



Sri Lakshmi Narayana Institute of Medical Sciences
OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,
PUDUCHERRY – 605 502

Date 19-02-2021

From
Dr.Rajini.S
Professor and Head,
Department of Community medicine,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Puducherry

To
The Dean,
Sri Lakshmi Narayana Institute of Medical College
Bharath Institute of Higher Education and Research,
Puducherry

Sub: Permission to conduct value-added course: Communication skill

Dear Sir,

With reference to the subject mentioned above, the department proposes to conduct a value-added course titled: Communication skill for III MBBS students from March 2021 to Aug 2021 We solicit your kind permission for the same.

Kind Regards

Rajini S
PROFESSOR & HOD
DEPARTMENT OF COMMUNITY MEDICINE
Sri Lakshmi Narayana Institute of Medical Sciences
PUDUCHERRY - 605 502.

HEAD OF DEPARTMENT



Sri Lakshmi Narayana Institute of Medical Sciences
OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,
PUDUCHERRY – 605 502

FOR THE USE OF DEANS OFFICE

Names of Committee members for evaluating the course:

The Dean: Dr.Jayakumar

The HOD: Dr.Rajini

The Expert: Dr.Kannan.K

The committee has discussed about the course and is approved.

Rajini S
PROFESSOR & HOD
DEPARTMENT OF COMMUNITY MEDICINE
Sri Lakshmi Narayana Institute of Medical Sciences
PONDICHERRY - 605 502.

R. Kannan.K

HEAD OF THE DEPARTMENT

RESOURCE PERSON

Dr. P. Jayakumar
DEAN
Dr. P. JAYAKUMAR, M.S., M.CH.,
DIRECTOR / DEAN
Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Agaram Post, Pondicherry-605502.

DEAN



Sri Lakshmi Narayana Institute of Medical Sciences
OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,
PUDUCHERRY – 605 502


Circular

19-02-2021

Sub: Organising Value-added Course: Communication skill course- reg

With reference to the above mentioned subject, it is to bring to your notice that Sri Lakshmi Narayana Institute of Medical Sciences, **Bharath Institute of Higher Education and Research**, is organising “**Communication skill course**”

The application must reach the institution along with all the necessary documents as mentioned. The hard copy of the application should be sent to the institution by registered/ speed post only so as to reach on or before 1st March 2021. Applications received after the mentioned date shall not be entertained under any circumstances.


DEAN
Dr. P. JAYAKUMAR, M.S., M.CH.,
DIRECTOR / DEAN
Sri Lakshmi Narayana Institute of Medical Sciences
Osudu, Agaram Post, Pondicherry-605502.

Dean

VALUE ADDED COURSE

1. Name of the programme & Code

Communication skills and PSM01

2. Duration & Period

30 hrs & March 2021 – August 2021

3. Information Brochure and Course Content of Value Added Courses

Enclosed as Annexure- I

4. List of students enrolled

Enclosed as Annexure- II

5. Assessment procedures:

Multiple choice questions- *Enclosed as Annexure- III*

6. Certificate model

Enclosed as Annexure- IV

7. No. of times offered during the same year:

1

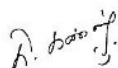
8. Year of discontinuation: - 2021

9. Summary report of each program year-wise

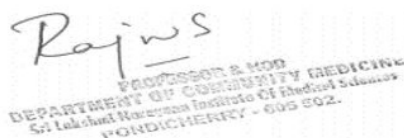
Value Added Course- 2021 March – August 2021					
Sl. No	Course Code	Course Name	Resource Persons	Target Students	Strength & Year
1	PSM01	Communication skills	Dr. Rajini.S Dr.Kannan.K Dr.Kameshvell.C	III rd MBBS	15 (March 21 – August 21)

10. Course Feed Back

Enclosed as Annexure- V



RESOURCE PERSON



PROFESSOR & HOD
DEPARTMENT OF COMMUNITY MEDICINE
Sri Lakshmi Narayana Institute of Medical Sciences
PONDICHERY - 605 002.

COORDINATOR

Annexure I

Course Proposal

Course Title: “Communication skill”

Course Objective: To gain an understanding in various communication techniques

- the general introduction and the need of proper communication;
- common difficulties encountered by the professionals and patients in a clinical setting.
- listening techniques which encourage the patients to talk more and facilitate the interaction between the patient and the professional;
- common barriers which occur in our communication practice. This will enable the student to understand that we often express distancing behaviour unknowingly, which can strain the relationship with the patient.

Course Outcome: To apply the knowledge gained in various communication skills

Course Audience: III MBBS students

Course Coordinator: Dr.Rajini.S

Course Faculties with Qualification and Designation:

- 1.Dr.Rajini.S Professor
- 2.Kameshvell.C Associate Prof
- 3.Dr.Kannan.K Asst Prof

Course Curriculum/Topics with schedule (Min of 30 hours)

SlNo	Date	Topic	Faculty Name	Time	Hours
1	2-3-21	Introduction to Communication	Dr.Rajini	4-5p.m	1
2	9-3-21	Types of communication	Dr.Kannan.K	4-6p.m	2
3	16-3-21	Core skills in communication	Dr.Rajini	2-4p.m	2
4	23-3-21	Sensitive topic discussion	Dr.Kannan.K	4-6p.m	2
5	30-3-21	Gathering information	Dr.Rajini	4-6p.m	2
6	6-4-21	Sharing information	Dr.Kannan.K	4-6p.m	2
7	13-4-21	Communication with people from different cultural background	Dr.Kameshvell.C	4-5p.m	1
8	20-4-21	Breaking bad news	Dr.Rajini	4-5p.m	1
9	04-05-21	Attending	Dr.Kameshvell.C	2-4p.m	2
10	11-05-21	Responding	Dr.Rajini	4-5p.m	1
11	01-06-21	Paraphrasing	Dr.Kannan.K	4-6p.m	2
12	8-06-21	Considering technology	Dr.Kameshvell.C	4-6p.m	2
13	15-06-21	Common barriers	Dr.Kannan.K	4-6p.m	2
14	06-07-21	Case scenario session 1	Dr.Rajini	4-6p.m	2
15	13-07-21	Case scenario session 2	Dr.Kannan.K	4-6p.m	2

16	03-08-21	Assessment I	Dr.Rajini	4-6p.m	2
17	10-08-21	Assessment II	Dr.Kameshvell.C	4-6p.m	2
		Total Hours			30

REFERENCE BOOKS: (Minimum 2)

1. Margaret Lloyd Robert Bor Lorraine Noble. Core skills in clinical communication. In :Margaret Lloyd editor.Clinical communication skills for medicine 3rd edition Elsevier publisher;2009:9-15
2. Rajashree K. Training programs in communication skills for health care professionals and volunteers. Indian J Palliat Care. 2011;17(Suppl):S12-S13. doi:10.4103/0973-1075.76232

STUDENTS

HANDBOOK

COMMUNICATION SKILLS

Topics Covered

Active Listening

Verbal and Non-verbal Messages

Attending

Responding

Paraphrasing

Summarizing

Ask Questions

ACTIVE LISTENING

Since counseling is a conversation or dialogue between the counselor and client, the counselor needs certain communication skills in order to facilitate change. The counselor needs the basic communication skills to do effective counseling.

