Needs Assessment & Questioning Styles

Teachers of Tomorrow
November 2015

I have no financial interests and/or relationships with commercial manufacturer(s) to disclose.

Goals
Needs
Objectives
Methods
Evaluation
Objectives

Participants will be able to:
1. Discuss the importance of a Needs Assessment
2. Describe 4 teaching/questioning styles
3. Describe how the use of teaching/questioning styles facilitates a needs assessment
4. Vary questioning styles to assess a learner's needs

Why Assess Needs?

Preceptor can target teaching which
Keep the learner active and
Saves time

Determining Learner’s Needs
Case

A 3rd year student is sent to interview
A 20 year old woman with dysuria

Needs Assessment

What does the learner need to:

know?
do?
feel?

What are Teaching/Questioning Styles?
### Characteristics of Teaching/Questioning Styles

<table>
<thead>
<tr>
<th>Assertive / Suggestive</th>
<th>Collaborative / Facilitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sage on the Stage</td>
<td>Guide on the Side</td>
</tr>
<tr>
<td>knowledge &amp; experiences</td>
<td>reasoning skills and feelings</td>
</tr>
<tr>
<td>(Knowledge &amp; Applying knowledge)</td>
<td>(Problem-solving and Reflection)</td>
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### Teaching Styles Behaviors

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<tr>
<td>Gives directions</td>
<td>Suggests alternatives/choices</td>
<td>Elicits/accepts learner’s ideas</td>
<td>Elicits/accepts learner’s feelings</td>
</tr>
<tr>
<td>Asks focused questions</td>
<td>Asks leading questions</td>
<td>Uses open exploratory questions</td>
<td>Uses open Reflective questions</td>
</tr>
<tr>
<td>Gives information</td>
<td>Gives opinions</td>
<td>Relates personal experiences</td>
<td>Offers feelings encouragement</td>
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Teaching medicine involves establishing relationships with learners.

### The Four Teaching (or Questioning) Styles

- **Preceptor is testing the learner’s knowledge.**
  - “Teacher Questions”
- **Preceptor is asking the learner’s perspective.**
  - “Reflective Questions”
The intention of the teaching styles schema is to help clinical teachers become more **discriminating observers** of their own teacher-learner interactions.

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### Addressing Needs Using Different Teaching Styles

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<td>What are the reasons you might order imaging for a headache that sounds like tension?</td>
<td>How would you compare the treatment of a migraine and tension headache?</td>
<td>What do you think is going on with this patient?</td>
<td>How comfortable are you talking about the causes of stress with a patient?</td>
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### Assertive Style

- Needs assessment:
  - Asks factual knowledge
  - Usually a “teacher” question
  - Tests
  - Assesses knowledge of information

- Example:
  
  What are the medication options for type 1 diabetes?
**Assertive Style Demonstration**

**Suggestive Style**

- **Needs assessment**
  - Models thought processes, algorithms, a strategy
  - Can the learner 'put 2 and 2 together'

- **Examples**
  1. "What are the benefits/risks of each common class of headache medication?"
  2. "What do you know about this patient that would influence your medication choice?"

**Collaborative Style**

- **Needs assessment**
  - Assesses thought processes/strategies without leading them in stepwise fashion

- **Example**
  - Teacher Asks: “What do you think is going on?”
Leading vs Collaborative

• Both teacher and learner are working.
• Both suggest that there is a strategy for answering the question.
• The more the learner is directing the interaction, the more “collaborative” it is.
• The more the teacher is directing the interaction the more “leading” it is.

Facilitative Style

Needs assessment

• Asks open, reflective, or emotive questions. Only the learner knows the answer.
• Teacher wants learner’s perspective.

Example

How do you feel about taking care of patients who don’t adhere to their diabetes management plan?

Assessing Knowledge, Skills and Attitudes Using Questions Associated with Different Teaching Styles

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Cognitive | Reflective/Affective |
Facilitative Style Demonstration

A 20-year Old Woman with Shortness of Breath:

What would you ask your learner to determine needs?

Assertive  Suggestive  Collaborative  Facilitative

Knowledge  Use of Knowledge  Feelings

Any of these questions could be okay-
Each will uncover different needs.

Teaching Styles: Where to start? (needs assessment)

1. What do you already know about the learner (knowledge-base, level)?
2. Ask for self-assessment 1st – How do you think that went? (also checks ability to self-assess)
3. When in doubt – Start at the more collaborative end.
   What do you think is going on? or What’s your plan?
4. If there is something the learner needs to know, move to suggestive style
   How do you decide how to work up a woman with LLQ pain? Distinguish ovarian from GI causes?
5. If the learner is still unsure, ask focused questions to make the path clear.
   What is the differential dx of LLQ pain a 20 year old woman?
Demonstration Simulation

It’s July.

Preceptor: It’s the second day with your third year clerk. You have a few minutes to talk between patients

Learner:
• A third year clerk
• Just took hx on 18-yo female with abdominal pain
• Finding preceptor to present the patient

Rules for Simulation

• See in Workbook, Needs Assessment-Small Groups