

## 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 ...

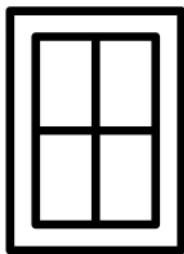
- ... experiences that you need to ask proper questions to get the right information.
- ... can ask relevant questions for documenting an ADR in an ADR report or in a patient file.

### 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.

