

Spring Newsletter

TOWSON UNIVERSITY



CONTENTS

- A LETTER FROM THE DIRECTOR
- RESEARCH OVER COVID
- ALUMNI SPOTLIGHT
- WELCOME BACK TO CAMPUS
- FUN THINGS TO DO ON CAMPUS

A Letter From Dr. Rush

Dear TU School Psychology Family,

First, we made it - congratulations!!! Although I am proud of everyone, I am particularly proud of our graduating interns. I have known them for more than three years (and one since undergrad) and I cannot express how happy I am for them. I must admit that I am a little teary-eyed thinking about the interns no longer being my students, but at the same time I also take solace in knowing that they have become amazing colleagues for whom I will have a lasting relationship for years to come. They will be forever part of our TU school psychology family and I wish them all the best.

As I look back on the academic year and reflect on the resiliency and many accomplishment of our students, a sprit in me resonates that anything is possible. As a result, I have never felt more optimistic about the future of our wonderful field and our exemplary program. I feel that we are all fortunate to have found this path, and, personally, I feel fortunate to be on that path at TU with all of you.

My hope and expectation is that the next academic year will be one of promise and renewal, particularly as we are all looking forward to a sense of normalcy. Despite recent challenges, TU and the School Psychology Program continue to forge ahead with new and exciting ideas for the future. As we all begin to come together with classmates, colleagues, family, neighbors, and friends, I hope that all of you will not only feel a proliferation of your own sense of optimism but will actually experience positive momentum in your lives forged by such optimism.

Take care, stay well, and be hopeful!

Dr. Rush

Research Over COVID

Rush, S. C., Woods, L., & *Guglielmini, J. (2021). Using the Scopus database to examine open access research publication practices and trends in school psychology. SAGE Research Methods Cases.



The overarching research project referred to in this research case study is a large, multi-study project that is primarily using the Scopus database, an abstract and citation database that contains more than 75 million records with approximately 24,600 titles. Using statistical tools within the Scopus database along with exporting data into other statistical programs, the project is examining publishing practices and trends of school psychology faculty in the United States. The authors used Scopus to uncover faculty publication history and influence using a number of journal utilization metrics calculated in the database, such as impact factor, citation history, and h-index, and to examine trends calculated in Scopus, such as publication frequency, time frame, subject area, keyword, citations, and references, and other relevant publication metrics, such as affiliation, funding sponsor, access type, geography, and faculty rank. The particular piece of the project that is highlighted in this case study is based on examination of the work of school psychology faculty from all National Association of School Psychologists (NASP)-approved programs in the United States with respect to online access (OA) journals. Results of some portions of the study were presented at the 2020 NASP Annual Convention.

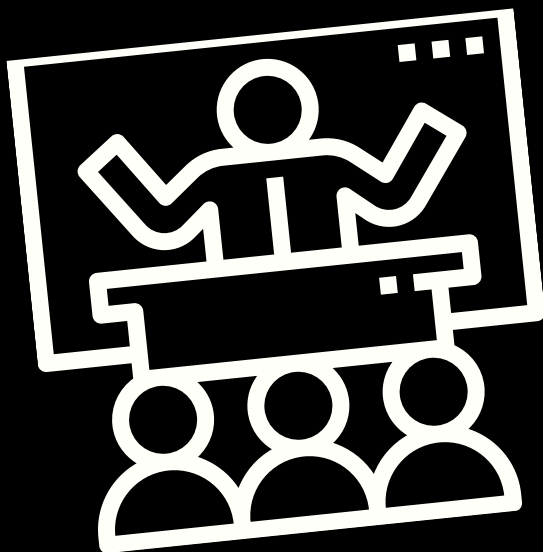
Trainers of School Psychologists (TSP) 2021 Virtual Conference

Presenters: Dr. Aston, LaDena Eames (2nd year cohort), Endea Small (2nd year cohort)

Date. March 2021

Time for Action: Examining the Response to Civil Unrest from School Psychology Trainers

In response to countless accounts of police brutality and racial injustice experienced by Black Americans, several psychology organizations collaborated to develop the “Unified Anti-Racism Statement Call to Action.” Outlined in that document are specific action steps that are needed to promote Anti-Racism within the specialty area of school psychology, which include issues regarding the recruitment and retention of Black faculty and students and acknowledging what is referred to as the “racism pandemic”. Given these factors, the current study examined how school psychology trainers have responded to the national call to action with increased focus on the experiences of Black faculty and students. The sample consisted of 91 school psychology faculty and 280 students. Results indicated that while many programs engaged in some form of outreach in response to civil unrest, these actions were less likely to be perceived as beneficial by racially diverse faculty and students.



