The Development and Status of School Psychology: Comparing and Contrasting Canada and Romania

by

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Abstract

School psychology is an essential service in Canada. The development of the field spans over 100 years. School psychology is overseen by regulatory bodies and training and development requirements are fairly consistent across programs and provinces/territories. Given the country's political history, psychological services in Romanian schools are not as well defined and/or accessible as they are in Canada. Comparing and contrasting the systems will help to synthesize recommendations for the continuing development of school psychology in Romania. Specifically, we aimed to compare and contrast the following areas: (1) training and development; (2) preparation and scope of practice; (3) public perception of the psychological services provided by school psychologists; and (4) ease of access to these services. First an extensive review of the history, development, and current status of school psychology in Canada was completed using peer-reviewed journal articles and position papers, information from professional websites (e.g., Canadian Psychological Association, Association of Psychologists of Nova Scotia), university websites, and relevant popular press articles. Second, a review of the history, development, and current status of school psychology in Romania was conducted using similar sources. Finally, an examination of similarities and differences between Canadian and Romanian school psychology was completed, to provide recommendations for the further development of the field of school psychology in Romania.

CHAPTER ONE

Literature Review

Brief History of Psychology

Although psychology is a relatively new science, it has evolved quickly from being a subspecialty of philosophy and physiology to being a science in its own right. Many influential scientists have been involved in the development of psychology as a legitimate science. For example, Sir Francis Galton is widely considered to be the founder of the scientific study of the psychology of individual differences and the German physiologist Wilhelm Wundt is considered to be the founder of modern experimental psychology, as he was the first scientist to establish a laboratory dedicated exclusively to psychological research (Dobson, & Dobson, 1993). Before 1880, scientific psychology developed mainly in German universities (Hilgard, 1987) and, as a result, many students chose to go to Germany to earn doctorates in psychology, as few North American universities offered such degrees and could not provide students with the same level of expertise as German institutions (Hilgard, 1987). The benefit of training in these German universities was that highly trained psychological scientists returned to North America after completing their studies and opened their own research laboratories in American universities. These scientists ultimately contributed to the founding of the American Psychological Association (APA) in 1892 (Hilgard, 1987).

In Canada, as with the rest of the world, the fields of philosophy and psychology were once difficult to distinguish from one another. According to Wright and Myers (1982), psychology departments began to develop in universities across Canada during the first half of the 20th century; at this point in time, there was not a clear distinction between departments of psychology and departments of philosophy (Wright & Myers, 1982). The first universities to

have established departments of psychology were McGill University in 1924 and the University of Toronto in 1926 (Wright & Myers, 1982). In the 1920s to 1930s, researchers in these centres were largely focused on studying various aspects of social responsibility as well as the development of applied psychology (Conway, 1984). Although psychology began to develop as a science in Canada during the first half of the 20th century, the Canadian Psychological Association (CPA) was not founded until 1983 and, due to Canada's proximity to the United States, the American Psychological Association (APA) had considerable influence on the development of the Canadian association (Dobson, and Dobson, 1993). The Canadian model was heavily influenced by the American one, with some changes made due to cultural differences, linguistic mix, ethno-cultural make-up, and patterns of professional practice as well as health, educational, judicial and political differences of the two nations (Dobson, and Dobson, 1993).

The Development of Psychology as a Profession

The need for applied or clinical psychological services became obvious during World War I. Psychological demands during wartime (e.g., clarification, selection, and training of personnel; psychological disability and rehabilitation) provided the incentive for the development and expansion of psychological services (Dobson & Dobson, 1993). After World War II, American psychology, particularly clinical psychology, developed even more as a field due to the demand to respond to the needs of returning veterans (Walter, 2015). Specifically, many veterans experienced symptoms of what is now known as post-traumatic stress disorder (PTSD), due to continuous exposure to violence, death, and destruction (Pols & Oak, 2007). Because of military psychiatrists' work, the concept of stress as a factor that impacts mental health became popular in the medical profession and among the public (Pols & Oak, 2007).

With the start of the space program in 1957, federal funding became available in the United States both to support behavioural research and to enable graduate training in psychology (Walter, 2015). Thus, in the United States, starting from this point, psychology became a profession of practitioners and a scientific discipline that investigated all aspects of human social behaviour, child development, and individual differences, as well as the more basic areas of animal psychology, sensation, perception, memory, and learning (Walter, 2015).

The Development of School Psychology in the United States

The passing of compulsory schooling laws in North America between the 1890s and 1930s created a favourable environment in which the subspecialty of school psychology developed in the United States (Fagan & Wise, 1994). As children's school attendance increased, so did the individual differences among the students attending school. This increase in students' needs required the creation of special classes to address these new demands. School psychologists were assigned to the role of selecting and placing students in special education classrooms. With the development of the Stanford-Binet intelligence scale in 1905, this role became better defined and school psychologists became responsible for administering and interpreting tests (Braden, DiMarino-Linned, & Good, 2001).

The term "school psychologist" was first used in 1920 by Stern, a German psychologist, when suggesting that assessment services provided by psychologists were needed in schools (Fagan & Delugach, 1985). Arnold Gesell, a student of Hall, was the first person in the United States to hold the title of School Psychologist (Fagan, 1987a). His role was thought to cover areas that included research, consultation, individual case studies, and in-service education. Gesell's appointment to the position of school psychologist was significant because it identified the school psychologist as a specialist who provides services to children, especially

children with mental health difficulties, and who assists with placement of children in special education settings (Fagan, 1987b). The number of school psychologists in the United States grew exponentially from none in 1890 to about 200 in 1920 (Fagan & Wise, 1994). School psychology emerged as a discipline in United Sates with the opening of the first training program at New York University and in 1930 the first doctoral-level instruction in school psychology began at Pennsylvania State University (Fagan & Wise, 1994). It wasn't until the 1940s that state certification, state associations, and professional journals specific to school psychology appeared in the United States (Fagan & Wise, 1994).

Development of school psychology in Canada.

Similar to the movement in the United States, the field of school psychology began developing in Canada at the beginning of the 20th century (Farrell, Oakland, & Jimerson, 2007). Even though most Canadian psychologists in the early part of the last century were not employed in schools, many were performing the tasks that are now associated with school psychologists. For example, the Department of Public Health was founded in Toronto in 1919 and was involved in the identification of children who were considered to have intellectual disabilities (Oakland et. al. 2005). Early in the 1920s, the Manitoba school district employed specialists in testing and educational measurement (Oakland et. al. 2005) and, by 1930, school psychologists worked collaboratively with the Manitoba school district to address student needs (Oakland et. al. 2005). In 1941, a collaborative arrangement between Winnipeg's Health Department, school board, and child guidance centre led to the coordination of work among school psychologists, social workers, and other mental health specialists on behalf of children (Oakland et. al. 2005).

In the 1970s, school psychology began to be recognized as a specialized area of practice and the presence of school psychologists became more noticeable in Canadian school systems

(Oakland et al. 2007). During this period, school psychologists were often consulted regarding clinical or mental health matters and typically shared their caseload with school counsellors, teachers, and other personnel within the school system. (Saklofske et al., 2000). As a consequence of the increasing need for psychologists specially trained to work in school settings, graduate training programs in school psychology were established at the doctoral level in Ontario at the Ontario Institute for Studies in Education (OISE) and at the master's level in the Education Departments at Memorial University, University of Manitoba, University of Alberta, University of Calgary, Mount Saint Vincent University, McGill University, University of British Columbia, and Western University.

In the 1980s, Canadian school psychologists began to establish their role provincially and nationally (Oakland et. al. 2005; Jimerson, Oakland, & Farral, 2007). In 1982, the Canadian Charter of Rights and Freedoms was passed, leading to a more inclusive Canadian school system (Zinga et. al. 2005). Consequently, there was a greater need to determine eligibility for services, and placement in special need classes (Lupart, 1998). There was also greater need for teacher support in teaching students with emotional, behavioural, and learning difficulties who were now included in regular classes (Lupart, 1998). In the 1990s, the field of school psychology in Canada developed exponentially for a number of reasons. First, training programs were established in universities across Canada. Second, school psychologists expanded their roles to providing consultation and therapeutic intervention services (Cole & Siegel, 2003). Third, the role of the school psychologist became more diverse, as they became involved in crisis intervention, program development and evaluation, and parent training programs (Jordan et. al 2009). In addition, school psychologists expanded their scope of practice and started providing services to pre-school children as well as young adults (Saklofske et al, 2007).

At the provincial level, the development of school psychology followed a similar pattern but evolved slightly differently in each province. For example, from 1950 to 1970, school psychologists in Alberta were based in central offices and were viewed as an itinerant resource. The roles and responsibilities of school psychologists were often shared with other professionals like guidance counsellors and teachers. This was due to the fact that training programs for school psychologists were not yet formalized (Saklofske et al, 2007). In 1980, the Ontario Ministry of Education legislated the identification of students with special education needs into five categories: (a) Behavior, (b) Communication (Autism Spectrum Disorder, Learning Disability, Deaf and Hard of Hearing, Language Impairment, Speech Impairment), (c) Intellectual (Giftedness, Mild Intellectual Disability, and Developmental Disability), (d) Physical (Physical Disability, Blind and Low Vision), and (e) Multiple Exceptionalities. Students in Ontario do not have to have an exceptionality to have an Individual Education Plan and receive special education services (Carney, 2001).

When considering the development of school psychology in Nova Scotia, very little research outlines the history and growth of the field (Corkum, French, and Dorey, 2007). Thompson (1983) stated that in Nova Scotia school psychologists' activities were less "test focused" and they were more involved in consultation and intervention activities. In 1983 in Nova Scotia there were only 19 school psychologists employed in the school board (Thompson, 1983). And, in 2007, out of a total of 44 school psychologists in Nova Scotia, 14% held university degrees in school psychology, with the majority possessing graduate degrees in clinical, experimental, and/or counselling psychology (8 undergraduate degrees, 35 master's degrees, and 1 PhD) (Corkum, French, and Dorey, 2007). Hann (2001) noted that school psychologists in Nova Scotia were traditionally viewed as educational assessors. Just as in

Ontario, Hann (2001) reported on the excessive caseloads, high student to psychologist ratios, and the threat of government cutbacks, as some of the obstacles in the way of role expansion for school psychologists. Corkum, French, and Dorey (2007) surveyed school psychologists about school psychology practice in Nova Scotia. With respect to their job responsibilities, respondents noted an increase in the demand for psychoeducational assessments as well as diversification of their roles to include more intervention, prevention, and consultation services. Participants in this study also indicated that they wished to increase the amount of time spent providing preventative services but cited heavy workloads and stress as factors affecting their ability to provide comprehensive services (Corkum, French, and Dorey, 2007).

Competencies of School Psychologists in Canada

School psychologists in Canada are competent to provide an array of services and multiple studies have discussed the role and practices of Canadian school psychologists. For example, Carney (1995) discussed the proactive and preventative interventions implemented by school psychologists, noting that they are frequently asked to consult with school staff about supporting students struggling with mental health and work with schools to develop, implement, and evaluate evidence-based interventions. Beal and Service (1995) discussed the role of school psychologists in assessment, diagnosis, and therapeutic intervention for students presenting with personal problems. According to the researchers, through the assessment process, school psychologists engage in the gathering of information about the student from multiple sources and through multiple means and are then able to make an accurate diagnosis and provide recommendations for intervention (Beal & Service, 1995). Hamovich (1995) also identified the role of school psychologists in crisis intervention as well as consultation to both teachers and parents. Hamovich (1995) reported that the role of psychologists in the schools should be

modified to include a wider array of services, moving away from the traditional role of assessment. School psychologists will also often consult with both teachers and parents in order to make the appropriate recommendations and tailor the treatment that could be applied both at school and home, acting as a liaison between the school and home environment (Homovich, 1995). Taken together, it is clear that school psychologists play an important role in the school system by offering a range of services that include, but are not limited to, "assessment, treatment, counselling, consultation, and program development." (Beal & Service, 1995, p. 92).

