

# Creating an Environment of Inquiry with Engaging Questions:

A 15 Minute Faculty Development Snippet



- *Current as of August 2023*
- *Questions? Click on ?box to contact Dr. Karen Friedman via email*





# Learner Objective:

Participate in an initiative to develop a system-wide environment of inquiry within our GME programs that supports the ACGME requirements for scholarly learning and incorporates teaching by questioning techniques into daily clinical activities.

# What is an Environment of Inquiry?

Environment = Like the environment in which we live, this includes the ground we stand on, the air we breathe, the water we drink. It is the general surroundings, the beings that live there, and the tone of our training program.

Inquiry = Asking probing questions, answerable by observation, discussion, and exploring the literature.



Why must we live  
in an  
Environment of  
Inquiry?



From the ACGME Common Program

Requirement II.B.5:

The faculty must establish and maintain an environment of inquiry and scholarship with an active research component.

- a) The faculty must regularly participate in organized clinical discussions, rounds, journal clubs, and conferences.



From the ACGME Common Program Requirement II.B.5:

- b) Some members of the faculty should also demonstrate scholarship by one or more of the following:
  - 1) peer-reviewed funding;
  - 2) publication of original research or review articles in peer reviewed journals, or chapters in textbooks;
  - 3) publication or presentation of case reports or clinical series at local, regional, or national professional and scientific society meetings; or, participation in national committees or educational organizations.
- c) Faculty should encourage and support residents in scholarly activities.



From The Program Director Guide to the Common Program Requirements (Residency) (Version 3.0; revised March 2023):

While there is undeniable value of scholarly activity, such as the publication of peer-reviewed journal articles and presentation of basic science research at national conferences, other activities are equally valuable. Scholarship is not done only for its own sake, but also serves as a proxy for the creation of a clinical learning environment that encourages an environment of inquiry and an evidence-based, scholarly approach to patient care.



# Factors that promote an E of I:



## ASK:

Ask clinical questions that can be answered through the medical literature (PICO)



## EXPLORE:

Use open-ended questions to elevate learners' clinical reasoning



## PROMOTE:

Encourage problem-solving skills through work on QI projects



## INNOVATE:

Implement the comprehensive Quality Improvement Curriculum currently being used by a dozen Northwell training programs



## DISSEMINATE:

Support Resident Grand Rounds and publication of posters, abstracts, and papers

# Enjoy this Powtoon about Answering Clinical Questions Using the Medical Literature



[Link to PICO Video on YouTube: \(90 seconds\)](#)

# Let's Try It Out!

## IF YOU ARE MEETING IN PERSON:

1. Turn to the person sitting next to you. One of you will describe a clinical (OR ANY) decision that you recently made.
2. Once the decision is described, the other person will ask a closed-ended question like, "Are you confident in your decision?"
3. Then, they will try an open-ended question like, "What made you decide that?"

## IF YOU ARE MEETING ONLINE:

1. The presenter will put everyone into breakout rooms in pairs. Do the activity as described in the in-person meeting box to the left while in the breakout rooms.

**OR**

1. Everyone remains in the same online room. A volunteer will describe a clinical (OR ANY) decision that they recently made.
2. The volunteer that shared will popcorn to another volunteer who will ask a closed-ended question.
3. The person who asked the first question will popcorn to someone to ask an open-ended question.

# What Did You Think?

1. Which was a more satisfying discussion - the one with closed-ended questions or with open-ended questions?
2. How easy or difficult was it for you to create a good question in the moment? Do you think this will become easier with practice?
3. Which type of question required you to do more active listening? Why do you think that?

# Take Home Points

1

Learners will get to know that they live in an environment of inquiry. Start by using questions in everyday clinical teaching moments.

2

Use open ended questions and scholarly work to encourage learners to share their clinical reasoning, challenge their current knowledge, and promote problem-solving skills.

3

Like many other nebulously defined ACGME phrases, learners need to be told WHY they are asked to do WHAT they are asked to do. Repeat the message early and often that inquiry and curiosity are encouraged.



## FOR FURTHER READING

For Access to our PubMed  
Collection for Further Reading

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Here!*



To Get the JiTT  
(Just In Time Teaching) App

*Scan  
Here!*



Access an evidence-based infographic how to Ask the Clinical Question, “Questioning” as an Effective Teaching Tool, and 200+ additional medical education JiTTs

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## Ask Me Why Campaign- Evaluation for Session #1- Creating an Environment of Inquiry

Only people in my organization can respond, Record name, One response per person

### 1. What is your Department



0 response

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