

1-1-2011

The Perception and Knowledge of Undergraduate Students about School Psychology

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Crislip, Jessica D., "The Perception and Knowledge of Undergraduate Students about School Psychology" (2011). *Theses, Dissertations and Capstones*. Paper 37.

THE PERCEPTION AND KNOWLEDGE OF UNDERGRADUATE STUDENTS ABOUT
SCHOOL PSYCHOLOGY

Thesis submitted to
the Graduate College
of Marshall University

In partial fulfillment of
the requirements for the degree of
Education Specialist in
School Psychology

by

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May 2011

ACKNOWLEDGMENTS

I would like to thank my committee, Dr. Sandra Stroebel, Dr. Fred Jay Krieg, and Dr. Edna Meisel, for all of their guidance and assistance throughout this process and throughout my entire graduate career. I would also like to thank my family and friends for supporting me throughout my college career and throughout life. Specifically, I would like to dedicate this to my grandfather, who, for the past seven years has been wondering when I was going to get an “actual” job. Grandpa, that time is about to come. Finally, I would like to thank my internship supervisor, Libby Willard, as well as my PIC, Lauren Winter, for always being there with a smile and a laugh to make the hard times a little easier. Without this support, I wouldn’t be where I am today.

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ABSTRACT

The profession of school psychology has changed significantly over the course of its existence. With more positions available than can be filled and the growing need for colleges and universities to produce new generations of school psychologists, it is important to understand what people know about the field. The present study was conducted to examine the relationship between the current level of knowledge that undergraduate students in West Virginia have about the field and the decision to select school psychology as a profession. Participants completed a true/false questionnaire. Results indicated a significant difference in school psychology knowledge between those students who choose school psychology as a career and those who do not. Results also indicated a significant difference in school psychology knowledge due to the student's year in school. No significant differences were found for race or gender.

CHAPTER ONE

REVIEW OF LITERATURE

School Psychology has transformed in many ways since the development of the profession in the early 1900s. Today, the most important change may lie in the historical differences in applicants pursuing this career. Applicants to school psychology graduate programs are now younger, have less work experience and less educational background in comparison to applicants of the past, who were mostly special educators and school counselors with knowledge of schools and with previous work experience (Krieg, Meikamp, O'Keefe, and Stroebel, 2006). This transformation has forced a different perspective on the way future school psychologists are recruited into the field as well as the way they are trained.

The History of School Psychology

The field of School Psychology is quite young in relation to most other scientific and academic fields. It has been in existence for barely a century and has been an organized professional group for only a few decades (Merrell, Ervin, and Gimpel, 2006). Although the foundation of psychology was laid throughout previous centuries, the discipline formally emerged in the mid to late 19th century first in Europe then in America (Merrell et al. 2006). By the end of the 19th century, psychology was clearly an established field throughout Europe and America with the formation of the American Psychological Association in 1891 and the publication of texts and scientific journals. Although the clinical and practical applications of the field were not yet established, the groundwork had been laid for that to occur. The emergence of psychology as a formal discipline as well as the changes occurring in the American educational system in the early 1900s, specifically public and compulsory education and new educational tools and technologies, led to the emergence of School Psychology.

The development of the first intelligence test by Alfred Binet and Theophile Simon occurred in 1905 in Paris as the result of a request by the Minister of Public Education as a way to classify and sort students who were not successful in the regular education setting. This test was not only used in France but was later adapted by Lewis Terman of Stanford University for use in the United States. Early history of School Psychology became unavoidably linked to intelligence testing and individual assessment and classification because of this request (Merrell et al. 2006).

In the United States, the early 1900s marked an increasing emphasis on providing educational and mental health services for youths “at risk.” By the 1920s, the terms “School Psychology” and “School Psychologist” had emerged, and Arnold Gesell became the first person to be appointed to position of “School Psychologist” in Connecticut between 1915 and 1919 (Merrell et al. 2006). During the 1920s and 1930s, efforts to establish and expand training programs and credentialing for School Psychologists had occurred. By the 1940s and 1950s, the field of School Psychology continued to expand.

