

# Department of Community Medicine, AMCH

## Regular Role-play vs Muted Role-play on BCC

**Date:** 28th March 2026

A Behaviour Change Communication (BCC) session was organized under the guidance of the **Dr.A.Balaji Professor and Head, Department of Community Medicine** with the objective of improving communication skills, promoting health awareness, and encouraging behavioural change among future healthcare professionals. A total of **200 students** actively participated in the session and were divided into **4 teams**, each consisting of **50 members**.

The programme was designed in the form of **role plays and muted role plays**, allowing students to demonstrate practical communication techniques in real-life healthcare scenarios.

### Introduction

The session was formally inaugurated by **Dr. A. Balaji, Head of the Department**, who emphasized the growing importance of **Behavioural Change Communication (BCC)** in modern medical practice. He highlighted that in today's healthcare system, merely diagnosing diseases and prescribing treatment is not sufficient; influencing patient behaviour is equally important for achieving better health outcomes.

- Dr. A. Balaji highlighted that major public health problems (NCDs) are strongly influenced by lifestyle and behavioural factors, reflecting key **concepts of health promotion**.
- He emphasized the need for strong communication skills among healthcare professionals in line with the **principles of health promotion & education**.
- Behavioural Change Communication (BCC) was explained as a bridge between knowledge and practice, helping patients adopt healthy behaviours.
- Barriers such as cultural beliefs, social pressures, and lack of motivation were identified, which can be addressed through **IEC strategies**.

A key highlight of the session was the explanation of the **Stages of Behaviour Change (Transtheoretical Model)**, which enables healthcare providers to tailor communication strategies according to an individual's readiness to change. The stages discussed included:

- **Precontemplation Stage** – The individual is not aware of the problem or has no intention to change behaviour. The healthcare provider's role is to raise awareness in a non-judgmental manner.
- **Contemplation Stage** – The individual acknowledges the problem but remains ambivalent. The focus is on motivation and addressing perceived barriers.
- **Preparation Stage** – The individual intends to take action soon and may begin small steps. Guidance in goal setting and planning is crucial.
- **Action Stage** – The individual actively modifies behaviour. Continuous encouragement and support are essential.
- **Maintenance Stage** – Sustained behaviour change is observed. Reinforcement and relapse prevention strategies are important.
- **Relapse Stage (optional)** – Individuals may revert to old behaviours; this requires empathetic management and re-engagement without blame.

