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Inspired by: Tofade T, Elsner J & Haines S T. Best Practice Strategies for Effective Use of Questions as a Teaching Tool. *Am. J. Pharm. Educ.* 77(7):155; 2013. Shraw G & Sperling Dennison R. Assessing Metacognitive Awareness. *Contemporary Educational Psychology* 19:460-475; 1994; Moll L C. L.S. Vygotsky & Education. Routledge:NY; 2013.

Reinforce Medical Student' Systematic Approach to Clinical Reasoning (Inquiry Strategies)

Question the Case

- Are these symptoms caused by a single cause? Multiple causes?
- Are the multiple causes related or unrelated?
- Which evidence supports my conclusions?
- Which evidence does not support my conclusions?
- Is there any evidence that should dissuade me from pursuing a particular course of inquiry or plan of care?
- Why? Why not?

Question Perspectives

- Have I framed the inquiry in a way that helps or hinders me from reaching a conclusion supported by reliable evidence?
- How could I (re)frame the issue to better understand what might be happening with this patient?
- Am I biased in some way? (How) Is it affecting my decision-making?
- What assumptions am I or is the team making?
- What kind of questions should I or the team ask?

Question the Process

- How do I know what I think I know?
- What *else* do I need to know?
- How could/should I find out?
- How will it help differentiate from among possible diagnoses?
- Is there another approach that can be taken?
- How can the POSSIBLE causes be narrowed to highly PLAUSIBLE or PROBABLE causes?

Question What Can be Learned

- What have I learned from this case or previous cases?
- How can approaches I have taken in the past help me to be more effective in the current case?
- Have I or has the team made any cognitive errors?
- If so, what are they?
- How/why did I/we make those errors?
- How/why could I/we avoid those errors in future cases?



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