

# Needs Assessment & Questioning Styles

Teaching of Tomorrow

October 2025



# The GNOME



Goals

Needs

Objectives

Methods

Evaluation

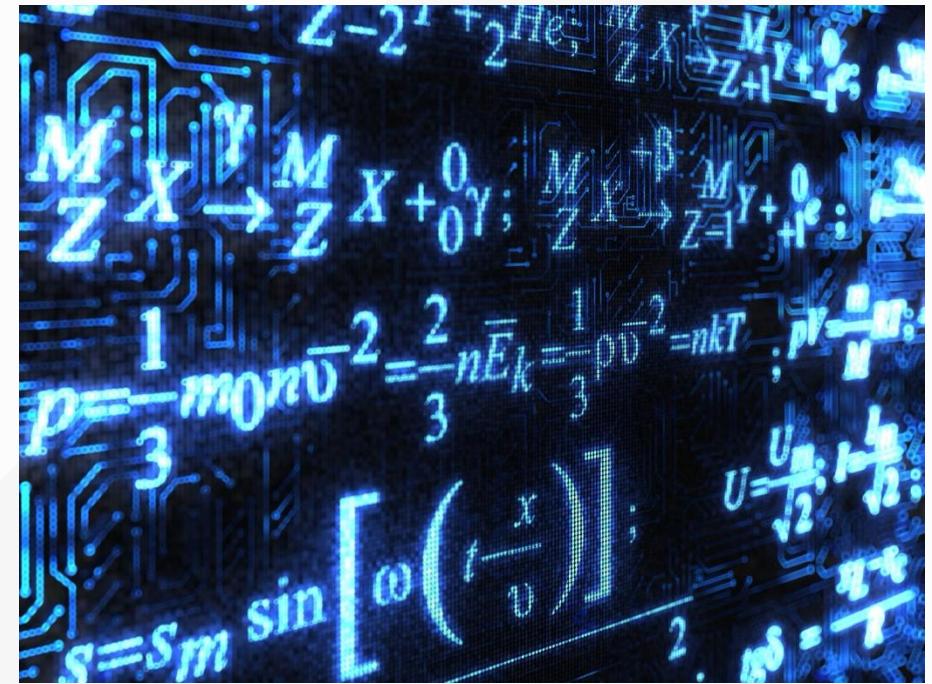
# Objectives

Participants will be able to:

- Discuss the importance of a Needs Assessment for Educational Planning
- Describe 4 questioning styles
- Describe how the use of questioning styles facilitates a needs assessment
- Vary questioning styles to assess a learner's needs
- Apply Needs Assessment in small group practice setting for skills acquisition

# What is an educational need?

A discrepancy between what individuals know and can do and what they need to know and do to achieve a higher level of performance (Cooper, 1980)



# Needs come in different flavors

| <u>Arena</u>   | <u>Blind Spot</u> |
|----------------|-------------------|
| I Know         | I Don't Know      |
| You Know       | You Know          |
| <u>Facade</u>  | <u>Unknown</u>    |
| I Know         | I Don't Know      |
| You Don't Know | You Don't Know    |

# Why Assess Needs?

It allows you to:

