

Exercise Describe your living room

Aim

In this exercise, student practice communication skills and learn to ask the right questions for documentation of an ADR.

This exercise is suitable for training PV Key aspect 3 (Recognizing ADR), 4 (Managing ADR) and 5 (Reporting ADR).

Source

The Netherlands Pharmacovigilance Centre Lareb, WHO Collaborating Centre for Pharmacovigilance in Education and Patient Reporting

Learning outcomes

The student ...

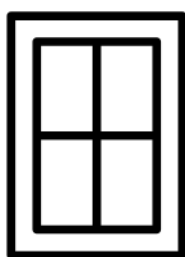
- ... experiences that you need to ask proper questions to get the right information.
- ... can ask relevant questions for documenting an ADR in an ADR report or in a patient file.

Description

Students work together in groups of 2 or 3. They should not know what the living room of the others looks like. Before the exercise, give each students 5 minutes to make a quick draft of their living room. This paper they have to give to the teacher. Then, 1 of the students has to draw the living room of one of the other students. The student that is drawing needs to ask questions, for example: where are the windows, where is the door, etc.

Before this exercise, think of 3 things that they minimal need to ask: for example, windows, table.

Don't mention the shape of the living room and the place of the door. See if students think about asking this.



Part B: Which information is important for good quality of documentation an ADR < in an ADR report or in a patient file> ?

Work in small groups. Take 5 minutes to form relevant questions for information that should be present in a reporting form / patient file.

Then, the students should fill in their 'form' by asking their question to the teacher or peer group that has a certain case description (for example from literature or a real patient). Afterwards, the groups can discuss which form contained best questions and with which form the event was understood best.

