities, behavioural problems, and intellectual disabilities (see Table 4). Approximately 50-75% of the time, the school psychologists were working with students with referrals for learning disabilities. Nearly 25-50% of the time, school psychologists reported working on referrals for behavioural problems and intellectual disabilities. Less than 25% of time was used in working with gifted children, hearing/visual disorders, physical disabilities, and speech difficulties. No clear trends were identified from qualitative responses from the “other” category, though there appeared to be various support staff such as counsellors, occupational therapists, speech-language pathologists, and administrators.

For most common service at the provincial level, psychologists from Nova Scotia, Prince Edward Island, and British Columbia all reported children with learning disabilities as their most common referral reason. For New Brunswick, behavioural problems, emotional problems, and learning disabilities were all tied as their most common referral reason (all rated as 25-50% of the time). For the psychologist in the Northwest Territories, behavioral problems and learning disabilities were their most common referrals, rating both as “25-50% of the time”. Finally, the Alberta psychologist rated behavioral problems, emotional problems, gifted assessments, and learning disabilities as their most common, with all being rated as “less than 25% of the time”.

Table 3

Time with Client Grade Ranges and Preference for More Time

Grade Range	Proportion of Time*	Percentage Wanting More Time (N = 21)
Grades K - 6	2.38 (0.6)	52.3%
Grades 7 - 9	1.57 (0.5)	9.5%
Grades 10 – 12	1.38 (0.5)	14.2%
Other	.47	33.3%

*The mean estimated proportion of time used, coded as 0 = not applicable, 1 = less than 25%, 2 = 25-50%, 3 = 50-75%, 4 = 75%+

Table 4

Time with Client Groups and Preference for More Time

Client Group	Proportion of Time*	Percentage Wanting More Time (N = 21)
Learning disabilities	3 (0.8)	19.1%
Behavioural problems	1.71 (0.7)	19.1%
Emotional problems	1.52 (0.6)	4.7%
Intellectual disability	1.71 (0.9)	0%
Speech difficulties	1.24 (0.6)	0%
Non-referred	1 (0)	0%
Hearing/visual disorders	1 (0)	0%
Gifted/talented	1.10 (0.4)	0%
Physical disabilities	1.19 (0.5)	0%
Other	-	66.7%

*The mean estimated proportion of time used, coded as 0 = not applicable, 1 = less than 25%, 2 = 25-50%, 3 = 50-75%, 4 = 75%+

Question 1 & 2: What are the current roles of Canadian school psychologists? What are the current preferred roles of Canadian school psychologists?

Roles and Functions

Assessment. Many respondents reported most of their time was spent on intellectual assessment (75% or more of their time), spending the second most amount of time writing reports (50-75% of their time). The third greatest amount of time was spent in behavioural/emotional assessment (25-50%). The least amount of assessment time was spent in personality and risk assessment, as well as observation and related interviews (see Table 5).

In Nova Scotia, report writing was rated as the area where the most amount of time was spent in assessment (approximately 50-75% of the time), closely followed by intellectual assessment (approximately 25-50% of the time) and behavioral/emotional assessment (approximately 25-50% of the time). In New Brunswick, the participating psychologist noted the most amount of time in intellectual assessment (25-50% of the time). In Prince Edward Island, the most amount of time was spent in intellectual assessment and report writing (both being rated as 50-75% of time spent). In British Columbia, intellectual assessment was rated as the area with the most amount of time spent (50-75% of the time). In the Northwest Territories, intellectual assessment was rated as the area where the most amount of time was spent (50-75% of the time). The psychologist from Alberta rated all areas of assessment as “less than 25% of the time”.

Table 5

Time in Types of Assessment

Assessment Type	Proportion of Time*
Intellectual	2.85(1.1)
Report writing	2.61(0.8)
Behavioural/emotional	1.95(0.8)
Interviews	1.28(0.5)
Observations	1.14(0.4)
File review	1.57(0.8)

Risk	1.04(0.2)
Personality	1.23(0.5)
Other	1.0 (0)

*The mean estimated proportion of time used, coded as 0 = not applicable, 1 = less than 25%, 2 = 25-50%, 3 = 50-75%, 4 = 75%+

Intervention. Respondents mostly reported spending less than 25% of their time to as much as 50% of their time in intervention/prevention services (see Table 6). Most reported spending time in tertiary prevention, with the second greatest amount of time spent in secondary prevention (those at-risk; see Table 6). This value did not change at the provincial level, with provinces rating intervention as 25-50% of their time spent or less.

Generally, no provinces noted counselling as an area of practice except for New Brunswick (noting 50-75% of their time being spent in counselling). Most provinces (Nova Scotia, New Brunswick, the Northwest Territories, and Prince Edward Island) noted that time was spent mostly (25-50% of the time to 75% of the time or more) in tertiary intervention/prevention. British Columbia psychologists and the Alberta psychologist both rated all areas of intervention/prevention as an area they spent 25% of their time or less involved with.

Table 6

Time Spent in Types of Intervention/Prevention and Program Development

Intervention/Prevention Type	Proportion of Time*
Primary	1.14(0.4)
Secondary	1.19(0.4)
Tertiary	1.90(1.2)
Program Development	1.19(0.4)
Counselling	1.14(0.5)
Other	1.0 (0)

*The mean estimated proportion of time used, coded as 0 = not applicable, 1 = less than 25%, 2 = 25-50%, 3 = 50-75%, 4 = 75%+

Consultation. Respondents reported that consultations with teachers were done the most, with parents following close behind. Under the “other” category, school psychologists reported providing consultation services to child protection services, other specialists such as occupational therapists and social workers, and government employees (see Table 7).

Provincially, it appears that consultation was only done frequently by the psychologist in New Brunswick, who reported spending 50-75% of their time consulting with teachers, parents, and administrators. Similarly, British Columbia school psychologists spent the most time with teachers in consultation work; the remaining provinces did not appear to have a difference in time spent, rating each category as “25% of the time or less”.

Table 7

Time Spent in Types of Consultation

Consultation Type	Proportion of Time*
Teacher	1.57(0.7)
Parent	1.33(0.7)
Administration	1.19(0.7)
Other	1.0 (0)

*The mean estimated proportion of time used, coded as 0 = not applicable, 1 = less than 25%, 2 = 25-50%, 3 = 50-75%, 4 = 75%+

Engagement in Child Rights and Social Justice Issues. Most psychologists noted having some form of engagement in child rights and social justice issues in their field (71.4%) with most reporting that their focus was primarily in relation to ensuring interventions are based on child’s needs and rights (25-50% of the time), ensuring all children are equally respected regardless of background, beliefs, or identities (trending toward 25-50%), and ensuring cultural competency when delivering services (trending toward 25-50%). However, for many of them, this engagement was done on their own accord, often doing their own research in the form of professional readings, podcasts, forms, professional development workshops, or meeting with local indigenous communities to gain further insight on the issues facing children (19%). In terms of advocacy work, a few noted chairing or leading social justice committees in their workplace (14.3%), and almost all noted some form of advocacy work in their role (71.4%). Some examples include speaking up for students as problems arise, pushing administration to do

more for students who are underserved, leading or participating in advocacy groups, or engaging in community or school initiatives regarding student advocacy.

Social Justice Issues & Child Rights. The sample reported spending less than 25% of their time in social justice related issues, though a small percentage did report spending anywhere from 50-75% of their time to ensuring the well-being and rights for all students (see Table 8). Although more than half stated they spend less than 25% of their time advocating for students who could not advocate for themselves, more than a quarter stated they spend 25-50% of their time doing this. A quarter also reported spending 25-50% of their social justice time preventing overidentification of students who present as a minority. Although 57% said they rarely spent time ensuring cultural competency when delivering services, nearly a quarter said they spent 25-50% of their time doing so (see Table 8).

Provincially, there was not much change from the overall Canadian average. All but one province (New Brunswick) reported spending less than 25% of their time in social justice issues. In New Brunswick, the participating psychologist reported spending 25-50% of their time in all areas of social justice issues.

Overall, less than 25% of service time was spent in child rights issues. Of this time, the least amount of time with less than 25% was spent in providing systems interventions. The most amount of time was spent in ensuring interventions are based on child's needs and rights, with respondents reporting 25-50% of their time in this. Most respondents reported less than 25% of their time in ensuring child participation in decisions affecting their learning, ensuring all children are cared for and protected from all forms of exploitation and violence in all settings, ensuring children know they have a right to share their views and have those views taken seriously, and ensuring all children are equally respected regardless of background, beliefs, or identities (see Table 8).

Provincially, only two provinces rated themselves as spending 25-50% to 50-75% of their time to child rights issues (New Brunswick and Nova Scotia, respectively). In New Brunswick, the most amount of time in child rights related work was in ensuring child participation in decisions affecting their learning (50-75% of the time), whereas in Nova Scotia, the most time was spent ensuring interventions are based on child’s needs and rights (75% of the time or more). Overall, most respondents from all other provinces rated all areas of child rights as an area they spent 25% of their time or less involved in.

Table 8

Time Spent in Child Rights/Social Justice Issues

Client Group	Proportion of Time*
Ensuring well-being and rights for all students	1.28(0.7)
Advocating for students who are unable to advocate for themselves	1.61(0.8)
Preventing overidentification of students who present as a minority	1.47(0.8)
Ensuring cultural competency when delivering services	1.76(1.1)
Providing systems interventions	1.09(0.3)
Ensuring interventions are based on child’s needs and rights	2.0(1.1)
Ensuring child participation in decisions affecting their learning, safety, and education	1.57(0.8)
Ensuring all children are cared for and protected from all forms of exploitation and violence in all settings	1.62(1.2)
Ensuring children know they have a right to share their views and have those views taken seriously	1.67(1.1)
Ensuring all children are equally respected regardless of background, beliefs, or identities	1.76(1.3)

*The mean estimated proportion of time used, coded as 0 = not applicable, 1 = less than 25%, 2 = 25-50%, 3 = 50-75%, 4 = 75%+

Other. All respondents reported spending less than 25% of their time conducting research, and most said they spent less than 25% of their time doing tasks like in-service training

and administrative tasks. Two psychologists reported a desire for more time in in-service training to expand their skillset; the remainder provided no comments about a desire for more time in the “other” category (see Table 9). Provincially, there was no change from the Canadian average, with almost all psychologists rating research, in-service training, and administrative tasks as something they spent less than 25% of their time doing.

Table 9

Time Spent in Other Professional Activities and Preference for More Time

Activity	Proportion of Time*	Percentage Wanting More Time (N = 21)
Administration	1.29(0.7)	0%
In-service training	1.09(0.3)	4.9%
Research	1(0)	0%

*The mean estimated proportion of time used, coded as 0 = not applicable, 1 = less than 25%, 2 = 25-50%, 3 = 50-75%, 4 = 75%+

Rated importance of various roles and functions. Respondents rated the importance of their roles on a 4-point scale with 1 being “extremely important” and 4 being “not important”. By most raters, the most important part of their role was to confirm to current ethical, professional, and legal standards, with 95.2% rating this as 1. Recommending appropriate interventions came in second, with 90.5% rating this function as a 1. Advocating for students who are unable to advocate for themselves and facilitating collaboration and consultation tied as third most important, with 81% rating both as 1. Most areas, however, were rated to be at least 2 (“important”) by respondents. In comparison, the lowest ratings were given to engaging in research and/or program evaluation and engaging in policy work at the community or societal level, albeit were still rated as “important” or “somewhat important” (see Table 10).

Overall, it is difficult to break down the most important role/function by province, as many provinces rated many services as a “1”, meaning “most important”. The only group of school psychologists that did not seem to agree were school psychologists from Alberta, rating

only “recommending appropriate interventions” and “monitoring the effectiveness of recommendations” as most important. Again, most raters from most provinces (95.1% of responders) rating confirming to current ethical, professional, and legal standards as their most important function as a school psychologist.

