



A POLYTECHNIC INSTITUTION

School of Health Sciences
Program: Basic Health Sciences
Option: Medical Radiography

BHSC 1241
Human Behaviour

Start Date: January, 2005

End Date: April, 2005

Total Hours: 37 **Total Weeks:** 15

Term/Level: 1 **Course Credits:** 2.5

Hours/Week: **Lecture:** 1 or 2 (alternating weeks)

Seminar: 1 or 2 (alternating weeks)

Prerequisites

BHSC 1241 is a Prerequisite for:

Course No. Course Name

Course No. Course Name

Admission to the Program

Required for Graduation

■ **Course Description**

This course explores psychological and sociological concepts, research and applications of relevance to medical radiography technologists in training and in clinical practice. Topics include: skills for interaction and communication; preventing and managing distress in clients and self; working with cultural diversity; dealing with client needs associated with age and abilities; mortality; managing interpersonal conflict; harassment; reporting child abuse and ethical issues. Emphasis is on improving sensitivity and human relations skills in dealing with both clients and staff.

■ **Detailed Course Description**

This course is designed to enhance the human relations skills and knowledge base of medical radiography students to support their learning and clinical performance. Interactions with patients are often very brief, often associated with trauma or health crisis, often in a harried work environment. The practice of the technology must be “automatic” yet very open to the demands of the particular situation. The technologist must be able to establish a “competent rapport” quickly and work very flexibly with issues as they present. As well, the technologist must be able to function effectively as part of a team.

■ **Evaluation**

Participation	5%
Short Assignments	15%
Culture Presentation	10%
Midterm Exam	35%
Final Exam	35%
TOTAL	<u>100%</u>

Short Assignments – Marks Distribution:

Self-Description for Web	2 marks
Paraphrase and Perception Check	6 marks
Assertion	5 marks
Breathing	2 marks

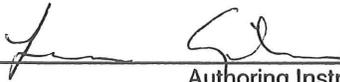
■ **Course Learning Outcomes/Competencies**

Upon successful completion, the student will be able to:

1. apply concept of empathy to create respectful and supportive relations with clients and co-workers.
2. integrate effective interpersonal communication skills in order to foster rapport and trust.
3. perform various types of assertion according to appropriateness and desired result.
4. employ methods used to resolve conflict to maintain a professional work environment.
5. explain common cultural differences relating to interpersonal communication styles, patient perceptions, experiences and expectations.
6. demonstrate respect for diversity by interacting with patients from various cultures appropriately and respectfully.
7. use recommended strategies to prevent and reduce distress in both self and clients.
8. describe stress related disorders, and appropriate treatments and interventions.
9. analyze approaches to managing negative feelings in self and clients.
10. manage effectively various types of harassment and discrimination found in the workplace.
11. apply knowledge of developmental differences that impact interactions and procedures in a clinical setting.
12. respond ethically and within legal guidelines to situations where abuse is suspected.

■ **Verification**

I verify that the content of this course outline is current.

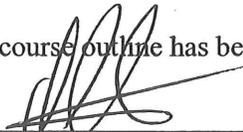


Authoring Instructor



Date

I verify that this course outline has been reviewed.

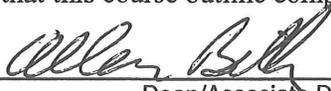


Program Head/Chief Instructor



Date

I verify that this course outline complies with BCIT policy.



Dean/Associate Dean



Date

Note: Should changes be required to the content of this course outline, students will be given reasonable notice.

■ Instructor(s)

Lorraine Gilman, BA (Honors)
MEd (counselling psychology)

Office Location: SW3-3085
Office Hrs.: To be arranged

Office Phone: 604-451-6921
E-mail Address: lgilman@bcit.ca
– *email to be used exclusively*

■ Learning Resources

Required:

Readings package to be purchased from instructor.

■ Information for Students

(Information below can be adapted and supplemented as necessary.)

The following statements are in accordance with the BCIT Student Regulations Policy 5002. To review the full policy, please refer to: <http://www.bcit.ca/~presoff/5002.pdf>.

Assignments:

Late assignments, lab reports or projects will **not** be accepted for marking. Assignments must be done on an individual basis unless otherwise specified by the instructor.

Makeup Tests, Exams or Quizzes:

There will be **no** makeup tests, exams or quizzes. If you miss a test, exam or quiz, you will receive zero marks. Exceptions may be made for **documented** medical reasons or extenuating circumstances. In such a case, it is the responsibility of the student to inform the instructor **immediately**.

Attendance/Illness:

In case of illness or other unavoidable cause of absence, the student must communicate as soon as possible with his/her instructor or Program Head or Chief Instructor, indicating the reason for the absence. Prolonged illness of three or more consecutive days must have a BCIT medical certificate sent to the department. Excessive absence may result in failure or immediate withdrawal from the course or program.

