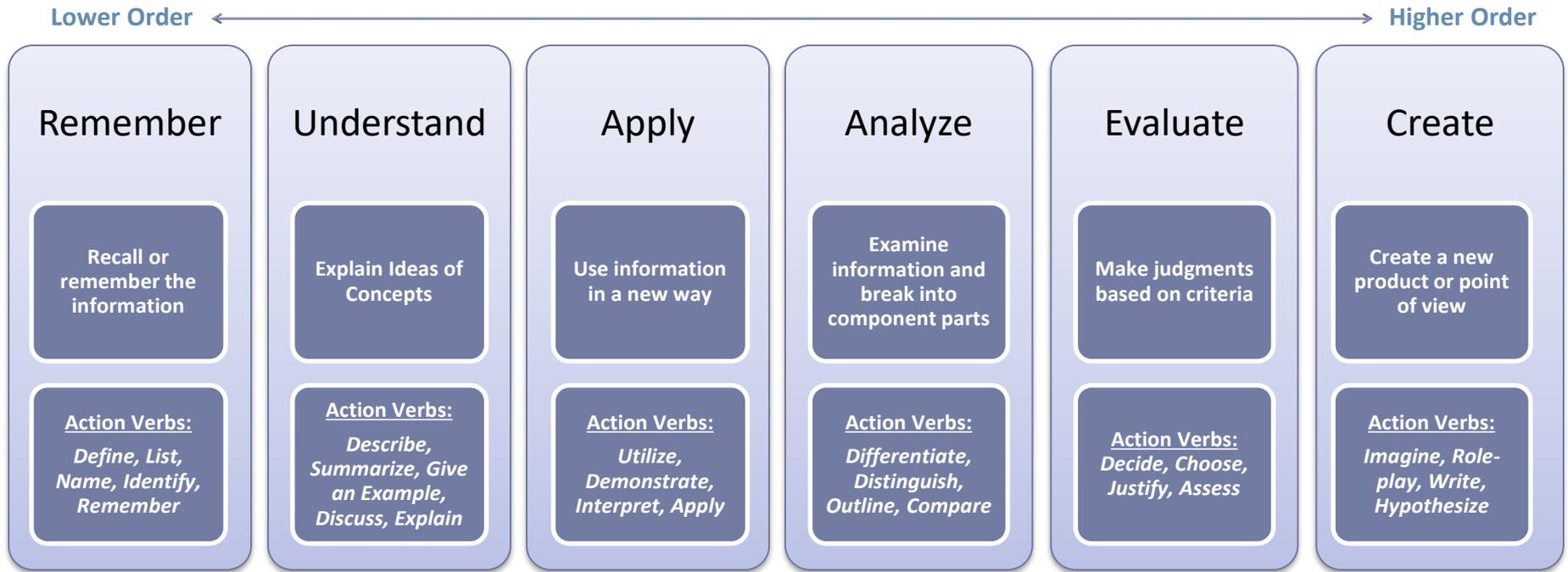
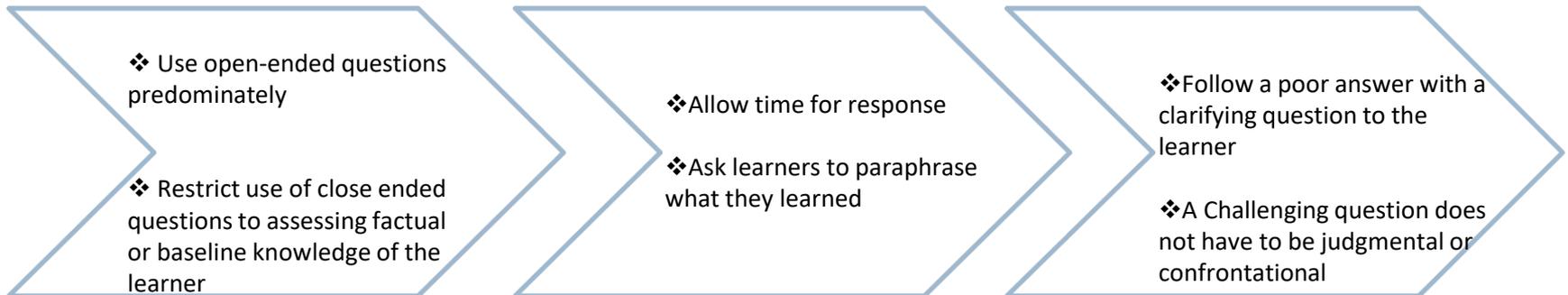


Using "Questioning" as a Tool for Effective Precepting/Teaching



Tips for using the Questioning Strategy



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.