

EDUCATIONAL PSYCHOLOGY

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DIVISION OF EDUCATIONAL PSYCHOLOGY

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SCHOOL PSYCHOLOGISTS

support students' ability to learn and teachers' ability to teach.

THEY ARE EXPERTS IN



Learning



Behavior



Mental Health



School Systems

THEY PROVIDE

- Academic, behavioral, and mental health supports
- Evaluation, assessment, and data analysis
- Consultation with teachers and families
- Culturally responsive services
- Crisis prevention and response



THEY SUPPORT

- Struggling and diverse learners
- Student achievement and well-being
- Safe and supportive learning environments
- School-family-community partnerships
- School-wide data-based decision making

NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS (NASP)

WHERE DO EDUCATIONAL PSYCHOLOGISTS WORK?

- School system
 - National Educational Psychological Service (NEPS)
- Health & social care system
 - HSE Child Network Disability Teams
 - HSE CAMHS or Primary Care Psychology
- Voluntary Bodies – e.g., Jigsaw, Enable Ireland, Brothers of Charity Services
- Third-Level Student Support Teams
- Private Practice
- Academia

WHAT KIND OF WORK DOES AN EP DO?

- Casework
 - Assessment & Response to Intervention
- Support & Development work
- Systemic work – e.g., Responding to Critical Incidents, Mental Health Promotion
- Advocacy – Inclusion – Culture and diversity

Casework

Areas

- Cognitive & Learning
- Language & communication
- Social & emotional
- Adaptive functioning / daily living skills
- Mental Health



Methods

- Consultations
- Observation of the child across settings
- Standardised tests & questionnaires
- Non-standardised tools

- Evidence-based practice
- Whole systems (Family, school)
- Individual / groups
- VIG/VERP
- Cognitive Behavioural Therapy (CBT)
- Person-Centred Planning
- Solution Focused Brief Therapy
- Psychodynamic
- Personal Construct Psychology

SUPPORT & DEVELOPMENT WORK

- Building capacity among school staff or family to meet children's needs
 - Inter-agency working - e.g., children in care
 - Preventative work and evidence based programmes – e.g., anxiety, school reluctance, Autism
 - Understanding language and literacy development
 - Developing trauma-informed schools
 - Behaviour management programmes
 - Responding to Critical Incidents in schools

