Purpose:
This course is designed to help students acquire a theoretical and practical, working knowledge of the human communication process as seen in special and general revelation. This knowledge will be applied to general relationship enrichment and the interpersonal treatment processes of formal counseling and marital therapy. Two of the most widely used and thoroughly researched couples communication training sources 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 their personal lives, systems therapy situations, traditional individual counseling and various ministry contexts.

Procedure:

1. Students will be comprehensibly quizzed each week after the first over currently assigned and all previous weeks’ reading material and previous lecture content. Quizzes will be administered during the first 15 minutes of each class after the first; 80 – 90% of quiz content will consist of given Sample Questions.

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 before the beginning of classes as specified on the "Course Schedule." Reports should average 2 type-written page in length, double spaced, 12 pt. font, 1 in. margins.

5. Reading reports should be emailed to Dr. Richardson brichardson@rts.edu and Stephanie Hathorn, Assistant Program Development Coordinator, shathorn@rts.edu.

6. 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 interplanetary pandemics). The two lowest quiz scores will be dropped from final averaging.

2. All assignments must be satisfactorily accomplished for successful course completion. Late assignments will negatively affect final grades. No assignments will be received beyond the last day of final exams (unless by written permission from the professor).

3. Full time MFTC student’s failure to function as the CMFT information desk worker will negatively impact grades in this course. (See “Fish Bowl Handbook” for details.)

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 2013

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Gottman Summaries</th>
<th>Class Topic</th>
<th>Quiz Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A Model of Self Understanding</td>
<td>CMS KO Intro &amp; ch. 3a *</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A Model of Self Disclosure</td>
<td>CMS KO chs. 2 &amp; 3b</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A Model of Atunement</td>
<td>CMS KO ch. 4 **</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Styles of Communication</td>
<td>CMS KO ch. 1 (emphasis Styles 1 &amp; 2)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Styles of Communication</td>
<td>CMS KO ch. 1 (all styles)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Resolving Conflicts: Mapping</td>
<td>CMS KO ch. 5a</td>
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</tbody>
</table>

**READING WEEK**

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Gottman Summaries</th>
<th>Class Topic</th>
<th>Quiz Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Mapping and Gottman Com. Research</td>
<td>CMS KO ch. 5b</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Intro. to the Neuo-Linguis. Communication Model</td>
<td>Quiz on previous materials only</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Communication Model Building</td>
<td>MD, KO ch. 1 *</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Representational Systems</td>
<td>MD, KO ch. 2</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Representational Systems ctd.</td>
<td>Quiz on previous material</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>The Meta Model</td>
<td>No Quiz</td>
<td></td>
</tr>
</tbody>
</table>

**NO CLASS THANKSGIVING WEEK**

Final Exam TBA

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* "CMS" refers to the skills text/workbook, *Collaborative Marriage Skills*, by Sherod Miller, et.al.
* "MD" refers to *Magic Demystified*
* "KO" refers to Sample Questions distributed in class*
* “a” and “b” chapter subdivisions are defined on KOs.
* ** Bring Awareness Wheel/Listening Cycle mats to all remaining classes.
PSY 503 SAMPLE QUESTIONS: Miller, et.al.; Introduction, Chapter 3a (pps. 47 – 60)

(Sample Questions are non-exhaustive, quiz and exam items.)

1. How do these authors define a collaborative marriage?

2. According to your authors a collaborative marriage can develop naturally. (T or F, Explain.)

3. List and define any 4 of the 7 dimensions of a collaborative marriage.

4. Behavior reflects _______________________ which revolves around _____________________

5. Communication behavior reflects what 4 possible valuing/respecting basic attitudes?

6. What two basic skill sets are central to accomplishing the “all-important” mutual understanding?

7. How would your authors answer this question, "Why study skills as long as we have genuine caring attitudes toward each other..."?

8. What Attitude – Behavior combinations can lead to abuse, misunderstanding or manipulation? Explain how this could occur.

9. Be able to list and define all five zones of the Awareness Wheel map.

10. Recall and explain the two sources of sensory data.

11. Be able to list three of the four categories/forms of "Thoughts."

12. Of the six basic emotions listed which four do you think are the most basic. (This is a subjective opinion question.)

13. Discuss emotions functioning as signals.

14. In our western language, “I feel like…” typically introduces an emotion. (True or False, Explain)

15. "Wants" can be for what three possible persons (or person groups).

