

**GEORGE MASON UNIVERSITY**  
**School of Recreation, Health, and Tourism**  
**HEAL 351-001 – Relationship Health**  
**Fall 2013**

**DAY/TIME:** Wed. 10:30 a.m. – 1:15 p.m.    **LOCATION:** Thompson 1020

**PROFESSOR:** Kate McCauley, MEd, LCSW    **EMAIL:** [kmccaul3@gmu.edu](mailto:kmccaul3@gmu.edu)

**OFFICE HOURS:** Wed. 1:15 - 2:15    **PHONE:** 703.525.1555

**PREREQUISITES:** None

**COURSE DESCRIPTION:**

Describes development of healthy relationships. Examines influencing factors. Analyzes current research. Designs strategies for maintaining healthy relationships.

**COURSE OBJECTIVES:**

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

1. Define relationship and state what constitutes a relationship.
2. Identify and distinguish types of relationships (e.g., romantic, sexual, familial, friendship, parental, collegial, and individual).
3. Recognize and explain what comprises a healthy relationship.
4. Examine general factors (personal values, standards, and guidelines) to developing a healthy relationship and explain how these factors may vary from one type of relationship to another.
5. Discuss how personal factors (e.g., self-esteem and self-image, interpersonal communication styles and prowess, goal-setting, stress management, and conflict resolution) influence the state of health of a relationship.
6. Analyze how psychosocial factors (i.e., peer pressure, family, community, advertising, sports, media, politicians, religion, culture) strongly influence the state of health of a relationship.
7. Discuss how health-related concerns (violence and abuse, drugs and alcohol involvement, mental disorders) negatively impact the nature, quality, and sustainability of relationships.
8. Discuss how emerging social networking technologies (i.e., Twitter™, Facebook™, instant messaging, etc.) influence the development and maintenance of a healthy relationship.
9. Summarize current research on the connection between satisfying, fulfilling relationships and individuals' overall state of health.
10. Design strategies for developing and maintaining (i.e., overcoming challenges and obstacles) a healthy relationship.

**COURSE OVERVIEW**

This course addresses student-learning outcomes in the study of healthy relationships. To encourage knowledge and comprehension skills, students learn about relationships and what constitutes a healthy relationship. To facilitate application and analysis skills, students learn about personal, psychosocial and health-related factors influencing the relationship as well as the role of social-

networking technologies. To foster synthesis skills, students learn about relevant research and design strategies for developing and maintaining healthy relationship.

**NATURE OF COURSE DELIVERY:** In person.

### **REQUIRED READINGS**

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

COMPASS: A Roadmap to Healthy Living. 2008 [www.compass.gmu.edu](http://www.compass.gmu.edu).

Other Readings as Assigned (selected articles will be identified throughout the semester)

### **EVALUATION**

This course will be graded on a point system, with a total of 1000 possible points.

### **Grading Scale**

*"Genius is 1% inspiration and 99% perspiration."*

Thomas Edison

### **Requirements:**

#### **Class participation**

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

As a member of this course you are expected to participate. Participation means

<i>Grade Components</i>		<i>Final grades will be determined as follows:</i>	
Class Participation/In Class Work	100	A 950-1000	C 740-769
COMPASS Worksheets	100	A- <a href="#">900-949</a>	C- 700-739
Anecdotal Journals	150	B+ 870-899	D+ 670-699
Weekly Reflections	150	B 830-869	D 630-669
Group Presentation	250	B- 800-829	D- 600-629
Media Evaluation	<u>250</u>	C+ 770-799	F Below 600
<b>Total:</b>	<b>1000</b>	Student grades reflect student achievement and not student behavior.	

joining in the discussion, sharing ideas and reflections, raising questions and evaluating issues. It does not require self-revelation. For those who are truly uncomfortable speaking in front of others, it will be your responsibility to see me during office hours to persuade me as to your understanding and more reserved participation in the class. (Addresses objectives: 1-7)

### **COMPASS Worksheets**

Prior to class, students will review topics to examine, research, and explore. Students will use the specific worksheets found on the COMPASS web-based resource. During class, students will work in small groups to discuss and strategize applications for themselves and more globally, identifying similarities and differences. Written assignments will be turned in as hard copy, as well as electronically. (Addresses objectives: 8-10)

### **Anecdotal Journal**

This experience is designed to help you to develop your observation skills as well as reflect on your own engagement in relationship. You will identify a relationship (individual or group) in which you are participating and develop observations regarding the the dynamics of the relationship, what works and what can be improved upon. These journals do not need to be of an intimate nature, but should reflect your improved understanding of what contributes to healthy relationships. Weekly prompts will be posted to Blackboard to help you develop the following week's observations. These journals will be completed and submitted on Blackboard by 10 a.m. the Wednesday they are due. (Addresses objectives: 5-7.)