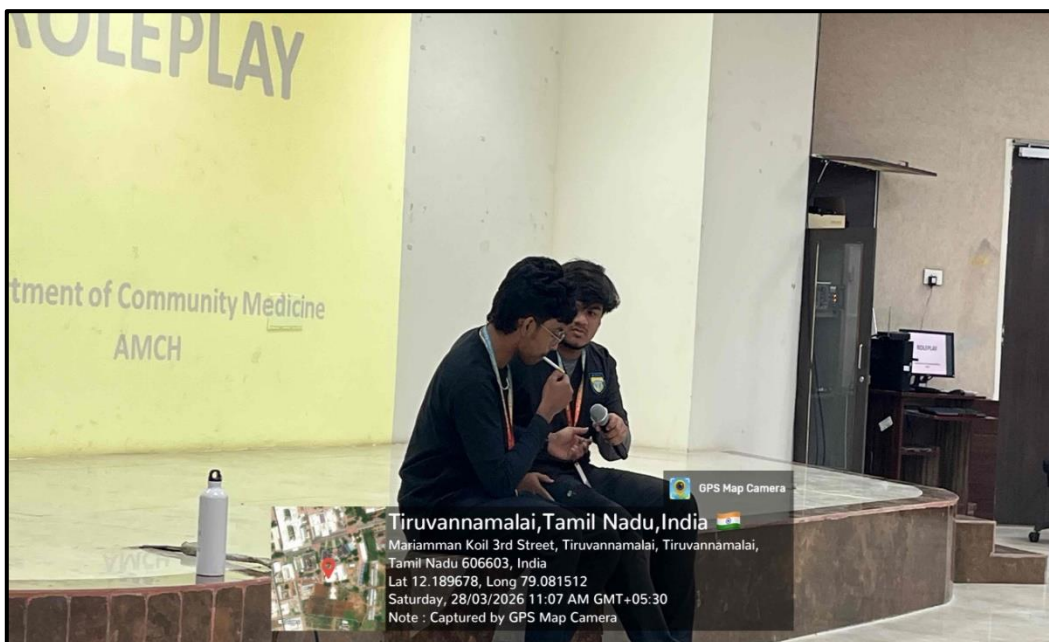


## Team-wise Activities and Explanation of Topics

### **Team A – Role Play: Breaking the Bad News**

**Moderator:** Dr. Bharath Rajh K

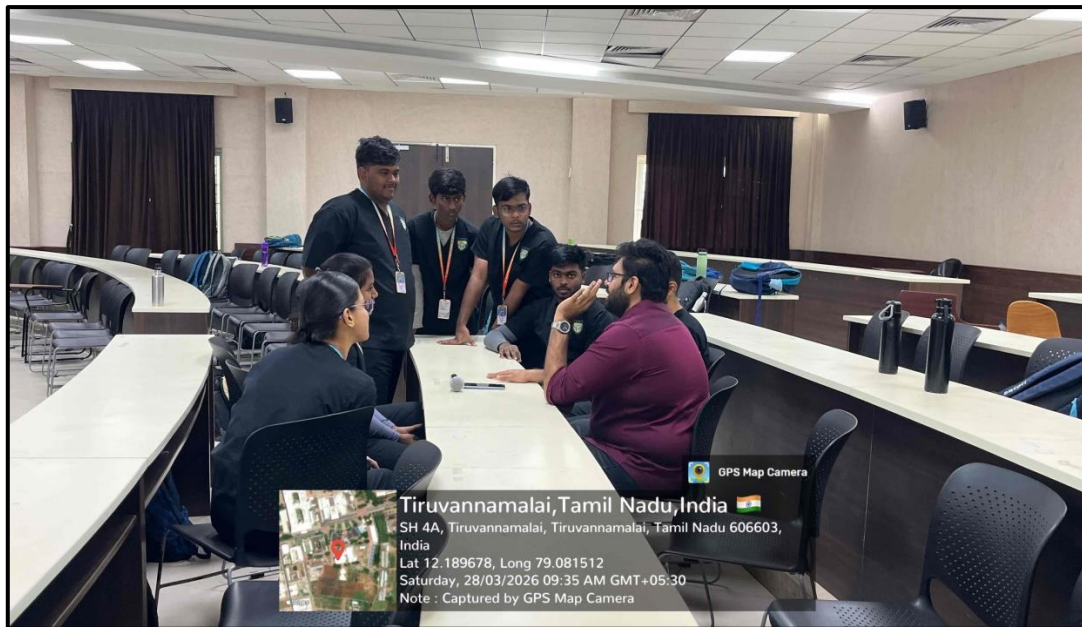
This role play focused on the sensitive task of delivering bad news to patients or their relatives, such as poor prognosis. The team demonstrated structured communication techniques like maintaining empathy, using simple language, and providing emotional support. The importance of privacy, honesty, and patient-centered communication was highlighted. This topic is highly relevant in clinical practice, as improper communication can lead to misunderstanding, emotional distress, and loss of trust.



