



Canadian Association of School Psychologists
L'Association canadienne des psychologues scolaires
Canadian Psychological Association
Société canadienne de psychologie
PSYCHOLOGISTS IN EDUCATION / PSYCHOLOGUES EN EDUCATION

JOINT NEWSLETTER

February 2012

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Message from the Editor

This first issue of 2012 has some important information for school psychologists. First, Juanita Mureika has provided some preliminary information from the CPA Task force on Publicly-Funded Psychology regarding School Psychology. The response to the survey was outstanding! Take a look at this article, for there is considerable learning to be had about our profession and some important food-for-thought raised by this taskforce. We hope that this and other articles will begin dialogue, provoke thought, and stimulate further interest and involvement in the profession. I also hope that this newsletter will prompt many (dare I say most?) of you to consider attending both the CPA convention in Halifax in June and the ISPA convention in Montreal in July! This will be an excellent opportunity to meet with colleagues and to further the discussion about our profession. Also included in this issue is some news about a Mental Health movement in Ontario Schools presented by Dr. Jack Kamrad. We hope you enjoy this issue and encourage your comments and contributions.

Troy Janzen, Ph.D., R. Psych. (AB),
CPA/CASP Joint Newsletter Editor
cpa.edexchange@gmail.com

Feature Article

Report of the CPA Task force on Publicly-Funded Psychology: School Psychology Group

by Juanita Mureika

The CPA Taskforce on Publically-Funded Psychology (School Psychology Group) developed a survey which was posted on the CPA website from April until June 30, 2011. The final data represented a total of **631 replies** from all provinces and the NWT, and paint an interesting picture of the state of the profession today.

** Note, percentages reported are rounded up. Due to nil responses, all categories may not add up to 100%*

Laurie Petch, MA,
Northern
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Who Are We? (Bold = highest percentage):

- **Female – 72%**
 - Male – 22%
- **Late Career (21+ years) 40%**
 - Mid-Career (11-20 years) 24%
 - Early Career (entry 0- 10 years) 30%
- **MA or MSc – 55%**
 - Doctoral – 32%
 - BA – 3%
- **Degree program – School – 34%**
 - Clinical – 19%
 - Counselling – 12%
 - Educational – 9%
- **Licensed/chartered/registered with provincial association – 68%**
- **No additional Education degree – 58%**
- **No Additional certification – 69%**
- **Also members of national associations – 57% (primarily CPA, NASP)**
- **Public school board/district employees – 71%**
- **Full time employees – 74%**
- **10 month school year – 72%**
- **Serving an average of 10 schools, including elementary, middle and high**
- **Clients present with combined learning and behaviour problems (53%)**

The School Psychologist's Job:

- **Average work-related travel/week – 128km**
- **Average PD days allotted per year – 7 days**
- **Average Workload includes:**
 - **38% assessment and parent conferences**
 - **22% report writing**
 - **18% consultation**
 - **12% parent/school support**
 - **13% counselling/groups**
 - **7% research/program development and evaluation**
 - **6% staff/parent in-service**
 - **5% crisis response**

Problems Identified:

In addition to the numerical data obtained, there was a considerable amount of descriptive feedback provided. For example, 31% of the respondents reported that non-psychologists, including resource teachers and guidance counsellors, were administering level C tests in their districts.

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We are currently a greying, female master's level profession. The future does not bode well for school psychology unless we make it a more appealing and recognized profession. How do we make this happen?

There was a great deal of concern registered that the lack of CPA accredited school psychology programs led to considerable variability in training and practice. The Task Force is currently attempting to develop Canadian Standards of Training and Practice, which hopefully will rectify some of the confusion around who is trained to be a school psychologist.

Workplace issues remain a key concern. Role substitution diminishes the importance of appropriate training in school psychology practices, and employers, generally, don't seem to be aware of the uniqueness of the role. Again, development of appropriate Standards of Training and Practice will assist in clarifying the school psychologist's roles in school districts.

There was considerable support for maintaining the masters level as the entry level for school psychology. It might be contentious to present this position to CPA and its Accreditation Panel, however if a standard required curriculum was to be outlined, perhaps the program could then be accredited rather than the university offering the program. Would the profession benefit from such a "specialty designation" or not?

We are currently a greying, female master's level profession. The future does not bode well for school psychology unless we make it a more appealing and recognized profession. How do we make this happen? As trainers and practitioners currently working in the field, it falls to us to make a move to change the present lay of the land for the benefit of school children in Canada! Any suggestions?

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Feature Article

Open Minds Healthy Minds: Ontario's Mental Health Strategy by Jack Kamrad, Ph.D., Chief Psychologist, Peel District School Board

Last Spring, after a long consultation with various stakeholder groups and leaders, with relatively little fanfare, the Ontario government introduced Open Minds Healthy Minds, a provincial strategy for Mental Health and Addictions: http://www.health.gov.on.ca/english/public/pub/mental/pdf/open_minds_healthy_minds_en.pdf

This comprehensive, 10-year plan, hopes to achieve four main goals:

1. Improve mental health and well-being for all Ontarians.
2. Create healthy, resilient, inclusive communities.
3. Identify mental health and addictions problems early and intervene.
4. Provide timely, high quality, integrated, person-directed and other health services.

The plan begins with a three-year children and youth initiative involving three ministries: Child & Youth Services (MCYS), Education and Health. Year One began this past September with significant government investment in MCYS agencies for additional staffing, including dedicated mental health service providers for schools.

In education, 15 lead school districts have received funding to create a Mental Health Leader position. The 15 leaders are co-ordinated at the Ministry level by Dr. Kathy Short, with the intent of creating a knowledge-sharing network. Each Leader is responsible for developing a school-based mental health strategy that reflects local needs. Next year, additional school districts will join the network, eventually spanning the province.

