Course Description:
This course provides systematic training in rudimentary counseling skills. A social skills training approach is employed to define, demonstrate and afford ample practice and feedback of specified techniques. Professorial, peer and video review are employed.

Course Objective:
For students to achieve intellectual and experiential mastery of the therapeutic model and skills presented. (Experiential mastery is operationally defined as the student's ability to consistently and accurately "respond to meaning," a term defined within the given model.)

Course Process:
1. Reading assignments (text and other sources) will be given for each class and will be due as specified on the Course Schedule. Reading reports should be emailed to Dr. Richardson and his Honors Scholar, Stephanie Hathorn (brichardson@rts.edu and stefanneb@aol.com).
2. A quiz over the previous weeks’ reading and lecture material will be given each week after the first, during the beginning 15 minutes of class. These quizzes will be comprised of 5-10 items taken from:
   a. current and previous Carkhuff chapter readings and additional articles as per Course Schedule (80-90% Knowledge Objectives) and
   b. all/any previous lecture content.
   c. current Egan reading assignments (These questions, 1-2 per quiz) will ask for general restatement of major chapter subdivisions/broad concepts; they will not focus on details.)
3. Workbook assignments will be given as specified on the Course Schedule and handed-in to be checked periodically, TBA.
4. Students will be required to tape (audio and/or video), provide verbatim transcripts and rate counselor responses for one behavioral rehearsal exercise. Specific procedures and due-dates will be detailed in separate hand-outs.
5. Students will be asked to read and report on the portions of the Duncan, et.al. text by writing a paragraph for each chapter summarizing its content. Those type written reports are due as specified on the Course Schedule.
6. A final exam cumulatively covering the Carkhuff text, Egan text and class lecture material (possibly including an experiential component) will be administered during final exam week, TBA.
7. Given the experiential nature of this course, attendance for class lectures and small group exercises is extremely important. Non-attendance for either or both will negatively impact final grading.
8. Additional assignments may be given.
9. No assignments will be received beyond the last day of final exams (unless you have received written permission from the professor). All assignments must be completed and handed in (emailed) by that time in order to receive a passing grade.
Course Grading:
1. Cumulative quiz score, 60% weight. Missed (including late) quizzes cannot be made-up; two lowest scores will be dropped in the final averaging.
2. Final exam, 40% weight.
3. Experiential mastery will be graded by the course instructor based on small group leaders’ input, as S (Satisfactory) or U (Unsatisfactory). S is required for successful completion.
4. All assignments must be satisfactorily completed by the last day of the final exam period for successful course completion.

Course Texts/Readings:
Carkhuff, R. R. “Credo of a Militant Humanist.” (Article on Library Reserve)
Carlson, D. “Jesus Style of Relating.” (Article on Library Reserve)
Rogers, C. “On becoming a Person.” (Article on Library Reserve)
### Course Schedule:

<table>
<thead>
<tr>
<th>Class*</th>
<th>Carkhuff Quiz</th>
<th>Egan</th>
<th>Duncan</th>
<th>Workbook</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Chapters</td>
<td>Quiz</td>
<td>Report</td>
<td>Exercises</td>
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<td>4</td>
<td>2</td>
<td>10-12</td>
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<td>6</td>
<td>Apndx A X 7***</td>
<td>5</td>
<td>13,15 (1,2,3) 16</td>
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<td>7 *</td>
<td>Apndx A X 10***</td>
<td>6</td>
<td>3</td>
<td>17-24</td>
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<td>8</td>
<td>Apndx A X 12***</td>
<td>7 &amp; 8</td>
<td>25-29</td>
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<td>9</td>
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<td>30-34</td>
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<td>10</td>
<td>7&amp;8</td>
<td>10</td>
<td>36-41</td>
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<tr>
<td>11</td>
<td>Articles: Rogers</td>
<td>11</td>
<td>5</td>
<td>Turn in workbook</td>
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<tr>
<td>12 **</td>
<td>Articles: Carkhuff</td>
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<tr>
<td>13</td>
<td>Articles: Carlson</td>
<td>13</td>
<td>pps.198-211 &amp; Apndx I &amp; IV</td>
<td>Turn in workbook</td>
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<td></td>
<td>Final Exam</td>
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</tbody>
</table>

