DECISIONMAKERS

Questioning and resolution
SELF CARE
Learning Outcomes

As a result of completing the educational session, participants will be able to:

• identify characteristics of an effective panel member
• demonstrate appropriate questioning techniques
• demonstrate effective decision-making techniques
• use institutional policy to evaluate reported conduct
QUESTIONING SKILLS
Questioning Skills

Ground Rules

Lens of gathering more information

General Questioning Skills
Questioning Skills

Why do we ask questions?

• To gather information to assist in
  • Determining responsibility
  • Determining credibility
  • Determining sanctions
  • Assessing the information
  • To come to conclusions
  • Educating
  • Assessing awareness and understanding
  • To ask more questions
Questioning Skills

• Types of questions
  • Open
  • Closed
Questioning Skills

• WHAT questions
  • Detail
  • Specifics
  • Clarifying
  • “What happened next?”
  • “What were you drinking that night?”

• HOW questions
  • Elicit emotional understanding
  • Clarify sequence of events
  • “How did that make you feel?”
  • “How did you two meet?”
Questioning Skills

- *non* questions
  - “Tell me about...”
  - “Help me understand...”
- *could* questions
- *why* questions
- *Didn’t you* and *what were*
- *You don’t*

- Language continuum
  - Connotative
  - Denotative
General Questioning Skills

• What are the goals of questioning?
  • Understand each individual’s experience
  • Gather information
  • Identify facts
  • Establish what is more likely than not what happened
  • Be appropriately curious
The Role of the Decisionmaker

- Neutral
- Work within the scope
- Open
- Deliberative
- Weigh information
- Determine credibility
Questioning Skills

• What do I need to know?
• Why do I need to know it?
  • Is the answer relevant to the allegation or just because I want to know?
  • Will this information affect the outcome or substantially affect the witness’s credibility?
• What is the best way to ask or word the question?
• When is the best time to ask this question?
• Am I the best person to ask this question?*
Questioning Guidelines

Areas of Caution

• Asking compound questions (always listen for the conjunction)
• Being accusatory or argumentative
• Making questions too long or confusing
• Silence speaks volumes (5 to 7 seconds)
• Suggesting an answer in your question
• Getting the answer to your question
• Check for understanding (Be cautious of naming emotion)
• Emotion may appear (anger, fear, sadness)
• Being questioned
• Stay in line
• Let the information drive the process
ALCOHOL
# WHAT IS A STANDARD DRINK

<table>
<thead>
<tr>
<th>12 oz beer</th>
<th>4 oz wine</th>
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<tbody>
<tr>
<td>10 oz microbrew</td>
<td>2.5 oz fortified wine</td>
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<tr>
<td>8 oz ice beer</td>
<td>1.25 oz 80 proof alc.</td>
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<tr>
<td>8 oz malt liquor</td>
<td>1 oz 100 proof alc.</td>
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<tr>
<td>BAC</td>
<td>QUANTITY</td>
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<tr>
<td>Alcohol Effects at Various Levels of BAC</td>
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<tr>
<td>.02%  RELAXED</td>
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<tr>
<td>.04%  RELAXATION CONTINUES, BUZZ DEVELOPS</td>
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<tr>
<td>.06%  COGNITIVE JUDGEMENT IS IMPAIRED</td>
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<tr>
<td>.08%  NAUSEA CAN APPEAR, MOTOR COORDINATION IS IMPAIRED</td>
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<tr>
<td>BAC Level</td>
<td>Alcohol Effects</td>
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<tr>
<td>.10%</td>
<td>Clear deterioration in cognitive judgement and motor coordination</td>
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<tr>
<td>.15% - .25%</td>
<td>Blackouts</td>
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<tr>
<td>.25% - .35%</td>
<td>Pass out, risk of death</td>
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<tr>
<td>.35% - .45%</td>
<td>Lethal dose</td>
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</tbody>
</table>
ALCOHOL EFFECTS
FEMALE VS. MALE

120 POUNDS  200

5 DRINKS

3 HOURS

.139 BAC  .045
Resolution

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CONCLUSION
QUESTIONS