

**JMDC Communication Skills Course Break-up
1st to FINAL YEAR BDS**

PROGRAM	BDS 1ST Year to Final Year
COURSE TITLE	COMMUNICATION SKILLS
INTRODUCTION	<p>This course is applicable for those who got admitted to JSMU MBBS and JSMU BDS programs in 2022-23 and onwards.</p> <p>Effective communication skills are essential for positive patient outcomes. The aim is to provide knowledge and practice to students so that they are able to use them with ease in their clinical practice. This course emphasizes on a wide variety of communication skills which are also part of professional behavior of the health care providers.</p>
RATIONALE	<p>This course has been introduced so that students can demonstrate effective communication skills in a number of common clinical situations. It is hoped that this skill will contribute towards improved health care provision.</p>
OUTCOMES	<p>By the end of the program, graduates will be able to communicate effectively and efficiently in order to positively impact healthcare delivery at all levels of clinical practice and also for their own professional development.</p>

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S.No.	YEAR	TOPICS/ OBJECTIVES	Mode of teaching	Assessment Method
1.	1st Year	Define the following with reference to communication: <ul style="list-style-type: none"> • Active listening • Empathy • Verbal and Non-verbal communication Describe the following: <ul style="list-style-type: none"> • Two factors; Sender & receiver • Four key components: Encoding, medium of transmission, decoding and feedback 	Lecture	MCQs
2.	1st Year	<ul style="list-style-type: none"> • Define the seven Cs of effective communication: clear, concise, concrete, correct, coherent, complete and courteous. • Describe the 3 models for communication: Linear, Interactional, and Transactional 	Lecture	MCQs
3.	1st Year	<ul style="list-style-type: none"> • Define the principles of effective presentations • Describe Mayer's 12 Principles of Multimedia Learning • Describe principles of Poster development 	Lecture	MCQs
4.	2nd Year	Discuss the challenges and advantages in using the 4 models of physician-patient relationship (informative, interpretive, deliberative, paternalistic) in the local context	Lecture	MCQs
5.	2nd Year	<ul style="list-style-type: none"> • Define cultural sensitivity, cultural competence, cultural stereotyping and ethnocentrism • Discuss strategies demonstrating cultural competence and for avoiding cultural sensitivity, cultural stereotyping and ethnocentrism while communicating verbally and in writing • Actively listen to ensure understanding of facts and opinions and convey emotions effectively 	Lecture	MCQs
6.	3rd year	Communicating clinical information to seniors Describe the steps of the SBARR protocol and its rationale for use in the workplace	Lecture	MCQs

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7.	3rd year	<p>Written communication:</p> <ul style="list-style-type: none"> Discuss principles of medical note-keeping, patient notes, OT notes, prescription writing, resumes and writing professional emails <p>Interviewing skills</p> <ul style="list-style-type: none"> Describe the fundamentals of effective interviewing skills 	Lecture	MCQs
8.	3rd Year	<p>Discuss the use of the following in clinical practice:</p> <ul style="list-style-type: none"> Calgary Cambridge Observation Guide (1996) Kalamazoo Consensus statement (1999) 	Lecture	MCQs
9.	3rd year	<p>Patient-Centered Care: Principles and Practice</p> <ul style="list-style-type: none"> Discuss the concept of Patient Centered Care (PCC) List the essential components of PCC Discuss the fundamentals of patient-centered interviewing including history-taking 	Lecture	MCQs
10.	3rd Year	<p>Communicating Effectively with Healthcare teams</p> <ul style="list-style-type: none"> List the members in healthcare team Discuss the challenges while communicating with healthcare team in the local context along with their solutions <p>Communication during hand over/off</p> <ul style="list-style-type: none"> Describe the steps of effective communication during hand over/off 	Lecture	MCQs
11.	Final Year	<p>Breaking Bad News</p> <ul style="list-style-type: none"> Discuss the steps of breaking bad news Define the SPIKES protocol for breaking bad news <p>Counseling skills</p> <ul style="list-style-type: none"> Define counseling & the basic steps of counseling Describe the rationale for counseling Differentiate between counseling and providing information to the patient for their care 	Lecture	MCQs

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12.	Final Year	<p>Conflict Management</p> <ul style="list-style-type: none"> • Define conflict • Identify common sources of conflict in the local workplace • Describe different communication styles in conflicts (angry/competitive, cooperative, compromising, accommodating, avoidance/passive style) • Discuss different strategies and tools for effective conflict resolution <p>Violence at workplace</p> <ul style="list-style-type: none"> • Define violence • Discuss reasons for violence at workplace • Discuss strategies for avoiding and for dealing with violence in workplace 	Lecture	MCQs
13.	Final Year	<p>Dealing with difficult patients</p> <ul style="list-style-type: none"> • Discuss strategies for dealing with difficult patients <p>Assertive communication</p> <ul style="list-style-type: none"> • Define assertive communication • Differentiate between assertive and aggressive communication • Discuss the advantages and strategies of assertive communication 	Lecture	MCQs

S.No.	YEAR	OBJECTIVES	Mode of Teaching	Assessment Method
1	1 st Year	<ul style="list-style-type: none"> • Develop a PowerPoint presentations based on principles of multimedia design • Present scientific content by using MS PowerPoint presentations • Respond to questions effectively in a presentation 	Poster/PPT competition	OSCE
2	1 st Year	<ul style="list-style-type: none"> • Develop high-quality posters • Present posters clearly, concisely and within the given time limits 	Poster/PPT competition	OSCE
3	3 rd Year	<ul style="list-style-type: none"> • Demonstrate effective written Communication skills including patient notes, OT notes, case summaries/ discharge summaries, writing, resumes and writing professional emails 	Assignment	OSCE
4	3 rd Year	<p>Case presentations</p> <ul style="list-style-type: none"> • Present focused and summarized history & clinical findings 	OPD/Clinics	OSCE

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		<ul style="list-style-type: none"> Present clearly and concisely clinical case summaries with assessment and management plans 		
5	3 rd Year	<ul style="list-style-type: none"> Demonstrate principles of effective communication during history taking by using any one of the following: <ul style="list-style-type: none"> □ Calgary Cambridge Observation Guide (1996) □ Kalamazoo Consensus statement (1999) 	Role play/video	OSCE
6	Final Year	Providing information for patient care <ul style="list-style-type: none"> Demonstrate providing information to the patient for their care 	Role play/video	OSCE
7	Final Year	Breaking Bad News <ul style="list-style-type: none"> Discuss the steps of breaking bad news Demonstrate breaking bad news according to prescribed protocol 	Role play/video	OSCE
8	Final Year	Counseling skills <ul style="list-style-type: none"> Demonstrate counseling according to prescribed protocol 	Role play/video	OSCE
9	Final Year	Dealing with difficult patients <ul style="list-style-type: none"> Demonstrate strategies for effectively dealing with difficult patients Demonstrate effective communication with patients in extremes of ages 	Role play/video	OSCE
10	Final Year	10. Assertive communication <ul style="list-style-type: none"> Demonstrate assertive communication in a simulated situation 	Role play/video	OSCE

Recommended books:

<https://drive.google.com/file/d/1ynIOAYWaiNsB57wXNzDfjDUXac0-dQ0/view>