

**PSY502 Fundamental Counseling Skills**  
**Reformed Theological Seminary**  
Summer 2018  
Three Credit Hours

**Instructor**

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**Class meeting time**

Tuesday and Thursday 1:00 – 3:30 pm  
June 4 – August 2,  
(excluding July 2 – 6)  
Office Hrs: Tues. and Thurs. 3:30 – 4:30 pm

**Course Description**

This course provides systematic training in rudimentary helping skills, i.e., active listening, essential interviewing, case-conceptualization and consultation skills. Course content will centrally focus on both

- a. An evidence-based, three-phase model of behavior change and the rudimentary helping skills incorporated in that model and
- b. An evidence-based understanding of effective counselor behavioral characteristics.

Course concepts and skills will be considered, critiqued and utilized from the perspective of a biblical worldview. Also, these helping skills and effective counselor behaviors will be considered in terms of both face-to-face and technology-assisted helping relationships.

Core ethical issues (confidentiality, therapist skill proficiency, client consent and collaboration, and multicultural competence) will be introduced commensurate with topics and skills addressed.

In addition to course lecture and class discussion a social skills training approach will be employed to define, demonstrate and afford ample practice and feedback of specified helping skills via small-group training (T-Groups). The T-Group lab component will take place outside of the classroom but during regularly scheduled class hours.

## **Course Objectives: [CO] Knowledge Outcomes**

### **CO1-8 For students to demonstrate (via Assignments elaborated, below) comprehension of**

- CO1. The three-stage counseling model (Human Resource Development Model, HRD), and the fundamental helping skills comprising each of those stages.
- CO2. The details of the empathy skills of Stage 1 of the HRD model (Attending and Responding including the sub-skills that comprise each)
- CO3. Evidence-based historical beginnings of the HRD model and an introductory overview of the evolution of evidence-based treatments to the present.
- CO4. The philosophical underpinnings of the HRD model.
- CO5. An ongoing theological positive and negative critique of the conceptual and practical course-content from a traditional (Reformed) biblical perspective.
- CO6. Current research on behavioral characteristics of effective counselors, i.e., the nature therapeutic relationships/therapeutic alliance.
- CO7. The use of client outcome measures in the HRD: recent trends and present applications.
- CO8. An introduction and overview of core ethical concepts (confidentiality, therapist skill proficiency, client consent and collaboration, and multicultural competence).
- CO9. The HRD helping model and other relationship training applied to varied system levels beyond individuals, e.g. couples, families, the working/organizational groups (Consulting Psychology).

## **Course Objectives: [CO] Skill Outcomes**

### **CO10-14 For students to demonstrate facility using the following helping skills via their performance on small-group training exercises (T-Groups exercises).**

- CO10. Attending physically
- CO11. Consistent and accurate responding to content
- CO12. Consistent and accurate responding to feeling
- CO13. Consistent and accurate responding to meaning
- CO14. The effective use of questions

## **Methods of Instruction**

This course will be taught via three primary methods

1. Classroom lecture and discussion.
2. In-class quizzes, reading summaries, and a comprehensive final exam
3. In-class professor-lead experiential exercises designed to illustrate lecture points and demonstrate designated fundamental counseling skills.
4. Structured counseling-skill practice in on-going T-Groups (beginning week 3)

## **Assignments (Student Performance Evaluation Criteria)**

### **A1. Eight Bi-weekly Quizzes                      34% of final grade**

A non-comprehensive quiz covering previous lecture content and specified “Quiz Reading” material (M1 – M5) will be given as per “Course Schedule and Process” during the beginning 15 minutes of designated classes.

- (a) Quiz format will be short answer.
- (b) Quizzes will be comprised of 5-10 items.
- (c) About 75% of each quiz will be taken from “Quiz Reading Sample Questions” contained in the latter pages of this syllabus.

### **A2. Egan Text Summaries                      13% of final grade**

Students are required to read and compose written summaries on the portions of the Egan text. Chapters and due dates as indicated on the “Course Schedule and Process.” Summaries are due by class-beginning time on the class days as specified. Reports should average 2 type-written pages in length, per chapter, double spaced, 12 pt. font, 1 in. margins. Reading summaries and reports should be emailed to Dr. Richardson, brichardson@rts.edu and Mary Katherine Evans, Assistant Program Development Coordinator, mevans@rts.edu . (Please do not hand-in hard copies.)

### **A3. Comprehensive Final Exam              33% of final grade**

A final exam (cumulatively covering all Quiz Readings and class lecture material) will be administered during the week after class-meeting completion, TBA. The format of this Exam will be similar to that of the weekly quizzes, i.e., mostly short answer items.

