

GEORGE MASON UNIVERSITY
College of Education and Human Development

HEAL 351-001 – Relationship Health [73311]
3 Credits – Spring 2019

Wed. 10:30 a.m. – 1:15 p.m., Thompson 1020

Faculty

Name: Kate McCauley, MEd, LCSW

Office hours: Wednesday after class or by appt.

Office location: RQAC 2107

Cell phone: 571.766.6840

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.

Professional Dispositions

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

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) | <u>300</u> | 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 | |

CLASS SCHEDULE

SPRING 2019

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

| Class Date | Topic/ Readings | What's Due? |
|----------------------|--|--|
| Class 1 -- Jan 23 | Introductions/Syllabus The Nature of Relationships | |
| Class 2 -- Jan 30 | Types of Relationships | <i>Anecdotal Journals due Classes 2 - 11 I Am From</i> |
| Class 3 -- Feb 6 | Dysfunction in Relationships <i>Modern Romance</i> | <i>Weekly Assignment due Classes 3 - 12 Submit Media Choice</i> |
| Class 4 -- Feb 13 | Crucial Conversations <i>Crucial Conversations - Chap 1 & 2</i> | Identify 1st Relationship |
| Class 5 -- Feb 20 | Complicated Relationships <i>Crucial Conversations - Chap 3, & 4</i> | Draft of 1st relationship for peer review |
| Class 6 -- Feb 27 | Attraction and Influence <i>Crucial Conversations - Chap 5, 6, & 7</i> | |
| Class 7 -- March 6 | Vulnerability and Intimacy in Relationships Reading: <i>Crucial Conversations - Chap 8 & 9</i> | 1st Relationship Eval Due |
| March 13 | Spring Break | |
| Class 8 -- March 20 | Communication -- the Key to Healthy Relationships <i>Crucial Conversations - Chap 10, 11, & 12</i> | |
| Class 9 -- March 27 | Understanding Ourselves and Others | |
| Class 10 -- April 3 | Power and Responsibility | 2nd Relationship Eval Due |
| Class 11 -- April 10 | Fidelity and Integrity | <i>Final Anecdotal Journal Due</i> |
| Class 12 -- April 17 | The Relationship with Myself | <i>Final Weekly Assignment Due</i> |
| Class 13 -- April 24 | Satisfying Relationships | <i>Final Relationship Evaluation Due</i> |
| Class 14 -- May 1 | Ending Relationships in a Healthy Way | |
| FINAL -- May 8 | Cultural Presentations | <i>Presentation</i> |

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 <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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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 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  | 7 to 8 points Journal considers the relationship based on previous submissions and developing insights | 6 to 7 points Journal explores the relationship with regard to the prompt provided. | 5 to 5 points Journal explores the most basic information related to the relationship topic. |
| Course material referenced  | 4 to 5 points Material referenced with insight into impact on the relationship | 3 to 4 points Material referenced mentions connection to relationship being discussed | 2 to 3 points Class material is referenced |
| On Time  | 2 to 2 points Submitted by 10 a.m. on due date | 2 to 2 points Submitted by 10 a.m. on due date | 2 to 2 points Submitted by 10 a.m. on due date |

Rubrics

Name Choose To Be Curious

Description 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.

Rubric Detail

| Criteria | Levels of Achievement | | |
|---------------------------------|--|--|--|
| | Inquiring Mind | Classic College | Basic |
| Quality Questions | 5 Points Questions show keen insight going beyond the surface | 4 Points Questions indicate thoughtfulness and curiosity | 4 Points Basic, obvious questions |
| Clarity of Questions | 5 Points Questions request information and further exploration | 4 Points Questions are clear in the information being sought | 3 Points Questions are muddled or indistinct |

On Time

2 to 2 points

2 to 2 points

2 to 2 points

Iterations in this order -
 the content presented. -
 ons in the reflection --





5 points
 lent made an
 mpt to respond to
 prompt that
 :ates that the
 gnment was
 awed.

3 points
 ropriate course
 ent is mentioned.

