Purpose:
This course is designed to help students acquire a theoretical and practical knowledge of the human communication process as seen in special and general revelation. This knowledge will be applied to interpersonal treatment processes in formal counseling, youth ministry as social skills training and marital enrichment. Two of the most widely used and thoroughly researched couples communication training sources and a text on Neuro-Linguistic Programming will be utilized.

Goal:
At the end of the course, students should have a thorough working knowledge of the course text and note material. Additionally, they should be able to use and recognize the behavioral course components in counseling and systems therapy situations, ministry contexts and daily, personal interaction.

Procedure:
1. Students will be comprehensibly quizzed (over currently assigned and previous weeks’ reading material and all previous lecture content) during the first 20 minutes of each class meeting after the first. (For quiz reading assignments see “Course Schedule.”) The first quiz will be _____________________________. (TBA)

2. Students will be given a comprehensive Final Exam during final-exam week, TBA.

3. Students will be given in-class and homework experiential assignments designed to facilitate communication skill acquisition.

4. Students will be asked to read and report on the Gottman text by writing a summary of salient points from each chapter. Those type-written reports are due at the beginning of classes as specified on the "Course Schedule." Reports should average one type-written page in length, double spaced, 12 pt. font, 1 in. margins. Reading reports in this class are not to be shared-work, i.e., not group-projects.

5. Additional assignments may be given.
Grading:

1. The final course grade will be based on class quizzes (60%) and a Final Exam (40%). Quizzes will be administered during classes. No make-up, missed, or late quizzes will be offered (except in cases involving national global disasters and/or pandemics). The two lowest quiz scores will be dropped from final averaging.

2. All assignments must be satisfactorily accomplished for successful course completion. Assignments handed-in late will negatively affect final grades.

3. Full time MFTC student’s failure to function as the CMFT information desk worker will negatively impact grades in this course.

Texts:


Miller, Sherod (Couple Communication I Packet, which will include the skills text/workbook, .. Collaborative marriage skills, by Miller, Sherod; Miller, P.; Nunnallay, E.; Wackman, D. (2009) Interpersonal Communication Programs, Inc..
# PSY 503 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Gottman Summaries (Chs.)</th>
<th>Topic</th>
<th>Quiz Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to Communication</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>A Model of Self Understanding</td>
<td>CMS ch. 3a*</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>A Model of Self Self Disclosure</td>
<td>CMS ch. 3b</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>A Model of Atunement</td>
<td>CMS ch. 4</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>Couples Collaboration</td>
<td>CMS ch. 1</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>Styles of Communication</td>
<td>CMS ch. 2</td>
</tr>
<tr>
<td>7</td>
<td>5</td>
<td>Resolving Conflicts: Mapping</td>
<td>CMS ch. 5a</td>
</tr>
</tbody>
</table>

**READING WEEK**

| 8            | 6                        | Gottman and Communication | CMS ch. 5a |
| 9            | 7                        | Intro. to the Neurolinguistics Communication Model | Quiz on previous material only |
| 10           | 8                        | Communication Model Building | MD, KO ch. 1 * |
| 11           |                          | Representational Systems | MD, KO ch. 2 |
| 12           |                          | The Meta Model | MD, KO ch. 3 items 1-4 only |

* "CMS" refers to the skills text/workbook, *Collaborative marriage skills*, by Sherod Miller, et.al.
* "MD" refers to *Magic Demystified*
* "KO" refers to Knowledge Objectives distributed in class.
PSY 503  KNOWLEDGE OBJECTIVES FROM MAGIC DEMYSTIFIED, CHAPTER 1:

1. What is a model?

2. What is the neurological basis of model building?

3. There are three mechanisms common to all model-building activities: generalization, deletion and distortion. Be able to define and give examples of each.

4. What does Lewis mean by "Constraints on the Model"?

5. Be able to define and give examples of neurological, social and individual constraints.

6. According to Lewis, when does trust probably begin within the therapeutic relationship?

KNOWLEDGE OBJECTIVES FROM MAGIC DEMYSTIFIED, CHAPTER 2:

1. Be able to list, define and know the letter symbol for the four representational systems.

2. Four T representations are models of what our sense organs transmit to us. (True or False)

3. According to Lewis, how do we understand what we hear or read?

4. What does Lewis mean by Preferred Representational Systems?

5. Among other methods, Lewis suggests "Predicate Preference" and "Posture" as signals of Preferred Representational Systems. Be able to match "Predicate" and "Posture" descriptions with their appropriate Communication Categories.

6. Which communication Categories "look-to-listen" and which "look-away-to-listen"?

7. What do Preferred Representational Systems have to do with "rapport" in the therapeutic situation?
PSY 503 KNOWLEDGE OBJECTIVES FROM MAGIC DEMYSTIFIED, CHAPTER 3:

1. What is the digital system?

2. The digital system not only indicates how a person creates his model of the world, but it also serves to_______________ as well as ________ perception.

3. What is the difference between SS and DS?

4. For the following lettered items A - C, be able to:
   - give a one sentence definition
   - appropriately label a given example
   - generate your own example
   - write a helpful response to a given or (your) generated example.

   A. Referential index violation
   B. Nominalization
   C. Unspecified verb
   D. Modal operator violation
   E. Universal quantifier
   F. Mind reading
   G. Cause and effect thinking
   H. Lost performative

   (You are not responsible for distinguishing subtopics of these categories, eg., deleted vs. generalized referential index violations.)

5. For the above lettered items D - H, be able to:
   - give a one sentence definition
   - appropriately label a given example
   - generate your own example
   - write a helpful response to a given or (your) generated example.