School psychologists in Canada are trained at the graduate level as either scientist-practitioners or practitioner-scholars and the following qualifications apply to all school psychology practitioners across Canada (Canadian Psychological Association, 2007). According to the Canadian Psychological Association, school psychologists acquire specialized skills in the administration and interpretation of psychological tests to assess the cognitive or emotional functioning of children, during their training. Additionally, school psychologists are skilled in making informed decisions about how children learn and behave and how they develop cognitively and emotionally and are skilled in understanding individual and group differences (Canadian Psychological Association, 2007). School psychologists also have expertise in research methodology and program evaluation. This knowledge base informs the practical skill sets psychologists employ with respect to assessment, intervention, and consultation. These skills can be applied at the level of student, family or teacher, at the whole-school level, and at a district/system-wide level (Canadian Psychological Association, 2007).

According to the Canadian Psychological Association (2014), school psychologists are an integral and important part of a student services team and of the school as a whole. The school psychologist contributes to the school team by engaging in planning, implementing, and

delivering prevention programs for spectrum wide range of mental health problems that typically affect school-age students, as well as violence prevention and crisis response. The school psychologist collaborates and consults with teachers and other mental health professionals to deliver meaningful programs to the total student body (Canadian Psychological Association, 2007). School psychologists are an excellent resource for teachers and parents in providing in-service education on a variety of school-related problems and issues, such as behaviour management and parenting skills. School psychologists can also assist school boards/districts with development and the evaluation of new programs and provide professional consultation to board/district staff. Consultation with community stakeholders in education, such as medical practitioners, other government and service agencies, and professionals and support groups is also within the scope of school psychologistst (Canadian Psychological Association, 2007). Finally, in Canada the school psychologist's activities target many levels; primary prevention programs, systemic interventions, individual consultations, prevention, and treatment for chronic and severe developmental problems. This breadth of practice is evidence of the diversity of skills that the school psychologist brings to the educational system.

Registration and Training as a Psychologist in Canada

Anyone wishing to practice as a psychologist in Canada must be registered or licenced. Registration/licencing requirements for practice as a psychologist vary between provinces in Canada, with some provinces requiring a master's degree as the minimum requirement for registration and some requiring a doctorate (Jimerson et al., 2008). Post-degree supervision also varies between provinces and depends on the degree obtained (Jimerson et al., 2008). Specifically, supervision periods are usually longer for psychologists who have master's degrees, as opposed to those who have doctoral degrees (Jimerson et al., 2008). The Mutual Recognition

Agreement (MRA) ensures that all psychologists who are registered/licensed to practice without supervision in one jurisdiction in Canada will have their qualifications recognized in another jurisdiction in the country (Canadian Psychological Association, 2014). According to the MRA, all registered/licensed psychologists must have the following five core competencies: (1) Interpersonal relations (i.e., psychologists must be able to establish and maintain a working alliance with their clients and be sensitive to the needs of individuals from diverse cultural backgrounds); (2) Assessment and evaluation (i.e., psychologists must be able to decide which methods of evaluation best suit the task at hand); (3) Intervention and consultation (i.e., the psychologist must engage in and be knowledgeable about activities that promote the wellbeing of their clients through preventative, and remedial services); (4) Ethics and standards (i.e., psychologists must conduct themselves and provide services in an ethical manner and must follow the Code of Ethics for Canadian Psychologists); and (5) Research (i.e., psychologists must have the competence and skills necessary to conduct and evaluate scientific research). One final area of practice is Supervision. While not an official competency, supervision is considered to be a responsibility of practicing psychologists and is an area in which development is required during training and throughout the psychologist's career (Jordan et al., 2009). Although some differences in educational and supervision requirements remain between provinces, the MRA has led to much more standardization of psychology practice across the country (Canadian Psychological Association, 2014).

One challenge for school psychologists in Canada is that registration occurs at provincial and territorial levels, meaning that there are no consistent school psychology qualifications that apply across the country (Jordan et al., 2009). Moreover, education in Canada is mandated at the provincial level, meaning that there are no federal standards for education (King, McGonnell, &

Noyes, 2016). Provincially regulated education means that it is more difficult to consistently define the job of the school psychologist in Canada as opposed to the United States, where education is federally mandated. For example, some Canadian school districts require a teaching background despite the fact that an education/teaching degree is generally not required for licensing as a psychologist (Jordan et al., 2009). In some provinces (e.g., Nova Scotia, Newfoundland and Labrador), school psychologists receive a special teaching license to be part of a teachers' union, whereas in others, this is not the case and school psychologists are separate from other members of school staff. Similarly, in many provinces, school psychologists must be licensed by the provincial regulatory body to practice in a school, whereas in others (e.g., British Columbia and the Territories), school psychologists are government employees and are therefore exempted under provincial licensing acts (Jimerson et al., 2008). The differences in training and licensing requirements for school psychologists across the country reflect the vast physical geography of Canada, the diversity of the instructional contexts (e.g., from small, multiage remote schools in the north, to large, multiracial urban classrooms in Canadian cities), and the diversity of the student population (Jimerson, Oakland, & Farral, 2007). Since entry to the profession of psychology in Canada can currently be at the master's or doctoral level, there are several training models available to account for these differences (Canadian Psychological Association, 2014).

Degrees leading to eligibility for registration as a psychologist are granted by Departments/Faculties of Psychology or Education, depending on the subspecialty of psychology (Canadian Psychological Association, 2014). Table 1 outlines all the universities in Canada that offer degrees in school psychology, clinical psychology or counselling psychology. Differences in training and registration requirements mean that the Canadian graduate training programs for

school psychologists vary widely (Jordan et al., 2009; see Table 2). Five of these programs offer a PhD in school psychology, whereas the others offer a terminal master's degree (Saklofske, 2007). Doctoral accreditation for school psychology programs is recent in Canada (Jordan et al. 2009) and there are currently two CPA-accredited school psychology programs in Canada (i.e., the School and Child Clinical Psychology program at the Ontario Institute for Studies in Education and the PhD program in School/Applied Child Psychology at McGill University in Quebec).

School Psychology in the International Context

The status of school psychology is often discussed and debated in the literature. According to Oakland and Hatichristou (2014), the profession needs to be understood at a national and international level, but there are several factors that affect the practice of school psychology internationally. For example, language use, geography, and national needs and priorities all must be considered when discussing school psychology on an international level. Oakland and Hatichristou (2014) concluded that there is a connection between the level of development of a country's educational system and the services provided by school psychologists in those countries. Specifically, the field of school psychology is generally stronger in countries with the following characteristics: widely respected and stable legal and political systems; commitment to democratic principles and human rights; individual and group differences; sufficient wealth in the public system to support educational and other social policies that promote child and adolescent development; strong professional associations in psychology that oversee the quality of the training programs and establish professional standards; and, finally, there needs to be a good relationship between school psychology and public education (Oakland and Hatichristou, 2014). Oakland and Jimerson (2008) noted that when considering the countries

with the largest populations in the world, most do not have nationally established school psychology services. The same researchers also noted that school psychology services appear to be emerging to a limited degree in many countries around the globe; however, most of the world's 2.2 billion children do not have access to school psychology services (Oakland and Jimerson, 2008).

The development of the profession of school psychology has a similar trajectory in most countries throughout the world (Jimerson et al. 2004). Jimerson, Skokut, Cardena, Malone, and Stewart (2008) examined each of the 192 United Nations states to determine the number of countries with school psychology service providers, along with availability of school psychology services in each country. Findings of their study showed that, of the 192-member states of the United Nations, there was evidence of school psychology in 83 countries. Second, the researchers found evidence of regulations that require school psychologists to be certified, registered or credentialed in 29 countries. Third, the study showed that there were professional associations specifically for school psychologists in 39 countries. Fourth, university preparation programs for school psychologists existed in 56 countries and, finally, doctoral preparation programs in school psychology existed in 19 of these countries. Romania was one of the countries in which school psychology was reported to be a well-developed profession.

History of School Psychology in Romania

According to David, Moore, and Domuta (2002), psychology was introduced as an independent academic program in Romania in 1922 at the University of Cluj-Napoca by Florian Stefanescu Goanga, a student of the German psychologist Wilhelm Wundt. However, the development of the profession was stalled in 1970 when the communist regime outlawed psychology as an academic discipline. As reported by David, Moor, and Domuta (2002), this

happened when several Romanian psychologists invited some international colleagues to organize training programs on transcendental meditation. Worried that this initiative would undermine communist propaganda, Nicholai Ceausescu, the leader of the communist party, outlawed the teaching and practice of psychology in Romania. Many of those involved in the transcendental movement were sent to prison or forced to work in factories as unskilled workers (David et al., 2002). Furthermore, psychologists who were not part of the transcendental movement were transferred to other academic departments, such as philosophy and educational sciences. Thus, psychology only survived in these departments during the communist period, meaning that many psychologists held philosophy rather than psychology degrees. The only departments of psychology that survived were those of neuropsychology and industrial organizational psychology (Balan, 1999). After the collapse of the communist regime in 1989, psychology departments were reopened beginning in 1990 in the Universities of Bucharest, Cluj Napoca, and Iasi. Other psychology departments were later established in large cities such as Craiova, Timisoara, and Sibiu.

Current State of School Psychology in Romania

Detaseanu (2013) analysed the conditions of the educational system in Romania with respect to the accessibility of educational resources for children with disabilities. This researcher concluded that the lack of access to education is one of the most significant infringements of the rights of children with disabilities. Findings indicated that children with disabilities face several impediments when trying to access the educational system: (1) refusal of the schools to register a child with disabilities, particularly with intellectual disabilities; (2) expulsion of children with disabilities from schools during the school year; and (3) difficulty integrating into the

educational system. Furthermore, when these children with disabilities are included in a mainstream class, they are often not provided with individualized supports (Deteseanu, 2013).

About one third of all children with special educational needs in Romania attend mainstream schools; these children generally have low or medium special educational needs (Deteseanu, 2013). According to the Romanian government, children diagnosed with a medium disability and who have medium special education needs are children with an impairment in their physical performance (e.g., motor skills, metabolic functioning) or below average intellectual ability that mildly limits their daily activities and social interactions compared to peers of the same age (Nica, 2005). Children diagnosed with a low disability are children with mild physical disabilities that cause insignificant activity limitations and social interaction is within reasonable limits (Nica, 2005). The language used to define the difference between the two degrees of disability is somewhat unclear. It is possible that this is a result of psychology being a relatively new field in Romania as well as the ongoing development of medical terminology used to classify various degrees of disabilities.

In theory, Romanian law supports mainstream education for children with disabilities, and, according to the law, all children have the legal right to some form of schooling (Nica, 2005). In practice, access to mainstream education for children with even mild intellectual disabilities is very limited. The majority of children with intellectual disabilities who attend school attend specialized schools, but even these schools exclude children with anything more than mild intellectual disabilities (Nica, 2005). Teachers receive little support, training, and resources to promote an inclusive environment. Additionally, the Romanian educational system has a curriculum-focused approach that can be problematic for children with intellectual disabilities (Nica, 2005). Specifically, many of these children require training in basic

independent living skills in addition to essential academic skills and the current education system in Romania does not accommodate this need (Nica, 2005). As reported by Ghergut (2011), parents of children with disabilities express concerns that the educational programmes for their children are not very flexible and cannot be tailored to children's individual needs. Families are usually responsible for finding resources privately for their children if they are included in mainstream schools (Ghergut, 2011). For example, one speech therapist is available for every 1,500 children and approximately ten per cent of children with special educational needs can be expected to need some kind of support. In these conditions, it is impossible for a therapist to meet the needs of all who are eligible (Ghergut, 2011).

According to data compiled in 2009, a total of 19 315 Romanian students attend special classes, 61.8% of whom are boys who generally present with learning difficulties (Deteseanu, 2013). Although the Romanian school system promotes the inclusion of all children with learning and cognitive differences/disabilities, Leeber et al. (2011) state that, in reality, it is difficult to integrate children with special needs into regular classrooms, especially when they have an intellectual disability. School psychologists are typically responsible for conducting assessments and diagnosing a range of special needs in school age children in Romania (Leeber et al. 2011).

