

Needs Assessment & Questioning Styles

Teaching of Tomorrow
October 2025



The GNOME



G

Goals

N

Needs

O

Objectives

M

Methods

E

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

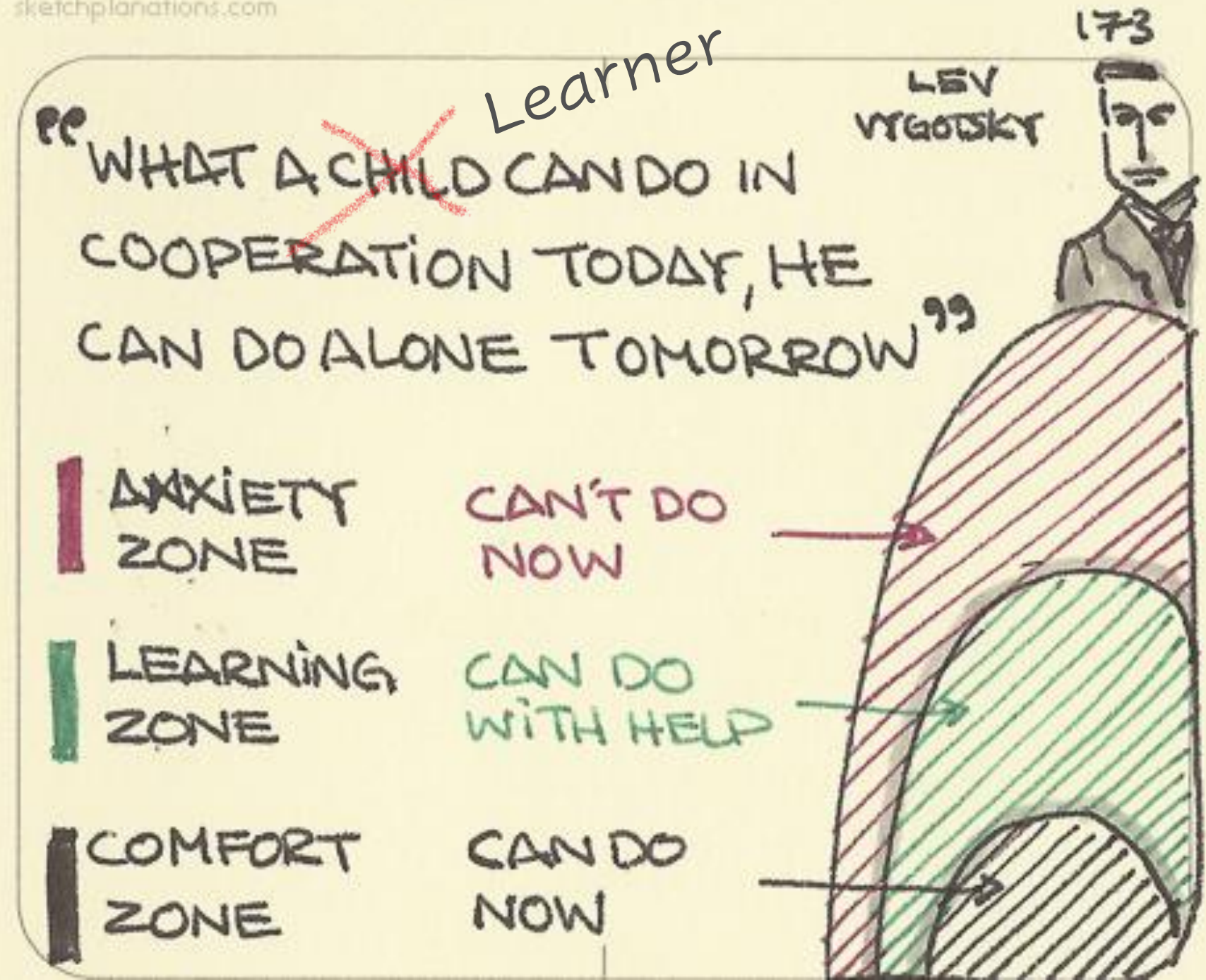
<u>Arena</u> I Know You Know	<u>Blind Spot</u> I Don't Know You Know
<u>Facade</u> I Know You Don't Know	<u>Unknown</u> I Don't Know You Don't Know

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





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

- 
- Focused/closed questions
 - To check knowledge

Collaborative

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

- 
- Focused/closed questions
 - To check knowledge

Collaborative

Suggestive

Facilitative

- 
- Focused/closed questions
 - To check knowledge

Collaborative

- Leading questions
- To compare /apply knowledge

Facilitative


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

- 
- Focused/closed questions
 - To check knowledge

Collaborative

- Leading questions
- To compare /apply knowledge

Facilitative

- 
- A diagram illustrating four types of facilitative questioning techniques arranged in a 2x2 grid. The grid is centered on a light gray background with a large, faint, stylized arrow pointing from the top-left towards the bottom-right. Each quadrant is a rounded square with a distinct color: red (top-left), dark green (top-right), yellow (bottom-left), and dark blue (bottom-right). The dark blue square on the bottom-right contains the word 'Facilitative' in white. The other three squares contain bulleted lists of question types and their purposes.
- Focused/closed questions
 - To check knowledge

