**PSY 5100 Counseling and Helping-Relationship Skills (formerly PSY 502)**

**Reformed Theological Seminary**

Fall 2020

Three (3) Credit Hours

**Instructor Class Information**

William J. Richardson, Ph.D. Tuesday 1:00 – 4:00 p.m.

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**Course Description**

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

1. An evidence-based, three-stage model of behavior change and the rudimentary helping skills incorporated in that model and
2. 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 competence, client consent, 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 (S-Groups). The S-Group lab component will take place outside of the classroom but during regularly scheduled class hours.

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

**CO1-11 For students to demonstrate (via Assignments elaborated, below) comprehension of**

CO1. An overarching theory and model of counseling (the “Three-Stage Model” of Exploring Understanding and Acting) and the essential interviewing, counseling, and case conceptualization skills which facilitate each of those stages. (CACREP Standards 2.F.5.a,b,g)

CO2. A detailed consideration of Active Listening aspects of interviewing and counseling skills used primarily (not exclusively) in early stages of the Three Stage Model (Attending and Responding skills, including their sub-skills). (CACREP Standards 2.F.5.g,n)

CO3. Current research on behavioral characteristics of effective counselors, i.e., the nature of therapeutic relationships / therapeutic alliance and their relation to client outcome. (CACREP Standards 2.F.5.a,f,g,n)

CO4. The nature and relevant examples of pertinent evidence-based counseling strategies and techniques for prevention and intervention, i.e., Active Listening and Understanding-stage skills (self-disclosure, immediacy, confrontation) are related. (CACREP Standards 2.F.5.a,c,f,g,j)

CO5. An ongoing theological critique of the presented counseling models, counselor skills and characteristics from a traditional (Reformed) biblical perspective. (CACREP Standards 2.F.5.a,d,e,f,g,n)

CO6. The historical development and philosophical underpinnings of the Three Stage Model *vis a vis* other theories and models of counseling. (CACREP Standards 2.F.5.a,b,j)

CO 7. The initial process of developing one’s own model of counseling. (CACREP Standards 2.F.5.a,b,n)

CO8. An introduction to client outcome measures in later stages of the Three Stage Model. (CACREP Standards 2.F.5.a,i,j)

CO9. An introduction and overview of core ethical concepts pertinent to the scope of this class (confidentiality, client consent, multicultural competence, and the impact of technology on relationships and the counseling process). (CACREP Standards 2.F.5.d,e)

CO10. How the Three Stage Model applies to a systems conceptualization of clients, i.e., couples and families as well as to organizations. (CACREP Standards 2.F.5.b,c)

CO11. How the Three Stage Model applies to theories and models of consultation in various settings. (CACREP Standards 2.F.5.b,c)

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

**CO12-16 For students to demonstrate facility using designated helping skills via their performance in small-group training (S-Group) exercises.**

CO 12-16 address essential interviewing and counseling skills (CACREP Standards 2.F.5.f,g)

CO12. Attending: physically, observing, listening.

CO13. Consistent and accurate responding to content.

CO14. Consistent and accurate responding to feeling.

CO15. Consistent and accurate responding to meaning.

CO16. The effective use of open questions and Understanding-stage skills.

**Methods of Instruction:** This course will be taught via four 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 designated fundamental helping skills.
4. Structured helping skill practice in on-going S-Groups.

**Assignments (Student Performance Evaluation Criteria)**

**A1. Quizzes 33%** **of final grade**

Seven comprehensive quizzes covering specified “Quiz Reading” material, (M1 – M5) and the previous weeks’ lecture content (since last quiz only) will be given as per “Course Schedule and Process” during the beginning minutes of designated classes.

1. Quiz format will be short answer.
2. Typically, quizzes will be comprised of 5-10 items.
3. About 75% of each quiz will be taken from “Quiz Reading Sample Questions” contained in the latter pages of this syllabus.
4. No make-up quizzes will be administered. Two lowest quiz score will be dropped, this may include Quiz “projects,” see course schedule, \*\*\*.

**A2. Mid-term Egan Exam 17% of the final grade**

A Midterm Exam will be administered as per the Course Schedule. This exam will draw exclusively from the Egan text, test-bank, multiple choice questions available on Canvas. This Mid-term Exam will cover chapters 1-7 of the Egan text.

