
Evaluation

Applying communication skills in real life situation (Due February 15)	20%
Culture presentations (Week 11 in lab)	10%
Plan for reducing patient distress (Due last class in lecture)	15%
Midterm exam	25%
Final exam	30%
TOTAL	<u>100%</u>

Course Learning Outcomes/Competencies

1. Describe basic communication skills and demonstrate the ability to apply these.
 2. Describe and apply methods of preventing and dealing with interpersonal conflict.
 3. Describe the impact of stress and factors that may increase stress, and demonstrate ability to apply a variety of approaches to managing stress.
 4. Describe common cultural differences relating to communication and patient experience.
 5. Demonstrate understanding of group and team processes.
 6. Describe developmental differences that relate to working with elderly patients and children.
 7. Demonstrate understanding of issues relating to illness, including reactions of both the patient and the professional.
 8. Describe factors relevant to legal implications of practice and harassment/discrimination.
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Course Content Verification

I verify that the content of this course outline is current, accurate, and complies with BCIT Policy.

Lesley Edard
Program Lead/Chief Instructor

Feb 2, 2001
Date

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



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY
School of Health Sciences
Program: Basic Health Sciences
Option:

BHSC 1241
Human Behavior

Instructor(s)

Lorraine Gilman

Office No.: SW3-3085
Office Hrs.: To be arranged.
Tues. 12:30–2:00
Wed. 11:30–2:00

Office Phone: 451-6921
E-mail Address: lgilman@bcit.ca

Learning Resources

Required:

All materials for this course will be provided by the instructor.

BCIT Policy Information for Students

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 verbal and written review of the course at midterm and at the end of term. These reviews will focus on the course content and structure, instructor performance, contradictions and congruencies between course goals, content and process, contextual factors, 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

Communications Assignment

Due: February 15

Marked out of 20

1. Choose one person or one situation where you tend to experience less than satisfying interpersonal communications. Describe this situation taking ½ to 1 page to do so.
2. Develop a strategy to deal with this situation using one or more of the communication skills you have learned about in this course. *Clearly* and *specifically* describe, in detail, the plan you make to resolve or improve the way you handle this person/situation.
3. Implement the plan you have made and described.
4. Assess and discuss the effectiveness of the communication strategy you developed. Analyze specific parts that worked and those that did not. Discuss why you think these things were effective or ineffective. Review the feelings you experienced through this process, as well as the behaviors and feelings of the other. Explain how your feelings/emotions influenced both your behavior and ability to carry out your plan.
5. Finally, note any changes you would make to your plan if you had an opportunity to carry it out all over again.

I will not show this work to anyone else and will keep the content of your work confidential.

This assignment will be graded much more heavily on your thoughtfulness and analysis of the situation and intervention, rather than on how well your strategy ended up working.

Please use a word processor to prepare this assignment. It should be double-spaced and up to a maximum of five pages in length.

Reducing Patient Distress Assignment

Due: Last class in lecture

Marked out of 15

From your course work, and possibly from your personal experiences as well, you will have some knowledge of the procedures patients will undergo when you work with them as a student or as a professional. Use this information you have gained from both inside and outside of this class to complete this assignment. You may also include information obtained from library research to enhance the quality of your work. This paper should include the following information.

1. Identify *specific sources* of potential distress for the patients you will be working with.
2. Develop clear/detailed plans and strategies for dealing with these sources of distress.
3. Provide your reasons/rationale for each of the strategies you introduce.

You may believe that some of the strategies you would like to implement to help patients cope with distress would not be permitted in certain clinical settings. If you think that a particular strategy would be both helpful and could be used without unduly compromising patient safety or the medical procedure itself, include it anyway. At some point in the future it may be possible for your ideas to be implemented.

Please use a word processor to prepare this assignment. It should be double-spaced and up to a maximum of five pages in length



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Week of/ Number	Outcome/Material Covered
<p>1-4 (Jan. 3 – 26)</p>	<ul style="list-style-type: none"> • Introduction to course. • Class norms. • Nature of communication. Transactional model of communication. Filters that influence communication. • Basic communication skills. Communication competencies. Checking your assumptions (paraphrase, perception check and probes). Listening. Ego messages. Communicating clearly and respectfully (description of feeling and behavior, I statements).
<p>5 (Jan. 29 – Feb. 2) 1 hour lecture</p>	<ul style="list-style-type: none"> • Instant rapport. Feedback. Empathy. <p><i>Readings: 1) Nonverbal communication; 2) Responding non-defensively to criticism</i></p>
<p>6 (Feb. 5 – 9) 2 hour lecture</p>	<ul style="list-style-type: none"> • Dealing with difficult people. Prevention. • Assertion — dealing with harassment/lack of cooperation from patients/asking for what you need appropriately.
<p>7 (Feb. 12 – 16) 1 hour lecture</p>	<ul style="list-style-type: none"> • Opportunity for students to ask questions to prepare for exam. <i>Students are to have questions prepared ahead of time.</i> • Illness and behavior — dealing with psychological impact of disabilities. Responses to loss/normalizing/impact on all aspects of life/just world hypothesis/focus on abilities. <p><i>Communications Assignment due February 15 (20%)</i></p>
<p>8 (Feb. 19 – 23) 2 hours</p>	<p><i>Midterm Exam (25%)</i></p> <ul style="list-style-type: none"> • No tears, No fears video. <i>(Students use info for 'reducing patient distress' assignment)</i>
<p>9 (Feb. 26 – Mar. 2) 1 hour lecture</p> <p>10 (Mar. 5 – 9) 2 hour lecture</p>	<ul style="list-style-type: none"> • Stress/depression — signals of distress in patients/power/arousal/stressful events + coping = distress/coping for patients/coping for RT/sources of stress for RT and patients/empathy vs. burnout and depersonalization. • Managing intense emotions — for RT and patients. Anger/aggression/fear, panic, grief and trauma. Not taking it personally. • Dealing with terminal and life-threatening illness — acceptance of fear and pain/coping with your own fear and emotions/coping with distress of loved ones and family members (referrals, demonstration of empathy). <p><i>Reading: TBA</i></p>
<p>(Mar. 12 – 16)</p>	<p>SPRING BREAK</p>
<p>11 (Mar. 19 – 23) 1 hour lecture</p>	<ul style="list-style-type: none"> • Cultural differences in communication. Concepts of culture. High context, low context. Monochronic, polychronic. Attitudes for successful intercultural communication. Ways to improve intercultural communication. • <i>Students do class presentation in labs (10%)</i> <p><i>Reading: TBA</i></p>

Week of/ Number	Outcome/Material Covered
12 (Mar. 26 – 30) 2 hour lecture	<ul style="list-style-type: none">• Conflict resolution
13 (Apr. 2 – 6) 1 hour lecture	<ul style="list-style-type: none">• Harassment and discrimination.
14 (Apr. 9 – 13) 2 hour lecture	<ul style="list-style-type: none">• Group processes. Team building. <i>Reading: TBA</i>
15 (Apr. 16 – 20) 1 hour lecture	<ul style="list-style-type: none">• Developmental differences. Children and the elderly.• Opportunity for students to ask questions to prepare for exam. <i>Students are to have questions prepared ahead of time.</i> <i>Reducing Patient Distress Assignment due (15%)</i>