

Trainer Needs Assessment Questionnaire

McKinstry B, Dodd M, Blaney D (2001)

What teaching skills do trainers think they need to improve? *Education for General Practice*. 4: 412- 420.

<i>How would you rate your competence in carrying out the following educational tasks or skills?</i>		Very good	Quite good	Not so good	Poor	Importance High Medium or Low
Methods of teaching and learning						
1	Assessing the registrar's learning style and recognising your own teaching style(s).					
2	Using different methods of learning, and knowing when they are best. E.G. random and problem case analysis, video, referral & prescribing analysis.					
3	Able to discuss theories of adult learning, learning-centredness, experiential learning, learning cycles.					
4	Able to use learning plans/portfolios.					
5	Able to describe methods for self-appraisal and professional development.					
6	Run a small group of registrars					
7	Use role play					
Communication Skills						
8	Able to discuss common models of the consultation, with particular knowledge of Pendelton, Tate and Neighbour					
9	Able to use Cambridge-Calgary model or other system for analysing videos.					
10	Knows marking scheme for Summative Assessment.					
11	Knows marking scheme for MRCGP.					
12	Able to advise registrar on technical aspects of recording.					
13	Able to discuss the special aspects of telephone consulting and out-of-hours work.					
Tutorial Skills						
14	Able to make use of different types of educational method in tutorials.					
15	Able to set a learner centred curriculum.					
16	Able to integrate teaching from other members of the PHCT, and advise colleagues on registrar's needs and what is required of them when teaching.					
17	Able to adapt quickly to make use of opportunistic educational needs					
18	Able to challenge the registrar, confident use of silence and awareness raising questions.					

<i>How would you rate your competence in carrying out the following educational tasks or skills?</i>		Very good	Quite good	Not so good	Poor	<u>Importance</u> High Medium or Low
19	Assessing your own tutorial skills on video					
	Clinical Reading thinking and EBM.					
20	Explaining simple statistical concepts E.G. <i>P</i> value, confidence interval, odds-ratio.					
21	Explaining the different types of study design E.G. case control, cohort, RCT.					
22	Explaining how to interpret meta-analysis					
23	Explaining how to assess the quality of an editorial or review articles in terms of bias, assumptions, conclusions drawn.					
24	Able to demonstrate the use of evidence in the trainer's own practice.					
22 5	Able to discuss the merits and drawbacks of guidelines.					
26	Able to demonstrate a simple search on Medline, BMJ and a search engine in the Internet.					
27	Able to describe to the registrar useful sources of information concerning EBM.					
	Audit					
28	Able to explain the principles of audit and describe the audit cycle.					
29	Able to explain the difference between criteria and standards.					
30	Able to advise, supervise or identify skilled help for the registrar so they can complete an audit cycle during the training year.					
31	Able to demonstrate the value of audit in practice.					
32	Awareness of the requirements of summative assessment.					
	Appraisal					
33	Able to explain the principles of appraisal.					
34	Able to give specific non-judgemental descriptive feedback.					
35	Able to assess the needs of a registrar and set learning goals.					
36	Be able to document progress by an educational log.					
37	Be able to let a failing registrar know your concerns and devise a plan of remedial action.					
38	Able to advise a registrar on the standards required for the summative assessment Trainers Report					
39	Able to advise on the different parts of the MRCGP					

	<i>How would you rate your competence in carrying out the following educational tasks or skills?</i>	Very good	Quite good	Not so good	Poor	<u>Importance</u> High Medium or Low
	Literature of General Practice					
40	Able to recommend appropriate texts for the MRCGP.					
41	Able to recommend medical texts or articles or fictional works on common problems, ethical and clinical, which the registrar may confront.					
42	Able to discuss important papers in the general medical journals and general practice journals.					
	The trainer as an employer					
43	Know the standards required of training practices for premises, records, audit and management.					
44	Know the principles of interviewing registrars for employment (equal opportunity policy).					
45	Know the criteria required of doctors for eligibility of employment in the UK as a registrar.					
46	Know the relevant regulations governing sick leave, study leave, flexible training, hours of work, on-call and contracts.					
47	Know regulations governing Health and Safety and employment law.					
48	Know who to contact if you are having problems with a registrar that you can't resolve yourself.					
49	Able to discuss the financial and administrative aspects of general practice partnership.					
50	Able to negotiate protected teaching time with partners.					
51	Able to discuss political aspects of general practice such as GMC, LMC, GPC, BMA, PCT etc.					
	Which areas do you feel you need to develop most?					
	What would be the best way to develop these? E.G. general reading, workshop attendance, special course					