School psychologists are an integral part of the school system in Romania. School psychologists are professionally trained individuals that have a specific set of skills that allows them to identify and treat individuals presenting with a wide array of difficulties. In Romania, the training process for school psychologists was modified when Romania joined the European Union in 2007. Before that time, an individual who completed a four-year baccalaureate degree with a major in psychology was allowed to practice as a psychologist (Negovan & Dincă, 2014).

Also, licensed graduates could complete a master's degree that led to specialization and/or a doctoral degree. Negovan and Dincă (2014) report that, since 2005, higher education in Romania has been structured in accordance with the Bologna Plan's three levels: bachelor's degree (3 years), master's degree (2 years) and doctoral degree (at least 3 years). These changes ensured that bachelor's degree programs would provide the basic theoretical training required for every specialized branch of psychology, whereas the master's and doctoral programs contribute to specialized training (Negovan & Dincă, 2014). Finally, in 2008, the Romanian government passed a law regulating psychology as a profession. Currently there are 19 possible occupations and specialities for psychologists in Romania. Out of these, three focus specifically on the provision of educational and vocational services. Currently, the terms *school psychologist* and *school counsellor* are used interchangeably in Romania. According to Negovan and Dincă (2014), school psychologists in Romania are qualified to perform the following duties: (1) evaluate and investigate psychological issues related to the school environment; (2) explain and promote the understanding of child/adolescent development and the relationship of the individual with his/her behaviour and education; (3) select, manage, and interpret standardized assessments; (4) decide on and communicate diagnoses; (5) implement and interpret individual/group intervention; (6) offer psychological counselling; and (7) engage in psychological research.

The Romanian College of Psychologists is responsible for regulating psychology as a profession. This agency is the regulatory body of the practice of psychology and is charged with reinforcing ethical standards and assessing professional expertise (Negovan & Dincă, 2014). According to the regulations stipulated by the Romanian College of Psychologists, licensed educational/school psychologists are qualified to provide the following services: evaluation and diagnosis of children and adolescents, family members, and teaching staff; school and vocational

counselling; consultation with school staff and administration, parents, and other health professionals; research, training and supervision in their field of specialty; counselling and educational intervention in institutions, organizations, and communities (Negovan & Dincă, 2014).

According to Negovan and Dincă (2014), there are three levels of expertise for educational/ school psychologists in Romania. A *school psychologist-practitioner* is a professional who has a bachelor's degree in psychology in which the curriculum was focused on developmental psychology, educational psychology, diagnosis, and school and vocational counselling (Negovan & Dincă, 2014). Educational/school psychologists with this level of education are only able to practice under the supervision of a chief school psychologist. A *school psychologist-specialized* must provide proof of completion of a master's or doctoral degree. Master's-level training includes training in the psychology of learning, special psychology, education in cultural diversity, adult education, ethics, vocational and group counselling, research methodology, child and adolescent psychology, child and adolescent counselling, and family counselling. A specialized school psychologist must present proof of continued professional training (i.e., 30 hours of self-development, 100 hours under professional supervision, and 25 credits earned by publishing, attendance at specialized courses, conferences, and workshops; Negovan & Dincă, 2014). *Chief school psychologists* must have an additional 24 hours of field training, 12 hours of theoretical course or applied courses in supervising, 12 hours of co-supervising with a certified supervisor, and 25 annual credits earned by publishing and attending specialized courses, workshops, and conferences (Negovan & Dincă, 2014).

In Romania, universities do not provide specific training for school psychologists, but students can obtain the necessary training through course work and practicum experience

(Jimerson, Oakland, & Farral, 2007). In Romania, eight universities offer coursework for specialization in school psychology, with 25 students typically admitted to each of the programs (Negovan & Dincă, 2014). Generally, master's degrees in educational/school psychology include a professional practice requirement over three semesters. During this time, trainees acquire knowledge regarding assessment of and intervention for several school-based difficulties such as school absenteeism, dropout, physical and emotional abuse, school adjustment, school violence and aggressiveness, family-pupil-school communication, drug abuse, and family crises that influence school functioning (Negovan & Dincă, 2014).

Over 90% of Romanian psychologists work in public institutions and the Romanian Ministry of Education and Research has established three levels of service provision for school psychology/counselling and guidance: (1) pre-university; (2) university; and (3) outside university. School counselling and guidance is available at the pre-university level either within the curriculum (i.e., through educational programs that provide different paths depending on the student's skills and interests) or at a student's request for special consulting services. Currently, the National Education Law of Romania (as cited in Chiriacescu et al., 2010) states that, in the pre-university educational system, every school psychologist/counsellor is responsible for 400 students and is provided with an office in every institution. The role of a school psychologist/counsellor in Romania is to initiate counselling programs based on the individual strengths and weakness of a student.

According to the National Education Law (as cited in Chiriacescu et al., 2010) the presence of a school psychologist/counsellor is essential in every school because of their unique qualifications. Common roles for school psychologists in Romania include counselling, consultation, and interventions. School psychologists can make diagnoses related to mental

health disorders. As well, they are qualified to provide individual counselling for students, parents, and teachers on issues such as abilities, aptitudes, aspirations, choices, and interpersonal relationships (Jimerson, Oakland, & Farral, 2007). Students and parents can self-refer to the services of a school psychologist/counsellor or can be referred by a teacher, whenever experiencing academic, behavioural or personal problems. The role of the psychologist is to establish and maintain the connection between the home, teacher, and student. At the university level, school psychologists are typically employed as vocational counsellors and provide students with career counselling. These services can be provided in groups or on individual basis as needed. The National Agency of Employment oversees the services of these offices (Jimerson, Oakland, & Farral, 2007).

In Romania, the initial assessment is usually conducted by a psychologist, speech-language pathologist or a special education teacher working in the school psychology system Jimerson, Oakland, & Farral, 2007). These professionals usually refer the child to the multi-professional Complex Evaluation Committee, which provides an official diagnosis. In Romania, psychologists and special education specialists assess children identified by teachers or parents as experiencing difficulties and then severe cases are oriented to the examination committee, where the child receives a diagnosis and a referral for specialized service. Parents can then determine the most suitable education option for their child (e.g., special education classes, specialized schools). Although the Romanian government promotes inclusion for all children in the classroom, students with cognitive disabilities are often perceived as being difficult to integrate into mainstream schools (Leeber et al., 2011).

All school psychologists working in Romanian schools are considered psychology teachers (Romanian Psychological Association, 2013). There are three conditions under which a

school psychologist can obtain this certificate. First, an individual can be allowed to practice under the supervision of another experienced psychologist. Second, a school psychologist can obtain a certificate for practice as an associate if that psychologist is working within a collective of experienced practicing psychologists. And finally, a certificate for independent practice is given to those psychologists who meet the criteria of competence (i.e., adequate level of training) and professional experience (i.e., proof of ongoing work in the field; Romanian Psychological Association, 2013).

CHAPTER TWO

Comparing and Contrasting School Psychology in Canada and Romania

It is clear from the discussion above, that Canada and Romania have two different systems of training, registration, and practice for school psychologists. The following discussion will examine these differences in-depth.

In Romania, school psychologists who wish to register as psychologists and be allowed to practice independently based on their work experience must provide proof that they have been practicing in the field for at least 10 years, that they have been teaching at the high school or university level for at least 10 years, and have engaged in activities such as diagnosis, assessment, counselling, and vocational counselling. Finally, the candidate will be interviewed by a committee formed by members of the Romanian Psychological Association to determine eligibility for registration (Romanian Psychological Association, 2013).

School psychology is an essential service in Canada and the development of the field spans over 100 years (Canadian Psychological Association, 2007). School psychology is overseen by regulatory bodies, meaning that training and development requirements are fairly consistent across the country. Also, in Canada, there are systems set in place to better support students with special needs in the classroom (Dworet & Bennett, 2002). In contrast, given the country's political history, psychological services in Romania are still developing. Specifically, school psychology became more defined as a profession starting in 2007 after Romania's integration into the European Union. Comparing and contrasting the systems will help to synthesize recommendations for the development of the profession of school psychology in Romania. The following section will outline the similarities and the differences in school psychology training and practice in Canada and Romania. Specifically, similarities and

differences in training and development, scope of practice, the public perception of the profession, and access to the services of a school psychologist will be compared and contrasted.

School Psychology in Canada

Training and Development

Generally, the preparation of school psychologists varies somewhat among universities (Oakland, Faulkner and Annan, 2005). Consequently, Canadian universities offering training in school psychology rely on standards suggested by CPA, NASP, APA, and the ISPA (Oakland, Faulkner and Annan, 2005). There are several training and registration requirements that pose a number of challenges to the field of school psychology in Canada (Saklofske, 1996). Specifically, the eight Canadian graduate training programs for school psychologists vary with respect to length of program, degree(s) offered, and scope of training (Jordan et al., 2009). Generally, to become a school psychologist in Canada, minimal requirements include a bachelor's degree in psychology and specialized graduate training in school psychology at either the master's or doctoral level (Canadian Psychological Association, 2016). At the master's level, most school psychology training programs offer a Master of Arts, except for the University of British Columbia, which also offers a Master of Education option. Master's-level training programs typically span between two and three years and are designed to prepare students for entry into the profession or into doctoral training programs. Some school psychologists also obtain a doctorate (i.e., PhD or PsyD); this is often dependent on provincial registration or job requirements (Canadian Psychological Association, 2016). Currently, school psychologists generally practice at the masters' level throughout Canada, but most provinces are moving towards requiring a doctoral degree for entry into the profession, meaning that this will change in the near future.

Broadly, most school psychology training programs in Canada require students to take a similar set of courses to develop the competencies they will need to practice effectively in the school system. School psychology training programs typically include courses in the areas of psychological/educational assessment, intervention, child development, the principles and basis of behaviour, research methods, diagnosis, psychopathology, learning disabilities/disorders, statistics, ethics and standards, and consultation in the schools. In addition to didactic classroom-based learning, school psychology training programs integrate various practical experiences into the program of study; these experiences typically consist of supervised practica that take place in school and/or clinic settings. Students are usually also required to complete a major project (e.g., research thesis or a major literature review/critique). The final component of most training programs is usually an intensive internship completed under the supervision of a registered/licenced psychologist (Canadian Psychological Association, 2016).

Across Canada, the title of Psychologist is protected and is regulated by provincial or territorial boards or colleges; this means that anyone wishing to use the title must meet all provincial requirements for registration (Hann, 2001). Since the practice of psychology is regulated at the provincial or territorial level, there are no consistent school psychology qualifications that apply across the country (Jordan et al., 2009). In most provinces, school psychologists must adhere to provincial registration requirements for psychologists, such as completing a period of post-degree supervision and passing written and oral examinations before becoming fully registered or licenced. These requirements ensure that the psychologist has the necessary competencies to deliver appropriate services. The supervision period varies and can span between one to four years depending on the degree obtained and the province in which the psychologist wishes to practice (see Tables 1 and 2).

In Nova Scotia, the practice of psychology is regulated by the Nova Scotia Board of Examiners in Psychology (NSBEP; King, McGonnell, & Noyes, 2016). School psychologists in Nova Scotia are required to meet the standards set forth by NSBEP and have skills and training qualifying them to work as a psychologist in a school setting. Before considering employment in the schools, school psychologists are ethically obliged to practice within their area of competence, ensure they are qualified in the area of school psychology and fulfill all the registration requirement as outlined by the Psychology Act (Hann, 2001). One of the requirements of school psychologists in Nova Scotia is that they possess a teaching permit; school psychologists who have a Bachelor of Education (BEd) degree are eligible to obtain this certificate, but a special certificate is issued for those school psychologists who do not have a BEd (King, McGonnell, & Noyes, 2016). Mount Saint Vincent University in Halifax is the only institution east of Montreal that offers training for school psychologists. The program is a two-year Master of Arts in School Psychology and, is designed to prepare individuals for entry in the profession of psychology and to have the necessary skills required for employment as school psychologists. The program also enables the advancement to doctoral programs.

