## Using "Questioning" as a Tool for Effective Precepting

#### Create

Create a new product or point of view

<u>Action Verbs:</u> Imagine, Role-Play, Write, Hypothesize

#### **Evaluate**

Make Judgments based on criteria

Action Verbs:
Decide, Choose,
Justify, Assess

### Analyze

Examine information and break into component parts

Action Verbs:
Differentiate,
Distinguish,
Outline, Compare

## **Apply**

Use information in a new way

Action Verbs:
Utilize,
Demonstrate,
Interpret, Apply

### **Understand**

Explain Ideas or Concepts

Action Verbs:
Describe,
Summarize, Give
an Example,
Discuss, Explain

#### Remember

Recall or remember the information

Action Verbs:
Define, List,
Name, Identify,
Remember

## Tips for using the Questioning Strategy

- Use open-ended questions predominately
- Restrict use of close ended questions to assessing factual or baseline knowledge

- ❖Allow time for response
- Ask learners to paraphrase what they learned

- ❖ Follow a poor answer with a clarifying question
- ❖ A Challenging question does not have to be judgmental or confrontational



Note: these are available electronically for printing at

http://medicine.hofstra.edu/faculty/facdev/facdev clinical communitypreceptorteaching.html

## Case Example:

# 17 year-old young woman with urinary frequency and dysuria

#### **Understand Evaluate** Remember/ **Analyze Apply** Create •How would you compare t • How would you confirm your different treatment option diagnosis •How would you choose y •What are the possible •Are you able to propose a • How would you interpret the lat What's the patient's diagnoses? treatment? •How would you describ results? understanding of what's go prevention strategy for this •How would you justify you •What are some risk factors yo patient's symptoms? • How would your approach change patient? treatment choice? would look for? this patient were pregnant? Male? Female?

## Types of Questions:

Factual	Conceptual	Provocative	Broadening	Justifying	Hypothetical	Alternative
•Easily answered with definitive and comparatively simple answers	•Delve deeper and require more sophisticated levels of cognitive processing and thinking.	•Cannot be answered with easy answers and can be used to motivate additional learning	•Introduce additional facts and encourage analysis.	•Challenge old ideas and develop new.	•Explore unknowns, change course of discussion.	•Make decisions between alternatives, reach agreement.

