



Position Paper

Tackling Ireland's Psychologist Shortage: The Need for Educational Innovation

Aleksandra Szproch*, Rebecca Kummer, Ke Ren, Eileen Winter, Deirdre MacIntyre, Moya O'Brien

Institute of Child Education and Psychology (ICEP) Europe,

<https://doi.org/10.22554/mgkx8n83>

Abstract

In Ireland, a critical shortage of psychologists is impacting health, education, and social care services. This deficit, exacerbated by the COVID-19 pandemic, has led to prolonged waiting times for psychological services, adversely affecting the timely support and wellbeing of individuals in need. Despite government initiatives to reduce waiting lists, such as the recent funding for additional private Assessments of Need (AON), long-term solutions, including increased investment in innovative training opportunities, remain undeveloped. This paper advocates for expanding access to psychology education and training through blended and online learning models. Such an approach would enhance accessibility, inclusivity, and flexibility in training, addressing both immediate and systemic challenges. By drawing on the UK's 'Psychological Professions Workforce Plan for England' (National Health Service, 2021) and integrating blended and online learning into psychology education, Ireland can build a sustainable and diverse psychological workforce.

Keywords

Psychologist shortage, Online education, Blended education, Educational accessibility, Wellbeing, Diverse workforce, Technology enhanced learning, Psychology training, Higher Education, Irish Higher Education

Navigating Ireland's Psychological Landscape

In Ireland, there is a significant shortfall in the number of psychologists to meet demands in vital health, education, and social care settings (Baker, 2022; O'Keefe, 2021). The demand for psychological support has been steadily increasing for several years and has been

* Corresponding authors email: a.szproch@icepe.eu

exacerbated by the COVID-19 pandemic's impact on mental wellbeing (Berger et al., 2022; O'Sullivan et al., 2021; Sheerin et al., 2023). In healthcare, this shortage of psychologists has led to exceedingly long waiting times for essential services, hindering the timely support and intervention required for individuals in need (Cullen, 2022; Murphy, 2023; Baker, 2022). In 2023, an estimated 5,000 people had been on the waiting list to access psychological services from the HSE for over a year (Murphy, 2023). Such delay adversely affects the wellbeing and recovery of patients, as timely psychological support is a crucial component of their treatment (Punton et al., 2022). In educational contexts, the delay of timely psychological support significantly impacts the development and educational progression of children, especially those in pressing need of assessment for learning disabilities or emotional support (Catts et al., 2015; Zwaigenbaum et al., 2015). Between May and June of 2022, of the 93,937 children on a waiting list to access a range of therapeutic services, such as speech development and disability support therapies, 29,705 had been waitlisted for over a year (Cullen, 2022). Children needing support from the Child and Adolescent Mental Health Services (CAMHS) can spend as long as 2-3 years on waiting lists, during which their conditions often worsen, and both the children and the staff are negatively impacted when services are finally accessed (Smyth, 2023). The long waiting times associated with accessing services are often cited as a major barrier by service users. In a study exploring experiences with mental health services in Ireland, one service user expresses that "even if the service is available, there is a long waiting list, and appointments are always delayed up to over an hour on some occasions" (Vitale & Mannix-McNamara, 2013).

Addressing the critical shortage of psychologists is imperative to ensure the timely and essential psychological support needed for individuals and the overall wellbeing of the Irish population. However, the Irish Government's announcement in May 2024 (Department of Children, Equality, Disability, Integration and Youth, 2024), regarding the plan to fund an initiative aimed at procuring 2,500 additional private Assessments of Need (AON) in an effort to reduce waiting lists, raises concerns about the existence of any long-term solutions. While there is limited data regarding access to psychologists through private healthcare in Ireland, the general increase in private healthcare indicates an overreliance on private institutions to mitigate issues in government-funded care. Post-pandemic, there has been a 15% increase in private psychiatric care from 2019 to 2022 (Vhi, 2023). Additionally, the long waiting lists associated with public healthcare are cited as a primary reason for purchasing private healthcare in Ireland (Walsh et al., 2021). While the growth of the private sector may be a symptom of the limited capacity of public services, its contributions can only provide temporary relief to the mental health crisis. Instead of allocating resources to temporary measures, investing in innovative training opportunities to build a dynamic and sustainable public workforce would better address the underlying issues. This approach ensures that once children are assessed, there are sufficient qualified professionals available to provide the necessary recommended services. To address the psychological workforce shortage effectively, Ireland could benefit from a strategic approach similar to the UK's 'Psychological Professions Workforce Plan for England' (National Health Service, 2021), which outlines five strategic priorities: growing the workforce, developing clear career pathways, attracting diverse talent, leading at all levels, and embracing new ways of working. While past reports have advocated for the expansion of the Irish psychological workforce through the increase of education and training posts (National Psychologist Project Team,

