

Learning Strategies

All of these learning strategies involve group work in order to facilitate communication and teamwork across professions. A systematic review by Zwarenstein and Reeves (2006) suggests that interprofessional teamwork and communication are key to the success of evidence-based practice as care delivery involves all professions, and any changes made by one team member is sure to affect another. For optimal care, all team members need to work from a common evidence base.

Learning Strategies	More Information
<p>Work together in a group to explore a clinical issue; then link the issue to interventions and outcomes by using research evidence (Buckholz, Simpson & Holmes, 2008; Ross & Zambo, 2008).</p>	<p>Intraprofessional and interprofessional educational activities allow students to build characteristics of a critical thinker through opportunities to explore new ideas and new ways of thinking about things and exposure to different research resources. Critical thinking activities can involve using a case scenario, comparing two different approaches to care, reviewing decision-making, discussing practice guidelines and/or examining the case from two different perspectives (e.g., provider and patient, nurse practitioner and social worker, etc.). Use research articles to support ideas.</p>
<p>Complete a presentation to the health care team regarding a current research study that has implications for the clinical site (Buckholz et al., 2008; Ross & Zambo, 2008).</p>	<p>This learning strategy has benefits for the student and members of the health care team. Students have the opportunity to practice evidence-based skills by exploring and synthesizing the scientific evidence on a relevant practice issue. Members of the health care team and the student benefit by discussing the merits and drawbacks of the research evidence in order to reach a consensus on the implications for practice. It may be useful for students to consider a change theory if the research evidence points towards a change in practice.</p>
<p>Meet for a monthly journal club (Green & Johnson, 2007).</p>	<p>Journal clubs offer access to the research literature for a group of interested participants. Members choose to read one or more articles in preparation for each meeting. Each member shares his/her perspective regarding critical appraisal and the implications for practice. Journal clubs provide motivation to access and explore research, and are a safe place to practice evidence-based skills and learn from other members while increasing knowledge and developing professionally.</p>
<p>Work together with students and/or providers to collaboratively evaluate a clinical guideline (Mullen, Bledsoe, & Bellamy, 2008).</p>	<p>Locate a clinical practice guideline (see resources list) that is relevant to the clinical setting. Review and appraise the methods used to create the guideline. Choose a few recommendations that are the most important/relevant for your practice as a provider and as a team member. Explore the benefits and costs of implementing each of these recommendations. Describe the implications for the role of each discipline, as well as strategies that could be used to facilitate incorporating the recommendations into your practice.</p>



Work together in an interprofessional group to research an outcome of common interest (Mullen et al., 2008; Zwarenstein & Reeves 2006).

Students can work together to apply evidence and increase their understanding and appreciation of the roles of other providers as they discuss an outcome of common interest. Students can identify research from various disciplines that examines the outcome of interest. They can discuss common knowledge and skills across disciplines, as well as knowledge and skills that may be unique to different professions. Throughout the process, students can discuss the role of each health care provider to recognize how each has a role to play in overall patient wellness.

