



**ALTAMASH INSTITUTE OF DENTAL MEDICINE
(JINNAH SINDH MEDICAL UNIVERSITY)**

**Second year–Final year BDS
Longitudinal Theme: Communication Skills
Study Guide**

Introduction

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.

Communication Skills is one of the longitudinal courses offered in the BDS programs from 2nd year till Final year.

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.

Outcomes:

By the end of the course on Patient Safety & Infection control, final year BDS students 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.

Teaching and learning:

1. Interactive lectures (IL)
2. Tutorials
 - a. Case Based Discussion (CBD)
 - b. Role plays (RP)
3. Workshops

Assessment tools:

1. Multiple Choice Questions: (MCQs)
 - One Correct Type
 - One Best Type
2. Observed Structured Clinical Examination (OSCE)

Departments Involved:

2nd year: Pathology, Pharmacology and Community Dentistry

3rd year: General Medicine and Surgery, Oral Pathology and Oral Medicine

4th year: Prosthodontics, Operative Dentistry, Orthodontics and Oral Surgery

And Department of Medical Education



**ALTAMASH INSTITUTE OF DENTAL MEDICINE
(JINNAH SINDH MEDICAL UNIVERSITY)**

s.no.	Topic	Course Objectives: By the end of the course, 2 nd year students will be able to:	Teaching method	Assessment Tool
1	Basic elements of communication (DME)	- Define the following with reference to communication: - Active listening - Empathy - Verbal and Non-verbal communication - Define the seven Cs of effective communication: clear, concise, concrete, correct, coherent, complete and courteous - Describe process, principles and models of communication skills in health care context (basic elements and group dynamics) - Describe the following: - Two factors; Sender & receiver - Four key components: Encoding, medium of transmission, decoding and feedback.	IL & RP	MCQs
2	Models of communication (DME)	- Describe the 3 models for communication: Linear, Interactional, and Transactional - Discuss the challenges and advantages in using the 4 models of physician-patient relationship (informative, interpretive, deliberative, paternalistic) in the local context	IL	MCQs
3	Presentation skills (Pathology)	- Define the principles of effective presentations - Describe Mayer's 12 Principles of Multimedia Learning	IL	MCQs
4	Cultural Competence and sensitivity during communication (Community Dentistry)	- 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	IL and SGD	MCQs



**ALTAMASH INSTITUTE OF DENTAL MEDICINE
(JINNAH SINDH MEDICAL UNIVERSITY)**

5	Interviewing Skills (Pathology)	Describe the fundamentals of effective interviewing skills	IL & RP	MCQs
6	Counseling skills (Community Dentistry)	- Define counseling & the basic steps of counseling - Describe the rationale for counseling - Differentiate between counseling and providing information to the patient for their care	IL & RP	MCQs
s.no.	Practicals	By the end of the course, students of 2nd year BDS will be able to:	Teaching method	Assessment Tool
1	Presentation skills (Pathology)	- 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	Role play (mini-lectures)	Presentation s Rubric
2	Poster development (Community dentistry)	- Develop high-quality posters - Present posters clearly, concisely and within the given time limits	Workshop	Poster Submission in Groups
3	Counseling skills (Community Dentistry)	Demonstrate counseling according to prescribed protocol	RP	OSCE
4	Prescription writing (Pharma)	Write prescriptions correctly according to prescribed protocol	SGD	OSPE
5	Cultural Competence and sensitivity during communication (Community Dentistry)	Demonstrate the use of BALANCE protocol for cultural competence with patients	RP	OSCE



ALTAMASH INSTITUTE OF DENTAL MEDICINE
(JINNAH SINDH MEDICAL UNIVERSITY)

s.no.	Topic	Course Objectives: By the end of the course, 3 rd year students will be able to:	Teaching method	Assessment Tool
7	Models of clinical communication (Oral Medicine)	•Discuss the use of the following in clinical practice: ◦ Calgary Cambridge Observation Guide (1996) •Kalamazoo Consensus statement (1999)	IL	MCQ
8	Patient-Centred Care: Principles and Practice (Periodontology)	•Discuss the concept of Patient Centred Care (PCC) •List the essential components of PCC •Discuss the fundamentals of patient-centred interviewing including history-taking	IL	MCQ
9	Communicating clinical information to seniors (Oral Pathology)	•Describe the steps of the SBARR protocol and its rationale for use in the workplace	IL	MCQ
10	Written communication (Prosthodontics)	Discuss principles of medical note-keeping, patient notes, OT notes, prescription writing, resumes and writing professional emails	IL	MCQ
11	Conflict Management (Oral Surgery)	•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)	IL	MCQ



**ALTAMASH INSTITUTE OF DENTAL MEDICINE
(JINNAH SINDH MEDICAL UNIVERSITY)**

		•Discuss different strategies and tools for effective conflict resolution		
12	Violence at workplace (Operative Dentistry)	•Define violence •Discuss reasons for violence at workplace •Discuss strategies for avoiding and for dealing with violence in workplace	IL	MCQ
s.no.	PRACTICALS	By the end of the course, students of 3rd year BDS will be able to:	Teaching method	Assessment Tool
6	Written Communication (Prosthodontics)	• Demonstrate effective written Communication skills including patient notes, OT notes, case summaries/ discharge summaries, writing, resumes and writing professional emails	IL	OSCE
7	Writing referral letters (Oral Surgery)	Write clear and focused referral letters	IL	OSCE
8	Effective Communication during history taking (Oral Medicine)	Demonstrate principles of effective communication during history taking by using any one of the following: ○ Calgary Cambridge Observation Guide (1996) ○ CLASS Protocol ○ Kalamazoo Consensus statement (1999)	RP	OSCE
9	Case presentations (Periodontology)	Present focused and summarized history & clinical findings Present clearly and concisely clinical case summaries with assessment and management plans	RP CBD	OSCE
10	Discussing medical errors with patients and family members	Demonstrate the use of CONES protocol while discussing errors with patients and families		OSCE