2021), few tangible efforts have followed. Higher Education Institutions (HEIs) could play a crucial role in this plan by expanding, aligning, and adapting their training programmes.

In Ireland, the path to becoming a psychologist begins with a Bachelor's degree in psychology, followed by a Master's or Higher Diploma in Applied Psychology. To achieve chartered status, candidates must complete a Doctorate in Clinical Psychology or a related field, with further supervised practice, and apply to the Psychological Society of Ireland (PSI). Ongoing professional development and adherence to ethical standards are essential throughout their career. Unfortunately, there is a widespread belief that the current number of available psychology educational opportunities and training positions falls far short of the demand (Baker, 2020; Smyth, 2023). In a recent PSI Working Conditions Survey (Joyce and Ryan, 2020), over 56% of qualified psychologists stated that they had faced significant barriers in finding training and educational opportunities. Notably, 73% of these respondents were recently qualified professionals with a membership to the PSI of less than two years. The limited availability of educational opportunities in Ireland has resulted in intense competition among applicants. With a high number of qualified and passionate individuals contending for a limited number of seats, the selection process becomes increasingly rigorous (O'Shea and Byrne, 2011; Joyce and Ryan, 2020). This shortage in training places has contributed to a bottleneck in the pipeline of new psychologists entering the workforce. It hampers the nation's ability to replenish and expand its pool of qualified professionals, perpetuating the problem of understaffing. In addition, the existing psychologists are frequently overburdened, which can lead to burnout and reduced quality of care (Baker, 2020; McCormack et al., 2015; McLoughlin et al., 2021), further exasperating the issue.

The consequence of the heightened competition for training places is a significant challenge for applicants and the profession, and the scarcity of slots can also contribute to underrepresentation within the field (Bramham et al., 2023). It may disproportionately affect individuals from underrepresented backgrounds, including minority groups, mature students, and those from lower socio-economic strata. These groups often face additional barriers in navigating competitive admission processes in education (Doyle et al., 2020), perpetuating a lack of inclusivity within the profession. In particular, the main barriers to further education and training among adult learners and those of lower socioeconomic strata are motivational (e.g., concerns about their older age), economic (concerns about childcare and transport), organisational (limited courses on offer, inflexible delivery mode, and stringent eligibility requirements), and informational (lack of clear guidance) (Mooney & O'Rourke, 2017). It has already been noted that there is a clear absence of diversity within the field of psychology in Ireland, where most aspiring psychologists are predominantly white, middle-class, and female (Bramham et al., 2023). Addressing these disparities is essential to ensure that the profession truly reflects and serves the diverse needs of the Irish population. With such a pronounced underrepresentation of various ethnicities, socio-economic backgrounds, and genders, there is a risk that certain segments of the population may not receive care that is culturally sensitive and attuned to their unique needs and perceptions (Gopalkrishnan, 2018). It is therefore clear that innovative approaches to providing psychology training opportunities are crucial for developing a robust and sustainable educational framework that can effectively respond to community needs.

Aside from helping address the current shortage of psychologists in Ireland, expanding accessibility to an education in psychology could provide benefits to the general population, including to individuals who don't wish to pursue a career in this field. Psychological literacy

is essential to foster a deeper understanding of human behaviour, thoughts, and emotions, equipping individuals with invaluable insights into their own lives and interactions with others (Hulme & Cranney, 2021; Miles et al., 2020). Through psychology, people can enhance their communication skills, empathy, emotional intelligence, and conflict resolution abilities, leading to healthier relationships and improved emotional wellbeing (Steinebach, 2021; Kaur et al., 2012). Moreover, a grasp of psychological principles is crucial in various fields such as business, education, healthcare, and social services, enabling individuals to make informed decisions, design effective strategies, connect effectively with others, and create more inclusive environments (Miller & Carducci, 2015). In essence, studying psychology enriches personal growth and empowers individuals to contribute positively to their communities and professions.

