MED 179/679 Psychology & Theraputic Communications

Course Master Syllabus

Course Information

Catalog Description: This course is designed to focus on the professional relationship between health care professionals and the clients they serve. Emphasis is placed on developing a solid understanding of self and others in order to help clients with their different needs and the use of appropriate therapeutic responses necessary for specific populations

Prerequisite(s): None

Corequisite(s): None

Credits: 3

Hours: 3.5 (60 classroom hours) *Last class session 4 hours

Required Text(s): Tamparo, C., Lindh, W., (2024). *Therapeutic communications for health professionals*, 5th ed.

Supplemental Materials:

Instructor Information

Instructor's Name:

Contact Information:

Office Hours:

Goals of the Medical Assisting Program

The medical assisting program at Warren County Community College endeavors to reach, at a minimum, the following goals: To prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains. Students of the medical assisting program must accomplish these goals and competencies in order to be eligible for program completion. The curriculum

is also designed to foster critical thinking, interpersonal skills, leadership skills, ethical sensitivity, and professional responsibility to perform all administrative and clinical competencies in the field of Medical Assisting. The program will support the institutional mission of the college (to build a community of learners through accessible, quality learning opportunities) and meet the needs and expectations of the communities of interest.

Class Core Competencies

The following core competencies are embedded in this curriculum:

- Communicate effectively in both speech and writing.
- Use scientific method of inquiry, through the acquisition of scientific knowledge.
- Understand ethical issues and situations.
- Address an information need by locating, evaluating, and effectively using information.

Class Learning Assessment

Student Learning Outcomes	Suggested Means of Assessment
Recognize the communication barriers that exist between patients and healthcare workers	Written exams, graded homework
Demonstrate how the medical assistant can effectively communication with a patient's family members	Written exams, role play, graded work products
Communicate effectively and therapeutically with patients across the age span to gather, document, and deliver information vital to the well-being of patients in the outpatient healthcare setting	Written exams, role play, graded work products, role play
Understand the use of verbal and non-verbal communication skills and how to use feedback techniques to gather information	Written exams, role play, graded work products

Student Learning Outcomes	Suggested Means of Assessment
Appreciate cultural diversity and understand how this impacts how the medical assistant communicates with and coaches patients in the medical environment	Written exams, role play, graded work products, role play

Grading System

Letter Grade	Percentage Range
A	90 to 100 percent
B Plus (B+)	87 to 89.9 percent
B	80 to 86.9 percent
C Plus (C+)	77 to 79.9 percent
C	70 to 76.9 percent
D	60 to 69.9 percent
F	Below 60 percent

College Information

Disability Services
Disability Services Webpage

Statement and Policy on Cheating, Plagiarism, and Academic Conduct

Academic Conduct Policy (Policy 304) [PDF]

Students are required to perform all the work specified by the instructor and are responsible for the content and integrity of all academic work submitted. A violation of academic integrity will occur if a student: (1) knowingly represents work of others as one's own, (2) uses or obtains unauthorized assistance in any academic work, (3) gives fraudulent assistance to another student, or (4) furnishes false information or other misuse of college documents.

Unauthorized use of Artificial Intelligence (AI) is prohibited unless the instructor explicitly permits it in the syllabus or assignments. If tools such as ChatGPT are permitted by an instructor to be used for an assignment, they should be used with caution and with proper citation. In all such cases, you may only use the specific tools identified as

acceptable and you must adhere to the College's standards for attribution, validation, and transparency.

In cases of suspected violation of academic integrity, the incident is to be reported to the Office of Academics. A student found guilty of violating the rule of academic integrity by the Vice President of Academics will be considered to have failed in personal obligation to the College; such failure will be subject to disciplinary action by the College. Unless otherwise notified, the instructor will allow students who are pending disciplinary action to attend class.

Tutoring and Testing at the Instructional Support Center (ISC)

- Instructional Support Center (ISC) Webpage

WCCC Library Services

- WCCC Library Website

Citation Styles and Formatting

Work submitted for any Warren County Community College course must conform to the required formatting and citation style that are specified by the instructor. The Library and Instructional Support Center can assist students with formatting and citations for assignments and papers.

