

GEORGE MASON UNIVERSITY
College of Education and Human Development
HEAL

HEAL 351-001 – Relationship Health
3 Credits — Fall 2022

Wed. 10:30 a.m. – 1:15 p.m., ENGR 1108
8/22-12/14

Faculty

Name: Kate McCauley, MEd, LCSW

Office hours: Wednesday after class or by appt.

Email address: 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

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 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 (20 pts each)	200	A- 900-939	C- 700-739
Weekly Assignments (20 pts each)	200	B+ 880-899	D+ 670-699
Partner Cultural Presentation	200	B 840-879	D 630-669
Relationship Evaluations (50,100, 150 pts)	300	B- 800-839	D- 600-629
Total: 1000		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/polices-procedures/>

CLASS SCHEDULE

FALL 2022

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Class Date	Topic/ Readings	What's Due?
Class 1 -- Aug 24	Introductions/Syllabus The Nature of Relationships	
Class 2 -- Aug 31	Types of Relationships	Anecdotal Journals due Classes 2 - 11 I Am From
Class 3 -- Sept 7	Dysfunction in Relationships Modern Romance	Weekly Assignment due Classes 3 - 12 Submit Media Choice
Class 4 -- Sept 14	Crucial Conversations Crucial Conversations - Chap 1 & 2	Identify 1st Relationship
Class 5 -- Sept 21	Gender Norms & Emotional Literacy Crucial Conversations - Chap 3, & 4	Draft of 1st relationship for peer review
Class 6 -- Sept 28	Attraction and Influence Crucial Conversations - Chap 5, 6, & 7	Draft of 1st relationship for Kate's review (optional)
Class 7 -- Oct 5	Vulnerability and Intimacy in Relationships Reading: Crucial Conversations - Chap 8 & 9	
Class 8 -- Oct 12	Communication -- The Key to Healthy Relationships Crucial Conversations-Ch 10,11,& 12	1st Relationship Eval Due
Class 9 -- Oct 19	Understanding Ourselves and Others	
Class 10 -- Oct 26	Power and Responsibility	2nd Relationship Eval Due
Class 11 -- Nov 2	Fidelity and Integrity	Final Anecdotal Journal Due
Class 12 -- Nov 9	The Relationship with Myself	Final Weekly Assignment Due
Class 13 -- Nov 16	Satisfying Relationships	Final Relationship Evaluation Due
 Happy Thanksgiving 		
Class 14 -- Nov 30	Ending Relationships in a Healthy Way	
FINAL -- May 12	Cultural Presentations	Presentation

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 Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Rubrics

ASSESSMENT RUBRIC(S)

Name	Anecdotal Journal			
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.			
Rubric Detail	Levels of Achievement			
Criteria	Keen Insight	Classic College	Basic Response	Submitted Work
Thoughtful Exploration	15 to 20 points Responds to all prompt questions + Connects to course content + Evidence of proofreading + Demonstrates keen insight to Relationship Dynamics	10 to 14 points Responds to all prompt questions + Connects to course content + Evidence of proofreading	5 to 9 points Responds to all prompt questions	1 to 4 points Submitted

Name Weekly Lessons

Description Each Lesson will be graded with the following considerations - Student demonstrates thoughtful understanding of the content presented. - Student includes content explored in class discussions in the reflection. - Lessons are submitted in a timely fashion.

Rubric Detail

Levels of Achievement

Criteria	Keen Insight	Classic College	Basic	Submitted Work
Thoughtful Exploration	15 to 20 points Reflection connects response to appropriate course material+ Evidence of proofreading + Response demonstrates an understand that goes deeper into the lessons surface observations	10 to 14 points Responds to all prompt questions based on the specific assignment + Reflection connects response to appropriate course material+ Evidence of proofreading	5 to 9 points Responds to all prompt questions based on the specific assignment	1 to 4 points Submitted

Name Class Participation/In Class Work

Description Students will engage in the class exercises and participate in class discussions.

Rubric Detail

Levels of Achievement

Criteria	Keen Insight	Classic College	Basic	Simple
Class Engagement	76 to 100 points Regularly contributes to class discussion. Chooses to be Curious with questions and follow-up + Regularly attends class -- no more than 2 missed classes (unrelated to COVID) + Actively participates in class exercises sharing responsibility & supporting others' engagement.	51 to 75 points Chooses to be Curious with questions and follow-up + Regularly attends class -- no more than 2 missed classes (unrelated to COVID) + Actively participates in class exercises sharing responsibility & supporting others' engagement	26 to 50 points Regularly attends class -- no more than 2 missed classes (unrelated to COVID) + Actively participates in class exercises sharing responsibility & supporting others' engagement	0 to 25 points Regularly attends class -- no more than 2 missed classes (unrelated to COVID)

Rubrics

Name	Relationship Evaluations			
Description	<p>Three Papers. These papers will demonstrate your understanding of the components of healthy relationships. Using a book, film, television series, theatrical presentations, 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. Each paper will increase in point value 50, 100, 150 See paper guidelines provided.</p>			
Rubric Detail	Levels of Achievement			
Criteria	Keen Insight	Classic College	Basic	Submitted
Thoughtful Exploration	<p>Paper submitted with at least 3 topics for the relationship described. + Examples from the source media are provided. + Topics and examples are thoroughly explained and well connected. + Relative health of relationship is explained and suggestions for a healthy relationship are made. + Paper Guidelines are followed. Topics and examples are explained and well connected. + Paper Guidelines are followed.</p>	<p>Paper submitted with at least 3 topics for the relationship described. + Examples from the source media are provided. + Topics and examples are explained. + Relative health is mentioned and suggestions are made. + Paper Guidelines are followed. Topics and examples are explained and well connected. + Paper Guidelines are followed.</p>	<p>Paper submitted with at least 3 topics for the relationship described. + Examples from the source media are provided + Paper Guidelines are followed.</p>	<p>Paper submitted with 3 topics for the relationship described. + Paper Guidelines are followed.</p>

Rubrics

Name	Cultural Presentations			
Description	You and a partner in the class will conduct independent research on relationship 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 media presentation for our class to be presented during our scheduled final. You will submit a link to your presentation on BlackBoard.			
Rubric Detail	Levels of Achievement			
Criteria	Keen Insight	Classic College	Basic	Submitted
Thoughtful Exploration	<p>150 to 200 points</p> <p>A broad swath of the course content is explored and content clearly expresses a respect for the cultural differences expressed by the interview subject + While the cultural norms in relationships are explored these norms are compared to the topics we have discussed class. Similarities and differences are considered as part of the presentation + Presentations effectively uses multi-media components for clear partnership between the presenters is demonstrated.</p>	<p>101 to 150 points</p> <p>Course Content is generally explored with the presentation showing cultural competency in the interviewed culture + The aspects that are similar and different are identified and explored + Presentations uses various media components to maintain audience interest + Partners share responsibility of the presentation strengths.</p>	<p>51 to 100 points</p> <p>Some aspects of the course are explored in the presentation. + Basic comparison to cultural norms in North America are included.</p>	<p>10 to 50 points</p> <p>Basic presentation with partner is delivered</p>