### **Weekly Reflections**

These weekly exercises will also be completed on Blackboard. Each prompt will encourage students to understand themselves with regard to the relationships in which they interact.

### **Group presentation**

Students will work in small groups to present on a topic of their choice as it relates to relationship health. ***IMPORTANT:** Each member of the group must be an active part of the presentation in order to receive an individual grade on this assignment.* (Addresses objective 9.)

Length Presentations will be seven to ten minutes. Groups must be within that 3 minute window or face point deductions.

Presentations should be well rehearsed. This is part of the dynamic of a healthy group relationship.

Group presentations will include creative visual aids to demonstrate the chosen topic. All presentations must contain the following:

- ✓ A reference page containing at least four reputable sources in APA style
- ✓ Visual aids
- ✓ Participant materials
- ✓ Creative format for delivering information

### **Media Evaluation**

This paper will demonstrate your understanding of the components of healthy relationships. Using some type of media (e.g., film, television series, theatrical presentation, musical album, etc.) you will observe and explain the dynamics that

are operating within at least four relationships. More guidance will be provided during the semester.

The paper must include strategies, possible obstacles, evaluation in self-care, improvements observed, attitudes and values, and implementation of new behaviors.

The paper should be 6-8 pages, APA style, 12-point font, double-spaced, stapled. A reference page is required.

Five points are deducted for each day late, with a maximum of 3 days late (not class sessions), unless an excused medical emergency. (Addresses objective 10.)

### Exams

There are not exams in this class. Required written assignments will necessarily reflect the student's developing understanding and application of knowledge gained in this course.

### CLASS SCHEDULE

*Instructor reserves the right to revise schedule if and when necessary.*

Class Date	Topic	What's Due?
Class 1 -- Aug 28	Introductions/Syllabus The Nature of Relationships	
Class 2 -- Sept 4	Types of Relationships What remains Constant	<b><i>Anecdotal Journals due Classes 2 - 11</i></b>
Class 3 -- Sept 11	Begin Your Journey with COMPASS Personal Responsibility	<b><i>Weekly Reflections due Classes 3 - 12</i></b>
Class 4 -- Sept 18	Types of Relationships Dynamic changes	<b><i>Miracle -- Watch Guide</i></b>
Class 5 -- Sept 25	Charting Your Course -- attitude	<b><i>Text Topic</i></b>
Class 6 -- Oct 2	Charting Your Course -- values	<b><i>Text Topic</i></b>
Class 7 -- Oct 9	Charting Your Course -- wellness	<b><i>Text Topic</i></b>
Class 8 -- Oct 16	Charting Your Course -- community	<b><i>Text Topic</i></b>
Class 9 -- Oct 23	Charting Your Course -- nature	<b><i>Text Topic</i></b>
Class 10 -- Oct 30	Charting Your Course -- service	<b><i>Text Topic</i></b>
Class 11 -- Nov 6	Competition in Relationships	<b><i>Final Anecdotal Journal Due</i></b>

Class Date	Topic	What's Due?
Class 12 -- Nov 13	Satisfying Relationships	<b><i>Final Weekly Reflection Due</i></b>
Class 13 -- Nov 20	Ending Relationships in a Healthy Way	<b><i>Final Media Evaluation Due</i></b>
<b>NOVEMBER 27    THANKSGIVING BREAK</b>		
Class 14 -- Dec 4	Presentations	<b><i>Presentation/Participant Materials</i></b>
Class 15 -- Dec 11	Presentations	<b><i>Presentation/Participant Materials</i></b>

### Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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.

### 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>].

**PROFESSIONAL BEHAVIOR:** Students are expected to exhibit professional behaviors and dispositions at all times.

**CORE VALUES COMMITMENT:**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.



