
California State University, Northridge

Michael D. Eisner College of Education

Department of Educational Psychology and Counseling

Course Syllabus

EPC 659 SP-A: COMMUNICATION SKILLS FOR SCHOOL PSYCHOLOGISTS Fall 2025

Class Meetings: Tuesdays, 7:00 – 9:45 PM

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*(*Classes will always be conducted in person unless otherwise indicated in advance)*

Office Hours: By appointment as mutually convenient

Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change

in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

- We value academic excellence in the acquisition of research-based professional knowledge and skills.
 - We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
 - We value ethical practice and what it means to become ethical and caring professionals.
 - We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
 - We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
 - We value creative, critical, and reflective thinking and practice.
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School Psychology Program Goals and Student Learning Objectives (Revised August 2025)

The National Association of School Psychology (NASP) 2020 Domains and the California Commission on Teacher Credentialing (CCTC) 2020 School Psychology Program Elements (SPPE) for training will be listed in alignment with university goals for graduate training. Please note that a more specific list of NASP and CCTCs requirements related to the domains and SPPEs will be included in specific class syllabi related to the course content. The following are CSUNs School Psychology Program's goals and SLOs related to the NASP 2020 Domains and CCTC 2020 SPPEs:

CSUN Graduate Program Goal 1. Foundation of the Profession, Legal, Ethical Practice, and Professional Practice (NASP Domain 10; CCTC SPPE 10): Provide a foundation of the profession of school psychology, including history and roles and functions, emphasize professional practice, including effective communication and interpersonal skills, emphasize the use of legal and ethical decision making when working with students, staff, and parents within a comprehensive model of delivery service, including a data based problem solving model, and emphasize respect for human diversity and commitment to social advocacy. Mentoring and supervision practice is expected to be a professional responsibility during the program and as part of ongoing professional development.

SLO1: Foundations of the Profession and Professional Practice: School Psychology candidates will obtain at least a B on their exams and/or project(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** of the history and field of school psychology and exhibit characteristics of effective school psychologists, which include: good self-awareness of strength and weaknesses; satisfactory communication and interpersonal skills; persistence, creativity, flexibility, and good time management; understanding of technology; good ethical and legal judgement; understand a **comprehensive model of delivery service, including a data based problem solving model;**

emphasize respect for human diversity and commitment to social advocacy; and have a professional responsibility to mentor and/or supervise others to support professional development. Candidates will use a comprehensive model of school psychological services and seek and provide mentoring to enhance their practice, as well as mentor and supervise others. (NASP Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10)

SLO 2: Legal and Ethical Practice: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge and practice of** the legal and ethical implications of IDEA, Section 504, ethic codes, legal issues, and professional standards set by CCTC and NASP pertinent to the field of school psychology and use this information in exercising a problem solving model to legal and ethical decision making. (NASP Domain 10: Legal, Ethical, and Professional Practice; CCTC SPPE 10)

CSUN Graduate Program Goal 2. Respect for Human Diversity and Equitable Practices for Diverse Student Populations: Provide a foundation and expectation to understand, respect, and celebrate human diversity and promote effective services, social justice, and social advocacy for all students, school personnel, families, and communities. (NASP Domain 8: Equitable Practices for Diverse Student Populations; CCTC SPPE 8)

SLO 3: Respect for Human Diversity and Equitable Practices for Diverse Student Populations (NASP Domain 8): School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **Knowledge** of human diversity, including individual differences, abilities, disabilities, religion, language, culture, cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other diverse characteristics within individuals and families; the effects they have on development, learning, adjustment, and overall outcomes; recognize bias and discrimination and use inclusive language; and **Practice** implementation of effective general and special education interventions and/or services in collaboration with others to promote social justice and social advocacy for all students, families, and schools; use this **knowledge and practice** to optimize learning, development and social-emotional adjustment to improve academic, mental and behavioral health outcomes for children, families, schools, and communities. (NASP Domain 8; CCTC SPPE 8)

CSUN Graduate Program Goal 3: Foundational Content Knowledge and Evidenced Based Practice and Research (will include SP Student Learning Objectives 4-14 below): Provide foundational content knowledge to school psychology candidates based on biological, cultural, and social influences on learning, behavioral, cognitive, and social emotional development, psychology and educational theories, models, and use knowledge of research design, statistics, measurement, varied data collection, technology, and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings.

SLO 4: Foundational Content Knowledge: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate **knowledge and**

practice of foundational content knowledge of cognitive and social emotional development; biological, cultural, and social influences on learning and development; and psychological and educational theories and models to support assessment, learning, development, and adjustment with individual students and within a multi-tiered system of support.