There is a general consensus among provinces in Canada when it comes to the training requirements for school psychologists. However, Montreuil (2016) argued that there currently exists a lack of uniformity of school psychology training across university programs in Canada, resulting in difference in the depth of clinical training of school psychology students. The author argues that in order to improve the quality of mental health services in schools, school psychologists must be seen as experts when it comes to mental health and the prevention of mental illness by the school staff and administration. This can be achieved through the provision of consultation services and the involvement of school psychologists in program development

and implementation (Montreuil, 2016). Montreuil (2016) also raised the concern that many school psychology training programs do not adequately prepare their graduates for the leadership role that is needed in the field to advance the profession and to advocate for the competencies of psychologists working in schools.

The field of school psychology in Canada is slowly moving towards a more nationally regulated profession with a national identity and national standards similar to the model used in the United States (Jordan et. al., 2009). In this respect, the Canadian Association of School Psychologists (CASP) is trying to establish similar regulations for training and the practice of school psychology in Canada (Montreuil, 2016). In 2010, the CPA acknowledged school psychology as a specialized discipline within psychology and started accrediting graduate programs in order to meet the need for standardized psychological services in schools (Montreuil, 2016).

Scope of Practice

In Canada, school psychologists are trained professionals who are competent to provide a wide range of services. The most commonly recognised qualification of a school psychologist is in the area of psychological test administration and interpretation (Jimerson, Oakland, & Ferral, 2007). Psycho-educational assessments are an important component of the diagnostic process, as they can be helpful in identifying a problem and can guide intervention (Zwiers, & Crawford, 2013). School psychologists typically administer tests designed to assess cognitive and academic functioning, but they may also be involved in administering measures of emotional functioning (Zwiers, & Crawford, 2013). After the assessment process is finished, the school psychologist, by either working individually with the student, working with the school team and student's caregivers, can provide a diagnosis, make individual recommendations, implement individual or

group interventions and engage in collaborative consultation (Canadian Psychological Association, 2014). Due to the high demand by school boards for assessment services, school psychologists in most provinces spend the majority of their time engaged in assessment, placement, and report writing activities (Jimerson, Oakland, & Farral, 2007). For example, in Alberta, school psychology graduate curricula reflect the school board demand for assessment services and the majority of school psychologists spend their time in assessment for either identification or programming (Johnson, & Zwiers, 2016). In Ontario, school psychologists have varied roles, but assessment is still one of the most required services for students' entry into certain special education services, such as specialized classes (Lean, 2016).

According to the Canadian Psychological Association (2016), school psychologists can also fulfil a preventive role by implementing primary prevention programs and engaging in systematic intervention and individual consultation. These preventive strategies are designed to be accessible by both teachers and parents and can be used to adapt and change the environment to benefit children and adolescents who require adaptations to their academic programs in order to succeed. Not only are school psychologists competent to implement preventive strategies, but they will sometimes use their knowledge and skills to treat chronic and severe developmental problems (Canadian Psychological Association, 2007). School psychologists are knowledgeable about how children and adolescents learn, behave, and develop cognitively and emotionally. This knowledge uniquely qualifies school psychologists to understand how the problems that arise from a given diagnosis will affect the classroom environment (Canadian Psychological Association, 2014). When considering the school psychologist's role on the school team, they are often viewed as an indispensable asset because of their ability to consult with medical practitioners, other government and service agencies, to organize and lead district wide training

sessions and in-service education, and to engage in planning, implementing and delivering prevention programs for a wide spectrum of mental health problems that affect school activities (Canadian Psychological Association 2007). In Ontario, school psychologists can provide a variety of services and are often able to follow students throughout their education from initial referral to graduation, meaning that they are able to provide a developmentally based service (Lean, 2016). Also, they establish close working relationships with the students, families, educators, and administrators in their schools (Lean, 2016).

In their 2016 position paper, the Canadian Psychological Association sought to define the role of school psychologists in Canada (Joy et al., 2016). The authors concluded that, although school psychologists should be considered indispensable, they are not always consulted and are often left out of decision making processes in schools (Joy et al., 2016). Moreover, guidance counsellors, who often have less specialized training than school psychologists, frequently implement interventions and substitute for school psychologists and, until recently, earned more (Joy et al., 2016). In some provinces, there is a move towards a more integrated model of service delivery, meaning that school psychologists are part of larger multidisciplinary teams. For example, in New Brunswick, the Department of Education will be adhering to an integrated system of mental health services by 2018 (Mureika, 2016). Within the department of Health, the branch concerned with Addiction and Mental Health will be taking over the provision of mental health services to all school aged children; many school psychologists, school social workers, guidance counsellors, and resource teachers will be absorbed by this department to provide comprehensive mental health services to school-aged children (Mureika, 2016). Psychologists in this province are, therefore, concerned with the future of the profession (Mureika, 2016). Due to the incorporation of all of these professions in the Department of Health, school psychologists

are faced with the narrowing of their role to being strictly assessors and report writers. Thus, the set of skills and the variety of services that school psychologists are competent to provide while working in the school system (i.e., providing support to the school personnel and developing tailored strategies that can be applied at the classroom level based on individual cases), as outlined by the Canadian Psychological Association, will thus be limited (Mureika, 2016).

Another challenge when considering the provision of school psychology services to school age children in Canada is the size of the country and the relative isolation of many areas, as well as the diversity of the population. For example, northern Saskatchewan remains underfunded and underserviced because of its remoteness (Claypool, 2016), whereas Manitoba has the highest ratio of indigenous people to total population and a significant rural population that is geographically widespread (Mallin, Bednarczyk, & Hanson, 2016), and in the Yukon, there are only four school psychologist positions to provide services to over 5,000 youth. Moreover, the Canadian population is ethnically diverse, and includes groups such as First Nations, Francophone, and immigrant populations (Bradford, & Kroeker, 2016). In Quebec, 10% to 12% of the population is Anglophone and school boards struggle to find qualified psychologists to provide service to students and school personnel (Finn, 2016). Additionally, with the implementation of Bill 21 in 2012, school boards in Quebec can only use registered psychologists to provide psycho-educational services and do not hire psychometricians or psycho-educational consultants. Therefore, the province is currently experiencing a shortage of school psychologists that meet the language requirements (Finn, 2016).

When considering limitations to the scope of practice of school psychologists in Nova Scotia, there is a disconnect between the national guidelines for practice, and the School Psychology Guidelines provided by the Department of Education and Early Childhood

Development (King, McGonnell, & Noyes, 2016). Corkum, French, and Dorey (2007) found that school psychologists wished to increase their role diversity and spend less time in assessment administration and report writing. In Nova Scotia, as in all the other provinces, there is an increased need for the provision of mental health services. School psychologists have a unique set of skills and qualifications to bridge this gap. But, due to governmental constraints and budget limitations, school psychologists are often required to provide services to as many as five to six schools. This implies that the time spend at one location is less than one working day. In this case, school administrators and teaching personnel will often require their school psychologist to engage solely in assessment activities. This is because often, these cases are seen as more severe and in need of the most attention. Thus, in some cases these time constraints and the pressures exercised by the school administration can limit the role and scope of practice of the school psychologist.

The practice of school psychology in Canada varies from province to province. This lack of a "national identity" among school psychologists, differences in practice, training, and registration, the integration of health and education, as well as role diversity are all factors that have been identified as obstacles to effective service provision that remain to be addressed (Montreuil, 2016). Many of these differences stem from the regional differences in the structures of educational and health systems (Montreuil, 2016). Thus, some regions are moving away from centralized clinical administration in which the provision of public health and social welfare services are linked to the education system and other regions are moving towards a centralized system of service delivery (Montreuil, 2016). Although it is important to bridge the gap between mental health and education it is also important to have a clearly defined identity for the profession so that school psychologists can be used appropriately. Montreuil (2016) suggested

that, to facilitate the development of the profession, there must be a well-established system of credentialing, as well as clear practice standards for school psychology in Canada.

Despite these regional differences, some progress has been made, with many provinces reporting a broader role and range of activities of the school psychologist within the educational system. School psychologists are involved in direct intervention and consultation, assisting in program development and implementation, as well as research and evaluation (Montreuil, 2016).

Perception of School Psychology Services

To better understand the current public perception of psychological services provided by school psychologists, it is important to note that there is often a degree of misunderstanding associated with mental health services and the people who use them. For example, Jagdeo, Cox, Stein, and Sareen (2009) examined attitudes toward help seeking for mental illness in Canada and the United States. Findings indicated that 15% of Canadian and 20% of American respondents would probably or definitely not seek treatment if they had serious emotional problems. Furthermore, half of the respondents indicated that they would be embarrassed if their friends knew about their use of mental health services. Generally, negative attitudes toward help-seeking were highest among socioeconomically challenged youth and single, lesser-educated men in Canada and the United States. In both countries, substance abuse or dependence and antisocial personality disorder were associated with greater negative attitudes towards help seeking (Jagdeo, Cox, Stein, & Sareen, 2009).

The consensus in Canada about the services provided by school psychologists is that many students would benefit from brief, targeted intervention and from more proactive, preventative psychological/mental health services, with some students receiving more specialized, intensive treatment (Saklofske et al., 2007). Unfortunately, these services have not

typically been provided in an organized and systematic manner and, consequently, there is a longstanding need for more mental health services within the school system in Canada (Corkum, French, and Dorey, 2007). Violato, Rattan, Gornall, and Perks (2001) studied public perceptions of the role of Canadian school psychologists. Findings indicated that, overall, respondents had an accurate sense of the roles of school psychologists. Due to the nature of their practice, 50% to 75% of school psychologists reported that much of their work time was spent with children in kindergarten to grade 6. (Jordan, Hindes, & Saklofske, 2009). School psychologists do not appear to be receiving much direct or formal feedback on the quality or outcome of their services, but they expressed an opinion that their services are effective (Jordan, Hindes, & Saklofske, 2009).

With respect to teachers' perceptions about the roles of the school psychologist, research has shown that there is often a mismatch between what teachers think school psychologists do versus the reality of the school psychologist's job (Fanell, Jimerson, & Kalambouka, 2005). As a result, teachers might think that they have to involve other professionals (e.g., guidance counsellors) to access desired services for students (Farrell et al., 2005). Teachers have varying opinions about the services provided by school psychologists (Wilson, Erchul, & Raven, 2008). For example, some teachers have been found to view school psychologists as individuals who have the potential to interfere with or influence their day-to-day activity (Krupp, 2010). Specifically, when implementing academic or behaviour interventions, school psychologists often require teachers to monitor the effectiveness of the interventions over time, record the intensity and frequency of a target behaviour, and determine if a positive behaviour successfully replaced a target behaviour over time (Krupp, 2010). Teachers are often required to manage the demands of the classroom with minimal time and resources (Ransford et al., 2009) and, even

though psychological or behavioural interventions are designed to be easy to implement and monitor, teachers can perceive these added tasks as extra work in an already busy work day (Krupp, 2010).

Regarding the overall knowledge and efficacy of the services provided by the school psychologist, Gilman and Midway (2007) found that teachers often perceive many of the roles of the school psychologist as being primarily provided by the guidance counsellor. Among the services perceived to be provided by a guidance counsellor were crisis intervention, group counselling, training and professional development, and consultation (Gilman et al. 2007). The results of the Gilman and Medway (2007) study showed that 71 percent of teachers perceived the role of the school psychologist as mainly that of an assessor. Participants reported that they perceived school psychologists as spending less time writing reports and providing assessment services than was the case. According to the respondents, most of a school psychologist's time was taken up by interviewing, counselling, and consulting with teachers. Generally, teachers were less knowledgeable about school psychology, were less likely to implement the suggestions made by school psychologists and felt that when a referral was made they were not included in the collaboration process (Gilman & Medway, 2007). Educational professionals have also indicated that they would like school psychologists to become more involved in consultation, counselling, prevention, and in-service training (Anthun, 1999).

When asked to provide feedback regarding the services provided by a school psychologist, Watkins et al. (2001) found that the school staff was generally satisfied with the performance of school psychologists, but many respondents indicated that they wished for an increased focus on assessment, special education input, consultation, counselling, crisis intervention, and behaviour management. Also, the school staff expressed frustration with the

limitations of the system that prevented them from accessing the needed services and, wished for a more visible presence of the school psychologist in the school (Watkins et al., 2001).

