



INSTRUCTIONAL PACKAGE

PTH 235

Interpersonal Dynamics

Effective Term

FALL/2018

INSTRUCTIONAL PACKAGE

Effective Term: 201810

COURSE PREFIX: PTH 235 COURSE TITLE: Interpersonal Dynamics

CONTACT HOURS: 2/week CREDIT HOURS: 2

RATIONALE FOR THE COURSE:

This course introduces the student to using the three key frameworks of theoretical approaches in developing interpersonal skills with patients in the different cycles of life.

COURSE DESCRIPTION: This course introduces the dynamics of the health professional/patient relationship and includes communication and the principles of the respectful interaction throughout the life cycle.

PREREQUISITES/CO-REQUISITES:: A grade of C or better in all previous PTH courses.

REQUIRED MATERIALS:

- (1) Carol M. Davis Patient Practioner Interaction: An Experiential Manual for Developing the Art of Health Care 5th Edition 2006 SLACK Incorporated.

Please visit the Bookstore online site for most current textbook information. Use the direct link below to find textbooks.

[BOOKSTORE](#).

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

None

TECHNICAL REQUIREMENTS:

None

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

You are expected to treat your fellow students with respect. This means you should limit talking to your neighbor during lecture and do not start to pack up your materials before class is over. Finally, cell phones **MUST** be turned off or put on the vibration mode during class.

During an exam all electronic devices (cell phones, pagers, etc.) must be turned off and stored in a purse or backpack, they may not be visible to the student. The only exception to this policy will be on-call emergency personnel. For those individuals in this situation, please contact your professor on how to handle electronic devices during exams.

Part II: Student Learning Outcomes

PROGRAM LEARNING OUTCOMES

After successful completing the Horry-Georgetown Technical College Physical Therapist Assistant Program the graduate will be able to achieve the program learning outcomes. The student is advised to view the program learning outcomes in the student clinical handbook. Reviewing the outcomes will assist the student in understanding how the terminal course objectives achieve the program learning outcomes.

Use the direct link below to find the student clinical handbook.

[Handbook](#)

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STUDENT TERMINAL LEARNING OUTCOMES

After successful completion of this course, the student will be able to meet the following terminal behavior outcomes:

1. Discuss the term “interpersonal skills” within the context of offering effective patient care.
2. Examines their self-awareness and can discuss what influences their self-perception.
3. Display sensitivity to cultural influences through nonverbal elements of communication.
4. Describe why moral dilemmas require a problem solving approach.
5. Apply the rules of ethics when addressing ethical dilemmas.
6. Identify career development and lifelong learning opportunities.

STUDENT UNIT LEARNING OUTCOMES & SCHEDULE

After successful completion of the classroom activity, the student will be able to meet the following instructional objectives:

Unit I: Basic Awareness of the Self

Required Materials: Chapter One

Assessment: Homework and Term paper

1. Discuss the concept of the “self.”
2. Explain the importance of self-knowledge in relation to the quality of one’s life and the choices one makes.

3. Examine self-awareness through reading, completing exercises, and journaling about one's self.

Required Materials: Chapter Two, Family History

Assessment: Homework and Term paper

1. Describe in general terms, the role families play in the formation of identity and self esteem.
2. Examine the development of a mature personality as described by Erickson.
3. Introduce the concept of the "false self" in relation to the "true self" as it develops with in dysfunctional families.
4. Stress the importance of self-awareness to develop authenticity or the awareness of the 'true self" as opposed to the "false self," and stress the importance of the concept of authenticity to effective, mature helping.

Unit II: Values

Required Materials: Chapter Three Values As Determinants of Behavior

Assessment: Homework and Term paper

1. Define and examine personal and professional values and explore the role they play in determining behavior.
2. Emphasize the importance of critical thinking or reflection to the formation of one's values.
3. Distinguish the difference between being morally aware and morally conscious.
4. Explain the difference between nonmoral values and moral values.
5. Examine the values that underlie behaviors, which interfere with healing, and those that enhance healing.

