



## **PRACTICAL LAB MANUAL (BP108P)**

### **BACHELOR OF PHARMACY (B. PHARM)**

#### **Semester– I**

#### **Healthcare Psychology and Communication Skills**

**(As per PCI Regulation 2026)**

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|----------------------------|-------------------------------------------------------------------------|
| <b>Programme</b>           | Bachelor of Pharmacy (B. Pharm)                                         |
| <b>Practical Component</b> | Healthcare Psychology and Communication Skills                          |
| <b>Semester</b>            | First                                                                   |
| <b>Nature of Practical</b> | Role Play, Case Study, Peer Practice, Community Engagement & Reflection |
| <b>Faculty</b>             | Rashmi Raj _____                                                        |

## 1. Introduction

Effective communication is an essential professional competency for pharmacy students. Pharmacists interact with patients, caregivers, physicians, nurses and other healthcare professionals. This practical manual provides structured activities to develop patient-centred communication, empathy, active listening, counselling, teamwork, case discussion, health education and reflective practice.

## 2. Practical Objectives

- Develop clear, respectful and patient-centred communication skills.
- Practise counselling techniques for patients with chronic illness.
- Demonstrate empathy and active listening in sensitive or crisis situations.
- Recognise the effects of miscommunication on healthcare and patient safety.
- Practise paraphrasing, reflective listening, teamwork and shared decision-making.
- Develop simple IEC (Information, Education and Communication) materials for public health awareness.
- Reflect on personal communication strengths and areas for improvement.

## 3. General Instructions for Students

- Attend practical sessions regularly and participate actively in role plays and discussions.
- Maintain professional language, appropriate body language and patient confidentiality.
- Use respectful, non-judgmental and culturally sensitive communication.
- Do not disclose real patient identifiers during case discussions or written records.
- Each student should maintain a practical record containing the activity, observation, learning outcome and reflection.
- Feedback from peers and the faculty should be recorded and used for improvement.

## 4. List of Practicals

### Practical 1: Role Plays and Simulations

- Counselling a patient with chronic illness
- Breaking bad news in a clinical setting
- Empathetic listening in crisis response

### Practical 2: Case Study Discussions

- Mental health cases in primary care
- Impact of miscommunication in healthcare errors

### Practical 3: Peer-to-Peer Practice Sessions

- Reflective listening and paraphrasing
- Effective team communication and decision-making

**Practical 4: Community Engagement Tasks**

- Designing IEC materials for public health awareness
- Conducting mock health education sessions

**Practical 5: Journaling & Self-Reflection Logs**

- Weekly reflection on emotional responses during care simulations
- Growth in communication skill development over the semester

## 1. Role Plays and Simulations

### Aim

To practise patient-centred communication through simulated healthcare situations.

### Learning Objectives

- Demonstrate appropriate verbal and non-verbal communication.
- Use empathy, active listening and simple language.
- Adapt communication to a patient's emotional and informational needs.

### Preparation / Materials Required

- Role-play scenario cards
- Notebook/practical record
- Optional patient-counselling checklist

### Procedure

1. Form groups of 3–4 students and assign roles such as pharmacist/health professional, patient and observer.
2. Select one scenario: counselling a patient with chronic illness; breaking bad news in a clinical setting; or empathetic listening during a crisis.
3. Plan the conversation with an appropriate opening, information exchange, empathy and closure.
4. Perform the role play for the class.
5. The observer records strengths and areas for improvement.
6. Repeat the activity after incorporating feedback.

### Observation / Record

- Scenario selected: \_\_\_\_\_
- Communication techniques used: \_\_\_\_\_
- Examples of empathetic statements: \_\_\_\_\_
- Non-verbal behaviours observed: \_\_\_\_\_
- Feedback received: \_\_\_\_\_

### Learning Outcome

The student demonstrates respectful, empathetic and patient-centred communication in a simulated clinical situation.

### Viva-Voce Questions

- What is patient-centred communication?
- Why is empathy important in healthcare?
- What are two examples of active listening?
- Why should healthcare professionals use simple language?

### Faculty Remarks

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Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 2. Case Study Discussions

### Aim

To analyse communication challenges in healthcare cases and identify safe and appropriate communication practices.

### Learning Objectives

- Recognise communication barriers in healthcare.
- Discuss the role of communication in mental health and patient safety.
- Suggest appropriate strategies to reduce communication-related errors.

### Preparation / Materials Required

- Case study handouts
- Whiteboard/marker
- Practical record

### Procedure

7. Read the assigned case individually.
8. Identify the key communication issue, stakeholders and possible barriers.
9. Discuss the case in a small group.
10. Identify how miscommunication may affect patient care or safety.
11. Suggest appropriate communication strategies.
12. Present the group findings to the class.

### Observation / Record

- Case title: \_\_\_\_\_
- Main communication problem: \_\_\_\_\_
- Possible causes/barriers: \_\_\_\_\_
- Impact on patient care: \_\_\_\_\_
- Suggested solutions: \_\_\_\_\_

### Learning Outcome

The student analyses a healthcare communication problem and proposes practical strategies for clearer and safer communication.

### Viva-Voce Questions

- What is a communication barrier?
- How can miscommunication contribute to healthcare errors?
- What communication approach is useful when interacting with a person experiencing emotional distress?

### Faculty Remarks

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### 3. Peer-to-Peer Practice Sessions

#### Aim

To develop reflective listening, paraphrasing and effective team communication skills.