Table 10

Rated Importance of Various Services

Service Type	Rating*
Recommending appropriate interventions	1.09(0.3)
Conform to ethical, professional, and legal standards	1.05(0.2)
Stay up to date with literature	1.24(0.4)
Conducting assessments	1.33(0.5)
Facilitating collaboration and consultation	1.19(0.4)
Implementing prevention and intervention programs	1.71(0.8)
Monitoring effectiveness of recommendations	1.76(0.7)
Making diagnoses	1.95(0.8)
Work collaboratively to create more effective schools	1.52(0.6)
Understanding school as system and organizing it in ways to prevent problems	1.71(0.8)
Support student diversity in development and learning	1.38(0.6)
Actively support and play a role in wellness promotion and crisis intervention	1.71(0.7)
Actively involved in programs to support school-family-community interaction	1.71(0.7)
Engage in research and program evaluation	2.24(0.7)
Develop, guide, monitor goal setting, progress, and attainment	1.81(0.7)
Team with school personnel in design and evaluation of schoolwide achievement	1.86(0.8)
Actively support student diversity in development and learning	1.38(0.6)
Stay up-to-date with conceptual frameworks underlying social justice	1.76(0.9)
Stay up-to-date with research related to social justice principles	1.71(0.9)

Advocating for students who are unable to advocate for themselves	1.23(0.5)
Enhancing understanding of personal and professional strengths as an agent of social justice	1.76(0.8)
Engaging in advocacy work to protect the rights and dignity of all	1.76(0.7)
Advancing child rights and ensuring protection of children	1.52(0.7)
Engaging in policy work at the school level	2.05(0.7)
Engaging in policy work at the community or societal level	2.14(0.9)

*The mean estimated proportion of time used, coded as 1 = extremely important, 2 = important 3 = somewhat important, 4 = not important

Question 3: What challenges do Canadian school psychologists currently face?

Workload

Yearly caseloads varied from 20 cases a year to over 150 cases a year, with some psychologists citing being unsure of how many cases they really had (N=3), as they serviced entire districts with thousands of students per district. When asked if there were sufficient school psychologists to adequately meet the needs in their workplace, all but one psychologist said they did not believe there were enough school psychologists to adequately service needs in their workplace. Almost all noted that each serviced district was understaffed with positions remaining open for long periods of time, citing retention issues as a major concern due to burnout. Two psychologists mentioned “never-ending” waitlists for students requiring assessments for programming needs with insufficient staff to address the waitlists. Provincially, ratios varied: in Nova Scotia, psychologists reported one psychologist to 1,100 students; in New Brunswick, one to 3,000; in Prince Edward Island, one to 1,700; in Alberta, one to 2,500. The Northwest Territories was not sure, and in British Columbia, estimates ranged anywhere from one psychologist to 2,400 students to one psychologist to 6,000 students. Although varied, all

psychologists from all provinces who were able to answer the question reported ratios well over the NASP recommendation of one psychologist to 500 students (NASP, n.d.).

Compensation

One respondent provided a range and was omitted, and two psychologists did not answer the question. Financially, psychologists reported earning anywhere from \$50,000-\$940,000 per year (N = 18, Median = \$90,000). Given that one answer was quite large in comparison to the remaining responses, possibly due to a typo, the average will not be reported, as it skews the data. Instead, the Median is reported, as it isn't influenced by large values the same way the average is influenced (Laerd Statistics, n.d.).

In terms of feelings around financial compensation, 61.9% said they did not feel appropriately financially compensated for their work, one psychologist stating that they made some of the lowest salaries across the country despite having higher student ratios, and another stating they were given the same salaries as teachers. Although respondents did not give further information regarding these comments, when looking to existing literature for answers, it appears that school psychologists may make the least amount of income on average when comparing their salaries with other branches of psychology (APA, 2017), earning approximately \$75,000 per year while the median annual salary for all branches was \$85,000 per year (APA, 2017).

Provincially, psychologists from Nova Scotia and New Brunswick did not feel properly financially compensated, whereas psychologists from the Northwest Territories and Alberta felt properly compensated. In British Columbia, responses varied: 11 out of 15 psychologists did not feel properly financially compensated (73.3%), 1 was unsure, and 3 felt properly financially compensated.

Rated significance of various challenges

Canadian school psychologists were asked to rate the significance of challenges to the field on a 4-point scale with 1 being “extremely important” and 4 being “not important”. By most raters, the biggest challenge was attracting qualified professionals to the field, with 71.4% rating this as 1 and 28.6% rating this as 2. Professional practice standards came in second, with 71.4% rating this as 1 and 23.8% as 2. Quality of university training programs and retaining the best professionals were both rated as third biggest challenge in the field. Most areas were rated at least a 2 (“important”), showing that many of the challenges listed resonated with many of the psychologists surveyed (see Table 11).

Provincial challenges varied. For Nova Scotia school psychologists, half of the questions were rated as the most significant challenge for school psychologists: the status and respect for school psychology in the schools, access to full/part time education and training, employer support, interprofessional collaboration, funds to meet service needs, public support, organization within the province, professional practice standards, and supervision. Both the New Brunswick and Prince Edward Island psychologist rated all questions as an “extremely important” significant challenge. The Alberta psychologist rated all questions as “important”. The Northwest Territories psychologist also rated nearly all as an “extremely important” significant challenge. Finally, in British Columbia, the most significant challenge was attracting qualified professionals, rating this as “extremely important”.

Table 11

Rated Significance of Various Challenges to Profession

Challenge	Rating*
The status and respect for school psychology in the schools	1.52(0.7)
Access to full-time/part-time/continuing education and training	1.52(0.7)
Quality of university training programs	1.38(0.6)

Employer support/encouragement for professional development	1.33(0.5)
Interprofessional collaboration	1.42(0.6)
Other professionals taking school psychology jobs	2.5(1.1)
Funds to meet service needs	1.47(0.8)
Public support for education	1.47(0.8)
Salary for school psychologists	1.52(0.6)
Leadership within the profession	1.62(0.6)
Organization within the province and/or nationally	1.52(0.6)
Professional burnout	1.57(0.8)
Professional practice standards	1.33(0.5)
Attracting qualified professionals	1.28(0.4)
Retaining the best professionals	1.38(0.6)
Peer support from other school psychologists	1.52(0.6)
Supervision	1.62(0.5)

* The mean estimated proportion of time used, coded as 1 = extremely important, 2 = important 3 = somewhat important, 4 = not important

Evaluation of Services and Supervision

Of 21 responses, 42.9% reported receiving feedback “occasionally”; an additional 42.9% reported “rarely” receiving feedback, with the remaining 14.3% reporting they received feedback “often”. Those who reported receiving feedback, however, qualitatively reported the evaluations to be informal in nature, noting that in some cases, administration is not familiar enough with the practice to be able to provide adequate feedback in relation to the practice of school psychology. At the provincial level, Prince Edward Island, Alberta, Northwest Territories, and Nova Scotia psychologists reported getting feedback only “occasionally”, whereas the New Brunswick psychologist reported getting feedback “often”. Finally, in British Columbia, results varied, with 60% (N = 9) reporting getting feedback “rarely”, 26.7% (N = 4) receiving feedback “occasionally”, and 13.3% (N = 2) receiving feedback “often”.

Question 4: What are Canadian school psychologists’ future aspirations for school psychology?

Overall, school psychologists in this study did not have much to report in terms of their future visions. One psychologist reported that they wished that their work would move more to a model similar to that of the United States. Some participants also hoped that there would be an increase in number of school psychologists in the future and greater understanding of their skillset to be able to be involved in more system level decisions and changes. Other comments included a desire for increase in diversity of functions in the future and not being limited just to “testers” for learning disorders or intellectual disabilities. Interestingly, there was also a comment that all the roles noted in the survey, were “aspirational” for the field:

“these are all important issues and topics of things we should be doing...I don’t have time to do it all and as a private practitioner trying to do it all affects my income because no one will pay for it”.

Other aspirations noted by some of the participants included the desire to have consistent professional standards, higher quality education, advocacy for the importance of school psychologists by the Ministries of Education, better ratios, and increased funding.

CHAPTER FIVE: DISCUSSION

Introduction

The purpose of this preliminary pilot study was to (a) compare the current research to previous research done in the field, specifically as it relates to Jordan et al. (2009), (b) update current literature to describe the scope and practice of Canadian school psychologists in 2020-2021, and (c) determine whether current and preferred roles were like that of Jordan et al. (2009). This chapter will present an overview of significant results in relation to previous research and their implications, the strengths and limitations of this study, and future research directions.

Overview of Significant Results

In Canada in 2009, there appeared to be a lack of common issues, training, education, and registration requirements (Jordan et al., 2009). In this updated survey, it appears that although there remain differences in training, education, and registration requirements, there appear to be some similarities (as well as some differences) in common issues amongst Canadian school psychologists. These differences, however, create a challenge to find common ground for Canadian school psychologists (Jordan et al., 2009). The tentative results presented here from the small sample of Canadian school psychologists in this study may show that there are some common challenges within the field as well as common roles and functions, although it should be highlighted that it is difficult to make definitive conclusions due to the small sample size and lack of diversity in sample (i.e., only select provinces participated in this study). Although missing data from various provinces and territories, it appears that provinces like Quebec and British Columbia have varying definitions of what a psychologist can do within the school setting, making the profession diverse across the country, which aligns with previous research describing variances in practice across Canada (Tudor, 2018). The practice of school psychology in the Canadian North, for example, appears to be quite different according to one of the

participants in this study from the territories. In this regard, it appears that school psychology services are delivered through private external contracts, with psychologists providing assessment and counselling services but not necessarily focused at the school level. This information is slightly different from that of Jordan et al. (2009), as the Canadian North was not directly addressed in the previous research; the information regarding Canada's North reported here was derived from an e-mail from a Canadian North participant.

All Canadian psychologists accounted for in this study noted service delivery in English. However, this may also be a result of the survey being constructed and delivered in English only, a limitation also reported by Jordan et al (2009). This can be considered a limitation of the study, as Canada has two official languages, and the survey was only distributed in one. It may be beneficial for recruitment in the future to translate and distribute the survey in French to reach practitioners in provinces such as Quebec and New Brunswick, where many residents speak French as their first language (Statistics Canada, 2011).

In terms of training and education, almost all the participants of this study had master's degrees, with only one holding a doctoral degree. Results comparing school psychologists with a PhD versus those holding a master's degree were unable to be provided due to insufficient data; however, prior results from Jordan et al. (2009) noted that difference in income between a masters level education and a doctoral level education did not appear to exist, and school psychologists were also mostly dissatisfied with their income. Although this research was unable to compare incomes depending on level of education, the finding that school psychologists were generally dissatisfied with their salaries was a finding that the current survey also found (only 38.1% of respondents were satisfied with their salary in the current study). Future research should aim to examine differences in satisfaction of income between school psychologists with a PhD versus Masters-level training.

Caseloads were reported to be variable in this study, with most regions exceeding NASP guidelines for psychologist to student ratios. Many psychologists felt they were understaffed to serve their workplace. Canadian school psychologists serve varied age groups, although most tend to work with kindergarten to grade 6 and are satisfied with that demographic, similar to findings of Jordan et al., 2009. Like previous studies (Jordan et al., 2009), school psychologists continue to spend most of their time in assessments with some reporting a desire for less time in this activity.

Conforming to ethical and professional standards was ranked at highest importance as a function of a school psychologist by the sample in this study, with recommending appropriate interventions following close behind—a finding slightly different from that of Jordan et al., 2009, who reported that their sample rated making appropriate recommendations as the highest of importance, followed closely by the doing of assessments, acting ethically, and being up to date on current literature. When given the opportunity to comment further on their roles, many school psychologists noted that all the surveyed roles were important to them, and all seem to like things they “should” be doing (for example, they “should” be providing assessment services, intervention work, counselling services, advocating for social justice issues, and consultation services, (i.e., feel that all the areas surveyed were important). However, they also noted that the lack of school psychologists requires them as individuals to “spread themselves thin” with the ratio of students to psychologists being too high for the current demand. Other issues noted within the field were lack of funding, lack of understanding by other professionals about their areas of competence, quality of training, lack of consistent professional standards, and being seen as “only testers”. All these issues cited mirror that of Jordan et al (2009), as well as other literature (Guva & Hylander, 2012; Yeo & Choi, 2011). However, despite these challenges, all surveyed school psychologists felt their work benefitted their clients with many saying that they

provide a vital role in the education of students and families and that there aren't many other professionals who view the learner in a holistic manner in the same way that school psychologists do (i.e., they look at cognitive, academic, behavioural, and social-emotional "snapshots" of the child and identify strengths and weaknesses in their profile). It appears that this sample of Canadian school psychologists feel valued and that their services are effective, a finding that is close to that of Jordan et al. (2009), revealing that in the last 12 years, there may not be many changes to the roles, functions, and challenges relative to Canadian school psychology.