Mental health of Canadian children and youth is a major concern and, currently, mental health services are not as effective as they could be (Mental Health Commission of Canada, 2012). Therefore, not all children who could benefit from these services are being helped (Mental Health Commission of Canada, 2012). The school environment has been identified as the perfect setting in which youth needing mental health services can be identified and provided the necessary services (Corkum, French, and Dorey, 2007; Sheridan & Gutkin, 2000; Kirby and Keon, 2004). Thus, school psychologists are in the unique position to provide these services, given their unique training and knowledge about both mental health and the educational needs of students (Canadian Council on Learning, 2007). However, research has shown that teachers and other school personnel are often unaware of the scope of practice of school psychologists. Unfortunately, school psychologists are often perceived as testers and are underused in schools, thereby decreasing their effectiveness in the delivery of services. Therefore, teachers are at risk of misusing and undervaluing the expertise of the school psychologist due to misperceptions about the role of the school psychologist (Krupp, 2010).

Access to School Psychology Service

One in five Canadian children and adolescents requires mental health assistance, support and intervention (Waddell et al., 2002). Advocates of the services provided by school psychologists argue that the education system should not be limited to teaching specific skills such as reading, writing, and math, but that it should also serve to prepare children and youth to become productive citizens and to develop social, emotional, and problem-solving competencies (Saklofske et al., 2007). Numerous mental health programs exist within school systems to bridge the gap between mental health services and needs (Zwiers, & Crawford, 2013), but these

programs are often fragmented, focused on deficit identification and problem resolution, and often lack the quality and intensity to produce the desired outcomes (Power, 2003; Zwiers & Crawford, 2013). Furthermore, the professionals assigned to deliver mental health services in schools vary widely with respect to their training and expertise due to the lack of consistency in training across the country (Montreuil, 2016). In addition, the funding for school-based initiatives is unclear and often not secured long-term (Zwiers, & Crawford, 2013).

Research has found that teachers would like to have more frequent access to school psychologists to assist them in meeting the mental health, academic, and behavioural needs of students. For example, in a recent study of teachers in Nova Scotia, they indicated that their preference would be to have a school psychologist on site three days a week (Reader, 2014). Teachers in Nova Scotia reported that, currently, they have access to the school psychologist on average one day a week; however, some teachers reported that the school psychologist was only available one day per month (Reader, 2014). Because the demand for school psychological services cannot always be met with available resources, many schools engage in a process called a *pre-referral assessment* to reduce the number of referrals received by school psychologists (Bramlett, et. al 2002). Using this approach, a team comprised of school personnel identifies students in need of services and, when possible, intervenes before a formal referral is made for school psychological services (Bramlett, et. al 2002).

As reported by Montreuil (2016), school boards often struggle to recruit and retain school psychologists. There are many factors that affect recruitment and retention of school psychologists, namely, the limited role of school psychologists that is heavily weighted towards conducting psychoeducational assessments, provincial budget cuts, and varying standards of training and credentialing across the country. Across Canada, mental health providers all agree

that there needs to be increased access to mental health for children and youth (Montreuil, 2016). The Mental Health Commission of Canada (MHCC) identified a need for coordinated child and youth mental health services (Zwiers, & Crawford, 2013). School psychologists can play an important role in their capacity as mental health providers; this can be accomplished through advocacy and government lobbying to change educational legislation and funding requirements to support clinical services (Montreuil, 2016). Consequentially, this will provide opportunities for school psychologists across Canada to be involved in early intervention and prevention, much like they are in Ontario, Manitoba, and British Columbia (Montreuil, 2016).

School Psychology in Romania

Training and Development

In Romania, there are three levels of specialization for school psychologists and no distinction is made between school psychologists, educational psychologists, and school counsellors. Thus, after completion of a three-year bachelor's degree and five years of work experience (usually teaching), one is eligible to register as a *School psychologist- practitioner* (Romanian Psychological Association, 2013). The training of a school psychologist - practitioner is focused on the following disciplines: developmental psychology, personality psychology, social psychology, experimental psychology, neuropsychology, educational psychology, psychological diagnosis, psychopathology / clinical psychology, school counseling and vocational pedagogical training (Romanian Psychological Association, 2013).

The second level of training for school psychologists in Romania is the school psychologist- *specialized.* The training of a school psychologist-specialized is an undergraduate, masters or doctoral degree. A school psychologist-specialized holding a master's degree is trained in areas such as the psychology of learning, special education, cultural diversity, adult

learning, ethics, vocational counseling, research methodology, group counselling, family, child, and adolescent psychopathology, and child, adolescent and family counseling (Romanian Psychological Association, 2013). The professional training of a *Chief School Psychologist* in Romania requires training at the undergraduate level and at the master's and/or doctoral level. School psychologists who have master's-level training must supplement their training with specialized courses before they can be considered chief school psychologists. Additionally, individuals who wish to register as School Psychologist - Specialized or as Chief School Psychologist must provide evidence of seven to ten years of teaching experience, depending on their position.

Scope of Practice

As mentioned above, in Romania, there are three degrees of specialization in school psychology: school psychologist -practitioner, school psychologist-specialized and chief school psychologist. Depending on the degree of specialization, school psychologists in Romania can provide services such as assessment and diagnosis of children, youth, family, and teachers, school counselling, vocational counselling, psychological intervention, guidance, research, counselling, supervision in the field, and intervention at the school level as well as the entire community (Romanian Psychological Association, 2013).

School psychologist-practitioner. The first level of specialization for school psychologists in Romania is the *practitioner* level. At this level, a school psychologist is competent to perform assessments of children, youth, and family members. School psychologists at this level are able to competently administer and use tools for diagnosing cognitive, emotional, and psycho-social developmental deficiencies in children and youth at the individual and group level, under the supervision of a school psychologist – specialized or a chief school psychologist

(Romanian Psychological Association, 2013). A school psychologist-practitioner is able to engage in psychological intervention at the primary level. This consists of the ability to design primary level intervention that could target difficulties in the areas of cognitive, emotional, and/or social functioning (Psychological Association, 2013).

Another area of competence for school psychologists at this level of specialization is school and vocational counselling. According to the Romanian Psychological Association, school psychologist-practitioners are knowledgeable about the methods and techniques for training individuals to develop healthy habits, behaviors, and attitudes that are necessary to be a well-rounded adult, as well as advise an individual and help him/her make an informed decision about a career based on their skills and the labor market trends (Romanian Psychological Association, 2013).

Currently, Romania is confronting a migration problem, with many parents leaving the country to work abroad (Robila, 2011). Because of this phenomenon, there has been an increase in cases of children experiencing school maladjustment, school failure, school dropout, and truancy (Robila, 2011). School psychologists- practitioners are specialized professionals who are able to develop treatment plans and strategies for students with behavioral and disciplinary problems and are often considered to be the bridge between the school and the home environment. Finally, a school psychologist- practitioner is qualified to collaborate in research that is relevant in the field. The practice of a school psychologist-practitioner in its entirety is done under professional supervision (Romanian Psychological Association, 2013).

School psychologist- specialized. Unlike the school psychologist-practitioner, a school psychologist-specialized can interpret the data obtained from an assessment, formulate a conclusion, and give a diagnosis based on the findings (Romanian Psychological Association,

2013). Moreover, when performing school counseling duties, a school psychologist–specialized is competent to make recommendations and provide strategies to children and youth that promote self-growth and is involved in interventions at the primary, secondary, and tertiary level. At this level of specialization, a school psychologist is required to supervise the diagnostic process of the school psychologist-practitioner (Romanian Psychological Association, 2013).

In Romania school psychologists- specialized can consult with teachers, administrative staff, parents, and community. These professionals are key members of the school team and can educate parents, teachers, and the administrative staff about the psychological principles of learning to create a positive climate for living, learning, and working (Romanian Psychological Association, 2013). With respect to counselling, emphasis is placed on the ability of a school psychologist to identify community problems that require counseling and educational intervention and to be knowledgeable in counselling and intervention techniques that could be used at the institution and the community level (Romanian Psychological Association, 2013).

A school psychologist-specialized is qualified to supervise the activities of a school psychologist at the first level of specialization. Research is another key competency of school psychologists-specialized, as they are permitted to propose and initiate research projects (Romanian Psychological Association, 2013). Finally, a school psychologist-specialized is only permitted to practice under the supervision of another psychologist until the following conditions are met: 12 hours of theoretical training and/or supervised work in the field and 12 hours of co-supervision with an accredited supervisor (Romanian Psychological Association, 2013).

Chief School Psychologist. Assessment and intervention are competencies of the chief school psychologist. After completing doctoral training and attaining the highest level of specialization, chief school psychologists in Romania are competent to use tools for diagnosing

cognitive, emotional, and psycho-social developmental difficulties or disorders in children and youth at the individual and group level and to formulate conclusions and give a diagnosis based on the assessment findings. At the same time, a chief school psychologist is responsible for supervising the diagnostic process school psychologists at the first two levels of specialization (Romanian Psychological Association, 2013).

The chief school psychologist is also responsible for providing school counselling, vocational, and guidance services. As a school counsellor, the chief school psychologist will engage in activities and use methods and techniques for training and educating youth to develop healthy behaviors, habits, and attitudes that contribute to being a well-rounded adult and having a healthy and balanced lifestyle. A chief school psychologist, at the request of their clients, family, and school staff, will make recommendations and provide strategies that promote self-growth (Romanian Psychological Association, 2013). At the community level, chief school psychologists are trained to identify problems that require counselling and educational intervention and are qualified to use methods, techniques, and strategies for intervening at the organizational and institutional level (Romanian Psychological Association, 2013). In their capacity as vocational counsellors, based on the main labor market trends and the areas of training, a chief school psychologist will use methods and techniques for identifying the skills, the values and the professional interests of their clients and help them make an informed decision regarding their potential career. A chief school psychologist will also oversee the vocational counseling conducted by the school psychologist-practitioner (Romanian Psychological Association, 2013).

Chief school psychologists in Romania are competent to engage in intervention at the primary, secondary and tertiary level by developing complex psychological interventions and

making the most of the available resources (e.g., testing materials, patients, teachers, and the school environment; Romanian Psychological Association, 2013). Research, training and professional supervision are the final competencies of a Romanian chief school psychologist. Chief school psychologists are able to propose, initiate and coordinate research projects. Also, they are able to teach and develop training courses for school psychologists at the first two levels of specialization (see Table 3 for an outline of the three levels of specialization).

To summarize, there are three levels of specialization for psychologists working in Romanian schools: school psychologist-practitioner is a professional who has a bachelor's degree in psychology and can only practice under the supervision of a school psychologist-specialized/chief school psychologist; school psychologist-specialized has a master's or doctoral degree, provide proof of continued professional training, and is supervised by a chief school psychologist until further training is completed and a certificate for independent practice is obtained; chief school psychologists must have additional training, course or applied courses in supervising, co-supervising with a certified supervisor, a specified number of hours gained by publishing and attending specialized courses, workshops, and conferences (Negovan & Dincă, 2014). In terms of training, Romanian universities do not provide specific training for school psychologists, but students can obtain the necessary training through course work and practicum experience (Jimerson, Oakland, & Farral, 2007). Usually after the completion of a bachelors' degree in psychology, one can choose their specialization. According to Negovan and Dincă, 2014, many students often choose to specialize in clinical psychology.

Perception of School Psychology Services

Mîrleanu et al. (2013) examined the Romanian general public's attitude towards the field of psychology. Medical, engineering, and psychology students were asked to describe their

thoughts about the public perception of the field of psychology and psychologists in general. Most students in the department of medicine reported that, in their opinion, the public has an indifferent and even negative impression towards psychological services (Mîrleanu et al. 2013). Moreover, they reported that psychologists continue to be confused with psychiatrists, not appreciated, and are considered lower-tier clinicians who advise sick or intellectually delayed people (Mîrleanu et al. 2013). On the other hand, students from engineering reported that, in their opinion, the general public has a good opinion about psychologists and the services they provide. Participants from this group reported that, in their opinion, psychological services should be accessed only by individuals that are mentally ill (Mîrleanu et al. 2013). And finally, psychology students reported that most people do not seek the help of a psychologist because they often have a support group consisting of family, friends, and neighbors that can substitute the services provided by a psychologist (Mîrleanu et al. 2013).

