ALTW 229: HEALTHY RELATIONSHIPS

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	3
Hours:	3 lecture per week (36 total per quarter)
Degree & Credit Status:	Non-Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	None
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Develop and demonstrate effective communication and active listening and body language
- Demonstrate through role play and journaling, an understanding of respect for self, supporting self esteem
- Identify different relationships between student, peers, relatives and professionals in their lives

Description

Development of understanding of personal boundaries and making positive choices in relationships. Emphasis placed upon increasing self-esteem, developing appropriate personal rules for intimate, personal, professional and general relationships, and recognizing and effectively handling personal safety issues. Provides students with disabilities tools to effectively communicate and make good relationship choices. Intended for students with disabilities enrolled in the Transition to Work program.

Course Objectives

The student will be able to:

1. Understand different types of relationships in their lives
2. Define appropriate boundaries for each type of relationship
3. Recognize unhealthy relationships and abuse
4. Analyze choices so that they make decisions leading to healthy relationships
5. Develop a personal code of conduct
6. Understand the importance of self-care in communicating respect for self and others and supporting self-esteem
7. Identify behaviors involved in physical, psychological/emotional, financial and cyber safety
8. Demonstrate effective communication, active listening and body language in the context of healthy relationship development
9. Develop strategies to reduce bullying

Course Content

1. Types of relationships
   a. Intimate relationships
   b. Family relationships
   c. Friends
   d. Acquaintances
   e. General community members
2. Personal boundaries based on the type of relationship
   a. Appropriate touches for each relationship
   b. Concentric circles of levels and stages of relationships
   c. Levels of conversation
   d. Common questions and discussion topics in general, personal and intimate conversations
   e. Developing trust
3. Unhealthy relationships and abuse
   a. The spectrum of unhealthy relationships ranging from subtle to explicit and illegal behaviors
   b. Red flag behaviors that signal potentially unhealthy relationships
   c. Seeking help
4. Analyzing choices for healthy decision-making
   a. Legal issues
   b. Ethical questions
   c. Physiological, psychological and social safety concerns
   d. Appropriateness for the situation
   e. Alignment with individual values
5. Developing a personal code of conduct
   a. Making friends and keeping friends
   b. Attraction and dating
   c. Building a safety net of people to help and support when needed
6. Supporting self-esteem and the importance of self-care
   a. Positive self-talk
   b. Communicating self-respect through personal hygiene and grooming
   c. Giving and receiving respectful feedback
   d. Stress reduction
7. Physical, psychological/emotional, financial and cyber safety
   a. Actions that can cause physical harm
   b. Examples of psychological abuse
   c. Retaining control of money and gifts
   d. Appropriate use of social networking sites and cell phones
      i. Safe disclosure of information
      ii. Fact checking new online acquaintances
      iii. Avoidance of posting risky information
      iv. Sexually explicit pictures and material
8. Effective communication
   a. Use of body language in communication
   b. Active listening
   c. Resolving conflict
   d. Use of "I" statements
   e. Self-advocacy
9. Anti-bullying
   a. Identify types of bullying
   b. Strategies for dealing with bullies

    c. Strategies if you are the bully

    d. Peer intervention

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When taught on campus: accessible classroom with computer projection equipment, document camera and internet access.
2. When taught online/virtual: students and faculty need internet access with Zoom-capable computer, monitor and speakers.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

Group and individual projects
In-class participation and demonstration of growth
Quiz/final exam

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

Lecture
Discussion
Cooperative learning exercises
Examination of case studies

Representative Text(s) and Other Materials

Instructor-provided handouts as appropriate.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

1. Students read Levels of Conversation on pages 47-49 in handout, and list questions that might be asked in general conversation, personal conversation and intimate conversation

2. After viewing movie clips containing instances of bullying and discussing what students were feeling, seeing, hearing and experiencing in class, students write a reflection paper on different strategies to change the situation

3. Students write their own positive self-talk and repeat it daily

4. Students read a scenario that describes a situation where trust was violated, and prepare written answers to questions

5. Students review their social media presence and that of people they know, and prepare a paragraph on changes necessary to ensure safety

6. Students have assigned weekly journal entries to analyze and reflect upon communication

Discipline(s)

Disabled Student Programs and Services (DSPS)