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ABSTRACT

Psychology is changing dramatically as the year 2000 approaches. This is especially true of most practice fields due, in significant part, to the growth of managed care. More importantly, school psychology is now, and will increasingly be, influenced by changes in schooling itself that promise to re-design American education from the bottom-up. In light of these education and health care changes, it is proposed that school psychology reinvent itself as a broader discipline, formally encompassing the full range of psychological issues in education including the health care of students, the psychology of learning and teaching, and the social life of schools. The name "school psychology" is seen as too restrictive; to capture this broader definition as well as the "caring" aspect vis-a-vis both education and health, the term "educare psychology" is proposed. This new title would incorporate educational aspects of counseling, family, health, and educational/instructional psychology. In addition to the title change and role expansion, other recommended changes are to: (1) eliminate or reduce dramatically a host of questionable items in the training of new educare psychologists (such as projective techniques, intelligence testing, and psychodynamic psychology); and (2) adapt to the slow demise of public schooling as it is currently known. (JBJ)

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*Chapter Five***The Educare Psychologist:  
Re-Inventing School Psychology and Schools  
for the 21st Century****Frank Farley**

Psychology is changing dramatically as we approach the big 2000. This is especially true of most of the practice fields due in significant part to the growth of managed care. Health care in America has been captured so thoroughly by managed care that the business ethos of those systems is re-inventing and re-defining the careers of clinical and counseling psychology and related areas, and very little of it is for the better. School psychology is not immune to these changes, because many school psychology doctorates do not practice in schools but go on to clinical practice and are thus falling under the sway of managed care. But more importantly, school psychology is now and will increasingly in the future be influenced by changes in schooling itself that promise to re-design American education from the bottom up. So school psychology will be buffeted both by the changing nature of health care delivery on the one hand *and* the changing nature of K-12 education on the other.

The little red school house has long ago been replaced by the big brown school factory and a lot of people don't like it. A significant portion of Americans feel that the typical contemporary public school in urban and suburban settings has become too large, too impersonal and often too dangerous for effective educating and healthy personal development. Like the leviathan smoke-

stack factories of the American rust belt, these large schools may have exceeded some magical formula for size in effective schooling, and those parents who can afford it are increasingly putting their children in smaller, private schools, abandoning the smoke-stack schools to those who can afford no more. The financial formulas for public schooling are often discriminatory against poor districts so that per pupil expenditures can vary greatly district to district, and the availability of psychological services in the schools will vary accordingly.

For the foregoing and many other reasons there is, I believe, a growing openness to new approaches to education in America, from distance learning to home schooling to cyberschool and low-cost private schooling. This all serves as backdrop to what I would like to say about psychology's indispensable role in schooling.

The 21st century will surely be the century of the mind, as our understanding of the mind and how to most effectively learn and educate advance more dramatically than in any preceding century. With the advances of cognitive science and affective science to date, we are poised to provide significant improvements in learning and education. No field has a longer resume in the mind business than psychology and psychology must take the lead in retooling schooling for the new century.

I believe we must prepare for the demise of smoke stack schools beyond the year 2000. If you flew in from Mars and were asked to design a system of public education using current and cutting-edge ideas and technologies, I doubt that you would create the school buildings, school districts, and educational delivery that we have now. If I am even partly right here, it means that school psychology as a discipline must see beyond the current system and not be wedded to schools as we now know them. Given the current and coming changes in education and health care, the two areas of greatest relevance to school psychology, I propose that school psychology reinvent itself as a broader discipline, formally encompassing the full range of psychological issues in education including the health care of students as well as the psychology of learning and teaching and the social life of schools.

Let us start with the name "school psychology." That name is widely seen as being identified with a building and an institution, the school. Experimental psychology, counseling psychology, forensic psychology, social psychology, and personality psychology, among many others, do not refer to a physical location, an institution, as their defining quality. I believe the current label of school psychology is too restrictive. Yes, psychology in schools is the major thing we do, but we do much more and will be doing much more in education and health inside and outside the schools. To capture the broader definition and also the "caring" aspect, or "taking care of" aspect vis-à-vis both *education and health*, I propose the term *educare psychologist* and *educare psychology* to replace school psychology and psychology in the schools. This term identifies the centrality of education (school and non-school) and the centrality of *care* in this specialty. Additionally, I would incorporate in the training of the school psychologist turned *educare psychologist* much more of general educational psychology (e.g., consulting with teachers on

cognitive and affective strategies for effective classroom instruction and management, consulting with administrators on organizational psychology, personnel issues, etc.). I would also incorporate the full range of child and adolescent health psychology in the training of *educare psychologists*, especially the prevention aspects. I would incorporate some of counseling psychology and family psychology where they are relevant to education. Therefore, I would expand the scope of practice of what we now call school psychology to incorporate aspects of counseling psychology, family psychology, health psychology, and educational/instructional psychology, all under the new title *educare psychology*.

In addition to the title change and expansion of role, there are some other changes I would advocate to increase the significance of school psychology and make it increasingly indispensable in education.

Firstly, eliminate or reduce dramatically in the training of the new *educare psychologists* a host of questionable items. Doing so should increase the validity of *educare psychologists'* work and contribution, raising its credibility. Some examples:

1. *Projective techniques*. The evidence for the reliability and validity of most of these techniques is paper thin. It is very difficult on scientific grounds to continue the teaching and use of these procedures.
2. *Intelligence testing*. The global IQ score is no longer a particularly useful piece of information to have. Intelligence is increasingly seen as multidimensional and a unitary global IQ score is simply not helpful in many applications. University courses should reflect the new conceptions and new testing products, and should eliminate or downplay the traditional IQ tests in the

educare psychologists' bag of tools.

3. *Psychodynamic psychology*. The scientific support for psychodynamic psychology remains very weak, and should not be a major part of any educare psychologists training.

Secondly, as mentioned earlier, adapt to the slow demise of public schooling as we know it. This will require special training in communication procedures (computer-based, telecommunication, Internet, etc.), distance learning, home schooling, year 'round education, life-long learning, and so on. To be at the cutting edge of introducing or promoting these new procedures or technologies will increase the indispensability of the educare psychologist to an evolving system of education.

Change or die. It's harsh, but true. If American education is poised for radical transformation, school psychology has got to be at the leading edge in order to thrive. It is a speciality that has typically not been an agent for change in schooling. Rather, it has tended to conform to school traditions, not questioning fundamental aspects of schooling. It has often seemed to be more technocratic, serving the needs of the schools as defined by others. That must change. We need creativity and risk taking in the profession. We need to ask fundamental questions about school practices. We need to help re-tool the smoke stack industry of education for the 21st century. School psychologists are typically the best educated in social and behavioral science of any school personnel and thus best equipped to lead the charge. School psychologists as leaders in improving education? Why not?

Start the pressure.

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