

<b>INSTITUTE</b>	<b>FACULTY OF PHARMACY</b>
<b>PROGRAM</b>	<b>BACHELOR OF PHARMACY</b>
<b>SEMESTER</b>	<b>1</b>
<b>COURSE TITLE</b>	<b>HEALTHCARE PSYCHOLOGY AND COMMUNICATION SKILLS</b>
<b>COURSE CODE</b>	<b>13PH0108P</b>
<b>COURSE CREDITS</b>	<b>1</b>

**Objective:**

- 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 the 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:** After completion of this course, student will be able to:

- 1 Demonstrate patient-centered communication through role plays and clinical simulations
- 2 Analyze healthcare communication challenges using case study discussions
- 3 Practice reflective listening, paraphrasing, and team-based communication strategies
- 4 Design and deliver effective health education messages for the community
- 5 Reflect on personal emotional growth and improvement in communication competencies

**Pre-requisite of course:** 1. Awareness of common mental health concepts such as stress, anxiety, coping, and emotions. 2. Basic communication skills in speaking, listening, reading, and writing. 3. Ability to interact respectfully with peers, faculty, and simulated patients. 4. Basic digital skills for preparing presentations, IEC materials, or reports.

**Teaching and Examination Scheme**

<b>Theory Hours</b>	<b>Tutorial Hours</b>	<b>Practical Hours</b>	<b>ESE</b>	<b>IA</b>	<b>CSE</b>	<b>Viva</b>	<b>Term Work</b>
0	0	2	0	0	0	30	20
<b>Contents : Unit</b>	<b>Topics</b>						<b>Contact Hours</b>
<b>Total Hours</b>							

### Suggested List of Experiments:

Contents : Unit	Topics	Contact Hours
1	<b>Role Plays and Simulations</b> Counselling a patient with chronic illness, Breaking bad news in a clinical setting , Empathetic listening in crisis response	2
2	<b>Case Study Discussions</b> Mental health cases in primary care, Impact of miscommunication in healthcare errors	2
3	<b>Peer-to-Peer Practice Sessions</b> Reflective listening and paraphrasing, Effective team communication and decision-making	2
4	<b>Community Engagement Tasks</b> Designing IEC materials for public health awareness, Conducting mock health education sessions	2
5	<b>Journaling &amp; Self-Reflection Logs</b> Weekly reflection on emotional responses during care simulations, Growth in communication skill development over the semester	2
<b>Total Hours</b>		<b>10</b>

### Textbook :

- 1 Communication in Nursing and Healthcare, Julia Balzer-Riley, Pearson, 2024
- 2 Health Psychology, Shelley E. Taylor, McGraw-Hill Education, 2020
- 3 Skilled Interpersonal Communication: Research, Theory and Practice, Owen Hargie, Routledge, 2022
- 4 Introduction to Psychology, C.T. Morgan, R.A. King, McGraw-Hill, 2025
- 5 Psychology for Health Professionals, Debra O'Neil, David Elkin, Wiley, 2013

### References:

- 1 The Psychology of Health and Illness, The Psychology of Health and Illness, J. Weinman, K.J. Petrie, R. Moss-Morris, Routledge, 2025
- 2 Patient Communication for Pharmacy Professionals, Patient Communication for Pharmacy Professionals, Karen J. Tietze, McGraw-Hill, 2011
- 3 Counseling Skills for Health Professionals, Counseling Skills for Health Professionals, Philip Burnard, Springer, 2005
- 4 Motivational Interviewing in Health Care, Motivational Interviewing in Health Care, Stephen Rollnick, William Miller, Christopher Butler, Guilford Press, 2022
- 5 Interpersonal Skills in Healthcare, Interpersonal Skills in Healthcare, Bob Gates, Roger Ellison, Sage Publications, 2007

### Suggested Theory Distribution:

The suggested theory distribution as per Bloom's taxonomy is as follows. This distribution serves as guidelines for teachers and students to achieve effective teaching-learning process

Distribution of Theory for course delivery

<b>Remember / Knowledge</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Higher order Thinking / Creative</b>
8.00	18.00	34.00	20.00	12.00	8.00

**Instructional Method:**

- 1 Demonstration of counselling techniques
- 2 Case study discussions
- 3 Problem-based learning
- 4 Feedback-based experiential learning

**Supplementary Resources:**

- 1 World Health Organization (Mental Health): <https://www.who.int/health-topics/mental-health>
- 2 Ministry of Health and Family Welfare, India: <https://www.mohfw.gov.in>
- 3 National Health Mission, India: <https://nhm.gov.in>
- 4 UNICEF Communication for Development: <https://www.unicef.org>