* **Fall Break after class #7.**

** **No Class the Wednesday before Thanksgiving Day**

*** The Carkhuff content for these quizzes will be the feeling words of Appendix A. For the first quiz memorize 7 words from each of the 7 columns, then 10 words, then 12. Your consecutive memorized word lists may be additive, e.g., you may add 3 new words for the second quiz, etc.
FUNDAMENTAL THERAPY SKILLS
Dr. Richardson

KNOWLEDGE OBJECTIVES: CARKHUFF; Chapter 1 and Appendix C

1. According to Carkhuff, what causes people to begin to ask fundamental life questions? What is Carkhuff’s basis for this conclusion?

2. Carkhuff categorizes all counseling models (treatment approaches) under what two rubrics?

3. What does HRD stand for?

4. Helping effectiveness can be accounted for by two factors. List and briefly explain the nature and purpose of each factor. What are the sub-categorical dimensions of each?

5. Research suggests that helpers with higher levels of ________________ skills, confront more effectively.

6. What are "pre-helping" skills and what are their purpose?

7. What does Carkhuff mean by spread or range of effects?

8. Historical therapy outcome research data suggests lasting positive effects in what percent of cases?

9. What does Carkhuff mean by "understanding?"

10. Helpee involvement is the norm. (T or F, explain)

11. A person remembers about ________ of what they hear.

12. What is the relationship of helpee talking quantity to helpee improvement?

13. Which of Carkhuff's basic helping skills is (are) necessary and sufficient for change?

14. Define and differentiate between responding, personalizing and initiating skills?

15. What does the author mean by "teaching as treatment?"

16. The immediate purpose of responding is goal implementation. (T or F)
1. Be able to recall and define the skills of intra- and interpersonal processing.

2. Be able to reproduce and briefly explain the diagram on page 38.

3. What does Carkhuff mean by helpee involvement?

4. Define attending (briefly, generally) and list its 3 components.

5. What are the 2 purposes of attending?

6. What are the 4 behavioral elements of attending physically?

7. Accurate responding stimulates…?

8. Explain the differences in the 3 types of responding.

9. Helpers draw from their own ________________to facilitate helpee ________________.

10. Helpee understanding = helpee taking responsibility for what 2 roles?

11. Know 3 of the 5 components of initiating.

12. What do you think Carkhuff means by the “myth of independency?”
FUNDAMENTAL THERAPY SKILLS

KNOWLEDGE OBJECTIVES: CARKHUFF; Chapter 4

1. What does Carkhuff mean by “We are all losers!” vis a vis attending?
2. In its broadest sense attending simply means ___________ ___________.
3. The function of attending for the helper is ________________.
4. According to Carkhuff there are only 3 relationship behavior choices. What are they?
5. The function of attending for the helpee is__________________________.
6. Be able to list and briefly define the 4 attending skills?
7. List the 3 sub-categories of the first attending skill.
8. Generally speaking what does preparing for attending involve? (Know the 3 categories and what they mean.)
9. What are Carkhuff’s 3 summary points of preparing the context (see the elliptical window on p. 62).
10. Attending personally involves proximity and _____________.
11. What are the 3 specific helper behaviors of attending personally?
12. How does Carkhuff define observing (skills), i.e., observing skills involve the helper’s ability to see and understand what 2 helpee factors?
13. According to Carkhuff what is the richest source of data concerning helpee feelings?
14. What does Carkhuff mean by incongruence and what does it indicate?
15. What is the overall richest source of helper empathy?
16. List the 5 components of listening. (Carkhuff call these methods for developing listening skills.)
17. What is Carkhuff’s reason for listening?
18. What does Carkhuff mean by suspending judgment?
19. Which component of listening is the most important and how is it achieved?
20. Define “content.” Include an explanation of 5WH.
21. According to Carkhuff, why do people resist listening?
22. I have read Case Study # 1. (T or F)
FUNDAMENTAL THERAPY SKILLS