Active listening means using a set of skills that encourage the person counselor are listening to talk, to help them feel heard and understood. It is called 'active' because counselor intentionally do things to help them feel able to talk, and because counselor engage with all your attention on what the speaker is saying, how they are acting, and how they are feeling. Active listening happens when you 'listen for meaning'. The listener says very little but conveys empathy, acceptance and genuineness. The listener only speaks to find out if a statement (or two or twenty) has been correctly heard and understood.

Some active listening skills are -

- Using minimal encouragers - small signals or words that let the speaker know you are listening and understanding - words like 'uh-huh', 'yes', 'no', 'mmm', and little actions like nodding that show you are engaged in listening.
- Using open body language - helping make the speaker feel comfortable and safe with you.
- Repeating back some of the speaker's words, or a phrase, to help prompt them to say more.
- Paraphrasing - putting what the speaker says into your own words.
- Summarizing - putting in a nutshell, in a sentence or two, what the speaker has been talking about over an extended period.
- Mirroring the speaker - adopting aspects of their body language, voice tone and language to develop rapport and help them feel more at ease.
- Reflecting - picking up on the speaker's feeling or mood and feeding your perceptions back to them.
- Using silence - so that the speaker has a respectful space to stay with their feelings and to work up to what they want to say.
- Questioning skills - when and how to use questions to help the speaker to open up and tell you more.

Four Important Rules of Active Listening

1. *Seek to understand before seeking to be understood.* We can be better understood, if first we better understand. Often, when we enter into conversation, our goal is to be better understood. With age, maturity, and experience comes silence. It is most often a wise person who says little or nothing at the beginning of a conversation or

listening experience. We need to remember to collect information before we disseminate it. We need to know it before we say it.

2. *Be non judgmental.* We need to avoid sharing our judgment until we have learned their judgment. Empathetic listening demonstrates a high degree of emotional intelligence. There is a reason kids do not usually speak with adults about drugs, sex, and rock and roll. The kids already know what the adults have to say. Once a child knows your judgment, there is little reason to ask the question unless the intention is to argue.
3. *Give your undivided attention to the speaker.* The speaker maintains eye contact to be sure the listener or listeners are paying attention. From their body language the speaker can tell if s/he is speaking too softly or loudly, too quickly or slowly, or if the vocabulary or the language is inappropriate. Listeners can also send messages to speakers using body language. Positive feedback is an endorphin releaser for the giver and the sender. Eye contact can be a form of positive feedback. We should be careful how we use it when listening. If we want to provide undivided attention to a child, a better way to show your attention is to do a 'walk and talk'.
4. *Use silence effectively.* The final rule for active or empathic listening is to effectively use silence. Some of the finest police interrogators, counselors, teachers and parents learn more by maintaining silence than by asking questions. As an active or empathic listener, silence is a very valuable tool. Don't interrupt unless absolutely necessary. If someone is speaking, and we want them to continue talking, we do not interrupt. Rather, we do provide positive feedback using body language, eye contact, and non word sounds like 'uh-huh'.

Actively listening not only conveys information, but also encourages the client to continue talking. It is an essential skill counselors can exploit to develop a positive and healthy interaction with a client. Active listening intentionally focuses on who you are listening to, whether in a group or one-on-one, in order to understand what s/he is saying. As the listener, you should then be able to repeat back in your own words what they have said to their satisfaction. This does not mean you agree with, but rather understand, what they are saying. There are numerous situations in which counselors can utilize active listening to build rapport with clients and improve overall communication. Some of these are explored below.

- ❖ Information - getting a clear picture. This means asking questions to find out about needs, instructions and context of a client. Counselors should check back to ensure they've heard and understood the relevant details, and that the client agrees on the facts.

Aim of the speaker: To tell them what you want.

Aim of the listener: To find out and confirm what they are saying.

- ❖ Affirmation - affirming, acknowledging, and exploring the problem. Listening actively to a person who would benefit from having their problem acknowledged by the counselor. The problem may or may not involve the counselor directly. Counselors may reflect back the client's feelings and perhaps the content of the problem with a single statement of acknowledgment or during a dialogue over a period of time, exploring the difficulty in more depth.

Aim of the speaker: To tell someone (counselor) about the problem.

Aim of the listener: To help them hear what they are saying. The listener is assisting the speaker to explore the problem further, so the speaker can find greater clarity and understanding for themselves.

- ❖ Inflammation - responding to a complaint. When clients tell the counselor they are unhappy with them, criticizing them, complaining about them, or getting it off their chest, the best thing the counselor can do (although challenging) is to effectively listen.

Aim of the speaker: To tell the counselor that they are the problem.

Aim of the listener: Let them know that they have taken in what they are saying and to defuse the strong emotion.

Active listening is hard but rewarding work. It is so tempting to interrupt, so easy to be distracted. Below is a list of what a counselor should and shouldn't do in relation to applying active listening skills to a therapeutic situation.

A counselor should -

- ❖ Before the session, make sure your physical needs are taken care of (thirst, hunger, bathroom, stretching).
- ❖ Give the person speaking their full attention.
- ❖ Encourage the speaker to continue with short, gentle comments like 'uh-huh', 'really?', 'tell me more', etc.
- ❖ Repeat the conversation back to them, in their own words, providing their interpretation or understanding of the client's meaning (paraphrasing).
- ❖ By reflecting the content of what is being said back to the speaker, check their understanding of the message.
- ❖ Be as accurate in summarizing the client's meaning as much as they can.
- ❖ Try again if their paraphrasing is not accurate or well received.
- ❖ Feed back to the client their feelings as well as the content (e.g. how did you feel when...? How did that affect you? It looks like that made you really angry).
- ❖ Challenge in a non-threatening and subtle manner.

- ❖ Not try to force conversation, allow silences - and be aware of body language, notice changes and respond accordingly.

Counselors should refrain from -

- Talking about themselves and introducing their own reactions or well intended comments.
- Changing topics and thinking about what they will say next.
- Advising, diagnosing, reassuring, encouraging, criticizing or baiting a client.
- Using 'mm' or 'ah ah' exclusively or inappropriately or parrot their words.
- Pretending to have understood the person or their meaning if they haven't.
- Allowing the client to drift to a less significant topic, because they feel the counselor doesn't understand.
- Fixing, changing or improving what they have said - or finishing their sentences for them.
- Filling every space with talk.
- Ignoring their feelings in the situation.

