

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
HEAL 351-001 – Relationship Health
SPRING 2016

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

PROFESSOR: Kate McCauley, MEd, LCSW **EMAIL:** kmcccaul3@gmu.edu

OFFICE HOURS: Wednesday after class or by appt. **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

Carolyn Hax -- Washington Post columnist http://www.washingtonpost.com/2010/07/06/ABRBs7D_linkset.html

Selected articles will be identified throughout the semester

Patterson, K; Grenny,J; McMillan, R; Switzler, A (2011) *Crucial Conversations Tools for Talking When Stakes Are High, Second Edition*. NY, McGraw Hill

EVALUATION

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

<i>Grade Components</i>		<i>Final grades will be determined as follows:</i>	
Class Participation/In Class Work	100	A 940-1000	C 740-779
Anecdotal Journals	150	A- <u>900-939</u>	C- 700-739
Weekly Reflections	150	B+ 880-899	D+ 670-699
Quizzes	150	B 840-879	D 630-669
International Report	200	B- 800-839	D- 600-629
Media Evaluation	<u>250</u>	C+ 780-799	F Below 600
Total: 1000		Student grades reflect student achievement and not student behavior.	

GMU % Scale

A = 94 – 100	B+ = 88 – 89	C+ = 78 – 79	D = 60 – 69
A- = 90 – 93	B = 84 – 87	C = 74 – 77	F = 0 – 59
	B- = 80 – 83	C- = 70 – 73	

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

--Thomas Edison

Requirements:

On-Time Attendance

This course content is not something that is learned from a text book. It requires engagement within small groups and the larger class. Absences adversely impact the class experience for the student as well as other members of the entire class. Please set a personal expectation that you will arrive in class on time and ready to participate.

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 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)

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.

Quizzes

Throughout the semester there will be five quizzes that will begin at the start of class. The lowest quiz grade will be dropped. Students must be present and ready to work at the start of the quiz in order to participate.

Partner Cultural Presentation

This class focuses on standard American/Western research practices related to relationship health. Relationships, in particular, are very culturally determined. You and a partner in the class, will conduct independent research on family relationships in another culture. You will interview an individual over 35 years old from that culture to enhance your understanding of these particular cultural relationship practices. You will develop a presentation for our class to be presented during our scheduled final. Rubric will be posted on Blackboard.

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.

Students tend to find this paper requires approximately 5-8 pages in order to cover the topics completely. It should be submitted as a hard copy in APA style, 12-point font, double-spaced, stapled. A reference page is required.

This is NOT a paper that can be written well in a couple of days. Work needs to be started early. A draft of one relationship/four topics, edited and proofread is due via BB Wednesday Nov 4, 2015.

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.)

See Rubric on Blackboard.

Exams

There are no 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

Spring 2016

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

Class Date	Topic	What's Due?
Class 1 -- Jan 20	Introductions/Syllabus The Nature of Relationships	
Class 2 -- Jan 27	Types of Relationships	<i>Anecdotal Journals due Classes 2 - 11</i>
Class 3 -- Feb 3	Dysfunction in Relationships	<i>Weekly Reflections due Classes 3 - 12</i>
Class 4 -- Feb 10	Crucial Conversations	Crucial Conversations Chap 1 & 2
Class 5 -- Feb 17	Complicated Relationships	Crucial Conversations Chap 2, 3, & 4
Class 6 -- Feb 24	Chemistry of Love	Crucial Conversations Chap 5, 6, & 7
Class 7 -- March 2	Vulnerability and Intimacy in Relationships	Crucial Conversations Chap 8 & 9
	March 11 SPRING BREAK Stay Safe!	
Class 8 -- March 16	Communication -- the Key to Healthy Relationships	Crucial Conversations Chap 10, 11, & 12
Class 9 -- March 23	Understanding Ourselves and Others	<i>Draft of one relationship -- Media Evaluation</i>
Class 10 -- March 30	Power and Responsibility	
Class 11 -- April 6	Fidelity and Integrity	<i>Final Anecdotal Journal Due</i>
Class 12 -- April 13	The Relationship with Myself	<i>Final Weekly Reflection Due</i>
Class 13 -- April 20	Satisfying Relationships	<i>Final Media Evaluation Due</i>
Class 15 -- April 27	Ending Relationships in a Healthy Way	
FINAL -- May 6	Presentations	<i>Presentation/Participant Materials</i>

Student Expectations

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- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code-2/>].
- 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.