SLO 5: Research and Evidence Based Practice: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge and practice*** to evaluate interpret, synthesize, and apply research as a foundation for evidenced based practice and for a comprehensive service delivery model and, in collaboration with others, use various techniques and technology resources for problem solving intervention implementation, intervention adherence, data collection, measurement, and analysis to support effective practices and improve outcomes at the individual, group, and/or systems levels; use data to enhance school improvement to promote school climate, academic achievement, sense of safety, and positive outcomes; use statistics and measurement principles to inform good practices and decision making; and use evidenced based principles and program evaluation to support educational leaders in promoting positive outcomes. (*NASP Domain 9: Research and Evidence-Based Practice; CCTC SPPE 9*)

CSUN Graduate Program Goal 4: Assessment and Problem-Solving Data Based Decision Making: Provide knowledge and skills in assessment and problem-solving data-based decision making to implement evidenced based interventions, monitor progress and evaluate outcomes within the individual and multi-tiered systems of support, as well as with families.

SLO 6: Data Based Decision Making - Assessment: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to show ***knowledge, skills, and competence*** in their assessment skills. More specifically, candidates, in collaboration with other members of an interdisciplinary team, conduct assessments to determine students' need for services, including eligibility for special education, and to provide information relevant to the development of individual service plans; collect and analyze data from multiple sources (e.g., parents/guardians, teachers, students) and levels (i.e., individual, group, system) to understand students' needs and to select and implement evidence-based instructional and mental and behavioral health interventions and supports; incorporate various techniques for collection, measurement, and analysis of data; and use technological resources in the evaluation of services at the individual, group, and/or systems levels. (*NASP Domain 1: Data Based Decision Making; CCTC SPPE 1*)

SLO 7: Data Based Decision Making – Problem Solving and Response to Intervention at the Individual and/or Multi-tiered System level of Support: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ***knowledge, skills, and competence*** to use the problem-solving data based decision making model to make data-based decisions as they design evidenced based academic, social, behavioral, emotional, and/or systemic interventions at the individual or systems level within a multi-disciplinary system of support; address intervention adherence, gather, measure, and evaluate data to promote positive

outcomes at the individual and multi-tiered systems of support; provide teacher support when working with individual students or when implementing and interpreting universal screenings to determine better supports for students, instructions, and supports; and use information and technology resources to enhance data collection and decision making process. (*NASP Domain 1: Data Based Decision Making; CCTC SPPE 1*)

CSUN Graduate Program Goal 5: Consultation and Collaboration: Provide knowledge and skills on promoting family, school, and community collaboration and consultation.

SLO 8: Consultation and Collaboration: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** in varied models and strategies of consultation and collaboration applicable to individuals, families, groups, and systems, as well as methods to promote effective implementation of services; working within multidisciplinary teams in using a comprehensive process of effective decision making and problem solving, candidates will demonstrate skills to consult, collaborate, and communicate effectively with others; and promote family, school, and community collaboration and consultation. (*NASP Domain 2: Consultation and Collaboration; CCTC SPPE 2*)

SLO 9: Family, School and Community Collaboration: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** of principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children's learning and mental health; and strategies to develop collaboration between families and schools; collaborate with others, design, implement, and evaluate services that respond to culture and context; and facilitate family and school partnerships and interactions with community agencies to enhance academic and social-behavioral outcomes for children. (*NASP Domain 7: Family, School, and Community Collaboration; CCTC SPPE 7*)

CSUN Graduate Program Goal 6: Academic, Behavioral, Mental Health and Life Success: Provide knowledge and skills to school psychology candidates on evidenced based academic, behavioral, and social-emotional interventions based on theory, risk and resiliency/developmental assets research, a systems ecological approach, and data-based decision making to address individual and systemic factors to improve outcomes for overall school and life success.

SLO 10: Academic Interventions and Instructional Supports using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on ***knowledge, skills, and competence*** of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; know evidence-based curricula and instructional strategies to support teachers and promote learning; in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children; promote of academic interventions, based on evidence-based practice,

effective teaching and instruction, in consideration of diversity in learning and language proficiency information to derive effective data based interventions, monitoring, and evaluation, at an individual and within a multi-tiered systems of support to improve academic outcomes for all students. (*NASP Domain 3: Academic Interventions and Instructional Supports; CCTC SPPE 3*)

SLO 11: Mental and Behavioral Health Services and Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBO(s) in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** to understand the biological, cultural, developmental, and social influences on mental and behavioral health, behavioral and emotional impacts on learning, and evidence-based strategies to promote social–emotional functioning; and in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. (*NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4*)

SLO 12: Social-Emotional and Mental Health and Behavioral Health Services and Interventions using Risk and Resiliency Theory/Research and Systems-Ecological Approach: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge, skills, and competence*** to design and use effective communication and interpersonal strategies, social-emotional and mental health interventions using psychological theories, evidenced based practice, risk and resiliency theory/research/developmental assets, social emotional learning, and a systems ecological approach when assessing for risk, such as with suicide, threat, child abuse, and when providing prevention, mental health services, including counseling, and crisis intervention. (*NASP Domain 4: Mental and Behavioral Health Services and Intervention; CCTC SPPE 4*)

CSUN Graduate Program Goal 7: Creating and Maintaining Safe, Supportive, Equitable, and Effective School Wide Learning Environments: Provide knowledge and skills on understanding systems, using a systems ecological approach, and create and maintain safe, supportive, equitable, and effective school wide learning environments through a comprehensive service delivery model.