We are still waiting for a formal announcement from the Health Ministry on their intentions, but expect there will be some sorts of psychiatric out-reach, perhaps provided by nurses.

At the moment, the impact of this plan on school psychology is unknown. At our local level (Peel Region), we are in the midst of negotiating priority services with our MCYS agency partners. We were fortunate to be chosen as one of the lead boards.

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STUDENT'S VOICE

Supporting Students Learning Needs Through Affordable Adult Assessments: The UBC Adult Assessment Clinic

Alexandra Percy, Doctoral graduate student in school psychology at the University of British Columbia

In the spring of 2010 staff at the University of British Columbia's (UBC) Psycho-Educational Research and Training Centre (PRTC) recognized the need to increase services to students and adults in the community. For the past few decades UBC's PRTC has provided consultation, workshops, and psycho-educational assessments, primarily to school-aged children, but has not typically offered services to its adult student population. To respond to the needs of UBC students, in the fall of 2010, with funding support from the Teaching and Learning Enhancement Fund and UBC's PRTC, the Adult Assessment Clinic officially opened its doors.

Without affordable assessments, students with disabilities may not receive the supports they need at the post-secondary level.

The Adult Assessment Clinic's mandate is to provide affordable assessments to help post-secondary students identify learning problems and then access classroom and examination accommodations and supports. With current college and university requirements for students with disabilities to have a recent psycho-educational assessment (typically within three years) and with the assessment having to meet specific Ministry of Advanced Education criteria, many students find themselves in a position where, in order to receive support and accommodations, they require a re-assessment. However, with the costs of a psycho-educational assessment being conducted privately being between \$1600 and \$2400, many students simply cannot afford this. Without affordable assessments, students with disabilities may not receive the supports they need at the post-secondary level. UBC's clinic therefore responded to this need by offering low-cost assessments at half of the rate individuals typically pay.

True to the clinic's *For Students By Students* motto, assessments are conducted by advanced graduate students in school psychology under the supervision of one of the clinic's registered psychologists.

True to the clinic's *For Students By Students* motto, assessments are conducted by advanced graduate students in school psychology under the supervision of one of the clinic's registered psychologists. Two student coordinators are employed part-time to manage client referrals, clinicians and supervisors case assignments, biweekly faculty meetings, workshops, advertising, and events, thus gaining experience on running a psychological clinic. In the nearly one and a half years in operation, the clinic has grown from its first adult client, to serve over 50 clients from not only UBC (as was the initial focus), but from all over the province, including students from local and regional colleges and universities, as well as some grade 12 students in Metro Vancouver, and adults interested in self-exploration. The clinic started with one supervisor and a couple clinicians, and now has 5 supervisors and about 15 clinicians. Workshops are also delivered on topics such as managing your anxiety, and understanding learning disabilities.

NEWS & NOTES

CPA Convention



Here's a brief 'fish eye' view of our tentative section program for this year's **CPA Convention** to be held in Halifax from June 14 through June 16.

Reports on the current state of the Task Force: School Psychology group and the concurrent revision of our Standards document will be the

main items to be presented and discussed at this year's ED section Annual Meeting – so plan to attend. We will host **symposia** exploring cutting edge research on ADHD with a focus on resilience; educational implications of EI; school psychology advocacy; and current/best practice in LD assessment. There will be a **workshop** on using cognitive behaviour therapy in a group setting to treat anxiety in children with autism. We will have up to 8 round table **conversation** sessions dealing with a variety issues in school mental health as

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reflected in the practice, training, and professional nature of school psychology. And, for good measure, there will be over 50 poster presentations.

Also, CPA has announced the 2nd Annual High School Science Awards. High school students across Canada are invited to submit electronically psychology-relevant Science Fair proposals. These submissions will be judged by a jury of CPA members. Three finalists will come to the CPA Convention in Halifax to present their work and participate in the convention. For rules and regulations and additional information needed to encourage high school students near you, see: <http://cpa.ca/convention/newin2012/>

Penny Corkum of the local Dalhousie University is this year's **keynote** speaker for our section. Her talk is entitled *Waking Up to the Consequences of Inadequate Sleep in Children*. As usual, a reception and section annual meeting will follow the keynote address.

For up-to-date information about the entire Convention, be sure to check the CPA website at <http://www.cpa.ca/convention/>

Joseph Snyder
Chair-Elect

ISPA 2012: Montréal, Canada

- Summer 1967 – Man and his World, EXPO!
- Summer 1976 – The Olympics!
- Summer 2012 – ISPA!!

Montréal has a history of special summers. All roads and routes converge on this wonderful city when it's time to gather and celebrate. Another summer event is beginning to take shape!

A collegial group of school psychologists and university-based trainers are working feverishly to keep warm in the beginnings of our chilly fall season. The goal is make the summer of 2012 in Montréal as memorable as those previous notable summers.

ISPA 2012 is planned for this coming July 9-13. The venue for this conference is the world-renowned McGill University on the edge of downtown Montréal, a true walker's delight of a city. The format of ISPA 2012 remains the same with all of time proven successful offerings: preconference workshops, international and local keynote speakers, paper presentations, symposia, posters, and workshop sessions. And, of course, there will be social activities – before, after, and integrated into the conference proper. Most sessions will be in English but some will be in French, our official language.

Disclaimer "The opinions expressed in this newsletter are strictly those of the authors and do not necessarily reflect the opinions of the Canadian Psychological Association, The Canadian Association of School Psychologists, its officers, directors, or employees"



Scenic campus view, McGill University in Summer

Brochures in English and French have been prepared. See them at:
<http://www.ispaweb.org/conferences.aspx>

The website with just about everything you need to know about ISPA 2012 has just had its launch! Click on <http://www.ispaconference.info/>

À bientôt!