The aforementioned issues underscore the urgent need for increased investment in psychology education and training opportunities in Ireland. Addressing this insufficient availability of psychology training programmes is not only vital for ensuring that individuals receive the timely support and care they require, but also for bolstering the overall wellbeing of the population. Expanding psychology training at all levels, including bachelor's and master's courses, is vital to cultivating a diverse and well-rounded cadre of professionals who can address a wide spectrum of psychological needs, thereby ensuring comprehensive mental health and wellbeing support for individuals and communities.

The Need for Innovative Approaches to Psychology Education and Training

Ireland's significant shortage of psychologists highlights the need for innovative educational solutions, with online and blended learning playing a crucial role in addressing this issue. These modes of educational provision have experienced explosive growth in recent years, fueled by advancements in technology and rapidly changing learning preferences. The COVID-19 pandemic further accelerated the adoption of online education (García-Morales et al., 2021; Masalimova et al., 2022), creating opportunities for professionals to upskill and reskill from the comfort of their own homes (Bączek et al., 2021). This shift towards online and blended education has also prompted universities and institutions to innovate their teaching methods and invest in digital infrastructure. As a result, students now have greater access to a wider range of courses and resources than ever before.

Online and blended education offer numerous benefits, including increased accessibility for individuals from diverse backgrounds (Dodo-Balu, 2018), which is particularly relevant for psychology in Ireland. It fosters cultural awareness and empathy among students, preparing them for an interconnected world (Eden et al., 2024; Liando & Tatipang, 2024). Online education allows students to access courses and materials from anywhere, eliminating geographical barriers and making education available to those who may not previously have had access to traditional forms of learning (Burns, 2023). Additionally, online education accommodates various learning styles and abilities, offering a personalised learning experience and making it accessible for students with disabilities (Carlsen et al., 2016; Kenney et al., 2020). The self-paced structure of online education allows individuals to revisit course materials, focus on areas of difficulty, and proceed at a speed that matches their learning capabilities (Martenev & Bernadowski, 2016).

Blended and online education facilitate inclusivity by allowing individuals with jobs or family responsibilities to participate in learning at their own pace, contributing to a more diverse and resilient workforce (Psocka, 2022; Weldon et al., 2021). Furthermore, they serve as transformative tools for lifelong learning (Gardner et al., 2021), crucial for individuals aspiring to enter the dynamic field of psychology. Online education can offer accessibility, flexibility, and a diverse range of psychology courses, enabling individuals to shape their careers through continuous learning (Müller & Mildemberger 2021). Embracing lifelong learning enriches expertise, ensuring practitioners remain at the forefront of psychological knowledge and practices, ultimately enhancing their practice and personal wellbeing (Chambers-Baltz et al., 2021; Hamilton et al., 2023).

Investing in online and blended learning for psychology training is a strategic solution to address the current workforce shortage. Although there are initial costs for technology and course development, these programmes can scale efficiently, increasing accessibility and flexibility for students. For psychology training providers in Ireland, leveraging blended learning offers a critical opportunity to expand access to training programmes and reach a broader pool of aspiring professionals. This approach should complement traditional face-to-face interactions, meeting the growing demands in health, education, and social care sectors. Ultimately, an adequately trained psychological workforce reduces societal costs by improving mental health outcomes and enhancing overall productivity

Towards a Comprehensive Solution

As we progress into an increasingly digital age, the potential for innovative approaches to psychology education to foster inclusivity cannot be understated. Psychology, by its nature, seeks to understand and cater to the diverse spectrum of human experiences (Kumar & Lal, 2024). In line with this ethos, psychology training should be at the forefront of inclusive and accessible educational practices. By leveraging online learning platforms, universities and institutions can enhance their capacity to train future psychologists, effectively addressing workforce shortages while broadening access for diverse individuals and professionals (Kholbutaevich & Anarbaevich, 2024).

While many disciplines and higher education institutions are enhancing their reach and flexibility through blended and online learning models (Jowsey et al., 2020; Bokolo et al., 2022; Müller & Mildemberger, 2021), psychology training offered in Ireland is predominately campus-based (The Psychological Society of Ireland, 2024). This method of delivery often relies on fixed timetabling, which can be challenging for contemporary learners and professionals seeking more flexible and accessible learning options. Moreover, while recent blended learning initiatives in psychology education are promising, more options are needed, including fully online courses, to truly achieve the flexibility and accessibility these models offer.

