



BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

School of Health Sciences  
Program: Basic Health Sciences  
Option:

## Course Outline

**BHSC 1241**  
**Human Behavior**

**Start Date:** January, 2002

**End Date:** April, 2002

**Course Credits:** 2.5

**Term/Level:** 1

**Total Hours:** 37

**Total Weeks:** 15

**Hours/Week:**           **Lecture:** 1

**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 Calendar 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; group interaction and work teams; dealing with client needs associated with age and abilities; mortality; managing interpersonal conflict; harassment; reporting child abuse and ethics. Emphasis is on improving sensitivity and human relations skills in dealing with both clients and staff.

### Course Goals

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 "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.

\* dealing with variety of patient situation  
\* more rad relevance.  
\* less counselling examples. (cont'd.)  
\* Marking scheme should be clear as to reference reqd, personal vs textbook

**Evaluation**

Participation	10%
Short Assignments	10%
Communications Assignment	15% - too personal
Culture Presentation	10%
Midterm Exam 1	15%
Midterm Exam 2	20%
Final Exam	20%
<b>TOTAL</b>	<b>100%</b>

**Short Assignments – Marks Distribution:**

Paraphrase and Perception Check	3 marks
Assertion	5 marks
Breathing	2 marks

remove - suicide & counselling issues  
- non medrad content

**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 ethics and abuse.
8. Describe factors relevant to harassment/discrimination.

**Course Content Verification**

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

  
Program Head/Chief Instructor

  
Date

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



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### **Instructor(s)**

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

Office No.: SW3-3085  
Office Hrs.: To be arranged

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

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### **Learning Resources**

#### **Required:**

Readings package to be purchased from instructor.

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### **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 written review of the course 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

### 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 behavior 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 2 or 3. You may use the readings supplied by your instructor and other related material you find through research (this can include personal interviews of those from the culture you have chosen). The supplied *readings are to be returned* to the instructor after the presentation so these may be used by other classes.

It is recommended you divide the readings among the group members so each person has material to read and from which to determine what information is most relevant to the presentation. Each member of the group is responsible for educating the other member about the most important content from her/his reading. Since your presentation time is limited, you will need to 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 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' approach and responses to 'western' medical health 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 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 chosen.

## Assignment Details (cont'd.)

### Communications Assignment

Due: February 7 (Thursday)

Marked out of 15

1. Decide on one person or interpersonal situation you may have difficulty with in some area. Alternatively, select a relationship you would like to in some way enhance. The situation you choose should be one that you are comfortable to deal with for the purposes of this paper. Describe the situation, taking ½ to 1 page to do so. It is a good idea to change the names of others you refer to.
2. Develop a strategy to deal with this situation, using some of the communications skills you have learned about in this course. Carefully consider the appropriateness of the strategies you choose for the particular circumstances. *Clearly* and *specifically* describe, in detail, the plan you make to improve or enhance this relationship or circumstance.
3. Implement the plan you have developed and described. Assess and discuss the effectiveness of the communications 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 what you noted about the reactions/feelings of the other person/s involved. Explain how your feelings/emotions influenced your behavior, including your ability to carry out your communications plan.
4. Finally, note any changes you would make to your plan if you had an opportunity to carry it out all over again. Include any other thoughts you had about what you learned in the process of carrying out this assignment.

I will not show this work to anyone else, and the content will be kept **confidential**.

Your grade on this assignment will weigh considerably more heavily on your thoughtfulness and analysis of the situation and intervention, rather than how effective your strategy ended up being.

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



Week of/ Number	Outcome/Material Covered
1 (Jan. 2 – 4)	<i>Reading:</i> <i>Nonverbal Communication</i>
2 (Jan. 7 – Jan. 11)	<p><b>The Nature of Communication</b></p> <p><i>Lecture:</i>      Communication model                            Communication competencies</p> <p><i>Lab:</i>            Introduction                            Class norms                            Selection of presentation topics and dates                            Ego/relational messages                            Sharing interests vs. taking positions</p> <p><i>Reading:</i>      <i>Responding Non-defensively to Criticism</i></p>
3 (Jan. 14 – Jan. 18)	<p><b>Critical Communication Skills</b></p> <p><i>Lecture &amp; Lab:</i> Listening and checking your assumptions                            – paraphrasing, perception checks, probes</p> <p><i>Lecture:</i>      Providing feedback</p> <p><i>Lab:</i>            Quickly achieving rapport                            Listening skills practice session                            Self-monitoring</p> <p><i>Video:</i>        <i>A Practical Approach to Communication</i></p> <p><i>Reading:</i>      <i>Listening</i></p>
4 (Jan. 21 – Jan. 25)	<p><i>Lecture &amp; Lab:</i> Speaking clearly and respectfully                            – description of feeling, description of behavior, I statements                            Assertion</p> <p><i>Lab:</i>            Learning styles – self-assessment/questionnaire                            In-class practice of assertion using learning styles results                            Empathy</p>
5 (Jan. 28 – Feb. 1)	<p><i>Lecture:</i>      <b>MIDTERM 15%</b></p> <p><i>Lab:</i>            Cultural differences in communication</p> <p><i>Video:</i>        <i>Transcultural Perspectives in Nursing</i></p>