KNOWLEDGE OBJECTIVES: CARKHUFF; Chapter 5

1. What does Carkhuff mean by “…there is no such thing as independence…”?

2. What is “responding” and what 2 sets of skills does it involve?

3. Responding to content clarifies…?

4. Responding to feeling clarifies…?

5. Responding facilitates…?

6. Responding stimulates…?

7. Responding reinforces…?

8. Explain 5WH.

9. What is Carkhuff’s antithesis of parroting?

10. Asking a series of questions helps the helper to focus on _________ as opposed to _________.

11. What is the most critical single skill in the helping process? Explain this skill.

12. What is the “Empathy Question”?

13. Using page 105 generate a list of (at least 6) steps involved in responding to feeling, i.e., complete this sentence, “To respond to the helpee’s feelings we must first…”

14. What does Carkhuff mean by the phrase “a response that is interchangeable with feelings?”
FUNDAMENTAL THERAPY SKILLS

Dr. Richardson

KNOWLEDGE OBJECTIVES: Carkhuff; Chapter 6

1. What does Carkhuff mean by an "interchangeable base of communication"?

2. What does Carkhuff mean by "internalizing" and is this different from helpee “understanding?”

3. How do helpees alert us as to their readiness to move into personalizing levels?

4. The main data used in formulating a personalized meaning response is the immediate individual helpee expression. (T or F)

5. What sentence format is suggested for use in "personalizing meaning" of the helpee experience?

6. Define personalizing the problem.

7. Be able to recognize Carkhuff’s 5 scaling categories for assessing levels of HRD functioning.

8. What are personalized goals?

9. Create your own three examples of helper statements which illustrate:
   a. personalizing the meaning
   b. personalizing the problem
   c. personalizing the problem and goal

   (Your examples above, should focus on the same problem content.)

10. Reminder: As per Course Schedule retain your ability to recall “Carkhuffian” feeling words per feeling category (for this and each quiz hereafter).
FUNDAMENTAL THERAPY SKILLS

KNOWLEDGE OBJECTIVES: Carkhuff; Chapter 7

1. Know the 5 elements of INITIATING and be able to briefly explain each.

2. Be able to list and briefly define Carkhuff's two elements of "defining the goal.

3. Be able to recount Carkhuff's definition of "program."

4. What are the 4 elements (or sets of elements) which constitute an action program.

5. According to Carkhuff, in developing the action program, the first intermediary step should be approximately...

6. Once the program goal and all sub-steps are formulated the helper initiates the development of...

7. Be able to recount Carkhuff's definitions of "reinforcement."

8. How does Carkhuff recommend that we use ourselves as reinforcers? (Briefly explain.)

9. Be prepared to answer the following true or false question:

   I have read the case study contained within this chapter. (T or F)

KNOWLEDGE OBJECTIVES: Carkhuff, Chapter 8

1. Be able to answer questions about Case studies 5 & 6, e.g.
   "What was Tom's ethnic race and what was his personalized problem?"

2. Develop your own definition of "Carkhuffian-recycling."

3. Be able to answer "recycled" items, such as:

   3.1. Helping effectiveness can be accounted for by what two factors?

   3.2. Reproduce and thoroughly explain the diagram on page 38.

   3.3. Of the five main elements of listening recall and explain any three.

Define responding to meaning.

What does Carkhuff mean by “5WH”?

   3.6. Define personalizing the problem.

   Reproduce your instructor's definition of personalizing the meaning.
FUNDAMENTAL THERAPY SKILLS

KNOWLEDGE OBJECTIVES: "Credo of a Militant Humanist," Robert Carkhuff

1. What is Carkhuff's reason to live?
2. Carkhuff believes that understanding of others is contingent upon understanding of self. (T or F)
3. What does Carkhuff mean by saying that you never understand a person until you know what he has not experienced?
4. Explain this Carkhuffian statement, "The need to act is a natural extension of responding to what is not there."
5. Does Carkhuff believe that people need each other? Defend your answer.
6. What is Carkhuff's basis for value judgements?
7. Give a Carkhuffian example of destroy and "death forces."
8. What does Carkhuff mean by being "differential" in the way we regard others?
9. What determines our effectiveness?
10. How do you think Carkhuff would critique your concept of Biblical discipleship?