Results in Relation to Previous Overall Research

As highlighted in the literature review chapter of this thesis, school psychologists reportedly provide a wide range of activities including assessment, consultation of issues, working with parents, supervision, counseling, research, and more (Perfect & Morris, 2011) with a vast majority of time spent on assessment work (Atkinson, Bragg, Squires, Muscutt, & Wasilewski, 2011; Yeo & Choi, 2011) with a desire to shift toward more "front lines" work in mental health care (Yeo & Choi, 2011). Previous research has also reported that school psychologists, although engaged in many activities such as assessment, intervention, consultation, and counseling, found that there were barriers to providing these services, such as lack of support from administration, insufficient training, and too heavy of a caseload (Suldo, Freidrich, & Michalowski, 2010; Squires & Dunsmuir, 2011). Additionally, previous research has reported that school psychologists were not provided with sufficient space to work and difficulties in case identification (Squires et al., 2011; Atkinson et al., 2011). They also reported that other professionals had a lack of awareness of what school psychologists are trained to do (Atkinson et al., 2011; Guva & Hylander, 2012; Ahtola & Kiiski-Maki, 2014; Bell & McKenzie, 2013). In the current study, school psychologists also reported feeling limited in their role with

most of their time spent in assessment work, as well as feeling a lack of support, a lack of awareness of their skillset, and too heavy of caseloads. Although school psychologists in this study did not report having insufficient spaces, this question was not posed in the current survey and is a question that may be of use to include in future studies.

As previously discussed, mental health care does not seem to be the primary focus of most practicing school psychologists beyond assessment and some limited intervention work (Hanchon & Fernald, 2013). This appears to be the case with the surveyed psychologists in this study, as most of their workload appears to be within assessment work with limited intervention and counselling services being provided. Of the intervention work provided, it appears that tertiary intervention is being provided most often, with primary and secondary interventions falling behind, meaning that school psychologists may not be included in prevention/intervention processes until students have reached critical points.

Taken together, it tentatively appears that school psychologists are facing barriers to expanding their roles including a lack of administrative support (Guva & Hylander, 2012), a lack of understanding by other professionals of their role and function (Atkinson et al., 2013), and a lack of opportunity for professional growth (Atkinson et al., 2013). Given the preliminary results presented here, it also appears that Canadian school psychologists may also be facing similar challenges, although future research is needed to gain an understanding with a larger sample size to provide more generalizable results.

Results Relative to Jordan et al. (2009)

By and large, not much seems to have changed in 12 years in terms of the roles, functions, and challenges of school psychologists. Based on the tentative results from this survey, school psychology practitioners within Canada have not generally changed their roles or functions much since 2009. In Jordan et al (2009), the authors noted that school psychology was

“in the midst of an ‘adolescent’ identity crisis” (Jordan et al, 2009). Their study supported standardization of training to foster a more unionized professional identity with the goal of strengthening the profession in Canada. Then, initiatives advocated for future school psychologists were

“(a) a strong national professional association; (b) a majority of school psychologists hold membership in this organization; (c) national and consistent standards for preparation with sufficient university programs to provide this programming across the geography of Canada; (d) consistent, high, and respected standards for credentialing and licensing; and (e) school psychologists and other academics provide programming that supports the methods and approaches of school psychology” (Jordan et al, 2009, p. 261).

In the 12 years since this publication, most of those initiatives do not appear to have been undertaken, and CASP’s disbandment has led to limited national professional associations within Canada. There appears to be consistent standards for preparation within university programming (Montreuil, 2016); however, there are variable differences in credentialing and licensing across Canada and there seems to have been limited amounts of development following registration (Montreuil, 2016).

In Jordan et al. (2009), psychologists reported spending most of their time working with students in grades K-6, with the most common referral being for psychoeducational assessments. In 2009, school psychologists reported spending most of their time with clients with learning disabilities, behavioural problems, and emotional problems; intellectual assessment, report writing, and behavioural/emotional assessment; tertiary and secondary intervention; consultation with teachers and parents; and finally, spending “other” time in administrative tasks. In terms of preference for more time, 2009 school psychologists reported desires for more time in the K-6 grades that they currently served most often, as well as a desire to spend more time assessing

learning disabilities and behavioural assessments and spend more time in in-service training. The responses from participants in the current study were not much different from these findings; they reported spending most time with students in grades K-9, spending the most amount of time in assessment work for learning disabilities and behavioural referrals, and spending much of other time in administrative tasks for “other” services. Finally, school psychologists in the previous study reported similar priorities to current study respondents: both reported conforming to ethical/legal standards and recommending appropriate interventions as being rated the two most important tasks of school psychologists.

However, there was a difference when asked about intervention work. In this regard, 2009 school psychologists reported a tie between secondary and tertiary interventions. In the current study, tertiary was given the most time by school psychologists (rated 1.90), with secondary being rated lower. This comparison is interesting and potentially problematic: although it is unknown if intervention services are being provided by other school personnel. It appears from the tentative results of this study that school psychologists are not being called upon to provide school-level intervention services until students have reached the tertiary level, meaning that students are already being affected by their disabilities/exceptionalities before they are seen by a school psychologist.

Results Relative to Research Questions

Question#1: What are the current roles of Canadian school psychologists?

Although current roles of Canadian school psychologists cannot be reliably determined due to the small sample size and lack of responses from several Canadian provinces and territories, it appears from the tentative results of this study that Canadian school psychologists provide the services noted by the CPA (2014) and NASP (n.d.). School psychologists, according to the CPA (2014), should have roles in planning, implementing, and delivering programs in

mental health care, prevention, and intervention. They should also be able to collaborate with teachers and parents and provide them with resources. CPA (2014) also cited services in primary prevention, counselling, and chronic treatment. Respondents in this survey, however, as well as respondents in other surveys (Jordan et al., 2009; Yeo & Choi, 2011; Guya & Hylander, 2012; Khalil, 2017) report most of their time being taken up by assessment, tertiary intervention, and consultation with teachers, with few school psychologists reporting spending time in counselling services, primary prevention or intervention services, or delivering programs in mental health care with the exception of psychoeducational assessment services and some tertiary intervention services and programs (Jordan et al., 2009; Guva & Hylander, 2012; Khalil, 2017).

Furthermore, NASP (n.d.) reported 22 roles or functions for a school psychologist, outlined in the literature review chapter. Of these services, school psychologists in this survey only reported 14 of them (i.e., increasing achievement by determining student barriers, promoting wellness and resilience, enhancing understanding and acceptance of diversity of clients, identifying and assessing learning and behavior problems, evaluating eligibility for education services with a multidisciplinary team, supporting students' social, emotional, and behavioral health, making referrals and coordinating with community support services, identifying academic barriers and resolving them, supporting effective individualized instruction, collecting and analyzing data related to school improvement, promoting school policies and practices to ensure safety of all students, responding to crises through leadership, services, and coordinating, coordinating delivery of services to students and their families in and outside of school, and helping students to transition to and from school/community learning environments such as residential treatment programs).

Overall, respondents from this survey report spending most of their time in assessment services for academic achievement purposes, as well as in tertiary intervention, consultation with

teachers and parents, and in report writing activities. This varies from the diverse roles outlined by NASP and CPA and shows that Canadian school psychologists may not have changed their roles much from Jordan et al. (2009)'s Canadian survey results which reported similar roles to the survey in the current study. Professional identity and definition were cited as critical to a profession's future (Jordan et al., 2009), and it appears that providing school psychologists with a consistent definition of roles, as well as increasing their capacity to do more than what is assigned to them, has not been a priority in the last 12 years, as suggested by these preliminary findings, as well as findings done in other recent research, such as King et al. (2021), who found similar results to those presented here.

Question#2: What are the preferred roles of Canadian school psychologists?

In previous studies (Corkum et al., 2007; Jordan et al., 2009), school psychologists reported a preference for less time in assessment-based practices and for increased time in prevention services. The results from the current study suggest that Canadian school psychologists have similar preferences. Generally, there is a desire to decrease assessment time and to increase time spent in prevention/intervention services, in-service training, and a desire to diversify their roles. As noted earlier, school psychologists in this study said that they felt all roles presented were at least somewhat important and all things that they "should" be doing; however, felt that they did not provide all the services that they "should" and wished that they could. This finding is similar to findings from prior research (Corkum et al., 2007; Saklofske et al., 2007; Jordan et al., 2009), which is slightly disappointing, as it appears that these changes that are desired by school psychologists have not been fulfilled in the last 12 years.

Question#3: What challenges do Canadian school psychologists currently face?

In the literature, major challenges cited were heavy caseload (Jordan et al., 2009; Finn, 2016; Lean, 2016), reduced financial support (Lean 2016), lack of expanded services (Saklofske

et al., 2007; Reader, 2014; Finn, 2016), lack of retention (Lean, 2016), and high student-to-psychologist ratios (Jordan et al., 2009; Lean, 2016). The findings from the current study suggest that school psychologists currently have similar challenges: they reported that their challenges were a lack of understanding of their roles by other professionals, being “spread thin” due to large caseloads and student-to-psychologist ratios, a lack of funding, lack of quality training, lack of consistent professional standards, and being seen as “just testers”. This indicated lack of attention to and address of professional changes over the past 12 years suggests a strong need for the profession of school psychology across Canada to address numerous professional challenges.

Question#4: What are Canadian school psychologists’ future aspirations for school psychology?

School psychologists in this study did not have much to report in terms of their future visions. One psychologist reported that they wished that their work would move more to a model like that of the United States. Other participants in the current study also hoped that in the future, there would be an increase in number of school psychologists and greater understanding of their skillset to be able to be involved in more system level decisions and changes. Other comments included a desire for increase in diversity of functions in the future and not being limited just to “testers” for learning disorders or intellectual disabilities. Interestingly, there was also a comment that all roles noted in the survey, were “aspirational” for the field:

“these are all important issues and topics of things we should be doing...I don’t have time to do it all and as a private practitioner trying to do it all affects my income because no one will pay for it”.

Other aspirations noted by some of the participants included the desire to have consistent professional standards, higher quality education, advocacy for the importance of school psychologists by the Ministries of Education, better ratios, and increased funding.

Summary of Findings

Based on the preliminary and tentative findings from this study, it appears that school psychology is practiced across the country, although in the North it is minimal in nature and scope. All the participants in this study noted delivery in English. In terms of training and education, almost all the participants had master's degrees, with only one holding a doctoral degree. Caseloads were variable with most regions exceeding NASP guidelines for psychologist to student ratios, with many psychologists stating they felt they were understaffed to serve their workplace. School psychologists in Canada seem to be slightly varied in the age groups served, although most tend to work with kindergarten to grade six and are satisfied with that demographic, desiring even more work with that age demographic. Like previous studies (Cottrel & Barrett, 2016; Jordan et al., 2009; Yeo & Choi, 2011), school psychologists continue to spend most of their time in assessments with some reporting a desire for less time in this activity and an increase in intervention/prevention services.

Conforming to ethical and professional standards was ranked at highest importance as a function of a school psychologist by the current sample, with involvement with interventions being the next highest ranking of importance. The surveyed psychologists felt understaffed, overworked, and underpaid. Other issues noted were lack of funding, lack of understanding by other professionals about their areas of competence, quality of training, lack of consistent professional standards, and being seen as "only testers". However, despite these challenges, all surveyed school psychologists said that they felt their work benefitted their clients. Overall, it appears that the sample of Canadian school psychologists in the current study feel valued and feel that their services are effective, though they seemingly have a desire for change in the field to diversify their roles and better serve their clientele.

