



A POLYTECHNIC INSTITUTION

School of Health Sciences  
 Program: Medical Radiography  
 Option:

Human Behaviour

**BHSC 1241**

<b>Start Date:</b>	January 5, 2006	<b>End Date:</b>	April, 2006
<b>Total Hours:</b>	37	<b>Total Weeks:</b>	15
<b>Hours/Week:</b>	<b>Lecture:</b> 1 or 2 (alternating weeks)	<b>Lab:</b>	<b>Shop:</b>
			<b>Course Credits:</b> 2.5
			<b>Seminar:</b> 1 or 2 (alternating weeks)
			<b>Other:</b>

**Prerequisites**

<b>Course No.</b>	<b>Course Name</b>
	Admission to program

**BHSC 1241 is a Prerequisite for:**

<b>Course No.</b>	<b>Course Name</b>
	Required for graduation

**Course Description**

This course explores psychological and sociological concepts, research and applications of relevance to medical radiography technologist 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 clients 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 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%	<b>Short Assignments – Marks Distribution:</b>	
Short Assignments	15%	Self-Description for Web	2 marks
Culture Presentation	10%	Breathing	2 marks
Midterm Exam	35%	Checking Assumptions	6 marks
Final Exam	35%	Assertion	5 marks
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	100%	65% minimum is required to pass this course	

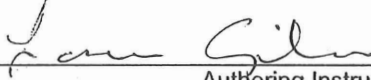
**Course Learning Outcomes/Competencies**

Upon successful completion, the student will be able to:

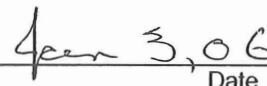
1. apply concept of empathy to create respectful and supportive relations with clients and co-workers.
2. integrate effective interpersonal communications skills in order to foster rapport and trust.
3. perform various types of assertion according to appropriateness and desired result.
4. employ methods 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/neglect 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

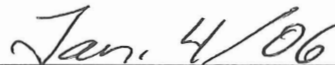


Date

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

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Office Hrs.: TBA

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**Learning Resources**

*Required:*

Readings package to be purchased from bookstore.

## Information for Students

**Please note: A new Student Regulations Policy (#5002) was adopted last summer. It contains a set of significant changes compared to the earlier version. Students can familiarize themselves with this new Student Regulation policy at <http://www.bcit.ca/files/pdf/5002.pdf>. I strongly recommend doing so.**

**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**.

**Ethics:** BCIT assumes that all students attending the Institute will follow a high standard of ethics. Incidents of cheating or plagiarism may, therefore, result in a grade of zero for the assignment, quiz, test, exam, or project for all parties involved and/or expulsion from the course.

**Attendance:** The attendance policy as outlined in the current BCIT Calendar will be enforced. Attendance will be taken at the beginning of each session. Students not present at that time will be recorded as absent.

**Illness:** A doctor's note is required for any illness causing you to miss assignments, quizzes, tests, projects, or exam. At the discretion of the instructor, you may complete the work missed or have the work prorated.

**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.

## Assignment Details

### a) Participation Grade (5 marks)

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

1. Responding to questions asked in class. Your contribution 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, exercises 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, making comments that offend or demean others etc.

### b) Culture Presentations (10 marks)

The presentations are to be done in groups of **three**.

Your group is to 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 (these sources must be used). Some use of internet sources is also acceptable, provided you are discriminating about the quality of information on the website, and that the internet is **not** your primary source of information. You may also include personal interviews of those from the culture your have chosen, as long as this is not the foundation of the information presented.

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 assigned to the groups as a whole, rather than to individual group members. Grades for the presentations will be available after all groups in your lab have completed this assignment.

*Submit a copy of your presentation notes and a list of your sources of information to the instructor at the time of the presentation.*

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

1. What values and practices in this culture might influence its member's 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? Also consider communication with co-workers from this culture.
3. What suggestions and recommendations do you have for working respectfully, effectively and ethically with clients and co-workers from this cultural 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 selected.

#### **c) Self-Description for Web (2 marks will be given for assignment completion)**

This assignment involves writing a paragraph or two to introduce yourself. 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 75-150 words.

1) Work in **small groups** (4 people) to discuss and **develop answers to the following questions**. These responses and ideas should help you clarify your goals for your written introduction, and to carefully consider the important elements of the content. 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, e.g., 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 **make some notes**, as detailed as possible, of what you want to include in your paragraph/s. Carefully consider the image you want to convey.

