



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2005-2006 **NEXT REVIEW:** 2010-2011 **STATUS:** A

COURSE TITLE: Therapeutic Communication for the PT Assistant

COMMON COURSE NUMBER: PHT 1020

CREDIT HOURS: 2

CONTACT HOUR BREAKDOWN

CLOCK HOURS:

Lecture: 2 Lab:
Clinic: Other:

PREREQUISITE(S): PHT 1211

COREQUISITE(S): PHT 1801L

PRE/COREQUISITE(S): None

COURSE DESCRIPTION:

An overview of effective communication skills and concepts regarding successful therapeutic interactions will be presented. Students will participate in several interactive sessions to become familiar with team building, verbal and non-verbal communication, effective listening concepts and conflict management to determine how to manage clinical situations as they arise. Cultural diversity is discussed. Students are responsible for developing an in-service presentation as a means of enhancing effectiveness of communication.

UNIT TITLES

- 1.0 Introduction to the Course
- 2.0 Team Development
- 3.0 Roles Members Play
- 4.0 In-Service Presentations
- 5.0 Effective Therapeutic Communication
- 6.0 Communicating with Cultural Sensitivity
- 7.0 Communicating with Persons with Disabilities
- 8.0 Patient/Client Satisfaction
- 9.0 Managing Challenging Therapeutic Interactions
- 10.0 Conflict Management
- 11.0 Self-Awareness Survey



Course Overview

Therapeutic Communication for the PT Assistant (PHT 1660) is designed to introduce the student to the basic communication skills for health care providers as they relate to effectiveness in therapeutic situations. The emphasis is on developing an awareness of effective communication and presentation skills in a health care environment. Its main focus is on the development of effective interpersonal and listening/verbal skills.

Intended for full-time students enrolled in the first year of the Physical Therapist Assistant Program to become aware of the types of therapeutic communication that the profession requires of its clinicians.

Instructional Outcomes

Upon successful completion of this course, the students will be able to effectively listen and verbally communicate personally as well as in a team environment. The student should be able to understand the components of an interdisciplinary health team as well as the importance of proper professional communication in a variety of situations.

In addition, as detailed in the General Outcomes for each Unit Title, the student will:

1. Appreciate the objectives of the course itself.
2. Recognize the stages that a team transitions through to achieve a common goal.
3. Understand personal contributions of team members and be able to distinguish between leader/member behaviors and roles as they relate to successful teamwork.
4. Develop and deliver an effective in-service presentation on an assigned topic.
5. Distinguish between various techniques of effective interpersonal communication including differentiating between the significance of verbal and non-verbal communication as well as the types of listening.
6. Understand the effect that culture may have on the delivery of health care and overall therapeutic effectiveness.
7. Appreciate the communication process involved with persons with disabilities (PWD).
8. Determine the aspects of patient/client satisfaction that augment success in the clinical arena.
9. Participate in role-playing scenarios as a means of understanding how to manage challenging therapeutic interactions.
10. Understand the steps involved in conflict management and apply same to several patient care scenarios.
11. Objectively identify their own traits and interpersonal communication style and determine which areas need to be modified to enhance their communication in a therapeutic setting.



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Behavioral Outcomes

Upon successful completion of this course, the student will:

1. Demonstrate a receptive response to constructive criticism as provided via examinations and assigned projects related to the subject matter.
2. Demonstrate conduct that reflects respect and courtesy in all interactions with instructor(s) and peers.
3. Engage in on-going self-assessment as it relates to achieving success in the course so that content areas that require knowledge enhancement can be identified.
4. Set appropriate goals as a result of on-going self-assessment.



