



INSTRUCTIONAL PACKAGE

PTH 235
Interpersonal Dynamics

Effective Term
Fall/2021

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: 202110

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.

***Online/Hybrid** courses require students to complete the [DLi Orientation Video](#) prior to enrolling in an online course.

REQUIRED MATERIALS:

- (1) Carol M. Davis Patient Practitioner Interaction: An Experiential Manual for Developing the Art of Health Care 6th Edition 2016 SLACK Incorporated.

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

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

ADDITIONAL REQUIREMENTS:

None

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials. myHGTC and college email access.

STUDENT IDENTIFICATION VERIFICATION:

2021-2022

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:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

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.

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.

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

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

Module I: Basic Awareness of the Self

Required Materials: Chapter One

Assessment: Homework and Final 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 oneself.

Required Materials: Chapter Two, Family History

Assessment: Homework and Final 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.

Module II: Values

Required Materials: Chapter Three Values as Determinants of Behavior

Assessment: Homework and Final 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 Final 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 Eighteen, Communication with the Dying and Their Families

Assessment: Homework and Final 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, Stress Management

Assessment: Homework and Final 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.

Module III: Interacting with Others

Required Materials: Chapter Six, The Nature of Effective Helping: Empathy and Sympathy Vs. Pity
Assessment: Homework and Final 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 Final 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 thereof.
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 Final 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 Eleven, Communicating To Establish Rapport and Reduce Negativity Using Neurolinguistic Psychology

Assessment: Homework and Final Paper

1. Identify the importance of developing rapport in effective communication.
2. Understand the principles of Neurolinguistic Psychology (NLP) to assist practitioners 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 Twelve, Communicating with Cultural Sensitivity

Assessment: Homework and Final 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 Thirteen, Helping Interview

Assessment: Homework and Final Paper

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 Fifteen, Health Behavior and Effective Patient Education

Assessment: Homework and Final 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 Sixteen, Communicating With Persons Who Have Disabilities

Assessment: Homework and Final 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 Seventeen, Sexuality And Disability: Effective Communication

Assessment: Homework and Final 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 practioner'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.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

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*

Assignments	8%
Homework	30%
Paper	60%
Class Participation	2%
Total	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor’s Course Information Sheet.***

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. 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 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **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, and 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 tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.

3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at sstc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email sstc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following free resources:

1. **Getting around HGTC:** General information and guidance for enrollment, **financial aid**, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #2.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff 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, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college’s Chief Student Services Officer, campus law enforcement, or with the college’s Title IX Coordinator, or designee.

*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/TITLE IX 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 Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

EEO and Title IX Coordinator

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu