Instructor: Marcella Marcey, Ph.D.
Contact information: Marcella@thedrmarcey.com, mmarcey@gmu.edu, or 703-934-8584
Emergency contact: 703-505-9104 (I prefer you send an text message if you can)
Class Location: Planetary Hall 127
Meeting time: Mondays and Wednesdays 12:00 to 1:15
Office Location: Aquia Building, Room 337
Office Hours: Wednesdays 11:00 AM to Noon

Course Description and Objectives:
The major goal of this course is to provide students with an opportunity to develop basic verbal and nonverbal listening skills that enhance constructive interpersonal communication. A special emphasis will be placed on the use of these skills in therapeutic situations.


Required Equipment: Recordable DVDs. You can use a flash drive but I will not return them.

Use of Technology: Students will be expected to videotape role-played therapy sessions outside of class time in the STAR lab (JC Room 229, 703-993-8990). More information about the video equipment will be provided in class. Some course material will be posted on mymason.gmu.edu.

Course Expectations: An effective counselor or therapist listens and responds to clients with empathy, thoughtfulness and precision. To do this, a counselor must practice and refine certain basic communication skills. In this course, you will learn the fundamentals of being an effective “helper.” In addition to lectures, this course involves extensive class participation and discussion, including in-class workshops in small feedback groups, and two videotaped role-plays. You will receive hands-on practice in honing your therapeutic communication skills.

Some of you may have experience in therapeutic communication prior to taking this class. In order to succeed in this course, you must expect to learn skills that differ from what you already know, and you must challenge yourself to sharpen skills you may consider well-developed. Sometimes these skills will seem like second nature to you and will draw on your common sense. Other times the skills will feel awkward and artificial until you have practiced and gotten a solid grasp of them. It is important to have an open mind to the different skills.
Important Dates:
Labor Day Holiday: September 3, 2012
Last day to add the class: September 4, 2012
Last day to drop without tuition penalty: September 4, 2012
Last day to drop with tuition penalty: September 28, 2012
Columbus Day Holiday: October 8, 2012
Midterm Grades posted: September 24 to October 19, 2012
Thanksgiving recess: November 21-25
Last Day of class: December 6, 2012
Final exam: Monday, December 17, 10:30 to 1:15 in classroom

COURSE REQUIREMENTS:
Workshops/Class Participation (75 points)  Class discussions and exercises are an essential part of your learning experience in this course, and of your grade. Therefore class attendance is critically important. If you miss class, you are responsible for all notes and exercises completed that day. Active participation is strongly encouraged. This means asking questions, offering topics for discussion and responding to your peers. At times, we may discuss sensitive topics. We will discuss a confidentiality policy during our first class in order for everyone to feel comfortable fully participating. During many classes, you will participate in workshop groups of 3 to 4 students. In each group, one student will play a counselor role, one student will play a client role, and one or two students will provide feedback to the counselor. Students will rotate among the roles. Workshop time is vital to practicing your skills, and it’s also just plain fun. Participation in workshops counts toward your participation grade.

Two Videotaped Role Plays (100 & 200 points)  You will each create two videotaped role-plays with another member of the class. These videos will be used to evaluate your mastery of lecture, workshop and reading material. In these role-plays, each of you will take turns acting as the counselor and demonstrating the skills discussed in class. In order to preserve continuity and to best simulate true therapy sessions, students are to role-play as the same client, discussing the same ongoing topic, for both of tapes due during the semester.

Videotapes will be graded for the skills you exhibit during the session. You will each receive written feedback on your skills. In addition, you will submit a transcript of a self-selected 10 continuous minutes of the first tape, and a self-selected 15 continuous minutes of the second tape.

Role Play #1 – 20 min Due: 10/8/12
Nonverbal/Invitational Skills Paraphrasing

Role Play #2 – 30 min Due: 12/17/12
Skills used in previous taping
Reflecting Feelings and Meaning Challenging Skills, Goal-Setting Skills
Solution skills
**Presentation (50 points)** Students will play a portion (5-7 minutes) of their first videotape in the role of the counselor and present on this video clip to the class. The entire presentation, including playing the video clip, should be about 15 minutes. Presentations will take place during class on 3/6, 3/22, 3/29, 4/10 and 4/12. Presentation days will be assigned after the semester begins. In each presentation, students will give an introduction to their client, offer insight into the therapeutic approach they chose, comment on their own strengths and weaknesses during the segment, and ask questions of their peers about different directions they could have taken. In addition, a 1-page outline should be emailed to the instructor by 9 a.m. on the day of the presentation. Students are expected to show mastery of the material presented in class and in the textbook in this presentation.