### **A4. Weekly Training Groups                      S/U Training Group Evaluation**

Students will attend regular training groups beginning week 3 of the term and continuing until the term’s end as per Course Process and Schedule (during normal class-meeting times). The professor will assign students to groups. These group experiences will be led by MAC faculty, staff and appointed senior MAC students and will consist of structured skill practice Exercises. Each designated active listening skill will be operationally defined and will serve as a foundation for the following skill to be learned. (Fifty years of combined teaching experiences suggest to the Professors that the target skills are readily achievable.) Student skill demonstration will be rated by T-Group leaders via the PSY 502 Active Listening Rating Scale. That scale consists of \_\_\_ 7 point likert-scale items. \*

- Grades **S** (Satisfactory) or **U** (Unsatisfactory) will be given.
- A grade of **S** is given for likert-ratings of 5 or above on each assessed skill.
- **S** is required on each of 5 assessed skills for successful course completion.

#### **Training-Group Exercises**

1. Attending plus Gist Response
2. Responding to Content
3. Responding to Feeling (with structured sentence map)
4. Responding to Meaning (without structured sentence map)
5. Responding to Meaning Extended
6. Responding to meaning plus the effective use questions

## Required Course Materials (Texts and Readings)

### Quiz Reading

- M1. Carkhuff, R. (2009). The art of helping 9<sup>th</sup> Edition. Mass.: Human Resource Development Press, Inc. (Designated chapters (2-5) as per “Course Process and Schedule” on Library Reserve and/or Canvas.) (Referred to as Carkhuff Text)
- M2. Carkhuff, R. R. “Credo of a Militant Humanist.” (Article on Library Reserve and/or Canvas.) (Referred to as, Carkhuff Article)
- M3. Carlson, David, E. “Jesus' Style of Relating: The Search For A Biblical View of Counseling.” Presented at the conference on Research in Mental Health and Religious Behavior, Atlanta, Georgia, January 24-26, 1976. (Article on Library Reserve and/or Canvas.)
- M4. Duncan, Barry L., Miller, Scott D., & Sparks, Jacqueline A. (2004). *The Heroic Client: A Revolutionary Way to Improve Effectiveness Through Client-Directed, Outcome-Informed Therapy*. Jossey Bass.
- M5. “What is Consulting Psychology?” [www.slideshare.net/Ilage13/what-is-consulting-psychology](http://www.slideshare.net/Ilage13/what-is-consulting-psychology)

### Summary Reading

- M6. Egan, G. (2013). The skilled helper, 10<sup>th</sup> ed. Calif.: Brooks/Cole Publishing Co.

### Optional Materials (Bibliography of Ancillary Readings)

(For students' optional further inquiry. This material will inform various lecture segments and will be referenced in handouts and/or Power Point Slides.)

- M7. Miller, Sherod; Miller, P.; Nunnally, E.; Wackman, D. (2011) (*Couple Communication I: Collaborative marriage skills*. (Chapter 3) CO: Interpersonal Communication Programs, Inc. (Article on Library Reserve and/or Canvas.)
- M8. Lewis, B. (1982) *Magic demystified*. Chapters 1 & 2. Oregon: Metamorphose Press.
- M9. Rogers, C. “On becoming a Person.” (Article on Library Reserve and/or Canvas)
- M10. Yalom, I., Lieberman, M., Miles. (1971) A Study of Encounter Group Casualties *Arch Gen Psychiatry*. 1971;25(1):16-30. doi:10.1001/archpsyc.1971.01750130018002 [Also summarized in Yalom text, *The Theory and Practice of Group Psychotherapy*.]

## Course Schedule and Process

Class	Lecture	Week	Lecture	Quiz Content &	Egan	Standard*	Training*
Day	ID	Day	Content	Administration	Summaries	2.F.5...	Groups
				ASSIGNMENT	ASSIGNMENT		ASSIGNMENT
1	L1	T	Course Intro, "The Relationship of...			a, f, n	
2	L2	TH	Theology and Psychology" ( Intro contd.)	Previous lecture content		a, f, n	
3	L3	T	Overview of the 3 Phase HRD Model		Chs 1&2	a, b, c, n	
4	L4	TH	Preparing to Attend	M1. Carkhf text Ch 2 & 3		a, c, f, g	
5	L5	T	Attending: Posture and Observing		3, 4	a, c, f, g	T-group 1 *
6	L6	TH	Attending: Five-fold Listening Development	M1.Carkhuff Ch 4		a, c, f, g	
7	L7	T	Effectively Responding to Content		5, 6	a, c, f, g	T-group 2
8	L8	TH	Effectively Responding to Feeling	M1.MCarkhuff Ch. 5		a, c, f, g	
9	L9	T	Effectively Responding to Meaning		7, 8	a, c, f, g	T-group 3
10	L10	TH	Counselor characteristics	M4. Duncan, Ch.2 **		a, f, n	
11	L11	T	Multiculturalism and Measuring Change		9,10	d, f, i, j	T-group 4
12	L12	TH	HRD in couple, family and organizational systems (plus Consulting Psych. overview)	M5. Sawhney. What is Consulting Psych? **		c, e, f	
13	L13	T	Which variables are necessary & sufficient?		11, 12	a, b, c, f, j	T-group 5
14	L14	TH	Philosophical Underpinnings of HRD	M2. Carkhuff Article		a, c, f, i	
15	L15	T	Jesus' Style of Relating?		13, 14	a, d, f, g	T-group 6
16	L16	TH	Distinctives of Christian Counseling	M3. Carlson Article		d, f, n	