The study found that overall the students in the three groups identified psychologists as specialists in psychology that have a university degree (Mîrleanu et al. 2013). Also, psychologists were not confused with psychiatrists, but most participants perceived psychologists as a "kind of doctor" that offered advice. Furthermore, most participants were unfamiliar with the role that psychologists can play in an organization, politics or economics and most thought of the more classical role counselling for interpersonal, emotional or mental deficits (Mîrleanu et al. 2013). Balan (1999) found that there was a general agreement between the respondents to the questionnaire that people that were referred to a psychologist or sought that aid of a psychologist had a severe mental disorder. Also, respondents agreed that the services of a psychologist are generally useful (Balan, 1999).

The confusion related to the role of a school psychologist can come from the use of so many titles associated with psychologists working in Romanian schools. Among the titles as reported by Dulău, Drugaş, & Drugaş (2010) are: school counsellor, psychology teacher, psychopedagogy teacher, sociologist and, finally, school psychologist. This multitude of informal titles is one of the reason why the Romanian public could be confused about the services provided by a psychologist working in the school and why school psychologists do not have a defined role and a clear professional identity (Dulău, Drugaş, & Drugaş, 2010).

Access to School Psychology Service

Until the 1990s, mental illness and disabilities were conceptualized using the medical model in Romania. Thus, integration of the community and school environments was considered to be difficult because those individuals were disabled (Nica, 2005). Before 1989, there were some attempts at school integration of children with disabilities. Among these were the formation of interschool logopedic centers, classrooms with a smaller number of students, and centers for the rehabilitation of hearing and speech impediments in Cluj (Ghergut, 2011). Most of these efforts were seen as unsuccessful by the 1990s and a large number of children who had been diagnosed with disabilities were mainly placed in residential institutions (Ghergut, 2011). Moreover, these centers were typically on the outskirts of cities so as to not call attention to them (Ghergut, 2011). After 1990, Romania adopted comprehensive anti-discrimination legislation, which was amended to cover discrimination on the grounds of disability. The Romanian Constitution refers to the protection of "handicapped people". Because the word "handicap" is used in official law and policy, this terminology in itself is outdated and stigmatising (Nica, 2005). An attempt was made to integrate thousands of children from special schools to mainstream schools in 1999, but this integration was not successful because there was little

preparation or support was given to the process for inclusion in the long-term (Nica, 2005). Thus, many of the children returned to special schools. It should be noted that many of the special schools in Romania teach their students basic reading, writing, and arithmetic skills that, according to Nica (2005), fail to equip them with marketable skills that would allow them to access employment after graduation. Furthermore, for many children with moderate to profound intellectual disabilities, and for all adults in institutions, there are no educational options at all because there is no government funding provided to support these individuals (Ghergut, 2011).

According to Ghergut (2011), teachers in special schools are currently required to hold a graduate degree in special psycho-pedagogy, pedagogy or psychology. Teachers in special schools receive incentives, including a 15 per cent higher salary and shorter working hours than teachers working in regular schools. Although the Ministry of Education regularly offers required training courses and informational sessions for special education teachers, there are no other types of support services, such as counselling or coaching, available for teachers.

Parents have expressed the concern that there is a prevailing mentality in the school system that children should conform to particular norms, even if children, especially those with intellectual disabilities, do not fit into these patterns (Ghergut, 2011). Socialisation is an important aspect of the school experience for all children, but those who need assistance in this area are not given the help they need, due to a lack of staff and poor awareness of these children's needs (Ghergut, 2011).

According to the Romanian Ministry of Education, one school psychologist is designated to serve 800 students; schools that do not meet this criterion are combined with other schools and a "mobile office" is created between two or more schools (Dulău, Drugaş, & Drugaş, 2010). In this circumstance, school psychologists are expected to commute between institutions

(Dulău, Drugaş, & Drugaş, 2010). However, these researchers reported that, in certain parts of the country, there are only 63 school psychologists, counsellors, and vocational counsellors that cover over 500 schools. This means that there is only one school psychologist for every ten schools (Dulău, Drugaş, & Drugaş, 2010).

Dulău, Drugaş, and Drugaş (2010), investigated relationships between school psychologists and coworkers, parents/caregivers, and students using a sample of 139 school psychologists from 16 counties. The results of the survey indicated that 79.1% of school psychologists identified the need to collaborate with colleagues to identify students who would benefit from psychological services; 92.1% were open to collaboration with teachers for the purpose of academic planning and the development of classroom interventions but only 6.9% of participants reported that this collaboration is actually practiced; 68.4% were satisfied with the way in which the proposed interventions were implemented at the classroom level; 60.4% felt the need to have more understanding from teachers when it comes to allowing students to miss classes when participating counselling sessions; 68.3% indicated that most of their colleagues have a correct perception of the role(s) of the school psychologist and 80.6% believed that teachers do a good job when describing the roles of a school psychologists to their students (Dulău, Drugaş, & Drugaş, 2010).

Regarding the relationship between the psychologists working in the schools and parents/caregivers, the study found that 58.3% of the parents recognized and accepted mental health difficulties and appreciated the value of both individual and group counselling. In terms of caregivers' cooperation when it comes to collecting information in order to provide an accurate diagnosis, 65.5% of participants found caregivers to be open and collaborative. Researchers asked whether parents should be more involved in the further therapeutic approach at home and

found that 95% of the respondents felt that parents should be more involved and only 4.3% reported that no change is needed (Dulău, Drugaş, & Drugaş, 2010).

The researchers asked the participants if they believed there was a correlation between the number of student self-referrals and the number of students that experienced academic difficulties; only 5% agreed that there is a high correlation between the actual cases and self-referral, 43.2% believed that there was some consistency and 8.6% subjects stated that there is no consistency (Dulău, Dugaş, & Drugaş, 2010). When the participants were asked if they believed they met the mental health needs of the students in the institutions in which they worked, 86.3% of subjects reported that they did and 13.7% reported that they did not (Dulău, Dugaş, & Drugaş, 2010). The majority of the respondents (92.9%) believed that their clients need to be more involved during the counselling sessions (Dulău, Dugaş, & Drugaş, 2010). The last items on the survey asked the participants if they thought their clients used the skills learned during the counselling sessions in their day to day life; 90.2% thought that that was the case, and 94.2% thought that their clients usually referred their friends that had academic difficulties to seek the help of the school psychologist (Dulău, Dugaş, & Drugaş, 2010).

Overall, respondents to the survey reported that they wished to have an office in every institution. As reported by one participant in the study described above, psychologists in Romania are required to meet a minimum of teaching hours which, on average, leaves just 18 hours for addressing all the other needs of the school population (Dulău, Dugaş, & Drugaş, 2010). Furthermore, school psychologists will often have the title of school psychologist, counsellor and vocational counsellor (Dulău, Dugaş, & Drugaş, 2010), meaning that their time gets divided over multiple areas and very often only extreme cases get addressed due to the lack of staffing and time. Also, there is still an evident confusion about the role of a psychologist that

works in the schools and a stigma associated with psychological services. As one respondent reports: individuals will often say “I’m not crazy, I don’t need to go see a psychologist” (Dulău, Dugaș, & Drugaș, p.38).

Comparing Canada and Romania

By comparing and contrasting school psychology training and practice in Canada and Romania, it is possible to note similarities and differences between two systems, as well as to develop recommendations for improvement in both countries. In terms of training and preparation, all individuals that wish to practice as school psychologists in Canada must provide proof of the completion of a four-year bachelor’s degree in psychology and complete specialized graduate training at the master’s or doctoral level (Canadian Psychological Association, 2016). By comparison, in Romania, universities do not provide specific training for school psychologists, but students can obtain the necessary training through course work and practicum experience (Jimerson, Oakland, & Farral, 2007). A bachelor’s degree usually spans over three years and a master’s degree two years. In Romania, there are eight universities offering courses that can lead to the specialization in school psychology, with 25 students typically admitted to each of the programs (Negovan & Dincă, 2014). Also, it should be noted that in Romania, there are three levels of specialization in school/educational/counselling psychology. Practitioners with this specialization can practice their profession if they have a bachelor’s, masters’ or doctoral degree; the only difference being if it is under supervision or not. In both countries, there are similarities and differences in the competencies that school psychologists have at the end of their training. In both countries, school psychologists are competent in individual assessment and evaluation, can develop and implement intervention at the institutional and community level, consult with school personnal, parents and third parties,

and are required to take part in further professional development, and supervision. Finally, in both countries there are ethical standards that guide the profession.

Although in both countries, psychologists working in the schools are competent to do similar jobs, there are some noticeable differences between the two systems. First, in Romania, there is no distinction between school psychologists/counsellor/vocational counsellor. In fact, psychologists working in schools in Romania are expected to be knowledgeable in all of these areas, at all three levels of practice. Second, there are three levels of specialization for psychologists working in the schools: *school psychologist-practitioner* is a professional who has a bachelor's degree in psychology and can only practice under the supervision of a school psychologist- specialized/ chief school psychologist; *school psychologist-specialized* has a master's or doctoral degree, proof of continued professional training, and is supervised by a chief school psychologist until further training is completed and a certificate for independent practice is obtained; *chief school psychologists* must have additional training, applied courses in supervision, co-supervision with a certified supervisor, a specified number of hours gained by publishing and attending specialized courses, workshops, and conferences (Negovan & Dincă, 2014). Unlike the majority of Canadian school psychologists, Romanian school psychologists must provide evidence of between five and ten years of teaching experience before being able to practice. Thus, due to the multiple roles that a school psychologist is required to fulfil in Romania, the profession as a whole does not have a clear identity. Both countries share in this hardship and the need for increased advocacy and role definition for school psychologists is evident.

The ratio of school psychologists to students varies in the two countries. The Canadian Psychological Association reports that the recommended ratio is of one school psychologist for

every 500 to 700 students (Canadian Psychological Association, 2014). Unfortunately, this is often not the case with many provinces in Canada reporting a ratio of 1:1200 students (Ontario) (Lean, 2016) and 1:1,682.7 in Nova Scotia (King, McGonnell, & Noyes, 2016).

In Romania, as reported by Dulău, Drugaş, and Drugaş, (2010) to students is 1:500. In some remote parts of the country this ratio is not met, meaning that school psychologists are required to commute between schools to meet their quota. It is also important to note that, because Romanian school psychologists are also required to teach, their time must be divided between their obligations as a teacher and of a psychologist. As reported by some professionals from the field, this arrangement often means that only extreme cases can be addressed (Dulău, Drugaş, & Drugaş, 2010). The difference might be due to the considerable size difference between the two countries as well as the different job descriptions of the two professions.

Although the there is an advantage to being part of the school staff (e.g., one is seen as part of the school community), psychologists from both countries have argued for job autonomy. Also, the research reviewed in this paper has shown that in both countries there is a need for more school psychologists to better address the mental health needs of students. Specifically, in Canada, there are long waiting lists and the ratio of students to school psychologists is extremely high. Some areas of Canada are still underserved, and some school psychology positions stay vacant for years. In Romania, because of the multiple roles that school psychologists need to fulfill, only extreme cases get addressed. Currently the profession of school psychology in Romania is striving to have a school psychology office in every school. It can be argued that school psychologists in Romania need to advocate for a more defined role. Psychology in Romania has a long history but due to the disruption of the field during the communist period the

field is still in its infancy, particularly the field of school psychology. The Canadian system could be used as an initial model.

In Canada, due to the size of the country, the number of remote areas, and the diversity of the population, currently there are not enough trained school psychologists to have a school psychologist in every school. The field of school psychology in Canada needs to continue its efforts in reaching a consensus nationwide for developing uniform qualifications for all psychologists. This will enable qualified professionals to migrate from one province to another in order to even out the need for psychological services throughout the country. Also, universities in Canada offer programs for training school psychologists and, as shown in the literature, many provinces are faced with the transition from the masters' level of training as the minimum for practice to that of a doctoral level. This transition is valuable because it ensures a standard of practice for all school psychologists, but academic programs should be financially supported at a federal and provincial level to attract more students and consequently produce better trained and qualified school psychologists that will better serve the mental health needs of the population, specifically school age children.

