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Case-Based Counselling for Chronic Illness

Experiment 10 - Practical Notes

Name: _____ Roll no.: _____ Date: _____

Aim

To explore a fictional patient's concerns and explain an approved long-term treatment plan.

Principle

Long-term counselling benefits from understanding the person's goals and practical barriers. A student should explain the supplied plan, check understanding and refer concerns requiring a clinical decision.

Requirements

- Fictional hypertension or diabetes case with an instructor-approved medicine plan.
- Patient, counsellor and observer roles; follow-up worksheet.

Procedure

1. Explore priorities

Ask what the person wants to understand and what is difficult about the supplied plan.

2. Assess knowledge

Invite the person to describe how they currently follow the fictional directions; avoid judging adherence from appearance.

3. Explain essentials

Use the supplied information to discuss regular use, monitoring and relevant precautions in small steps.

4. Plan support

Agree on an achievable support action, such as a written schedule or discussing a practical barrier with the pharmacist.

5. Teach-back

Check the directions and agreed action in the person's own words.

6. Refer and document

Record questions about effects, changes or symptoms for supervisor review. Do not independently change the prescribed plan.

Communication Skills

Observations and Record

Concern	Agreed explanation / support	Follow-up
Knowledge or practical barrier	_____	_____
Verified directions / teach-back	_____	_____
Question for supervisor	_____	_____

Worked Example

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

- If a fictional patient says they forget the evening instruction, explore their routine and discuss an appropriate reminder with the supervisor. Do not solve the role-play by changing the prescribed frequency.

Result

Record the completed activity, the feedback received and one specific improvement demonstrated on a second attempt. Use the actual performance record rather than the worked illustration.

Precautions

- Use fictional cases and remove personal identifiers from every worksheet, recording or slide.
- Explain only the instructor-verified prescription or information supplied for the exercise. Refer uncertain clinical questions to the supervising pharmacist.
- Respect the participant's language, comfort and right to pause; obtain permission before recording.

Viva Questions and Answers**1. Why ask about goals?**

They help make the conversation relevant and realistic.

2. Can the student change treatment during the exercise?

No. Changes need authorised clinical review.

3. Why agree on one achievable step?

It is easier to explain, follow and review than an unfocused list.

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