Empirical Implications

The school psychologists who participated in this current study appear to be reporting moderate levels of burnout, stress, and general dissatisfaction in the field. Previously, school psychologists reported that their work is limited and primarily assessment-focused (Cottrel & Barrett, 2016; Jordan et al., 2009; Schilling & Randolph, 2020), leaving little time to perform other activities such as counselling, intervention and prevention work, and research. The results from the current study tentatively indicate that current Canadian school psychologists may still be feeling that their work is heavily assessment focused. Moreover, current school psychologists report feeling overloaded and a lack of support from administration. Current Canadian school psychologists also report feelings of burnout that are like feelings expressed by school psychologists in previous research (Schilling et al., 2018; Schilling & Randolph, 2020), which can lead to a decision to leave the field (Maslach & Leiter, 2016). As a result, we should continue to be concerned about the threat of burnout within school psychologists and continue to monitor the ever-changing nature of the field.

Taken together, this study indicates that challenges and roles of practicing school psychologists may not have changed much since Jordan et al. (2009). According to this small sample, there still may be limited role diversity and staffing also appears to be limited: common issues that have not been effectively addressed in the last 12 years. Additionally, it appears that students are waiting longer to receive intervention services than previously reported; school psychologists in Jordan et al (2009)'s study spent more time in primary and secondary intervention, whereas current school psychologists in the present survey are reporting more time in tertiary intervention services. This has implications of its own, as longer wait times for mental health treatment may lead to poorer health outcomes (Ansell et al., 2017; Reichert & Jacobs, 2018) and therefore create greater strain on the mental health care system.

Practical Implications

Although this study had a small sample and the results can only be considered tentative, participants appear to have similar professional issues compared to those from Jordan et al. (2009), citing issues of understaffing, lack of retention, and lack of quality training. Generally, there is a consensus of training across Canada for school psychologists; however, Montreuil (2016) argued that there was a lack of consistency in the *depth* of clinical training amongst school psychologists depending on which program they graduated from. The argument in the 2016 article suggested that the quality of mental health services within schools would not improve unless school psychologists were seen as experts in prevention and intervention of mental illnesses, especially within the school walls (Montreuil, 2016).

Oakland (2007) noted that the field of school psychology could be strengthened by creating a strong national organization and having Canadian school psychologists holding membership in the organization. As of its publication, Montreuil (2016) reported that the field was moving toward this strong national organization through the Canadian Association of School Psychologists (CASP), outlining CASP's plans to develop national certification procedures to unify practitioners as well as researchers in school psychology, and encouraged practitioners to advocate for themselves to promote policy change and promote the value of the professional practice of school psychology (Montreuil, 2016). Montreuil (2016)'s article concluded by stating that many provinces, at that time, were reporting increased involvement in intervention and consultation, as well as increased involvement in program development and implementation, research, and evaluation.

These hopeful changes that were highlighted in 2016 seem to be falling short in 2021. In this regard, CASP disbanded in 2019 due to poor membership, resulting in a lack of national association that could have worked towards facilitating consistent standards in university programming in Canadian schools, consistent licensing and credentialing in all provinces, and

other initiatives across Canada such as addressing the professional challenges noted by the participants in this study as well as participants in Jordan et al. (2009). Although challenges to the field appeared to be resolving according to information presented in Montreuil (2016) where it was reported that school psychologists were being encouraged to advocate for themselves, reporting an increase in direct mental health work in the schools, and hopeful of a bridge between education and health that could have led to a uniformity of school psychology training across Canada, however these challenges may never have disappeared, as many respondents in this survey are still reporting challenges and issues also reported in Jordan et al. (2009). Due to the continuation of regionalization of school psychology across Canada and the continued lack of a national association, issues identified by participants in the current study might not be addressed soon. This issue should be explored in future research, utilizing the data and information provided here as a foundation for exploration on a much larger scale to determine the implications of CASP's disbandment on the field, as well as determine whether the challenges reported here are generalizable to Canadian school psychologists across Canada.

Strengths and Limitations of the Study

This preliminary/pilot study, although very limited due to sample size, had some strengths. For example, the purpose and objectives of this study were timely and relevant to the discipline of school psychology in Canada. Second, the current study provides preliminary data that suggests that not much has changed since 2007, showing a need for more extensive research on this topic.

Sample Size and Demographic Issues

Originally, this study sought to recruit 150-200 school psychologists across Canada, similar to Jordan et al. (2009). However, this study brought in only 21 participants. This small sample size made it difficult to confidently know whether the roles and functions have truly

stayed the same or if they have changed more than we realize, something that would be better to discern if more participants had been recruited. This small sample size was primarily the result of the COVID-19 pandemic, a limitation that will be discussed under the “limitations” section of this chapter (see below). Most of these participants held a master’s degree and spoke only English: a theme found also in Jordan et al. (2009).

The major limitation of this study was with respect to the sample size and generalizability of findings. If not for the COVID-19 pandemic, the sample size would have very likely been much larger which would have resulted in more generalizable findings. In March 2020, we were faced with a global pandemic. School psychologists, as well as other front-line employees, worked and continued to work during the past year under extremely difficult conditions. COVID-19 brought obstacles that required many to rethink procedures and altered the role of school psychologists as assessments moved from in-person to online formats (Lazarus & Sulkowski, 2020). Interviewed school psychologists have noted the importance of understanding their limits and self-care during this time: for example, one school psychologist was quoted saying “...I have found it vital to not try to do too much in one day...”. (Lazarus & Sulkowski, 2020). School psychologists within this study echoed similar thoughts, citing setting boundaries, managing realistic expectations, prioritizing staff wellness, and focusing on the things that truly mattered personally to them in life.

In Canada, COVID-19 has impacted the field of mental health significantly. The CPA published an article to their website in December 2020, noting that Canada had a mental health crisis before the pandemic (CPA, 2020). They noted that 56% of Canadians surveyed were experiencing negative impacts relative to their ability to receive mental health services because of COVID-19: 92% reported not accessing services since the COVID-19 pandemic (CPA, 2020). The CPA reported that they were committed to “working collaboratively with all levels of

government, employers and insurers so that Canadians receive evidence-based care where, and when, they need it” (CPA, 2020).

During the recruitment process, the researcher was notified on several occasions about rejections for research requests, citing staff wellbeing and burnout concerns as reason to reject all research requests during the COVID-19 pandemic. As a result, the dataset acquired was not what was originally anticipated despite many recruitment attempts. For example, the researcher sent recruitment emails to university training staff at various facilities, contacted professional bodies (such as CPA, Manitoba Association of School Psychologists [MASP], etc.), and reached out to people within relevant fields to try and expand recruitment. Many people did not respond to recruitment attempts, and although it is uncertain why there was no response, it was likely due to COVID-19 related reasons, such as lack of in-office staffing and burnout concerns, because several associations did respond and indicated these reasons for not being able to participate in the study.

A second major limitation was that the current survey was that steps could have been taken to measure the survey’s reliability and had a more thorough piloting process. Steps could have been taken to reword the survey and test for reliability among the items; additionally, with more questions added, Cronbach’s Alpha could have been conducted to measure the internal consistency of the questionnaire. By taking these steps, the reliability of the survey could have been presented in full. Although the face validity was considered when selecting the survey, the survey should have been pilot tested as well as analyzed using a principal components analysis to ensure the questions were measuring what they intended to measure.

A third limitation was a lack of qualitative data. Although some qualitative results were available through non-mandatory commentary sections, more interview-style questions may have provided more comprehensive understandings. For example, utilizing a mixed-methods approach

may have allowed for better understanding of ratings and provided more in-depth data describing the roles, functions, challenges, and aspirations of school psychologists.

A fourth limitation was allowing for participants to report activities as over 100%. In other words, when adding up the totals for time spent in different areas of practice, often the percentages added up to over 100%. This is most likely due to an oversight of the original researchers, as well as an oversight in this survey. Jordan et al. (2009) had identified this issue in their original paper but was not corrected in the current survey as an oversight in the planning process and had not been identified at the time the survey was distributed. It may also be difficult to interpret results fully, as these percentages adding up to over 100% may mean that some percentages given were overexaggerated by participants because of this oversight. In the future, it may be beneficial to alter the way the survey is delivered to ensure participants cannot report over 100%.

A fifth limitation was the large sample of British Columbia psychologists. Due to low sample size and difficulties in recruiting, some provinces were not able to be considered for this study as there were no participants from several provinces and territories, such as Quebec, Ontario, Saskatchewan, Nunavut, and the Yukon. This makes it difficult to generalize findings regardless of sample size, as well as makes it nearly impossible to compare Canadian provinces.

Finally, the survey was delivered in English. As previously noted, Canada has two official languages: English and French. Survey delivery by way of only English may have limited participant numbers, as the researcher did not account for Francophone participants, of whom account for approximately 22.8% of Canada's population as of 2016 (Statistics Canada, 2019). It may be beneficial for future research to translate their survey into French.

Future Directions

Post-pandemic follow-up research to understand the nature and scope of current roles and functions of school psychologists will be important, especially in Canada where the role is already understudied. It may be beneficial to conduct interviews to gain qualitative information in addition to quantitative information to gain a more thorough and generalizable understanding of school psychology in Canada. Additionally, surveys should be distributed in languages beyond English going forward as doing so may bring valuable information from communities excluded due to language barriers.

Based on the preliminary results from the current study, there appears to be some common issues between Canadian and American school psychologists such as limited role diversity and limited staffing. Addressing these issues is critical for allowing school psychologists to do more in the education system particularly with respect to mental health and will allow the field to flourish (Jordan et al, 2009). Future research should continue to examine the practice of school psychologists within and across Canada to acquire greater breadth and depth of understanding with respect to the issues facing Canadian school psychologists. Future research should also consider the translation of Jordan et al. (2009)'s survey for use with Francophone Canadians, as well as consider translation into non-official Indigenous languages for distribution in Canada's North.

Conclusion

Overall, this study is a preliminary starting point for more fully investigating current Canadian school psychologist practice. This study, although limited in generalizing and concluding about the nature and scope of the work of school psychologists, provided some valuable insight to the field regarding possible preferred roles, possible time spent in current roles, and initial information on the social justice/advocacy roles of school psychologists. Although the reliability and significance of these preliminary findings are questionable, the

results of this study are still important as the roles, functions, and challenges of Canadian school psychologists are still understudied and must be currently evaluated to promote growth and development to the field in the Canadian context. Furthermore, Canadian research will be important to build upon post-pandemic understandings of the practice of school psychology within and across Canada as it is expected that the role and function of school psychologists may soon change in response to increased demands for mental health services due to COVID-19.

In summary, it was unexpected to tentatively know from the results of this study that there have been few changes to the progress of school psychology in Canada within the past decade. Through this preliminary investigation, it is the belief of the author that we have gained some understanding of trends in the practice of Canadian school psychology and are in a better position to understand Canadian roles, functions, challenges, and aspirations more fully in school psychology. It is assumed that future progress will be seen and reported through future research and will result in the further growth and development of school psychology in Canada.

References

- Ahtola, A., & Kiiski-Maki, H. (2014). What do schools need? School professionals' perceptions of school psychology. *International Journal of School & Educational Psychology*, 2(2), 95-105. <https://doi.org/10.1080/21683603.2013.876952>
- [American Psychological Association. \(2017\). Salaries in psychology: Findings from the National Science Foundation's 2015 National Survey of College Graduates. Washington, DC: Author.](#)
- Andrews, J., & Lupart, J. (2000). *The inclusive classroom*. Scarborough, ON: Nelson Thomson Learning.
- Ansell, D., Crispo, J.A.G., Simard, B., & Bjerre, L.M. (2017). Interventions to reduce wait times for primary care appointments: A systematic review. *BMC Health Serv Res*, 17(295). <https://doi.org/10.1186/s12913-017-2219-y>
- Atkinson, C., Bragg, J., Squires, G., Muscutt, J., & Wasilewski, D. (2011). School psychologists and therapeutic interventions: Preliminary findings from a UK-wide survey. *Debate*, 140, pp. 6–12. <https://www.escholar.manchester.ac.uk/uk-ac-man-scw:133158>.
- Atkinson, C., Corban, I., & Templeton, J. (2011). School psychologists' use of therapeutic interventions: Issues arising from two explanatory case studies. *Support for Learning*, 26(4): 160–167. <https://doi.org/10.1111/j.1467-9604.2011.01496.x>.
- Barrett, C. & Avant, E.R. (2017). Social justice: Historical perspective and the next frontier of school psychology. *Communique*, 45(8), 4+.
- Bartolo, P. A. (2010). Why school psychology for diversity? *School Psychology International*, 31, 567–580. <https://doi.org/10.1177/014303431038653>.
- Bartolo, P. (2015). School psychology for social justice and inclusion. *World Go Round*, 42(1), 1–3.