SLO 13: School Wide Practices to Promote Learning: School psychologists candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge*** of understand systems’ structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff. (*NASP Domain 5: School-Wide Practices to Promote Learning; CCTC SPPE 5*)

SLO 14: Services to Promote Safe and Supportive, and Equitable Schools: School Psychology candidates will obtain at least a B on their exams, cases, projects, and/or PBOs in specific classes, and/or satisfactory performance on instructor and/or supervisor evaluations based on their ability to demonstrate ***knowledge and practice using*** principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools and collaborate with others to promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety for all students. They also implement effective crisis prevention, protection, mitigation, response, and recovery. (NASP Domain 6: *Services to Promote Safe and Supportive Schools*; CCTC SPPE 6)

Specific Course Learning Objectives

Students will:

- Develop and refine listening, interpersonal communication and interviewing skills and strategies effective for working with students, parents, educators, and community members (*NASP Domain 10*)
- Gain supervised experience in interpersonal communication and interviewing.
- Gain greater insight and understanding regarding one’s self-awareness, own feelings, attitudes, values, responsibility, adaptability, initiative, dependability, competency, advocacy, respect for human diversity, and motivations to enhance their ability to be an effective communicator, counselor/interviewer, and school psychologist. (*NASP Domain 10*)
- Learn skills for social advocacy and leadership to promote and have a commitment toward social justice, educational equity, cultural sensitivity and competence, and academic achievement for all pre-K-12 students in public schools as part of an effective service delivery. (*NASP Domain 8; Domain 10*)
- Gain an understanding of ethical and legal issues relevant to interpersonal communication and interviewing in the schools as school psychologists.
- Practice listening, helping, and interviewing based on effective interpersonal communication skills.
- Participate in growth and training group activities to better understand their own communication styles and their interpersonal effects on others.
- Explore their professional identity as a school psychologist and how their own, individual, personal experiences, self-esteem, cultural identity, and unique characteristics will inform their practices.
- Learn the importance of personal goal setting and how to create goals that are meaningful, measurable, strategic, attainable, and realistic that will lead to positive change and improved outcomes for themselves as well as for their students/clients in the school setting.
- Increase their understanding of communication theory and interviewing techniques and interpersonal communication skills through class activities, course assignments, and role plays.

- Develop concrete ability to demonstrate therapeutic empathy and acceptance that will promote students'/clients' self-awareness, personal growth, problem-solving abilities, self-esteem, and self-efficacy.
- Begin to understand how to design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health. (*NASP Domain 4*)
- Learn about grief and crisis response.
- Receive individual and small group supervision in active listening, interviewing and interpersonal communication skills.
- Create and review videos of active listening/interviewing sessions.
- Gain supervised experience in using a variety of professional resources such as school data systems, student records, professional literature, and evidenced research pertaining to active listening/interviewing.
- Develop and expand their self-knowledge and awareness of interpersonal style and cultural factors and the impact of those on others, particularly those from different cultural backgrounds. (*NASP Domain 8*)
- Experience a milieu in which constructive feedback and mutual support may be given and received in part through interpersonal and group experience designed to: 1) gain insight into interpersonal style and how it impacts others; 2) gain opportunities to develop more constructive and facilitative ways of relating to others; and 3) gain opportunities to work through issues that impede or limit their ability to relate effectively.
- Develop crisis intervention skills and ability to assess and respond to suicide and other situations of risk or threat.
- Develop skills for effectively communicating with and supporting differently abled and diverse students in the education environment. (*NASP Domain 8*)
- Understand evidenced based strategies to promote Socio-Emotional functioning and mental health. (*NASP Domain 4*)
- Understand Social Emotional Learning and interventions.
- Understand when and how to report child abuse as a mandated reporter.
- Gain a commitment to the school psychology / mental health professions.

Instructional Philosophy

The School Psychology program at CSUN is designed based on a learning-centered, outcome-based educational principle but also focuses on mastery of specific skills, such as assessment, counseling, consultation, and intervention. The School Psychology faculty encourage cooperative groups where they mediate each other's learning based on content, experience, and role playing of skills, while gathering data on the process and ultimately student (client) outcomes.

