

Needs Assessment & Questioning Styles

Teaching of Tomorrow
November 2019



The Gnome



Goals

Nneeds

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

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 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

Collaborative/Facilitative

Sage on the Stage

Guide on the Side

› Knowledge & experience

› Reasoning skills & feelings



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Clinical Faculty Devel



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Questioning Styles have characteristic behaviors and results

Assertive

Asks
focused/closed
questions

Elicits information

Suggestive

Asks **leading**
questions

Elicits comparisons

Collaborative

Uses
open/exploratory
questions

Asks about
reasoning/personal
experiences

Facilitative

Uses
open/reflective
questions

Elicits
feelings/encourage
ment

Teaching medicine involves establishing relationships with learners

The four Questioning Styles fit on a spectrum

TEACHER-FOCUSED

LEARNER-FOCUSED



Preceptor is testing the learner's knowledge

Preceptor is asking the learner's perspective

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“Teacher Questions”

“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

Suggestive

Collaborative

Facilitative

Focused

Leading

Open

Reflective

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

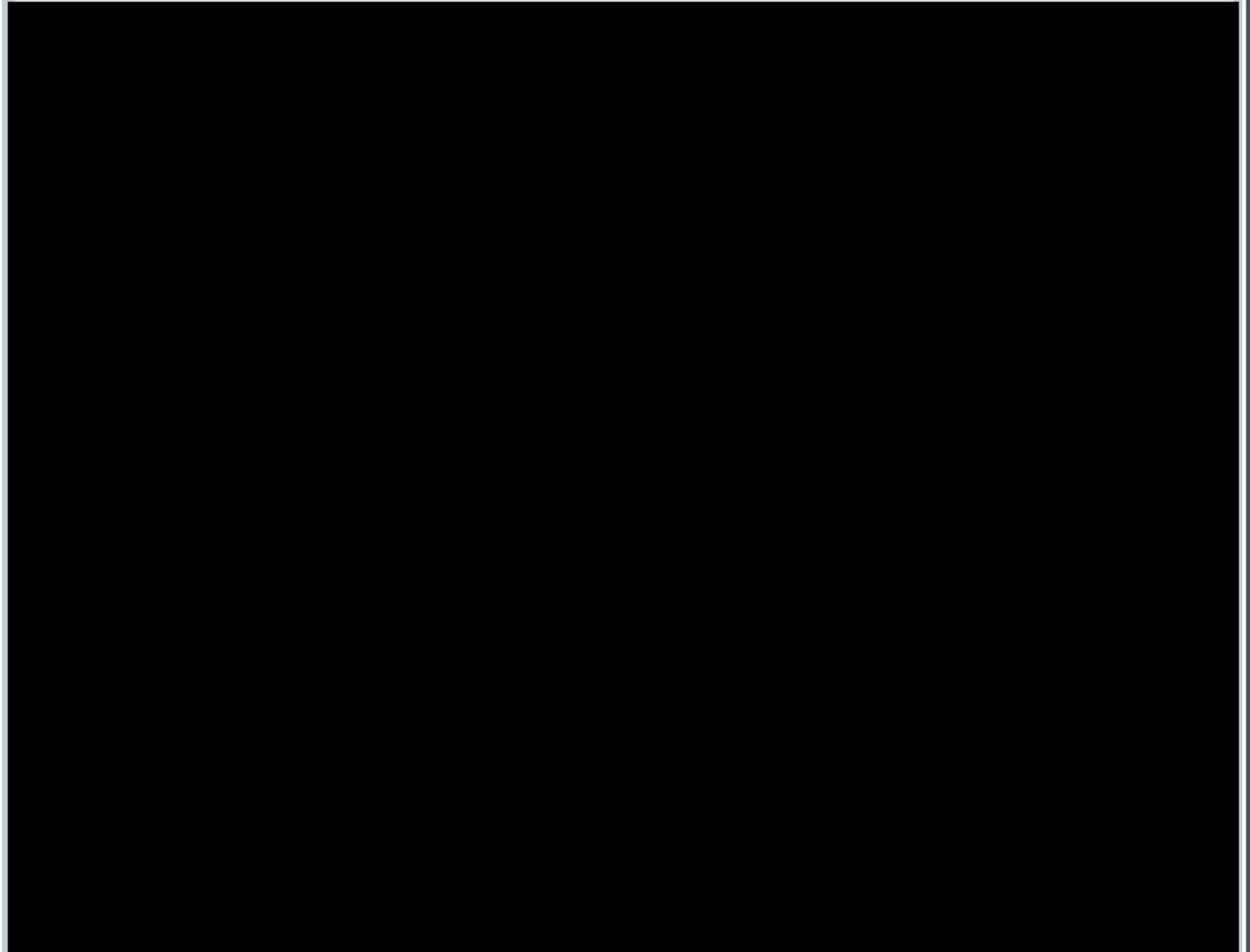
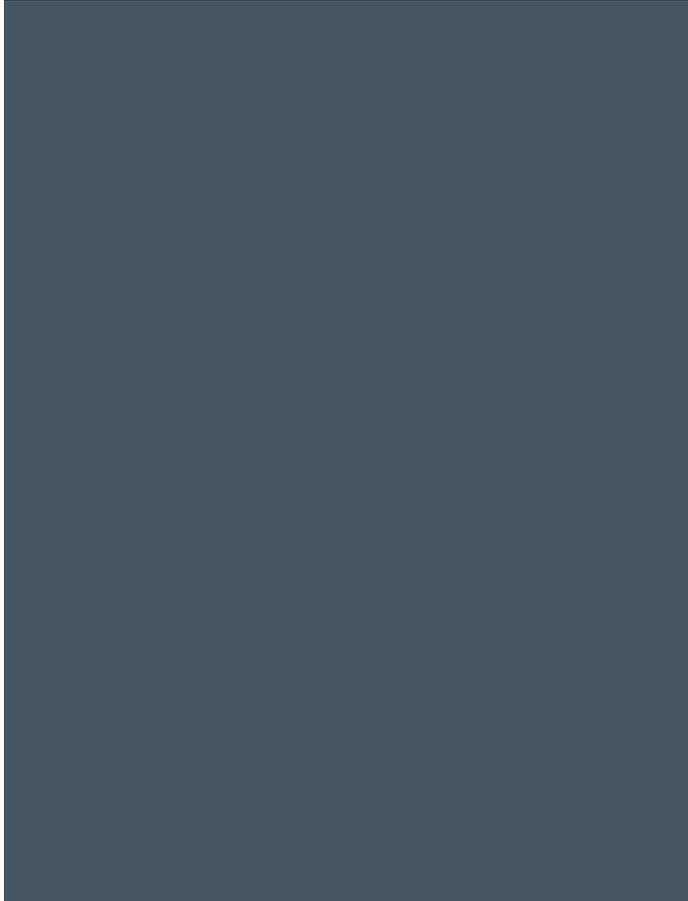
Needs Assessment

