

Making Precepting Easy through Powerful Questions

UTAH Primary Care Preceptor Program – Facilitator: Deb Center

Objectives for the Session:

1. Examine “three tools” for asking questions with students in primary care.
2. Identify two powerful questions that will lead the student to discovery.

Reasons for Asking Questions:

- ✓ Stimulate the brain
- ✓ Self-awareness or assess awareness/understanding
- ✓ Create an exchange - Motivate, engage and build trust
- ✓ Reinforce and discover knowledge and issues
- ✓ Clarify misunderstandings and differences
- ✓ Challenge thinking and assumptions
- ✓ Allows opportunity to listen to understand
- ✓ Provides opportunities to acknowledge
- ✓ Guide another through a process of discovery
- ✓ Find solutions/results focused
- ✓ Growth and learning
- ✓ Develop individual capacity for self-direction
- ✓ Build strengths, confidence, and empower
- ✓ Improve relationships and understanding
- ✓ Find common ground
- ✓ Maximize potential and productivity
- ✓ Build trust
- ✓ Increase knowledge transfer and retention
- ✓ Improve patient outcomes
- ✓ Others:

What makes a question powerful?

Leveling Questions to Learner Development:

Not all questions are created equal!

Where are they in their program?



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Types of Questions: Tunnels or Paths

<ul style="list-style-type: none"> ■ Inquiry <ul style="list-style-type: none"> ▪ Assessing ▪ Appreciative ▪ History ▪ Role-reversal ▪ Elaborating ▪ Hypothetical ▪ Spectrum ▪ Perspective ▪ Outcome ▪ Options ▪ Learning ▪ Integration ■ Open versus Closed ■ Scaffolding/Guiding 	<ul style="list-style-type: none"> ■ Reflection <ul style="list-style-type: none"> ▪ Paraphrasing ▪ Validating ▪ Emphasizing ▪ Reframing ▪ Restating ■ “Why” Questions: <i>Use Caution</i> - A dangerous approach – for “people” issues <ul style="list-style-type: none"> ▪ Feels judgmental and Creates defensiveness & Cuts off communication ▪ Rephrase to: What; How; Could; or Tell me more... ▪ Useful for System Issue (if not directed at individuals) where “Ask Why 6 Times to Drill-down” a situation for root cause
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The Delivery

- Speak clearly, calmly & directly → conversational approach creates psychological safety & enhances learning/trust
- Be positive → be curious about their learning and it will show.
- No underlying negativity or disapproval
- Be sure tone & body language match words and intention (no multi-tasking!)
- No dancing, hidden agenda or burying of the question
- Hold the space for possibility and learning –allow appropriate wait-time for processing
- Display interest in the answer – listen for a response and clarify where needed

Tools for Asking Questions: Strategies for Preceptors to Use to Ask Questions

1) One Minute Preceptor (OMP) Model	2) SNAPPS Model
<p>Preceptor-led – after student gives brief presentation on case/situation (Patient Specific)</p> <ol style="list-style-type: none"> 1. Get a commitment → “What do you think is going on?” (assesses student ability to articulate own diagnosis) 2. Probe for supporting Evidence → “What led you to that conclusion?” (helps evaluate their knowledge) 3. Teach general rules → “When you see X, it means Y...” (emphasizes common points) 4. Reinforce what was done right → tell them what they did right and the effect it had (positive reinforcement) 5. Correct mistakes → Tell them what they did not do right and explain how they can improve next time (constructive feedback and recommendations) <p>Reference: Gordon & Meyer</p>	<p>Teach to student – then Student-led – provides a focus for thinking & questions</p> <ol style="list-style-type: none"> 1. Summarize (brief history & physical - condense facts) 2. Narrow to top 2-3 differential diagnoses 3. Analyze – compare/contrast evidence 4. Probe the Preceptor (student asks questions to help determine plan and clarify any areas of uncertainty) 5. Plan management – present proposed plan for managing the patient 6. Select Issue for more Self-study <p>Reference: Wolpaw, Wolpaw, & Papp</p>



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3) Coaching Framework: I-GROW Model – Structured Questions

(Adapted from Reference: Whitmore, 2017)

The following model can be used with students and staff to help them discover options for moving forward related to other challenges beyond patient care. Use the Acronym I-GROW to ask questions in this order to identify the issue, goal, do a reality-check, find options and commit to action going forward. Below is just an example of a question you could use for each step:

I - Issue	What's up? (or) What is the issue or challenge? <i>(Ask them to be succinct to in a few words or sentence. Do not allow for a long story.)</i>
G - Goal	What do you want or What are your goals? <ul style="list-style-type: none"> Identifies and clarifies the type of goal through an understanding of ultimate goals, performance goals, and progress along the way. Provides understanding of principal aims, motivations, level of engagement, and aspirations. Clarifies the desired result from the session.
R - Reality	What is happening right now? (or) What is the reality? <ul style="list-style-type: none"> Assess current situation in terms of action taken so far. (What have you done to date?) Clarifies the results and effects of previous actions taken (What worked and what didn't go so well?) Provides understanding of internal obstacles and potential barriers preventing or limiting progress.
O - Options	What could you do? (or) What are your options? <ul style="list-style-type: none"> Identifies possibilities and alternatives. Outlines and questions potential strategies to guide a plan for action.
W – Way Forward or Will	What will you do? <ul style="list-style-type: none"> Creates a summary and plan of action for implementation (specific steps – SMART Goals) Estimates timeframes for steps and highlight accountability

Other Clinical Strategies to Consider as a Preceptor: (www.ihl.org) – Tools used for Patient Learning you can be translate and apply as preceptor!