16. Distinguish between wants for and wants from.

17. Give examples of both external and internal actions.

18. What are the three times/tenses of "Actions"?
1. Define “issue.”

2. Explain the 3 types of issues.

3. What do the authors mean by a “third force” in communication?

Chapter 3b

4. Explain what the authors mean by “self-talk.”

5. The authors write that “Sometimes the issue you start with is not the real issue.” What do they mean and what does this have to do with onions? (For help on this item (and some entertainment) go to http://www.youtube.com/watch?v=kZnztwiWZo4&feature=related

6. Define and give at least 3 examples of "Speaking for Self."

7. Define and provide at least 2 examples of "Over-responsible" and "Under-responsible" statements.

8. Define "Documenting."

9. Be able to list, define and illustrate all five types of Awareness Wheel statements.

10. "I feel that..." usually signals a _____.

11. Be able to accurately answer the questions contained in the exercise on page 75.
PSY 503 SAMPLE QUESTIONS: Miller, et.al.; Chapter Four

1. Be able to explain and give examples of the 4 styles of listening.

2. Which listening style has the most potential for negative impact.

3. Be able to articulate the difference between style III and IV listening?

7. Be able to list and briefly define your authors' five listening skills.

8. Which listening skills lead; which follow?

9. According to your authors, who should initiate summarizing?

10. What negative impact of "why" questions do the authors wish to avoid?

11. Be able to pictorially represent your authors' "listening cycle" including labels.

12. Explain these authors’ probable reasons for placing "ask" last in the "listening cycle."

PSY 503 SAMPLE QUESTIONS: Miller, et.al.; Chapter One

(Sample Questions are sample, non-exhaustive quiz and exam items.)

1. Every message contains 2 parts, namely…

2. List and explain the 4 styles of talking.

3. Styles I and II are divided into subtypes (2 and 3 respectively); list and differentiate these.

4. The authors directly or indirectly (style III) address risks/potential negative impacts for styles I-III and their substyles; explain these.
1. What are the overarching definitions of the 4 styles of communicating (Chapter 2) and what
general conflict outcomes are associated with each (name and explain)? (Style 3 has 2
associated outcomes.)

2. Discuss 2 of the author’s views of the negative outcomes of “Persuasion.”

3. What do you see as a potential negative outcome; go beyond the authors’ ideas, if possible. (1 pt)

4. Your authors believe that all issues should be mapped. (T or F)

5. What two questions are to be answered as partners attempt to “identify and define the issue”?

6. Your authors list eight procedures for contracting to work through an issue. Be able to briefly
describe these following procedures:
   1. Who
   2. Where
   3. When
   4. How
   5. How long

7. Be able to list (only) the first 4 steps for mapping issues.

8. What is the difference between a “process check” and a “time out?”

PSY 503 SAMPLE QUESTIONS: Miller, et.al.; Chapter 5b, pps. 129 – end

1. Be able to list and briefly explain the first 7 steps for mapping issues.

2. What is the difference between “test the action plan…” and “evaluate outcome,” i.e, steps 7 & 9?
PSY 503 SAMPLE QUESTIONS 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?

PSY 503 SAMPLE QUESTIONS 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?
# Course Objectives Related to MAMFTC Student Learning Outcomes

**Course:** PSY 503 Advance Therapy Skills  
**Professor:** Richardson  
**Campus:** JXN  
**Date:** Fall 2011

<table>
<thead>
<tr>
<th>MAMFTC Student Learning Outcomes</th>
<th>Rubric</th>
<th>Mini-Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Strong, Moderate, Minimal, None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion of Curriculum Requirements</th>
<th>Strong</th>
<th>Program requirement</th>
</tr>
</thead>
<tbody>
<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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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Licensure Requirements</th>
<th>Moderate</th>
<th>This course partially fulfills more generalized training competency areas. It is not typically listed as a specific course requirement in licensure laws</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theoretical/Philosophical Concepts</th>
<th>Strong</th>
<th>Communication theory addressed here fundamental to couples therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the theoretical and philosophical concepts underlying marriage and family therapy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Development/Family Relations</th>
<th>Minimal</th>
<th>Developmental issues background, immediate dyadic communication process foreground of course emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gain an understanding of individual development and family relations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Knowledge</th>
<th>Moderate</th>
<th>Directly applicable to couples therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achieve the ability to understand and to apply clinical knowledge effectively</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Identity &amp; Ethics/Ethical Conduct</th>
<th>None</th>
<th>Though probably technically inaccurate to say that ethical considerations are absent, they are certainly not directly considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form a professional identity and awareness of ethics and ethical conduct</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Integration</th>
<th>Moderate</th>
<th>Longitudinal marital communication outcome research significantly considered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate research and clinical skills and knowledge</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contemporary Culture</th>
<th>Minimal</th>
<th>These issues addressed as they inform the immediate communication process</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biblical Worldview</th>
<th>Moderate</th>
<th>Theological and philosophical anthropology considerations are addresses as per the human communication process</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
<td></td>
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</tbody>
</table>