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Final Communication Assessment and Reflection

Experiment 15 - Practical Notes

Name: _____ Roll no.: _____ Date: _____

Aim

To demonstrate improved communication and prepare an evidence-based reflection.

Principle

Reflection links actual performance with feedback and a realistic next step. Assessment criteria should be set before the demonstration and should measure observable behaviour.

Requirements

- Instructor-selected presentation or counselling case.
- Agreed assessment checklist, peer/faculty feedback and earlier practice record.

Procedure

1. Set criteria

Agree on accuracy, organisation, empathy, teach-back/listening, privacy and time as applicable.

2. Prepare

Review the supplied case information and plan the demonstration without memorising an inflexible script.

3. Demonstrate

Complete the assigned task while the observer records concrete evidence.

4. Receive feedback

Ask for examples of one effective behaviour and one area needing improvement.

5. Repeat

Demonstrate the selected improvement in a second attempt or short focused section.

6. Reflect

Write what changed, the evidence for improvement and one action to practise next. Do not convert an informal checklist into a validated clinical score.

Communication Skills**Observations and Record**

Criterion	Observed evidence	Next practice action
Accuracy / organisation	_____	_____
Listening / empathy / privacy	_____	_____
Understanding / time	_____	_____

Worked Example

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

- Reflection: "I originally gave all directions at once. After feedback I used two short steps and teach-back; the partner then repeated both correctly. I will use that structure in the next role-play."

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. What makes reflection useful?**

Specific evidence and an actionable improvement.

2. Why set criteria beforehand?

It makes observation and feedback more consistent.

3. Does a successful role-play prove independent clinical competence?

No. It is one supervised learning demonstration.

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