Required Materials: Chapter Four, Identifying Moral Dilemmas

Assessment: Homework and Term paper

1. Discuss professional ethics and distinguish among ethical situations, ethical problems, moral temptation, and true ethical dilemmas.
2. Describe the various factors that should be considered in making a sound ethical decision.
3. Compare discursive or principled ethical reasoning processes with nondiscursive aspects of ethical reasoning.
4. Outline the difficulties inherent in using the principles and rules of traditional biomedical ethical reasoning alone in resolving dilemmas.

Required Materials: Chapter Sixteen, Communication with the Dying and Their Families

Assessment: Homework and Term paper

1. Review the importance of therapeutic communication skills related to touch and active listening.
2. Explain the skill and knowledge needed to facilitate a life of quality for the dying patient.
3. Describe the developmental stages health professionals follow as they learn to cope with anxiety of caring for people who are dying.

4. Discuss the importance of a written living will as illustrated by the Terri Schiavo case.

Required Materials: Chapter Five

Assessment: Homework and Term paper

1. Describe the effects of stress on the body and on perceptions of situations.
2. Explain the stress of the developmental model.
3. Identify external and internal factors that contribute to the buildup of stress in professional helpers.
4. Identify the importance of how one's thoughts affect the quality of life.

Unit III: Interacting With Others

Required Materials: Chapter Six, The Nature of Effective Helping: Empathy and Sympathy Vs. Pity

Assessment: Homework and Term paper

1. Describe the overall aim of helping others.
2. Discuss the behaviors that interfere with effective helping.
3. Distinguish among sympathy, pity, self-transposal, and empathy.
4. Describe the characteristics of helping communication.
5. Reveal the characteristics of effective helpers.

Required Materials: Chapter Seven, Effective Communication: Problem Identification and Helpful Responses

Assessment: Homework and Term paper

1. Discuss communication strategies for interactions that are confused or emotion laden.
2. Define congruence and give the opportunity to examine one's own congruence or lack there of.
3. Discuss the risks and rewards of communicating clearly in the presence of intense feelings.

Required Materials: Chapter Eight, Assertive Skills and Conflict Resolution

Assessment: Homework and Term paper

1. Explain the importance of using assertive communication in healing interactions.
2. Distinguish between nonassertive, assertive, and aggressive communication.
3. Illustrate how to diffuse a hostile, angry reaction.
4. Identify the rights we all share as human beings.

Required Materials: Chapter Nine, Communicating To Establish Rapport and Reduce Negativity Using Neurolinguistic Psychology

Assessment: Homework and Term paper

1. Identify the importance of developing rapport in effective communication.
2. Understand the principles of Neurolinguistic Psychology (NLP) to assist practioners in developing effective verbal and nonverbal communication skills.
3. Explain how the primary representational systems in NLP are utilized in the health care

setting.

Required Materials: Chapter Ten, Communicating with Cultural Sensitivity

Assessment: Homework and Term paper

1. Describe the impact of culture on delivery of health care services.
2. Discuss how intergenerational communication difficulties represent cultural differences.
3. Illustrate how to effectively communicate with people of various ages.

Required Materials: Chapter Eleven, Helping Interview

1. Identify the importance of communicating well in the initial stages of the relationship with the patient.
2. Explain the characteristics of the helping interview as compared to the non-helping interview.
3. Relate the essentials of the helping interview.
4. Identify key points necessary to the successful interview of the adolescent and the patient in their 80's, 90's, or older.
5. Describe the qualities of the helpful interviewer.

Required Materials: Chapter Thirteen, Health Behavior and Effective Patient Education

Assessment: Homework and Term paper

1. Define health behavior and health literacy.
2. Identify ways of teaching effective health behaviors.
3. Identify four important factors in achieving successful verbal communication.
4. Identify two types of non-verbal communication and describe the importance of each.

Required Materials: Chapter Fourteen, Communicating With Persons Who Have Disabilities

Assessment: Homework and Term paper

1. State how the power of language is used to reflect our innermost values, feeling and thoughts.
2. Explain how the labeling of people results in negative feelings.
3. Distinguish the descriptors often used inappropriately, for example: disability and handicapped.
4. Describe how concepts of disability shape actions.