Academic Misconduct:

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances are prohibited and will be handled in accordance with the 'Violations of Standards of Conduct' section of Policy 5002.

■ Information for Students (cont'd.)

Course Outline Changes:

The material or schedule specified in this course outline may be changed by the instructor. If changes are required, they will be announced in class.

1. During the first class, the instructor and student responsibilities and evaluation methods will be discussed and agreed upon.
2. Students will participate in a written review of the course at the end of the term. These reviews will focus on the course content and structure, instructor performance, contradictions and congruencies between course goals, content and process, contextual factors, and affective reactions or positions that support or interfere with participation in the course.
3. Attendance is required in this course as much of the material presented in lecture will not be available in other formats and as active involvement in discussion and lecture constitutes a significant portion of the course. Therefore, if students are absent for more than 10% of the planned activities without a documented medical reason, they will not meet the attendance requirement of the course and may be withdrawn from the course. (See BCIT policy re attendance.)
4. Student written work is assumed to be original and specific to this course. Plagiarism, the presentation of other's written work as one's own, will not be tolerated. (See BCIT policy re: plagiarism.) The same applies to any aid that gives a student an unfair advantage in a written examination. (See BCIT policy re: cheating.)

■ Assignment Details

Participation Grade

The following will be considered in the assignment of marks for participation:

1. Responding to questions asked in class. Your contributions should be appropriate and allow opportunities for others to give their opinion as well. Lower marks will be assigned to those whose participation is either minimal or excessive to the point of dominating the conversation.
2. Full and active participation in class activities, e.g., discussions and role-plays.
3. Given that this course is fundamentally about engaging in appropriate and respectful conduct toward others, participation marks will be significantly reduced for any students who demonstrate attitudes or behaviour to the contrary, e.g., talking while the instructor is lecturing or others are speaking, passing notes in class, arriving late, etc.

Culture Presentations

The presentations are to be done in groups of three.

Your group will research the culture you have chosen. Sources of information should be from research of high quality, e.g. journal articles and books written by credible authors. Internet sources are also acceptable, provided you are discriminating about the quality of information on the website. You may also include personal interviews of those from the culture you have chosen, as long as this is not the foundation of the information presented.

■ Assignment Details (cont'd.)

Your group will need to schedule regular meetings outside of class to ensure information gathering and the organization of the presentation are on track.

Since your presentation time is limited, carefully *choose* which information would be *most valuable and relevant* to the rest of the class. The amount of time allotted for each group's presentation will be up to 20 minutes.

The presentations are worth 10% of your grade and will be marked out of 10. The grade will be given to the group as a whole rather than individuals. Grades for the presentation will be available after all groups in your lab have completed this assignment.

Turn in a copy of your presentation notes and a list of your sources of information to the instructor.

The primary focus of the presentations should be on the following questions:

1. What values and practices in this culture might influence its members to approach and responses to 'western' medical care?
2. What aspects or characteristics of this culture might impact upon communication with 'western' medical health care providers?
3. What suggestions and recommendations do you have for working respectfully, effectively and ethically with this culture group?

If time permits, include any other information that you think might be important or interesting in order to further educate your peers around dealing with those from the culture you have chosen.

Self-Description for Web (worth 2 marks)

This assignment involves writing a paragraph or two to introduce yourselves. This work will be posted on the Medical Radiography website where it can be accessed by those who work in the clinical sites where you will undergo your training. This is an opportunity to give R.T.'s a sense of who you are before you start at the clinical site, and to present yourself in a positive light.

Suggested approximate length of 75–150 words.

1. Work in *small groups* (about four) to discuss and *develop answers to the following questions*. These responses and ideas should help you clarify your goals for your written introduction, and carefully consider the important elements of this. Choose a *recorder* to write down the ideas developed by the group.
 - What characteristics/qualities might those in clinical settings be looking for/value in students?
 - How might you appropriately convey these, without necessarily saying so explicitly?
 - What type of information would be appropriate, relevant and/or interesting to include?
2. When the discussion is finished each of you is to *make some notes*, as detailed as possible, of what you want to include in your paragraph(s). Carefully consider the type of image you want to convey.
3. *Discuss your ideas* for your personal introduction with other members of the group and *get feedback*.
4. Before the next lab, write out your paragraph and bring three copies to the following class.

■ Assignment Details (cont'd.)

5. During the lab following, each of you is to give other feedback about their self-description. Be *respectfully honest* with each other so each of you can present yourselves as well as possible to those in the clinical site. Since the instructor will **not** be grading this work, it is important to give the best quality feedback that you can.
6. After getting the feedback, revise your work and submit to the instructor by the following lab:

Written paragraph due date:

Abdominal Breathing Assignment and Instructions

Also known as diaphragmatic breathing (or belly breathing). This can be done lying down, sitting or even standing up.