Currently, there are a total of 11 PSI-accredited Psychology Higher Diploma and Conversion Master's programmes available in the Republic of Ireland. Only one is delivered on a blended schedule, and only one other offers part-time study (University College Dublin, 2024; Dublin Business School, 2024). Both programmes offer a Level 8 Higher Diploma over a Level 9 Master's, meaning most students would require further study before entering professional training. Additionally, career changers who pursue training through a Bachelor's programme

also face several barriers. While there are currently 22 Bachelor's accredited programmes listed on the PSI website (The Psychological Society of Ireland, 2024), in order to flexibly complete study part-time, learners have to invest 4-8 years of study and financial resources to complete their initial training in psychology. The majority of these courses lack blended or online learning options, creating major obstacles for career changers due to inflexible schedules and long study periods required before advancing professionally. This highlights a mismatch between the needs of contemporary learners and the existing educational methods in Irish psychology training, which may discourage many aspiring to transition into the field.

Despite advocating for increased blended and online psychology training opportunities, we acknowledge that broadening access to third-level education is only one step in addressing the exuberant psychologist shortage the country continues to face. A major barrier which remains is the lack of commitment from Government bodies in addressing continued lack of workforce strategies (The Psychological Society of Ireland, 2019), insufficient funding for training posts and public sector jobs (Joyce & Ryan, 2020; Baker, 2022; Smyth, 2023), and a lack of effective recruitment practices in place to attract professionals to key areas of need, such as CAMHS (The Psychological Society of Ireland, 2023; O'Keefe, 2021). Addressing the shortage requires substantial government funding and a holistic approach. This includes funding for additional training positions, increased financial support for developing the health service workforce, and the implementation of incentives to attract and retain psychology graduates within public health services.

In practice, government bodies must consider implementing strategies to enhance training opportunities for graduates. For instance, adopting the National Psychology Project Team's (2021) suggestion to establish a National Psychology Placement Office could streamline the process for trainees and professionals to access workplace opportunities across various regional organisations. This would not only alleviate the bottleneck of graduates accessing work opportunities but also ease the strain on health, education, and social care sectors by increasing the number of trainees assisting professionals throughout their training. Recognising the interdependence of these factors is essential for achieving a robust, top-class service capable of meeting the population's demands.

Moving Forward

Increasing the availability of psychology courses and funding is essential in addressing the escalating mental health crisis. The surge in demand for mental health services, driven by the COVID-19 pandemic, economic uncertainties, and modern stressors, underscores the urgent need for expanded educational opportunities in psychology (Chen & Lucock, 2022; World Health Organization, 2022). Enhancing access to psychology education is crucial to meeting the rising need for mental health professionals across various fields such as educational, clinical, and social care psychology, which are vital in supporting individuals and improving societal wellbeing.

Blended and online courses are key to widening access to psychology, accommodating career changers, and aligning education with current market demands through modern teaching methods (Castro & Tumibay, 2021; Dieterich & Hamsher, 2020; Goodman et al., 2019). These approaches also support the UN's Sustainable Development Goal 4 by fostering inclusive and equitable quality education and promoting lifelong learning opportunities.

Educational institutions must shift from focusing solely on traditional face-to-face teaching to embracing blended and online learning in psychology. This transition promises accessible education for diverse learners, meeting professional and personal needs while increasing the availability of initial qualifications in psychology. This expansion can alleviate the pressure on healthcare, education, and social care sectors by addressing the shortage of qualified psychologists. However, governmental support is also crucial. Drawing from the UK's Psychological Professions Workforce Plan for England (National Health Service, 2021), the Irish Government must adopt similar strategies to expand the psychological workforce. This includes funding additional training positions, increasing financial support for the health service workforce, and implementing incentives to retain psychology graduates within public health services.

Extensive research highlights the severe impact of the psychologist shortage in Ireland, affecting both the wellbeing of psychologists and the broader population (Joyce & Ryan, 2020; McLoughlin, 2021; Baker, 2022; Smyth, 2023). It is now crucial for researchers and practitioners to develop strategies to enhance graduate workforce entry and for policymakers to urgently implement and fund these plans. Additionally, research on how best to reach minority groups within the Irish context is necessary to ensure that the psychological workforce reflects Ireland's growing diversity (Bramham et al., 2023).