The Thayer Conference of 1954 was held for the purpose of advancing and shaping training. This conference provided the first comprehensive picture of the field of school psychology. During this time, a division of the American Psychological Association emerged specifically for School Psychology, called Division 16 (Merrell et al. 2006). Also, the first few state school psychology associations were developed.

In the 1950s and 1960s, the number of school children expanded greatly, mostly due to the “baby boom” that started at the conclusion of World War II. With this expansion in numbers came the expansion in the number of students who had disabilities or who struggled with academics and behavior (Merrell et al. 2006).

With this expansion came an increased need for educational laws and procedures to deal with the needs of these students. In 1975, the passing of Public Law 94-112, originally referred to as the Education for All Handicapped Children Act, was important in the development of school

psychology. Instead of several different state laws, this was the first unified federal law that mandated a free and appropriate public education for students with disabilities (Merrell et al. 2006).

Three areas show the impact of this law on the field of School Psychology. First, because of the mandates for appropriate special education eligibility assessment of students, greater numbers of School Psychologists were needed. This need resulted in a significant expansion of training programs and of the number of practicing School Psychologists from the 1970s through the 1990s (Merrell et al. 2006).

Second, the legal mandate for eligibility assessment not only expanded the role but further rooted School Psychologists into the “gatekeeper” or “sorter” role, an issue that is resistant to change into the more expansive or broader role advocated today. The entrenchment into the “gatekeeper” role has continued to be a great frustration to many who want to engage in a broader range of services (Merrell et al. 2006).

Third, the specific mandates of this law as well as others that followed (the Individuals with Disabilities Education Act [IDEA] 1990, 1997, 2004) have shaped professional practice in school psychology. An important example of this law being the definition of “learning disabilities” (LDs) in the Public Law, which defined learning disabilities primarily as a significant discrepancy between a student’s intellectual ability and academic achievement.

Over the past several years, the role of school psychologist has expanded into a much larger and broader position to address the increasing needs of students. Rather than just being “gatekeepers” with test kits in hand, School Psychologists now provide a wide range of services for which they are trained in both psychology and education. This background allows them to provide services such as individual and group counseling, consultation and collaboration with teachers, administrators, and parents, evaluation of the academic, behavioral, and emotional needs of students, interventions targeted to help families and schools (for example, crisis intervention

training), prevention programs targeting areas such as drop-out rates and safe schools, and research and planning that helps aid in the use of effective, evidence-based interventions within the school environment (Silva, 2003).

School Psychologists serve a wide variety of roles, but most importantly, they serve as an advocate and offer support for each and every student. Whether the student is being bullied, struggling in math, or battling depression or anxiety, School Psychologists are there to assist and support in order to make a safe and comfortable learning environment for everyone. For these reasons, school psychologists play a vital role in our educational system.

Graduate Training Programs

With School Psychologists' ever increasing and broadening roles, training programs are crucial to the development of the field. In a study completed by Bardon and Walker (1972), information was collected describing various characteristics of school psychology training programs responding to a survey questionnaire. This questionnaire was mailed to 140 graduate programs. Of these programs, 112 responded to the survey. Graduate training was offered at three levels: the doctorate, the intermediate (including specialist degree, certificate of advanced graduate study, diploma, etc.), and the master's. In the 112 programs, 14 (13%) had preparation at all three levels. Eighty-eight (79%) offered the master's degree. Fifty-four (48%) offered training at the intermediate level, and fifty-seven (51%) offered training at the doctoral level. Information about departmental affiliation was provided by 109 programs. Fifty-six (51%) indicated their program was primarily affiliated with the psychology department; twenty-three (21%) were affiliated with the educational psychology department; and eighteen (17%) with the education department. The 12 remaining programs indicated a variety of affiliations.