Week of/ Number	Outcome/Material Covered
<p><b>6</b> (Feb. 4 – Feb. 8)</p>	<p><i>Lecture:</i> Stress and distress</p> <p><i>Lab:</i> Cultural differences in communication (cont'd.)</p> <p><b>Communications Assignment Due (15%)</b></p> <p><i>Readings:</i> <i>When a Friend is Suicidal</i> <i>Anxiety Disorders</i> <i>Mood Disorders</i></p>
<p><b>7</b> (Feb. 11 – Feb. 15)</p>	<p><i>Lecture:</i> Stress and distress Sources of stress in the workplace</p> <p><i>Lab:</i> Burnout Locus of control Approaches to managing distress</p> <p><b>Presentations</b></p> <p><i>Readings:</i> <i>Managing Difficult Emotions</i> <i>Let It Out or Bottle It Up; The Dilemma of Anger</i></p>
<p><b>8</b> (Feb. 18 – Feb. 22)</p>	<p><i>Lecture:</i> Depression</p> <p><i>Lab:</i> Cognitive Model Hostility</p> <p><b>Presentations</b></p> <p><i>Reading:</i> <i>Evaluating Psychotherapy and Its Alternatives</i></p>
<p><b>9</b> (Feb. 25 – Mar. 1)</p>	<p><i>Lecture:</i> Preventing distress and uncooperative behavior in patients Dealing with patients who are already angry or uncooperative Techniques to manage transitory fear and pain in patients</p> <p><i>Lab:</i> Techniques to manage transitory fear and pain in patients</p> <p><b>Presentations</b></p> <p><i>Video:</i> <i>Drawing the Line (prevent and manage aggressive behavior)</i></p>
<p><b>10</b> (Mar. 4 – Mar. 8)</p>	<p><i>Lecture:</i> <b>MIDTERM (15%)</b></p> <p><i>Lab:</i> Techniques to manage transitory fear and pain in patients</p> <p><b>Presentations</b></p>
<p>(Mar. 11 – Mar. 15)</p>	<p><b>SPRING BREAK</b></p>
<p><b>11</b> (Mar. 18 – Mar. 22)</p>	<p><i>Lecture:</i> Developmental differences; children and the elderly</p> <p><i>Lab:</i> Dealing with those who have disabilities</p> <p><b>Presentations</b></p> <p><i>Reading:</i> <i>Code of Ethics (from 1107)</i></p>

Week of/ Number	Outcome/Material Covered
<p><b>12</b> (Mar. 25 – Mar. 29)</p>	<p><i>Lecture:</i> Developmental differences; children and the elderly (cont'd.)</p> <p><i>Lab:</i> Ethical principles <b>Presentations</b></p> <p><i>Video:</i> <i>Confidentiality: Ethical and Legal Considerations</i></p> <p><i>Readings:</i> <i>The Nature of Conflict</i> <i>Win-Win Communications Skills</i></p>
<p><b>13</b> (Apr. 1 – Apr. 5)</p>	<p><i>Lecture:</i> Abuse and reporting</p> <p><i>Lab:</i> Conflict resolution <b>Presentations</b></p> <p><i>Readings:</i> <i>Stopping Elder Abuse</i> <i>Abuse and Indicators</i> (handout)</p>
<p><b>14</b> (Apr. 8 – Apr. 12)</p>	<p><i>Lecture:</i> Harassment and discrimination</p> <p><i>Video:</i> <i>Understanding Sexual Harassment in the Workplace</i></p> <p><i>Lab:</i> Conflict resolution <b>Presentations</b></p> <p><i>Readings:</i> <i>Communicating with the Bereaved Parent</i> <i>The Psychological and Emotional Process of Dying</i></p>
<p><b>15</b> (Apr. 15 – Apr. 19)</p>	<p><i>Lecture:</i> Work teams</p> <p><i>Lab:</i> Team building</p>