

Session 7: Effective Questioning

Effective questioning skills can empower the learner to generate more lucid thinking around such challenges and develop their problem-solving skills. As practice educator/supervisor you will be expected to support learners work towards meeting their professional competencies or proficiencies, effective questioning skills can empower the learner to develop their problem-solving skills. Firstly, click the link or video to watch the video: <https://media.salford.ac.uk/Player/28H2IDDA>

Effective Questioning



Additional information

Socratic questioning for example, is the disciplined practice of thoughtful questioning which enables the learner to examine ideas logically to determine the validity of those ideas and to explore ideas in depth.

To find out more about this questioning approach, you may wish to read the paper by [Dinkins. C.S. and Cangelosi. P.R. \(2019\) Putting Socrates back in Socratic method: Theory-based debriefing in the nursing classroom. Nursing Philosophy, 20 \(2\): 12240-12234.](#)

Example of Socratic questions are offered in the table below:

Type of Question	Example of Use
Questions for clarification	What is your rationale for choosing that dressing? How does this relate to our discussion about achieving your proficiencies?
Questions that probe assumptions	What could we assume about the client's choice of dress instead? How can you verify or disapprove that assumption? "Why are we not challenging the multidisciplinary team over the Mr Ahmed's package of care?"
Questions that probe reasons and evidence	What do you think caused Mrs Jones blood pressure to drop? "Do you think that having the sink positioned in the corner of the ward has increased handwashing and decreased infection rates therefore worth the cost to install?"

Questions about Viewpoints and Perspectives	<p>What would be a pressure relief alternative to the cushion?</p> <p>What is another way to look at it that is more person-centred?</p>
Questions that probe implications and consequences	<p>What are the consequences of that assumption made about Isabelle's nutrition plan?</p> <p>What are you implying?</p>

Further coaching activities will provide you with the opportunity to apply Socratic questioning to a coaching model. There are other types of questions that as practice supervisor you may consider using and these are summarized in the slide below. Again, these will be applied to a coaching model.

QUESTIONING SKILLS

EFFECTIVE COACHING QUESTIONS

<p>Open</p> <ul style="list-style-type: none"> ▪ (to promote discussion) 	<p>What, Where, When, How (Why needs to be used carefully to avoid appearing judgemental)</p>
<p>Probing</p> <ul style="list-style-type: none"> ▪ (to follow up on what has been said) 	<p>Can you tell me more about...?</p>
<p>Focussed</p> <ul style="list-style-type: none"> ▪ (to establish the real situation and real actions to be taken) 	<p>What were your feelings at the time?</p> <p>What action will you take?</p>

Leading Questions
(to be avoided!)

Don't you think it would be better if...?

Why don't you do the following...?

Activity 1.

It would be useful to think about a future situation when you will need to hold a conversation with a learner about progress in meeting their Professional programme proficiencies.

1. Write down the types of questions that you could use, considering their appropriateness.
2. Consider an alternative questioning technique and write down the benefits that this could have when making decisions about learner's progress and building the coaching relationship and in determining the level of practice education/supervision required.

After this session do review your knowledge, skills and behaviour and your learning needs. Look and map against any professional requirements such as the NMC practice educator/supervisor role requirements, linking to the NMC practice supervisor self-declaration.