

**CO 5500 Counseling and Helping-Relationship Skills
Reformed Theological Seminary, Jackson campus**

Summer 2026

Three (3) Credit Hours

Instructor

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Class Information

Tu & Th 1:30-4:00, June 23 – August 11
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Office hours: by appointment

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

- a. An evidence-based, four-stage 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 competence, client consent, collaboration, and multicultural competence) will be introduced commensurate with topics and skills addressed.

In addition to course lectures 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 (Skills Groups). The Skills Groups 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 "Four-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 Four Stage Model (Attending and Responding skills, including their sub-skills). (CACREP Standards 2.F.5.c, 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,c,f,g,j,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,b,c,f,g,j; 5.C.3.b)
- 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 Four Stage Model *vis a vis* other theories and models of counseling. (CACREP Standards 2.F.5.a,b,f,g,j)
- CO 7. The initial process of developing one's own model of counseling. (CACREP Standards 2.F.5.a,b,j,n)
- CO8. An introduction to client outcome measures in later stages of the Four Stage Model. (CACREP Standards 2.F.5.a,b,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.a,d,e,f,n)
- CO10. How the Four 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,n)
- CO11. How the Four Stage Model applies to theories and models of consultation in various settings. (CACREP Standards 2.F.5.b,c,n)

Course Objectives: [CO] Skill Outcomes

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

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

- CO12. Attending: physically, observing, and 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 Skills Groups.

Assignments (Student Performance Evaluation Criteria)

A program Key Performance Indicator (KPI) is incorporated in this course's target skill rating explained below under Assignment A4.

A1. Quizzes 25% of final grade

Quizzes are of 2 types (Type A) covering specified "Quiz Reading" material, (M1 – M5) plus class lecture content, and (Type B) covering Feeling-words (Feeling Word Quizzes, FWQs, see Appendix 3). They will be administered as per "Course Schedule and Process" and typically during the beginning minutes of designated classes.

- (a) Type A quiz format will be short answer and comprised of 5-10 items.
- (b) At least 75% of Type A quiz items will be taken from quiz reading sample questions (see Appendix 1, below) and class lecture since the previous Type A quiz.
- (c) Type B Quiz format (FWQ) is explained in Appendix 3.
- (d) No make-up quizzes will be administered. The two lowest quiz scores will be dropped, this may not include Quiz "projects," see "Course Schedule, ***.

A2. Mid-term Exam and Final Exam 25% of the final grade

A Midterm Exam and a Final Exam will be administered as per the Course Process and Schedule. These exams will comprehensively sample all "Quiz Reading" and lecture material at the time of administration since the beginning of the course.

A3. Weekly Skills-Practice Group S/U Training Group Evaluation 25% of final grade (KPI #1)

Students will attend regular skills-practice groups (Skills Groups also called 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.

These group experiences will consist of structured, target-skill practice exercises. Each designated target-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 in Skills Groups is essential and expected unless extreme circumstances occur. Any Skills Group absence will require equivalent make-up work approved by the Professor in writing. Participation in all Skills Groups (or completion of approved make-up work) is required for successful course completion. Skill achievement is also required for successful course completion. It will be rated by Skills Groups leaders and the course professor via the "Skills Groups Rating Scale" (included below as Appendix 2).

- Skills Group Grading: **S** (Satisfactory) or **U** (Unsatisfactory).
- A grade of **S** is required for successful course completion.
- Each target skill must be rated at a 3 or above on a 5-point Likert scale for an overall grade of **S** on this assignment.

A4. Weekly Reading Summaries 25% of the final grade

Chapters of the text by Nesbit, *et.al*, (M.6.) will be assigned for reading and summarizing as per “Course Schedule and Process.” Chapter summaries are to consist of 4 salient points reviewed for content and rated for personal usefulness: 4-very useful, 3-moderately useful, 2-minimally useful, 1-not useful or perhaps skill-depreciating. Briefly summarize each chosen salient point and explain why it received its rating. Each 4-item chapter summary should be approximately one page, 12-point Arial font, one-inch margins all around, double spaced. Summaries must be submitted via Canvas during times indicated there.

A.5 Course Evaluation (0% of grade but required for course completion)

Course evaluations are crucial for assessing and improving the MAC program. Therefore, each MAC course includes an assignment to complete an anonymous online course evaluation. You will verify whether you have completed the evaluation through a Canvas quiz. This will not count toward your grade but is necessary for successful completion of the course.

Required Course Materials (Quiz Reading Material and Text)

- M1. Carkhuff, R. (2009). *The art of helping 9th Edition*. Mass.: Human Resource Development Press, Inc. (Designated chapters (2-5) 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.
- M6. Nesbit Sbanotto, E. A., Davediuk, H. G., & Gingrich, F. (2026). *Skills for effective counseling, Revised, Second Edition*. Downers Grove, IL: IVP Academic. (Abbreviated “NS” below.)