- Open/Exploratory questions
- To check reasoning/process

- Leading questions
- To compare /apply knowledge

Facilitative

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

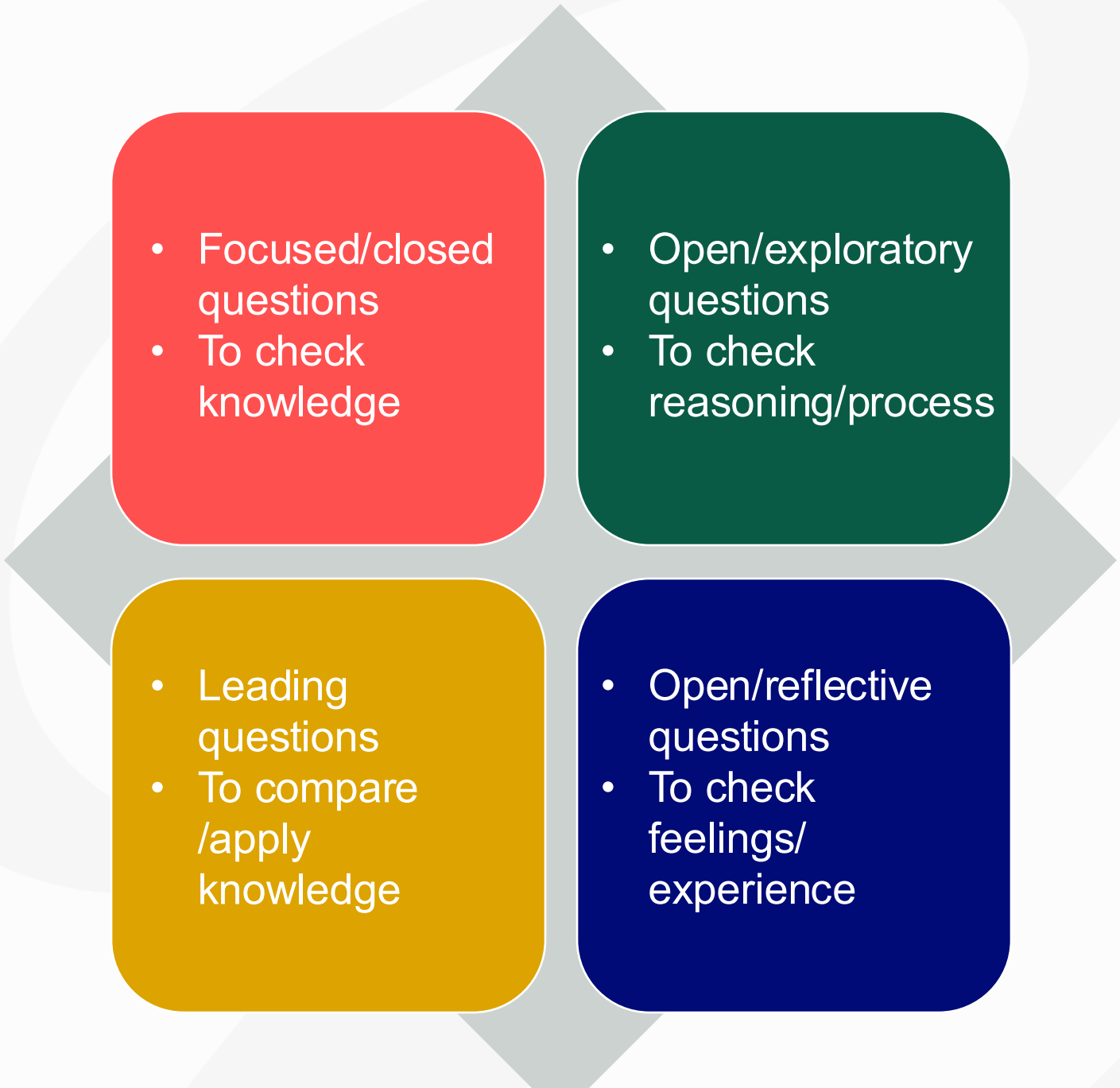
COLLABORATIVE/FACILITATIVE

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Facilitative

- 
- 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

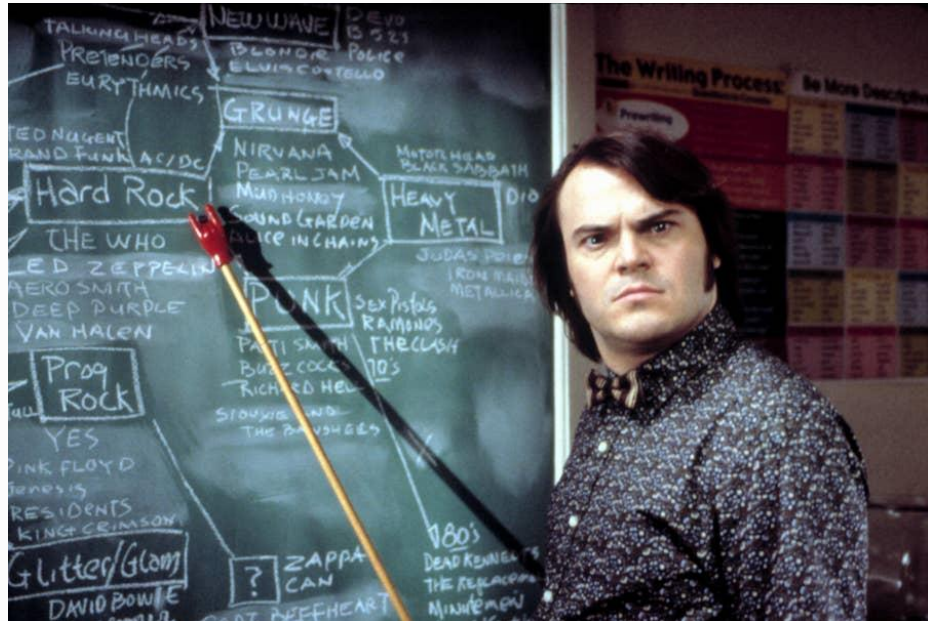
Attitudes and feeling

←
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

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

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!