**Written assignments (3 x 25 points each = 75 points total)**
To help you process your thoughts and experiences about the skills we are learning, you will write three reflection papers during the semester. These papers will focus on your reactions to the material we have covered. See Blackboard for assignment descriptions.

**Quizzes: (100 Points)**
To help you keep up with the reading assignments quizzes will be given frequently throughout the course at the start of class. If you miss a quiz you will not be able to make it up but I will take the top 10 quiz grads for your 100 points.

**Extra Credit:**
You can earn up to 5 extra credit points added to your final grade by writing up a report on Yalom’s Book. See Blackboard for what needs to be covered.

It is the responsibility of the student to retain an electronic copy of all work that has been handed in to the professor. It is also the responsibility of the student to retain returned materials in case the student wishes to appeal or correct a grade.

**ONLINE COURSE MATERIALS AND TOOLS**
The use of Blackboard will be an important component of this course. **Course materials and information** will be available online, including this syllabus, slides, descriptions of assignments, paper due dates, and presentation dates. Your instructor will also post grades through Blackboard.

**Cell phones and laptops:**
The use of cell phones, including text messaging, is unacceptable during class time. If there is an emergency you may answer a call but please step outside the room immediately. Cell phones ringers should be turned off during class. **The use of laptops is limited to note taking. If I find that you are not abiding by this rule I will deduct major points from your participation grade.**
Official Communications via GMU E-mail:
Mason uses electronic mail to provide official information to students. Examples include communications from course instructors; notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly.

OTHER IMPORTANT MATERS:
Accommodations for students with disabilities:
If you are a student with disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 709-993-2474. All academic accommodations must be arranged through that office, and must be initiated immediately, prior to any anticipated need.

Honor Code
Students in this course are expected to behave at all times in a manner consistent with the GMU Honor System and Code; pledge not to cheat, plagiarize, steal, or lie in matters related to academic work. Students are encouraged to collaborate and study together as much as possible throughout the course, however, no assistance, sharing of information, or discussion of particular exam questions or answers between students may take place. Violations of the honor code will not be tolerated in this course and immediate reporting of any violations will take place according to the University procedures. The instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation.

Schedule
Important Note: Please keep in mind that this is a tentative schedule and topics and assignments may be changed at any time at the discretion of the instructor.

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<thead>
<tr>
<th>Week of</th>
<th>Chapters and Work Covered</th>
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<tbody>
<tr>
<td>August 27</td>
<td>Syllabus, Authorization to Treat, Chapter 1, Introduction to Helping</td>
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<tr>
<td>September 3</td>
<td>Chapters 2 &amp; 3, Basic Foundations of Helping Skills and the Therapeutic Relationship</td>
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<tr>
<td>September 5</td>
<td>Writing Assignment #1 Due</td>
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<tr>
<td>September 10</td>
<td>Chapter 4, Helping Someone Who is Different</td>
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<td>September 17</td>
<td>Chapter 5, Non-Verbal and Invitational Skills</td>
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<td>Date</td>
<td>Event Description</td>
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<td>September 24</td>
<td>Chapters 6-8, Reflecting Skills</td>
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<td>October 1</td>
<td>Motivational interviewing and review of skills so far</td>
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<tr>
<td><strong>October 3</strong></td>
<td><strong>Writing Assignment #2 Due</strong></td>
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<tr>
<td>October 8</td>
<td>Video Role-Play #1 and Transcripts</td>
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<td>October 15</td>
<td>Finish Video #1 presentations</td>
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<td>October 22</td>
<td>Chapter 9, Challenging Skills</td>
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<td>October 29</td>
<td>Discussion of Yalom's Gift of Therapy</td>
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<td>November 5</td>
<td>Chapter 10, Assessment and Initial Interview</td>
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<td>November 12</td>
<td>Continuation of Assessment</td>
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<td><strong>November 14</strong></td>
<td><strong>Writing Assignment #3 Due</strong></td>
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<td>November 19</td>
<td>Chapters 11 and 12, Goal Setting and Solution</td>
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<td>November 26</td>
<td>Chapter 13 Evaluating Client’s Progress and Termination</td>
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<tr>
<td>December 3</td>
<td>Chapters 14 and 15, Advanced Skills</td>
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**Presentation #2 Monday, December 17, 10:30 to 1:15**