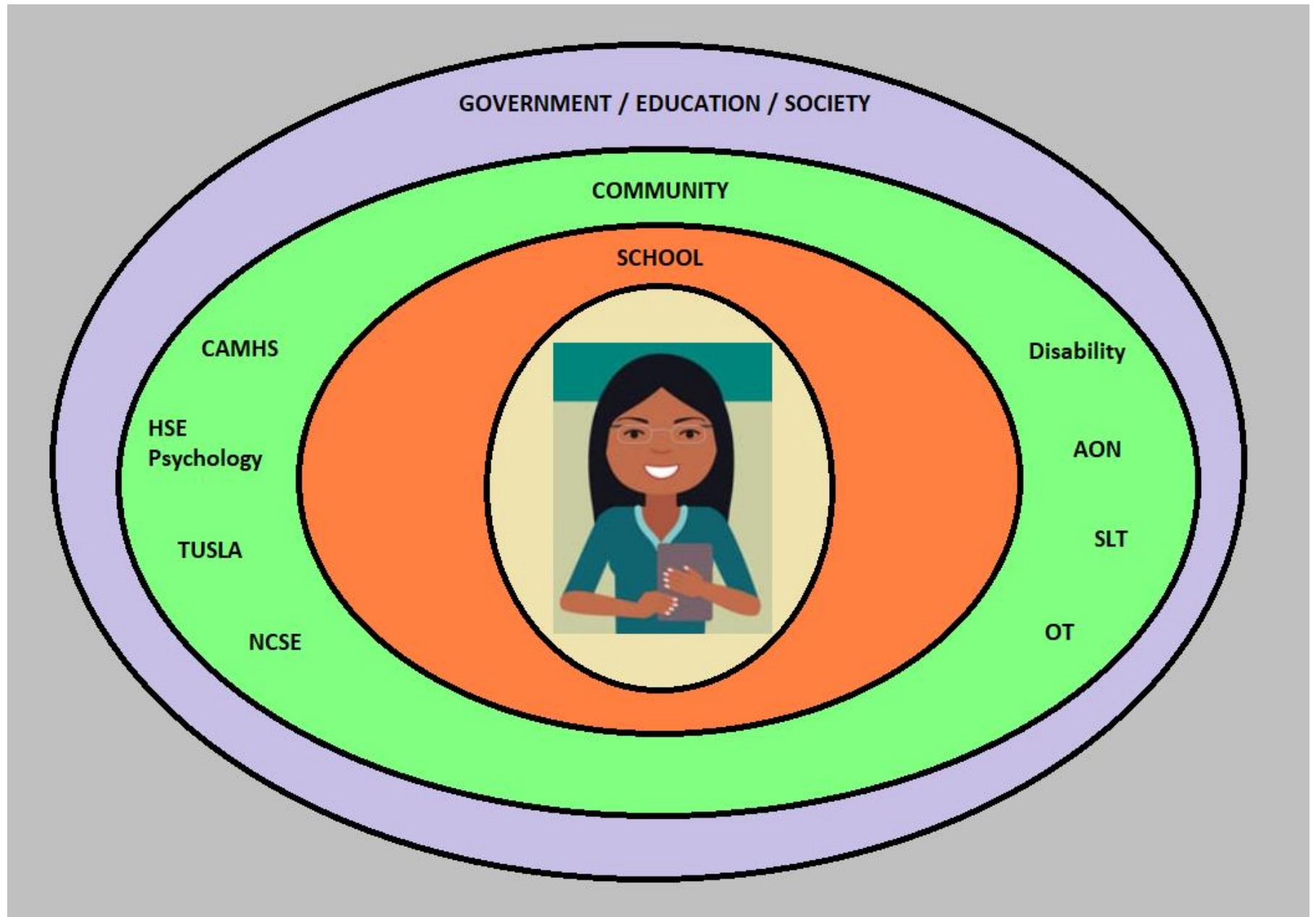


RESPONDING TO CRITICAL INCIDENTS

NEPS Guidelines and Resource Materials for Schools



EPs work within systems





EDUCATIONAL PSYCHOLOGY AS AN EVOLVING PROFESSION



[Research Ethics Review](#)

[Special Needs Assistants](#)

Professional Training

Professional Doctorate in Educational Psychology

In line with international practice, professional training in Educational Psychology at the School of Education is now offered at doctoral level, in the form of a Professional Doctorate in Educational Psychology (D Ed Psych).

Course Code	W334
Duration	3 years Full-time
Closing date of Entry	Friday, March 31st, 2023
Director	Dr Joyce Senior
Contact	educationenquiries@ucd.ie
Programme Administrator	Sarah Walshe

Overview Of The Programme

The Professional Doctorate in Educational Psychology will prepare students to work as educational psychologists. It involves taught components, extensive professional placement experience and the conducting of research at doctoral level. The research will involve the completion of a 30,000 word thesis. The course is being offered full-time over three years. Some modules will be delivered online and there will also be online tutorial support. This course is being offered at Level 10 within the National Framework for Qualifications (NFQ) and will carry a total of 270 Credits. As a professional training course, application will be made to the Psychological Society of Ireland (PSI) for accreditation when it has commenced.



Doctorate in Educational and Child Psychology Frequently Asked Questions

Professional Training

What are the entry requirements?

1. Academic Qualification

Applicants will have a minimum upper second class honours (2.1) degree in psychology or an equivalent qualification, recognised by the Psychological Society of Ireland or equivalent, as conferring eligibility for Graduate Membership.

AND

2. Experiential Component

An equivalent of two year's relevant full-time experience working in the field of education or psychology or both is required (Psychological Society of Ireland, 2010).

3. Interview

Short-listing of applicants for interview normally occurs. Applicants will be shortlisted on the basis of requirements 1, 2 and 3 (if applicable) above. Short listed applicants will be assessed by a panel, to include the Course Director, the core course team and, where feasible, representation of the placement supervisors (PSI, 2010). The selection panel will pay particular attention to the personal suitability of applicants to work with children (PSI, 2010, p.10). In



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Professional Training

Doctorate in Educational, Child & Adolescent Psychology



DOCTORATE IN EDUCATIONAL,
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[Applying to the Course](#)