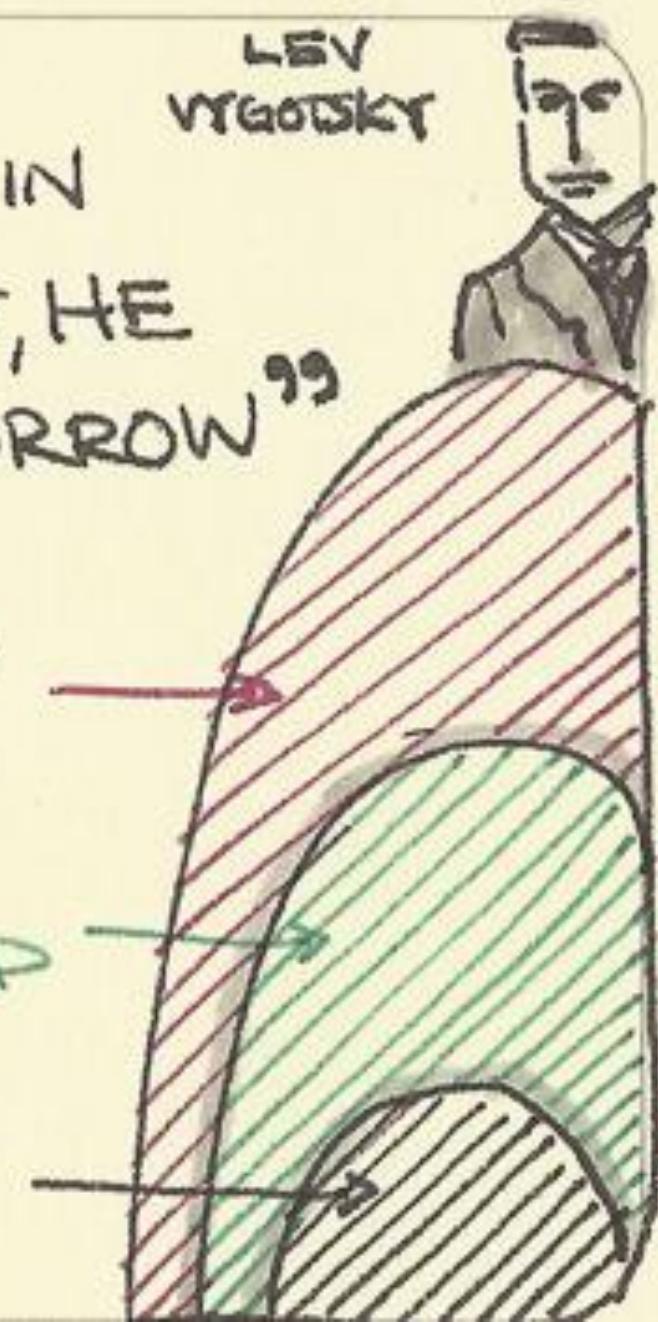
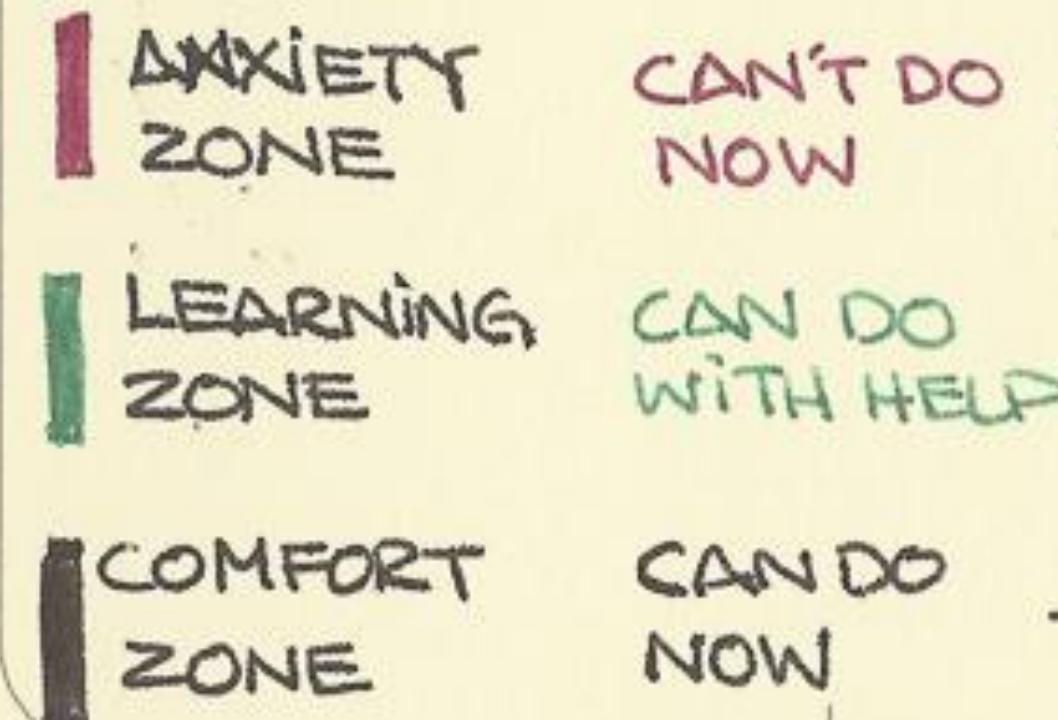
- Target your teaching
- Keep learner engaged
- Involve multiple levels of learners
- **SAVE TIME!** Don't teach them what they may already know!

Assessing  
Learner Needs  
helps Teachers  
Identify Learners'  
Zone of Proximal  
Development

Learner

~~“WHAT A CHILD CAN DO IN  
COOPERATION TODAY, HE  
CAN DO ALONE TOMORROW”~~

LEV  
VYGOTSKY





# Let's Discuss

A learner is asked to assess a 20-year-old woman with dysuria.

# **How do we know if this learner is ready to perform this assessment?**

What does the learner need to

- Know?
- Do?
- Feel?

# **How do we know if this learner is ready to perform this assessment?**

What is the learner's

- Knowledge
- Skill
- Attitude

# We can use Questioning Styles to determine a learners' needs



Assertive

Collaborative

Suggestive

Facilitative



Collaborative

- Focused/closed questions
- To check knowledge

Suggestive

Facilitative

# Use different questioning styles to understand different learner needs

What are 3 causes of dysuria in a sexually active woman?



