

## Asking questions to stop making assumptions module

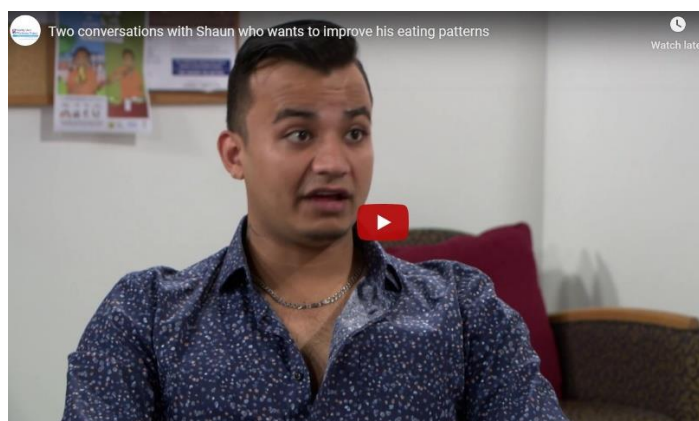
### Learning objectives for this session

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/questions participants could use in future.

### Trainer's Notes

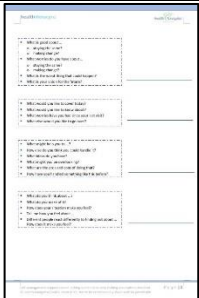


1. Please read this document and the Handout at least a couple of days before the training session.
2. This session should be delivered before the Listening Module (the two modules are complementary).
3. Please print off enough copies of the Handout for the number of people in the session.
4. You will 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	Resources
	<p><b>Welcome everyone to the session.</b></p> <p>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.</p>	
<p><b>Activating prior knowledge (15 mins)</b></p>	<p><b>Assumptions</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Give everyone a copy of the Handout and refer them to page 1 (NZMJ letter from David H B Speary).</p> <p>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.</p> <p>Once everyone has answered the questions, go around and get people to tell you their answers.</p> <ol style="list-style-type: none"> <li>What assumptions were made in this case? <i>Assumed that David Speary (1) understood what the term pelvic floor exercises meant and (2) understood how to do pelvic floor exercises.</i></li> <li>What was the impact of these assumptions? <i>Recovery took much longer, condition deteriorated and had to have a loop inserted.</i></li> <li>What questions could health professionals have asked that would have checked those assumptions? <i>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?</i></li> <li>How many opportunities were there to check these assumptions?</li> </ol>	<p><b>Page 1 of handout</b></p> 

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Purpose and time	Activity	Resources
	<p>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.</p> <p>If there is time, ask if anyone:</p> <p>Is surprised about some of the questions linked to the different SMS situations?</p> <p>Thinks they have another good question for these situations?</p>	
<p><b>Asking good questions in SMS</b></p> <p><b>(15 mins)</b></p>	<p><b>Video: Shaun video 2</b></p> <p>Go to:  <a href="http://www.healthstartworkforce.auckland.ac.nz/en/our-education-programmes/healthy-conversation-skills-resources.html#shaun">http://www.healthstartworkforce.auckland.ac.nz/en/our-education-programmes/healthy-conversation-skills-resources.html#shaun</a></p>  <p>Fast forward the video to 2:36 (you want the second conversation, not the first conversation). Play the video.</p> <p>Ask people:</p> <p>What sort of questions was the health professional/health coach using – open or closed?</p> <p><i>Both. First question is open, second question is closed (to get specific information).</i></p> <p>How did Shaun respond to those questions?</p> <p><i>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.</i></p> <p>Were there any questions in the video that you would use in future?</p> <p>If people want to re-watch the video, refer them to page 6 which is the script from the second video.</p>	<p><b>Page 6 of handout</b></p> 

Purpose and time	Activity	Resources
<b>Evaluation</b> <b>(5 mins)</b>	<p><b>Plus, Minus and Interesting</b></p> <p>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).</p> <p>Explain this is an evaluation of the session.</p> <p>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/table top under the three categories.</p> <p>Take a photo of the responses for your records.</p>	
<b>Improvement activity</b> <b>(5 mins)</b>	<p><b>One thing I will do now when asking questions to make sure I don’t make assumptions</b></p> <p>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.</p> <p>Take a photo of all the post-its at the end for your records.</p>	