Needs Assessment & Questioning Styles
Teaching of Tomorrow
November 2018

The Gnome

Goals
Needs
Objectives
Methods
Evaluation

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

› What does the learner need to:
  Know?
  Do?
  Feel

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

Characteristics of Questioning Styles

- RELIANCE ON TEACHER
  - Assertive/Suggestive
    - Sage on the Stage
    - Knowledge & experience
  - Collaborative/Facilitative
    - Guide on the Side
    - Reasoning skills & feelings
Questioning Styles & Behaviors

<table>
<thead>
<tr>
<th>Assertive</th>
<th>Suggestive</th>
<th>Collaborative</th>
<th>Facilitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asks focused/closed questions</td>
<td>Asks leading questions</td>
<td>Uses open/exploratory questions</td>
<td>Uses open/reflective questions</td>
</tr>
<tr>
<td>Elicits information</td>
<td>Elicits comparisons</td>
<td>Asks about reasoning/personal experiences</td>
<td>Elicits feelings/encouragement</td>
</tr>
</tbody>
</table>

Teaching medicine involves establishing relationships with learners.

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”

The intention of the questioning styles schema is to help clinical teachers become more discriminating observers of their own teacher-learner interactions.
Addressing Needs Using Questioning Styles

<table>
<thead>
<tr>
<th>Assertive</th>
<th>Suggestive</th>
<th>Collaborative</th>
<th>Facilitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused</td>
<td>Leading</td>
<td>Open</td>
<td>Reflective</td>
</tr>
</tbody>
</table>

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

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

What do you think is going on with this patient?

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

Assertive Style

Needs Assessment

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

Example

“What are the medication options for type 1 diabetes?”

ASSERITIVE STYLE DEMONSTRATION
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?”

Collaborative Style

Needs Assessment

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

Example

“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?”

Assessing Knowledge, Skills and Attitudes using Questioning Styles

<table>
<thead>
<tr>
<th>Assertive</th>
<th>Suggestive</th>
<th>Collaborative</th>
<th>Facilitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused</td>
<td>Leading</td>
<td>Open</td>
<td>Reflective</td>
</tr>
</tbody>
</table>

'knowledge' ‘problem-solving skills’ ‘attitudes and feelings’

Cognitive Reflective/Affective

FACILITATIVE DEMONSTRATION
A 20yo Woman with Shortness of Breath

<table>
<thead>
<tr>
<th>Assertive</th>
<th>Suggestive</th>
<th>Collaborative</th>
<th>Facilitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Use of Knowledge</td>
<td>Feelings</td>
<td></td>
</tr>
</tbody>
</table>

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)?
  - 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?”  
  - “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 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.

Rules for Simulation

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