The Educational and School Psychology Section conducted a survey exploring the impact of the COVID-19 pandemic on the practice of psychology in educational settings.

The following statistics and graphics outline the key findings of responses from 267 Canadian School Psychologists and other psychology professionals working in schools in April and May of 2020.

CHANGES IN PROFESSIONAL PRACTICE SINCE THE COVID-19 PANDEMIC

Changes in professional activities

- Consultation: More (80), Less (50)
- Assessments: More (60), Less (60)
- Report writing/paperwork: More (80), Less (50)
- Mental Health Interventions: More (60), Less (50)
- Professional Development: More (60), Less (50)

Changes in number of hours worked

- No change: 40%
- Decrease: 39%
- Laid off: 8%
- Increase: 13%

There was a significant drop in overall well-being from 70% of respondents reporting strong mental well-being prior to the pandemic to under 40% since the pandemic.

75% of respondents experienced a change in job satisfaction since the start of the pandemic. 51% experienced a change in feelings of self-efficacy in their professional role.

WHEN ASKED HOW WE MAY BE ABLE SUPPORT THEIR PROFESSIONAL ENDOWERS DURING COVID...

- Guidance about remote practice standards
- Advocacy for the role of school psychology

FOR MORE INFORMATION, PLEASE CONTACT THE CHAIR OF THE ESP SECTION DR. MARIA ROGERS AT MARIA.ROGERS@UOTTAWA.CA