Twenty-eight (25%) of the 112 respondents stated that their programs were open to full-time students only, whereas 84 (75%) were open to both full and part-time students. Information was also requested from each institution about how long their program had been in existence. The

doctoral and master's programs had been in existence an average of nine years; the intermediate programs, six years (Bardon & Walker, 1972).

In a study completed by Brown (1981), it was reported that there were 231 training programs in School Psychology, the majority of which were designed to train school psychologists in a two-year to three-year graduate program. These programs typically awarded master's degrees or specialist degrees. Brown (1981) found that over the last 10 years, between 1971 and 1981, School Psychology training programs tended to move away from the master's level of training toward the specialist level. Also, the number of doctoral level training programs increased during the 1970s. During 1979-1980 there was a total of 8,300 School Psychologists in training throughout the country (Brown, 1981).

A literature search was conducted to find more current research on the demographics and characteristics of school psychology training programs, but no such information was found. However, a current project being conducted by the National Association of School Psychologists (NASP) is attempting to compile a database of all graduate training programs in the country in order to have a one-stop access to information about each program. This information would include degrees offered, program approvals, general requirements, program philosophy, student enrollment data, student characteristics, admissions criteria, tuition and fees, financial assistance, field-based experiences, and competency based exam scores (S.S. Stroebel, Personal Communication, February 27, 2011).

On their website, NASP reports that there are approximately 200 school psychology training programs across the United States (National Association of School Psychologists, 2011). Programs differ in areas such as the degree they offer, the number of applicants they have each year, the number of students admitted, and whether or not they are accredited. For example, the University of Kentucky reports on their website that they are an American Psychological

Association (APA) accredited program that offers both specialist and doctoral degrees (University of Kentucky, 2011). The University of Cincinnati and Ohio State University also offer specialist and doctoral degrees; however, they are accredited by NASP (The University of Cincinnati, 2011) (Ohio State University, 2011). California University of Pennsylvania (located in California, PA) offers a Master of Science in School Psychology, as well as a Post-Master's certificate in School Psychology, allowing graduates to work as a school psychologist in Pennsylvania; they are also accredited by NASP (California University of Pennsylvania, 2011). In Virginia, James Madison University offers all three levels: masters, specialist, and Ph.D. in school psychology (James Madison University, 2011). All of these programs share the same characteristic in that they require an essay with each application stating the student's goals and reasoning for why they want to become a School Psychologist.

At Marshall University, which has NASP accreditation, the Education Specialist (Ed.S.) degree in school psychology is offered and a dual degree option is available for students who want to obtain a master's degree prior to receiving their Ed. S. degree. Like the programs mentioned previously, a statement of each applicant's professional goals is required. These student goal statements are used to determine which applicants possess the correct focus or orientation to pursue a career in school psychology. When there is a discrepancy between the student goal statements and the program goals, applicants are contacted to clarify their intentions and to determine if school psychology meets their career expectations (Marshall University, 2011).

Need for Recruitment

The current need for recruitment of school psychologists is high, especially people with diverse backgrounds. According to a survey completed by practicing School Psychologists in 2004-2005, 74% of all School Psychologists were female and 92.6% identified themselves as

Caucasian (Curtis, Lopez, Castillo, Batsche, & Minch, 2008). Minority groups were significantly underrepresented, with only 1.9% African American, 0.9% Asian/Pacific Islander, 3.0% Hispanic, and 0.8% Native American/Alaskan Native (Curtis et al., 2008).

Along with the predominately white, female population of school psychologists in the United States, the survey also reinforced the fact that the field is considered to be “graying.” The mean age of School Psychologists was 46.2 years (Curtis et al., 2008). This statistic shows that, within the next several years, many School Psychologists will be reaching the age of retirement.