Active listening involves the following four skills -

- Listening to and understanding the client's verbal messages. When a client tells you his/her story, it usually comprises a mixture of experiences (what happened to him/her), behaviors (what the client did or failed to do), and affect (the feelings or emotions associated with the experiences and behavior). The counselor has to listen to the mix of experiences, behavior and feelings the client uses to describe his/her problem situation. Also 'hear' what the client is not saying.
- Listening to and interpreting the client's nonverbal messages. Counselors should learn how to listen to and read nonverbal messages such as bodily behavior (posture, body movement and gestures), facial expressions (smiles, frowns, raised eyebrows, twisted lips), voice-related behavior (tone, pitch, voice level, intensity, inflection, spacing of words, emphases, pauses, silences and fluency), observable physiological responses (quicken breathing, a temporary rash, blushing, paleness, pupil dilation), general appearance (grooming and dress), and physical appearance (fitness, height, weight, complexion). Counselors need to learn how to 'read' these messages without distorting or over-interpreting them.
- Listening to and understanding the client in context. The counselor should listen to the whole person in the context of his/her social settings.
- Listening with empathy. Empathic listening involves attending, observing and listening (being with) in such a way that the counselor develops an understanding of the client and his/her world. The counselor should put his/her own concerns aside to be fully 'with' their clients.

Counselors should be aware of the following hindrances to effective listening (Egan, 1998) -

Inadequate listening: Counselors are often distracted because they have problems of their own, feel ill, or because they become distracted by social and cultural differences between themselves and their clients. All these factors make it difficult to listen to and understand their clients.

Evaluative listening: Most people listen evaluatively to others. This means that they are judging and labeling what the other person is saying as either right/wrong, good/bad, acceptable/unacceptable, relevant/irrelevant etc. They then tend to respond evaluatively as well.

Filtered listening: We tend to listen to ourselves, other people and the world around us through biased (often prejudiced) filters. Filtered listening distorts our understanding of our clients.

Labels as filters: Diagnostic labels can prevent you from really listening to your client.

Fact-centered rather than person-centered listening: Asking only informational or factual questions won't solve the client's problems. Listen to the client's whole context and focus on themes and core messages.

Rehearsing: If you mentally rehearse your answers, you are also not listening attentively. Counselors who listen carefully to the themes and core messages in a client's story always know how to respond. The response may not be a fluent, eloquent or practiced one, but it will at least be sincere and appropriate.

Sympathetic listening: Although sympathy has its place in human transactions, the use of sympathy is

Here are 10 tips to help counselor to develop effective listening

skills - Step 1: Face the speaker and maintain eye contact.

Step 2: Be attentive, but relaxed.

Attend another person means to -

- be present;
- give attention;
- apply or direct yourself;
- pay attention;
- remain ready to serve;
- don't be distracted by your own thoughts, feelings, or

biases. Step 3: Keep an open mind.

Step 4: Listen to the words and try to picture what the speaker is

saying. Step 5: Don't interrupt and don't impose your 'solutions'.

Interrupting sends a variety of messages. It says -

- I'm more important than you are.
- What I have to say is more interesting, accurate or relevant.
- I don't really care what you think.
- I don't have time for your opinion.
- This isn't a conversation, it's a contest, and I'm going to win.

Step 6: Wait for the speaker to pause to ask clarifying questions.

When you don't understand something, of course you should ask the speaker to explain it to you. But rather than interrupt, wait until the speaker pauses. Then say something like, "Back up a second. I didn't understand what you just said about..."

Step 7: Ask questions only to ensure understanding. Step 8: Try to feel what the speaker is feeling.

Step 9: Give the speaker regular feedback.

Step 10: Pay attention to what isn't said - to nonverbal cues.

VERBAL AND NON-VERBAL MESSAGES

Verbal communication is the most common way people relay messages. Verbal refers to the spoken word. When speaking to people, your message should always be conveyed respectfully. Using language the receiver can interpret easily means it is more likely your message will be clearly understood. The language used should be both age appropriate and culturally appropriate.

Jargon should only be used amongst colleagues who are also involved with the care of children. It should be avoided when discussing a child's day with their parents. People with a hearing impairment consider sign language to be another form of verbal communication.

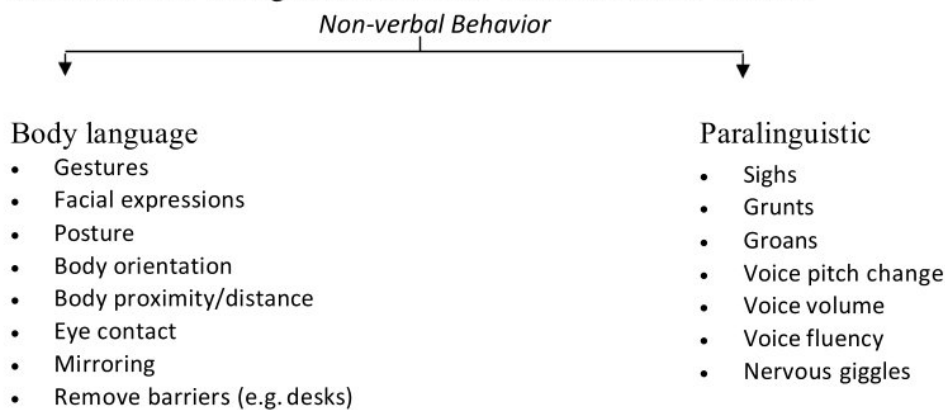
Non-verbal communication includes body language, gestures, facial expressions, and even posture or any other communication that is not spoken. The only exception is sign language, which is considered to be a form of verbal communication. Non-verbal communication sets the tone of a conversation, and can seriously undermine the message contained in your words if you are not careful to control it.

The major differences between verbal and nonverbal communication are as under -

- ❖ The use of words in communication is verbal communication. The communication which is based on signs, not on words is non-verbal communication.
- ❖ There are very fewer chances of confusion in verbal communication between the sender and receiver. Conversely, the chances of misunderstanding and confusion in non-verbal communication are very much as the use of language is not done.
- ❖ In verbal communication, the interchange of the message is very fast which leads to rapid feedback. In opposition to this, the non-verbal communication is based more on understanding which takes time and hence it is comparatively slow.
- ❖ In verbal communication, the presence of both the parties at the place of communication is not necessary, as it can also be done if the parties are at different locations. On the other hand, for an effective non-verbal communication, both the parties must be there, at the time of communication.
- ❖ In verbal communication, the documentary evidence is maintained if the communication is formal or written. But, there is no conclusive evidence in case of non-verbal communication.

- ❖ Verbal communication fulfills the most natural desire of humans - talk. In case of Non-verbal communication, feelings, status, emotions, personality, etc. are very easily communicated, through the acts done by the parties to the communication.
- ❖ Verbal and Non-verbal communication are not contradictory to each other, but they are complementary as somebody has rightly said, "Actions are louder than words". Both goes side by side and helps a human being, to interact and respond to other human beings.

