

Learning Strategies

Strategies	More Information
<p>Encourage questioning throughout the learning experience (Brookfield & Preskill, 1999; O'Connor, 2001).</p>	<p>Observe then reflect on how questions are used in your interprofessional team. Team meetings are a good site for this, as questions are used here to facilitate the communication amongst team members. Examine and reflect how questions are used. The following list may be useful as a starting point:</p> <ul style="list-style-type: none">• Eliciting information sharing (What is happening with...?)• Information checking (Is this still a concern?)• Prioritizing / focusing discussion of care (I want to go back to his pain, can we deal with that better?)• Opinion / advice seeking (What can we do about ...?)• Managing interprofessional boundaries (Can I do this now or do I need to wait for ...?)• Gate keeping (Can this person be seen by ...?) (Arber, 2008) <p>Silence is also an important part of questioning. If you need time to think about questions and form answers, ask if you can get back to the person. When responding to questions, try to paraphrase or summarize the question to ensure good communication (O'Connor, 2001).</p> <p>When it comes to research questions, there are four elements of a good clinical question:</p> <ul style="list-style-type: none">• The patient or problem of interest.• The intervention being considered.• A comparison intervention when relevant.• The outcomes of interest (PICO) (Sackett, Richardson, Rosenberg, & Haynes, 1997).• Discussing common interprofessional issues at the beginning of the clinical experience.



Identify when and where to ask questions during the clinical experience.

An introduction to common interprofessional issues in the clinical placement can be helpful to review at the beginning of the clinical experience. A discussion on common issues will lead to questions from both the preceptor and the student and allow for reinforcement of the importance of questioning to the educational experience.

- Reviewing/planning for the day to determine which interprofessional opportunities are suited to learning.

Questions are particularly useful when planning educational opportunities. They allow for an understanding of what issues are best suited to address interprofessional learning needs.

- During student case presentations to the interprofessional team.

Questions can help students explore the depth of the issue and challenge their values and beliefs on interprofessional issues.

For more information, refer to **Collective Capability**.