KNOWLEDGE OBJECTIVES: “Jesus' Style of Relating,” David Carlson

1. What are the author's two basic assumptions?
2. According to this author, when is integration impossible?
3. How does this author define counseling?
4. Would Jesus ever ask His counselees to draw their own conclusions?
5. What was Jesus' style of relating? (counseling)?
6. Be able to schematically represent the author's version of Jesus' status-role continuum with at least three roles under each major heading.
7. One of the measures of competence for the counselor is__________________.

KNOWLEDGE OBJECTIVES: "On Becoming a Person," Carl Rogers

1. How does Rogers define a "helping relationship?"
2. Briefly summarize the research findings of the Ends & Page and the Halkides studies.
3. According to Rogers, the client perception of the attitude of the therapist is more determinant of the success of the therapy than therapist theoretical orientation. (T or F)
4. Which two of Rogers' 10 questions do you find most significant for the helping relationship?
5. I read this article, in full. (T or f)
In order to measure the success of the MAMFTC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAMFTC outcomes.

<table>
<thead>
<tr>
<th>MAMFTC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
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<tbody>
<tr>
<td><strong>Completion of Curriculum Requirements</strong></td>
<td>Strong</td>
<td>Program requirement</td>
</tr>
<tr>
<td>Completion of the required 67 semester hours, 500 hours of client contact (including a minimum of 250 hours with two or more clients present), and 100 hours of MS/AAMFT approved supervision (including a minimum of 50 hours with two or fewer supervisees present) serves as our baseline for graduate students to become competent marriage and family therapists.</td>
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<tr>
<td><strong>Licensure Requirements</strong></td>
<td>Strong</td>
<td>Rudimentary active listening skills typically listed in LMFT and LPC state regulatory board academic requirements</td>
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<tr>
<td>Fulfillment of pre-MA licensure requirements for the State of Mississippi as set forth in the Rules and Regulations of the Mississippi Board of Examiners in Social Workers and Marriage and Family Therapists.</td>
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<tr>
<td><strong>Theoretical/Philosophical Concepts</strong></td>
<td>Moderate</td>
<td>Primary class focus is skills acquisition but conceptual foundations significantly addressed</td>
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<tr>
<td>Understand the theoretical and philosophical concepts underlying marriage and family therapy</td>
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<tr>
<td><strong>Individual Development/Family Relations</strong></td>
<td>Minimal</td>
<td>The primary counseling model addressed is an individual resource developmental framework</td>
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<tr>
<td>Gain an understanding of individual development and family relations</td>
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<tr>
<td><strong>Clinical Knowledge</strong></td>
<td>Strong</td>
<td>The acquisition of behaviorally defined and demonstrated active listening skills is the course primary objective as per syllabus</td>
</tr>
<tr>
<td>Achieve the ability to understand and to apply clinical knowledge effectively</td>
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<tr>
<td><strong>Professional Identity &amp; Ethics/Ethical Conduct</strong></td>
<td>Minimal</td>
<td>Some professional identity and ethical decision making secondarily addressed</td>
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<tr>
<td>Form a professional identity and awareness of ethics and ethical conduct</td>
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<tr>
<td><strong>Integration</strong></td>
<td>Strong</td>
<td>Meta analysis of outcome research vis a vis therapeutic alliance significantly addressed</td>
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<tr>
<td>Integrate research and clinical skills and knowledge</td>
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<tr>
<td><strong>Contemporary Culture</strong></td>
<td>Moderate</td>
<td>Diversity issues interwoven vis a vis basic helping models and skills</td>
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<tr>
<td>Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews)</td>
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<tr>
<td><strong>Biblical Worldview</strong></td>
<td>Moderate</td>
<td>Biblical critique of the active listening aspect of counseling receives significant attention</td>
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<tr>
<td>Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy</td>
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