Self-Management Support Training Module: Asking questions to stop making assumptions

Learning objectives for this session

By the end of this session participants will be able to:

- describe assumptions in health care settings and the impact of those assumptions

- describe the difference between closed and open questions

- identify which questions could be used in different SMS situations

- identify a question(s) participants could use in future.

Trainer's Notes

1. Please read this document and the Handout at least a couple of days before the training session.

2. This session should be delivered before the Listening Module (the two modules are complementary).

3. Please print off enough copies of the Handout for the number of people in the session.

4. You will need to have a laptop or laptops with internet access to show a video in the session. Make sure each participant can see the video clearly. Video - http://www.healthystartworkforce.auckland.ac.nz/en/our-education-programmes/healthy-conversation-skills-resources.html#shaun

5. Please have at least three post-it notes per participant available for the evaluation activity.

Purpose and time	Activity
	Welcome everyone to the session.
	Explain that this session is about the importance of asking questions in Self-Management Support (SMS) situations to check that we are not making assumptions.
Activating prior knowledge (15 mins)	**Assumptions** Talk about how we make assumptions all the time – we assume the sun will rise; we assume that hot water will come out of the tap when we turn it on. However, making an assumption in a health care setting can be a problem. We might assume that someone knows a lot based on their ethnicity and how they are dressed. Equally, we could assume another person knows very little. Think of an example of an assumption that has been made in a health care setting – either your own or a colleague. Discuss this with participants. Give everyone a copy of the Handout and refer them to page 1 (NZMJ letter from David H B Speary). Give everyone a few minutes to read the letter and answer the questions. Allow more time if people have English as their second language or people could work in pairs to answer the questions. Once everyone has answered the questions, go around and get people to tell you their answers. 1. What assumptions were made in this case? *Assumed that David Speary (1) understood what the term pelvic floor exercises meant and (2) understood how to do pelvic floor exercises.* 2. What was the impact of these assumptions? *Recovery took much longer, condition deteriorated and had to have a loop inserted.* 3. What questions could health professionals have asked that would have checked those assumptions? • *Do you know what we mean when we say pelvic floor?* • *Have you ever done pelvic floor exercises before?* • *Do you know how doing these exercises will help your recovery?* • *Would you like us to show you how to do pelvic floor exercises?* 4. How many opportunities were there to check these assumptions? *Before surgery, post-surgery, each appointment as his condition did not improve.*

Purpose and time	Activity
Activating prior knowledge after closed and open questions (10 mins)	**Questions** Have a brief discussion about closed and open questions. If you have a whiteboard or a flipchart, write up the words 'closed' and 'open'. Ask people to explain when they would ask closed or open questions and give some examples. Here are some examples: Closed – often in a diagnostic situation where you want specific pieces of information or yes or no answers e.g. Have you ever been a smoker? How long have you had the pain? What does the pain feel like? How confident are you that you can do that? Open – often when you are trying to get the patient to give you more information, explain more, tell you how they are feeling e.g., Tell me what you know about …? What worries you about …? Some people might think that closed questions are only those questions that can be answered by a yes or no answer. Explain that the definition also includes questions where the answer is a specific piece of information e.g., '10 days' or 'a dull ache'. Similarly, people might think that all open questions start with How, When, Where, Who, What. Show how those sorts of questions can be used for both closed and open questions: • What time did you start feeling sick? (closed) • What do you think about having this operation? (open) • How long have you had the rash? (closed) • How have things been going for you since I saw you last? (open) If people are not sure, say if you want to make sure you are using an open question put "Tell me" in front of it.
Questions used in SMS situations for self-management support (10 mins)	**Questions for different SMS situations** Refer everyone to pages 2 and 3 of the Handout. Refer them to the seven different SMS situations in which health professionals would ask different questions. Ask people to match the boxes of questions to the seven different SMS situations and write the situation next to the relevant box. Ask them not to look at pages 4 and 5 of the Handout. Suggest they think about the questions they would ask in each situation. When everyone has finished/done as much as they can, refer everyone to pages 4 and 5 so they can see how they got on. If there is time, ask if anyone: • Is surprised about some of the questions linked to the different SMS situations? • Thinks they have another good question for these situations?

Purpose and time	Activity
Asking good questions in SMS (15 mins)	**Video: Shaun video 2** Go to: http://www.healthystartworkforce.auckland.ac.nz/en/our-education-programmes/healthy-conversation-skills-resources.html#shaun Fast forward the video to 2:36 (you want the second conversation, not the first conversation). Play the video. Ask people: • What sort of questions was the health professional/health coach using – open or closed? *Both. First question is open, second question is closed (to get specific information).* • How did Shaun respond to those questions? *Open about what he thinks – not feeling as great as he should be. Has lots of ideas about what could work for him. Is confident about being able to make the changes and overcome any barriers.* • Were there any questions in the video that you would use in future? If people want to re-watch the video, refer them to page 6 which is the script from the second video.
Evaluation (5 mins)	**Plus, Minus and Interesting** Make sure everyone has access to post-it notes. Ask everyone to take three post-it notes – label the first one 'P' (for plus), the second 'M' (for minus) and the third 'I' (for interesting). Explain this is an evaluation of the session. Ask people to write something on each of their three post-its (what was a plus, what was a minus and what was interesting) and then put the post-its up on a wall/whiteboard/tabletop under the three categories. Take a photo of the responses for your records.
Improvement activity (5 mins)	**One thing I will do now when asking questions to make sure I don't make assumptions** Ask each participant to write down on another post-it with their name on it, one thing they will change or do more of as a result of this session. Go around and share. Take a photo of all the post-its at the end for your records.