

GEORGE MASON UNIVERSITY  
College of Education and Human Development  
HEAL 351-001 – Relationship Health [73311]  
3 Credits — FALL 2016  
Wed. 10:30 a.m. – 1:15 p.m., Thompson 1020

Faculty

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Prerequisites/Corequisites: None

University Catalog Course Description

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

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.

Course Delivery Method

Seminar.

Learner Outcomes or Objectives

This course is designed to enable student to do the following:

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<sup>TM</sup>, Facebook<sup>TM</sup>, 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.

Professional Standards — Not Applicable

Required Texts

Readings (Daily)

Carolyn Hax -- Washington Post columnist

[http://www.washingtonpost.com/2010/07/06/ABRBs7D\\_linkset.html](http://www.washingtonpost.com/2010/07/06/ABRBs7D_linkset.html)

In addition, 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

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

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- 900-939	C- 700-739
Weekly Reflections	150	B+ 880-899	D+ 670-699
Quizzes	150	B 840-879	D 630-669
Partner Cultural Presentation	200	B- 800-839	D- 600-629
Media Evaluation	250	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

## Assignments and Examinations

### Anecdotal Journal (This is a performance based assessment)

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 (This is a performance based assessment)

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. These journals will be completed and submitted on Blackboard by 10 a.m. the Wednesday they are due.

### Quizzes (This is a performance based assessment)

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 is a performance based assessment)

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. You will submit a link to your presentation on Blackboard.

### Media Evaluation (This is a performance based assessment)

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 8-10 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, edited and proofread is due via BB Wednesday Oct. 26, 2016.

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 below and 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.

### Other 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)

### Professional Dispositions

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: <http://cehd.gmu.edu/values/>.

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

#### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).

- 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/>).

Template Revision Date: August 2016

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

CLASS SCHEDULE

FALL 2016

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

Class Date	Topic	What's Due?
Class 1 -- Aug 31	Introductions/Syllabus The Nature of Relationships	
Class 2 -- Sept 7	Types of Relationships	Anecdotal Journals due Classes 2 - 11
Class 3 -- Sept 14	Dysfunction in Relationships	Weekly Reflections due Classes 3 - 12
Class 4 -- Sept 21	Crucial Conversations	Crucial Conversations Chap 1 & 2
Class 5 -- Sept 28	Complicated Relationships	Crucial Conversations Chap 2, 3, & 4
Class 6 -- Oct 5	Chemistry of Love	Crucial Conversations Chap 5, 6, & 7
Class 7 -- Oct 12	Vulnerability and Intimacy in Relationships	Crucial Conversations Chap 8 & 9
Class 8 -- Oct 19	Communication -- the Key to Healthy Relationships	Crucial Conversations Chap 10, 11, & 12
Class 9 -- Oct 26	Understanding Ourselves and Others	Draft of one relationship -- Media Evaluation
Class 10 -- Nov 2	Power and Responsibility	
Class 11 -- Nov 9	Fidelity and Integrity	Final Anecdotal Journal Due
Class 12 -- Nov 16	The Relationship with Myself	Final Weekly Reflection Due Media Eval will be accepted
	<p>THANKSGIVING BREAK</p>	<p>HAPPY</p>  <p>THANKSGIVING</p>
Class 13 -- Nov 30	Satisfying Relationships	Media Evaluation Due
Class 15 -- Dec 7	Ending Relationships in a Healthy Way	
FINAL -- Dec 14 10:30 a.m.-1:15 p.m.	Presentations	Presentation

## ASSESSMENT RUBRIC(S)

<b>Name</b>	<b>Reflections</b>		
<b>Description</b>	Each Reflection will be graded with the following considerations in this order Student demonstrates thoughtful understanding of the content presented. Student includes content explored in the classroom in the reflection Reflection is submitted on time.		
<b>Rubric Detail</b>			
	<b>Levels of Achievement</b>		
<b>Criteria</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Quality of Reflection</b>	<b>12 Points</b>	<b>13.5 Points</b>	<b>15 Points</b>

<b>Name</b>	<b>Quizzes</b>		
<b>Description</b>	Each quiz is very different in nature. Grading will be explained for each quiz.		
<b>Rubric Detail</b>			
	<b>Levels of Achievement</b>		
<b>Criteria</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Quiz Outcome</b>	<b>35 Points</b>	<b>40 Points</b>	<b>45 Points</b>

<b>Name</b>	<b>Anecdotal Journals</b>		
<b>Description</b>	Each Journal will be graded with the following considerations in this order The topic of the prompt is thoughtfully explored Your insight of the relationship improves over the semester The journal entry is submitted on time.		
<b>Rubric Detail</b>			
	<b>Levels of Achievement</b>		
<b>Criteria</b>	<b>Novice</b>	<b>Competent</b>	<b>O</b>
<b>Quality of Entry</b>	<b>12 Points</b>	<b>13.5 Points</b>	<b>15 Points</b>

Name **Media Evaluation**

Description 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 3 to 5 relationships.

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Logistics	39 Points	44 Points	50 Points
Quality of Writing	58 Points	67 Points	75 Points
Quality of Content	95 Points	122 Points	125 Points

Name **Cultural Presentations**

Description You will develop a presentation for our class to be presented during our scheduled final.

Rubric Detail

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Quality of Content Presented	59 Points	67 Points	75 Points
Quality of Comparative Concepts	39 Points	44 Points	50 Points
Quality of Presentation	39 Points	44 Points	50 Points
Balance Between Partners	19 Points	22 Points	25 Points