As the mental health crisis continues, developing a robust, diverse, and healthy psychological workforce through enhanced education and training initiatives, supported by governing bodies and educational institutions, is critical to meeting the evolving demands of Irish society.

References

- Baker, N. (2020, November 13). Psychologists warn of low staff numbers and increasing stress levels. *Irish Examiner*. <https://www.irishexaminer.com/news/arid-40081661.html>
- Baker, N. (2022, February 21). 'Crisis' of youth psychologist shortage met with 'deafening silence'. *Irish Examiner*. <https://www.irishexaminer.com/news/arid-40813074.html>
- Bączek, M., Zagańczyk-Bączek, M., Szpringer, M., Jaroszyński, A., & Wożakowska-Kapłon, B. (2021). Students' perception of online learning during the COVID-19 pandemic: a survey study of Polish medical students. *Medicine*, 100(7), p e24821. <https://doi.org/10.1097/MD.00000000000024821>
- Berger, G., Häberling, I., Lustenberger, A., Probst, F., Franscini, M., Pauli, D., & Walitza, S. (2022). The mental distress of our youth in the context of the COVID-19 pandemic. *Swiss Medical Weekly*, 152, w30142. <https://doi.org/10.4414/smw.2022.w30142>
- Bokolo, A.J., Kamaludin, A., Romli, A., Raffei, A.F.M., Phon, D.N.A.E., Abdullah, A., Gan, L.M. (2022). Blended Learning Adoption and Implementation in Higher Education: A Theoretical and Systematic Review. *Technology, Knowledge and Learning*, 531–578 <https://doi.org/10.1007/s10758-020-09477-z>
- Bramham, J., O'Connell, H., Bogue, J., Rogers, E., Duffy, B., & McCusker, C. (2023). Diversity Survey of Clinical Psychology Trainees in Ireland. *The Irish Psychologist*, 49(4).
- Burns, M. (2023). *Distance Education for Teacher Training: Modes, Models, and Methods*. Education Development Center, Inc. <https://files.eric.ed.gov/fulltext/ED629889.pdf>
- Carlsen, A., Holmberg, C., Neghina, C., & Owusu-Boampong, A. (2016). *Closing the gap: Opportunities for distance education to benefit adult learners in higher education*. UNESCO Institute for Lifelong Learning. Feldbrunnenstrasse 58, 20148 Hamburg, Germany. <https://unesdoc.unesco.org/ark:/48223/pf0000243264>
- Castro, M. D. B., & Tumibay, G. M. (2021). A literature review: efficacy of online learning courses for higher education institution using meta-analysis. *Education and Information Technologies*, 26, 1367-1385. <https://doi.org/10.1007/s10639-019-10027-z>
- Catts, H. W., Nielsen, D. C., Bridges, M. S., Liu, Y. S., & Bontempo, D. E. (2015). Early identification of reading disabilities within an RTI framework. *Journal of Learning Disabilities*, 48(3), 281-297. <https://doi.org/10.1177/0022219413498115>
- Chambers-Baltz, S., Knutson, D., Becerra, M., Hughes, A., Cantu, L., & Cadaret, M. (2021). Determined to improve: An exploration of therapist perspectives about their development. *Psychotherapy*, 58(4), 437–448. <https://doi.org/10.1037/pst0000399>

Chen, T., & Lucock, M. (2022). The mental health of university students during the COVID-19 pandemic: An online survey in the UK. *PloS one*, 17(1), e0262562.

<https://doi.org/10.1371/journal.pone.0262562>

Cullen, P. (2022, August 18). More than 110,000 children on waiting lists for therapies and disability services, figures show. *The Irish Times*.

<https://www.irishtimes.com/health/2022/08/18/more-than-110000-children-on-waiting-lists-for-therapies-and-disability-services-figures-show/>

Department of Children, Equality, Disability, Integration and Youth. (2024). *Minister Rabbitte secures Government funding to accelerate an Assessment of Need (AON) waiting list initiative* [Press release]. <https://www.gov.ie/en/press-release/826ed-minister-rabbitte-secures-government-funding-to-accelerate-an-assessment-of-need-aon-waiting-list-initiative/#:~:text=The%20funding%20of%20E2%82%AC6.89,of%201%2C800%20AONs%20in%202024.>

Dieterich, C., & Hamsher, S. (2020). Maximizing Online Instructional Pedagogy in Teacher Education Courses for Career Changers. *Journal of Educators Online*, 17(1), n1.