#### Learning Objectives

- Practise listening without unnecessary interruption.
- Use paraphrasing to confirm understanding.
- Communicate clearly while working in a team and making decisions.

#### Preparation / Materials Required

- Pair/group activity sheet
- Observation checklist
- Practical record

#### Procedure

13. Work in pairs and select a short healthcare-related situation.
14. Student A speaks for 1–2 minutes while Student B listens without interrupting.
15. Student B paraphrases the message and confirms understanding.
16. Exchange roles and repeat the activity.
17. In groups, discuss a simple healthcare problem and reach a team decision.
18. Record peer feedback.

#### Observation / Record

- Example of paraphrasing used: \_\_\_\_\_
- Listening behaviour demonstrated: \_\_\_\_\_
- Team decision reached: \_\_\_\_\_
- Peer feedback: \_\_\_\_\_

#### Learning Outcome

The student demonstrates reflective listening, accurate paraphrasing and constructive team communication.

#### Viva-Voce Questions

- What is reflective listening?
- What is paraphrasing?
- How does active listening improve teamwork?

#### Faculty Remarks

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Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## 4. Community Engagement Tasks

### Aim

To develop practical health-communication skills for public awareness and health education.

### Learning Objectives

- Prepare clear and audience-appropriate IEC content.
- Deliver a short health-education message.
- Use simple language and appropriate visual communication.

### Preparation / Materials Required

- Chart paper/poster or digital design tool
- Markers/printed visuals
- Health-education topic sheet

### Procedure

19. Select a public health topic relevant to the community, such as medication adherence, rational use of medicines, hygiene or prevention of common illnesses.
20. Identify the target audience.
21. Prepare an IEC poster/leaflet containing a clear message, key points and a call to action.
22. Conduct a 3–5 minute mock health-education session.
23. Invite questions and respond using simple, accurate language.
24. Collect peer/faculty feedback and revise the material if required.

### Observation / Record

- Topic: \_\_\_\_\_
- Target audience: \_\_\_\_\_
- Key message: \_\_\_\_\_
- IEC material attached: Yes / No
- Questions asked by audience: \_\_\_\_\_
- Feedback: \_\_\_\_\_

### Learning Outcome

The student communicates a public-health message clearly and appropriately for a defined audience.

### Viva-Voce Questions

- What is IEC?
- Why should health messages be audience-specific?
- What makes a health-education message effective?

### Faculty Remarks

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Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 5. Journaling & Self-Reflection Logs

### Aim

To monitor personal growth in communication skills through regular reflection on practical experiences.

### Learning Objectives

- Identify personal communication strengths and weaknesses.
- Reflect on emotional responses during simulated care situations.
- Develop an action plan for communication-skill improvement.

### Preparation / Materials Required

- Weekly reflection log
- Practical record
- Self-assessment checklist

### Procedure

25. After each practical, write a brief reflection on what you did and learned.
26. Record one communication strength and one area needing improvement.
27. Reflect on emotions experienced during counselling, crisis response or teamwork.
28. Note feedback received from peers or faculty.
29. Write one specific action you will take to improve before the next session.
30. At the end of the semester, compare early and later reflections and summarise your growth.

### Observation / Record

- Date: \_\_\_\_\_
- Activity: \_\_\_\_\_
- What went well? \_\_\_\_\_
- What was challenging? \_\_\_\_\_
- What feedback did I receive? \_\_\_\_\_
- What will I improve next time? \_\_\_\_\_

### Learning Outcome

The student demonstrates self-awareness and identifies measurable areas for continuous improvement in communication.

### Viva-Voce Questions

- What is self-reflection?
- Why is reflective practice important for healthcare professionals?
- How can feedback improve communication skills?

### Faculty Remarks

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 5. Suggested Assessment Rubric

| Criteria                 | Excellent (4)            | Good (3)     | Satisfactory (2) | Needs Improvement (1) |
|--------------------------|--------------------------|--------------|------------------|-----------------------|
| Clarity of communication | Very clear and organised | Mostly clear | Somewhat unclear | Unclear               |
| Listening & empathy      | Consistent and effective | Good         | Basic            | Limited               |
| Professional behaviour   | Highly professional      | Professional | Acceptable       | Needs improvement     |
| Team participation       | Active and constructive  | Regular      | Occasional       | Limited               |
| Reflection               | Insightful and specific  | Relevant     | Basic            | Minimal               |

## 6. Overall Practical Record Format

- Practical Number & Title
- Date
- Aim
- Learning Objectives
- Activity / Procedure
- Observation / Discussion
- Learning Outcome
- Student Reflection
- Faculty Remarks and Signature

## 7. Recommended References

31. Morgan, C. T. and King, R. A., Introduction to Psychology. New York: McGraw-Hill.
32. Taylor, S. E., Health Psychology. New York: McGraw-Hill Education.
33. Hargie, O., Skilled Interpersonal Communication: Research, Theory and Practice. London: Routledge.
34. Balzer-Riley, J., Communication in Nursing and Healthcare. Boston: Pearson.
35. Weinman, J., Petrie, K. J. and Moss-Morris, R., The Psychology of Health and Illness. London: Routledge.

## 8. Student Declaration

I hereby declare that the practical activities and reflections recorded in this manual are my own work and have been completed as part of the prescribed practical course.

Student Name: \_\_\_\_\_

Roll No.: \_\_\_\_\_ Semester: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

B. Pharm I |Healthcare Psychology & Communication Skills |Lab Manual |Jharkhand Rai University, Ranchi.