Learning Methods for this Class Include

- Class lectures, presentations, and discussions – classes will be conducted in person unless otherwise indicated in advance
 - Assigned readings of required text and other assigned materials
 - Small group discussions/skill practice in class
 - Independent research of subject materials in library/on internet/media
 - Completion of assigned activities, papers, and projects
 - Journaling
 - Role play and video recording of interpersonal communication/listening/interviewing practice sessions
 - Self-assessment and reflection
 - Individual feedback and progress monitoring sessions with the instructor
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Signature Assignments

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These are graded using a standardized scoring rubric and is used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

The three signature assignments for this course are:

- **Relationship Skill Building Project**

According to the CASEL Model, relationship skills are the abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

They include:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency

- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

In dyads, students will investigate evidence-based programs intended to promote enhanced relationship skills for youth and identify a particular program they will explore further. They will share their findings with classmates during a 20–30-minute class presentation. The presentation should be creative, engaging, interactive and experiential for their classmates, demonstrating how the program may be employed in schools to foster relationship skill building. It should convey a comprehensive understanding of the program and provide practical and useful information, as well as the theoretical and research underpinnings associated with it. This activity will afford students both learning and teaching opportunities as they share their findings and experiences with their classmates. Students will create a PowerPoint, etc., that can be electronically submitted to the instructor and shared with their classmates at the time of the presentation. The PowerPoint and discussion should comprehensively address the program’s theoretical and research underpinnings, its rationale, goals and intended audience, instructions and requirements for implementation in the school setting, and their personal reactions and impressions based upon critical analysis. The class presentation should include a demonstration that allows their classmates to experience and actively engage in a particular activity associated with the program. A sign-up sheet will be circulated for scheduling the presentations during the last three class meetings of the semester. Proposed topics should be submitted to the instructor by the fourth week of the semester for approval. (*NASP Domain 4*) (See Appendix B for scoring rubric) (*NASP Domain 10*)

- **Personal-Professional Insight Goals Paper:** Reflect and consider areas of personal/professional development students need to accomplish related to gaining greater insight and understanding regarding their self-awareness, feelings, attitudes, values, responsibility, adaptability, initiative, dependability, competency, advocacy, respect for human diversity, and motivations to enhance their ability to be an effective communicator and counselor/interviewer, and school psychologist. Choose three personal growth areas they want to address, describe in detail each growth area, how it is relevant, and their rationale, and how they plan to address it. Each goal must then be converted to a SMART goal. In their weekly journal, they will reflect upon activities, experiences, and interactions, including their readings, class discussions and personal life encounters, that have contributed to their growth through changes in their perceptions, and broadening of their understanding of their beliefs about, and relationships with, others. This is due to the instructor by the third week of the semester, via email. By the end of the semester, they are to write an assessment, discussion, and evaluation of their progress in attaining their goals set at the beginning

of the semester. They are to attach the Personal-Professional Insight Goals Paper that they had submitted at the beginning of the semester to this Goals Evaluation Paper. This is due to the instructor by the last class meeting, via email. (See Appendix C for scoring rubric) (*NASP Domain 10*)

- **Video Recorded Listening/Interpersonal Communication Sessions (2)** with critiques: Video recording Sessions – Peer Helping: Students and their assigned partners are to meet and each record a 10- to 15-minute listening/interpersonal communication session on two occasions (via Zoom ensuring the audio and visual quality are acceptable!). A two- to three-page personal evaluation summary of their experience as a listener/helper during the sessions must be submitted to the instructor via email along with completion of the Rubric for Active Listening (Appendix A) DUE DATES: To be assigned. (*NASP Domain 4*)

Required Reading:

- *Cormier, Sherry, Nurius, Paula S, and Osborn, Cynthia J. (2017) Interview and Change Strategies for Helpers, 8th Edition: Brooks/Cole, Cengage Learning, International
*(*this text will also be used for the 659 SP-B course: Practicum in School Psychology)*
- **Wood, J.T. (2019/20) Interpersonal Communication: Everyday Encounters 9th Edition: Cengage Learning
*(**select chapters from this text will be provided digitally for students by the instructors to read as assigned)*
- Selected journal/research article reading

Course Requirements

- **Regular attendance and active class participation** (Appendix D)
- **Completion of all reading assignments**
- **Personal-Professional Insight Goals** (Appendix C)
- **Journal:** (Appendix C) Each week students submit a journal entry relating their experiences, responses, observations, reactions, and reflections from:
 - Week's readings, as assigned
 - Previous class lecture and activities
 - Progress toward Personal-Professional Insight Goals

- Anything else occurring as part of their weekly experience that extends and expands their personal, academic, and professional growth as a communicator, helper, listener, and counselor.
 - Journal entries are to be submitted to the instructor via email by 4:00 PM on Monday afternoon prior to the start of each week's Tuesday class meeting. (*NASP Domain 10*)
 - **2 Video Recorded Peer Listening/Interpersonal Communication Sessions with Critiques and Rubrics** (Appendix A)
 - **Relationships Skill Building Project and Presentation with Critique** (Appendix B)
 - **Personal Counseling Sessions with Therapist/Counselor** (6 sessions minimum): with verification provided (this only needs to be completed once over the course of the year).
 - **Per AB 1432 – California School Personnel: Mandated Reporter Training Update.** The Child Abuse Mandated Reporter Training California website team worked with the California Department of Social Services and the California Department of Education to develop a new online training for School Personnel. This training must be completed once during the first year with certificate of completion provided to students' instructor. <https://mandatedreporterca.com/training>
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Grading System

This is a Credit / No Credit Course. Credit will be based on the following:

- Attendance and active participation in all class meetings
- Completion of all requirements listed above under the course requirement section with an average rating of four or more on rubrics and/or average of a 'B' or better.
- Competence will be assessed to equal a grade of a 'B' or better, consistent to program requirements.
- If students receive less than an average equivalent to a 'B' or better, the result will be No Credit for the class.