Bell, H.D., & McKenzie, V. (2013). Perceptions and realities: The role of school psychologists in Melbourne, Australia. *The Educational and Developmental Psychologist*, 30(1), 54-73.
<https://doi.org/10.1017/edp.2013.1>

Canadian Psychological Association. (2000). *Canadian Code of Ethics for Psychologists* (3rd Ed.). Ottawa, Ontario: Canadian Psychological Association.

Canadian Psychological Association. (n.d.). *Psychology in Canada*.
<http://www.cpa.ca/public/psychologyincanada/>

Canadian Psychological Association. (n.d.). *Considering a career as a school psychologist in Canada? Role, training, and prospects*.
<http://www.cpa.ca/docs/File/Sections/EDsection/School%20Psychology%20in%20Canada%20-%20Roles,%20Training,%20and%20Prospects.pdf>

Canadian Psychological Association. (2007). *Professional practice guidelines for school psychologists in Canada: The CPA section of psychologists in education*. Canadian Psychological Association.
<http://www.cpa.ca/cpaprofessional/userfiles/Documents/publications/CPApercent20Guidelinepercent20Practice.pdf>

Canadian Psychological Association. (2014). *School psychology: An essential public service in Canada. A position paper*.
http://www.cpa.ca/docs/File/Sections/EDsection/School_Psychology_TFpaper_Aug2014_Final.pdf

Canadian Psychological Association. (2016). *Becoming a psychologist*.
<http://www.cpa.ca/students/career/becomingapsychologist>

- Canadian Psychological Association. (2020, December). COVID-19 worsening Canadians' access to psychologists. <https://cpa.ca/covid-19-worsening-canadians-access-to-psychologists/>
- Carney, P. (2001). The practice of psychology in Ontario schools. *Canadian Journal of School Psychology*, 16(2), 47-57. <https://doi.org/10.1177/082957350101600208>
- Chang, C.Y., Crethar, H.C., & Ratts, M.J. (2010). Social justice: A national imperative for counselor education and supervision. *Counselor Education and Supervision*, 50(2), 82-87. <https://doi.org/10.1002/j.1556-6978.2010.tb00110.x>
- Clare, M. M. (2013). What do we mean when we say social justice in school psychology? In: Shriberg, D., Song, S. Y., Miranda, A. H., Radliff, K. M. (eds) *School psychology and social justice: Conceptual foundations and tools for practice*, New York, NY: Routledge, pp. 53–70.
- Claypool, T. R. (2016). Saskatchewan Revisited. *Canadian Journal of School Psychology*, 31(3), 188 – 195. <https://doi.org/10.1177/0829573516652992>
- Clinton, A., Edstrom, L., Mildon, H., & Davila, L. (2015). Social emotional learning in a Guatemalan preschool sample: Does socioeconomic status moderate the effects of a school-based prevention program? *School Psychology International*, 36, 18–35. <https://doi.org/10.1177/0143034314559868>.
- College of Alberta Psychologists. (n.d.). Register as a psychologist. College of Alberta Psychologists. <https://www.cap.ab.ca/register-as-br-a-psychologist>
- College of Psychologists of British Columbia. (n.d.). Applicants: Psychologist registration overview. College of Psychologists of British Columbia. <https://collegeofpsychologists.bc.ca/applicants/>

- College of Psychologists of New Brunswick. (n.d.). Guidelines for licensing. College of Psychologists of New Brunswick. <https://cpnb.ca/en/definitions/guidelines-for-licensing/>
- College of Psychologists of Ontario. (2019). Psychologist – Section D – Registration process. College of Psychologists of Ontario. https://cpo.on.ca/cpo_resources/psychologist-d-registration-process/
- Conoley, J. C., & Gutkin, T. B. (1995). Why didn't—why doesn't—school psychology realize its promise? *Journal of School Psychology*, 33(3), 209–217. [https://doi.org/10.1016/0022-4405\(95\)00009-B](https://doi.org/10.1016/0022-4405(95)00009-B)
- Constantine, M. G., Hage, S. M., Kindaichi, M. M., & Bryant, R. M. (2007). Social justice and multicultural issues: Implications for the practice and training of counselors and counseling psychologists. *Journal of Counseling & Development*, 85(1), 24–29. <https://doi.org/10.1002/j.1556-6678.2007.tb00440.x>
- Corkum, P., French, F., & Dorey, H. (2007). School psychology in Nova Scotia: A survey of current practices and preferred future roles. *Canadian Journal of School Psychology*, 22(1), 108-120. <https://doi.org/10.1177/0829573507301121>
- Cottrell, J.M. & Barrett, C.A. (2016). Job satisfaction among practicing school psychologists: The impact of SLD identification. *Contemporary School Psychology*, 20, 21-30. <https://doi.org/10.1007/s40688-015-0076-4>
- Dobson, K. S., & Shaw, B. F. (1993). The training of cognitive therapists: What have we learned from treatment manuals? *Psychotherapy: Theory, Research, Practice, Training*, 30(4), 573–577. <https://doi.org/10.1037/00333204304573>
- Dougherty, A. M. (2014). *Psychological consultation and collaboration in school and community* (6th Ed.). Brooks/Cole: Belmont, CA.

- Dworet, D., & Bennett, S. (2002). A view from the north: Special education in Canada. *Teaching Exceptional Children*, 34(5), 22-27.
- Eklund, K., Rossen, E., Koriakin, T., Chafouleas, S. M., & Resnick, C. (2018). A systematic review of trauma screening measures for children and adolescents. *School Psychology Quarterly*, 33(1), 30–43. <https://doi.org/10.1037/spq0000244>
- Eklund, K., DeMarchena, S.L., Rossen, E., Izumi, J.T., Vaillancourt, K., & Kelly, S. R. (2019). Examining the role of school psychologists as providers of mental and behavioral health services. *Psychology in the Schools*, 57(4), 489-501. <https://doi.org/10.1002/pits.22323>
- Erchul, W.P, Covington, G. C., Hughes, J.N., & Meyers, J. (1995). Further explorations of request-centered relational communication within school consultation. *School Psychology Review*, 24(4), 621-632. <https://doi.org/10.1080/02796015.1995.12085791>
- Fagan, T.K. & Delugach, F.J. (1984). Literary origins of the term, “school psychologist”. *School Psychology Review*, 13(2), 216-220, <https://doi.org/10.1080/02796015.1984.12085096>
- Fagan, T. K., & Jack, S. L. (2012). A history of the founding and early development of the *Journal of School Psychology*. *Journal of School Psychology*, 50(6), 701–735. <https://doi.org/10.1016/j.jsp.2012.11.002>
- Finn, C. A. (2016). The practice of school psychology in Quebec English schools: Current challenges and opportunities. *Canadian Journal of School Psychology*, 31(3), 235-243. <https://doi.org/10.1177/0829573516653687>
- Fletcher, J., Bloor, K., Crossman, C., Thornton, J., Briggs, E., Hawkins, T., Sammut, S., & Cardwell, K. (2010). Profiling the college of educational and developmental psychologists: An examination of demographics, professional practice, attitudes, and professional developmental preferences. *The Australian Educational and Developmental Psychologist*, 27 (1), 1–19. <https://doi.org/10.1375/aedp.27.1.1>

- Gilman, R. & Medway, F. J. (2007). Teachers' perceptions of school psychology: Comparison of regular and special education teacher ratings. *School Psychology Quarterly*, 22(2), 145-161. <https://doi.org/10.1037/1045-3830.22.2.145>
- Girio-Herrera, E., Owens, J. S., & Langberg, J. M. (2013). Perceived barriers to help-seeking among parents of at-risk kindergarteners in rural communities. *Journal of Clinical Child & Adolescent Psychology*, 42(1), 68–77.
- Gutkin, T. B., Song, S. Y. (2013). Social justice in school psychology: A historical perspective. In: Shriberg, D., Song, S. Y., Miranda, A. H., Radliff, K. M. (eds) *School psychology and social justice: Conceptual foundations and tools for practice*, New York, NY: Routledge, pp. 15–28.
- Guva, G., & Hylander, I. (2012). Diverse perspectives on pupil health among professionals in school-based multi-professional teams. *School Psychology International*, 33(2), 135-150. <https://doi.org/10.1177/0143034311415900>
- Hanchon, T. A., & Fernald, L. N. (2013). The provision of counseling services among school psychologists: An exploration of training, current practices, and perceptions. *Psychology in the Schools*, 50(7), 651–671. <https://doi.org/10.1002/pits.21700>
- Hann, S. G. (2001). School Psychology in Nova Scotia. *Canadian Journal of School Psychology*, 16(2), 19-24. <https://doi.org/10.1177/082957350101600204>
- Hart, S., Hart, B. W. (2014). Children's rights and school psychology: Historical perspective and implications for the profession. *School Psychology International*, 34, 6–28. <https://doi.org/10.1177/0143034313508875>.
- Hess, R.S., Pearrow, M., Hazel, C.E., Sander, J.B., & Willie, A.M. (2017). Enhancing the behavioral and mental health services within school-based contexts. *Journal of Applied School Psychology*, 33(3), 214-232. <https://doi.org/10.1080/15377903.2017.1317151>

- Hilgard, E. R. (1987). *Psychology in America: A historical survey*. Harcourt Brace Jovanovich.
- Hussar, J. M. (2015). *Examining the differences in roles and functions of school psychologists among community settings: Results from a national survey*. [Unpublished dissertation]. Alfred University.
- Jimerson, S. R., Oakland, T. D., & Farrell, P. T. (Eds.). (2007). *The handbook of international school psychology*. Thousand Oaks, CA: SAGE Publications, Inc. doi:
<http://dx.doi.org/10.4135/9781412976138>
- Johnson, R. C., Pei, J. (2012). School psychologists: More than WISC Jockeys. *Psymposium*, 22(2), 16-18.
- Johnson, R. C. & Zwiers, M. L. (2016). Evolving nature of school psychology in Alberta: Politics and practice. *Canadian Journal of School Psychology*. 31(3), 166-187.
<https://doi.org/10.1177/0829573516655229>
- Jordan, J.J., Hindes, Y.L., & Saklofske, D. H. (2009). School psychology in Canada: A survey of roles and functions, challenges and aspirations. *Canadian Journal of School Psychology*, 24(3), 245-264. <https://doi.org/10.1177/0829573509338614>
- Joy, R., Paul, H., Adey, K., Wilmott, A., Gregory E., & Harris, E., G. (2016). Educational and School Psychology in Newfoundland and Labrador. *Canadian Journal of School Psychology*, 31(3), 259 - 270 <https://doi.org/10.1177/0829573516654376>
- Kessler, R. C., Berglund, P., Demler, O., Jin, R., Merikangas, K. R., & Walters, E. E. (2005). Lifetime prevalence and age-of-onset distributions of DSM-IV disorders in the national comorbidity survey replication. *Archives of General Psychiatry*, 62(6), 593-602.
- Khalil, M. (2017). *Ten years later: Current practices and preferred roles of school psychologists in Nova Scotia*. [Unpublished master's thesis]. Faculty of Education, Mount Saint Vincent University.