Purpose. This type of breathing is used to help people *relax, reduce anxiety and decrease the perception of pain*. It is also used to deal with *hyperventilation that comes with anxiety or panic attacks*. It is one of the most immediate and effective ways of interrupting the spiralling symptoms that can lead to a panic attack.

This type of breathing can require a bit of practice to get it right, but it is effective, easy to use and can be used in almost any situation to help you or your patients feel calmer.

You can coach patients through the process of using this type of breathing. Using the instructions below as a guideline, keep your voice calm, low and smooth as you do this.

The goal is to maintain slow, smooth breathing, with long inhalations and even longer exhalations. Your *stomach/abdomen*, rather than your chest, is to rise and fall with each deep, slow breath.

Instructions:

1. Put your feet flat on the floor, sit back in your chair comfortably, but don't slouch. **Or** lay down on your back. Relax your shoulders and close your eyes.
2. Put one hand on your stomach.
3. Take a few seconds to begin to slow the rate of your breathing. Take a slow, deep breath that makes your stomach — not your chest — rise and fall.
4. **Focus on feeling your stomach** expand as you slowly breathe in. Feel your stomach collapse under your hand as you exhale even more slowly.
5. Keep your breathing smooth and your breaths deep, making your exhale more prolonged than your inhale.
6. *Optional step.* Now, begin the next step by breathing in through your nose and out through your mouth.
7. Continue for several breaths or a few minutes until you feel relaxed.
8. Repeat as often as needed.

Assignment. Teach someone else to use this method of breathing. In written form (max. one page), describe what it was like for you to teach this method and discuss how effective the breathing was in helping your 'student' relax. *Marked out of 2.*

Schedule

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assign.	Due Date
Week 1 Jan. 4-7	Lecture Stress and Coping Lab Introduction Class norms Selection of Presentation Topics and Dates	<ul style="list-style-type: none"> Improving Academic Performance Stress and Its Effects 		
Week 2 Jan. 10-14	Lecture Stress and Coping Abdominal Breathing Lab Web Self Description Locus of Control	<ul style="list-style-type: none"> Coping 		
Week 3 Jan. 17-21	Lecture Empathy Lab Relational Messages Quickly Achieving Rapport	<ul style="list-style-type: none"> Cognitive Distortions Communication Competence: What makes an Effective Communicator 		
Week 4 Jan. 24-28	Lecture Communications Competencies Lab Self Monitoring	<ul style="list-style-type: none"> Nonverbal Communication 		
Week 5 Jan. 31-Feb. 4	Lecture Active Listening Skills Lab Listening Skills Practice	<ul style="list-style-type: none"> Listening 		
Week 6 Feb. 7-11	Lecture Speaking Clearly and Respectfully Lab Listening Skills Practice			
Week 7 Feb. 14-18	Lecture Midterm Lab Speaking Skills Practice			
Week 8 Feb. 21-25	Lecture Assertion Lab Speaking Skills Practice	<ul style="list-style-type: none"> Responding Nondefensively to Criticism 		
Week 9 Feb. 28-Mar. 4	Lecture Cultural Differences in Communication Lab Learning Styles and Assertion Skills Practice	<ul style="list-style-type: none"> Working with a medical interpreter 		

Week of/ Number	Outcome/Material Covered	Reference/ Reading	Assign.	Due Date
Week 10 Mar. 7–11	Lecture Preventing Distress and Uncooperative Behaviour in Clients Burnout Lab Video — Transcultural Perspectives in Nursing Presentations Hostility	<ul style="list-style-type: none"> Managing Difficult Emotions Let it Out or Bottle it Up: the Dilemma of Anger 		
Week 11 Mar. 14–18	Spring Break	<ul style="list-style-type: none"> Interpersonal Conflict, p. 198–203 		
Week 12 Mar. 21–25 (Good Friday)	Lecture Dealing with Patients Who are Angry or Uncooperative Lab Presentations Cognitive Model	<ul style="list-style-type: none"> Understanding Intimate Violence Understanding Elder Abuse and Neglect Reporting Child Abuse/Neglect Indicators of Child Abuse 		
Week 13 Mar. 28 (Easter Monday) – April 1	Lecture Abuse and Reporting Lab Presentations Techniques to Manage Transitory Fear and Pain in Clients	<ul style="list-style-type: none"> When a Friend is Suicidal Anxiety Disorders 		
Week 14 Apr. 4–8	Lecture Depression Lab Presentations Techniques to Manage Transitory Fear and Pain in Clients	<ul style="list-style-type: none"> Burnout 		
Week 15 Apr. 11–15	Lecture Developmental Differences — Children and the Elderly. No Fears, No Tears Video Lab Presentations Video — Confidentiality: Ethical and Legal Considerations	<ul style="list-style-type: none"> The Psychological and Emotional Process of Dying Communicating with the Bereaved Parent 		
Week 16 Apr. 15–18	Final Exams			