Verbal communication is obviously an important part of life as we use words to communicate. But have you ever thought that a small baby cannot use language or words to speak, but s/he chooses signs to show his/her anger, happiness, and sorrow. Similarly, deaf and dumb persons also use sign language for communicating with other people. So, this is the significance of non-verbal communication in many lives. *It's not what you say but how you say it.* The majority of communication is non-verbal. Counselors need to be aware of what they may be communicating to their clients through their non-verbal behavior. They also need to give attention to what is being communicated through the non-verbal behavior of their clients.



Quick Reference for Counseling Micro-skills

Verbal	Non-verbal
Uses language that the client understands	Uses a tone of voice similar to the client's
Repeats the client's story in other words	Looks client in the eye (as appropriate)
Clarifies client's statements	Nods occasionally
Explains clearly and adequately	Uses facial expressions
Summarizes	Uses occasional gestures
Responds to primary message	Keeps suitable conversational distance
Encourages - I see, Yes, Mm-hmm	Speaks at an appropriate pace
Addresses client in a manner appropriate to the client's age	Physically relaxed
Gives needed information	Open posture

Examples of Non-Supportive Behavior in a Selected Culture

Advising Preaching and moralizing Blaming, judging and labeling Cajoling (persuading by flattery or deceit) “Why” questions, interrogating Directing, demanding Excessive reassuring Straying from the topic Encouraging dependence Patronizing (condescending) attitude Criticizing or censoring	Looking away frequently Keeping an inappropriate distance Sneering Frowning, scowling and yawning Using an unpleasant tone of speech Speaking too quickly Speaking too slowly Having a blank facial expression Staring Moving around too much, fidgeting Environmental barriers or distractions
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ATTENDING

Attending refers to the ways in which counselors can be ‘with’ their clients, both physically and psychologically. Attending also means a counselor must pay attention to everything a client says and does. This includes reading the client’s body language and also taking into consideration all the silences and pauses in the conversation. Effective attending tells clients that you are with them and that they can share their world with you. Effective attending puts counselors in a position to listen carefully to what their clients are saying or not saying. Attending behavior is a counseling micro- skill used to encourage clients to talk and show that the counselor is interested in what’s being said. It is used throughout the entire counseling interview.

The acronym SOLER can be used to help you to show your inner attitudes and values of respect and genuineness towards a client -

- ❖ **S:** Squarely face your client. Adopt a bodily posture that indicates involvement with your client. (A more angled position may be preferable for some clients - as long as you pay attention to the client.) A desk between you and your client may, for instance, create a psychological barrier between you.
- ❖ **O:** Open posture. Ask yourself to what degree your posture communicates openness and availability to the client. Crossed legs and crossed arms may be interpreted as diminished involvement with the client or even unavailability or remoteness, while an open posture can be a sign that you are open to the client and to what s/he has to say.
- ❖ **L:** Lean toward the client (when appropriate) to show your involvement and interest. To lean back from your client may convey the opposite message.
- ❖ **E:** Eye contact with a client conveys the message that you are interested in what the client has to say. If you catch yourself looking away frequently, ask yourself why you are reluctant to get involved with this person or why you feel so uncomfortable in his/her presence. Be aware of the fact that direct eye contact is not regarded as acceptable in all cultures.
- ❖ **R:** Try to be Relaxed or natural with the client. Don’t fidget nervously or engage in distracting facial expressions. The client may begin to wonder what it is in himself/herself that makes you so nervous. Being relaxed means that you are comfortable with using your body as a vehicle of personal contact

Attending involves giving all of your physical attention to another person. The process of attending has a considerable impact on the quality of communication that goes on between two people. By attending we are saying to another person “I am interested in what you have to say”.

How to Attend

- ❖ To begin and maintain attendance a counselor must first welcome the client warmly. Making him/her feel comfortable in the counseling environment; will make the client feel more relaxed about disclosing personal information about their emotions, feelings and thoughts. By maintaining eye contact with the client, a counselor shows they value what the client has to say.
- ❖ Looking at the client, as they speak, also shows the counselor is respectful.
- ❖ A counselor should also be aware of the tone of their voice, during time in the client’s presence. Slowing down speech will make the client feel more relaxed and less rushed. It will convey that the counselor has adequate time to listen to the client’s problems and concerns. The counselor’s facial expressions must also convey interest and comprehension.
- ❖ Tracking or following the flow of what the client is saying, is a key skill that the counselor must also be confident demonstrating. Without the ability to do this a counselor will not be able to provide the level of supportive service that a counseling client requires.

Selective Attending: By selective attending a counselor is choosing to pay particular close attention to an element of what is being said by the client. The counselor may decide to focus on the way the client is speaking - whether they are displaying distress, discomfort, anger etc. or on a particular phrase or sentence. A counselor may be listening out for clues to why the client exhibits a particular behavior pattern or holds limiting beliefs, or any number of other things. It is the counselor’s job to gather as much information about a client as possible, and to interpret the disclosure so that they can support and encourage the individual through the counseling process.

Focus Control: Controlling your focus can sometimes be difficult. We are all open to outside distractions and can momentarily lose our concentration and focus. Attending requires that a counselor’s physical and psychological attention is directed at the client for the whole duration of the one-to-one counseling session.

Attending Behavior: Good attending behavior demonstrates that you respect a person and are interested in what s/he has to say. The effect of attending is an encouragement to the person to go on talking about his/her ideas or feelings freely. Without using words, you are communicating that you are listening to the person. There are several

components of good attending behavior -

- Eye Contact - Looking at a person is one way of showing interest in that person. However, you can make a person feel uncomfortable if you stare at them too intensely. The best way of showing that you are listening to someone is by looking at them naturally.
- Posture - This is a natural response of interest. It's best to lean slightly towards the person in a relaxed manner. Relaxation is important, since you want to shift focus from yourself so that you are better able to listen to the person you are talking with.
- Gesture - You communicate a great deal with your body movements. If you flail wildly with your hands or if you cross your arms over your chest and hunch your shoulders with your head bent downwards, you are very likely to communicate some unintended messages.
- Facial Expressions - A good listener's facial expressions indicate responsiveness. For examples, smiling; eye-brow raising; frowning etc. when appropriate.
- Verbal Behavior - A good listener's comments relate to what the other person is saying. By directing your comments and questions to the topics provided by your friend, you show interest in what he or she is saying.

RESPONDING

Responding, in a counseling environment, requires that the counselor's attention is focused on the client's feelings and verbal expression at all times. There are many occasions when we respond - perhaps by offering a nod of the head - without really listening to what is being said. In a counseling situation a counselor must pay close attention and check that a client is not agreeing with a suggestion, without actually fully comprehending what has been voiced.