## Team B – Muted Role Play: Rabies Awareness

**Moderator:** Dr. Parthiban R

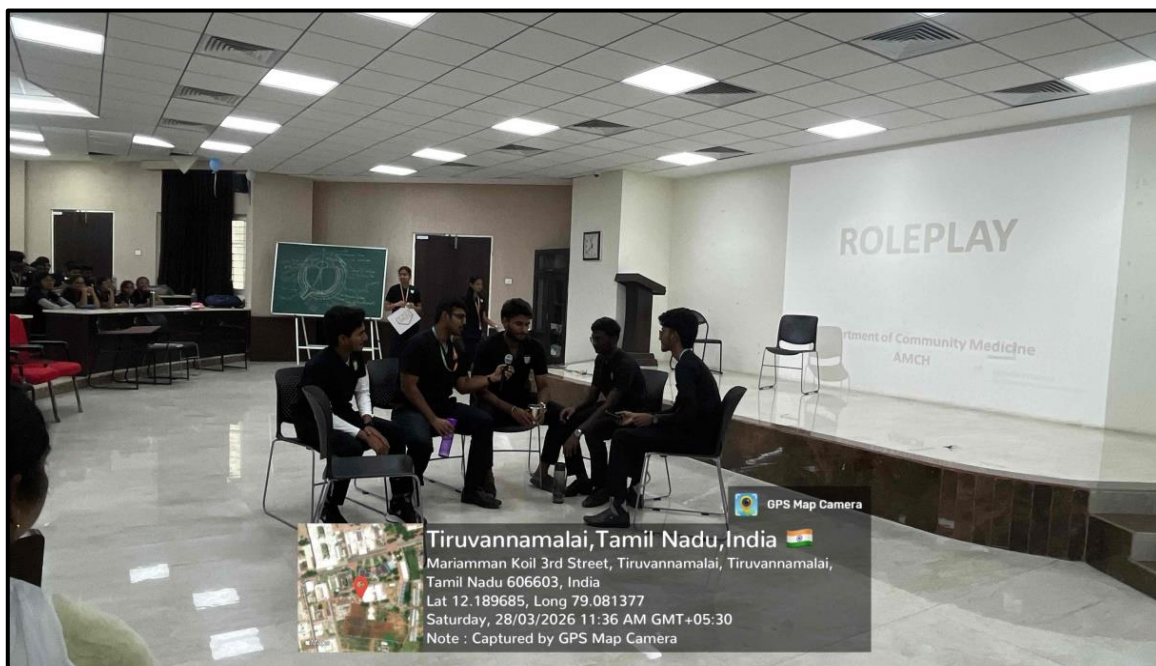
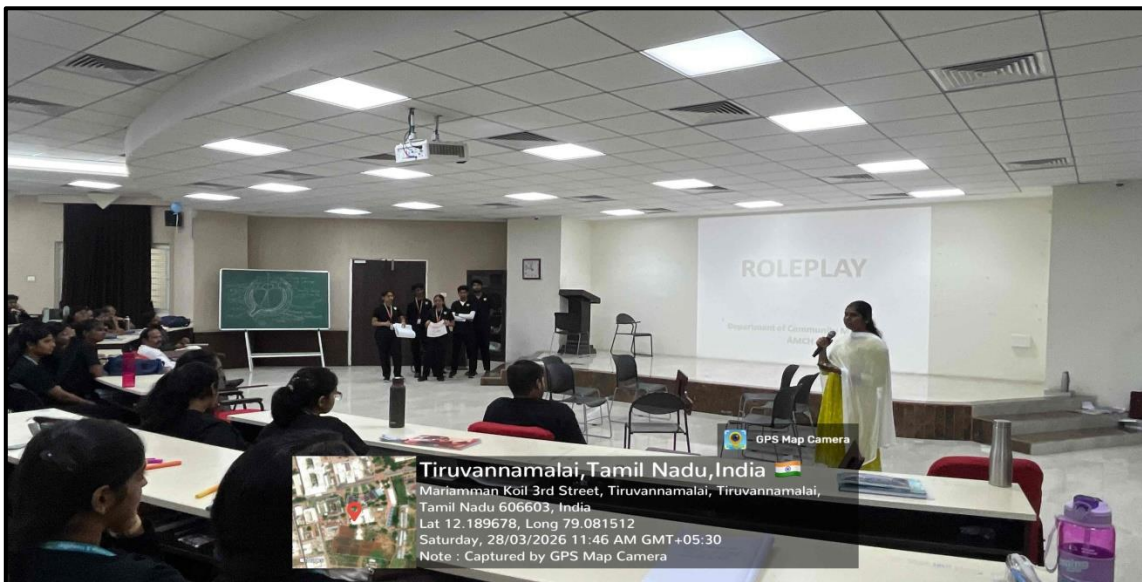
The muted role play creatively depicted the transmission, symptoms, and prevention of rabies without using verbal communication. Through actions and expressions, the team showed the importance of immediate wound washing, vaccination, and timely medical care after animal bites. The session emphasized that rabies is a preventable yet fatal disease if untreated, and awareness at the community level is essential for prevention.