Required Materials: Chapter Fifteen, Sexuality And Disability: Effective Communication

Assessment: Homework and Term paper

1. Describe why the idea of professional boundaries is relevant to respect.
2. Describe how myths and misconceptions regarding sexuality and disability may affect both the patient's, as well as the practitioner's viewpoint and comfort level.
3. Discuss the importance of self-esteem, self-image, and self-actualization with respect to rehabilitation.
4. Identify normal sexual arousal cycles for the male and female, and the impact of certain disabilities on sexual functioning.
5. Discuss the role of the rehabilitation professional with respect to sexuality and the

disabled.

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION	Percentage of Weighted Grade
Homework Assignments	20%
Final paper	80%

GRADING SYSTEM:

- A= 90%-100%
- B= 80%-89%
- C= 75%-79%
- D= 69%-74%
- F=below 68%

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the academic calendar for deadlines for add/drop ([ACADEMIC CALENDAR](#)). You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of eighty percent (80%) of his or her classes in order to be eligible to receive credit for any course. However, due to the varied nature of courses taught at the College, a more rigid attendance policy may be required by individual instructors. At a minimum, a student may be withdrawn from a course(s) after he or she has been absent in excess of ten percent (10%) of the total contact hours for a course. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any

required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



The Student Success and Tutoring Center (SSTC)

The SSTC offers to all students the following **free** resources:

1. **Academic coaches** for most subject areas, **Writing Center Support**, and **college success skills**.
2. **On-line student success and academic support resources**.

Visit the SSTC website: [Student Success & Tutoring Center](#) and visit the student services tab in your WaveNet account to schedule appointments using TutorTrac. For more information, call: SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455. Room locations and Live Chat is available on the SSTC website.



Student Information Center: WaveNet Central (WNC)

WNC offers to all students the following **free** resources:

1. **Getting around HGTC**: General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) for COMPASS support, technology education, and online tools.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.

Visit the WNC website: [Wavenet Central](#). Live Chat and Center locations are posted on the website. Or please call one of the following locations: WNC Conway, 349-5182; WNC Grand Strand, 477-2076; and WNC Georgetown, 520-1473.

Student Testing: (If course is offered in multiple format include this section, delete if only F2F sections are offered.)

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper

- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

Disability Services

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to Jocelyn Williams, Director of Student Development on the Conway Campus Jaime Davis, Counselor/Advisor on the Georgetown Campus or Kristin Griffin, Counselor on the Grand Strand Campus. These individuals will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

Statement of Equal Opportunity/Non-Discrimination Statement

Horry Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, gender, national or ethnic origin, age, religion, disability, marital status, veteran status, sexual orientation, gender identity, or pregnancy in educational programs and/or activities.

Title IX Requirements

Horry Georgetown Technical College prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking. Any student who believe he or she has experienced or witnessed discrimination including sexual harassment, domestic violence, dating violence, sexual assault or stalking is encouraged to report such incidents to one of the College's Title IX Coordinators.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

Inquiries regarding the non-discrimination policies:	
Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Associate Vice President for Student Affairs.	Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Associate Vice President for Human Resources.
Dr. Melissa Batten, AVP Student Affairs <i>Title IX Coordinator</i> Building 1100, Room 107A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5228 Melissa.Batten@hgtc.edu	Jacquelyne Snyder, AVP Human Resources <i>Section 504, Title II, and Title IX Coordinator</i> Building 200, Room 212A, Conway Campus PO Box 261966, Conway, SC 29528-6066 843-349-5212 Jacquelyne.Snyder@hgtc.edu

PART I: INSTRUCTOR INFORMATION

Instructor Name:	<i>Dr. Tammy Marcin PT, DPT, MBA, EdD</i>
Campus Phone Number:	<i>477-2067</i>
College Email Address:	Tammy.Marcin@HGTC.edu
Office Location:	<i>1282J</i>
Office Hours/Availability:	<i>Posted in D2L Course Home Page and Wavenet</i>

Part II: Course Schedule and Assessments

Dates:	Reading	<i>Weekly Course Schedule</i>
Week 1 9/8	Intro Chapter 1,2,3	Guest Lecture- Interview and Resume Intro Basic awareness of the self Family history Values as determinants of behavior
Week 2 9/15	Chapter 4, 5 & 16	Identifying and resolving moral dilemmas Stress Management Abuse
Week 3 9/22	Chapter 6,7,8	Interacting with others Nature of effective helping Effective communication Assertiveness skills and conflict resolution
Week 4 9/29	Chapter 9, 10,11	Communicating to establish rapport and reduce negativity Communicating with cultural sensitivity The helping interview
Week 5 10/6	Chapter 13, 14, 15,	Health behavior and effective patient education Communicating with persons who have disabilities Sexuality and Disability: Effective communication Communication with the dying and their families
Week 6 10/13	Schedule to Be announced.	Mock Interviews

EVALUATION OF REQUIRED COURSE ASSIGNMENTS

Students' performance will be assessed, and the weight associated with the various measures/artifacts are listed below.

EVALUATION:

Evaluation of Course Requirements	Points Assigned	Percentage of Weighted Grade

<p>Homework assignments: homework assignments may consist of short answer questions, group or individual projects, and finding and retrieving information. Each homework assignment will be worth 10 points. Students will receive points based off completion of assignment. Weekly homework assignments will be posted in D2L and student will post answers in D2L by Saturday at 12pm.</p>	<p>5 assignments 10 points each</p>	<p>20%</p>
<p>Final paper: Student will write a 5-8 page paper reflecting on the information that they have learned from this course as it relates to them as a physical therapist assistant. The paper will be doubled spaced and three references are required. See rubric in this syllabus for further clarification.</p>	<p>100 points</p>	<p>80%</p>

EVALUATION OF REQUIRED COURSE ASSIGNMENTS

Students’ performance will be assessed and the weight associated with the various measures/artifacts are listed below.

Makeup Assignments (Examinations, Skill Check Assessments, Homework)

- Examinations: Per the instructor’s discretion, a missed examination may be made up with a deduction of 10% of the total score.
- Skill Check Assessments: If not performed on the scheduled day per the course schedule, a maximum score of 7.5 points will be given on the first attempted performance.
- Late assignments (i.e. Homework): Per the instructor’s discretion, the assignment will have a deduction of 50% of the achieved score and no more than two late assignments may be accepted.

**The instructor reserves the right for discretion on the above policy on a case by case basis.

Bonus

- Per the instructor’s discretion, if bonus is awarded for any assignment, no more than 5% of the total grade will be applied.

PART III: FACE 2 FACE (F2F) COURSE POLICIES

Physical Therapist Assistant Program Classroom Attendance Policy:

An absence is defined as missing greater than 10 minutes of classroom time or leaving class early with more than 10 minutes remaining.

For a 15 week course (Fall and Spring) the allowed number of misses is as follows:

For MWF classes:

9 absences are allowed for lecture and 9 absences from lab, regardless of the reason.

For MW classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

For TTh classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason

For Classes meeting once a week for lecture:

3 absences are allowed for lecture and 3 absences from lab, regardless of the reason.

For a 10 week course (Fall and Spring) the allowed number of misses is as follows:

For MWF classes:

6 absences are allowed for lecture and 6 absences from lab, regardless of the reason.

For MW classes:

4 absences are allowed for lecture and 4 absences from lab, regardless of the reason

For TTh classes:

4 absences are allowed for lecture and 4 absences from lab, regardless of the reason

For Classes meeting once a week for lecture:

2 absences are allowed for lecture and 2 absences from lab, regardless of the reason.

For a 6 week course the allowed number of misses is as follows:

MTWTH

4 absences for lecture and 4 absences from lab are allowed, regardless of the reason.

MW or TTH

2 absences for lecture and 2 absences from lab are allowed, regardless of the reason

TARDY POLICY:

Students are expected to be on time for class and to stay for the entire session.

A tardy is defined as missing up to 10 minutes of classroom time.

Three tardy will be counted as one class absence.

MAKE-UP TEST POLICY:

See section: EVALUATION OF REQUIRED COURSE ASSIGNMENTS

Makeup Assignments (Examinations, Skill Check Assessments, Laboratory Practical Competency Examinations, Homework and Documentation)

REQUIRED ON-SITE MEETINGS:

Students if you choose to take your test(s) at a site other than an HGTC Testing Center, the center may charge you a fee. Please ask the center about any testing fees before you register to take your exam. These fees will be payable to the center providing the service, not HGTC.