

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
HEAL 480 – Relationship Health
Fall 2011

DAY/TIME:	T/TH 12:00-1:15	LOCATION:	Research/Room 201
PROFESSOR:	Cindy Pavell, M.S.	EMAIL:	cpavell@cox.net
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PREREQUISITES: None

COURSE DESCRIPTION:

Defines different types of relationship, how relationships develop, and the various factors that impact relationships. Clarifies and describes healthy versus unhealthy relationships. Implementing strategies for developing and maintaining healthy relationships.

COURSE OBJECTIVES:

By completion of the course, students should be able to:

1. Define relationship and the different types of relationships (e.g., significant other, classmate, parent, self), with emphasis on understanding what constitutes a healthy relationship.
2. Clarify what aids the development and maintenance of quality relationships, including the role of personal values, standards, and guidelines.
3. Understand factors that characterize successful and healthy relationships, with an emphasis upon strategies for developing and maintaining healthy relationships, along with addressing challenges and obstacles.
4. Understand factors that have an impact on relationships (i.e., peer pressure, family, community, self-esteem and self-image, communication styles & prowess, goal setting, managing stress and conflict), and how these factors may vary from one type of relationship to another.
5. Examine violence and abuse, drugs and alcohol, and their impact and effect on the nature, quality, and sustainability of relationships.
6. Review research on the health effects of healthy and unhealthy relationships.
7. Explore how external stimuli (i.e., advertising, sports, media, politicians, religion, culture) influence relationships.
8. Explore emerging technologies (i.e., twitter, facebook, instant messaging) and their impact on the function and expectations of various relationships.
9. Understand ways of promoting quality relationships with one's self and with others.

COURSE OVERVIEW

This broad-based course is designed to blend research and practical applications. Focusing on a deeper understanding of the health aspects of the range of relationships, students will be challenged to apply critical thinking skills to current theoretical and practical applications of relationships. The course incorporates numerous methodologies, primarily focused on discussion of readings and insights from real world observations. Interactive activities in class and out of class will be blended with personal and group reflections. Course examinations address reading assignments and class content, as well as application. Participation in all aspects of the course – attendance, active participation in class discussions, and completion of all assignments - is expected to gain the breadth of content and achieve course objectives. Readings and assignments are due on the specified date in the syllabus.

REQUIRED READINGS

Coleman, S. and Anderson, D. Charting Your Course – A life-long guide to health and compassion. University of Notre Dame Press, 1998.

EVALUATION

This course will be graded on a point system, with a total of 300 possible points.

Grading Scale

A = 300 – 282	A- = 281 – 270	B+ = 269 – 264	B = 263 – 249
B- = 248 – 240	C+ = 239 – 234	C = 233 – 219	C- = 218 – 210
D = 209 – 180	F = 179 – 0		

Requirements:

Class Participation	10
Weekly Pair & Share (5 points)	40
In-Class Assignments (2 points)	20
One-minute paper (5 points)	40
Exit Tickets (3 points)	30
Group Presentation	20
Personal Life Health Plan	40
Mid-Term Exam	50
Final Exam	<u>50</u>
Total:	300

CLASS PARTICIPATION

Students are expected to come to class prepared to discuss the reading due for that class and/or participate fully in class activities.

WEEKLY PAIR & SHARE

Prior to class, students will be given a variety topics to examine, research, and explore. During class, students will be put into pairs to discuss and strategize the assignment. Assignment is to be typed, stapled (if necessary) and handed in to the instructor.

IN-CLASS ASSIGNMENTS

In-class assignments will be given during class and will be due at the end of that specific class session.

ONE MINUTE PAPER

During class, you will have one minute to answer a question about the reading assignment or class discussion.

EXIT TICKETS

Students will be asked a question at the end of class that will pertain to the class material and discussion.

GROUP PRESENTATIONS

Students will be placed in small groups to present on a topic of their choice as it relates to relationship health. Students are expected to use creative visual aids (no power point) to demonstrate their chosen topic. All presentations must contain the following:

- ✓ A reference page containing at least 4 reputable sources in typed in APA style
- ✓ Visual aids
- ✓ Each person of the group must present a portion of the information
- ✓ Creative format for delivering information
- ✓ Length 7 – 10 minutes; groups must be within that 3 minute window or the group will lose a letter grade.

PERSONAL LIFE HEALTH PLAN

Using Charting Your Course, sources presented in class, and at least 3 other sources, write a compare and contrast paper on your relationship health. The student will chart a course from where they are at the beginning of the semester (we will do an inventory early in semester) to where they want to be, goals, in their various relationship roles. The paper needs to include strategies, possible obstacles, evaluation in self-care, improvements observed, attitudes and values, and implementation of new behaviors.

Paper needs to be 6-8 pages in length, APA style, 12-point font, double-spaced, stapled. Reference page required.

Students will lose 5 points for each day late; the max is 3 days late (not class sessions), unless excused medical emergency.

EXAMS

Both mid-term and final exam will contain short answer, true/false, and multiple choice questions. The final exam is accumulative.

CLASS SCHEDULE

Week/Date	Subject	Readings	Assignments
1. 8/30 & 9/1	Class Overview COMPASS Overview Define Relationship	9/1 pp. xiii-xv	www.compass.gmu.edu
2. 9/6 & 9/8	Optimism & Attitude No class 9/8/11	9/6 p. Chapter 1; pp. 1-24	9/6 Pair & Share #1
3. 9/13 & 9/15	Optimism & Values	Chapter 2; pp. 35-62	9/13 Pair & Share #2
4. 9/20 & 9/22	Values & Self-Care	Chapter 3; pp. 75-113	9/20 Pair & Share #3
5. 9/27 & 9/29	Self-Care		9/27 Pair & Share #4
6. 10/4 & 10/6	Personal Health Plan	Chapter 9; pp. 377-404	10/4 Pair & Share #5
7. 10/11 & 10/13	No class 10/11/11 Family Relationships Assertiveness	Chapter 4; pp. 129-165	
8. 10/18 & 10/20	Conflict Resolution Factors Which Impact Relationships	TBA	10/18 Pair & Share #6
9. 10/25 & 10/27	Health Effects on Healthy & Unhealthy Relationships	TBA	10/25 MID-TERM
10. 11/1 & 11/3	Community Relationships Campus Involvement	Chapter 5; pp. 177-197	11/1 Pair & Share #7
11. 11/8 & 11/10	External Stimuli and Relationships	TBA	11/8 Pair & Share #8
12. 11/15 & 11/17	11/17 Emerging Technologies & Relationships	TBA	11/15 GROUP PRESENTATIONS
13. 11/22 & 11/24	11/22 Emerging Technologies & Relationships No Class 11/24/11	TBA	
14. 11/29 & 12/1	Promoting Quality Relationships - Strategies	TBA	
15. 12/6 & 12/8 – Last Day of class	Promoting Quality Relationships	TBA	12/6 PERSONAL LIFE HEALTH PLAN

Final Exam – 12/15 Thursday 10:30-1:15 p.m.			
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Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

