ASKING EFFECTIVE QUESTIONS
OF UNDERGRADUATE DIETITIANS

Phrase questions using low-level or high-level principles to obtain the information you most want a student to demonstrate. A mix of low and high level questions is optimal.

Create a safe environment for questions
- Use a place where there is little risk of embarrassment if a student answers incorrectly
- Avoid questions that start with why, as they are too vague
- Ask one question at a time
- Pause for about 6 seconds after asking a question, to give a student time to think

Low-level questions
These questions explore knowledge, understanding, and application.
- Knowledge i.e. recall information
  Example. What is the difference between a RIG and a PEG?
- Understanding i.e. combine information
  Example. This patient has a RIG tube. What are the clinical indications for a RIG versus a PEG?
- Application i.e. apply information
  Example. What steps would you follow to manage a blocked feeding tube?

High-level questions
These questions encourage analysis, synthesis, and evaluation.
- Analysis i.e. break into parts
  Example. What in the biochemistry informed your rationale for prescribing a low-sodium feed?
- Synthesis i.e. use all information to produce ideas and solve problems
  Example. Based on all information collected, what can we do to stay within the fluid restriction?
- Evaluation i.e. make a judgement
  Example. If this patient exceeds their fluid restriction, what might their outcome be?