<https://eric.ed.gov/?id=EJ1241582>

Dodo-Balu, A. (2018). Fairness and inclusion: Online learning as an enabler of Australian higher education policies aimed at student equity and social justice. *International studies in widening participation*, 5(2), 26-39. <http://hdl.handle.net/1959.13/1433838>

Doyle, D.M., Muldoon, M., & Murphy, C. (2020). Education in Ireland: accessible without discrimination for all? *The International Journal of Human Rights*, 24(10), 1701-1720,

<https://doi.org/10.1080/13642987.2020.1773437>

Dublin Business School. (2024). *Higher Diploma in Arts in Psychology (PSI accredited)*.

[https://www.dbs.ie/course/postgraduate/postgraduate-higher-diploma-in-arts-in-psychology-\(psi-accredited\)](https://www.dbs.ie/course/postgraduate/postgraduate-higher-diploma-in-arts-in-psychology-(psi-accredited))

Eden, C. A., Chisom, O. N., & Adeniyi, I. S. (2024). Cultural competence in education: strategies for fostering inclusivity and diversity awareness. *International Journal of Applied Research in Social Sciences*, 6(3), 383-392. <https://doi.org/10.51594/ijarss.v6i3.895>

García-Morales, V. J., Garrido-Moreno, A., & Martín-Rojas, R. (2021). The transformation of higher education after the COVID disruption: Emerging challenges in an online learning scenario. *Frontiers in Psychology*, 12, 616059. <https://doi.org/10.3389/fpsyg.2021.616059>

Gardner, A. C., Maietta, H. N., Gardner, P. D., & Perkins, N. (2021). Online Postsecondary Adult Learners: An Analysis of Adult Learner Characteristics and Online Course Taking Preferences. *American Journal of Distance Education*, 36(3), 176-192.

<https://doi.org/10.1080/08923647.2021.1928434>

Gopalkrishnan, N. (2018). Cultural diversity and mental health: Considerations for policy and practice. *Frontiers in public health*, 6, 308538. <https://doi.org/10.3389/fpubh.2018.00179>

- Goodman, J., Melkers, J., & Pallais, A. (2019). Can online delivery increase access to education?. *Journal of Labor Economics*, 37(1), 1-34. <https://doi.org/10.1086/698895>
- Hamilton, M.A., Granello, D.H., Arjune, B., & Granello, P.F. (2023). Curiosity and Intellectual Wellness: Does being curious help counselors stay well? *The Journal of Humanistic Counselling*. <https://doi.org/10.1002/johc.12214>
- Hulme, J. A., & Cranney, J. (2021). Psychological literacy and learning for life. In *International handbook of psychology learning and teaching* (pp. 1-29). Cham: Springer International Publishing. https://link.springer.com/referenceworkentry/10.1007/978-3-030-26248-8_42-1
- Jowsey, T., Foster, G., Cooper-Ioelu, P., & Jacobs, S. (2020). Blended learning via distance in pre-registration nursing education: A scoping review. *Nurse education in practice*, 44, 102775. <https://doi.org/10.1016/j.nepr.2020.102775>.
- Joyce, R., & Ryan, L. (2020). *PSI Working Conditions Survey – Main Report*. The Psychological Society of Ireland. [https://www.psychologicalsociety.ie/source/PSI%20Working%20Conditions%20Survey%20Report%20\(August%202020\).pdf](https://www.psychologicalsociety.ie/source/PSI%20Working%20Conditions%20Survey%20Report%20(August%202020).pdf)
- Kenney, M. J., Sullivan, L., Clifford, G. C., Jain, N. R., & Laird, E. P. (2020). Learning in the digital age: Assistive technology and electronic access. *Equal Access for Students with Disabilities: The Guide for Health Science and Professional Education*, p. 187. Springer Publishing.
- Kholbutaevich, T. O., & Anarbaevich, A. R. (2024). Electronic Education: Tasks, Prospects, and Results. *Global Book Publishing Services*, 1-76. <https://scientificpublication.org/index.php/gbps/article/view/26>
- Kumar, S., & Lal, K. (2024). Different dimensions of psychology: A review. *International Journal of Research in Special Education*, 4(1), 44-53. <https://www.rehabilitationjournals.com/special-education-journal/article/70/4-1-7-550.pdf>
- Liando, N. V. F., & Tatipang, D. P. (2024). Embracing Diversity: Culturally Responsive Curriculum and Inclusive Pedagogical Practices. *Novateur Publications*, 9-18. <https://novateurpublication.org/index.php/np/article/view/261>
- Martenev, T., & Bernadowski, C. (2016). Teachers' perceptions of the benefits of online instruction for students with special educational needs. *British Journal of Special Education*, 43(2), 178-194. <https://doi.org/10.1111/1467-8578.12129>
- Masalimova, A. R., Khvatova, M. A., Chikileva, L. S., Zvyagintseva, E. P., Stepanova, V. V., & Melnik, M. V. (2022). Distance learning in higher education during COVID-19. *Frontiers in Education*, 7, 822-958. <https://doi.org/10.3389/feduc.2022.822958>

