



A POLYTECHNIC INSTITUTION

School of Health Sciences
Program: Basic Health Sciences
Option:

BHSC 1241
Human Behaviour

Start Date: January, 2003

End Date: April, 2003

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

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

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

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 “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	12%
Communications Assignment	15%
Culture Presentation	10%
Midterm Exam	25%
Final Exam	33%
TOTAL	100%

Short Assignments – Marks Distribution:

Self-Description for Web	2 marks
Paraphrase and Perception Check	3 marks
Assertion	5 marks
Breathing	2 marks

■ **Course Learning Outcomes/Competencies**

Upon successful completion, the student will be able to:

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.

■ **Verification**

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

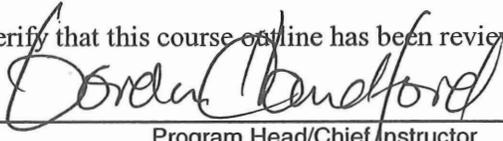


Authoring Instructor



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 (counseling psychology)

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

Office Phone: 604-451-6921
E-mail Address: lgilman@bcit.ca

■ Learning Resources

Required:

Readings package to be purchased from instructor.

■ Information for Students

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

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.

Attempts: Students must successfully complete a course within a maximum of three attempts at the course. Students with two attempts in a single course will be allowed to repeat the course only upon special written permission from the Associate Dean. Students who have not successfully completed a course within three attempts will not be eligible to graduate from the appropriate program.

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 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 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 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 27 (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 behaviour, 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.

Schedule

Week of/ Number	Outcome/Material Covered
<p>1 (Jan. 6 – 10)</p>	<p>The Nature of Communication</p> <p><i>Lecture:</i> Communication model Processes that distort and influence communication</p> <p><i>Lab:</i> Introduction Class norms Selection of presentation topics and dates</p> <p><i>Reading:</i> <i>Cognitive Distortions</i></p>
<p>2 (Jan. 13 – Jan. 17)</p>	<p><i>Lecture:</i> Communication competencies</p> <p><i>Lab:</i> Empathy</p> <p><i>Reading:</i> <i>Non-Verbal Communication</i></p>
<p>3 (Jan. 20 – Jan. 24)</p>	<p>Critical Communication Skills</p> <p><i>Lecture & Lab:</i> Listening and checking your assumptions – paraphrasing, perception checks, probes</p> <p><i>Lab:</i> Relational messages Quickly achieving rapport</p> <p><i>Reading:</i> <i>Listening</i></p>
<p>4 (Jan. 27 – Jan. 31)</p>	<p>Critical Communication Skills (cont'd.)</p> <p><i>Lecture & Lab:</i> Listening and checking your assumptions – paraphrasing, perception checks, probes Providing feedback</p> <p><i>Lab:</i> Listening skills practice session Self-monitoring</p> <p><i>Reading:</i> <i>Defensiveness: Causes and Remedies</i></p>
<p>5 (Feb. 3 – Feb. 7)</p>	<p>Critical Communication Skills (cont'd.)</p> <p><i>Lecture & Lab:</i> Speaking clearly and respectfully – description of feeling, description of behaviour, I statements</p> <p><i>Readings:</i> <i>The Nature of Conflict</i> <i>Win-Win Communications Skills</i></p>

Week of/ Number	Outcome/Material Covered
<p>6 (Feb. 10 – Feb. 14)</p>	<p><i>Lecture & Lab:</i> Assertion</p> <p><i>Lab:</i> Learning styles – Self-assessment/questionnaire In-class practice of assertion using learning styles results Conflict resolution</p>
<p>7 (Feb. 17 – Feb. 21)</p>	<p><i>Lecture:</i> MIDTERM</p> <p><i>Reading:</i> <i>The Roots of Happiness: An Empirical Analysis</i></p>
<p>8 (Feb. 24 – Feb. 28)</p>	<p><i>Lecture:</i> Cultural differences in communication</p> <p><i>Lab:</i> <i>Video – Transcultural Perspectives in Nursing</i> Cultural differences in communication (cont'd.)</p> <p><i>Reading:</i> <i>Stress and Its Effects</i></p>
<p>9 (Mar. 3 – Mar. 7)</p>	<p><i>Lecture:</i> Stress and distress</p> <p><i>Lab:</i> Approaches to managing distress Locus of control Burnout Presentations</p> <p><i>Reading:</i> <i>Coping</i></p> <p>COMMUNICATIONS ASSIGNMENT DUE (15%)</p>
<p>10 (Mar. 10 – Mar. 14)</p>	<p>SPRING BREAK</p> <p><i>Readings:</i> <i>When a Friend is Suicidal</i> <i>Anxiety Disorders</i></p>
<p>11 (Mar. 17 – Mar. 21)</p>	<p><i>Lecture:</i> Depression</p> <p><i>Lab:</i> Cognitive model Hostility Presentations</p> <p><i>Readings:</i> <i>Managing Difficult Emotions</i> <i>Let it Out or Bottle it Up: The Dilemma of Anger</i></p>

Week of/ Number	Outcome/Material Covered
<p>12 (Mar. 24 – Mar. 28)</p>	<p><i>Lecture:</i> Harassment</p> <p><i>Lab:</i> Preventing distress and uncooperative behaviour in patients Dealing with patients who are already angry or uncooperative Techniques to manage transitory fear and pain in patients Presentations</p> <p><i>Readings:</i> <i>Communicating with the Bereaved Parent</i> <i>The Psychological and Emotional Process of Dying</i></p>
<p>13 (Mar. 31 – Apr. 4)</p>	<p><i>Lecture:</i> Developmental differences; children and the elderly</p> <p><i>Lab:</i> Techniques to manage transitory fear and pain in patients Presentations</p> <p><i>Readings:</i> <i>Indicators of Abuse</i> <i>Reporting Child Abuse/Neglect</i> <i>Stopping Elder Abuse</i></p>
<p>14 (Apr. 7 – Apr. 11)</p>	<p><i>Lecture:</i> Developmental differences; children and the elderly (cont'd.) Abuse and reporting</p> <p><i>Lab:</i> Ethical principles <i>Video – Confidentiality: Ethical and Legal Considerations</i> Presentations</p>
<p>15 (Apr. 14 – Apr. 18)</p>	<p>FINAL EXAM</p>