Responding in a positive manner requires focus, concentration and an interest in the other person, and what is being expressed. A counselor must provide this supportive service throughout a client's counseling experience. Without the use of clear responding and reflecting skills, the level of counseling offered to a client will not be sufficient to motivate and encourage the client to continue with open disclosure. Being encouraging, motivating, reassuring, coaxing, being challenging and praising all provide the client with a positive response to their comments. Asking questions, making statements and suggestions, offering solutions and informing also provide effective methods of good response. Offering a nod of the head, an um-hmm or by encouraging the client to continue speaking by saying "And then?" provide a further positive response, which will keep the comments flowing.

As with any form of communication there is a right time and a wrong time to use reflective counseling skills. Reflecting is another way of responding, which expresses the counselor's attitude to the client. It must therefore be a positive response to the client, and must also demonstrate the core conditions of acceptance, value and respect.

Right Time

- Client expresses a problem, issue or concern.
- Client is unclear about something that has been said.
- Client is upset.
- Client's behavior surprises the counselor in some

Wrong Time

- When the client, or counselor, is tired, stressed or anxious.

How to Respond Effectively/ Responding Skills

Responding firstly involves the skills of attending, observing, and listening. From this base of 'being in touch' with the client the counselor employs reflecting skills and probing. The four levels of reflecting skills are - reflecting content (paraphrasing); reflecting feelings; reflecting meanings; and summative statements.

Reflecting Content: Content refers to the facts and ideas of the client. Reflecting content is a concise response to the speaker that restates the essence of communication in the counselors own words. The first task for the counselor is to sift through all of the details and to arrive at the central message that the client is trying to convey. The counselor then needs to express this to the client concisely. This expression needs to be in the counselor's own words. This is one of the differences between parroting (repeating the speaker's words) and effective responding. Responding requires us to see things from the client's point of view. We need to understand what the client is saying from their perspective and then to express this in our own words. For example, Client: At the moment, I am trying to organize school for the children, get shoes for the young one, get medical treatment for my mother, and register for a training scheme for myself. Counselor: You've clearly got a lot on your plate at the moment. I guess more than you can comfortably handle? The first part of the counselor's response is a straightforward example of reflecting content. The second part extends that reflection to take into account some of the feelings that might have been expressed.

Reflections are often delivered in a tentative tone which implies the question - "Is that right?" This tone invites either agreement, or else a negotiation of meaning if we are

not quite accurate. The important thing to remember is that the counselor is not trying to tell the client what they are thinking or feeling, but rather, the counselor is attempting to share and confirm their understanding with the client.

Reflecting Feelings: It is mirroring back of the counselors' emotions as they make their statements. It gives the counselor an opportunity to evaluate how s/he is responding to the problem situation. A response to the example above might be – “You’re feeling overwhelmed?” This invites confirmation. For example, “Yes, I am overwhelmed and I just don’t know if I am going to be able to cope”. Alternatively, the response invites a correction if it is not accurate. For example, “No, I am not overwhelmed, I am just exhausted. I’ll be okay if I can get a good night’s sleep”. The challenge in reflecting feelings is to be able to use the right words to describe the counselor’s feelings. Whilst we all experience a myriad of feelings, and each to a wide range of degrees, and whilst we are able to recognize many of these emotions in others, it is often difficult for us to find the right words. There are at least two ways of framing an accurate feeling response. Both involve asking a feeling question. In the first way, we ask - “If I was the client, how would this make me feel?” In the second way, we seek to ask how a person in this unique set of circumstances might feel - “How does it feel to be this person (race/age/sex/role) in these (circumstances) with this (history) and these (expectations) under these (pressures or constraints) from (within or without)?” Either way, the purpose of the question is to identify a feeling word. It should be as accurate as possible and with the right degree of intensity. It should also be a word that the client would be likely to use or understand.

Above all, our attempts to identify how others are feeling should be from a basis of genuineness and respect. If we make a genuine attempt to understand how our clients are feeling, they will most likely tolerate any inaccuracies in our understanding, and will probably assist us (and themselves) by volunteering more precise statements of feeling.

Reflecting Meanings: If counselors get the feelings or the content wrong then they can’t understand the clients. It allows counselors to be sure that they are getting what the client is saying. Once we have learned how to reflect content and feelings separately, it is reasonably easy to combine them into reflections of meaning or empathy statements. Some people are helped in constructing reflections of meaning (or empathy statements) by the formula, “You feel ... because ...”. For example, you feel overwhelmed because you have so many different things that you have to do.

Client: I just want to cry. My 19-year-old daughter just doesn’t want to stay home any more. She doesn’t want to visit friends with us, nor stay and eat dinner when friends come over. What has happened to her? What can we do about it?

Counselor: Your daughter's withdrawing from the family [reflection of content]. Client: That's right. She is like that with all of the family. It's heart-breaking.

Counselor: You're really hurt and disappointed [reflection of feelings]. Client: Yes, I am.

Counselor: You feel hurt and disappointed because your daughter is drifting away from the family [reflection of meaning].

Reflecting meanings is assisted by building a base of negotiated understanding through frequent use of content and feeling responses. Again meaning statements should be concise, with minimal interruption to the client's train of thought.

Summative Reflections: A summative reflection (or summary) is a brief statement that attempts to draw together the thoughts and feelings that have been expressed through a session or part of a session. It recaps the major themes of the conversation. It helps the counselor to sort through the litter and to construct a more complete and compact conceptualization of the issue being discussed. The counselor attempts to identify the main themes, common thread, or essential issue to emerge during that period of time. Summative reflections are appropriate at the end of a session, but are also useful during a session to help a client refocus on central issues, or to help the listener check their understanding of the issues. Summative reflections provide opportunities to confirm shared understandings, to conclude discussions about a particular issue, or to make a transition to an action stage of the helping process.

Probing: Probing means asking for additional information. Effective probing is non judgmental and flows from what was previously said. Good probing questions ask for elaboration, classification and repetition. It helps client to fill in missing pieces.

PARAPHRASING

Paraphrasing means rewording (not the same words) speakers' verbal utterances. Paraphrasing occurs when the counselor states what the client has just said, using fewer words but without changing the meaning of what the client said. It is one of the competent skills of how you show understanding in active listening. Paraphrasing must be decided upon some goals (reinforce, clarify, highlight, double-check, etc.). The function of paraphrasing is that it acts a promoter for discussion. Examples - Client: I feel terrible. Counselor: You feel terrible. Client: I heard a noise.

Counselor: A noise?

A good paraphrase can provide mirror reflections that are clearer and more to the point than original statements. If so, clients may show appreciation with comments such as "That's right". Tip for paraphrasing is to start your responses with the

personal pronoun 'you' to indicate that you reflect clients' internal viewpoints. Another tip is to slow your speech rate down to give you more time to think. You need a good memory and a good command of vocabulary to paraphrase well. Confidence and fluency in the skill require much practice. The counselor rephrases the content of the client's message. Example - Client: I know it doesn't help my depression to sit around or stay in bed all day. Counselor: It sounds like you know you should avoid staying in bed or sitting around all day to help your depression.