## Team C – Role Play: Doctor–Patient Relationship (Drug Addiction)

**Moderator:** Dr. Jeeva Radha K

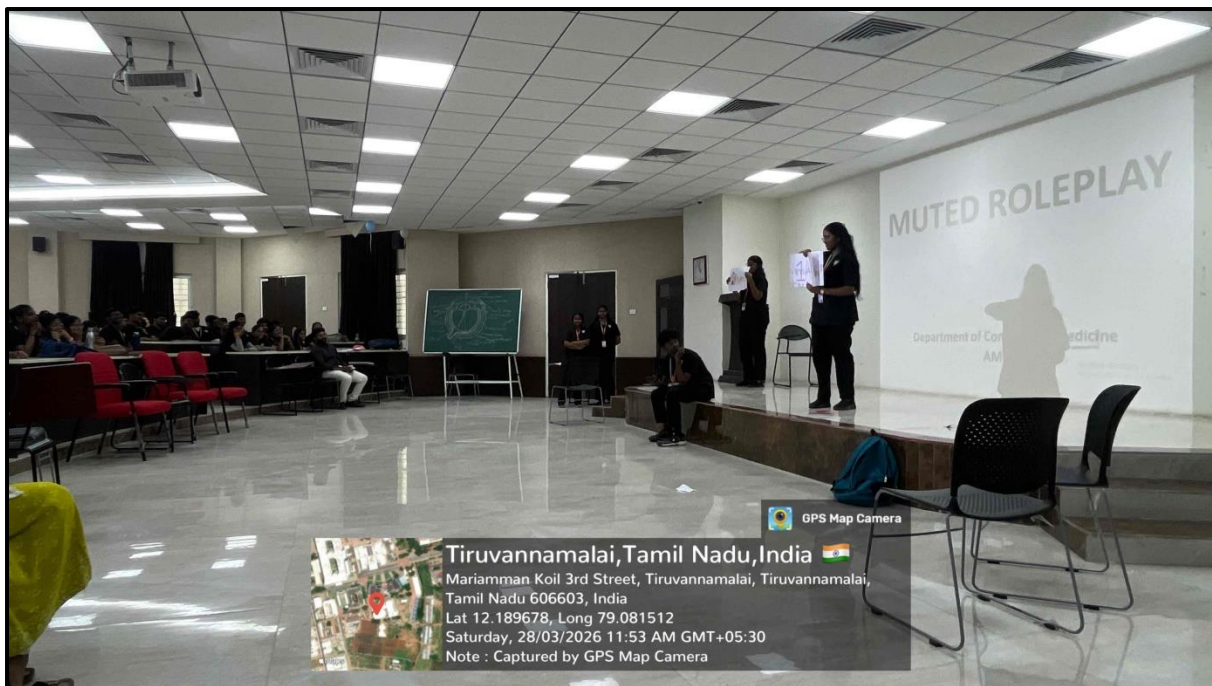
This team highlighted the role of a doctor in managing patients with drug addiction. The role play focused on building trust, avoiding judgmental behavior, and providing proper counselling and rehabilitation support. It stressed the importance of empathy, confidentiality, and continuous follow-up. The topic addressed both medical and psychological aspects, showing how effective communication can influence patient recovery and adherence to treatment.