In consideration of the cooperative learning that takes place in this course during each class meeting, students should contact the instructor if/when they are going to be late to class or will not be able to attend. Students are encouraged to adopt this mindset: *My classmates have made the commitment to be present for me and it is only appropriate that I make every effort to be present for them.*

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 ('B') average in the formal program and the cumulative grade point average. School Psychology students need to pass with a

B or better; higher standards that take precedence over the University Policy.

Policies and Resources

Attendance

Students manifest their responsibility in the regularity and punctuality of their attendance. Since this course includes significant seminar and experiential components, attendance at each class meeting is mandatory and is calculated as part of the grade. ***In cases of absence, any scheduled assignments are due to the instructor at the beginning of class unless other arrangements have been made prior to that time.*** If you are absent from class, it is your responsibility to check online and with fellow classmates regarding announcements made while you were absent; this includes supplemental instructions related to assignments. You are responsible for and may be tested on all lecture materials presented in class that are not covered in your readings.

Due Dates and Times

Due dates are non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for serious medical necessity.

Requests for Incompletes

Incompletes will only be considered in accordance with University Policy, which requires that 75% of course be completed prior to unforeseen grave circumstances at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the University's Incomplete Request Form (www.csun.edu/anr/forms/request_incomplete.pdf).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the instructor during the *first two weeks of class* so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a course in a professional training program, students are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class and with assignments,
- Respectful interactions with all students and faculty,
- Proactive engagement in the learning process,
- Being organized and prepared,

- Managing paperwork effectively,
- Managing technology effectively, and
- Managing personal information (own and others') appropriately.

Students who have difficulty in one or more of these areas may have their participation grade lowered and in severe cases may be referred to the Department Student Affairs Committee for further review.

Students with Disabilities

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternative formats, notify your course instructor within the *first two weeks of class*. Students interested in accommodations should contact the University's office for students with disabilities; only this office can recommend and arrange for accommodations (Disability Resources and Educational Services, 818-677-2684). No accommodations may be made without their approval. All reasonable efforts will be made to accommodate your special needs.

Policy on Cheating and Plagiarism

Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further information.

Recording of Lectures

Due to the sensitive nature of content discussed in the program, no classes may be recorded without explicit written permission from the instructor. Students granted recording as an accommodation from Disability Resources and Educational Services (DRES) must develop a separate written plan in coordination with the instructor and DRES for how student and client confidentiality will be handled with permitted in-class recordings. Instructors are required to inform the entire class if recording is permitted for an accommodation.

Resources:

CSUN's Computer Support

<http://www.csun.edu/helpdesk/>

Request for Incomplete Grade

www.csun.edu/anr/forms/request_incomplete.pdf

Disabilities Resources and Educational Services

<http://www.csun.edu/dres/studentservices/index.php>

Writing Center

<http://www.csun.edu/lrc/>

CSUN Student Conduct Policies

<http://www.csun.edu/studentaffairs/policies/conduct.htm>

Research and Library Assistance

<http://library.csun.edu/ResearchAssistance/AskUs>

COVID Safety Information

<https://www.csun.edu/matadors-forward/health-and-safety#students>

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EPC 659 SP-A: Communication Skills for School Psychologists

Fall 2025 ~ Weekly Class Schedule

(Schedule is subject to change based on student needs as the semester progresses, though advance notice will always be provided; joint classes between the two sections may be held on occasion.) **As of 9/02/2025**

