The Communication Process

1. What is the essence of clear communication and how is this determined?

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2. What are five components of the communication model presented?

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3. There are two types of barriers to communication. Give an example of three of each type and how a counselor might overcome them.

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4. What are the differences between “I” messages and “You” messages?

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5. Explain why ROADBLOCKS inhibit communication?

6. What are the basic steps in communicating one’s feelings?

7. List three speaker responsibilities, and explain why they are important.

8. Of the nine listener responsibilities, pick three and explain why/how you think each one is useful for improving communication.
ACTIVE LISTENING TRIADS  Approximately 10 minutes  
(Course Instructor will provide more details if this is required.)

Two students are to be sender (speaker) and receiver (listener) while a third student observes the other two.
One student plays the role of counselor (receiver) and practices the following listening skills: **attending; validating; paraphrasing; reflecting, etc.**

The other student who is the sender shall express some problem or concern. (NOTE: Avoid extremely difficult issues. This is practice in listening and feedback, not primary individual therapy). Page 12 is a useful list of active listening techniques.

During the interaction between the speaker and the listener, the observer should note:

- What active listening techniques did the listener use?
- What did the listener do that was effective?
- What could the listener have done differently?

After 5 to 7 minutes, the observer should call time and ask the following questions:
- How did the sender/speaker feel at the end of this discussion?
- What did the listener do that you found especially helpful?
- What made it difficult or easy for the receiver to listen?
- What techniques were easiest for you to use? Which were the most difficult?
- What active listening techniques would you like to practice more?