WCCC Attendance Expectations

The College expects students to attend and participate in all classes. This involves sharing discussions and lectures in class, as well as interacting with other students. Grades are based on the quality of work students complete in meeting the requirements for a particular course, as stated in the course syllabus and catalog description. Attendance, among other factors, may be an additional criterion for assigning grades. Students should realize that they are responsible for all class meetings and that work missed because of absences may affect their grades. Attendance in online classes is determined by the completion of assignments/ tests. Students who have not completed any assignments or tests will be considered non-attending and receive an NF grade in online classes.

Class Attendance Expectations

Topical Outline

- The theorists
- Therapeutic communication
- Multi-cultural therapeutic communication
- The helping interview
- The therapeutic response across the life span to:
    - Stressed and anxious patients
    - Fearful, angry, aggressive, abused, or abusive clients
    - Depressed and/or suicidal clients
    - Patients with substance abuse disorders
    - Patients with life-altering illness and
    - Clients experiencing loss, grief, dying, and death

MAERB Core Curriculum Copentencies

The following MAERB Core Curriculum Competencies are taught and assessed in this course:

Cognitive Domain

- V.C.1 Identify types of verbal and non-verbal communication
- V.C.2 Identify types of communication barriers
- V.C.3 Identify techniques for overcoming communication barriers
- V.C.4 Identify the steps in the sender-receiver process
- V.C.5 Identify challenges in communication with different age groups
- V.C.9 Define the principles of self-boundaries Respond to Non-Verbal communication
- V.C.11 Identify coping mechanisms
- V.C.13 Identify the basic concepts of the following theories of:
    - Maslow
    - Erikson
    - Kubler-Ross
- V.C.14 Identify issues associated with diversity as it relates to patient care

Psychomotor Domain

- V.P.1 Respond to non-verbal communication

Affective Domain Skills embedded in Psychomotor Skills (within competency work product sheets): A.1 Demonstrate critical thinking skills, A.2 Reassure patients, A.3 Demonstrate empathy for patients' concerns, A.4 demonstrate active listening, A.5

Respect diversity, A.6 Recognize personal boundaries, A.7 Demonstrate tactfulness, A.8 Demonstrate self-awareness.

Grading Methods

Assignment	Points/Percentage
Tests and quizzes	50%
Papers/projects/work products	20%
Class participation	5%
Final Exam	25%

CAAHEP

CAAHEP requires that medical assisting students pass 100% of all psychomotor and affective domain objectives and competencies in order to be eligible for program completion. 75% or higher is considered passing for all courses and related competencies. Students may make 3 attempts to successfully complete each work product competency.

Late Work Policy

Late work is unacceptable unless prior arrangements have been made with the appropriate instructor.

Missed Exam Policy

Scheduled exams cannot be cut. Illness and excused absences are the exceptions. Absence for an exam or quiz will result in a 10% grade deduction on that assessment.

Students who miss a scheduled examination must make arrangements with the instructor and/or the ISC department to schedule a time to make up that exam.

Class Participation includes attendance. Students will realize a 10% deduction for each absence. In order to achieve full credit for Participation, students must attend all scheduled sessions, come to class prepared, and participate fully.

*Please refer to Medical Assisting Program Policy in the Medical Assisting Handbook.

Itinerary

Unit	Readings/Assignments
1	Orientation Chapter 1-Therapeutic Communication
2	Appendix A-The Theorists
3	Movie “And the Band Played On” Group Discussion/Assignment
4	Quiz Chapter 2-Multicultural Therapeutic Communication
5	Chapter 4-The Helping Interview
6	Exam #1 Movie “The Doctor”
7	Chapter 3-Therapeutic Communication in Complimentary Medicine Chapter 5-The Therapeutic Response Across the Life Span Appendix B
8	Chapter 6-The Therapeutic Response to Stressed, Anxious Clients & Fearful Clients
9	Quiz Chapter 7-The Therapeutic Response to Fearful, Angry, Aggressive, Abused, or Abusive Clients
10	Chapter 8-The Therapeutic Response to Depressed and/or Suicidal Clients Move “Girl Interrupted”
11	Exam #2 Chapter 9-The Therapeutic Response to Clients with Substance Abuse Disorders
12	Movie “When a Man Loves a Woman”
13	Chapter 10-The Therapeutic Response to Clients with Life-Altering Illnes

Unit	Readings/Assignments
14	Exam #3 Chapter 11-The Therapeutic Response to Clients Experiencing Loss, Grief, Dying, And Death
15	Chronic Illness Reports Presented
16	Exam #4 Chronic Illness Reports Presented
17	Comprehensive Final Examination