

HEALTHCARE PSYCHOLOGY AND COMMUNICATION SKILLS

(Practical)

Course Code: BP108P

Bachelor of Pharmacy (B.Pharm), Semester I

As per the new PCI Syllabus 2026 (NEP 2020)

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Preface

Communication is the one clinical skill a pharmacist uses in every single encounter, and it is the one most often left to chance. A student can learn the mechanism of a drug from a page, but no page can teach the pause after bad news, the open question that surfaces a hidden fear, or the calm voice that steadies a frightened patient. Those are learned only by doing, by being watched while doing, and by reflecting honestly on how it went. This manual exists to make that practice deliberate.

Healthcare Psychology and Communication Skills (Practical), Course Code BP108P, is a performance course, and this book is written to be worked rather than merely read. It carries the student through eleven practicals that move from a planned counselling session to the hardest routine conversation in clinical life, through case analysis, peer drills, community outreach, and finally reflective practice. Each exercise is built on an established, named framework, SPIKES for breaking bad news, SBAR for team handover, NURSE for responding to distress, teach-back for confirming understanding, and the Gibbs cycle for reflection, so that the student leaves with tools that have a name and a structure, not just a general sense of being kind.

Every practical follows the same fixed layout: the aim, the outcomes it serves, the setting, a short principle, the technique in focus, a step-by-step procedure, a worked sample dialogue, an observation-and-assessment block, precautions and common mistakes, and viva-voce questions. Two kinds of table run through the book by design. A table marked worked example is filled in and shows the standard to aim for. A table marked to be completed by the student is left blank on purpose. It is filled in during the session and becomes the student's own record, the part the examiner signs. The blank tables are not omissions. They are the point.

The material has been shaped by what actually happens in the communication laboratory: where students hesitate, which reflex to unlearn, and what an examiner is really watching for. The intention throughout has been to keep the guidance specific and practical, so that a student can open any page the night before a session and know exactly what to do and why it works.

A word of thanks is owed to the classmates who play the patients, the peers who give the feedback, and the teachers who create a room safe enough to get it wrong in. Skill in communication is built on exactly that kind of generosity. It is our hope that the student who works honestly through these pages will finish the course not only able to pass the examination, but genuinely easier to talk to, and easier to trust, at the counter and the bedside alike.

Authors

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Course Information

Item	Detail
Course Code	BP108P
Course Title	Healthcare Psychology and Communication Skills (Practical)
Course Type	Core (Practical)
Credit	1
Hours per week (L-T-P)	0-0-2
Maximum Hours	30
Maximum Marks	50
Sessional Exam (SE)	20
End-Semester Exam (ESE)	30

Course Objectives

The objectives of this course are:

1. To develop effective communication skills essential for diverse clinical and community health scenarios.
2. To enhance empathetic interaction through role plays, simulations, and reflective practices.
3. To promote collaborative learning and peer feedback in communication-based tasks.
4. To encourage application of psychological principles in real-life healthcare contexts.
5. To build confidence in delivering health education and awareness activities in community settings.

Course Outcomes (CO)

CO No.	Upon successful completion, the student will be able to:
CO1	Demonstrate patient-centred communication through role plays and clinical simulations.
CO2	Analyse healthcare communication challenges using case study discussions.
CO3	Practise reflective listening, paraphrasing, and team-based communication strategies.
CO4	Design and deliver effective health-education messages for the community.
CO5	Reflect on personal emotional growth and improvement in communication competencies.

Syllabus: List of Practicals

Unit	Practical head and exercises
1	Role Plays and Simulations: Counselling a patient with chronic illness Breaking bad news in a clinical setting Empathetic listening in crisis response.
2	Case Study Discussions: Mental-health cases in primary care Impact of miscommunication in healthcare errors.
3	Peer-to-Peer Practice Sessions: Reflective listening and paraphrasing Effective team communication and decision-making.
4	Community Engagement Tasks: Designing IEC materials for public-health awareness Conducting mock health-education sessions.
5	Journaling and Self-Reflection Logs: Weekly reflection on emotional responses during care simulations Growth in communication-skill development over the semester.

How to Use This Manual

Each practical follows the same fixed layout so that attention can go to the skill and not to the page. The parts are: the aim; the learning outcomes and the Course Outcome they serve; the materials and setting; a short principle; the technique in focus with a poor-versus-skilled comparison; a numbered procedure; a worked sample dialogue; an observation-and-assessment block; the result; precautions and common mistakes; viva-voce questions; and a space for reflection.

Two kinds of table appear throughout. A table marked (worked example) is already filled in and shows the standard to work towards. A table marked (to be completed by the student) is left blank on purpose: it is filled in during or immediately after the session and is the part of the record the examiner signs. Blank tables are the record, not printing errors.

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