A study was completed to determine approximately how many school psychologists there were in the United States. A two-stage survey was used with a sample of 10 states that were randomly selected based on similarities and differences in states in terms of the population of school psychologists and the residential population (Charvat, 2005). In each state, leaders of their respective School Psychologist Association were asked to e-mail the number of credentialed school psychologists in their state and the number of school psychologists providing services. All 10 states responded, and results were compared to a similar survey previously conducted. In the second stage of the survey, the remaining states’ association leaders were provided with the two estimates and asked to determine if they accurately reflected the conditions in their state, and, if not, to provide the official statistics from their own agency or estimates. Overall, 33 states and the District of Columbia provided data. The results indicated that there were 37,893 credentialed school psychologists in the 50 states and District of Columbia (Charvat, 2005). Additional analysis suggests that there are 1,621 K-12 students to every one school psychologist employed in the United States (Charvat, 2005).

Based on this study, further investigation was completed in 2008 to determine the predicted shortage of school psychologists as well as the predicted number it would take to appropriately serve K-12 students. It was estimated that in 2008, there were 28,500 practicing school psychologists in the United States (Charvat, 2008). Based on this number, it was also

predicted that there was a psychologist to student ratio of 1 to 1,671, and an approximate shortage of 9,000 school psychologists in the United States (Charvat, 2008).

In another study by Curtis, Grier, and Hunley (2004), the trends of School Psychology were examined, and projections were made as to the future of the field. Curtis et al. (2004) discuss how the field has undergone a “feminization” in the past 30 years. In 1969, the field was approximately 59% male and 41% female. By 1989, the field was 65% female, 35% male. They also found the same results as stated previously in that the field is and has always been predominately Caucasian. In addition, only one out of 10 school psychologists reported fluently speaking a language other than English. Based on this and other historical data, they projected that the field of School Psychology will continue to be underrepresented in cultural diversity for years to come. The investigators also found little doubt about the “graying” of the profession. Between 1980-1981 and 1999-2000, the mean age of School Psychologists increased from 38.8 years to 45.2 years (Curtis et al., 2004). Furthermore, in only 20 years, the percent of school psychologists 40 years of age or younger declined by 12% and those over 50 years increased from 20.2% to 32.8%. Based on these figures, one out of every three School Psychologists is over the age of 50 (Curtis et al., 2004).

In the same study, retirement projections in the field were reported. In 1998-1999, using the NASP membership database, surveys were administered to 5,447 members and 3,179 were returned (58.4% response rate). Of those who responded, about 10% indicated they planned to retire between 2001 and 2002. A median of 12 years until retirement was reported for the group as a whole (i.e. by 2010-2011). Based on the state-by-state analysis, it was reported that 27 states would experience a 50% or higher rate of retirement by School Psychologists by 2012 (Curtis et al., 2004). The researchers used these data as well as other experience data to develop projections relative to national rates of retirement. These projected dates were determined by subtracting total experience from 30 years as the estimated point of retirement. These projections indicated that

almost four out of 10 School Psychologists might be expected to retire within the next 7 years (by 2010), more than one-half by 2015, and two out of three by 2020 (Curtis et al., 2004).

These findings from the research confirm that the decreasing number of practicing School Psychologists and that the demand for these practicing professionals is increasing. To move the field forward and to adequately serve K-12 students across the nation, it is necessary to understand the current knowledge of the field as well as the current interest in School Psychology in order to better promote and recruit for future generations.

Current Recruitment Practice into the Field

School Psychologists need to be recruited from minority and less represented populations in order to meet the needs of the changing demographics of the nation. Recruiting from diverse populations not only helps address this need but also provides an opportunity for everyone to develop understanding of different backgrounds. For example, the University of Kentucky states on their website the importance of recruiting students from minority and ethnically-diverse backgrounds. They encourage minority applicants to apply and stress that there are financial incentives, as well as campus organizations that provide support and develop community. They also stress that there are many cultural events throughout the year conducted by the Office of Multicultural Student Affairs (The University of Kentucky, 2011).