Week #	Date	Discussion Topics / Activities	For Next Week(s):
1.	Aug 26 (Prof. Suzie's & Prof. Michael's Sections Will Meet Jointly for this Class = EDUC #3113)	- Welcome/Introductions - Course/Syllabus Overview - Self-Awareness - Importance of Effective Communication & Interpersonal Skills - Helping: Counseling vs. Therapy - Counseling/Helping Roles for the School Psychologist - Personal/Professional Goals	- Read Cormier Chapter 1: <i>Building Your Foundation as a Helper</i> - Read Wood Chapter 1: <i>A First Look at Interpersonal Communication</i> - Check your mailbox for readings - Submit Journal #1 by 4:00PM Monday 9/01
2.	Sept 02 ZOOM MTG.	- Text Discussions: - Cormier Chapter 1: <i>Building Your Foundation as a Helper</i> - Wood Chapter 1: <i>A First Look at Interpersonal Communication</i> - What is Active Listening? - SMART Goals - Listening/Helping Dyad Practice Activity - Due: Journal #1	For Next 2 Weeks: - Read Wood Chapter 2: <i>Communication & Personal Identity</i> - Read Wood Chapter 3: <i>Perception & Communication</i> - Check your mailbox for readings - Submit Journal #2 by 4:00PM Monday 9/08 - Submit Journal #3 by 4:00PM Monday 9/15 - Complete & Submit SMART Goals Paper
3.	Sept 9	- Text Discussions: - Wood Chapter 2: <i>Communication & Personal Identity</i> - Wood Chapter 3: <i>Perception & Communication</i> - Introduction to listening as a powerful communication tool (to be continued week 7) - Listening/Helping Dyad Practice Activity - Due: Journal #2 - Due: SMART Goals Paper	
4.	Sept 16	<u>PENDING ~ NO CLASS MEETING:</u> Program-Wide Meet 'n' Greet Due: Journal #3	For Next 2 Weeks: - Read Wood Chapter 4: <i>The World of Words</i> - Read Wood Chapter 5: <i>The World Beyond Words</i>

			● Read Wood Chapter 6: <i>Mindful Listening</i> ● Read Cormier Chapter 4: <i>Listening</i> ● Check your mailbox for readings ● Submit Journal #4 by 4:00PM Monday 9/22 ● Submit Journal #5 by 4:00PM Monday 9/29 ● Update/Revise Your Goals: Are they SMART?
5.	Sept 23 ROSH HASHANAH!	NO CLASS MEETING: ROSH HASHANAH – JEWISH NEW YEAR – HOLIDAY!	
6.	Sept 30	● Text Discussions: ● Wood Chapter 4: <i>The World of Words</i> ● Wood Chapter 5: <i>The World Beyond Words</i> ● Wood Chapter 6: <i>Mindful Listening</i> ● Cormier Chapter 4: <i>Listening</i> ● Confidentiality & its Limits with Students: ○ Ed Code / Ethical Practice ○ Mandated Reporter Issues ○ Ensuring Students' Understanding ● Listening/Helping Dyad Practice Activity ● Due: Journal #4 ● Due: Updated/Revised SMART Goals Paper ● Group Dynamics: Understanding group behaviors & facilitating group cooperation & problem-solving ● Listening/Helping Dyad Practice Activity ● Due: Journal #5	● Read Wood Chapter 7: <i>Emotions & Communication</i> ● Check your mailbox for readings ● Submit Journal #6 by 4:00PM Monday 10/6 ● Submit 1st Helping/Listening Demo Video, Rubric, & Critique Paper (partners to be assigned)
7.	Oct 07 ZOOM MTG.	● Text Discussions: ● Wood Chapter 7: <i>Emotions & Communication</i> ● Listening/Helping Dyad Practice Activity ● Due: Journal #6 ● Due: 1st Helping/Listening Demo Video, Rubric, & Critique Paper	● Read Wood Chapter 8: <i>Communication Climate: The Foundation of Personal Relationships</i> ● Read Wood Chapter 9: <i>Managing Conflict in Relationships</i> ● Read Wood Chapter 10: <i>Friendships in our Lives</i> ● Check your mailbox for readings ● Submit Journal #7 by 4:00PM Monday 10/13

			● Schedule to Meet w/Prof re: 1st Helping/ Listening Demo Video
8.	Oct 14	● Text Discussions: ● Wood Chapter 8: <i>Communication Climate: The Foundation of Personal Relationships</i> ● Wood Chapter 9: <i>Managing Conflict in Relationships</i> ● Wood Chapter 10: <i>Friendships in our Lives</i> ● Addressing resistance among & between various interest groups & stakeholders ● Listening/Helping Dyad Practice Activity ● Due: Journal #7	● Read Wood Chapter 11: <i>Committed Romantic Relationships</i> ● Read Wood Chapter 12: <i>Communication in Families</i> ● Check your mailbox for readings ● Submit Journal #8 by 4:00PM Monday 10/20 ● (Schedule to Meet w/Prof. Suzie re: 1st Helping/ Listening Demo video)
9.	Oct 21	● Text Discussions: ● Wood Chapter 11: <i>Committed Romantic Relationships</i> ● Wood Chapter 12: <i>Communication in Families</i> ● Listening/Helping Dyad Practice Activity ● Due: Journal #8	For Next 2 Weeks: ● Read Cormier Chapter 2: <i>Critical Commitments</i> ● Check your mailbox for readings ● Submit Journal #9 by 4:00PM Monday 11/03 ● Submit Journal #10 by 4:00PM Monday 11/10
10.	Oct 28	NO CLASS MEETING: CASP CONVENTION	
11.	Nov 04	● Due: Journal #9 ● Text Discussions: ● Cormier Chapter 2: <i>Critical Commitments</i> ● SEL Project Prep Discussion ● Listening/Helping Dyad Practice Activity ● Due: Journal #10 DUE 11/10	For Next 2 Weeks: ● Read Cormier Chapter 3: <i>Ingredients of an Effective Helping Relationship</i> ● Check your mailbox for readings ● Submit Journal #11 by 4:00 PM Monday 11/17
12.	Nov 11	NO CLASS MEETING: VETERAN'S DAY HOLIDAY	