Purposes of Paraphrasing

- To convey that you are understanding him/her.
- Help the client by simplifying, focusing and crystallizing what they said.
- May encourage the client to elaborate.
- Provide a check on the accuracy of your perceptions.

When to Use It

- When you have an hypothesis about what's going on with the client.
- When the client is in a decision making conflict.
- When the client has presented a lot of material and you feel confused.

Steps in Paraphrasing

There are four steps in effective paraphrasing -

1. Listen and recall.
2. Identify the content part of the message by deciding what event, situation, idea, or person the client is talking about.
3. Rephrase, in as concise a manner as possible, the key words and ideas the client has used to communicate their concerns in a fresh or different perspective.
4. Perception check is usually in the form of a brief question, e.g., "It sounds like..."; "Let me see if I understand this", which allows the client to agree or disagree with the accuracy of your paraphrasing.

Example - Client, a 40-year-old woman, "How can I tell my husband I want a divorce? He'll think I'm crazy. I guess I'm just afraid to tell him".

Steps -

- a) Recall the message and restate it to yourself covertly. Wants divorce, but hasn't told husband because he will think she's crazy.
- b) Identify the content part of the message. Select an appropriate beginning - e.g., It sounds like; You think; I hear you saying.
- c) Translate the key content into your own words - Want a divorce, break off, split; e.g., It sounds like you haven't found a way to tell your husband you want to end the relationship because of his possible reaction. Is that right?
- d) Confirm the accuracy of the paraphrase.

SUMMARIZING

Summarizing means that the counselor concisely reiterates several of the major highlights from the client's discussion. By tying together the different elements from a client's session, summarizing can help a counselor review overall progress. Summarizing can also allow the counselor and the client to recognize a theme in what the client is saying.

Purposes of a Summary

- To clarify emotions for both the helper/counselor and the client.
- To tie together multiple elements of client messages.
- To review the work done so far, and to take stock.
- To bring a session to a close, by drawing together the main threads of the discussion.
- To interrupt excessive rambling.
- To start a session.
- To end a session.
- To pace a session.
- To review progress.
- To serve as a transition when changing topics.
- To move the counseling process forward.

Steps in a Summary

Example - Client, an young girl.

- At the beginning of the session -

I don't understand why my parents can't live together anymore. I'm not blaming anybody, but it just feels very confusing to me [Said in a low, soft voice with lowered, moist eyes].

- Near the middle of the same session -

I wish they could keep it together. I guess I feel like they can't because they fight about me so much. Maybe I'm the reason they don't want to live together anymore.

- (a) Recall key content and affect messages -

- ❖ Key content: wants parents to stay together.
- ❖ Key affect: feels sad, upset, responsible.

- (b) Identify patterns or themes -

She is the one who is responsible for her parents' break-up.

- (c) Use an appropriate sentence stem and verbalize the summarization response
- "I sense" or "You are feeling".

(d) Summarize -

Earlier today you indicated you didn't feel like blaming anyone for what's happening to your parents. Now I'm sensing that you are feeling like you are responsible for their break-up.

(e) Assess the effectiveness of your summarization.

Paraphrasing and summarizing are both related terms. They are often confusing. Paraphrasing and summarizing are essential techniques for an effective communication. Both paraphrasing and summarizing are allowed and accepted till due credit is given to the original source, and only till the work is not copied and is free from any kind of plagiarism.

Paraphrasing -

- does not match the source word for word;
- involves putting a passage from a source into your own words;
- changes the words or phrasing of a passage, but retains and fully communicates the original meaning; and
- must be attributed to the original source.

Summarizing -

- does not match the source word for word;
- involves putting the main idea(s) into your own words, but including only the main point(s);
- presents a broad overview, so is usually much shorter than the original text; and
- must be attributed to the original source.

Table 5.1

Summary versus Paraphrase

Summary	Paraphrase
A brief restatement, in your own words, of the content of a passage, focusing on the central idea(s).	A precise restatement, in your own words, of the written or spoken words of someone else.
A summary is in your own words, but some key words may not be able to be changed.	A paraphrase is in your own words, but you must change both the words and the sentence structures of the original passage.
A summary does not distort the meaning of the original passage.	A paraphrase does not distort the meaning of the original passage.

A summary can be selective.	A paraphrase is specific and should not be selective.
A summary is much shorter than the original passage.	A paraphrase is roughly the same length, and even sometimes a bit longer, than the original passage.

ASK QUESTIONS

Questioning is an important part of counseling. It helps us understand the client's situation and it helps us assess clinical conditions. Questions during the counseling session can help to open up new areas for discussion. They can assist to pinpoint an issue and they can assist to clarify information that at first may seem ambiguous to the counselor. Questions that invite clients to think or recall information can aid in a client's journey of self-exploration. Counselors should be knowledgeable about the different types of questioning techniques, including the appropriate use of them and likely results. It is also important to be aware and cautious of over-questioning. In determining effective questioning techniques it is important to consider the nature of the client, their ongoing relationship with the counselor and the issue/s at hand.

There are essentially three styles of questions -

Open Questions: An open question is likely to receive a long answer. Although any question can receive a long answer, open questions deliberately seek longer answers, and are the opposite of closed questions. Open questions encourage the client to speak and offer an opportunity for the counselor to gather information about the client and their concerns. Typically open questions begin with - what, when, where, why, how or could. For example - Why do you think that? How did you come to consider this? Could you tell me what brings you here today?

'What' questions more often lead to the emergence of facts. 'When' questions bring about information regarding timing of the problem, and this can include events and information preceding or following the event. 'Where' questions reveal the environment, situation or place that the event took place, and 'Why' questions usually give the counselor information regarding the reasons of the event or information leading up to the event. 'How' questions tend to invite the client to talk about their feelings.

Most often -

- What? leads to facts and information.
- When? brings out the timing of the problem.
- Where? enables discussion about the environment and situations.

- Why? brings out reasons.
- How? enables talk about feelings and/or process.

It should be noted that care must be taken by the counselor when asking ‘why’ questions. Why questions can provoke feelings of defensiveness in clients and may encourage clients to feel as though they need to justify themselves in some way.

Hence, open questions have the following characteristics -

- ❖ They ask the respondent to think and reflect.
- ❖ They will give you opinions and feelings.
- ❖ They hand control of the conversation to the

respondent. This makes open questions useful in the

Usage	Example
To develop a conversation and open up someone who is rather quiet.	What did you do on you holidays? How do you keep focused on your work?
To find out more about a client, his/her wants, needs, problems, and so on.	What’s keeping you awake these days? Why is that so important to you?
To get the clients to realize the extent of their problems (to which, of course, you have the solution).	I wonder what would happen if you go out late? What happened to Robi?
To get them to feel good by asking after their health or otherwise demonstrating human concern about them.	How have you been after your operation? You’re looking down. What’s up?