**A3. Final Egan Exam 17% of the final grade**

A Final Exam will be administered as per the Course Schedule. This exam will draw exclusively from the Egan text, test-bank, multiple choice questions available on Canvas. This Final Exam will cover chapters 8-14 of the Egan text.

**A4. Weekly Skills-Practice Groups S/U Training Group Evaluation 33% of final grade**

Students will attend regular Skills-practice Groups (S-Groups) beginning week 2 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 target-skill practice exercises.

Each designated target-skill, e.g., an active listening sub-skill, will be operationally defined and will serve as a foundation for the subsequent skills to be learned.

These target skills are readily achievable with applied practice. Therefore, student attendance to S-Groups is essential and expected unless extreme circumstances occur. Any S-Group absence will require equivalent make-up work approved by the Professor in writing. More than 2 S-Group absences will result in course failure unless the course Professor waives this consequence for excusable extreme circumstances, in writing. Skill demonstration/achievement will be rated by S-Group leaders and the course professor via the “Active Listening and Understanding Stage Rating Scale” toward the end of the course. That scale consists of fourteen 7 point likert-scale items. (That rating scale is included in this syllabus as Appendix 1.)

* S-Group Grading: **S** (Satisfactory) or **U** (Unsatisfactory)**.**
* A grade of **S** is required for successful course completion.
* A grade of **S** is given for an overall likert-rating mean score of 5 or above.

**Required Course Materials (Texts and Readings)**

**Quiz Reading**

M1. Carkhuff, R. (2009). The art of helping 9th Edition. Mass.: Human Resource Development Press, Inc. (Designated chapters (2-5) per Course Process and Schedule on Library Reserve and/or Canvas.) (Referred to as Carkhuff Text in Syllabus)

M2a. Carkhuff, R. R. “Credo of a Militant Humanist.” (Article on Library Reserve and/or Canvas.) (Referred to as “Carkhuff Article” in syllabus.)

M2b. Rogers, C. “On becoming a Person.” (Article on Library Reserve and/or Canvas.) (Referred to as “Rogers Article” in syllabus.)

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. Chapter 2

M5. Scott, D., Royal, C., Kissinger, D. (2015).  *Counselor As Consultant.* CA: Sage Publishing. *.* Reading taken from chapters 1-2, available on library reserve and Canvas.

**Mid-term and Final Exam Reading**

M6. Egan, G. (2013). The skilled helper, 10th ed. CA: Brooks/Cole Publishing Co.

**Optional Materials (Bibliography of Ancillary Readings)**

(For students’ optional further inquiry. This material will be sited in various lecture segments.)

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. 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

**CORONA VIRUS and TELE-MENTAL HEALTH CONSIDERATIONS**

As per Assignment 4, Weekly Practice Groups, a significant portion of this class consists of small group practice meetings. Also, as we have learned recently, it is wise to have knowledge and experience delivering fundamental helping skills electronically. With these factors in mind we will work collaboratively to facilitate helping skill practice experience that is as safe as possible (according to CDC educational and other guide lines) and we will incorporate some tele-mental health experience into that skills practice.

**Course Schedule and Process**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Class** | **Lecture** | **Week** | **Lecture** | **QUIZ** | **CONTENT** | | **Standard\*** | | **Skills Practice** |
| **Day** | **ID** | **Day** | **Content** | **Carkhuff** | **Miller. et.al.** | | **2.F.5…** | | **Groups\*\*** |
|  |  |  |  | ASSIGNMENT | ASSIGN-MENT | |  | | ASSIGN-MENT |
| 1 | L1 | T | Course Intro, “On the Relationship of… |  |  | | a, f, n | |  |
| 2 | L2 | TH | Theology and Psychology” ( Intro contd. ) |  |  | | a, f, n | |  |
| 3 | L3 | T | Overview of the 3 Phase HRD Model | M1. Carkhuff Ch 2 & 3 | Self awareness Part 1 | | a, c, f, g | |  |
| 4 | L4 | TH | Preparing to Attend and Ethical Consid-erations (as the counseling process begins) | Feeling Word Quiz 1 (FWQ 1) |  | | a, b, c, n | | S-Group 1 |
| 5 | L5 | T | Attending Physically, Observing, Listening | M1.Carkhuff Ch 4 | Self awareness Part 2 | | a, c, g | |  |
| 6 | L6 | TH | Effectively Responding to Content | FWQ 2 |  | | a, c, g | | S-Group 2 |
| 7 | L7 | T | Effectively Responding to Feeling | M1.Carkhuff Ch. 5 | Self awareness  Part 3 | | a, c, f, g | |  |
| 8 | L8 | TH | Effectively Responding to Meaning | FWQ 3 |  | | a, c, f, g | | S-Group 3 |
| 9 | L9 | T | Open Questions, Understanding-Stage skills and measuring client outcome in the latter stages  **EGAN MID-TERM EXAM DURING CLASS** | M4. Duncan, Ch.2 \*\*\* | Self-disclosure Part 1 | | a, n | |  |
| 10 | L10 | TH | Counselor characteristics | FWQ 4 |  | | a, f, g, i | | S-Group 4 |
| 11 | L11 | T | Multiculturalism, Technological Aspects and Ethics re Fundamental Helping Skills | M5. Scott, et.al. \*\*\* Counselor as  Consultant | Self-disclosure Part 2 | | b, c, e | |  |
| 12 | L12 | TH | HRD in couple, family and organizational systems (plus Consulting overview) | FWQ 5 AND 7 (Only 4 of these 2 categories) |  | | d, e, f, j | | S-Group 5 |
| 13 | L13 | T | Consulting (cntd.) Which variables are necessary & sufficient? | M2a &b. Carkhuff Article & Rogers Article | Self-disclosure Part 3 | | a, b, c, f | |  |
| 14 | L14 | TH | Philosophical Underpinnings of Three Stage Model | FWQ 6 |  | | a, c, f, I, j | | S-Group 6 |
| 15 | L15 | T | Spiritual and Worldview issues in Counseling | M3. Carlson Article | Pseudo self-disclosure | | d, n (and 2.F.2.g.) | |  |
| 16 | L16 | TH | Distinctives of Christian Counseling |  |  | | a, d, f, g | | S-Group 7 |
|  |  |  | ***FINAL EXAM EGAN Chs 8-14*** | ***TUESDAY*** | ***8/13/19*** | | ***1:00 PM*** | |  |
|  |  |  |  |  | |  | |  | | |

**\*** Listed CACREP (Council for Accreditation of Counseling and Related Educational Programs) Standards apply to Knowledge Outcomes (Lecture, Quiz and Egan Summaries) not to Skill Outcomes (S-Groups).

\*\* CACREP Standards addressed by S-Groups are indicated on the “Student Learning Outcome Table,” below.

\*\*\* Quiz Projects - These 2 Materials will not be quizzed in class. In lieu of a traditional quiz, students are to compose a summary of the readings (expository or outline form). Email docs to DrR, and his assistant prior to class.