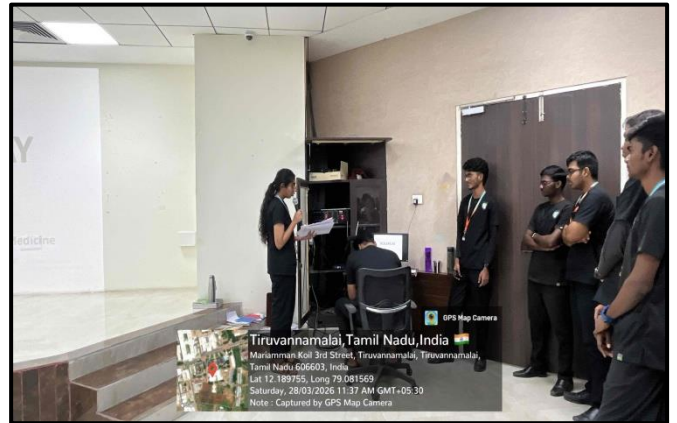
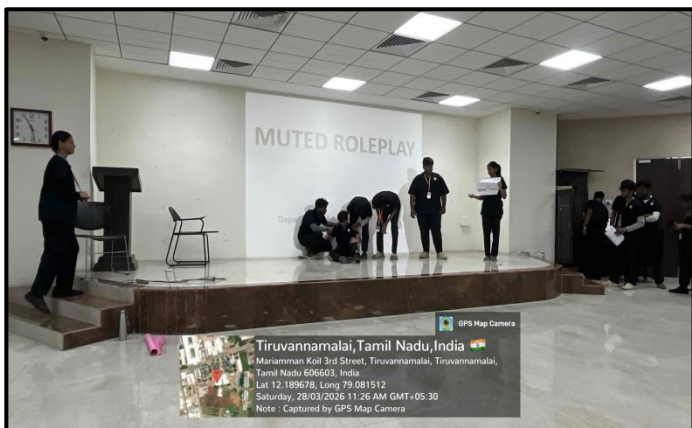
## Team D – Muted Role Play: Social Media Addiction

**Moderator:** Dr. Pavithra M

This presentation illustrated the growing issue of social media addiction, especially among youth. Without using words, the team effectively showed the negative impacts such as reduced productivity, mental health issues, and social isolation. It also conveyed the importance of self-control, time management, and adopting healthy lifestyle habits. The topic is highly relevant in the modern digital era.



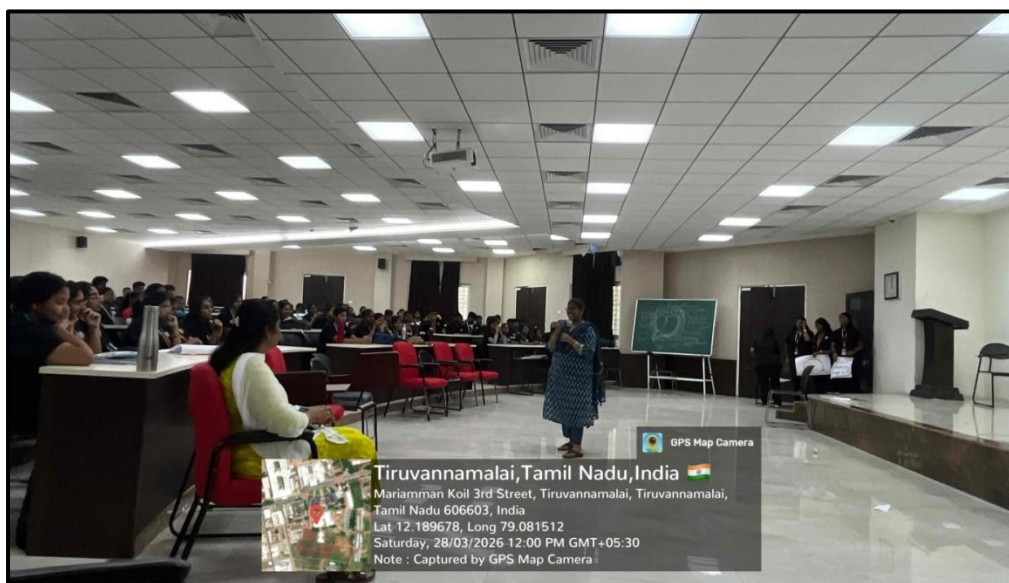
## Practical Role Play Demonstration



## Feedback

At the end of the session, the moderator provided valuable feedback, appreciating the creativity, teamwork, and effort of all participants. Suggestions were given to further improve communication clarity, confidence, and presentation skills. The importance of applying these communication strategies in real-life healthcare settings was strongly emphasized.





## Conclusion

The BCC activity was highly informative, interactive, and skill-oriented. It helped students understand the practical importance of effective communication in healthcare, including handling sensitive situations, promoting disease prevention, and addressing social issues. The use of role plays enhanced learning by providing real-life scenarios, improving confidence, teamwork, and behavioural change communication skills among the students.

