

Needs Assessment & Questioning Styles

Teaching of Tomorrow
January 2022



January 7-8, 2022

The Gnome



Goals

Needs

Objectives

Methods

Evaluation

Objectives

Participants will be able to:

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

Why Assess Needs?

It allows you
to...

Target your teaching

Keep the learner interested and active &...

It saves
time

Determining Learner's Needs



Case 1

A beginning clinical student is sent to interview a 20 year old woman with dysuria.

Needs Assessment identifies a range of needs

- What does the learner need to:

Know?

Do?

Feel

How can we use Questioning Styles to determine learners' needs?



There are General Characteristics of Questioning Styles

RELIANCE ON TEACHER



RELIANCE ON LEARNER

Assertive/Suggestive

Sage on the Stage

- Knowledge & experience
(Knowledge and Applying knowledge)



Collaborative/Facilitative

Guide on the Side

- Reasoning skills & feelings
(Building on ideas, L.P. reflection)



Questioning Styles have characteristic Behaviors and Results

Assertive	Suggestive	Collaborative	Facilitative
Asks <u>focused/closed</u> questions	Asks <u>leading</u> questions	Uses <u>open/exploratory</u> questions	Uses <u>open/reflective</u> questions
Elicits information	Elicits comparisons	Asks about reasoning/personal experiences	Elicits feelings/encouragement

Teaching medicine involves establishing relationships with learners

The Four Questioning Styles fit on a Spectrum

TEACHER-FOCUSED



Preceptor is testing the
learner's knowledge

=

“Teacher Questions”

LEARNER-FOCUSED

Preceptor is asking the
learner's perspective

=

“Reflective Questions”



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

You can address Needs Using Questioning Styles

Assertive

Focused

What are the reasons you might order imaging for a headache that sounds like tension?

Suggestive

Leading

How would you compare the treatment of a migraine and tension headache?

Collaborative

Open

What do you think is going on with this patient?

Facilitative

Reflective

How comfortable are you talking about the causes of stress with a patient?

Assertive Style

Needs Assessment

Example

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

“What are the medication options for type I diabetes?”

Assertive Style Demonstration

Suggestive Style

Needs Assessment

Example(s)

- Models thought processes, algorithms, a strategy
- Can the learner “put 2 and 2 together?”

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

Example

- Assesses thought processes/strategies without leading them in a stepwise fashion

“What do you think is going on?”

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 the more “suggestive” it is.

Facilitative Style

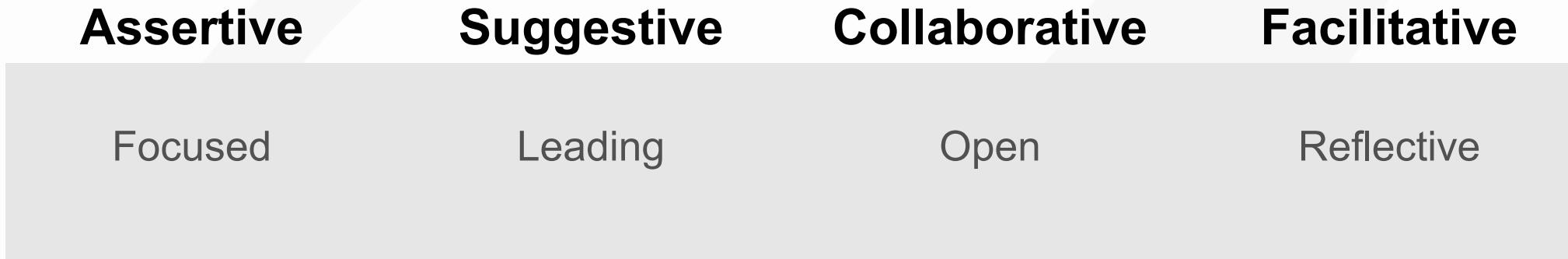
Needs Assessment

- 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?”

You can assess Knowledge, Skills and Attitudes using Questioning Styles



‘knowledge’

‘problem-solving skills’

‘attitudes and feelings’

Cognitive

Reflective/Affective

Facilitative Style Demonstration



A 20yo Woman with Shortness of Breath

Assertive

Suggestive

Collaborative

Facilitative

Knowledge

Use of Knowledge

Feelings

What would you ask your learner to determine needs?

Any of these questions could be okay—each will uncover different needs.

Questioning Styles for Needs Assessment: Where to Start?

- **Before Encounter**-What do you already know about the learner (knowledge-base, level)?
 - “What do you want to work on today?”
- Ask for self-assessment first---**A Preview...not today**
 - “How do you think that went?” [also checks ability to self-assess]
- When in doubt—start at the more collaborative end.
 - “What do you think is going on?” –or– “What’s your plan?”
- 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.”
- If the learner is still unsure, ask focused questions to make the path clear.
 - “What is the differential dx of LLQ pain in 20yo woman?”

Demonstration Simulation



It's May...

Preceptor: It's the 2nd day with your early clinical student. You have a few minutes to talk between patients.

Learner: Early clinical student on 1st rotation.

- Just took history on 18yo female w/ abdominal pain
- Finding preceptor to present the patient.

Rules for Simulation

- 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
- Find your small group
- Have fun

As you prepare for small group...



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