McCormack, H. M., MacIntyre, T. E., O'Shea, D., Campbell, M. J., & Igou, E. R. (2015). Practicing what we preach: Investigating the role of social support in sport psychologists' well-being. *Frontiers in Psychology*, 6, 1854. <https://doi.org/10.3389/fpsyg.2015.01854>

McLoughlin, C., Casey, S., Feeney, A., Weir, D., Abdalla, A. A., & Barrett, E. (2021). Burnout, work satisfaction, and well-being among non-consultant psychiatrists in Ireland. *Academic Psychiatry*, 45, 322-328. <https://doi.org/10.1007/s40596-020-01366-y>

Miller, M. J., & Carducci, B. J. (2015). Student perceptions of the knowledge, skills, and abilities desired by potential employers of psychology majors. *Scholarship of Teaching and Learning in Psychology*, 1(1), 38–47. <https://doi.org/10.1037/stl0000015>

Miles, R., Rabin, L., Krishnan, A., Grandoit, E., & Kloskowski, K. (2020). Mental health literacy in a diverse sample of undergraduate students: demographic, psychological, and academic correlates. *BMC Public Health*, 20, 1-13. <https://doi.org/10.1186/s12889-020-09696-0>

Mooney, R., & O'Rourke, C. (2017). *Barriers to Further Education and Training with Particular Reference to Long Term Unemployed Persons and Other Vulnerable Individuals*. SOLAS Learning Works. <https://www.solas.ie/f/70398/x/432b2fa3ba/barriers-to-fet-final-june-2017.pdf>

Müller, C., & Mildenerger, T. (2021). Facilitating flexible learning by replacing classroom time with an online learning environment: A systematic review of blended learning in higher education. *Educational Research Review*, 34, 100394. <https://doi.org/10.1016/j.edurev.2021.100394>

Murphy, E. (2023, March 3). 5,000 waiting over a year for HSE psychology services. *Newstalk*. <https://www.newstalk.com/news/5000-waiting-over-a-year-for-hse-psychology-services-1443104#:~:text=Almost%20%2C000%20people%20have%20been,people%20on%20the%20waiting%20list>.

National Health Service. (2021). *Psychological Professions Workforce Plan for England*. <https://www.hee.nhs.uk/sites/default/files/documents/Psychological%20Professions%20Workforce%20Plan%20for%20England%20-%20Final.pdf>

National Psychology Project Team. (2021). *Establishment of a National Psychology Placement Office and Workforce Planning*. Health Service Executive. <https://www.hse.ie/eng/staff/jobs/eligibility-criteria/psychology-report-jan-2021.pdf>

O'Keefe, C. (2021, December 31). Mental health waiting lists growing year-on-year due to lack of capacity in public system. *Irish Examiner*. <https://www.irishexaminer.com/news/arid-40776096.html>

O'Shea, G., & Byrne, M. (2011). A profile of entrants to Irish clinical training programmes. *The Irish Psychologist*, 37(5), 118-123. <https://www.lenus.ie/handle/10147/124787>