13.	Nov 18 ZOOM MTG.	• Text Discussions: • <i>Cormier Chapter 3: Ingredients of an Effective Helping Relationship</i> • Listening/Helping Dyad Practice Activity • Due: Journal #11	For Next 2 Weeks: • Submit Journal #12 by 4:00PM Monday 12/01 • Check your mailbox for readings • Submit 2nd Helping Demo Video, Rubric, & Critique Paper by Dec. 2 @ 4:00PM (partners to be assigned) • SEL Class Presentations DUE 12/2
14.	Nov 25	NO CLASS MEETING: THANKSGIVING WEEK	
15.	Dec 02	• Due: SEL Presentations, shared with class & Prof. Suzie • Due: 2nd Helping Demo Video, Rubric, & Critique • Due: Journal #12	• Check your mailbox for readings • Submit SMART Goals Evaluation Paper • Submit Journal #13 by 4:00PM Monday 12/08 • Schedule to Meet w/Prof. re: 2nd Helping Demo Video
16.	Dec 09 ZOOM MTG.	• Responding to Crisis: Our role as counselors/helpers in addressing individual & group crises in our schools – prevention & response • Counseling/Listening/Helping Dyad Practice • Due: SMART Goals Evaluation Paper • Due: Journal #13	• Schedule to Meet w/Prof. re: 2nd Helping Demo Video Happy Holidays!
17.	Dec 16	OPTIONAL END OF FIRST SEMESTER HOLIDAY CELEBRATION WITH PROFS MICHAEL & SUZIE	
		Have a lovely Winter Break!	

OUR CLASS NORMS / BEHAVIORAL EXPECTATIONS

For the Good of the Order & the Good of the Group

Be Safe/Healthful:

- Take good care of your personal health/comfort needs
- Wash / sanitize hands
- Stay home if/when you have an illness that might spread
- Maintain a reasonable social distance as appropriate – keep those coughs/sneezes to yourself
- Use electrical cords carefully, keeping them from aisles

Be Respectful:

- Honor the schedule – arrive on or before time
- Listen carefully and respectfully to the speaker, without interrupting or engaging in unnecessary side activities
- Presume positive intentions
- Focus on finding solutions for the good of the group, not blaming or promoting personal agendas
- Maintain confidentiality

Be Responsible:

- Be prepared with necessary supplies and materials
- Express your views willingly, clearly, concisely, and honestly
- Ask and welcome questions for clarification
- Take responsibility for your own learning while sharing the load with your classmates
- Use class time only for class-related activity

Appendix A

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education / School Psychology Program
EPC 659 SPA Evaluation Rubric
Active Listening / Helping Strategies for Demonstration Dyads

Listener / Helper: _____ Date: _____
Speaker / Client: _____ Observer: _____
Instructor: _____

Effective Demonstration of General Listening / Communication Skills & Strategies (as relevant for session with client based on assignment):

0 = Needs Improvement / Not Yet Evident

1 = Emerging / Partially Evident

2 = Mastery / Fully Evident

0 1 2

☐ ☐ ☐ Demonstrating culturally proficient / respectful orientation: _____

☐ ☐ ☐ Conveying acceptance, non-judgmental orientation, concern, positive regard, & interest: _____

☐ ☐ ☐ Restating the speaker's content by paraphrasing: _____

☐ ☐ ☐ Reflecting the speaker's underlying feelings in a questioning manner: _____

☐ ☐ ☐ Asking for clarification using open-ended questions: _____

☐ ☐ ☐ Asking for feedback & checking for understanding: _____

☐ ☐ ☐ Summarizing the speaker's themes/story: _____

☐ ☐ ☐ Maintaining eye-contact: _____

☐ ☐ ☐ Matching body position, movements & intensity: _____

☐ ☐ ☐ Nodding acknowledgement, not agreement: _____

☐ ☐ ☐ No interrupting, asking unrelated questions, inappropriately talking about oneself, or giving advice: _____

☐ ☐ ☐ Wrapping up, bringing closure, & summarizing session with client: _____

General Notes / Comments: _____

Appendix B
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education / School Psychology Program