Optional Materials (Bibliography of Ancillary Readings)

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

- M7. Miller, Sherod; Miller, P.; Nunnally, E.; Wackman, D. (2011) *Couple Communication I: Collaborative marriage skills*. CO: Interpersonal Communication Programs, Inc. (Material from this source will be available via class handout 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.

Course Schedule and Process

(This schedule is from 2025.

The 2026 version will be slightly modified.)

Week and Lecture (L)	Day and Date	Lecture Content	CECREP Standard*	Quiz	Class Content	Text Summaries	Skills Practice
			2.F.5...	Carkhuff Quiz & FWQs	Miller. et.al., Class Content	Nesbit, et. al.	Skills Groups**
				Assignments A1 & A2		A4	A3
Week 1, L1	Tues 6/24	Course Intro, "On Active Listening Skills vis a vis biblical wisdom literature. (Appendix 4)	a,d,e,f,g,n				
Week 1, L2	Thrs 6/26	Overview on research and development of Carkhuff's counseling model.	a,d,e,f,g,n	Day 1 Lecture Quiz Feeling Word Quiz (FWQ 1)		Chapter 1	S-Group 1
Week 2, L3	Tues 7/1	Overview on research and development of Carkhuff's counseling model (continued).	a,b,c,f,g,j, 5.C.3.b	M1. Carkhuff Ch 2 & 3	Self awareness Part 1	Chapters 2 & 3	
Week 2, L4	Thrs 7/3	Preparing to Attend and Ethical Considerations (as the counseling process begins)	a, b, f, g	FWQ 2		Chapter 4	S-Group 2
Week 3, L5	Tue 7/8	Attending Physically, Observing, Listening and Responding to Content	c, n, f, g	M1.Carkhuff Ch 4 and FWQ3 (both taken online via Canvas prior to Tues class)	Self awareness Part 2	Chapters 5 & 6	
Week3, L6	Thrs 7/10						S-Group 3
Week 4, L7	Tues 7/15	Effectively Responding to Feeling	c,n,g	M1.Carkhuff Ch. 5	Self awareness Part 3	Chapter 7	
Week 4, L8	Thrs 7/17	Effectively Responding to Meaning MID-TERM EXAM available on Canvas 7/12, 9am – 7/15, 9pm	c,n,f,g	FWQ 4 (actually FWQs 1-4 on Mid-term Exam)		Chapter 8	S-Group 4
Week 5, L9	Tues 7/22	Open Questions, Understanding-Stage skills and measuring client outcome in the latter stages	a,b,c,i,j,n,g	M4. Duncan, Ch.2 ***	Self-disclosure Part 1	Chapter9	

Week 5, L10	Thrs 7/24	Counselor characteristics	a,c,f,g,n	FWQ 5		Chapter 10	S-Group 5
Week 6, L11	Tues 7/29	Multiculturalism, Technological Aspects and Ethics re Fundamental Helping Skills	a,d,e,f,n	M5. Scott, et.al. *** Counselor as Consultant	Self-disclosure Part 2	Chapter 11	
Week 6, L12	Thrs 7/31	HRD in couple, family and organizational systems (plus Consulting overview)	b,c,n	FWQ 6		Chapter 12	S group 6
Week 7, L13	Tues 8/5	Consulting (cntd.) Which variables are necessary & sufficient?	a,b,c,f,g,j,n 5.C.3.b	M2a &b. Carkhuff Article & Rogers Article	Self-disclosure Part 3	Chapter 13	
Week 7, L14	Ths 8/7	Philosophical Underpinnings of Four Stage Model	a,b,c,d,e, f,g,j,n, 5.C.3.b	FWQ7		Chapter 14	S-Group 7
Week 8, L15	Tues 8/12	Spiritual and Worldview issues in Counseling	a,b,d,e, f,g,j,n	M3. Carlson Article	Pseudo self-disclosure	Chapter 15	
Week 8, L16	Thrs 8/14	Distinctives of Christian Counseling	a,b,d,e,f,g,j n			Chapter 16	S-Group 8
		FINAL EXAM TBA	-				

* The listed Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards. These apply to Lecture, Quiz and Summary assignments, i.e., Knowledge Outcomes. These do not apply to Skill Outcomes (Skills Groups).