UNIT 1 – Introduction to the Course

General Outcome:

1.0 The student should be able to appreciate the objectives of the course itself.

Specific Learning Outcomes:

Upon successful completion of this unit, the student should be able to:

- 1.1 Understand the objectives of the course.
- 1.2 Appreciate the need to participate actively in the course in order to achieve the highest benefit from the course materials.
- 1.3 Evaluate personal traits brought to a team by completing an online Keirsey Temperament Test.
- 1.4 Discuss the results of the above test in the WebCT environment.
- 1.5 Complete an online Communication Skills Test and score same.
- 1.6 Discuss the results of the above test in the WebCT environment.
- 1.7 Participate in team activities to better understand the concept of teamwork.
- 1.8 Complete Feedback Report on the session's activities.



UNIT 2 – Team Development

General Outcome:

- 2.0 The student should be able to recognize the stages that a team transitions through to achieve a common goal.

Specific Learning Outcomes:

Upon successful completion of this unit, the student should be able to:

- 2.1 Explain the difference between a group and a team.
- 2.2 Describe the natural life cycle of a team in general.
- 2.3 List two features of the forming stage.
- 2.4 List two features of the storming stage.
- 2.5 List two features of the norming stage.
- 2.6 List two features of the performing stage.
- 2.7 Participate in team activities that simulate the stages above.
- 2.8 Complete Feedback Report on the session's activities.



UNIT 3 - Roles Members Play

General Outcome:

3.0 The student should be able to understand personal contributions of team members and be able to distinguish between leader/member behaviors and roles as they relate to successful teamwork.

Specific Learning Outcomes:

Upon successful completion of this unit, the students should be able to:

- 3.1 Discuss the pro's and con's of having complementary personality types on teams.
- 3.2 Discuss the gifts your individual personality type has to offer a team.
- 3.3 List and discuss ten personal attributes and behaviors important to ensuring team success.
- 3.4 Discuss the characteristics of leader behavior and roles
- 3.5 Discuss the characteristics to member behavior and roles.
- 3.6 List and discuss member roles, including: group task roles, group maintenance roles, and individual roles.
- 3.7 List four responsibilities of team leaders.
- 3.8 List and discuss De Bono's six hats and their attributes.
- 3.9 Participate in a team activity using six hat thinking.
- 3.10 Develop an understanding of what color thinking we normally assume and the value of improving your thinking skills.
- 3.11 Complete Feedback Report on the session's activities.



UNIT 4 – In-Service Presentations

General Outcome:

- 4.0 The student should be able to develop and deliver an effective in-service presentation on an assigned topic.

Specific Learning Outcomes:

Upon successful completion of this unit, the student should be able to:

- 4.1 Collect adequate and pertinent data on the topic assigned.
- 4.2 Develop an appropriate bibliography on the topic assigned.
- 4.3 Interview a professional/client to which the assigned topic applies.
- 4.4 Submit an outline of the presentation to the instructor for approval prior to the scheduled in-service presentation date.
- 4.5 Create effective audio-visual(s) to enhance the in-service presentation.
- 4.6 Submit a one-page summary of the presentation to distribute to the class online.
- 4.7 Deliver an effective fifteen (15) minutes in-service presentation to the class.
- 4.8 Complete all required self and peer assessments including assessment of own videotaped in-service.



UNIT 5 – Effective Therapeutic Communication

General Outcome:

- 5.0 The student should be able to differentiate between the significance of verbal and non-verbal communication as well as the types of listening.

Specific Learning Outcomes:

Upon successful completion of this unit, the student should be able to:

- 5.1 Understand the impact that verbal and non-verbal communication has on therapeutic effectiveness.
- 5.2 List and describe the types of therapeutic listening.
- 5.3 Participate in a team activity to experience therapeutic communication approaches.
- 5.4 Complete Feedback Report on the session's activities.



UNIT 6 – Communicating with Cultural Sensitivity

General Outcome:

- 6.0 The student should be able to understand the effect that culture may have on the delivery of health care and overall therapeutic effectiveness.