- King, S., McGonnell, M., & Noyes, A. (2016). School Psychology in Nova Scotia. *Canadian Journal of School Psychology*, 31(3), 249–255. <https://doi.org/10.1177/0829573516652990>
- Laerd Statistics. (n.d.). Measures of central tendency. <https://statistics.laerd.com/statistical-guides/measures-central-tendency-mean-mode-median.php>
- Larson, J.P. & Choi, H. (2010). The effect of university training and educational legislation on the role and function of school psychologists. *Journal of Applied School Psychology*, 26(2), 91-114. <https://doi.org/10.1080/15377900903433336>
- Lazarus, P.J., & Sulkowski, M.L. (2020). School psychology in the time of COVID-19: Voices from the field (EJ1258428). ERIC. [https://eric.ed.gov/?redir=https%3a%2f%2fwww.nasponline.org%2fresources-and-publications%2fperiodicals%2fcommuniqu%25c3%25a9-volume-48-number-8-\(june-2020\)](https://eric.ed.gov/?redir=https%3a%2f%2fwww.nasponline.org%2fresources-and-publications%2fperiodicals%2fcommuniqu%25c3%25a9-volume-48-number-8-(june-2020))
- Lean, D. (2016). The Status of School Psychology in Ontario School Boards: 2016 Perspective. *Canadian Journal of School Psychology*, 31(3), 208–218. <https://doi.org/10.1177/0829573516654585>
- Lupart, J. L. (1998). Setting right the delusion of inclusion: Implications for Canadian schools. *Canadian Journal of Education/Revue canadienne de l'education*, 251-264.
- Mallin, B., Bednarczyk, G., & Hanson, D. (2016). Manitoba's school psychology, circa 2016. *Canadian Journal of School Psychology*, 31(3), 196–207. <https://doi.org/10.1177/0829573516653862>
- Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: recent research and its implications for psychiatry. *World psychiatry: official journal of the World Psychiatric Association (WPA)*, 15(2), 103–111. <https://doi.org/10.1002/wps.20311>

- Mason-Jones, A.J., Crisp, C., Momberg, M., Koech, J., De Koker, P., Mathews, C. (2012). A systematic review of the role of school-based healthcare in adolescent sexual, reproductive, and mental health. *Systematic Reviews*, 1(49), 1-12.
<https://doi.org/10.1186/2046-4053-1-49>
- McGill. (n.d.). MA in school/applied child psychology. *Educational & Counselling Psychology*.
<https://www.mcgill.ca/edu-ecp/programs/schoolpsych/ma>
- Montreuil, T. (2016). The Practice of School and Educational Psychology in Canada. *Canadian Journal of School Psychology*, 31(3), 155-159. doi:[10.1177/0829573516655231](https://doi.org/10.1177/0829573516655231)
- Mount Saint Vincent University. (n.d.). Admission requirements.
<https://www.msvu.ca/academics/faculty-of-education/graduate-programs-in-education/school-psychology/admission-requirements/>
- Naser, S. C., Verlenden, J., Arora, P. G., Nastasi, B., Braun, L., & Smith, R. (2019). Using child rights education to infuse social justice framework into universal programming. *School Psychology International*, 41(1), 13-36. <https://doi.org/10.1177/0143034319894363>
- Nastasi, B. K., & Naser, S. (2014). Child rights as a framework for advancing professional standards for practice, ethics, and professional development in school psychology. *School Psychology International*, 35(1), 36–49. <https://doi.org/10.1177/0143034313512409>
- Nastasi, B. K., & Varjas, K. (2013). School psychology and social justice in the global community. In D. Shriberg, S. Y. Song, A. H. Miranda, & K. M. Radliff, *School psychology and social justice: Conceptual foundations and tools for practice* (pp. 29–52). Routledge/Taylor & Francis Group.
- National Association of School Psychologists (n.d.). What is the difference between a school psychologist and a school counselor? <https://www.nasponline.org/about-school->

psychology/selecting-a-graduate-program/a-career-in-school-psychology-frequently-asked-questions

National Association of School Psychologists. (2000). Standards for training and field placement programs in school psychology standards for the credentialing of school psychologists. <https://inspa.info/pdf/FinalStandards.pdf>

National Association of School Psychologists. (2010). Model for comprehensive and integrated school psychological services. https://www.nasponline.org/assets/Documents/Standards%20and%20Certification/Standards/2_PracticeModel.pdf

National Association of School Psychologists. (2011). Ratio of students per school psychologist by state: data from the 2009–2010 and 2004–2005 NASP membership surveys. Bethesda: Author <http://www.nasponline.org/research-and-policy/nasp-research-center/school-psychology-workforce>.

Newfoundland and Labrador Psychology Board. (2019). Information for applicants. Newfoundland and Labrador Psychology Board. <https://nlpsychboard.ca/applicants/applicant-info/>

Oakland, T., Faulkner M., & Annan, J. (2005). School psychology in four English speaking countries: Australia, Canada, New Zealand and the United States. In C. Frisby, & C. Reynolds. *The Comprehensive Handbook of Multi cultural School Psychology*, (pp. 1081-1106). Wiley and Sons: New York.

Office of the Commissioner of Official Languages. (2016). Fast figures on official languages by province and territory. Office of the Commissioner of Official Languages. <https://www.clo-ocol.gc.ca/en/statistics/province-territory>

Ordre des Psychologues du Quebec. (N.d.). Obtenir un permis de psychologue avec un diplome Quebecois. <https://www.ordrepsy.qc.ca/exigences>

Patrick, K., Flegel, K., & Stanbrook, M.B. (2018). Vulnerable populations : An area CMAJ will continue to champion. *Canadian Medical Association Journal*, 190(11), 1.

PEI Psychologists Registration Board. (n.d.) Applications. PEI Psychologists Registration Board. <http://www.peipsychology.org/peiprb/forms/>

Perfect, M.M. & Morris, R.J. (2011). Delivering school-based mental health services by school psychologists: Education, training, and ethical issues. *Psychology in the Schools*, 48(10), 1049-1063. <https://doi.org/10.1002/pits.20612>

Power, F. C., & Scott, S. E. (2014). Democratic citizenship: Responsible life in a free society. *School Psychology International*, 35(1), 50–66. <https://doi.org/10.1177/0143034313515985>

Psychological Association of Manitoba. (2014). Guidelines for applications for registration: Psychologist and psychological associate. <https://www.cpmb.ca/documents/GUIDELINES%20FOR%20APPLICANTS%20for%20REGISTRATION.pdf>

Reader, A. (2014). Teacher perceptions of the role of school psychologists: Needs and expectations [Unpublished master's thesis]. Faculty of Education, Mount Saint Vincent University, Halifax, Nova Scotia, Canada.

Reichert, A., & Jacobs, R. (2018). The impact of waiting time on patient outcomes: Evidence from early intervention in psychosis services in England. *Health Economics*, 27(11), 1772–1787. <https://doi.org/10.1002/hec.3800>

- Roberts, C. A., & Lazure, M. D. (Eds). (1970). One million children: A national study of Canadian children with emotional and learning disorders. Toronto, ON: Leonard Crainford.
- Saklofske, D., Schwean, V., Bartell, R., Mureika, J., Andrews, J., Derevensky, J., & Janzen, H. (2007). School psychology in Canada: Past, present, and future perspectives. In T. Fagan & P. Sachs-Wise (Eds.), *School psychology: Past, present, and future*, 3rd ed. Washington: National Association of School Psychology, 287-338.
- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334-340. Doi:10.1002/1098-240X(200008)23:43.0.CO.
- Sandelowski, M. (2010). What's in a name? Qualitative description revisited. *Research in Nursing & Health*, 33(1), 77-84.
- Saskatchewan College of Psychologists. (n.d.) Registration. Saskatchewan College of Psychologists. http://www.skcp.ca/?page_id=57
- Schilling, E. J., Randolph, M., & Boan-Lenzo, C. (2018). Job burnout in school psychology: How big is the problem? *Contemporary School Psychology*, 22(3), 324–331. <https://doi.org/10.1007/s40688-017-0138-x>
- Schilling, E.J. & Randolph, M. (2020). Voices from the field: Addressing job burnout in school psychology training programs. *Contemporary School Psychology* (2020). <https://doi.org/10.1007/s40688-020-00283-z>
- Shriberg, D., Bonner, M., Sarr, B.J., Walker, A.M., Hyland, M., & Chester, C. (2008). Social justice through a school psychology lens: Definition and applications. *School Psychology Review*, 37(4), 453-468.
- Shriberg, D., Song, S. Y., Miranda, A. H., Radliff, K. M. (2013). *School psychology and social justice: Conceptual foundations and tools for practice*, New York, NY: Routledge.

- Shriberg, D., & Clinton, A. (2016). The application of social justice principles to global school psychology practice. *School Psychology International*, 37(4), 323-339.
<https://doi.org/10.1177/0143034316646421>
- Shriberg, D. & Desai, P. (2013). Bridging social justice and children's rights to enhance school psychology scholarship and practice. *Psychology in the Schools*, 51(1), 3-14.
<https://doi.org/10.1002/pits.21737>
- Shriberg, D., Wynne, M. E., Briggs, A., Bartucci, G., & Lombardo, A. (2011). School psychologists' perspectives on social justice. *School Psychology Forum: Research in Practice*, 5(2), 37–53.
- Siegel, J. A., & Cole, E. (2003). Role expansion for school psychologists: Challenges and future directions. In E. Cole & J. A. Siegel (Eds.), *Effective consultation in school psychology* (pp. 3–23). Hogrefe & Huber Publishers.
- Smith, T.E., Polloway, E. A., Patton, J. R., Dowdy, C. A., & Heath, N. L. (2001). *Teaching students with special needs in inclusive settings* (Canadian ed.). Boston, MA: Allyn & Bacon.
- Squires, G., & Dunsmuir, S. (2011). Embedding cognitive behavioural therapy training in practice: Facilitators and barriers for trainee school psychologists (TSPs). *Educational Psychology in Practice*, 27(2): 117–132. <https://doi.org/10.1080/02667363.2011.567089>.
- Suldo, S. M., Freidrich, A., & Michalowski, J. (2010). Personal and systems-level factors that limit and facilitate school psychologists' involvement in school-based mental health services. *Psychology in the Schools*, 47(4): 354–373. <https://doi.org/10.1002/pits.20475>.
- The Nova Scotia Board of Examiners in Psychology. (n.d.). Those not registered to practice independently as a psychologist. The Nova Scotia Board of Examiners in Psychology. <https://www.nsbep.org/applicants/those-not-registered-as-psychologist-elsewhere/>

- The University of British Columbia. (n.d.). Graduate Programs. Faculty of Education.
<https://ecps.educ.ubc.ca/sacp/graduate-programs/>
- Thompson, W. W. (1983). School psychology in Eastern Canada. *School Psychology International*, 4(1), 21–24. <https://doi.org/10.1177/0143034383041004>
- Tudor, A. (2018). The development and status of school psychology: Comparing and contrasting Canada and Romania [Unpublished master’s thesis]. Faculty of Education, Mount Saint Vincent University.
- University of Alberta. (n.d.). Admission requirements and criteria. Faculty of Education.
<https://www.ualberta.ca/educational-psychology/prospective-graduate-students/admission-requirements-and-criteria.html>
- University of Alberta. (1990). Faculty of graduate studies and research calendar: 1990/91. Edmonton, Canada: Author.
- University of Calgary. (n.d.). Master of Education in school & applied child psychology. Werklund School of Education. <https://werklund.ucalgary.ca/graduate-programs/future-students/programs/masters/med-school-applied-child-psychology>
- University of Manitoba. (n.d.). Psychology and school psychology. Faculty of Graduate Studies. https://umanitoba.ca/faculties/graduate_studies/admissions/programs/psychology.html
- University of Saskatchewan. (n.d.). Educational psychology and special education: M.Ed. program. <https://grad.usask.ca/programs/educational-psychology-special-education.php>
- University of Toronto. (n.d.). School and clinical child psychology.
<https://www.sgs.utoronto.ca/programs/school-and-clinical-child-psychology/>
- van den Heuvel, M., Barozzino, T., Milligan, K., Ford-Jones, E., & Freeman, S. (2016). We need psychologists!. *Paediatrics & Child Health*, 21(1), e1-e3.
<https://doi.org/10.1093/pch/21.1.e1>

- Vera, E. M., & Speight, S. L. (2003). Multicultural Competence, Social Justice, and Counseling Psychology: Expanding Our Roles. *The Counseling Psychologist*, 31(3), 253–272. <https://doi.org/10.1177/0011000003031003001>
- Weber, K. (1994). *Special education in Canadian schools*. Thornhill, ON: Highland Press.
- Willig, C. (2008). *Introducing qualitative research in psychology*. Maidenhead, England: McGraw Hill/Open University Press.
- Wright, Mary J. & Myers, C. Roger. (1982). *History of academic psychology in Canada*. Toronto: C.J. Hogrefe Inc.
- Yeo, L. S., & Choi, P. M. (2011). Cognitive-behavioural therapy for children with behavioural difficulties in the Singapore mainstream school setting. *School Psychology International*, 32(6), 616–631. <https://doi.org/10.1177/0143034311406820>
- Zinga, D., Bennett, S., Good, D., & Kumpf, J. (2005). Policy and practice: Acquired brain injury in Canadian educational systems. *Canadian Journal of Educational Administration and Policy*, 43, 1-23.
- Zwiers, M. L., & Crawford, S. (2013). *Mental Health and School Psychology Services*. psychologistsassociation.ab.ca

Appendix A

Recruitment Attempts and Information

Contact	Date Contacted	Follow-Ups	Additional Comments
Canadian Psychological Association	December 2, 2020		Advertisement posted to website; contact was then made with other CPA contacts in March, 2021 to get better distribution
University of Alberta, Dr. Cormier	December 3, 2020	March 29, 2021	Request confirmed, however “everyone is over-taxed as a result of the ongoing pandemic...this may limit people’s ability to participate...”
Mount Saint Vincent, Dr. Card	December 3, 2020		No response, other MSVU staff contacted
University of British Columbia, Dr. Lacroix	December 3, 2020		No response, other UBC faculty contacted
University of Toronto, Dr. Cunningham	December 3, 2020	March 29, 2021	No response
McGill University, Dr. Bertone	December 7, 2020		Redirected to other staff
University of Western Ontario, Dr. Inchley	December 7, 2020		Given autoreply, no other response
Psychologists Association of Alberta	December 7, 2020	January 3, 2021	Ad posted to website
Saskatchewan College of Psychologists	December 7, 2020	January 4, 2021	No response
Association of Psychologists of the Northwest Territories	December 7, 2020		Redirected
Nova Scotia Teachers Union	December 7, 2020		Decline for participation due to COVID-19

PEI Psychologists Registration Board	December 7, 2020		“The PEI Psychologists Registration Board does not distribute recruitment notices”. Declined to participate
Newfoundland Psychologists Board	December 7, 2020		Agreed to circulate study
Association of Psychologists of Nova Scotia	December 8, 2020	March 15, 2021	
Government of New Brunswick contact, Mr. Mark Vickers	December 17, 2020	February 2, 2021	Agreed to circulate, messaged in February to thank for participation and ask to re-circulate
Manitoba Association of School Psychologists	December 28, 2020	February 6, 2021	Resubmitted inquiry to website, no response
British Columbia Association of School Psychologists	December 29, 2020	March 22, 2021	Agreed to circulate, later thanked and asked for recirculation
Psychologists Association of Alberta	January 3, 2021	February 8, 2021	Posted to website
Saskatchewan Government Contact, Ms. Colleen Macmillan, BSW	January 4, 2021	March 1, 2021	Followed up with Colleen via phone call on March 1, circulated to relevant staff
Psychological Association of PEI	January 4, 2021		Information circulated to members
University of Calgary, Dr. Jac Andrews	March 1, 2021		Agreed to circulate
University of Alberta, Dr. Buck	March 1, 2021		Accepted participation, information forwarded to school psychology staff
University of Toronto, Dr. Robinson	March 1, 2021		No response

University of Saskatchewan, Dr. Lemisko	March 1, 2021		No response
University of Manitoba, Dr. Soderstrom	March 1, 2021		Declined to participate, redirected to MASP
Mount Saint Vincent, Dr. Roach	March 1, 2021		No response
University of Western Ontario, Dr. Stewart	March 1, 2021		Information circulated to Applied Research Cluster
UQam, Dr. Goupil	March 1, 2021		No response
University of Sherbrooke, Dr. Gagnon	March 1, 2021		No response
University of Laval, Dr. Boivin	March 1, 2021		No response
University of Calgary, Dr. Makaranko	March 2, 2021		Agreed to circulate and connect with relevant CPA staff; followed up with CPA member on March 25, 2021
Government of Nunavut	March 15, 2021	March 22, 2021	Redirected, received information from a psychologist in the NWT and communicated with them for data
Government of PEI	March 16, 2021		No response
Government of NWT	March 22, 2021		Education department requires 6 month processing time; was unable to recruit due to time constraints.
Alberta School Boards Association	March 22, 2021		Redirected. "We are not accepting any research applications right now, in order to

Ontario School Boards	March 22, 2021	mitigate the workload of our staff during this pandemic year".
College of Ontario Psychologists	March 22, 2021	No response "Unfortunately, the College of Psychologists does not advertise external events to our membership".
Ontario Psychological Association	March 22, 2021	No response
Government of Newfoundland SRCE	March 22, 2021	No response
	March 22, 2021	Unable to accept requests: "at the present time, we are not accepting research proposals" due to COVID-19.
Government of New Brunswick CSSE	March 22, 2021	No response
	March 25, 2021	Accepted invitation, posted to CSSE website in the News section
School Psychologists Association of Southeast Manitoba	March 25, 2021	No response
Saskatchewan School Boards	March 22, 2021	Email forwarded to executive director; declined to participate
University of Ottawa	March 25, 2021	CPA contact as a follow-up from Dr. Makaranko, no response
Manitoba Psychologists Association	March 25, 2021	"PAM has to turn down requests such as this because of a decision made to focus our communications

University of British
Columbia, Dr. Ford

March 29, 2021

SFU, Dr. Birmingham
University of Victoria,
Dr. Harrison

March 29, 2021

March 29, 2021

with members on
matters of
regulation”.
Confirmation of
distribution
delivered
No response
No response

Appendix B

School Psychology Questionnaire

Gender: _____ Age: _____ Highest level of education: _____

Institution and program of study where you completed your highest education:

(e.g., U of Calgary, School Psychology) _____

Are you a registered psychologist? Yes No If yes, which province(s): _____

Please note other relevant credentials (e.g., teacher certification). _____

Years in previous human services/educational/psychology vocations (e.g., teacher, 10yrs):

Are you employed? Full-time or Part-time Current job title: _____

Are you currently involved in private practice? Yes No

Province and City/town/region you are currently practicing in

(e.g., Prairie Night School Div., Alberta): _____

Years in current workplace/position: _____ Years as a school psychologist: _____

Approximately what percentage of time, in your current job, are you practicing as a school psychologist?

_____ 100% _____ 75% _____ 50% _____ less than 50%

What language(s) do you practice in?

_____ English _____ French _____ English & French _____ Other (specify) _____

Ratio of school psychologists to school-age children in your workplace: _____

Average yearly caseload: _____

Do you think there are sufficient numbers of school psychologists to adequately service needs in your workplace? Yes, No Comments? _____

Estimated annual income from work in school psychology: \$ _____

Do you feel you are appropriately financially or otherwise compensated for your work within your profession? Yes, No Comments?

Please check the percentage of time spent with:

	≤ 25%	26-50%	51-75%	>75%
1. Grades K-6:	_____	_____	_____	_____
2. Grades 7-9:	_____	_____	_____	_____
3. Grades 10-12:	_____	_____	_____	_____

4. Other: _____

(Please specify): _____

Please indicate which grade category(ies) of students you would like to spend more time with.

Please explain. _____

Please check the percentage of time spent with the following individuals/clients

	$\leq 25\%$	26-50%	51-75%	$>75\%$
1. Non-referred students:	_____	_____	_____	_____
2. Behavioural problems:	_____	_____	_____	_____
3. Emotional problems:	_____	_____	_____	_____
4. Gifted/talented:	_____	_____	_____	_____
5. Hearing/visual disorders:	_____	_____	_____	_____
6. Learning disabilities:	_____	_____	_____	_____
7. Mentally retarded:	_____	_____	_____	_____
8. Physically handicapped:	_____	_____	_____	_____
9. Speech difficulties:	_____	_____	_____	_____
10. Teachers:	_____	_____	_____	_____
11. Administrators:	_____	_____	_____	_____
12. Parents:	_____	_____	_____	_____

13. Other professionals: _____

14. Other _____

(Please specify): _____

Please indicate which category(ies) of individuals you would like to spend more time with.

Please explain. _____

Please check the amount of time spent in providing the following services:

	≤ 25%	26-50%	51-75%	>75%
1. Assessment:	_____	_____	_____	_____
a) Intellectual	_____	_____	_____	_____
b) Personality	_____	_____	_____	_____
c) Behaviour/emotional	_____	_____	_____	_____
d) Risk	_____	_____	_____	_____
e) Report writing	_____	_____	_____	_____
f) Observations	_____	_____	_____	_____
g) File review	_____	_____	_____	_____
h) Interviews	_____	_____	_____	_____
i) Other	_____	_____	_____	_____

(please specify) _____

2. Intervention/Prevention: _____

a) Primary (e.g., promoting well-being & interventions for everyone) _____

b) Secondary (e.g., targeting at-risk students) _____

c) Tertiary (e.g., children/families with severe cases) _____

d) Counselling _____

e) Program development (e.g., IPPs, IEPs) _____

f) Other _____

(Please specify) _____

3. Consultation: _____

a) Teacher _____

b) Parent _____

c) Administrators _____

e) Other _____

(Please specify) _____

4. Research _____

5. In-service Training _____

6. Administration _____

7. Social Justice Issues _____
- a) Ensuring well-being
and rights for all students _____
- b) Advocating for students
who are unable to advocate
for themselves _____
- c) Preventing overidentification
of students who present as a
minority _____
- e) Ensuring cultural competency
when delivering services _____
- f) Other _____

8. Child Rights

- a) Providing systems
interventions _____
- b) Ensuring interventions are based
on child's needs and rights _____
- c) Ensuring child participation in
decisions affecting their learning, safety,
and education _____

d) Ensuring all children are cared for
and protected from all forms of exploitation
and violence in all settings. _____

e) Ensuring children know they have
a right to share their views and have those
views taken seriously. _____

f) Ensuring all children are equally
respected regardless of background,
beliefs, or identities _____

g) Other

9. Other _____

(Please specify) _____

Please select those service roles from the above list that you would like to spend more time
involved in and please explain. _____

Please select those service roles from the above list that you would like to spend less time
involved in and please explain. _____

From your perspective as a school psychologist please rate the importance of the following roles/responsibilities/functions:

1 = extremely important; 2 = important; 3 = somewhat important; 4 = not important

- _____ Conduct assessments in order to define current problem areas, strengths, and needs
- _____ Make specific diagnoses (e.g., ADHD following DSM-IV-TR criteria)
- _____ Recommend appropriate interventions
- _____ Implement prevention and intervention programs for a wide range of clients
- _____ Monitor effectiveness of recommendations
- _____ Facilitate collaboration and consultation
- _____ Actively support student diversity in development and learning
- _____ Understand the school as a system and know how to organize schools in ways that prevent problems (e.g., leadership in developing schools as safe and caring places)
- _____ Develop, guide, and monitor goal setting, progress, and attainment for all students
- _____ Work collaboratively to create more effective schools
- _____ Actively support and play a role in wellness promotion and crisis intervention
- _____ Be actively involved in programs that support school-family-community interaction (e.g., parent training)
- _____ Team with school personnel in design and evaluation of school wide achievement and learning (e.g., curricula development, group assessment)
- _____ Stay up to date with current literature and be able to translate research into practice

- _____ Engage in research and/or program evaluation
- _____ Conform to current ethical, professional, and legal standards
- _____ Stay up to date with conceptual frameworks underlying social justice
- _____ Stay up to date with research related to social justice principles
- _____ Advocating for students who are unable to advocate for themselves
- _____ Enhancing understanding of personal and professional strengths as an agent of social justice
- _____ Engaging in advocacy work to protect the rights and dignity of all
- _____ Advancing child rights and ensuring protection of children
- _____ Engaging in policy work at the school level
- _____ Engaging in policy work at the community or societal level

Please rate the significance of the following challenges to the profession:

1 = extremely important; 2 = important; 3 = somewhat important; 4 = Not at all important

- _____ The status and respect for school psychology in the schools
- _____ Access to full-time/part-time/continuing education and training
- _____ Quality of university training programs
- _____ Employer support/encouragement for professional development
- _____ Interprofessional collaboration
- _____ Other professionals taking school psychology jobs
- _____ Funds to meet service needs

- _____ Public support for education
- _____ Salary for school psychologists
- _____ Leadership within the profession
- _____ Organization within the province and/or nationally
- _____ Professional burnout
- _____ Professional practice standards
- _____ Attracting qualified professionals
- _____ Retaining the best professionals
- _____ Peer support from other school psychologists
- _____ Supervision
- _____ Other (please specify) _____

Please comment on your ratings.

