EXAMPLES OF CLINICAL INSTRUCTOR QUESTIONS

Below are some examples of questions that can be used to develop and assess students' knowledge and thinking. Clinical instructors can use the questions as they are written or modify them to suit the particular content or context of the student learning situation. There is no expectation that all questions will be used in one instructor-student discussion. Student responses can lead to additional teacher questions. Examples of 3 types of questions are provided:
1. questions to develop and assess knowledge, understanding, and application of theory
2. questions to develop and assess students' higher order thinking, including critical thinking
3. probing statements or questions to follow a student response

1. **Questions to Develop and Assess Students' Knowledge, Understanding, and Application of Theory**

- What are the (normal lab values, expected behaviour for an X-year old child, medication side effects, etc,)? How does that fit with what you're seeing?

- What do the Best Practice Guidelines say?

- What are the data sources you are using? What others could you use?

- What could be an explanation for this situation? What other explanations might there be?

- Explain (disease, community resources, a particular theory, etc.).

- Compare this situation to what you saw last week.

- How does your patient's situation compare with what you expected? Why might that be?

- What theory helps you to understand this situation? How does the theory help?

- How does the theory you learned in class apply to this situation?

- Using X theory as your base, describe (the nursing care you will provide, how you will approach this situation, what you will evaluate).

- What is the rationale for your care?

2. **Questions to Develop and Assess Students' Higher Order Thinking, including Critical Thinking**

- Explain why the data you have collected are significant.

- What are the important cues in the data?

- What influences how much weight you put on the information you have gained from the patient and other data sources?

- How have you clustered or grouped the data to generate a nursing diagnosis?

- What other nursing diagnoses could be possible in this situation? Why have you chosen the one(s) that you consider to be best?

- What is your plan for this situation? What is the theory or rationale the plan is based on?

- What tells you that the interventions are effective? What are the criteria you are using to judge the effectiveness of the intervention? How do you know these are the right criteria?

- What is your analysis of the situation?

- What are the ethical principles in operation in this situation?

- Tell me about the thinking that led to this conclusion (about a nursing diagnosis, patient care, or other clinical matters)

- Based on X, what would you predict?

- What are the assumptions (in your statement, in the treatment plan, in patients' statement, etc.)?

- What is missing (in what you know, the data that has been collected, the people taken into account, etc.)?

- What are the main ideas you take from this situation? How will you use those ideas in the future?

- What have you learned in this situation that will influence your future practice?

3. **Probing Statements or Questions to Follow a Student Response**

- Tell me more about that.

- That would be important because……

- How does that relate to what you know about (physiology, best practices, a particular theory, etc)?

- How can you explain that?

- How could you learn more about that?

- What else would you like to know?