Specific Learning Outcomes:

Upon successful completion of this unit, the student should be able to:

- 6.1 Understand a number of cultures and their belief systems as they relate to health and interventions.
- 6.2 Develop an enhanced awareness of the concept of diversity.
- 6.3 Describe one's own cultural heritage.
- 6.4 Define culture, cultural sensitivity and other related terms such as stereotyping, biases, and prejudices.
- 6.5 Differentiate between high context and low context cultures.
- 6.6 Participate in a team activity to appreciate cultural diversity.
- 6.7 Identify appropriate strategies to overcome cultural diversity issues.
- 6.8 Detail the impact of cultural diversity within the practice of physical therapy.
- 6.9 Complete several online Cultural Sensitivity Worksheets.
- 6.10 Discuss the results of the above in the WebCT environment.
- 6.11 Complete Feedback Report of the session's activities.



UNIT 7 – Communicating with Persons with Disabilities

General Outcome:

7.0 The student should be able to appreciate the communication process involved with persons with disabilities (PWD).

Specific Learning Outcomes:

Upon successful completion of this unit, the student should be able to:

- 7.1 Understand the negative impact of labeling persons with disabilities.
- 7.2 Identify typical biases towards disabled persons.
- 7.3 Determine how biases might impact the effectiveness of therapeutic communication.
- 7.4 Participate in simulating a disability and summarize the experience in writing.
- 7.5 Discuss the impact of simulating a disability with the class.
- 7.6 Complete Feedback Report on the session's activities.



UNIT 8 – Patient/Client Satisfaction

General Outcome:

- 8.0 The student should be able to determine the aspects of patient/client satisfaction that augment success in the clinical arena.

Specific Learning Outcomes:

Upon successful completion of this unit, the student should be able to:

- 8.1 Develop an understanding that customer service is key to the success of healthcare organizations
- 8.2 List and discuss the three key features of customer service and client satisfaction.
- 8.3 Develop an understanding of type stepping as related to customer service.
- 8.4 Apply an understanding of type stepping to patient/client service.
- 8.5 Review the types of customers/clients that might be served in a variety of clinical settings.
- 8.6 Complete a Feedback Report on the session's activities.



UNIT 9 – Managing Challenging Therapeutic Interactions

General Outcome:

- 9.0 The student should be able to participate in role-playing scenarios as a means of understanding how to manage challenging therapeutic interactions.

Specific Learning Outcomes:

Upon successful completion of this unit, the student should be able to:

- 9.1 Participate in role-playing scenarios that simulate actual patient and practitioner interactions.
- 9.2 Apply concepts of therapeutic communication to the role-playing scenarios.
- 9.3 Complete a Team Effort Feedback Report to assess cooperation among the role playing team.
- 9.4 Provide analysis of a role playing scenario.
- 9.5 Complete Feedback Report on the session's activities.



UNIT 10 – Conflict Management

General Outcome:

10.0 The student should be able to understand the steps involved in conflict management and apply same to several patient care scenarios.

Specific Learning Outcomes:

Upon successful completion of this unit, the student should be able to:

- 10.1 Develop an understanding that conflict is a nature occurrence.
- 10.2 List and discuss the steps in conflict management.
- 10.3 Complete Conflict Resolution Plans on a number of scenarios.
- 10.4 Complete Feedback Report on the session's activities.



UNIT 11 – Self-Awareness Survey

General Outcome:

11.0 The student should be able to objectively identify their own traits and interpersonal communication style and determine which areas need to be modified to enhance their communication in a therapeutic setting.

Specific Learning Outcomes:

Upon successful completion of this unit, the student should be able to:

- 11.1 Complete a written post course self assessment survey.
- 11.2 List two effective nonverbal and/or verbal communication traits possessed which augments therapeutic communication.
- 11.3 Discuss how these traits will enhance therapeutic effectiveness.
- 11.4 List two undesirable nonverbal and/or verbal communication traits possessed and how these traits might be re-mediated when working in a therapeutic setting.
- 11.5 List how these traits may impede therapeutic effectiveness.
- 11.6 Identify methods of improving their communication skills specific to their traits.
- 11.7 Identify the units of the course which provided insight into effectiveness as a communicator.