



INSTRUCTIONAL PACKAGE

PTH 235
Interpersonal Dynamics

Effective Term
Fall 2025

INSTRUCTIONAL PACKAGE

Part I: Course Information

Effective Term: Fall 2025/Spring 2026/Summer 2026

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:

Prerequisites: PTH 244 and PTH 242

REQUIRED MATERIALS:

Please visit the [BOOKSTORE](#) online site for most current textbook information.

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 learning management system (LMS) used for course materials.

Access to myHGTC portal for student self-services.

College email access – this is the college's primary official form of communication.

STUDENT IDENTIFICATION VERIFICATION

Students enrolled in online courses will be required to complete identity 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 an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

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 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 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 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 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 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.

****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	18%
Paper	50%
Homework	30%
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:

State the College's or departmental grading system as delineated in the Catalog. Please note the College adheres to a 10-point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

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 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 Academic Coaching for 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 or coaching, contact the SSTC at ssc@hgtc.edu or self-schedule in the Penji iOS/Android app or at www.penjiapp.com. Email ssc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the SSTC [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. In-person and remote assistance are available for Desire2Learn, Student Portal, Degree Works, and Office 365.
3. 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 # 1.



HGTC LIBRARY:

Each campus location has a library where HGTC students, faculty, and staff may check out materials with their HGTC ID. All three HGTC campus libraries have librarians and staff who can aid with research, computers to support academic research and related school-work, and individual/group study rooms. Printing is available as well at each location. Visit the [Library](#) website for more information or call (843) 349-5268.

STUDENT TESTING:

Testing in an **online/hybrid** course and in **make-up exam** situations may be accomplished in a variety of ways:

- Test administered within D2L.
- Test administered in writing on paper.
- Test administered through Publisher Platforms (which may have a fee associated with the usage)

Furthermore, tests may have time limits and/or require a proctor.

Testing candidates must make their appointments 24 hours in advance.

Students must bring a physical ID in order to take a test.

Proctoring can be accomplished either face-to-face at an approved site or online through 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. Students seeking accommodations are encouraged to visit HGTC's [Accessibility and Disability Service webpage](#) for detailed information.

It is the student's responsibility to self-identify as needing accommodations and to provide appropriate documentation. Once documentation is submitted, the student will participate in an interactive process with Accessibility and Disability Services staff to determine reasonable accommodations. Students may begin the accommodations process at any time; however, accommodations are **not retroactive** and will only be applied from the point at which they

are approved. Students must contact the office **each semester** to renew their accommodations.

For assistance, please contact the Accessibility and Disability Services team at disabilityservices@hgtc.edu or 843-796-8818 (call or text).

COUNSELING SERVICES:

HGTC Counseling Services strives to optimize student success through managing personal and academic concerns that may interfere with achieving educational goals. Staff are available to every student for assistance and guidance on personal matters, academic concerns and other areas of concern. HGTC offers free in-person and telehealth counseling services to students. For more information about counseling services, please reach out to counseling@hgtc.edu or visit the website the [Counseling Services webpage](#).

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Our sincere commitment to both effective business management and equitable treatment of our employees requires that we present this Policy Statement as an embodiment of that commitment to the fullest.

Discrimination is conduct that includes unjust or prejudicial treatment based upon an individual's sex, race/color, religion, national origin, age, disability, service in the uniformed services (as defined in state and federal law), veteran status, political ideas, marital or family status, pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation, genetic information, genetic identity, gender expression, or sexual orientation that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently, or otherwise adversely affects a term or condition of a person's working or learning environment. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, Title VII, 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, Section 504, and Title II 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

Affirmative Action/Equal Opportunity Officer and Title IX Coordinator

Building 200, Room 205B, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

Jacquelyne.Snyder@hgtc.edu

TITLE IX REQUIREMENTS:

Title IX of the Education Amendments of 1972 protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination.

HGTC prohibits the offenses of domestic violence, dating violence, sexual assault, and stalking and will provide students, faculty, and staff with necessary information regarding prevention, policies, procedures, and resources.

Any student, or other member of the college community, who believes that they have been a victim of sexual harassment, domestic violence, dating violence, sexual assault, or stalking may file a report with the college's Title IX Coordinator or campus law enforcement*.

*Faculty and Staff are required to report these incidents to the Title IX Coordinator 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).

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PREGNANCY ACCOMMODATIONS

Under Title IX, colleges must not exclude a pregnant student from participating in any part of an educational program. Horry-Georgetown Technical College is committed to ensuring that pregnant students receive reasonable accommodations to ensure access to our educational programs.

Students should advise the Title IX Coordinator of a potential need for accommodations as soon as they know they are pregnant. It is extremely important that communication between student, instructors, and the Title IX Coordinator begin as soon as possible. Each situation is unique and will be addressed individually.

Title IX accommodations DO NOT apply to Financial Aid. Financial Aid regulations do not give the College any discretion in terms of Financial Aid eligibility.

Certain educational programs may have strict certification requirements or requirements mandated by outside regulatory agencies. Therefore, in some programs, the application of Title IX accommodations may be limited.

To request pregnancy accommodations, please complete the *Pregnancy Intake Form* that can be found [here](#).