**Student Learning Outcome Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Objectives: Knowledge and Skill Outcomes** | **READINGS** | **LECTURE** | **ASSIGNMENTS** | **CACREP** |
|  | **(Materials)** |  |  | **Standards** |
| **CO: Knowledge Outcomes** |  |  |  |  |
| CO1. An overarching theory and model of counseling (the “Three-Stage Model” of Exploring Understanding and Acting) and the essential interviewing, counseling, and case conceptualization skills which facilitate each of those stages. | M1. Carkhuff Text, M6. Egan  M7. Miller, et.al. | L 3,4 | A1.- A3. Quizzes & Exams | 2.F.5.a, 2.F.5.b |
| CO2. A detailed consideration of Active Listening aspects of interviewing and counseling skills used primarily (not exclusively) in early stages of the HRD model (Attending and Responding skills, including their sub-skills). | M1. Carkhuff text 4-5, M6, Egan (especially "esp" Part 2)  M7. Miller, et.al. | L 5-9 | A1.-A3. Quizzes & Exams A4. S-Groups | 2.F.5.c, 2.F.5.n |
| CO3. Current research on behavioral characteristics of effective counselors, i.e., the nature of therapeutic relationships / therapeutic alliance and their relation client outcome. | M1. Carkhuff M6. Egan M4. Duncan | L 10 | A1.-A3. Quizzes & Exams | 2.F.5.a, 2.F.5.c, 2.F.5.f, 2,F.5.g |
| CO4. The nature and relevant examples of evidence-based counseling strategies and techniques for prevention and intervention, i.e., Active Listening and Understanding-stage skills. | M1. Carkhuff text M6. Egan esp Part 2  M7. Miller, et.al. | L 3, 13-14 | A1.- A3. Quizzes & Exam | 2.F.5.a 2.F.5.b 2.F.5.c  2.F.5.g  2.F.5.j |
| CO5. An ongoing theological positive and negative critique of the conceptual and practical course-content from a traditional (Reformed) biblical perspective. | M2. Carkhuff article M3. Carlson | Lectures esp L 1-2, 14-16 | A1.- A3. Quizzes & Exam | 2.F.5.a 2.F.5.f 2.F.5.n |
| CO6. The historical development and philosophical underpinnings of the HRD model *vis a vis* other theories and models of counseling. | M2. Carkhuff article and Rogers article M6. Egan esp Parts 1,2 | L 14, L 15 | A4. S-Groups | 2.F.5.a, 2.F.5.f, 2,F.5.g |
| CO 7. The initial process of developing one’s own model of counseling. | M1 Carkhuff, Chs 2-3 M6. Egan, | L 13-16 | A1.-A3. Quizzes & Exams A4. S-Groups | 2.F.5.a 2.F.5.b 2.F.5.j |
| CO8. How to develop client outcome measures, especially in later stages of the HRD model. | M6. Egan M1. Carkhuff | L 9 | A1.-A3. Quizzes & Exam | 2.F.5.a 2.F.5.b 2.F.5.j |
| CO9. An introduction and overview of core ethical concepts (confidentiality, client consent, multicultural competence, and the impact of technology on relationships and the counseling process). | M1 Carkhuff, M6 Egan | L 11 | A1.-A3. Quizzes & Exam | 2.F.5.a 2.F.5.f 2.F.5.n |
| CO10. How the Three Stage Model applies to a systems conceptualization of clients, i.e., couples and families as well as to organizations. | M6. Egan M1. Carkhuff M5. Scott, et.al | L 12 | A1.-A3. Quizzes & Exam | 2.F.5.b 2.F.5.c 2.F.5.n |
| CO11. How the Three Stage Model applies to theories and models of consultation in various settings. | M5. Scott et.al. | L 12 -13 | A1.-A3. Quizzes & Exam | 2.F.5.b 2.F.5.c 2.F.5.n |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CO 12-16 Skill Outcomes** ( All addressessential interviewing, counseling and consultation skills.) |  | **S-Group #** |  |  |
| CO12. Attending: physically, listening and observing | M1 Carkhuff ch 3 M6 Egan chs 2,3 | 1 | A4. S-Groups | 2.5.F.f 2.F.5.g |
| CO13. Consistent and accurate responding to content | M1 Carkhuff ch 4, 5 M6 Egan chs 3-4  M7. Miller, et.al. | 2 | A4. S-Groups | 2.5.F.f 2.F.5.g |
| CO14. Consistent and accurate responding to feeling | M1 Carkhuff ch 4, 5 M6 Egan chs 3-4  M7. Miller, et.al. | 3 | A4. S-Groups | 2.5.F.f 2.F.5.g |
| \*CO15. Consistent and accurate responding to meaning | M1 Carkhuff ch 4, 5 M6 Egan chs 3-4 | 4 & 5 | A4. S-Groups | 2.5.F.f 2.F.5.g |
| \*CO16. The effective use of open questions and Understanding-Stage skills | M6 Egan chs 3- 5  M7. Miller, et.al. | 5 & 6 | A4. S-Groups | 2.5.F.f 2.F.5.g |

**Student Learning Outcome Table (cntd.)**

**RTS Disability Policy:**

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that she or he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

**SAMPLE QUESTIONS FOR ASSIGNMENT 1, QUIZZES**

**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. Define attending (briefly, generally) and list its 3 components.
4. What are the 4 behavioral elements of attending physically?
5. Accurate responding stimulates…?
6. Explain the differences in the 3 types of responding.
7. Helpers draw from their own \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_to facilitate helpee \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
8. Helpee understanding = helpee taking responsibility for what 2 roles?

**SAMPLE QUESTIONS Chapter 4**

1. In its broadest sense attending simply means \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_ .
2. The function of attending for the helper is \_\_\_\_\_\_\_\_\_\_\_\_\_ .
3. The function of attending for the helpee is\_\_\_\_\_\_\_\_\_\_\_\_\_ .
4. Be able to list the 3 primary attending skills (do not include “preparing to attend”).
5. What are 3 specific helper behaviors of attending personally/physically?
6. According to Carkhuff what is the richest source of data concerning helpee feeling?
7. What is the overall richest source of helper empathy?
8. What is Carkhuff’s reason for listening?
9. What does Carkhuff mean by suspending judgment?
10. Which component of listening is the most important and how is it achieved?