Relationship Skills Building Program Evaluation
Presentation Rubric

EPC 659 SP-A: Communication Skills
for School Psychologists

Semester: Fall 20/

Student: _____ **Collaborator(s):** _____

Instructor/Evaluator: _____

Name of Program / Topic: _____

Instructor/Evaluator Signature: _____ **Date:** _____

RUBRIC RATINGS

0 = Needs Improvement / Not Yet Evident

1 = Emerging / Partially Evident

2 = Mastery / Fully Evident

1.	Provides theoretical framework and rationale for the program related to improved relationship skills building for students	0 ☐	1 ☐	2 ☐
2.	Provides thorough review of the research literature validating the program	0 ☐	1 ☐	2 ☐
3.	Provides comprehensive description of the program & its applications	0 ☐	1 ☐	2 ☐
4.	Identifies student populations appropriate for this program – including: Grade levels, Ages, Students with particular disabilities, Individual / Small Group / Classroom	0 ☐	1 ☐	2 ☐
5.	Identifies who, & with what level of training, can utilize this program, including: teachers, counselors / psychologists, parents, para-educators, peers, etc. & what materials or other resources are needed to utilize this program (including in-person vs. remote applications)	0 ☐	1 ☐	2 ☐
6.	Provides an interactive, hands-on, engaging demonstration of the program for audience to experience	0 ☐	1 ☐	2 ☐
7.	Explains how the program can be effectively integrated into other curricular areas or activities	0 ☐	1 ☐	2 ☐
8.	Provides thorough & thoughtful critical analysis regarding use of this program to promote relationship skills building for students, both for school & for life	0 ☐	1 ☐	2 ☐
9.	Team Collaboration – including: Presenters shared the load, & demonstrated equal effort & involvement by both/all participants	0 ☐	1 ☐	2 ☐
10.	Quality of Presentation – including: Presenters were clearly familiar with the content (not just reading the slides), presentation was well-organized, logically sequenced/paced, without excessive repetition & presenters followed a formal approach as appropriate for a professional meeting	0 ☐	1 ☐	2 ☐

Appendix C

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Michael D. Eisner College of Education

School Psychology Program

Personal-Professional Insight Goals Paper & Journaling Rubric

EPC 659 SP-A/B: Communication

Skills for School Psychologists &

Practicum in Counseling

Semester: ☐ Fall ☐ Spring 20/

Student:

Instructor/Evaluator:

Instructor/Evaluator Signature:

Date:

RUBRIC RATINGS

0 = Needs Improvement / Not Yet Evident

1 = Emerging / Partially Evident

2 = Mastery / Fully Evident

1.	Goals reflect thoughtful, honest reflection of personal needs related to gaining greater insight and understanding regarding student's self-awareness, own feelings, attitudes, values, responsibility, adaptability, initiative, dependability, competency, advocacy, respect for human diversity, and motivations to enhance their ability to be an effective communicator and counselor/interviewer, and school psychologist.	0 ☐	1 ☐	2 ☐
2.	Rationale for goals is clearly explained with relevant background information and examples.	0 ☐	1 ☐	2 ☐
3.	Engagement strategies, activities and experiences that will promote goal attainment for student are clearly identified and explained.	0 ☐	1 ☐	2 ☐
4.	Goals are effectively converted to a SMART goal format such that they are both attainable & quantifiable/measurable.	0 ☐	1 ☐	2 ☐
5.	Weekly journal submissions clearly address student's personal progress toward goal attainment with references to readings, class discussions and personal life experiences and activities that have enhanced their growth.	0 ☐	1 ☐	2 ☐
6.	Goals Evaluation Paper honestly and objectively assesses student's progress toward goal attainment with identification of factors that might have impeded expected growth and plans to continue personal growth in these areas.	0 ☐	1 ☐	2 ☐

Appendix D
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
Michael D. Eisner College of Education
School Psychology Program

EPC 659 SP-A/B: Communication
Skills for School Psychologists &
Practicum in Counseling

Semester: ☐ Fall ☐ Spring 20/

Student:
Instructor:

Attendance, Participation & Professionalism Rubric

	4	3	2	1	Points
Attendance & Promptness	Student is always in class & on time.	Student is usually in class & on time.	Student is sometimes in class & on time.	Student is almost never in class & on time.	
Level of Engagement	Student always proactively contributes to class by offering ideas and asking questions.	Student usually proactively contributes to class by offering ideas and asking questions.	Student sometimes proactively contributes to class by offering ideas and asking questions.	Student almost never proactively contributes to class by offering ideas and asking questions.	
Listening Skills	Student always listens to others, incorporating or building on their ideas.	Student usually listens to others, incorporating or building on their ideas.	Student sometimes listens to others, incorporating or building on their ideas.	Student almost never listens to others, incorporating or building on their ideas.	
Professional Demeanor (respectful, dignified, courteous)	Student always displays professional demeanor during class.	Student usually displays professional demeanor during class.	Student sometimes displays professional demeanor during class.	Student almost never displays professional demeanor during class.	
Preparation	Student is always prepared for class with assignments and required class materials.	Student is usually prepared for class with assignments and required class materials.	Student is sometimes prepared for class with assignments and required class materials.	Student is almost never prepared for class with assignments and required class materials.	
*A cumulative score lower than 15 or single score lower than 3 might result in a loss of credit for the course.				*Total:	