

**Mental Health Care for Canadian Children and Youth. The Role of School Psychologists.  
A Position Paper of the Canadian Psychological Association 2022**

Summary of Recommendations for			
	Psychologists, School Psychologists (SPs), National, Provincial/Territorial Psychological Associations	School Psychology (SP) Graduate Training Programs	Policy Makers Government Ministries School Districts/Boards
<b>Systemic challenges in meeting MH needs</b>			
<b>Limited understanding of SPs' role</b>	<ul style="list-style-type: none"> <li>• Increase understanding among policymakers, school staff, parents, students, and the general public of the role of SPs in supporting the MH needs of students/schools, by speaking to media, families, public;</li> <li>• Continuous PD for SPs to learn, understand and respect the cultural and historical contexts of the diverse communities children come from.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce SP to more undergraduate students</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the MH literacy among SBs and ministries of education</li> </ul>
<b>Chronic SPs shortage</b>	<ul style="list-style-type: none"> <li>• Make access to psychological care within schools an advocacy priority</li> <li>• Increase MH literacy among school boards and ministries of education</li> <li>• Increase the understanding of the needs for, and impacts of providing psychological services in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the number and capacity of SP doctoral programs</li> <li>• Make re-specialization and professional training more accessible</li> <li>• Raise awareness among Education program graduates that SP can be a career for educators</li> <li>• Keep SP training programs fully staffed to maintain capacity</li> <li>• Increase the number of CPA accredited residency programs in SP</li> <li>• Promote the development of practicum and residency training in schools</li> <li>• Make it more attractive for SBs to provide practicum &amp; residency placements for students in pre-service training in SP</li> <li>• Establish collaborative SB-university partnerships to create a pipeline of qualified SPs (rural, First Nations, culturally/linguistically diverse communities)</li> <li>• Prepare SP students to understand, respect and work with children, youth and families from diverse groups and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize and sustain funding for SP services</li> <li>• Staff schools with a ratio of one psychologist for every 500 to 1,000 students to meet student MH needs</li> <li>• Ensure manageable caseloads so that SPs can accomplish the range of consultative, preventative and intervention services</li> </ul>
<b>Recruitment and retention challenges</b>	<ul style="list-style-type: none"> <li>• Improve recruitment to the field of SP</li> <li>• Recruit SP students from a range of minoritized (including Indigenous, Black, immigrant, etc.) backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce SP to more undergraduate students</li> </ul>	<ul style="list-style-type: none"> <li>• Manageable caseloads so that SPs can accomplish the range of consultative, preventative, and intervention services</li> <li>• Support SPs in practicing to their full scope</li> <li>• Provide opportunities for PD</li> <li>• Provide professional and administrative supervision and mentorship</li> <li>• Support schools in the training of SPs to ensure a pipeline of those who can meet the breadth and depth of student need across communities, geographic locations, linguistic groups, and cultures.</li> </ul>

MH: mental health

SP: school psychology

SPs: school psychologists

SB: school board

PD: professional development