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

Example

“What are the medication options for type 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

- 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

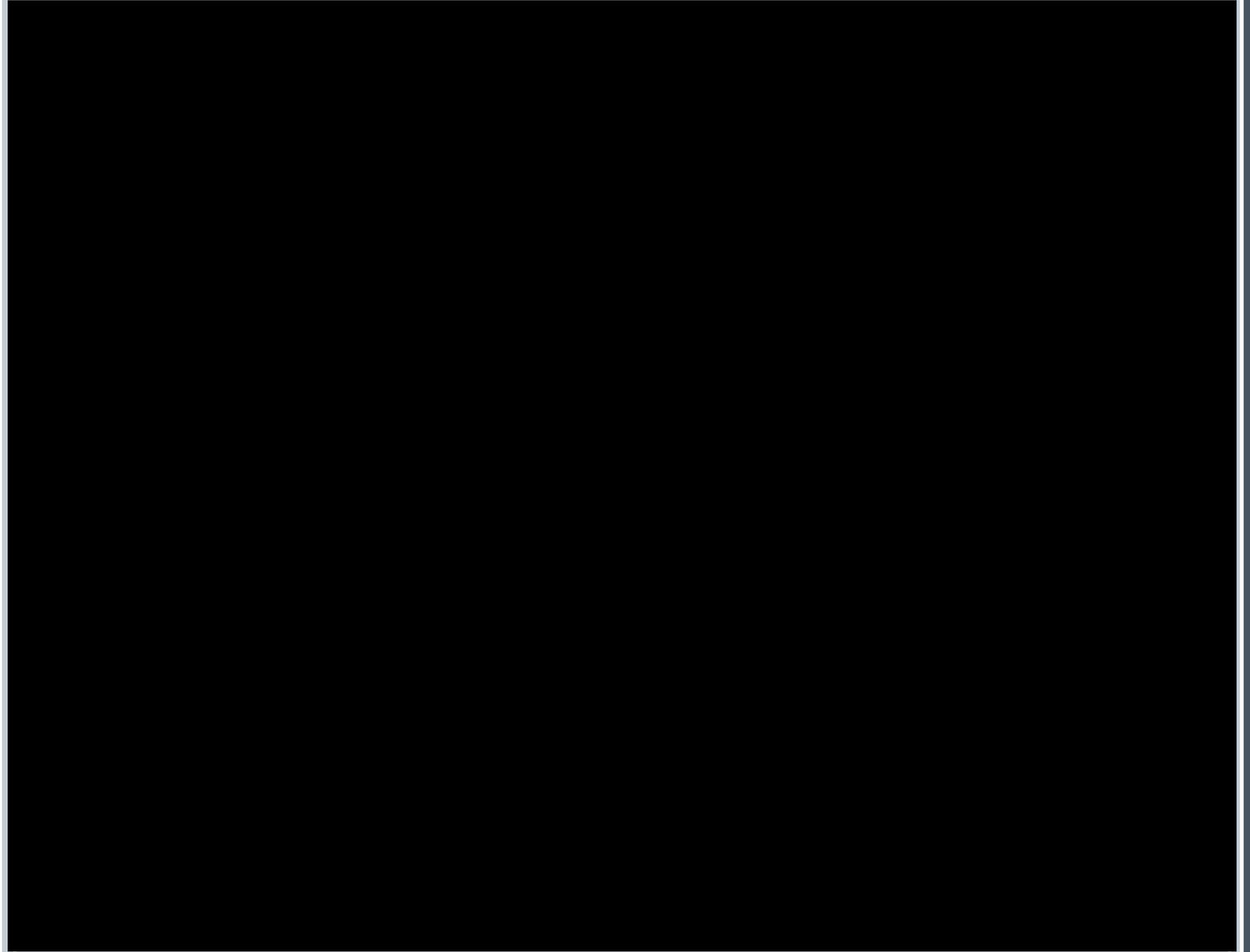
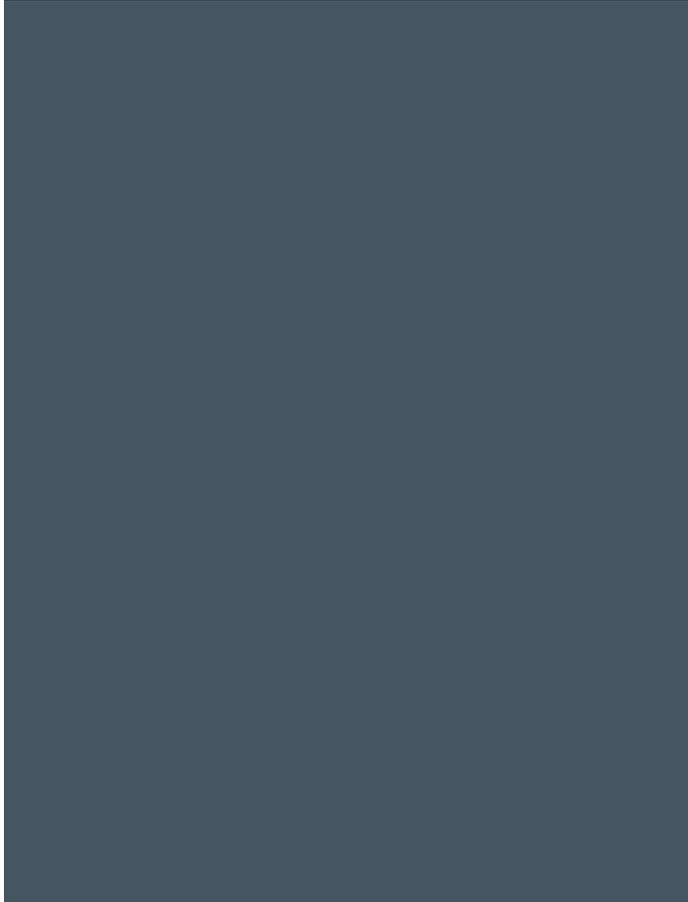
Needs Assessment

- 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?”

FACILITATIVE DEMONSTRATION



You can assess 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

s of breath

orative Facilitative

e Feelings

o determine needs?

ill uncover different needs.

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)?
- › 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

Note: This role play serves as a model for our small group activities



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

- › 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, please take 3 minutes to reflect:



We've categorized questions as 'Assertive' through 'Facilitative'.

- What do you think is *your* "go to" style of questioning?
- How might changing your style stretch you?
- What might be the greatest challenge of that shift for you?"
- What style would you like to practice?

If you need clarification or have questions, jot them down now and bring them to the small group.



May...

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