Closed Questions: Closed questions are questions that can be answered with a minimal response (often as little as ‘yes’ or ‘no’). They can help the counselor to focus the client or gain very specific information. Such questions begin with - is, are or do. For example - Is that your coat? Are you living alone? Do you enjoy your job? Closed questions have the following characteristics -

- ❖ They give you facts.
- ❖ They are easy to answer.
- ❖ They are quick to answer.
- ❖ They keep control of the conversation with the questioner.

This makes closed questions useful in the following situations -

Usage	Example
As opening questions in a conversation, as it makes easy for the client to answer, and	It’s great weather, isn’t it? Where do you live?

doesn't force to reveal too much about him/herself.	What time is it?
For testing him/her understanding (asking yes/no questions). This is also a great way to break into a long ramble.	So, you want to move into our apartment, with your own bedroom and bathroom - true?
For setting up a desired positive or negative frame of mind in him/her (asking successive questions with obvious answers either yes or no).	Are you happy with your current life? Does your family give you all that you need? Would you like to find a better life?
For achieving closure of a persuasion (seeking yes to the big question).	If I can deliver this tomorrow, will you sign for it now?

Leading Questions: Leading questions are questions where the counselor guides the client to give the answer they desire. These questions are usually judgmental. For example - You came to consider this, didn't you? You are enjoying your job, aren't you?

While questioning techniques can be used positively to draw out and clarify issues relevant to the counseling session, there is also the very real danger of over-using questions or using questioning techniques that can have a negative impact on the session. The wrong types of questioning techniques, at the wrong time, in the hands of an unskilled interviewer or counselor, can cause unnecessary discomfort and confusion to the client.

PROBING

Probing involves statements and questions from the counselor that enable clients to explore more fully any relevant issue of their lives. Probes can take the form of statements, questions, requests, single word or phrases and non-verbal prompts. In broad terms, probing questions often begin with "What" or "How" because they invite more detail. Questions that begin with "Do you..." or "Are you..." invite personal reflection. "Why" questions can be problematic. They may put the respondent on the defensive or result in little useful information and require additional probing.

Probes serve the following purposes -

- to encourage non-assertive or reluctant clients to tell their stories;
- to help clients to remain focused on relevant and important issues;
- to help clients to identify experiences, behaviors and feelings that give a fuller picture to their story, in other words, to fill in missing pieces of the picture;
- to help clients to move forward in the helping process; and

- to help clients understand themselves and their problem situations more fully.

In summary, good probing questions -

- are general and widely useful;
- don't place blame on anyone;
- allow for multiple responses;
- help create a paradigm shift;
- empower the person with the dilemma to solve his/her own problem (rather than deferring to someone with greater or different expertise);
- avoid yes/no responses;
- are usually brief;
- elicit a slow response;
- move thinking from reaction to reflection;
- encourage taking another party's perspective.

Keep the following in mind when you use probes -

- ❖ Use questions with caution.
- ❖ Don't ask too many questions. They make clients feel 'grilled', and they often serve as fillers when counselors don't know what else to do.
- ❖ Don't ask a question if you don't really want to know the answer.
- ❖ If you ask two questions in a row, it is probably one question too much.
- ❖ Although close-ended questions have their place, avoid asking too many close-ended questions that begin with 'does', 'did', or 'is'.
- ❖ Ask open-ended questions - that is, questions that require more than a simple yes or no answer. Start sentences with - 'how', 'tell me about', or 'what'. Open-ended questions are non-threatening and they encourage description.

ANNEXURE II

SRI LAKSHMI NARAYANA INSTITUTE OF MEDICAL SCIENCES

TOPIC :COMMUNICATION SKILL

SL	UNIVERSITY REG. NO.	NAME OF THE STUDENT	SIGNATURE
1	U11MB233	DEEPTHI .M.S.	<i>Deepthi ms</i>
2	U11MB234	DERISHA QUEENSLIN .C	<i>Derisha</i>
3	U11MB236	DEVIKA .D	<i>Devika</i>
4	U11MB237	DHANASHREE. S	<i>Dhanashree</i>
5	U11MB238	DHILEEPANRAJ .N	<i>Dhileepanraj</i>
6	U11MB239	DIVYA .S	<i>Divya</i>
7	U11MB240	EZHIL SINDHANAI M. PARVATH	<i>Ezhil</i>
8	U11MB235	G. DEVARAJ	<i>Devaraj</i>
9	U11MB241	GANGA .R	<i>Ganga</i>
10	U11MB242	GIRIDHARAN A.B.	<i>Giridharan</i>
11	U11MB243	GNANAKUMAR S.P.	<i>Gnanakumar</i>
12	U11MB244	GOMATHI .G	<i>Gomathi</i>
13	U11MB245	HARIHARAN .B	<i>Harihara</i>
14	U11MB246	MERLIS	<i>Merlis</i>
15	U11MB247	MERLIN SHEEBA.B	<i>Merlin Sheeba</i>

Annexure - III

COMMUNICATION SKILLS

MULTIPLE CHOICE QUESTIONS

Course Code: PSM01

I. ANSWER ALL THE QUESTIONS

1. Communication is a non stop _____.
(A) paper (B) process (C) programme (D) plan
2. Communication is a part of _____ skills.
(A) soft (B) hard (C) rough (D) short
3. The _____ is the person who transmits the message.
(A) receiver (B) driver (C) sender (D) cleaner
4. _____ is the person who notices and decodes and attaches some meaning to a message.
(A) receiver (B) driver (C) sender (D) cleaner
5. Message is any signal that triggers the response of a _____.
(A) receiver (B) driver (C) sender (D) cleaner
6. The response to a sender's message is called _____.
(A) food bank (B) feedback (C) food (D) back
7. _____ context refers to the relationship between the sender and the receiver
(A) social (B) physical (C) cultural (D) chronological
8. _____ context refers to the similarity of backgrounds between the sender and the receiver.
(A) physical (B) social (C) chronological (D) cultural
9. _____ refers to all these factors that disrupt the communication.
(A) nonsense (B) noise (C) nowhere (D) nobody

10. Environmental barriers are the same as _____ noise.

- (A) physiological (B) psychological (C) physical (D) sociological

11. Our dress code is an example of _____ communication.

- (A) verbal (B) nonverbal (C) written (D) spoken

12. Communication strengthens _____ & _____ relationship in an organization.

- (A) employer-father (B) employer-employer (C) mother-employer (D) mother-child

13. _____ communication includes tone of voice body language, facial expressions etc.