O'Sullivan, K., Clark, S., McGrane, A., Rock, N., Burke, L., Boyle, N., Joksimovic, N., Marshall, K.A. (2021). A Qualitative Study of Child and Adolescent Mental Health during the COVID-19 Pandemic in Ireland. *International Journal of Environmental Research and Public Health*, 18(3). <https://doi.org/10.3390/ijerph18031062>

Psotka, J. (2022). Exemplary online education: for whom online learning can work better. *Interactive Learning Environments*, 30(2), 199-201. <https://doi.org/10.1080/10494820.2022.2031065>

Punton, G., Dodd, A. L., & McNeill, A. (2022). 'You're on the waiting list': An interpretive phenomenological analysis of young adults' experiences of waiting lists within mental health services in the UK. *Plos one*, 17(3), e0265542. <https://doi.org/10.1371/journal.pone.0265542>

Sheerin, F., Allen, A. P., Fallon, M., McCallion, P., McCarron, M., Mulryan, N., & Chen, Y. (2023). Staff mental health while providing care to people with intellectual disability during the COVID-19 pandemic. *British Journal of Learning Disabilities*, 51(1), 80-90. <https://doi.org/10.1111/bld.12458>

Smyth, M. (2023, March 32). Mark Smyth: Camhs report came as no surprise to frontline clinicians. *Irish Examiner*. <https://www.irishexaminer.com/opinion/commentanalysis/arid-41195065.html>

Steinebach, C. (2021). Psychology in professional education and training. *International Handbook of Psychology Learning and Teaching*, 1-32. Cham: Springer International Publishing. https://link.springer.com/referenceworkentry/10.1007/978-3-030-26248-8_43-1

The Psychological Society of Ireland. (2019). *Psychological Society of Ireland makes recommendations to address psychology recruitment crisis* [Press release]. [https://www.psychologicalsociety.ie/source/Press%20Releases/Press%20release%20-%20PSI%20statement%20regarding%20HSE%20Workforce%20Planning%20report%20\(May%202019\).pdf](https://www.psychologicalsociety.ie/source/Press%20Releases/Press%20release%20-%20PSI%20statement%20regarding%20HSE%20Workforce%20Planning%20report%20(May%202019).pdf)

The Psychological Society of Ireland. (2023). Strong on Sentiment, Soft on Support: CEO Commentary on Budget 2024. <https://www.psychologicalsociety.ie/blog/Strong-on-Sentiment-Soft-on-Support:-CEO-Commentary-on-Budget-2024>

The Psychological Society of Ireland. (2024). *PSI Accredited Postgraduate Courses*. <https://www.psychologicalsociety.ie/accredited-courses/PSI-Accredited-Postgraduate-Courses>

University College Dublin. (2024). *Graduate Admissions – HDip Psychology*. https://hub.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=PROG&MAJR=W014

Vhi. (2023). *13/10/2023 Increased demand for mental health services*. Vhi. <https://www1.vhi.ie/about/media-releases-and-publications/2023/12>

Vitale, A., & Mannix-McNamara, P. (2013). Promoting mental health through multidisciplinary care: service users' experience in Ireland. *International Journal of Mental Health Promotion*, 15(3), 134–147. <https://doi.org/10.1080/14623730.2013.812292>

Walsh, B., Mac Domhnaill, C., & Mohan, G. (2021). Developments in healthcare information systems in Ireland and internationally. Economic and Social Research Institute, n. 105. https://www.researchgate.net/profile/Brendan-Walsh-8/publication/352679687_Developments_in_healthcare_information_systems_in_Ireland_and_internationally/links/60d2f1cd45851566d5840be6/Developments-in-healthcare-information-systems-in-Ireland-and-internationally.pdf

Weldon, A., Ma, W.W.K., Ho, I.M.K., & Li, E. (2021). Online learning during a global pandemic: Perceived benefits and issues in higher education. *Knowledge Management & E-Learning*, 13(2), 161. <https://doi.org/10.34105/j.kmel.2021.13.009>

World Health Organization. (2022). *World mental health report: transforming mental health for all*. <https://www.who.int/publications/i/item/9789240049338>

Zwaigenbaum, L., Bauman, M. L., Fein, D., Pierce, K., Buie, T., Davis, P. A., ... & Wagner, S. (2015). Early screening of autism spectrum disorder: recommendations for practice and research. *Pediatrics*, 136(Supplement_1), 41-59. <https://doi.org/10.1542/peds.2014-3667D>