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Communication Skill Growth over the Semester

Experiment 11 - Practical Notes

Name: _____ Roll no.: _____ Date: _____

Aim

To compare early and later communication performance using observed evidence and a realistic development plan.

Principle

A portfolio shows change through dated evidence, not simply a higher self-rating. Use comparable activities and the same classroom criteria when comparing attempts. Scores help organise feedback, but they do not independently establish clinical competence.

Requirements

- Early and later roleplay checklists, selected reflection entries and feedback.
- Portfolio cover sheet and development-plan table.

Procedure

1. Choose domains

Use four domains: listening, empathy, clarity and team communication. Identify an observable behaviour for each.

2. Collect evidence

Select an early and a later exercise for each domain. Record the date and the relevant observer comment.

3. Compare fairly

Use the same criteria where possible and explain if the tasks differed in difficulty. Include both progress and a remaining gap.

4. Explain improvement

Link a changed behaviour to practice, feedback or reflection. Avoid attributing a score change to skill alone without supporting observations.

5. Set the next plan

Write one achievable goal, the practice activity, an evidence measure and a review point.

Development Plan Example

Goal: give a clear closing summary in the next two roleplays. Practice: summarise the agreed action in two sentences. Evidence: the observer can identify the action, owner and follow-up. Review: after the second roleplay.

Healthcare Psychology and Communication Skills

Observations and Record

Domain	Early evidence / later evidence	Next development action
Listening	_____	_____
Empathy	_____	_____
Clarity	_____	_____
Team communication	_____	_____

Worked Example

The numbers below are illustrative; enter your own observations in the record.

- Illustrative comparable checklist: early score 4/8, later score 7/8. Change = 3 points; percentage of maximum changed from 50% to 87.5%.
- Supporting evidence: early feedback noted interruptions; later feedback noted a complete paraphrase before advice. This behaviour is more informative than the score alone.

Result

The portfolio contains evidence for four communication domains, a comparison of early and later work, and one specific next-stage learning plan.

Precautions

- Do not fabricate dates, feedback or scores.
- Remove patient identifiers from any permitted learning evidence.
- Acknowledge task differences and ongoing learning needs.

Viva Questions and Answers

1. What counts as evidence?

A dated observation, work product or feedback showing a specific behaviour.

2. Why use comparable tasks?

Different task difficulty can make score comparisons misleading.

3. What makes a goal actionable?

It names a behaviour, a practice opportunity and a way to review progress.

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