Marshall University recruits students through various means. It utilizes both students and professors to inform undergraduate students about the profession. First-year School Psychology students at Marshall University are required to go to an undergraduate college or university and give a presentation about the field of School Psychology. This presentation is a way to inform undergraduates of a career option that many do not know of. The professors of Marshall University are also involved in recruitment by traveling to do presentations at various colleges and universities. Once again, minority students are highly encouraged to apply due to the need for diversity within the field. These recruitment methods seek to find highly qualified and motivated

individuals to enter the profession of school psychology and further develop the field (F.J. Krieg, Personal Communication, March 1, 2011).

Recent Research on Knowledge of School Psychology

In order to address the need for quality trained School Psychologists, it is important to examine factors that may influence one's decision to enter the field. Graves and Wright (2007) completed a study to investigate these factors. A national sample of 307 school psychology graduate students were given a survey designed to evaluate issues associated with the present condition of professional practice, the impact of parental education, and professional organization recruitment. Part one of the survey focused on early educational factors that may have influenced the participant's choice to pursue the field. An example of a question from this part is, "Did your undergraduate institution have a school psychology program?" Section two of the survey asked students to rate possible reasons for applying to school psychology programs. These questions utilized a five point Likert format. The third section addressed personal background of the participants, such as "What field is your Bachelor's degree in?" Results indicated that working with children and personal experiences within the school system were highly related to participants' decisions to become school psychologists (Graves and Wright, 2007).

Gilman and Handwerk (2001) investigated the amount of knowledge that undergraduate students possess about school psychology. In this study, 600 students representing five different major universities responded to the "Undergraduate Psychology Information Inventory" developed by the examiners, which includes questions about all of the major fields of psychology and the students' perceived knowledge of each field. Of the students participating in this study, 195 were psychology majors, 85 were education majors, and 342 students were classified as "other." Females comprised 61% of the sample, 80% of the respondents were Caucasian, 13% African American, 4% Hispanic American, and 3% were Asian American. Results indicated that

psychology majors reported higher knowledge ratings of the two professions (clinical and school psychology) than either the education or “other” majors. Analysis of other variables such as age, race, and gender did not yield significant differences. The survey also asked students the sources that they used to inform them of each major psychology discipline. The examiners found that, regardless of their major, students reported learning more about School Psychology through personal experience, such as meeting a school psychologist, than they did about clinical psychology (Gilman & Handwerk, 2001).

Of the entire sample, 135 students reported that they planned on pursuing graduate studies in the future. Thirty-nine percent of this sample said they planned on pursuing graduate education in clinical psychology, 24% counseling psychology, and 9% stated they wanted to pursue the field of school psychology. All of the respondents stated that their reasons for attending graduate school was because they wanted to work with children and their families. The final section of the survey asked students to choose the particular roles of clinical and school psychologists. Psychology majors reported that clinical psychologists are significantly more involved in individual therapy, assessment, consultation, and research than school psychologists (Gilman & Handwerk, 2001). These data indicate that the majority of students interested in pursuing a graduate degree were not interested in applying to school psychology programs. This study and its findings have served as the basis for the current study on the undergraduate student knowledge of school psychology.

Current Study

The current study is different in that it only focuses on School Psychology knowledge within the state of West Virginia. The reason for this focus is because there is only one school psychology graduate program in this state, located at Marshall University. The applications to this program are much lower than other areas, and the need for quality trained School Psychologists is immense (F.J. Krieg, Personal Communication, March 13, 2011). This study is an attempt to

determine if, similar to the study of Gilman and Handwerk (2001), that lack of knowledge of the role of school psychologists is the reason for the low application rate in West Virginia.

Statement of the Problem

Given that recent publications have ranked school psychology as a “Top Ten Profession” (Baden, 2011), why would the only school psychology training program in the state of West Virginia average only 30 graduate applications per year (F.J. Krieg, personal communication, March 13, 2011)? In comparison with graduate training programs outside the state of West Virginia, this number is much lower and raises the question as to how and why this is happening. Is it that active recruitment of potential graduate students is lacking? Or is it that interest levels are low? This study was aimed at a third possibility: that there is a general lack of knowledge about the field itself and that this affects the interest level and the amount of adequately trained school psychologists graduating each year. This research was conducted in order to answer the following questions: do students enrolled in undergraduate psychology classes have knowledge about school psychology and if they have knowledge, are they more likely to choose school psychology as a profession?