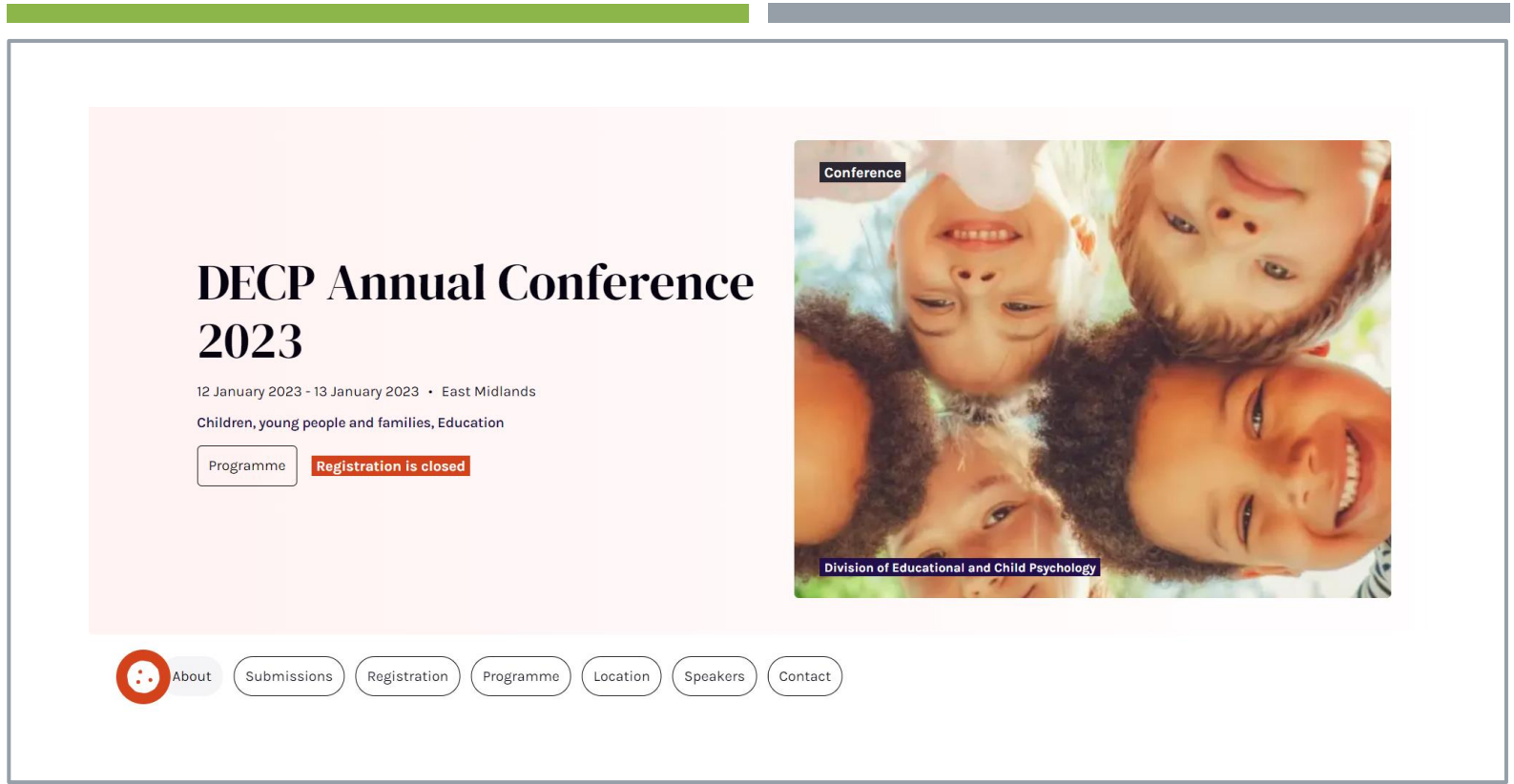
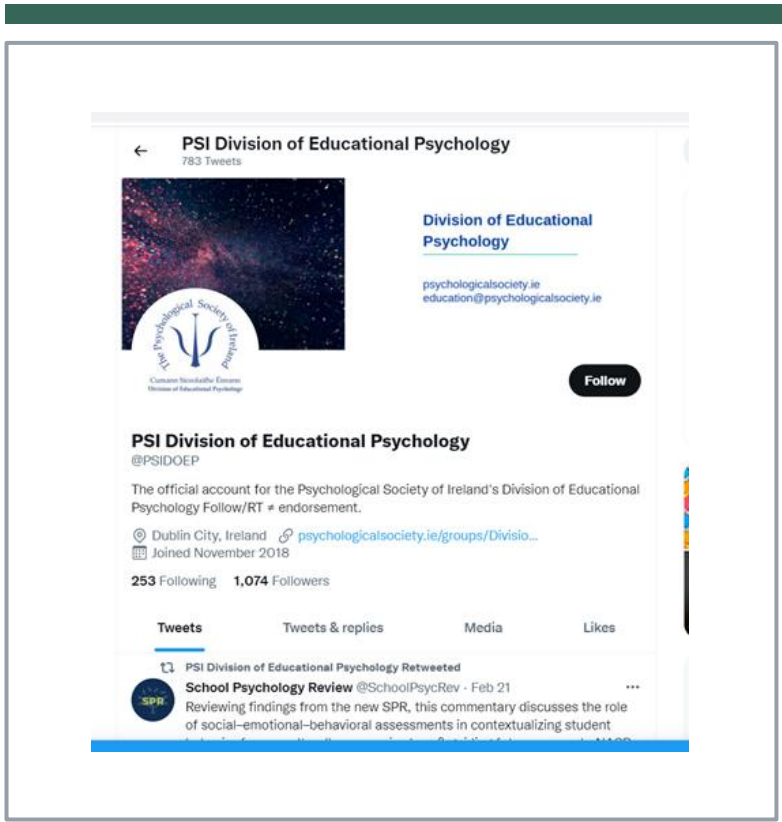
[Shortlisting of 2022 Applications](#)

[Meet our staff](#)

IS IT FOR ME?

- Community based psychology – working at different levels – child, family and school
- Opportunities to build relationships with children, families and organisations
- Promoting development in education
- Considering culture and diversity in our work
- Psychological assessment and intervention
- Continuing research to inform practice





THANK YOU FOR LISTENING