3) **Discuss your ideas** for your personal introduction with other members of the group, and **get feedback** about the suitability of the information you plan to include.

4) Before the next lab, write out your paragraph and bring 3 copies to the next class.

5) During the lab following, each of you is to give others feedback about their self-description. Be honest, in a respectful way, about the feedback you give others so that 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) Turn in the final draft of your written introduction in the first lab on the following week.

**d) Abdominal Breathing Assignment & Instructions**

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

**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 the 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 clients 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 relaxing. In written form (max. 1 page), describe what it was like for you to teach this method and discuss how effective the breathing was in helping your 'student' relax.

<b>Week of/ Number</b>	<b>Outcome/Material Covered</b>	<b>Reference/ Reading</b>	<b>Assignme nt</b>	<b>Due Date</b>
Week 1 Jan 4-6	<i>Lecture</i> Stress & Coping  <i>Lab</i> Introduction Class norms Selection of presentation topics & dates	1. <i>Improving Academic Performance</i> 2. <i>Stress &amp; Its Effects</i>		
Week 2 Jan 9-13	<i>Lecture</i> Stress & Coping Abdominal Breathing <i>Lab</i> Web Self Description Locus of Control	1. <i>Coping</i>		
Week 3 Jan 16-20	<i>Lecture</i> Empathy  <i>Lab</i> Relational Messages Quickly Achieving Rapport	1. <i>Cognitive Distortions</i> 2. <i>Communication Competence: What makes an Effective Communicator?</i>		
Week 4 Jan 23-27	<i>Lecture</i> Communications Competencies  <i>Lab</i> Self Monitoring	1. <i>Nonverbal Communication</i>		
Week 5 Jan 30- Feb 3	<i>Lecture</i> Active Listening Skills  <i>Lab</i> Listening Skills Practice	1. <i>Listening</i>		
Week 6 Feb 6-10	<i>Lecture</i> Speaking Clearly & Respectfully  <i>Lab</i> Listening Skills Practice			
Week 7 Feb 13-17	<i>Lecture</i> <u>Midterm</u>  <i>Lab</i>			

	Speaking skills practice			
Week 8 Feb 20-24	<i>Lecture</i> Assertion  <i>Lab</i> Speaking skills practice	<i>1. Responding Nondefensively to Criticism (be prepared to practice skills in lab)</i>		
Week 9 Feb 27- Mar 3	<i>Lecture</i> Cultural Differences in Communication  <i>Lab</i> Learning Styles & Assertion Skills Practice	<i>1. Working with a Medical Interpreter</i>		
Week 10 March 6-10	<i>Lecture</i> Preventing Distress & Uncooperative Behaviour in Clients Burnout  <i>Lab</i> Video – Transcultural Perspectives in Nursing Presentations Hostility	<i>1. Managing Difficult Emotions 2. Let it Out or Bottle it Up: The Dilemma of Anger</i>		
Week 11 March 13-17	Spring Break	<i>1. Interpersonal Conflict p.198-203</i>		
Week 12 March 20-24 (Good Friday)	<i>Lecture</i> Dealing With Patients Who are Angry or Uncooperative  <i>Lab</i> Presentations Cognitive Model	<i>1. Understanding Intimate Violence 2. Understanding Elder Abuse &amp; Neglect 3. Reporting Child Abuse/Neglect Indicators of Child Abuse</i>		
Week 13 March 27– March 31	<i>Lecture</i> Abuse & Reporting  <i>Lab</i> Presentations Techniques to manage transitory fear & pain in clients	<i>1. When a Friend is Suicidal 2. Anxiety Disorders</i>		
Week 14 April 3-7	<i>Lecture</i> Depression	<i>Burnout</i>		

	<i>Lab</i> Presentations Techniques to Manage Transitory Fear & Pain in Clients			
Week 15 April 10-14	<i>Lecture</i> Developmental Differences – Children & the Elderly. No Fears, No Tears Video  <i>Lab</i> Presentations Video – confidentiality: Ethical & Legal Considerations	1. <i>The Psychological &amp; Emotional Process of Dying</i> 2. <i>Communicating with the Bereaved Parent</i>		
Week 16 April 17-21	Final Exams			