Please indicate how regularly you engage in continuing professional education. Please describe activities within the past year. _____

Do you feel that your role and services as a school psychologist benefit your clients? Please explain.

Do you receive evaluation and feedback on your services as a school psychologist? Please explain.

How often do you receive feedback? Rarely Occasionally Often

Consequences of social injustice such as poverty, racism, and violence can undermine the capacity of children. In your profession, how do you address issues of race, privilege, and prejudice in meaningful ways?

In what ways do you engage in advocacy work in your profession, if at all?

Final Comments? _____

Appendix C - Certificate of Institutional Ethics Review



Conjoint Faculties Research Ethics Board

Research Services Office

2500 University Drive, NW

Calgary AB T2N 1N4

Telephone: (403) 220-4283/6289 cfreb@ucalgary.ca

CERTIFICATION OF INSTITUTIONAL ETHICS REVIEW

The Conjoint Faculties Research Ethics Board (CFREB), University of Calgary has reviewed and approved the below research. The CFREB is constituted and operates in accordance with the current version of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS).

Ethics ID: REB20-1652

Principal Investigator: John (Jac) Andrews

Co-Investigator(s):

Student Co-Investigator(s):

Study Title: Current Practices and Preferences of Practicing
School Psychologists

Sponsor:

Effective: 2-Dec-2020

Expires: 1-Dec-2021

Restrictions:

This Certification is subject to the following conditions:

1. Approval is granted only for the research and purposes described in the application.
2. Any modification to the approved research must be submitted to the CFREB for approval.
3. An annual application for renewal of ethics certification must be submitted and approved by the above expiry date.
4. A closure request must be sent to the CFREB when the research is complete or terminated.

Approval by the REB does not necessarily constitute authorization to initiate the conduct of this research. The Principal Investigator is responsible for ensuring required approvals from other involved organizations (e.g., Alberta Health Services, community organizations, school boards) are obtained.

Approved By:

Date:

[Jenny Godley, PhD, Chair](#) , CFREB

2-Dec-2020

Note: This correspondence includes an electronic signature (validation and approval via an online system).

Appendix D - Letter of Initial Contact

Dear [Association/Faculty],

My name is Nicole Macmillan and I am a graduate student from the Werklund School of Education at the University of Calgary. I am writing to invite you and your colleagues to participate in my research study about current vs preferred roles of practicing school psychologists, as well as their perceptions of the challenges in the field. The University of Calgary Conjoint Faculties Research Ethics board has approved this study (REB20-1652). I was wondering if you would be willing to advertise my study to your faculty for them to consider participating. I have also attached a copy of the consent form, as well as the ethics approval to this email for your viewing. My thesis supervisor, Dr. Jac Andrews, has also been CC'd on this email.

If your colleagues and faculty were to decide to participate in this study, they would be asked to fill out a survey describing their experiences as a school psychologist. They will be asked to provide demographic information (e.g., gender, years of practice, etc) first, and then will be asked to provide information about their roles, challenges, and aspirations as a school psychologist. For example, they will be asked to provide an approximation of the amount of time they spend in various tasks (e.g., “Please check the percentage of time spent providing the following services”). This survey should take approximately 25 minutes to complete.

Participants' colleagues and organizations will not get the results of the study directly and will not be made aware of their participation. They can choose to be in the study or not. The link to the survey associated with this study is here: <https://forms.gle/hZ4qu2ADFX9PBYYMM9>

If you or your faculty have any further questions about the study, they are free to contact me at nicole.macmillan1@ucalgary.ca.

Thank you very much.

Sincerely,

Nicole Macmillan (BA Hons)

Graduate Student

Werklund School of Education

University of Calgary

Appendix E - Participant Recruitment Letter

Dear [Participant],

My name is Nicole Macmillan, and I am a graduate student from the Werklund School of Education at the University of Calgary. I am writing to invite you to participate in my research study about current vs preferred roles of practicing school psychologists, as well as their perceptions of the challenges in the field. The University of Calgary Conjoint Faculties Research Ethics board has approved this study (REB20-1652).

If you decide to participate in this study, you will be asked to fill out a survey describing your experiences as a school psychologist. You will be asked to provide demographic information (e.g., gender, years of practice, etc.) first, and then will be asked to provide information about your roles, challenges, and aspirations as a school psychologist. For example, you will be asked to provide an approximation of the amount of time you spend in various tasks (e.g., “Please check the percentage of time spent providing the following services”). This survey will take approximately 25 minutes to complete. Your colleagues and organization will not get the results of the study directly and will not be made aware of your participation.

Remember, this is completely voluntary. You can choose to be in the study or not. If you'd like to participate or have any questions about the study, please email or contact me at

nicole.macmillan1@ucalgary.ca

Thank you very much.

Sincerely,

Nicole Macmillan

Appendix F - Participant Letter Reminder

Dear [Association/Faculty/Participant Name],

My name is Nicole Macmillan, and I am a graduate student from the Werklund School of Education at the University of Calgary. I am writing to remind you of my invitation to participate in my research study about current vs preferred roles of practicing school psychologists, as well as their perceptions of the challenges in the field. The University of Calgary Conjoint Faculties Research Ethics board has approved this study (REB20-1652).

Again, if you decide to participate in this study, you will be asked to fill out a survey describing your experiences as a school psychologist. You will be asked to provide demographic information (e.g., gender, years of practice, etc) first, and then will be asked to provide information about your roles, challenges, and aspirations as a school psychologist. For example, you will be asked to provide an approximation of the amount of time you spend in various tasks (e.g., “Please check the percentage of time spent providing the following services”). This survey will take approximately 25 minutes to complete. Your colleagues and organization will not get the results of the study directly and will not be made aware of your participation.

Remember, this is completely voluntary. You can choose to be in the study or not. If you'd like to participate or have any questions about the study, please email or contact me at

nicole.macmillan1@ucalgary.ca

Thank you very much.

Sincerely,

Nicole Macmillan

Appendix G - Informed Consent

Name of Researcher, Faculty, Department, Telephone & Email:

Nicole Macmillan, graduate student in the Werklund School of Education, MSc program with specialization in School and Applied Child Psychology. Nicole.macmillan1@ucalgary.ca.

Supervisor:

Dr. Jac Andrews, Werklund School of Education.

Title of Project:

Current Practices and Preferences of School Psychologists in Canada

This consent form, a copy of which has been given to you, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

The University of Calgary Conjoint Faculties Research Ethics Board (REB20-1652) has approved this research study.

Participation is completely voluntary, and confidential.

Purpose of the Study

The present study will explore Canadian school psychologist's current role, preferred roles, as well as their challenges and aspirations for the future of school psychology. The goal of this study will be to understand current school psychologists' roles and perceptions of their field to compare with previous research. School psychologists will be asked to answer questions in four areas: first, we will ask for background information (demographic information, licensure information, etc.), clinical services provided (i.e., common referral questions, types of assessments, grade level of clients). The second area will explore how much time school psychologists spend doing each service they are able to provide, as well as determine how much time they wish they were spending in each area. The third area will focus on the perceived importance of various services provided, as well as an evaluation of their services and supervision (e.g., do they receive feedback of their services?) The final area will inquire about school psychologists' aspirations for the field in the future, as well as their satisfaction with the field as a whole.

What Will I Be Asked To Do?

You will be asked to fill out a survey describing your experiences as a school psychologist. You will be asked to provide demographic information (e.g., gender, years of practice, etc.) first, and then will be asked to provide information about your roles, challenges, and aspirations as a school psychologist. For example, you will be asked to provide an approximation of the amount of time you spend in various tasks (e.g., "Please check the percentage of time spent providing the following services"). This survey will take approximately 25 minutes to complete.

Participation in this research is completely voluntary, and you may refuse to participate altogether. You may also refuse to participate in parts of this study, may decline to answer any and all of the questions, and may withdraw from the study at any time without penalty.

What Type of Personal Information Will Be Collected?

Should you agree to participate, you will be asked to provide your gender, age, highest level of education, where you completed your highest level of education, status of registration with a professional board, other relevant credentials (e.g., teacher certificate), years in human services/educational/psychology vocations, employment status (full vs part time), province and city of practice, years in current workplace, and years as a school psychologist.

Are there Risks or Benefits if I Participate?

Some of these questions may bring up feelings of discomfort as you recount your perception of challenges to the field of school psychology. Although there may not be a direct benefit, your answers provide up-to-date information regarding scope of practice and may help advocate for future school psychologists.

What Happens to the Information I Provide?

Only the researcher and supervising professor, Dr. Jac Andrews, will have access to the information provided on this survey. No names will be recorded with these surveys; your responses will be assigned an ID number and your email address will be deleted following data collection. Only group information will be summarized for presentation or publication of results. Your colleagues and organization will not get the results of the study directly and will not be made aware of your participation. The questionnaires are kept in a password protected account. Physical printed copies will be kept in a locked drawer and any digital copies will be password encrypted, accessible only to the primary researcher and her supervisor. Your email address is confidential and will not be shared with anyone. When reporting our study results, no personal identifying information will be included. Anonymous data will be stored for five years on a flash drive, at which time, it will be permanently erased.

Participants are free to withdraw until 6 weeks after data collection. If you decide to withdraw, your information will be destroyed from any digital documents. Any physical documents created will be shredded and destroyed immediately.

Would you like to receive a summary of the study's results? Yes: ___ No: ___

If yes, please provide your contact information (e-mail address, or phone number):

Signatures

Your signature on this form indicates that 1) you understand to your satisfaction the information provided to you about your participation in this research project, and 2) you agree to participate in the research project.

In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time. You should feel free to ask for clarification or new information throughout your participation.

I consent to participate in this research study

I do not consent to participate in this research study:

Questions/Concerns

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Ms. Nicole Macmillan

Werklund School of Education

nicole.macmillan1@ucalgary.ca

Dr. Jac Andrews, Werklund School of Education, [403.220.7503](tel:403.220.7503) or jandrews@ucalgary.ca

If you have any concerns about the way you've been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at [403.220.6289](tel:403.220.6289) or [403.220.8640](tel:403.220.8640); email <mailto:cfreb@ucalgary.ca>. A copy of this consent form has been given to you to keep for your records and reference. The investigator has kept a copy of the consent form.

Appendix H – Websites Advertisement

My name is Nicole Macmillan, and I am a graduate student from the Werklund School of Education at the University of Calgary.

I am working on my graduate thesis study exploring current vs preferred roles of practicing school psychologists, as well as their perceptions of the challenges in the field. The University of Calgary Conjoint Faculties Research Ethics board has approved this study (REB20-1652). You are invited to participate if you are:

- currently a practicing School Psychologist
- practicing school psychology within Canada

If you decide to participate in this study, you will be asked to fill out a survey describing your experiences as a school psychologist. You will be asked to provide demographic information (e.g., gender, years of practice, etc.) first, and then will be asked to provide information about your roles, challenges, and aspirations as a school psychologist. For example, you will be asked to provide an approximation of the amount of time you spend in various tasks (e.g., “Please check the percentage of time spent providing the following services”). This survey will take approximately 25 minutes to complete. Your colleagues and organization will not get the results of the study directly and will not be made aware of your participation.

Remember, this is completely voluntary. You can choose to be in the study or not. If you'd like to participate, please find the survey at the following

link: <https://forms.gle/hZ4qu2ADFX9PBYYMM9>

If you have any questions about the study, please email or contact me at nicole.macmillan1@ucalgary.ca. Thank you for your participation.