

## SMALL GROUP PRACTICE

### NEEDS ASSESSMENT

#### 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 scenarios for role-playing, e.g., different clinical content, the level of your learner, and the teaching venue.*
- d. *Have fun!*

#### 3. Observers' rules for providing feedback:

- a. *Encourage self-assessment.*
- 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.*

#### Directions:

Two volunteers from each group will play a 3-5-minute teaching interaction, based on a prepared role play exercise. The goal of each exercise is to focus on an assessment of the learner's needs.

During the exercise, other group members will be assigned tasks. One will serve as timekeeper (or timer), and others will be asked to address the following:

1. What were the learner's needs in each of the following areas?
  - Knowledge
  - Skills
  - Attitudes
2. What else might you do to refine the needs assessment?
3. What were some of the questioning styles that were utilized?
4. It is *very helpful* to write down the questions you hear the preceptor ask!



### **Summary of Cases for Small Group Interactions**

Case 1:	A student sees a woman with a urinary tract infection.
Case 2:	An inexperienced learner sees a patient for the first time.
Case 3:	A learner wants to treat a patient with an infection with a very special drug.
Case 4:	A learner sees a baby with Failure to Thrive (FTT).
Case 5:	A learner sees a man with chest pain.

### **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 required to focus the encounter. You meet with your preceptor before going back in together to see the patient.

*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 2:****Preceptor:**

You are working with a learner with minimal clinical experience (who has learned Clinical Interviewing and Physical Assessment/Exam) who is seeing selected patients ahead of you. S/he comes to tell you about the patient. You take a few minutes to talk before you go in the room together.

**Learner:**

You are a learner who has learned Clinical Interviewing and Physical Assessment/Exam. You have just interviewed an older woman with a 'laundry list' of problems, including high cholesterol, hypertension, diabetes and arthritis. The chart says the patient is here for a diabetes check, but all she wants to talk about is her joint pain. While you are knowledgeable about diabetes, you just couldn't get the patient to talk about her blood sugars. It was easier in the classroom! You really don't know what to do next. You go to report to your preceptor, before s/he goes in to see the patient with you.

*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:**

Your learner 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 just saw a patient with an infection. You recently watched a webinar about a new antibiotic -- "Infectogone" -- which is very expensive, but very broad spectrum. The webinar said it would work well for this type of infection and had left a pad of coupons for a 2-day starter package. You stop to check this out 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 a learner on an inpatient pediatric service. S/he just saw a baby with Failure to Thrive (FTT). While you do not expect the learner to know all the possible causes of FTT, you expect him/her to do some research before reporting to you.

**Learner:**

You just saw a baby with FTT. In the past, you worked for Child Protective Services 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?

### **Case 5:**

#### **Preceptor:**

You are working with a learner in the Emergency Department. You have worked together a few times. S/he seems to focus on the “worst-case scenario”, thinking about catastrophic diagnoses. You don’t know if this is from lack of knowledge about common illnesses or anxiety about missing something important. S/he just saw a 40 yo male with chest pain.

**Note:** Setting can be changed.

#### **Learner:**

You just saw a 40 yo man with chest pain. He described the pain as mid-chest, with no radiation. He has no fever, cough, or sweating. The pain worsens with deep breaths. On physical exam, the patient looks well, has normal vital signs, no murmurs, lungs clear. You are worried about an MI and want to order an EKG stat. The other likely possibility is a pulmonary embolus, so you will also order a helical CT.

*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?