

**GEORGE MASON UNIVERSITY**  
**College of Education and Human Development**

**HEAL 351-001 – Relationship Health**  
**3 Credits — Spring 2021**

Wed. 10:30 a.m. – 1:15 p.m., Thompson 1010

**Faculty**

Name: Kate McCauley, MEd, LCSW

Office hours: Wednesday after class or by appt.

Office location: RQAC 2107

Email address: [kmccaul3@gmu.edu](mailto:kmccaul3@gmu.edu)

**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™, 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.

## **Professional Standards** — Not Applicable

### **Required Texts**

Patterson, K; Grenny,J; McMillan, R; Switzler, A (2011) *Crucial conversations tools for talking when stakes are high, second edition*. NY, McGraw Hill

Ansari, A and Klinenberg. E. (2016) *Modern romance*, NY, NY: Penguin Press. (also available on Audible.com)

### **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

### **Course Performance Evaluation**

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

## **Assignments and Examinations** — **No Fieldwork is required for this course**

### **Class Participation/In Class Work**

*(This is a performance based assessment)*

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.

To increase learning students need to be open to curiosity in their learning. Each week, students will respond to Curiosity Questions. There will be a written and oral component. Written responses will be collected randomly throughout the semester. Responses will demonstrate growth throughout the semester. (Addresses objectives: 1-7)

### **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 10:30 a.m. the Wednesday they are due. (Addresses objectives: 5-7.)

### **Weekly Assignments** *(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.

**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.

**Relationship Evaluations (3 Total)** *(This is a performance based assessment)*

Three papers will demonstrate your understanding of the components of healthy relationships. Consistently using the same media (e.g., book, film, television series, theatrical presentation, musical album, etc.) you will observe and explain the dynamics that are operating within three relationships. Each paper will focus on one relationship. More guidance will be provided in class and Blackboard.

Each paper will follow the guidelines provided on Blackboard. Students will explore three different topics discussed in class for each relationship. This will include strategies, possible obstacles, evaluation in self-care, improvements observed, attitudes and values, and implementation of new behaviors.

The guidelines provided explain a specific format for the paper. Failure to follow this format will impact the grade on the paper.

Ten 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.

**Grading:**

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 (15 pts each)	150	A- 900-939	C- 700-739
Weekly Assignments (15 pts each)	150	B+ 880-899	D+ 670-699
Partner Cultural Presentation	300	B 840-879	D 630-669
Relationship Evaluations (100 pts each)	300	B- 800-839	D- 600-629
<b>Total: 1000</b>		C+ 780-799	F Below 600
		Student grades reflect student achievement and not student behavior.	

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

–Thomas Edison

**Grading 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	

**Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

# CLASS SCHEDULE

SPRING 2020

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

Class Date	Topic/ Readings	What's Due?
Class 1 -- Jan 27	Introductions/Syllabus The Nature of Relationships	
Class 2 -- Feb 3	Types of Relationships	<b>Anecdotal Journals due Classes 2 - 11 I Am From</b>
Class 3 -- Feb 10	Dysfunction in Relationships <b>Modern Romance</b>	<b>Weekly Assignment due Classes 3 - 12 Submit Media Choice</b>
Class 4 -- Feb 17	Crucial Conversations <b>Crucial Conversations - Chap 1 &amp; 2</b>	<b>Identify 1st Relationship</b>
Class 5 -- Feb 24	Complicated Relationships <b>Crucial Conversations - Chap 3, &amp; 4</b>	<b>Draft of 1st relationship for peer review</b>
Class 6 -- Mar 3	Attraction and Influence <b>Crucial Conversations - Chap 5, 6, &amp; 7</b>	<b>Draft of 1st relationship for Kate's review (optional)</b>
Class 7 -- Mar 10	Vulnerability and Intimacy in Relationships Reading: <b>Crucial Conversations - Chap 8 &amp; 9</b>	
Class 8 -- Mar 17	Communication -- The Key to Healthy Relationships <b>Crucial Conversations-Ch 10,11,&amp; 12</b>	<b>1st Relationship Eval Due</b>
Class 9 -- Mar 24	Understanding Ourselves and Others	
Class 10 -- Mar 31	Power and Responsibility	<b>2nd Relationship Eval Due</b>
Class 11 -- Apr 7	Fidelity and Integrity	<b>Final Anecdotal Journal Due</b>
Class 12 -- Apr 14	The Relationship with Myself	<b>Final Weekly Assignment Due</b>
Class 13 -- Apr 21	Satisfying Relationships	<b>Final Relationship Evaluation Due</b>
Class 14 -- Apr 28	Ending Relationships in a Healthy Way	
FINAL -- May 5	Cultural Presentations	<b>Presentation</b>