Alumni Spotlight

Professor Keren Kreitzer



Do you have any advice or wise words for students entering the School Psychology field?

Welcome, you chose an excellent profession! You'll have job security for life, even when a pandemic strikes! My advice to you is to stay passionate about what you are doing. If you feel stuck or burnout, ask for a level or school change and embrace it. Get as many experiences as you can in your career to have perspective. In the future, remember what it's like to be new in the field and give back to early career psychologists the way your mentors and colleagues helped you. Relationships are key! You never know who will be your next principal or colleague. Don't burn your bridges.

How do you have work-life balance?

There will always be a report to write, an IEP meeting to prepare for, a BIP you're finishing or an email you "need to send". I think you need to know yourself and decide what works for you. I am an overachiever and that propels me to "work", I am energized by projects, new experiences, and checking off my "to do" list. . It's not always a good thing, but that's me. I'm a wife, a mom, I work full time in a challenging school, teach courses at Towson, but I've always kept hobbies that allow me to separate myself from work and keep a close social circle. My friends and family are supportive and keep me grounded and balanced.

How did your training at Towson prepare you for your position?

Expect that upon graduation, you will never feel fully prepared for the position. You may even feel like an "imposter" at times and that's normal. Be confident that you've received an outstanding school psychology foundation. Learning to navigate school psychology has just begun! You will be a lifelong learner in this profession.

What has been your impression of Towson graduates that have encountered in the field?

I've been teaching at Towson since 2007, so I've had the opportunity to know them as students and sometimes as colleagues. Towson students are top notch, well rounded, organized, systematic and data driven. The program has evolved and improved since I graduated in 2003. What remains constant is the focus on the training in the NASP model, strong practicum and internship placements and preparation for the transition post graduate school.

How has COVID impacted the way you work and/or teach now?

I've worked harder than ever, and I was already a hard worker! I've spent so many hours in front of a screen to try and remove barriers so that all students can attend and access virtual instruction and counseling services. I've learned new technology platforms that helped me connect and engage with students. Remote psychological assessments, remote counseling, remote crisis response are just a few of the major adjustments. It's amazing what can be accomplished when you're forced to adapt.

What is your philosophy as a Certified School Psychologist?

My philosophy is that school psychologists are "gate openers", not gatekeepers. Put yourself in positions to open up possibilities for all students to be their best, to maximize their potential and to remove the barriers that get in the way of success. I also operate from this perspective: "when you do the thing right, you will do the right thing", meaning, as a school psychologist you will operate from a process and procedure perspective so that you can do what's right for students. But it's not an "either/or" situation. Both are critical for success.

CHANGE IS GOOD

Our Return Back to Campus!



"The secret of change is to focus all your energy, not fighting the old, but on building the new."

- Socrates

THINGS TO CHECK OUT ON CAMPUS

Our Return Back to Campus!



Cook Library

Go-to information hub with more than 250 computer workstations available to connect users to library catalogs, electronic databases, electronic books, and online journals. Graduate students have access to a graduate reading room on the 2nd floor as well as the 24/7 study space on the main floor.

Burdick Hall

Check out our campus recreation center, Burdick Hall. Here you will find a variety of fitness equipment, an indoor swimming pool, five fitness studio, a space dedicated for drink and snack purchases and much more.



Grab Some Grub

Paws

Located on the first floor of the Union building, this spot is a favorite for its cafe atmosphere, and is also a popular evening hangout among residents. The Paws menu offers custom breakfast selections, Los Fuegos Tex-Mex, baked goods, fresh fruit smoothies and Starbucks coffee.

Au Bon Pain

This café in Hawkins Hall offers authentic artisan breads, scrumptious pastries, savory sandwiches, soups, salads and entrees.

7720 Café

Located in the Administration building, this café is a favorite spot for faculty and staff, offering a full grill, made-to-order deli, daily blue plate special, deluxe salad bar, soups, Baltimore Coffee & Tea, beverages and snacks.



Towson Town Center

Check out Towson Town Center! Down the street from campus. It is quipped with tons of stores, dining, and more.

TAKE A *Breather*

Go on a Hike near Campus!

- [Local Hikes](#)
- [Use Trail Link!](#)

Do Some Meditation!

- [Oak Meditation App](#)



Olympic Park in Towson, MD



Sherwood Gardens in Towson, MD