



Project Code: Iwenofu B

APD 1210 RESEARCH PRACTICUM COURSE

PROJECT DESCRIPTIONS 2026-27

FALL/WINTER

Name and Title: Linda Iwenofu, Ph.D., C. Psych., Assistant Professor

Lab Website: www.powerinyouthlab.com

TITLE OF RESEARCH PROJECT: *Tracing Assessment Reasoning for Racial Equity: A Think-Aloud Study of Psychoeducational Interpretation for Black and Racialized Children*

NUMBER OF STUDENT PLACES AVAILABLE: 1

PRIMARY MODE OF RESEARCH PLACEMENT PARTICIPATION (circle one option and describe):

 IN PERSON **REMOTE (ONLINE)** X **HYBRID/FLEXIBLE**

Most placement activities can be completed remotely, including literature review, document preparation, data organization, team meetings, and qualitative coding. Some in-person or synchronous virtual meetings may be required for lab meetings, training, project planning, or participation in research-related activities. The exact schedule will be arranged with the student.

OBJECTIVES AND METHODOLOGY: This SSHRC-funded project examines how school- and clinic-based psychological assessors interpret psychoeducational assessment information involving Black and other racialized children. Psychological assessments can shape how children are understood in schools and services, and what supports, placements, or referrals become available. However, little research has examined the real-time interpretive reasoning through which assessors make sense of assessment information. This project uses fully simulated child assessment case packets and think-aloud methods with practicing assessors to better understand how they weigh evidence, manage uncertainty, consider contextual information, and generate recommendations. The project will compare early-career and senior assessors' reasoning patterns and identify "equity vulnerability points" where racialized assumptions or deficit framings may enter assessment interpretation. Findings will inform the development of an equity-focused interpretive support tool for training, supervision, and professional practice. No real child records will be used.

DESCRIPTION OF STUDENT PARTICIPATION: The student will support the early development and implementation phases of the project, approximately 8–10 hours per week from September to April. Responsibilities may include assisting with targeted literature searches and annotated summaries;



helping organize literature on psychoeducational assessment, structural racism, racial trauma, professional reasoning, and think-aloud methods; supporting the development and refinement of simulated case packets and research materials; assisting with recruitment materials, participant tracking, and scheduling; helping prepare ethics and study documents; attending project/lab meetings; and supporting data organization and secure file management.

Depending on project timing and ethics approval, the student may also help with pilot testing procedures, transcript review, preliminary coding, and early qualitative analysis using NVivo. The student will receive training in research ethics, anti-racist and equity-focused research methods, qualitative data management, reflexive thematic analysis, and knowledge mobilization. The placement is designed to provide meaningful exposure to the research process while supporting the student's development of foundational research skills.

DESCRIPTION OF PREFERRED SKILLS/BACKGROUND (OPTIONAL): This placement would be a good fit for a student interested in child and youth mental health, school psychology, psychoeducational assessment, racism and mental health, equity in education, or qualitative research methods. Prior research experience is welcome but not required. Preferred qualities include strong attention to detail, reliability, openness to feedback, comfort working independently and collaboratively, strong writing and organizational skills, and a willingness to engage thoughtfully and reflexively with issues related to race, racism, equity, and professional practice. Familiarity with qualitative research, NVivo, literature reviews, or psychological assessment is an asset but not expected.

DAY AND TIMES OF LAB MEETINGS: PowerinYouth Lab meetings *typically* occur every other Friday from 10:30am-12pm, September to April.