ASSERTIVE/SUGGESTIVE

COLLABORATIVE/FACILITATIVE



Collaborative

- Focused/closed questions
- To check knowledge

Suggestive

Facilitative



Collaborative

- Focused/closed questions
- To check knowledge

Facilitative

- Leading questions
- To compare /apply knowledge

# Use different questioning styles to understand different learner needs

What are 3 causes of dysuria in a sexually active woman?

How might you think about this dysuria differently if the patient also had vaginal discharge?



ASSERTIVE/SUGGESTIVE

COLLABORATIVE/FACILITATIVE



Collaborative

- Focused/closed questions
- To check knowledge

Facilitative

- Leading questions
- To compare /apply knowledge

# Facilitative

- Focused/closed questions
- To check knowledge

- Open/Exploratory questions
- To check reasoning/process

- Leading questions
- To compare /apply knowledge

# Use different questioning styles to understand different learner needs

What are 3 causes of dysuria in a sexually active woman?

How might you think about this dysuria differently if the patient also had vaginal discharge?

What's your approach to assessing a young patient with dysuria?



ASSERTIVE/SUGGESTIVE

COLLABORATIVE/FACILITATIVE

# Facilitative

- Focused/closed questions
- To check knowledge

- Open/Exploratory questions
- To check reasoning/process

- Leading questions
- To compare /apply knowledge

- Focused/closed questions
- To check knowledge

- Open/exploratory questions
- To check reasoning/process

- Leading questions
- To compare /apply knowledge

- Open/reflective questions
- To check feelings/ experience

# Use different questioning styles to understand different learner needs

What are 3 causes of dysuria in a sexually active woman?

How might you think about this dysuria differently if the patient also had vaginal discharge?

What's your approach to assessing a young patient with dysuria?

What's your level of comfort in taking a menstrual history?



ASSERTIVE/SUGGESTIVE

COLLABORATIVE/FACILITATIVE

# Questioning Styles Fit on a Spectrum

Focused

Leading

Open

Reflective

Knowledge

Problem-solving skills

Attitudes and feeling

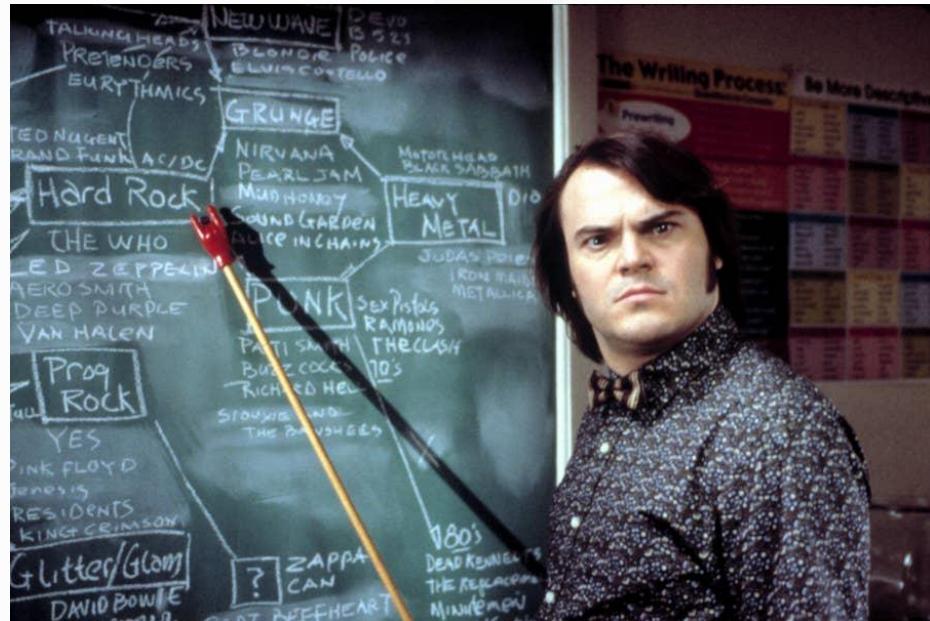


ASSERTIVE/SUGGESTIVE

COLLABORATIVE/FACILITATIVE

# Questioning Styles Fit on a Spectrum

Teacher has the  
“correct” answer



Student has the  
“correct” answer



ASSERTIVE/SUGGESTIVE

COLLABORATIVE/FACILITATIVE



# Different questions can get to these different needs

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The intention of the questioning styles schema is to help clinical teachers become more discriminating observers of their own teacher-learner interactions

# **Suggestive 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, breaking questions into single steps, the more “suggestive” it is.

# Here's your student...

The next patient you are seeing together needs a Foley catheter

Consider:

- What are you going to ask before the NEXT encounter?
- What questioning styles might you use?



# **As you prepare for small group...**

- What is your go to style?
- What would you like to practice?
- What questions do you have?

# Small Group Method and Objectives

- Objective: Apply Needs Assessment in small group practice
  - Volunteer picks a case for them to precept as teacher
  - Learner can modify setting to suit their teaching setting
  - Focus is on the process of teaching, not clinical details
  - Have fun!