**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. What is Carkhuff’s antithesis of parroting?
6. Asking a series of questions helps the ***helper*** to focus on \_\_\_\_\_\_\_\_\_\_\_\_ as opposed to \_\_\_\_\_\_\_\_\_\_\_.
7. What is the most critical single skill in the helping process? Explain this skill.
8. What is the “Empathy Question?”

**SAMPLE QUESTIONS: "Credo of a Militant Humanist," Robert Carkhuff**

1. What is Carkhuff's reason to live?

2. Carkhuff believes understanding others is contingent upon understanding self. (T or F, Explain)

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?

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

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

**APPENDIX 1: ACTIVE LISTENING & UNDERSTANDING-STAGE RATING SCALE**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ACTIVE LISTENING & UNDERSTANDING-STAGE RATING SCALE** | disagree |  |  |  |  |  | agree |  |
| Student demonstrated appropriate use of: | 1 | 2 | 3 | 4 | 5 | 6 | 7 | **COMMENTS** |
| **ATTENDING** |  |  |  |  |  |  |  |  |
| Physical Posture |  |  |  |  |  |  |  |  |
| faced the client fully |  |  |  |  |  |  |  |  |
| inclined toward helpee |  |  |  |  |  |  |  |  |
| eye contact |  |  |  |  |  |  |  |  |
| utilized Pacing |  |  |  |  |  |  |  |  |
| Observing |  |  |  |  |  |  |  |  |
| appeared to notice and utilize visual cues |  |  |  |  |  |  |  |  |
| Listening |  |  |  |  |  |  |  |  |
| utilized helpee verbal expressions |  |  |  |  |  |  |  |  |
| utilized helpee vocal-nonverbal bx |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |
| **RESPONDING TO CONTENT** |  |  |  |  |  |  |  |  |
| with appropriate frequency |  |  |  |  |  |  |  |  |
| nearly always accurate |  |  |  |  |  |  |  |  |
| with specificity |  |  |  |  |  |  |  |  |
| with brevity |  |  |  |  |  |  |  |  |
| paraphrased (vs. repeated) |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |
| **RESPONDING TO FEELING** |  |  |  |  |  |  |  |  |
| with appropriate frequency |  |  |  |  |  |  |  |  |
| used accurate feeling words |  |  |  |  |  |  |  |  |
| used a variety of feeling words |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |
| **USING QUESTIONS** |  |  |  |  |  |  |  |  |
| open questions |  |  |  |  |  |  |  |  |
| with appropriate frequency |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |
| **USING UNDERSTANDING-STAGE SKILLS effectively (if applicable)** |  |  |  |  |  |  |  |  |
| immediacy |  |  |  |  |  |  |  |  |
| self-disclosure |  |  |  |  |  |  |  |  |
| confrontation / challenging |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| OVERALL TOTAL = |  |  |  |  |  |  |  |  |
| OVERALL MEAN = |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

**APPENDIX 2: PSY 502 Feeling Word Quiz Segments**

Below, you will find seven columns of feeling words. You are responsible to commit seven new feeling words to memory for each of the seven course quizzes. Note that columns are labeled with quiz numbers. On your first quiz you will be asked to list up to 7 “Sad” feeling words.

The feeling-word aspect of the quizzes will be cumulative, i.e., you are responsible to retain your previous seven-item sets of memorized feeling words. For example, on the fourth quiz when you are responsible for 7 new feeling words from Quiz column #4, “Scared,” the feeling-word quiz item might read as follows:

List 7 “Scared” feeling words and 7 feeling words from the “Angry” & “Happy” columns, 21 words in all.