Statement of Hypotheses

For the purpose of this study, it was hypothesized that:

1. There will be a significant difference in mean School Psychology Knowledge scores between students who have selected school psychology as a profession and those who have not.
2. There will be a significant difference in mean School Psychology Knowledge scores between white and minority students.
3. There will be a significant difference in mean School Psychology Knowledge scores between female and male students.

4. There will be a significant difference in mean School Psychology Knowledge scores due to year in college (freshman, sophomore, Junior, Senior, 5th Year Seniors).

CHAPTER TWO

METHOD

Participants

The survey was given to undergraduate students in general psychology courses at colleges and universities located in various regions of West Virginia. This method provided a good representation of the state. A total of 100 surveys were collected and analyzed. The response totals from each university were: university one (39%), a large intercity university; 16% from university two, a suburban and racially diverse university; 15% from university three, a small liberal arts college; 14% from university four, a small suburban university; 10% from university five, a rural institution; and 6% from university six, a private, Christian-based, liberal arts college.

Of the respondents, 77% were female and 23% were male. The racial make-up of participants was mostly Caucasian (82%), 9% African American, 7% Hispanic, 1% Asian American, and 1% Indian American. Participants were asked to identify their current undergraduate status or year in school. Of the 100 surveys, 5% were freshman, 19% were sophomores, 28% were juniors, 34% seniors, and 14% were 5th year seniors. The participants were mostly psychology majors (67%); education majors made up 4% of the sample. Two-percent of the samples were double majors in psychology and education; the remaining participants (27%) listed a variety of other majors such as counseling, nursing, criminal justice, biology, and social work. Many of the participants who chose these other majors listed that they were minoring in psychology and/or double majoring in their field with psychology.

Instrument

The “Undergraduate Knowledge about the Field of School Psychology” survey was used to collect data on the current level of knowledge and understanding of undergraduate students in general psychology courses on the field of school psychology. This survey was modified from Gilman and Handwerk’s (2001) survey “Undergraduate Psychology Inventory Survey.” This modified survey had three parts. The first section included demographic questions. The second section consisted of questions to determine each participant’s current educational status as well as their future educational goals. The third section consisted of a true/false questionnaire regarding the field. These questions were used to determine each participant’s knowledge of the field of school psychology.

Procedure

The survey was distributed by first-year school psychology students from Marshall University in undergraduate psychology classrooms. Students distributed questionnaires prior to giving informational presentations about the profession of school psychology. IRB approval was obtained prior to the distribution of the survey (see Appendix 2).

CHAPTER THREE

RESULTS

Selecting School Psychology versus Other Careers

A t-test for independent groups was used to determine if there was significant difference between career choices of participants concerning the total number of correct responses to the true/false questionnaire. Results indicated a significant difference between choosing school psychology and the number of correct responses on the true/false questionnaire ($t=2.836;p<.05$) (See Table 1).

Minority Students

A t-test for independent groups was used to determine if there was a significant difference between race concerning the total number of correct responses to the true/false questionnaire. Results indicated no significant difference between race and the number of correct responses on the true/false questionnaire ($t=1.770;p>.05$)(See Table 2).

Gender

A t-test for independent groups was used to determine if there was a significant difference between genders concerning the total number of correct responses to the true/false questionnaire. Results indicated no significant difference between gender and the number of correct responses on the true/false questionnaire ($t=.501;p>.05$)(See Table 3).

Year in School

A One-Way ANOVA was used to compare the difference in the number of correct responses due to year in school. Results indicated a significant difference between these variables ($f=3.432;p<.05$). A Bonferroni post-hoc analysis of between subject effects indicated a significant

difference ($p < .05$) between sophomores and 5th year seniors in the number of correct responses to the true/false questionnaire. The Bonferroni is a conservative post-hoc test used with small group sizes (See Tables 4 and 5).