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. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rubric Detail | <table border="1"> <thead> <tr> <th rowspan="2">Criteria</th> <th colspan="3">Levels of Achievement</th> </tr> <tr> <th>Keen Insight</th> <th>Classic College</th> <th>Basic</th> </tr> </thead> <tbody> <tr> <td>Understanding of Relationship and Topic ✓</td> <td> 45 to 50 points Student demonstrates a strong understanding of both the relationship and the topics being discussed. Each is explained thoroughly highlighting key aspects of the topic on the relationship </td> <td> 35 to 44 points Relationship and topics are clearly and accurately explained. </td> <td> 20 to 34 points Relationship and topics are described in basic terms. Little to no insight is shared. </td> </tr> <tr> <td>Application of Examples ✓</td> <td> 22 to 25 points Examples are appropriate to the topic being discussed. Connections are made between the topic and the example that demonstrate layered thinking about the impact of these examples </td> <td> 17 to 21 points Examples are appropriate to the topic and connections are made to how these examples impact the relationship. </td> <td> 9 to 16 points Examples are provided and connections are made to the topics </td> </tr> <tr> <td>Assessment of Relationship Health and Recommendations ✓</td> <td> 18 to 20 points Assessment of the health of the relationship is consistent with the examples provided. A variety of recommendations are clearly explained and offer realistic support for a healthy relationship. </td> <td> 15 to 17 points Assessment of the relationship is consistent with examples provided. Recommendations are consistent with the assessment of relationship. </td> <td> 10 to 14 points Assessment for relative health of the relationship is made. Recommendations for relationship are basic and obvious. </td> </tr> <tr> <td>Logistics ✓</td> <td> 4 to 5 points Formatting is followed. Paper is clearly proofread and virtually free of errors (no more than 2/paper). Vocabulary and grammar show thoughtful preparation. Writing is strong and nuanced. </td> <td> 3 to 4 points Formatting followed. Paper is relatively free of proofreading errors (at most avg 1-2/ page) Vocabulary and writing indicate improved drafts to strengthen coherence. </td> <td> 1 to 2 points Formatting followed. Clear evidence of a failure of thorough proofreading exists. Writing can be confusing and requires re-reading to develop understanding. </td> </tr> </tbody> </table> | | | Criteria | Levels of Achievement | | | Keen Insight | Classic College | Basic | Understanding of Relationship and Topic ✓ | 45 to 50 points Student demonstrates a strong understanding of both the relationship and the topics being discussed. Each is explained thoroughly highlighting key aspects of the topic on the relationship | 35 to 44 points Relationship and topics are clearly and accurately explained. | 20 to 34 points Relationship and topics are described in basic terms. Little to no insight is shared. | Application of Examples ✓ | 22 to 25 points Examples are appropriate to the topic being discussed. Connections are made between the topic and the example that demonstrate layered thinking about the impact of these examples | 17 to 21 points Examples are appropriate to the topic and connections are made to how these examples impact the relationship. | 9 to 16 points Examples are provided and connections are made to the topics | Assessment of Relationship Health and Recommendations ✓ | 18 to 20 points Assessment of the health of the relationship is consistent with the examples provided. A variety of recommendations are clearly explained and offer realistic support for a healthy relationship. | 15 to 17 points Assessment of the relationship is consistent with examples provided. Recommendations are consistent with the assessment of relationship. | 10 to 14 points Assessment for relative health of the relationship is made. Recommendations for relationship are basic and obvious. | Logistics ✓ | 4 to 5 points Formatting is followed. Paper is clearly proofread and virtually free of errors (no more than 2/paper). Vocabulary and grammar show thoughtful preparation. Writing is strong and nuanced. | 3 to 4 points Formatting followed. Paper is relatively free of proofreading errors (at most avg 1-2/ page) Vocabulary and writing indicate improved drafts to strengthen coherence. | 1 to 2 points Formatting followed. Clear evidence of a failure of thorough proofreading exists. Writing can be confusing and requires re-reading to develop understanding. |
| Criteria | Levels of Achievement | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Keen Insight | Classic College | Basic | | | | | | | | | | | | | | | | | | | | | | | |
| Understanding of Relationship and Topic ✓ | 45 to 50 points Student demonstrates a strong understanding of both the relationship and the topics being discussed. Each is explained thoroughly highlighting key aspects of the topic on the relationship | 35 to 44 points Relationship and topics are clearly and accurately explained. | 20 to 34 points Relationship and topics are described in basic terms. Little to no insight is shared. | | | | | | | | | | | | | | | | | | | | | | | |
| Application of Examples ✓ | 22 to 25 points Examples are appropriate to the topic being discussed. Connections are made between the topic and the example that demonstrate layered thinking about the impact of these examples | 17 to 21 points Examples are appropriate to the topic and connections are made to how these examples impact the relationship. | 9 to 16 points Examples are provided and connections are made to the topics | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment of Relationship Health and Recommendations ✓ | 18 to 20 points Assessment of the health of the relationship is consistent with the examples provided. A variety of recommendations are clearly explained and offer realistic support for a healthy relationship. | 15 to 17 points Assessment of the relationship is consistent with examples provided. Recommendations are consistent with the assessment of relationship. | 10 to 14 points Assessment for relative health of the relationship is made. Recommendations for relationship are basic and obvious. | | | | | | | | | | | | | | | | | | | | | | | |
| Logistics ✓ | 4 to 5 points Formatting is followed. Paper is clearly proofread and virtually free of errors (no more than 2/paper). Vocabulary and grammar show thoughtful preparation. Writing is strong and nuanced. | 3 to 4 points Formatting followed. Paper is relatively free of proofreading errors (at most avg 1-2/ page) Vocabulary and writing indicate improved drafts to strengthen coherence. | 1 to 2 points Formatting followed. Clear evidence of a failure of thorough proofreading exists. Writing can be confusing and requires re-reading to develop understanding. | | | | | | | | | | | | | | | | | | | | | | | |

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 | Levels of Achievement | | |
| Criteria | Keen Insight | Classic College | Basic |
| Quality of Content  | 90 to 100 points 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. | 80 to 90 points Course content is generally explored within the presentation. An understanding of cultural competency in the interviewed culture is clear. | 60 to 80 points Some aspects of the the course content are explored in the presentation. |
| Comparative Concepts  | 90 to 100 points 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. | 80 to 90 points Those aspects that are similar and different are identified and some are explored. | 60 to 80 points Basic comparisons to the cultural norms in US are made in the presentation. |
| Presentation  | 54 to 60 points Presentation effectively uses multi-media components for | 47 to 53 points Presentation uses various components | 30 to 46 points Presentation |
| Partnership Skills  | 36 to 40 points A clear partnership between the presenters is demonstrated. | 30 to 35 points Partners share in the responsibility of the presentation focusing on each individual strengths. | 15 to 29 points Two people are involved in the preparation and presentation. |