**ALTAMASH INSTITUTE OF DENTAL MEDICINE
(JINNAH SINDH MEDICAL UNIVERSITY)**

	(Operative Dentistry)			
11	Providing information for patient care (Oral Pathology)	Demonstrate providing information to the patient for their care	RP	OSCE
s.no.	Topic	Course Objectives: By the end of the course, Final year students will be able to:	Teaching method	Assessment Tool
13	Breaking Bad News	•Discuss the steps of breaking bad news •Define the SPIKES protocol for breaking bad news	IL	MCQ
14	Assertive communication	•Define assertive communication •Differentiate between assertive and aggressive communication •Discuss the advantages of assertive communication •Discuss strategies for communicating assertively	IL	MCQ
15	Dealing with difficult patients	•List examples of ‘difficult patients’ & reasons why patients can be ‘difficult’ •Discuss strategies for dealing with difficult patients	IL	MCQ
16	Communication during hand over/off	•Describe the steps of effective communication during hand over/off	IL	MCQ
17	Communicating Effectively with Healthcare teams	•List the members in healthcare team •Discuss challenges and barriers while communicating with healthcare team in the local context •Develop evidence-based strategies that would be useful for improving communication with the healthcare team	IL	MCQ



**ALTAMASH INSTITUTE OF DENTAL MEDICINE
(JINNAH SINDH MEDICAL UNIVERSITY)**

s.no.	PRACTICALS	By the end of the course, students of Final year BDS will be able to:	Teaching method	Assessment Tool
12	Breaking Bad News	Discuss the steps of breaking bad news Demonstrate breaking bad news according to prescribed protocol	RP CBD	OSCE
13	Having challenging conversations with patients and families	Demonstrate the use of EVE protocol while dealing with highly emotional patients and families Demonstrate the use of BUSTER protocol while having difficult conversations with patients and/ or their families	RP CBD	OSCE
14	Dealing with difficult patients	Demonstrate strategies for effectively dealing with difficult patients	RP CBD	OSCE
15	Communicating with Paediatric & Geriatric Patients or their attendants	Demonstrate effective communication with patients in extremes of ages	RP CBD	OSCE
16	Assertive communication (DME)	Given a simulated patient, demonstrate assertive communication	RP CBD	OSCE
All clinical departments		All the skills and practical's in BDS 2 nd and 3 rd year will be revised and practiced		

Reading Sources:

Reading Material: Provided by the university and its affiliates, will be uploaded on Google Drive. The link will be shared with the teaching faculty and students

Internet resources: With easy excess to digital library students will use internet resources with added time flexibility to enrich and update their knowledge and its application.

Library: It provides wealth of resources, space to study alone or in a group. It also provide world of books to discover and borrow.



**ALTAMASH INSTITUTE OF DENTAL MEDICINE
(JINNAH SINDH MEDICAL UNIVERSITY)**

Assessment Criteria:

Knowledge:

- 40 MCQs (Multiple Choice Questions) are used to assess objectives covered in each module.
- A MCQ has a statement or clinical scenario followed by four options (likely answer).
- Students after reading the statement/scenario select ONE, the most appropriate response from the given list of options.
- Correct answer carries one mark, and incorrect 'zero mark'. There is no negative marking.
- Students mark their responses on an answer sheet provided by examination department.

Skills:

- OSPE & OSCE of 40 marks : Objective Structured Practical /Clinical Examination:
- Each student will be assessed on the same content and have same time to complete the task.
- Comprise of 1 station in each clinical subject in final year.
- Station may assess a practical tasks include practical skills and application of knowledge
- Stations are observed, interactive, application of knowledge based and rest.
- In Observed and Interactive Stations these will be assessed by internal or external examiners through structured viva or a task.
- Application of knowledge Stations: it will be static stations in which there will be pictures, clinical scenarios with related questions for students to answer on the provided answer copy.
- Rests: It is a station where there is no task given and in this time student can organize his/her thoughts.

AIDM Internal Assessment Policy

Students will be assessed to determine achievement of learning objectives through the following:

- Midterm Examination will be scheduled on completion of half of the course
- Mock Examination will be scheduled on completion of whole course



**ALTAMASH INSTITUTE OF DENTAL MEDICINE
(JINNAH SINDH MEDICAL UNIVERSITY)**

- The method of examination comprises theory exam which includes MCQs, and practical examination by OSCE (Objective Structured Clinical Examination).
- Student's behaviors and attitudes will be observed during all academic activities.

Annual Examination:

- Marks of both internal assessments will constitute 20% weightage as per JSMU policy.
- University Annual examination will be based on MCQs and OSCE.

Attempts:

There are unlimited attempts in the final professional examination only.

Course Evaluation:

- Pass/fail ratio of continuous and summative assessments will be evaluated.
- 75% attendance is mandatory to be eligible for annual professional examination
- Feedback will be taken
 - Regarding course from students and faculty
 - Student feedback regarding faculty
 - Faculty feedback of students



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(JINNAH SINDH MEDICAL UNIVERSITY)**

For queries:

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