- (A) non verbal (B) verbal (C) letter (D) notice

14. When there is similarity of background between the sender and the receiver such as age, language nationality, religion, gender then this is called _____ context.

- (A) social (B) cultural (C) physical (D) dynamic

15. Letter, e-mail telephone are examples of _____

- (A) message (B) feedback (C) channel (D) encoding

16. Understanding _____ different parts of speech forms the base of learning grammar

- (A) Five (B) Eight (C) Six (D) Seven

17. It is of paramount importance that one need to construct a _____ sentence in the day to day affairs

- (A) Wrong (B) Correct (C) Incorrect (D) Right

18. A _____ way be defined as the name of a person place or thing

- (A) Verb (B) Noun (C) Pronoun (D) Adverb

19. According to hoben "communication is the _____ nituchange of thought or idea.

- (A) Visual (B) Audio (C) Verbal (D) Written

20. The person who transmits the message is called the _____ or

- (A) Sender (B) Gives (C) Taker (D) Receiver



SRI LAKSHMI NARAYANA INSTITUTE OF HIGHER EDUCATION
AND RESEARCH

COMMUNICATION SKILLS

MULTIPLE CHOICE QUESTIONS

Course Code: PSM01

I. ANSWER ALL THE QUESTIONS

1. Communication is a non stop _____.
(A) paper (B) process (C) programme (D) plan
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3. The _____ is the person who transmits the message.
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10. Environmental barriers are the same as _____ noise.



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AND RESEARCH

- A) physiological (B) psychological (C) physical (D) sociological
11. Our dress code is an example of _____ communication.
(A) verbal (B) nonverbal (C) written (D) spoken
12. Communication strengthens _____ & _____ relationship in an organization.
(A) employer-father (B) employer-employer (C) mother-employer (D) mother-child
13. _____ communication includes tone of voice body language, facial expressions etc.
(A) non verbal (B) verbal (C) letter (D) notice
14. When there is similarity of background between the sender and the receiver such as age, language nationality, religion, gender then this is called _____ context.
(A) social (B) cultural (C) physical (D) dynamic
15. Letter, e-mail telephone are examples of _____
 (A) message (B) feedback (C) channel (D) encoding
16. Understanding _____ different parts of speech forms the base of learning grammar
 (A) Five (B) Eight (C) Six (D) Seven
17. It is of paramount importance that one need to construct a _____ sentence in the day to day affairs
(A) Wrong (B) Correct (C) Incorrect (D) Night
18. A _____ way be defined as the name of a person place or thing
(A) Verb (B) Noun (C) Pronoun (D) Adverb
19. According to hoben "communication is the _____ nituchange of thought or idea.
(A) Visual (B) Audio (C) Verbal (D) Written
20. The person who transmits the message is called the _____ or
 (A) Sender (B) Gives (C) Taker (D) Receiver

ANNEXURE-IV

	Sri Lakshmi Narayana Institute of Medical Sciences Affiliated to Bharath Institute of Higher Education & Research (Deemed to be University under section 3 of the UGC Act 1956)	
CERTIFICATE OF MERIT		
<p>This is to certify that <u>DHILEEPANRAJ.N</u> has actively participated in the Value Added Course on Communication skills held during Mar 2021 – Aug 2021 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.</p>		
 DR.C.KAMESHVELL MD, RESOURCE PERSON, ASSOCIATE PROFESSOR	 DR.S.RAJINI MD, COORDINATOR, PROFESSOR & HOD, DEPT OF COMMUNITY MEDICINE	 DR.JAYAKUMAR , MD DEAN, SLIMS



Sri Lakshmi Narayana Institute of Medical Sciences

Affiliated to Bharath Institute of Higher Education & Research
(Deemed to be University under section 3 of the UGC Act 1956)



CERTIFICATE OF MERIT

This is to certify that **GOMATHI.G** has actively participated in the Value Added Course on **Communication skills** held during Mar 2021 – Aug 2021 Organized by Sri Lakshmi Narayana Institute of Medical Sciences, Pondicherry- 605 502, India.

**DR.C.KAMESHVELL MD,
RESOURCE PERSON,
ASSOCIATE PROFESSOR**

**DR.S.RAJINI MD,
COORDINATOR,
PROFESSOR & HOD,
DEPT OF COMMUNITY MEDICINE**

**DR.JAYAKUMAR , MD
DEAN, SLIMS**

ANNEXURE-V

Course Name: COMMUNICATION SKILLS

Subject Code: PSM01

Name of Student: MERLIN. S Roll No.: 68

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

Sl. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear				✓	
2	Course contents met with your expectations					✓
3	Lecturer sequence was well planned				✓	
4	Lectures were clear and easy to understand					✓
5	Teaching aids were effective				✓	
6	Instructors encourage interaction and were helpful					✓
7	The level of the course				✓	
8	Overall rating of the course	1	2	3	4	5

* Rating: 5 Outstanding; 4 - Excellent; 3 Good; 2 Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

Good.


Signature

Course Name: **COMMUNICATION SKILLS**

Subject Code: **PSM01**

Name of Student: MERLINE SHCEBA . B Roll No.: 69.

We are constantly looking to improve our classes and deliver the best training to you. Your evaluations, comments and suggestions will help us to improve our performance

SI. NO	Particulars	1	2	3	4	5
1	Objective of the course is clear				✓	
2	Course contents met with your expectations					✓
3	Lecturer sequence was well planned				✓	
4	Lectures were clear and easy to understand					✓
5	Teaching aids were effective				✓	
6	Instructors encourage interaction and were helpful					✓
7	The level of the course				✓	
8	Overall rating of the course	1	2	3	4	5

* Rating: 5 Outstanding; 4 - Excellent; 3 Good; 2 Satisfactory; 1 - Not-Satisfactory

Suggestions if any:

Good.

S. M. S. S.
Signature



Sri Lakshmi Narayana Institute of Medical Sciences
OSUDU, AGARAM VILLAGE, VILLIANUR COMMUNE, KUDAPAKKAM POST,
PUDUCHERRY – 605 502

Date 29.08.2021

From
Dr.S.Rajini
Professor and Head,
Department of Community Medicine,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Puducherry

Through Proper Channel

To
The Dean,
Sri Lakshmi Narayana Institute of Medical Sciences
Bharath Institute of Higher Education and Research,
Puducherry

Sub: Completion of value-added course: Communication skill

Dear Sir,

With reference to the subject mentioned above, the department has conducted the value-added course titled: **Communication skill** from March 2021 to August 2021. We solicit your kind action to send certificates for the participants, that is attached with this letter. Also, I am attaching the photographs captured during the conduct of the course.

Kind Regards

Rajini S
PROFESSOR & HOD
DEPARTMENT OF COMMUNITY MEDICINE
Sri Lakshmi Narayana Institute of Medical Sciences
PONDICHERRY - 605 502.

HEAD OF THE DEPARTMENT