- Ask-Tell-Ask
- Teach-Back
- Brief-Action Planning
- Motivational Interviewing

Exercise: Practice Using the Tools to Ask Questions

Strategy:		Situation: _____
OMP	IGROW	Strategy to Use:
Commitment	Issue	Question:
Probe	Goal	Question:
Teach	Reality	Question:
Reinforce	Options	Question:
Correct	Will Do?	Question:

Debrief: *What powerful questions can be used to lead the student to discovery?*



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Category	Examples of Powerful Questions
<p>Top Powerful Questions: <i>Simple and Profound Questions</i> SMART questions → Lead to Discovery</p>	<ul style="list-style-type: none"> Please tell me more about... How do you feel about ... Can you explain that further? What can I help you with? From what perspective are you asking? What are some of the reasons this didn't work as well as you had hoped? What can be done to make this work better? What key results are you looking for? How do you plan to proceed? What did you learn from the issue? What do you want to happen? What do you think is going on? How confident are you with that approach? What factors did you consider in making that decision? Were there other options you considered and discarded? What did you learn from this experience? If I wasn't here, what would you do? If you knew the answer, what would it be? What if there were no limits? What advice would you give to a friend in this situation? Imagine having a dialogue with the wisest person you know or can think of – what would they tell you to do? What else? I don't know where to go next, where do you want to go? What is the real issue? (Bottom-line) What is your commitment on a scale of 1-10 to doing it? What can you do to make it a 10?
<p>I-GROW Model Issue Goal Reality Options Will</p>	<p>Issue – What is the issue you want to discuss during our conversation today?</p> <p>Goal for the session: What would you like to achieve in this conversation? What would be the most helpful thing for you to take away at the end of our conversation? We have _____ time for this conversation, where would you like to get by the end? What is your goal for today?</p> <p>Goal for the Issue: Tell me about your goal? What does your outcome look like when it is completed? How will you know when you have achieved your goal? What is needed to achieve your desired outcome? What will the impact have in your work? Your life? How will you feel when you reach your outcome? What does being “resourceful” look like? Tell me how you see your ideal self compared to how you usually see yourself? What behaviors would bring you closer to your outcome?</p>

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I-Grow Model Continued...	<p>What is in the way? What are some other perspectives? What are your strengths & how could they help in this situation? Do you anticipate any obstacles, & how can they be overcome? What is the learning/awareness/new applications that need to take place? What stretch will you need to achieve this goal? What is your timeframe? What does success look like?</p> <p>Reality – What is happening at this moment? On a scale of 1-10, if an ideal is 10, what number are you at now? What number would you like to be? How do you feel about this? What are you doing that is getting in the way of your goal? Exactly, what is happening now? How much control do you have over the situation? What resources do you have? What resources are needed? What are you most/least confident about?</p> <p>Options – What could you do? What ideas do you have? What are the alternatives? What else? What is the first step you could take? Where could you find more information? Who else could help with this? What would you do if you had more time/control/money? What could you do to avoid/reduce risk? What choices do you have? If you could do it again, what would you do differently?</p> <p>Will –/Way Forward <i>establishes accountability</i> What will you do? How will you do it? When will you do it? Where will you do it? Who will you include? What will it take for you to commit to the action? What is the next step you will take? What actions can you take before we meet again? How will you know if it worked? What is the best option to take next? What changes will you make? What will you do to make sure it happens?</p> <p>Follow-up and Feedback: Where are you with the project/goal? What has happened since the last time we spoke? How is it going?</p>

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	What do you think about your progress so far? How do you feel about where you are about this?
Taking Action	What behaviors or changes do you see that will help forward your action to attain the goal? What will you need to make those changes? Would it be helpful to break down the steps for the changes into manageable pieces? What does that support look like for your leadership effectiveness? What are the resources you will want to draw upon? What some daily practices that will support, reinforce and facilitate the process of change? What is needed to accomplish the desired outcome? What are your strengths & how could they help in this situation? What is an example of a time when you were successful with a change? Do you anticipate any obstacles? Is self-awareness being maintained? Is authenticity being maintained? What do you need to know more about to understand the situation or clarify your feelings & involvement? What behavioral requests need to be asked? What is the most direct route? Let's review your current goals as they relate to "smart goals": Are the goals broken down into manageable steps? Is more energy being placed on solutions than problems? What is in the way? Where is the "stuckness"? What are the payoffs? What are your feelings? What are your thoughts? How can this be overcome? How have you been successful in the past? What are some different ways of looking at this? Are different perspectives appreciated? Does the vision/outcome need to be revisited?
Closure	Would you be willing to summarize our session? What went well today? What could have been different? What was the learning for us today? (share the learning from the coaches perspective also) I would like to acknowledge your confidence in..... I would also like to acknowledge the power of the co-creative process How can we share appreciation of this process & learning?

My Reflection:

My greatest take away from this session is:

As a result of this session, I will:



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