Recommendations for the Development of School Psychology in Romania

Role definition. Currently school psychologists in Romania are responsible for providing a variety of services. Among these are assessment and consultation guidance and vocational services as well as teaching responsibilities. In comparison in Canada, school psychologists are trained professionals that work within the school system. It is recommended that the Romanian system adopt the same role definition for school psychologists to guarantee better service delivery. For example, as in Canada, Romania could adopt a team approach in which the school psychologists, school counsellor, and teacher are part of a team and each individual has expertise in their respective field, thereby encouraging job specialization and increasing the level of expertise and the service quality. Consequently, the field of school psychology in Romania will develop a better identity. In Romania, this can be done by establishing clear guidelines that identify the role of the school psychologist in the school system.

Development of training programs. Negovan and Dincă (2010) have argued that because there is no designated program for school/counselling psychology in Romania, many students opt to pursue clinical psychology instead. As noted above, the field of school psychology in Romania lacks a clearly defined identity; by establishing clear training goals and programs specifically designed to train school psychologists, it will be possible to build awareness of the field. As with the Canadian model, there should be a clear separation between the pedagogical and the psychological responsibilities of a school psychologist in Romania. It can be argued that reducing, and even eliminating the teaching component in the training of school psychologists could result in the change in the quality of psychological services provided in Romanian schools. Specifically, more time will be dedicated towards training psychologists first and not teachers, leading to more focus on addressing the mental health needs of students.

Additionally, by developing specific training programs, school psychologists in Romania will be better able to define their role. Because of the multiple responsibilities of Romanian psychologists in the school (i.e., teaching, counseling, and vocational counseling) there is no clear role definition and understanding in what the role of a school psychologists is. Finally, school psychology programs in Romania should provide more in-depth internships that will help better train future psychologists. This will also help address the service deficiency that the field is currently facing.

Increase in awareness. Generally, the Romanian public does not have a clear understanding of the role of a school psychologist. Also, there is a certain stigma associated with seeking and benefiting from mental health services. School psychologists in Romania need to advocate for themselves and for the field and increase the public's awareness about their role. This could be accomplished through conferences and talks open to the general public. School psychologists need to be more visible in the school in which they practice. They can organise talks given to parents and school personnel where they outline their role and showcase the fact that they are in the school to help and provide mental health services. Some school personnel, parents and students might not be familiar with the wide array of services that a school psychologist is qualified to provide.

Service accessibility. School psychologists in Romania have multiple roles. Among these are: school counsellor, vocational counsellor, school psychologist, and professor. Due to these multiple roles, there is often confusion among the general public (Dulău, Dugaş, & Drugaş, 2010). Due to the plurality of roles, integration of children with special needs in the mainstream schools is often difficult because teachers do not have the skills to aid these students (Nica, 2005). Also, school psychologists in Romania are required to meet a minimum of teaching hours

a week which, on average, only leaves 18 hours for addressing all the other psychological needs for the school population (Dulău, Dugaş, & Drugaş, 2010).

Considering the above facts, it can be argued that the time allocated to providing mental health services to the Romanian students is insufficient. First, we recommend that there be a separation between the teaching component, school counseling/ vocational counselling and mental health services (i.e., assessment and intervention). There is no specific training for counsellors or vocational counseling in Romania (Szilagyi, & Paredes, 2010). Counselling and vocational counseling are considered one of the responsibilities of school psychologists in part because, counseling is not recognized by the Romanian government as a unique licensure-level profession (Szilagyi, & Paredes, 2010). Also, school counseling training is provided as part of other departments (i.e., psychology, education and management) and training is mainly based on theories and techniques developed in the United States and western Europe (Szilagyi, & Paredes, 2010). Currently, these services are typically provided by classroom teachers. The services provided are mainly informational and broad rather than tailored to the specific needs of individuals (Szilagyi, & Paredes, 2010).

Because of these multiple roles assigned to school psychologists, practitioners often feel overwhelmed. Thus, we advocate for a clear separation of these multiple roles as the other disciplines develop an identity of their own.

Research. While reviewing the research in preparation of this review, there was a lack of publications on the development and standards of practice of the field of school psychology in Romania. Thus, it was difficult to completely capture and describe the field of school psychology in Romania.

As indicated by the literature, school psychology in Romania is still a young and growing discipline. In order to continue this growth, the field of school psychology in Romania must further develop its unique knowledge base. Although there is some research and scholarly literature from the Institute of Educational Sciences and Romanian university professors, the findings outlined by these scholarly sources are not widespread or easily accessible (i.e., presence of paywalls). The introduction of a national journal similar to the Canadian Journal of School Psychology would help this process and could also provide information about new assessment techniques and intervention strategies. Romanian school psychologists could also continue to enrich their knowledge base by translating of select psychological texts into the local language, inviting foreign specialists to deliver lectures and workshops, and facilitating school psychology faculty and student exchanges.

Conclusion

By comparing and contrasting Canadian and Romanian practices of school psychology, it is possible to gain an in depth understanding of the fields of school psychology in each country. Although, psychology as a movement developed in Europe and was popularized in the Americas, specifically the United States, one would predict that in Romania, due to the long history of psychology in Europe, the field of School Psychology in particular, would be very well established. But, unfortunately this is not the case, due to the communist influences of the 20th century. Thus, School Psychology in Romania is still in its infancy as a profession.

After examining the Canadian and Romanian systems, it became evident that each system followed similar paths of development. At its beginnings, similar to present day Romania, school psychologists in Canada were initially teachers; consequently, the training of school psychologists is done under the umbrella of the education department in some Canadian

provinces. In Romania, the field of school psychology has not yet managed to separate itself from this role, as school psychologists fulfil teaching demands and provide mental health services to students.

For both countries, when considering the field of school psychology, four areas of interest were targeted: training and development, the scope of practice, public perception of school psychology services, and service accessibility. There are differences and similarities in all four areas for both countries. Frist when considering training and development, in Canada to become a school psychologist the minimal requirements include a bachelor's degree in psychology and specialized graduate training in school psychology at either the master's or doctoral level (Canadian Psychological Association, 2016), with a shift being made toward the doctoral standard throughout Canada (Cohen and Caputo, 2006). Also, in most provinces, school psychologists must adhere to provincial registration requirements for psychologists. But, the field of school psychology in Canada is slowly moving towards a more nationally regulated profession with a national identity and national standards similar to the model used in the United States (Jordan et. al., 2009).

Second, when considering the scope of practice of school psychologists in Canada, due to the high demand by the school boards for assessment services, school psychologists in most provinces spend most of their time engaging in assessment, placement and, report writing activities (Jimerson, Oakland, & Farral, 2007). As outlined by the Canadian Psychological Association, school psychologists should be considered indispensable. But, unfortunately, they are not always consulted and are often left out of decision making processes in schools (Joy et. al., 2016). The practice of school psychology in Canada varies from province to province and there is a lack of a "national identity" among school psychologists, differences in practice,

training, registration, the integration of health and education, as well as role diversity are all factors that have been identified as obstacles to effective service provision that remain to be addressed (Montreuil, 2016).

Third, the role of the school psychologist is often misunderstood. Indeed, research has shown that there is often a mismatch between what teachers think school psychologists do versus the reality of the school psychologist's job (Fanell, Jimerson, & Kalambouka, 2005). Also, school psychologists are often perceived as test-experts and, thus are underused in schools, decreasing their effectiveness in the delivery of services. Therefore, teachers, are at risk of misusing and undervaluing the expertise of the school psychologist due to these misperceptions (Krupp, 2010).

Finally, research has found that there needs to be an increase in service accessibility, with teachers requiring more frequent access to school psychologists to assist them in meeting the mental health, academic, and behavioural needs of students. Despite this evident need, Montreuil (2016) reports that school boards often struggle to recruit and retain school psychologists. There are many factors that affect recruitment and retention of school psychologists, namely, the limited role of school psychologists that is heavily weighted towards conducting psychoeducational assessments, provincial budget cuts, and varying standards of training.

By comparison, in terms of training and development in Romania, there are three levels of specialization for school psychologists (school psychologist-practitioner, school psychologist-specialized, chief school psychologist) and no distinction is made between school psychologists, educational psychologists, and school counsellors. Thus, after completion of a three-year bachelor's degree and five years of work experience (usually teaching) one is eligible to register as a *School psychologist- practitioner* (Romanian Psychological Association, 2013).

For Romanian school psychologists, their scope of practice varies depending on the degree of specialization. School psychologists in Romania can provide services such as assessment and diagnosis of children, youth, family, and teachers, school counselling, vocational counselling, psychological intervention, guidance, research, counseling, supervision in the field, and intervention at the school level as well as the entire community (Romanian Psychological Association 2013). In Romania, universities do not provide specific training for school psychologists, but students can obtain the necessary training through course work and practicum experience (Jimerson, Oakland, & Farral, 2007). Usually after the completion of a bachelor's degree in psychology, one can choose their specialization. According to Negovan and Dincă (2014), many students often choose to specialize in clinical psychology.

The general public perceives psychologists as a "kind of doctor" that offers advice. The confusion related to the role of a school psychologist can come from the use of so many titles associated with psychologists working in Romanian schools. Among the titles as reported by Dulău, Drugaş, & Drugaş, 2010 are: school counsellor, psychology teacher, psychologist, psychopedagogy teacher, sociologist and, finally, school psychologist.

Finally, when considering service accessibility for school psychologists in Romania it needs to be taken into consideration that school psychologists in Romania are required to meet a minimum of teaching hours which, on average, leaves just 18 hours for addressing all the other needs of the school population (Dulău, Dugaş, & Drugaş, 2010). Furthermore, school psychologists will often have the title of school psychologist, counsellor and vocational counsellor (Dulău, Dugaş, & Drugaş, 2010), meaning that their time gets divided over multiple areas and very often only extreme cases get addressed due to the lack of staffing and time (Dulău, Drugaş, & Drugaş, 2010).

Based on the findings, a need for improvement and advancement of the Romanian school psychology field was noticed. Several recommendations were made for the field of school psychology in Romania in the following areas: development of training programs, increase in awareness, service accessibility and research**.** Future research should be conducted in order to provide a better understanding of the field of school psychology, especially in Romania. Additionally, using qualitative methods such as interviews or focus groups would provide more in-depth information about the role of school psychology in the Romanian school system and provide clarity about the role and scope of practice of psychologists working in the Romanian school system.

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Table 1. Outline of the universities in Canada that offer training in School and Clinical psychology, length of the program, total credits required, PhD option and admission requirements.

Table. 1 Universities that offer School Psychology /Clinical Psychology training in Canada

Location	Program name	Length	Total credits	PhD Option	Admission requirements
University of Alberta	MA of School and Clinical Child Psychology	2 years	36	No	4-year undergraduate degree, Resume, Statement of Intent (2 pages), Transcripts, 3 Letters of Reference, Proof of English Language Proficiency.
University of Calgary	M.Sc. in Clinical Psychology	2 years	24	PhD in Clinical Psychology	4-year undergraduate honours degree in Psychology, GPA of 3.6/4.0 over the last 20 half courses.

					GRE general (required) and psychology subject (recommended) test scores with a score of no less than 50%, For international students- proof of English Language Proficiency, 2 letters of reference.
University of British Columbia	MA. Clinical Psychology	2 years	30	PhD in Clinical Psychology PhD in School Psychology	4-year BA or BSc, Major/ Honours in Psychology, 80% (or a GPA of 3.5 out of 4.0).
	MA School Psychology	3 years	61		GRE, 2 official sets of transcripts, Resume, Evidence of English Prophecy, 3 letters of reference.
	MEd School Psychology	3 years	55		

Concordia University	MA. Clinical Psychology	1-year and 8 months	72 (includes PhD, Training)	PhD Clinical Psychology	Curriculum Vitae (CV), Confidential Letters of Reference, Training Option, Statement of Purpose (1500 words Psychology Background Summary GRE, aptitude and advanced is recommended, but not required, Transcripts for all post-secondary institutions attended, Proof of Canadian citizenship (if applicable), Official language test scores, unless exempted.

