Using “Questioning” as a Tool for Effective Precepting/Teaching

### Tips for using the Questioning Strategy

- Use open-ended questions predominately
- Restrict use of close ended questions to assessing factual or baseline knowledge of the learner
- Allow time for response
- Ask learners to paraphrase what they learned
- Follow a poor answer with a clarifying question to the learner
- A Challenging question does not have to be judgmental or confrontational

### Action Verbs for each cognitive level:

- **Remember**
  - Recall or remember the information
  - **Action Verbs:** Define, List, Name, Identify, Remember

- **Understand**
  - Explain Ideas of Concepts
  - **Action Verbs:** Describe, Summarize, Give an Example, Discuss, Explain

- **Apply**
  - Use information in a new way
  - **Action Verbs:** Utilize, Demonstrate, Interpret, Apply

- **Analyze**
  - Examine information and break into component parts
  - **Action Verbs:** Differentiate, Distinguish, Outline, Compare

- **Evaluate**
  - Make judgments based on criteria
  - **Action Verbs:** Decide, Choose, Justify, Assess

- **Create**
  - Create a new product or point of view
  - **Action Verbs:** Imagine, Role-play, Write, Hypothesize

### Note:

These are available electronically for printing at
[http://medicine.hofstra.edu/faculty/facdev/facdev_clinical_communitypreceptorteaching.html](http://medicine.hofstra.edu/faculty/facdev/facdev_clinical_communitypreceptorteaching.html)

Case Example:
17 year-old young woman with urinary frequency and dysuria

Remember
• How would you describe this patient’s symptoms?

Understand
• What are the possible diagnoses?
• What are some risk factors you would look for?

Apply
• How would you confirm your diagnosis?
• How would you interpret the lab results?
• How would your approach change if this patient were pregnant? Male? Female?

Analyze
• How would you compare the different treatment options?
• What’s the patient’s understanding of what’s going on?

Evaluate
• How would you choose your treatment?
• How would you justify your treatment choice?

Create
• Are you able to propose a prevention strategy for this patient?

Types of Questions:

Factual
• Easily answered with definitive and comparatively simple answers

Conceptual
• Delve deeper and require more sophisticated levels of cognitive processing and thinking.

Provocative
• Cannot be answered with easy answers and can be used to motivate additional learning

Broadening
• Introduce additional facts and encourage analysis.

Justifying
• Challenge old ideas and develop new.

Hypothetical
• Explore unknowns, change course of discussion.

Alternative
• Make decisions between alternatives, reach agreement.

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