** CACREP Standards addressed by Skills 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). Hand-in via Canvas.

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 chapters, M6. Sbanotto..., text (NS) M7. Miller, et.al.	L 3,4	A1.- A3. Quizzes & Exams	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 HRD model (Attending and Responding skills, including their sub-skills).	M1. Carkhuff chs M6 NS M7. Miller, et.al.	L 5-9	A1.-A3. Quizzes & Exams A4. Skills Groups	2.F.5.c,n,g
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 chs M6. NS M4. Duncan	L 10	A1.-A3. Quizzes & Exams	2.F.5.a,c,f,g,j,n
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 chs M6. NS M7. Miller, et.al.	L 3, 13-14	A1.- A3. Quizzes & Exam	2.F.5.a-c,f,g,j 5.C.3.b
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,d,e,f,g,n
CO6. The historical development and philosophical underpinnings of the HRD model <i>vis a vis</i> other theories and models of counseling.	M2. Carkhuff article and Rogers article M6. NS	L 14, L 15	A4. Skills Groups	2.F.5.a,b,f,g,j
CO 7. The initial process of developing one's own model of counseling.	M1 Carkhuff, especially Chs 2-3 M6. NS	L 13-16	A1.-A3. Quizzes & Exams A4. Skills Groups	2.F.5.a,b,j,n
CO8. How to develop client outcome measures, especially in later stages of the HRD model.	M6. NS M1. Carkhuff chs	L 9	A1.-A3. Quizzes & Exam	2.F.5.a,b,l,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 NS	L 11	A1.-A3. Quizzes & Exam	2.F.5.a,d,e,f,n
CO10. How the Four Stage Model applies to a systems conceptualization of clients, i.e., couples and families as well as to organizations.	M6. NS M1. Carkhuff M5. Scott, et.al	L 12	A1.-A3. Quizzes & Exam	2.F.5.b,c,n
CO11. How the Four 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,c,n

CO 12-16 Skill Outcomes (All address essential interviewing, counseling and consultation skills.)		Skills Group #		
CO12. Attending: physically, listening and observing	M1 Carkhuff ch 3 M6 NS	1	A4. Skills Groups	2.5.F.f,g
CO13. Consistent and accurate responding to content	M1 Carkhuff ch 4, 5 M6 NS M7. Miller, et.al.	2	A4. Skills Groups	2.5.F.f,g

CO14. Consistent and accurate responding to feeling	M1 Carkhuff ch 4, 5 M6 NS M7. Miller, et.al.	3	A4. Skills Groups	2.5.F.f,g
*CO15. Consistent and accurate responding to meaning	M1 Carkhuff ch 4, 5 M6 NS	4 & 5	A4. Skills Groups	2.5.F.f,g
*CO16. The effective use of open questions and Later stage skills	M6 NS M7. Miller, et.al.	6-7	A4. Skills Groups	2.5.F.f,g

Policies:

MAC Program 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. You must provide a letter from the Dean of Students that verifies your disabled status. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not disclose that s/he has a disability, then the student agrees to take full responsibility for any related consequences that may occur.

Written Work Format. All written work must conform to current American Psychological Association (APA) style unless otherwise specified. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online (e.g., https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

(Note: APA format is not required for CO5500 Counseling and Helping-Relationship Skills)

Access to Research Database. RTS provides Jackson MAC students access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library or from your home computer by following the link below and logging in with a username and password to be provided in class. <http://search.ebscohost.com/>

Grading Scale: A (97-100) A- (94-96) B+ (91-93) B (88-90) B- (86-87) C+ (83-85) C (80-82) C- (78-79)

Class Participation. Students are expected to participate in all components of the class. Each student is expected to read all the assigned materials in advance for each class and have prepared written comments and questions for class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Submission of work. See assignments for specific submission instructions.

Late work. All assignments are due as scheduled regardless of attendance unless prior arrangements are made with the instructor in writing. Assignments turned in late will be deducted 1/3 letter grade for each late day. Irrespective of lateness, for successful course completion all writing/summary assignments are due before the end of final exam week.

Attendance Policy. Regular attendance is expected and required. Excessive absences (more than two) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials handed out, made available on Canvas, or presented during the missed class from a classmate.

AI Policy. The use of Artificial Intelligence. In addition to the currently published RTS AI policy for students, Dr. Richardson adds the following policy statement.

Students may not submit any work generated by an AI program as their own. Students may use AI programs to help generate ideas and brainstorm. However, students should be aware that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. If students include material generated by an AI program, it must be cited like any other reference material. If not clearly cited, this would be considered

plagiarism and will be dealt with severely under relevant RTS policies with consequences ranging from assignment-grade-deduction to course failure and possible program dismissal.

Of course, there will be cases where professors may not be able to conclusively detect AI plagiarism. If for any reason, including doubts about whether the document was written with AI external help, any student can be required to meet with the professor for an oral examination on their submitted assignment. In such a case, a grade for the oral examination will replace that for the original document.

