

Needs Assessment & Questioning Styles

Teaching of Tomorrow
November 2017



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The Gnome



Goals

Needs

Objectives

Methods

Evaluation

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Objectives

Participants will be able to:

1. Discuss the importance of a Needs Assessment
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

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Why Assess Needs?

It allows you to...

Target your teaching

Keep the learner interested and active &...

It saves time

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Determining Learner's Needs



Teaching



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Case 1

A 3rd year student is sent to interview a 20 year old woman with dysuria.

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Needs Assessment

› What does the learner need to:

Know?

Do?

Feel

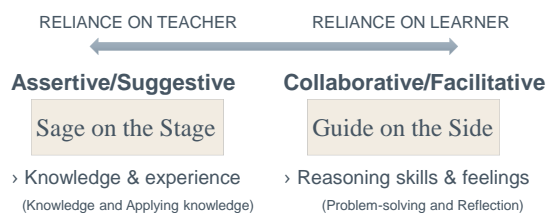
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How can we use Questioning Styles to determine learners' needs?



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Characteristics of Questioning Styles



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Questioning Styles & Behaviors

Assertive

Asks
focused/closed
questions

Elicits information

Suggestive

Asks **leading**
questions

Elicits
comparisons

Collaborative

Uses
open/explorator
v questions

Asks about
reasoning/person
al experiences

Facilitative

Uses
open/reflective
questions

Elicits
feelings/encourag
ement

Teaching medicine involves establishing relationships with learners

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The Four Questioning Styles

TEACHER-FOCUSED

Preceptor is testing the
learner's knowledge

=

"Teacher Questions"

LEARNER-FOCUSED

Preceptor is asking the
learner's perspective

=

"Reflective Questions"

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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

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Addressing Needs Using Questioning Styles

Assertive Suggestive Collaborative Facilitative

Focused

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

Leading

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

Open

What do you think is going on with this patient?

Reflective

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

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Assertive Style

Needs Assessment

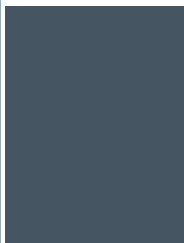
- Asks factual knowledge
- Usually a "teacher question"
- Tests
- Assesses knowledge of information

Example

"What are the medication options for type I diabetes?"

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ASSERTIVE STYLE DEMONSTRATION



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Suggestive Style

Needs Assessment

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

Example(s)

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?”

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Collaborative Style

Needs Assessment

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

Example

“What do you think is going on?”

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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.

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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?"

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Assessing Knowledge, Skills and Attitudes using Questioning Styles

Assertive Suggestive Collaborative Facilitative

Focused

Leading

Open

Reflective

'knowledge'

'problem-solving skills'

'attitudes and feelings'

Cognitive

Reflective/Affective

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FACILITATIVE DEMONSTRATION

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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.

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Questioning Styles for Needs Assessment: Where to Start?

- › **Before Encounter**—What do you already know about the learner (knowledge-base, level)?
- › 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



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It's May...

Preceptor: It's the 2nd day with your 3rd year student. You have a few minutes to talk between patients.

Learner: 3rd year med student on 1st rotation.

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

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Rules for Simulation

- › See in Needs Assessment Handout
 - Find your small group
 - Have fun

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