Dalhousie University	MSc Psychology & Neuropsychology	1-2 years	18	PhD in Clinical Psychology	A four-year bachelor's Degree (in some case a three-year degree is accepted), Overall B average in the last 60 credit hours for their degree, Proof of English proficiency (for non-Canadian students), GRE scores.
	MSc in Psychology	1-2 years	18		
Guelph University	MA. Clinical Psychology	4 years	Not specified	PhD. Clinical Psychology	4-year Honours degree, or equivalent, Minimum B- average (last two years of full-time equivalent study), 2 academic references, English proficiency test.

Lakehead University	MA. Clinical Psychology (Specialization in Gerontology) MA.Clinical Psychology (Specialization in Women's Studies	2 years 2 years	7+ completion of practicum	PhD. Clinical Psychology	Honours B./BSC in Psychology, Minimum (70%), GRE- general and psychology, Proof of English Proficiency.
University of Saskatchewan	Counseling and School Psychology	2 years	36	No	3 references, Official Transcripts,
University of Manitoba	MA School Psychology (non-thesis)	2 years 3 years	60 69	No	Statement of Intent (2-3 page), Resume, 2 or more recommendations, GRE, Official transcript,

	MA School Psychology (thesis) MA. Clinical Psychology	2 years	60	Ph.D in Clinical Psychology	Description of academic or professional goals, Special awards, abilities, and publications, English Language Proficiency Test,
Regina University	MA. Clinical Psychology	2 years	20	PhD. Clinical Psychology	4-year undergraduate honours degree in Psychology, GRE results, 2 letters of reference, Statement of Intent.
Univesity of Toronto, Ontario Institute for Studies in Education OISE	M.A School and Clinical Psychology	2 years	25	PhD. School and Clinical Psychology	English Language Proficiency, Letters of Reference, Resume, Statement of Intent, Sample of Written Work, GRE.

Ryerson University	MA. In Clinical Psychology	2years	33	PhD in Clinical Psychology	4-year undergraduate honours degree in Psychology, A minimum of A- during the undergraduate degree, in the last two years of study, Recommended the completion of one undergraduate statistics course and honors thesis,
Queen's University	MSc. Clinical Psychology	2 years	20	PhD. Clinical Psychology	4-year Honours degree in psychology, 80% average, Academic letters of reference.
Quebec, McGill University	MA in School/Applied Psychology(Thesis)	2 years	81	PhD in School/Applied Child Psychology	Transcripts, 3 letters of reference, Personal statement, Resume.

	Master of Arts (M.A.) in School/Applied Child Psychology (Non-Thesis) Research Project	2 years	60		GRE, TOEFL/IELTS, GRE, GMAT results:
Newfoundland, Memorial University	MA Counseling Psychology	Not specified	54	No	1 year of teaching (or related work) experience, Resume, Rationale for the application, 2 letters of recommendation, An interview may be required, GRE- may be required
Nova Scotia, Mount Saint Vincent University	MA. School Psychology	2 years	60	No	Undergraduate degree in psychology, Related work/volunteer experience, 3 letters of reference,

					Interview may be required.
University of New Brunswick Saint John and Fredericton	MA. Clinical Psychology	3 years	48	PhD. in Clinical Psychology	Honors' degree and thesis Coursework in: history and systems, biological bases of behavior, cognitive-affective bases of behavior, developmental bases of behavior, social bases of behavior and systems of psychotherapy, Minimum cumulative GPA 3.7 / 4.3, General GRE scores, 3 reference letters, A statement of research experience, Resume.
Simon Fraser University	MA in: Clinical General	3 years	60	PhD. in Clinical General	Statement of Intent, Resume, 3 letters of reference,

York University	Clinical Child Clinical Forensic Clinical Neuropsychology MA. Clinical Psychology	2years	36	Clinical Child Clinical Forensic Clinical Neuropsychology PhD in Clinical Psychology	Copy of transcript, GRE results, Language proficiency test (TOEFL or IELTS), Required background in the following areas: biological bases of behavior, cognitive-affective bases of behavior and social bases of behavior, GRE- general and psychology, Letter of Interests, Resume, 2 letters of Reference.

Victoria University	MA. Clinical Psychology (Lifespan specialization and Neuropsychology Specialization)	2 years	39	PhD. Clinical Psychology	Background, interests, research and volunteer experience, Transcripts, GRE score – General and Psychology, Personal statement of field of interest, Personal interview.
University of Western Ontario	MA. Clinical Psychology	2 years	4 substantive half-courses	PhD. Clinical Psychology	4-year Undergraduate Honour's degree, Minimum grade average 78% or B+, Official transcripts, GRE General Scores, 2 letters of reference, Statement of interest, TOEFL score.

University of Winsor	MA, Clinical Psychology	2 years	13+ 300h internship	PhD. Clinical Psychology	Honours BA in Psychology, Minimum of 18 one-term (3-credit) courses in Psychology, GPA equivalent to a B average, GRE scores, 3- confidential references from university professors, Personal statement.

Note: GRE= Graduate Record Examination: All Master level programs in Clinical Psychology are not terminal degrees.

Table 2. List of all Provinces in Canada, Academic Entry Requirements for the Doctoral Title and Master Title, Supervision Experience and Final Examination Requirements.

T**able 2.** Licensure (Regulation) of the Practice of Psychology

Province	Academic Entry Requirements	Supervised Experience	Final Examination Requirement
British Columbia	DT : Psychologist MT: Psychological Associate	Doctoral 1 year pre-doctoral Masters 1year post-masters internship and 3 years supervised practice	EPPP scale score of 140/200 OR 500/800 Written jurisprudence, score of 40/50 Oral examination
Alberta	DT: Psychologist MT: Psychologist	Masters 1 year (1,600 hours) post-masters	EPPP scaled score of 500 Oral examination
Saskatchewan	DT: Registered Doctoral Psychologist	Doctoral: As Provisional member 1year (1500 hours)	EPPP 70%; scaled score of 500 Oral examination

	MT: Registered Psychologist	Title: Registered Doctoral Psychologist (Provisional) Masters As Provisional member 1 year (1500 hours) Title: Registered Psychologist (Provisional)	
Yukon Territory	No legislation governing practice of psychology		
Manitoba	DT: Psychologist MT:Psychological Associate	Doctoral 1 pre- and 1 post-year Masters (2 classes) PA (Supervised Practice): 2 years post-degree supervision required PA (Independent Practice): 4 years post-degree supervision required	EPPP 70% pass point (Scaled Score of 500) for ALL classes of registration Jurisprudence exam in addition to oral examination (both Doctoral and Masters)

Ontario	DT: Psychologist	Doctoral 1 pre- and 1 post-year on supervised practice register	EPPP (scaled score of 500); Jurisprudence and Ethics Examination; and Oral Examination for both Doctoral and Masters level
	MT: Psychological Associate	Masters 4 years post plus 1 year on supervised practice register	
Quebec	DT: Psychologist	2,300 hours supervised practice pre-doctoral	No EPPP No oral examination Ethics course
	MT: Psychological Associate	Masters 4 years post plus 1 year on supervised practice register	
Newfoundland & Labrador	DT: Psychologist	Doctoral 1 pre- and 1 post-year	EPPP 70%; scaled score of 500 No oral examination
	MT: Psychologist	Masters 2 years post	

Northwest Territories	DT: Psychologist MT: Psychologist	1 year (1,600 hours) while on an Intern's Registry.	An exam may be required.
Nunavut	DT: Psychologist MT: Psychologist	1 year (1,600 hours) while on an Intern's Registry.	An exam may be required
Nova Scotia	DT: Psychologist MT: Psychologis	Doctoral 1 pre- and 1 post-year Masters 4 years post	EPPP 70% Oral examination
New Brunswick	DT: Psychologist MT: Psychologis	Doctoral 1 pre- and 1 post-year Masters 3 years post	EPPP scale score of 500 Oral examination or interview
Prince Edward Island	DT: Psychologist MT: Psychological Associate	Doctoral 1 pre- and 1 post-year Masters 2 years post	EPPP scaled score of 500 Oral examination

Note. DT= Doctoral Title; MT= Masters Title

Table 3. Outline of the three levels of specialization for School Psychologists in Romania, Training, Professional Development, Competencies and Supervision.

Table 3. The three levels of specialization for School Psychologists in Romania

	Practicing school Psych	Specialized School Psych	Chief School Psych
Training	Undergraduate degree covering the areas: -Developmental psychology, -Personality psychology, -Social Psychology, -Experimental Psychology,	Undergraduate degree and a Masters' degree covering the areas: -Psychology of learning, -Special Education, -Cultural diversity, -Teaching adult learning, -Ethics and deontology,	Undergraduate degree and Masters'/ PhD degree covering the previously mentioned areas. Training will be supplemented by specialized classes in accordance with the legislation.

	-Neuropsychology, -Educational Psychology, - Psychological diagnosis, -Psychopathology / clinical psychology, -School counseling, -Vocational pedagogical training,	-Vocational counseling, -Research methodology, -Child, adolescent, family and group counseling,	
Professional Development		Before obtaining the “specialized” level of training one must: - Provide proof of training -Have a minimum of 30 hours of personal development; - 100 hours of practice under supervision;	Before obtaining the “chief” level of training one must: - Provide proof of training - Have a minimum of 24 hours of formative training in the field; - 12 hours of theoretical courses followed by applied practice in the field and supervision;

		- 25 credits obtained through publications, participation in courses, conferences, workshops etc. - Be employed as psychologists in the private or public sector; - Have worked in the field for at least 5 years; - Pass an interview organized by the Minister of Education.	- 12 hours of co-supervision with an accredited supervisor; - 25 annual credits obtained through publications, participation in courses, workshops, conferences; -Be employed in the public or privet sector; -Have worked in the field for at least 10 years or 7 years at the PhD level; - Pass an interview organized by the Minister of Education.
Competencies	-Assessment and diagnosis of children, youth, family members; -School counseling; -Vocational counseling;	-Assessment and diagnosis of children, youth, family, and teachers; -School counseling; -Vocational counseling;	-Assessment and diagnosis of children, youth, family, and teachers; -School counseling; -Vocational counseling; -Psychological intervention primary,

	-Primary psychological intervention; -Research;	-Psychological intervention primary, secondary, tertiary; -Consultation; -Supervising practicing psychologists; -Research; -Counseling and intervention in educational institutions and community organizations.	secondary, tertiary; -Consultation; -Research; -Training and professional supervision; -Counseling and intervention in educational institutions and community organizations.
Supervision	Practicing school psychologists are only allowed to practice under the supervision of a licensed psychologists.	Specialized school psychologists can engage in the professional supervision of a practicing school psychologist only to meet the fallowing requirements:	

		- 12 hours of theoretical classes and/ or applied in supervision; -12 hours of co-supervision with a certified supervisor;	
Special Mention	Individual teaching at the high school level can request to be accredited as a practicing school psychologist if they: -Have a bachelor's degree; -Have been teaching for a minimum of 5 years; -Have engaged in activities such as school and vocational counseling;	Individual teaching at the high school level can request to be accredited as a specialized school psychologist if they: -Have a bachelor's degree; -Have been teaching for a minimum of 5 years; -Have engaged in activities such as school and vocational counselling;	Individual teaching at the high school level can request to be certified as a chief school psychologist if they: -Have a bachelor's degree in psychology -Have been teaching for a minimum of 10 years/ 7 years if they hold a PhD degree;

		- Have engaged in activities such as school and vocational counselling;
Individuals teaching at the university level can request certification as a practicing school psychologist if they: - Have been teaching for a minimum of 5 years, -Lead practical training programs within the psychology department.	Individuals teaching at the university level can request certification as a specialized school psychologist if: -Have been teaching for a minimum of 5 years, -Are a faculty member; -Lead theoretical and practical training programs within the psychology department.	Individuals teaching at the university level can request certification as a chief school psychologist if: -Have been teaching for a minimum of 10 years or 7 if they hold a PhD degree; -Are a faculty member with a PhD. degree; -Lead theoretical and practical training programs within the psychology department. .