## 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

### I. GMU Policies and Resources for students

#### *Policies*

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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 <https://ds.gmu.edu>).
- e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### *Campus Resources*

1. Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
2. **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).
3. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
4. For additional information on the College of Education and Human Development, please visit our website <http://cehd.gmu.edu/>.

# Rubrics

## ASSESSMENT RUBRIC(S)

Name	Anecdotal Journals		
Description	Each Journal will be graded with the following considerations: - The topic of the prompt is thoughtfully explored. - Your insight into the relationship improves over the semester. - You tie your discussions to material learned in classes to this point. - The journal entry is submitted on time.		
Rubric Detail			
	Levels of Achievement		
Criteria	Keen Insight	Classic College	Basic
Thoughtful Exploration 	<b>7 to 8 points</b> Journal considers the relationship based on previous submissions and developing insights	<b>6 to 7 points</b> Journal explores the relationship with regard to the prompt provided.	<b>5 to 5 points</b> Journal explores the most basic information related to the relationship topic.
Course material referenced 	<b>4 to 5 points</b> Material referenced with insight into impact on the relationship	<b>3 to 4 points</b> Material referenced mentions connection to relationship being discussed	<b>2 to 3 points</b> Class material is referenced
On Time 	<b>2 to 2 points</b> Submitted by 10 a.m. on due date	<b>2 to 2 points</b> Submitted by 10 a.m. on due date	<b>2 to 2 points</b> Submitted by 10 a.m. on due date

Name	Weekly Assignments																					
Description	<p>Each Assignment will be graded with the following considerations in this order -</p> <ul style="list-style-type: none"> <li>- Student demonstrates a thoughtful understanding of the content presented. -</li> <li>- Student includes content explored in the class discussions in the reflection --</li> </ul> <p>Reflection is submitted on time.</p>																					
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# Rubrics

Name	Relationship Evaluations																									
Description	Three Papers. These papers will demonstrate your understanding of the components of healthy relationships. Using a book, film, television series, theatrical presentation, musical album, or other media you will observe and explain the dynamics that are at play within specific relationships. You will assess the relative health of the relationship and make recommendations for improved or continuing health.																									
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# Rubrics

Name	Cultural Presentations		
Description	You and a partner in the class will conduct independent research on 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.		
Rubric Detail	<b>Levels of Achievement</b>		
<b>Criteria</b>	<b>Keen Insight</b>	<b>Classic College</b>	<b>Basic</b>
<b>Quality of Content</b> ⌵	<b>90 to 100 points</b> A broad swath of the course content is explored within the presentation. Content clearly expresses a respect for the cultural differences expressed by the interview subject.	<b>80 to 90 points</b> Course content is generally explored within the presentation. An understanding of cultural competency in the interviewed culture is clear.	<b>60 to 80 points</b> Some aspects of the the course content are explored in the presentation.
<b>Comparative Concepts</b> ⌵	<b>90 to 100 points</b> While the cultural norms in relationships are explored, these norms are compared to the topics we have discussed in class. Similarities and differences are considered as part of the presentation.	<b>80 to 90 points</b> Those aspects that are similar and different are identified and some are explored.	<b>60 to 80 points</b> Basic comparisons to the cultural norms in US are made in the presentation.
<b>Presentation</b> ⌵	<b>54 to 60 points</b> Presentation effectively uses multi-media components for	<b>47 to 53 points</b> Presentation uses various components	<b>30 to 46 points</b> Presentation
<b>Partnership Skills</b> ⌵	<b>36 to 40 points</b> A clear partnership between the presenters is demonstrated.	<b>30 to 35 points</b> Partners share in the responsibility of the presentation focusing on each individual strengths.	<b>15 to 29 points</b> Two people are involved in the preparation and presentation.