\* Listed CACREP Standards apply to Knowledge Outcomes (Lecture, Quiz and Egan Summaries) not to Skill Outcomes (Training Groups). CACREP Standards addressed by Training Group are indicated on the "Student Learning Outcome Table," below on p.7.

\* \* These 2 Materials will not be quizzed in class. In lieu of a traditional quiz students are to compose 5 Questions and answers from each of these readings and email them to DrR and MK prior to class, AND bring hard copies to class on the designated days.

### **SAMPLE QUESTIONS: CARKHUFF; Chapters 2 and 3**

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?"

### **SAMPLE QUESTIONS: 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 feeling
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?

**SAMPLE QUESTIONS: 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. Explain 5WH.
7. What is Carkhuff's antithesis of parroting?
8. Asking a series of questions helps the *helper* to focus on \_\_\_\_\_ as opposed to \_\_\_\_\_.
9. What is the most critical single skill in the helping process? Explain this skill.
10. What is the "Empathy Question?"
11. What does Carkhuff mean by the phrase "a response that is interchangeable with feelings?"

**SAMPLE QUESTIONS: (David) Carlson Article, "Jesus' Style of Relating."**

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\_\_\_\_\_.

**SAMPLE QUESTIONS: "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?

## Reformed Theological Seminary

### Course Objectives Related to MAC Student Learning Outcomes

#### PSY502 Fundamental Counseling and Helping-relationship Skills

Fall 2017

<p style="text-align: center;"><b><u>MAMFTC Student Learning Outcomes</u></b></p> <p style="text-align: center;"><i>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.</i></p>	<p style="text-align: center;"><b><u>Rubric</u></b></p> <ul style="list-style-type: none"> <li>➤ Strong</li> <li>➤ Moderate</li> <li>➤ Minimal</li> <li>➤ None</li> </ul>	<p style="text-align: center;"><b><u>Mini-Justification</u></b></p>
<p><b><u>Completion of Curriculum Requirements</u></b></p> <p>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.</p>	Strong	Program requirement
<p><b><u>Licensure Requirements</u></b></p> <p>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.</p>	Strong	Rudimentary active listening skills typically listed in LMFT and LPC state regulatory board academic requirements
<p><b><u>Theoretical/Philosophical Concepts</u></b></p> <p>Understand the theoretical and philosophical concepts underlying marriage and family therapy</p>	Moderate	Primary class focus is skills acquisition but conceptual foundations significantly addressed
<p><b><u>Individual Development/Family Relations</u></b></p> <p>Gain an understanding of individual development and family relations</p>	Minimal	The primary counseling model addressed is an individual resource developmental framework
<p><b><u>Clinical Knowledge</u></b></p> <p>Achieve the ability to understand and to apply clinical knowledge effectively</p>	Strong	The acquisition of behaviorally defined and demonstrated active listening skills is the course primary objective as per syllabus
<p><b><u>Professional Identity &amp; Ethics/Ethical Conduct</u></b></p> <p>Form a professional identity and awareness of ethics and ethical conduct</p>	Minimal	Some professional identity and ethical decision making secondarily addressed



<p><b><u>Integration</u></b> Integrate research and clinical skills and knowledge</p>	<p>Strong</p>	<p>Meta analysis of outcome research vis a vis therapeutic alliance significantly addressed</p>
<p><b><u>Contemporary Culture</u></b> Develop an understanding of diversity issues in contemporary culture (e.g. gender, age, socioeconomic status, culture, race, ethnicity, sexual orientation, religion, basic philosophical worldviews)</p>	<p>Moderate</p>	<p>Diversity issues interwoven vis a vis basic helping models and skills</p>
<p><b><u>Biblical Worldview</u></b> Develop an understanding of a biblical worldview and skills to bring to bear in relation to the field of marriage and family therapy</p>	<p>Moderate</p>	<p>Biblical critique of the active listening and client communication interventions receives significant attention</p>