**FEELING WORD LIST**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Quiz #1** | **Quiz #2** | **Quiz #3** | **Quiz #4** | **Quiz #5** | **Quiz #6** | **Quiz #7** |
|  |  |  |  |  |  |  |
| **Sad** | **Happy** | **Angry** | **Scared** | **Weak** | **Strong** | **Confused** |
|  |  |  |  |  |  |  |
| Awful | Calm | Aggravated | Afraid | Ashamed | able | Awkward |
| Bad | Cheerful | Annoyed | Anxious | Defenseless | Active | Baffled |
| Blue | Content | Bitter | Fearful | Discouraged | Alert | Bewildered |
| Crushed | Delighted | Burned up | Frightened | Embarrassed | Bold | Disorganized |
| Depressed | Ecstatic | Critical | Horrified | Exhausted | Brave | Disoriented |
| Disappointed | Fantastic | Disgusted | Insecure | Fragile | Capable | Distracted |
| Dissatisfied | Fine | Enraged | Intimidated | Frail | Confident | Disturbed |
| Down | Fortunate | Envious | Lonely | Guilty | Determined | Flustered |
| Embarrassed | Glad | Exasperated | Nervous | Helpless | Energetic | Helpless |
| Gloomy | Good | Irate | Panic (ed) | Impotent | Healthy | Hopeless |
| Hopeless | Great | Fed up | Shaky | Inadequate | Intense | Mixed up |
| Hurt | Hopeful | Frustrated | Shy | Insecure | Love | Muddled |
| Lonely | Loving | Furious | Stunned | Overwhelmed | Open | Paralyzed |
| Lost | Peaceful | Impatient | Tense | Powerless | Positive | Puzzled |
| Low | Pleased | Irritated | Terrified | Sick | Potent | Stuck |
| Miserable | Proud | Mad | Threatened | Timid | Powerful | Surprised |
| Pain | Relieved | Mean | Timid | Unsure | Secure | Trapped |
| Sorry | Satisfied | Outraged | Uneasy | Useless | Solid | Troubled |
| Terrible | Thankful | Rage | Unsure | Vulnerable | Super | Uncertain |
| Unhappy | Thrilled | Resentful | Worried | Worn out | Tenacious | Uncomfortable |

**APPENDIX 3: Day 1 Lecture Handout (in addition to ppt. slides)**

**Proverbs Chapters Two and Four: On the wisdom of active listening**

My son, if you receive my words

* and treasure up my commandments with you,
* making your ear attentive to wisdom
* and inclining your heart to understanding;
* yes, if you call out for insight
* and raise your voice for understanding,
* if you seek it like silver
* and search for it as for hidden treasures,

then you will understand the fear of the Lord

and find the knowledge of God. Proverbs 2:1-5 ESV

Hear, O sons, a father's instruction,

and be attentive…

The beginning of wisdom is this: Get wisdom,

and whatever you get, get insight…

Keep hold of instruction; do not let go;

Guard her, for she is your life. Proverbs 4:1, 7, 13 ESV

Note the highly active language in the verses, above: calling out, seeking and searching as if for riches and hidden treasure, single-minded-getting, keeping hold, etc. In the strongest possible way this highly active language tells us that acquiring wisdom is far from passive, to the contrary it is a most active endeavor. The process of wisdom is active listening. Energized, active listening is a way of being toward our God; it is fundamental and perennial. He will always be Father and we will always be children. This activity, in and of itself is wise and this activity alone yields true wisdom. Listening is the ***way of*** wisdom and the ***way to*** wisdom, i.e., a wise person is a listener *par excellence*, and wisdom is obtained by the very act of listening.

This is first and foremost an endeavoring to hear our God’s instruction (note the Shema of Deuteronomy 6:4-6, below\*). However, it is also a general way of living in the midst of God’s creation and among God’s image bearers. Foundational and fervent attentiveness is a fundamental way of being for which we are made and to which we have been called. A wise person is a hearer (1:5, 9:9\*\*); listening must precede answering (18:13); we are commanded to be quick to hear and slow to speak (James 1:19).

***\*Hear, O Israel: The Lord our God, the Lord is one [****or “The Lord is our God, the Lord alone”****]. You shall love the Lord your God with all your heart and with all your soul and with all your might. And these words that I command you today shall be on your heart. Prv 1:5***

***\*\* Let the wise hear and increase in learning… Give instruction to a wise man, and he will be still wiser… Prv 9:9***

Of course, we are all also called to be teachers, wise guides and “disciplers” of one another. We are called to give answers. This too is a fundamental relationship process; a basic way of being, not toward our Father, but toward all of his children. Yet, the order of these two foundational human activities is never in question, ***“If one gives an answer before he hears, it is his folly and shame.” Proverbs 18:13*** Teachers must be listeners first thereby obtaining wisdom or they will have nothing to teach. Teachers must listen to students before teaching them, for teachers must first learn what knowledge their students possess and lack and also what instructional language is most conducive to their students learning. Active and unfailing listening is the way wisdom walks and it is the path that leads wisdom for both teacher and student.