NEEDS ASSESSMENT + QUESTIONING STYLES

SMALL GROUP PRACTICE

GROUND RULES FOR ROLE PLAYING

1. One volunteer picks a case from the list that follows, and takes the role of the preceptor. A second volunteer takes the role of the learner, and has the option of changing the setting if it better suits the level of learner they teach. The facilitator may ask a third volunteer to serve as timer.

   - **Preceptor:** Chooses the vignette.  
     Gives first comments at the end of the exercise.

   - **Learner:** Chooses, or can modify, the setting.

   - **Timer:** Times the role-play (5 minutes).

   - **Observers:** Consider areas of focus to be assigned  
     Provide feedback

2. **Rules for “players:”**

   a. Focus on the process of teaching, not on the clinical content.  
      Don’t worry about clinical details. In fact, feel free to make up clinical information.

   b. Any participant may stop the role-play at any time for any reason.

   c. Feel free to suggest alternative vignettes for role-playing.

   d. Have fun!

3. **Observers’ rules for providing feedback:**


   b. Be non-judgmental and curious. (“I thought” vs. “You did” statements. Or “I’m wondering...”)

   c. Identify positive behaviors as well as areas to consider doing differently.

   d. Be specific; focus on observed behavior.

   e. Don’t overload the learner with too much feedback.
**Cases for Small Group Role Play Focusing on Needs Assessment**

**Case 1: Preceptor:**
You are working with a student on their third clinical rotation. S/he just saw a woman in her twenties. You meet together to discuss what s/he thinks about the patient before you go back in together.

**Learner:**
You are a student early in your clinical rotations. You just saw a 21-year-old woman with urinary burning and frequency. You thought about diabetes, UTI, and urethritis. You want to test for all these things. If asked for details from the history and physical you missed some important aspects. You meet with your preceptor before going back in together to see the patient.

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**Following the interaction, the group will address the following questions:**

a. What were the learner’s needs? Consider each of the following areas:
   - Knowledge
   - Skills
   - Attitudes

b. What else might you do to refine the needs assessment?

c. What were some of the questioning styles used?
Case 3:

Preceptor:  
You are working with an intern. S/he just came out of a room after seeing a patient. You know the patient, and are aware that she has limited finances. In the past she has sometimes been non-adherent with medication regimens, since she is not always able to fill the prescriptions due to her financial situation. The intern approaches you with a question before going back into the room.

Learner:  
You are an intern who just saw a patient with an infection. You recently heard about a new antibiotic -- “Infectogone” -- a third generation drug, very expensive, but very broad spectrum. The drug salesman said it would work well for this type of infection, and had left a 2-day starter package. You stop to check this out with your preceptor.

For Behavioral Health: Learner: You are an intern who just saw a patient with an infection. The patient’s chart indicates that she is often non-adherent with medication regimens. You would like to prescribe a new antibiotic, but don’t know how to be sure the patient will take it. You stop to discuss this with your preceptor.

Following the interaction, the group will address the following questions:

a. What were the learner’s needs? Consider each of the following areas:
   • Knowledge
   • Skills
   • Attitudes
b. What else might you do to refine the needs assessment?
c. What were some of questioning styles used?

Case 4:

Preceptor:  
You are working with an intern doing inpatient pediatrics. S/he just saw a baby with Failure to Thrive (FTT). While you do not expect the intern to know all the possible causes of FTT, you expect him/her to do some research before reporting to you.

Learner:  
You are an intern who just saw a baby with FTT. You worked for the Department of Youth Services for the state before coming to medical school, and you are sure that this is a case of neglect. You ask your preceptor if you should start the process of filing a form for “protective concern”.

Following the interaction, the group will address the following questions:

a. What were the learner’s needs? Consider each of the following areas:
   • Knowledge
   • Skills
   • Attitudes
b. What else might you do to refine the needs assessment?
d. What were some of questioning styles used?