Course Objectives Related to MAC* Student Learning Outcomes

Course: Counseling and Helping-Relationship Skills
 Professor: Dr. Bill Richardson
 Campus: Jackson
 Date: Summer 2026

MAC* Student Learning Outcomes		Rubric	Mini-Justification
<i>In order to measure the success of the MAC 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 MAC outcomes.</i>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Professional Counseling Orientation & Ethical Practice	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Strong	Students develop and practice a three-stage framework for basic counseling skills that can be applied to all contexts of counseling. They also learn ethical and biblical principles for doing so.
Social & Cultural Diversity	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Minimal	Students consider cultural factors that must be considered in applying basic counseling skills.
Human Growth & Development	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	None	
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	None	
Counseling & Helping Relationships	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Strong	Students develop and practice a three-stage framework for basic counseling skills that can be applied to all contexts of counseling.
Group Counseling & Group Work	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	Moderate	
Assessment & Testing	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications	None	

	of diagnosis and interpretation of formal and informal evaluation.		
Research & Program Evaluation	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	Minimal	Students learn the empirical basis for the three-stage framework of counseling skills.
Clinical Mental Health Counseling	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Strong	Students gain fundamental counseling skills that can be practiced in all contexts of counseling practice.
Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Moderate	Students develop a biblical and theological understanding for the application of basic counseling skills.
Sanctification	Demonstrates a love for the triune God.	Strong	Triad group exercises provide context for practicing counseling skills that image Christ's care of us to others.

Appendix 1: SAMPLE QUESTIONS FOR ASSIGNMENT 1, QUIZZES

SAMPLE QUESTIONS: CAR KHUFF; 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 Car khuff what is the richest source of data concerning helpee feeling?
7. What is the overall richest source of helper empathy?
8. What is Car khuff's reason for listening?
9. What does Car khuff mean by suspending judgment?
10. Which component of listening is the most important and how is it achieved?

SAMPLE QUESTIONS: CAR KHUFF; Chapter 5

1. What does Car khuff 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 Car khuff'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: "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?

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 2: SKILLS GROUPS RATING SCALE

	Did	Sometimes	Often	Regularly	Consistentl	N/A	
	1	2	3	4	5		COMMENTS
Attending							
Physical Posture							
Faced the CE ¹ with open stance							
Eye contact—moderate & nonintrusive							
Inclined toward CE when appropriate							
CR's ¹ facial expressions congruent with their verbal content							
Appropriate head nods							
Other:							
Using questions							
Asked open questions to clarify/focus or explore							
Asked who, where, what, when, and how questions to understand the CE's presenting problem and situation							
Other:							
Reflecting content							
Accurately reflected key elements of story							
Concisely reflected key elements of story							
Paraphrased (not simply repeated) key elements							
Used appropriate acknowledgments, e.g., "um-hmm," "yeah," "wow"							
Reflecting feelings							
Used accurate feeling words in response to the CE's explicit/spoken emotions							
Used accurate feeling words in response to the CE's implicit/unspoken emotions							
Used comparable feeling words							
Used additive feeling words							
Other: Used appropriate paraverbal communication							
Other: Positively Addressed the CE's nonverbal and or paraverbal communication							
Other: Offered validating and normalizing comments							

1 "CR" and "CE" designate "students in counselor role" and "students in counselee role," respectively.

Scoring Rubric

1	Did not use targeted skill appropriately—use of skill was ineffective, or demonstrated a lack of understanding as to the skill's purpose
2	Sometimes used targeted skill appropriately
3	Often used targeted skill appropriately—use of skill was minimally effective or demonstrated basic understanding of skill's purpose
4	Regularly used targeted skill appropriately
5	Consistently and appropriately used targeted skill—use of skill was highly effective or demonstrated advanced understanding and proficiency

APPENDIX 3: PSY Feeling Word Quiz (FWQ) Segments

Below, you will find seven columns of feeling words. You are responsible to commit six new feeling words to memory for each of the seven FWQs designated on the Course Schedule. Note that columns are labeled with quiz numbers. On your first quiz you will be asked to list up to 6 “Sad” feeling words. FWQs will include only feeling words, not additional material

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

“List 6 “Scared” feeling words and 6 feeling words from the “Sad, Happy and Angry” columns, as well, 24 words in all.”

FEELING WORD LIST

FW Quiz #1	FWQ #2	FWQ #3	FWQ #4	FWQ #5	FWQ #6	FWQ #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	Horrorified	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 4:

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 an 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 and enlarged by the very act of listening.

This is first and foremost an endeavoring to hear our God's instruction via his revelation and/or godly, sagacious 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 (Proverbs 1:5, 9:9,12:15**); 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.***

***** Let the wise hear and increase in learning... Pv 1:5, Give instruction to a wise man, and he will be still wiser... Pv 9:9, The way of a fool is right in his own eyes, but a wise man listens to advice. Pv 12:15***

Of course, we are 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 to wisdom for both teacher and student.