CHAPTER FOUR

DISCUSSION

The purpose of this study was to determine the relationship between knowledge of undergraduate students regarding school psychology and the selection of school psychology as a major. Results indicated significant differences between choosing school psychology as a profession and the number of correct responses to the Undergraduate Knowledge about the Field of School Psychology true/false questionnaire. These results suggest that those interested in the field of school psychology have more knowledge than those choosing other careers, thus supporting the original hypothesis that there is a significant difference in mean School Psychology Knowledge scores between those who have selected school psychology as a profession and those who have not. This finding is comparable to Gilman and Handwerk (2001) who discovered that psychology majors had more knowledge of school psychology than other majors.

There were no significant differences found with regard to School Psychology Knowledge scores between white and minority participants, which is consistent with findings from Gilman and Handwerk (2001). This finding is important to the field due to the underrepresentation of minorities in the school psychology profession (Curtis et al., 2008). This finding suggests that this underrepresentation of minorities is not due to lack of knowledge but possibly to other external and internal factors (e.g., personal interests). It was also determined that there were no significant differences with regard to School Psychology Knowledge scores between genders. This result is also consistent with Gilman and Handwerk's (2001) study which did not find gender differences.

A significant difference was found between School Psychology Knowledge scores and the participants' year in college. In order to further investigate where this difference existed, a

Bonferroni post-hoc analysis was conducted. Results showed a significant difference in School Psychology Knowledge scores between sophomores and 5th year seniors. This finding showed that upper classmen, particularly 5th year seniors, had an overall better knowledge score. This finding could be due to the fact that students are researching possible jobs and graduate programs as they get ready to graduate. This finding is important because it can help narrow the focus of recruitment.

Limitations

Although this study provides important information, there are limitations:

- Each college and university was chosen to participate instead of being randomly selected.
- There was a relatively small sample size, representing only a small population of people.
- Because the study was only performed at West Virginia colleges and universities, it may not be generalizable to populations outside the state.

Conclusions and Recommendations

In conclusion, although this study provides important and useful findings with regard to the current knowledge of undergraduate students about the profession of school psychology at undergraduate colleges and universities in West Virginia, a more thorough investigation into this knowledge level should be conducted to fully understand what students know. Data about where students obtain their information about school psychology should be collected. Also, different methods of distributing school psychology information to undergraduate psychology students should be evaluated.

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Table 1. T-Test between choosing school psychology and not choosing school psychology

Major	Number	Mean Knowledge Score	t-value	p
School Psychology	10	12.90	2.836	.006 *
Not School Psychology	90	11.07		

*Significance attained at $p < 0.05$

Table 2. T-Test between white and minority students

Race	Number	Mean Knowledge Score	t-value	p
White	82	11.41	1.770	.080
Minority	18	10.50		

*Significance attained at $p < 0.05$

Table 3. T-Test between genders

Gender	Number	Mean Knowledge Score	t-value	p
Female	77	11.19	.501	.617
Male	23	11.43		

*Significance attained at $p < 0.05$

Table 4. One-Way ANOVA between year in college

Groups	Number	Mean Knowledge Score	F-value	p
Freshmen	5	10.0	3.432	.011*
Sophomores	19	10.26		
Juniors	28	11.21		
Seniors	34	11.50		
5 th Year Senior	14	12.50		

