

# ASKING EFFECTIVE QUESTIONS OF UNDERGRADUATE DIETITIANS

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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?*