*Significance attained $p < 0.05$

Table 5. Bonferroni Post-Hoc Test

	Year in School	Year in School	Mean Difference (I-J)	Std. Error	Sig.
Bonferroni	Freshman	Sophomore	-.263	.963	1.000
		Junior	-1.214	.930	1.000
		Senior	-1.500	.917	1.000
		5 th Year	-2.500	.998	.139
	Sophomore	Freshman	.263	.963	1.000
		Junior	-.951	.569	.980
		Senior	-1.237	.549	.264
		5 th Year	-2.237	.675	.013*
	Junior	Freshman	1.214	.930	1.000
		Sophomore	.951	.569	.980
		Senior	-.286	.489	1.000
		5 th Year	-1.286	.627	.430
	Senior	Freshman	1.500	.917	1.000
		Sophomore	1.237	.549	.264
		Junior	.286	.489	1.000
		5 th Year	-1.000	.608	1.000
	5 th Year	Freshman	2.500	.998	.139
		Sophomore	2.237	.675	.013*
		Junior	1.286	.627	.430
		Senior	1.000	.608	1.000

*Significance attained $p < .05$

Undergraduate Knowledge about the Field of School Psychology

College/University:

Year (Circle One): Freshman/ Sophomore / Junior / Senior / 5th Year Senior

Age: _____ Gender: _____ Race/Ethnicity:

Major(s): _____

Directions: We would like to know about your current knowledge of the profession of School Psychology. Please be as honest as possible and do not discuss your answers with anyone else while completing this inventory. This is NOT a test. Your answers will not affect your grades in any way and no one will be told your responses.

1. When you initially chose your major, what was your vocational goal after graduation?
 - a. Therapist/Counseling
 - b. Work in a mental health agency
 - c. Business
 - d. Continue my education by going to graduate school
 - e. Other _____

2. If you want to continue education at the graduate level, which of the following fields are you currently planning to pursue?
 - a. Clinical Psychology
 - b. Counseling Psychology
 - c. General Psychology
 - d. Organizational/Industrial Psychology

- e. School Psychology
- f. Other _____

3. What are your yearly income/salary expectations when you pursue your vocational goals?
- a. \$30,000-40,000
 - b. \$40,000-50,000
 - c. \$50,000-60,000
 - d. \$60,000-70,000
 - e. \$70,000-80,000
 - f. \$80,000-90,000
 - g. \$90,000-100,000
 - h. \$100,000+

School Psychology True or False

Directions: Please circle “true” if the statement you read is correct. Please circle “false” if the statement you read is incorrect.

- True False** I am familiar with the role of a School Psychologist.
- True False** School Psychologists perform individual and group counseling services.
- True False** School Psychologists help parents improve their parenting skills.
- True False** School Psychologists work in hospitals.
- True False** School Psychologists work in private practice.
- True False** School Psychologists must hold a doctoral degree in order to practice.
- True False** Most School Psychologists are male.
- True False** School Psychologists perform individual assessments on children
- True False** School Psychologists do not evaluate school policies and programs.
- True False** School Psychologists help teachers improve their classroom management skills.
- True False** School Psychologists do crisis support in schools.

- True False** A School Psychologist is required to take 2 years of graduate level courses, while a School Counselor requires 3 years of graduate level course work.
- True False** School Psychologists complete course work in areas such as special education, statistics, child psychology, assessment, and reading.
- True False** School Psychologists only deal with minor forms of emotional disturbances such as depression or anxiety.
- True False** School Psychologists perform research and program evaluations.
- True False** Most School Psychologists hold a certification through their state department of education.
- True False** School Psychologists are licensed by the state Board of Examiners in Psychology.
- True False** I know someone personally who is a School Psychologist.



Office of Research Integrity
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FWA 00002704

IRB1 #00002205

IRB2 #00003206

September 27, 2010

Sandra Stroebel, Ph.D.
 School Psychology Department, MUGC

RE: IRBNet ID# 191579-1

At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Stroebel:

Protocol Title: [191579-1] The Perception and Knowledge of Undergraduate Students About the Field of School Psychology

Expiration Date: September 24, 2011

Site Location: MUGC

Type of Change: New Project APPROVED

Review Type: Exempt Review

In accordance with 45CFR46.101(b)(2), the above study and informed consent were granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Chair for the period of 12 months. The approval will expire September 24, 2011. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

This study is for student Jessica Crislip.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Bruce Day, CIP at (304) 696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.