NEEDS ASSESSMENT

A needs assessment is an important process in the planning of any simulation activity. This involves the identification of a target audience, and an assessment of the target audience’s learning needs.

The CSBL requires all developed activities to be planned and based on identified learning needs. In order for staff to provide the best support for your simulation session, the techniques and summary of the needs assessment is required on the booking form for all simulation activities (see below). Learning objectives should relate to these needs, and the choice of simulation activities should address these needs and the learning objectives. The summary of the needs assessment is reviewed by the Simulation Operations Manager to ensure that the learning objectives and the chosen simulation activities reflect the demonstrated needs of the target audience.

Required information related to needs assessment on the online booking form

NEEDS ASSESSMENT

CSBL Needs Assessment Requirements

Was a ‘Needs Assessment’ performed? *

☐ Yes

☐ No

If yes, please list all the methods used in the needs assessment:

[Blank space]

E.g. Survey / Questionnaires, Focus group discussion, Literature review, Expert recommendation, Maintenance of competency, Audits of current performance

Rationale for simulation activities: *

[Blank space]

(e.g. required training as part of residency, perceived skill gap among resident members)

For more information on conducting a needs assessment, see the CHSE guidebook:

If you require further assistance in conducting a needs assessment or integrating the findings of a needs assessment in the educational design of a simulation session, we would be more than happy to discuss it with you. Contact silvamt@mcmaster.ca to direct your request.

PERCEIVED AND UNPERCEIVED NEEDS
A needs assessment should include both perceived and unperceived needs for all simulation sessions. Perceived needs are those of which the learner is aware: “I know I don’t know...”. Unperceived needs are those of which the learner is unaware: “I don’t know what I don’t know”. Both sets of needs are important to identify for the purpose of instructional design and event planning of the session. Multiple sources of information must be considered when determining needs. We recommend including at least one objective (unperceived) and one subjective (perceived) learning need.

**Objective (unperceived)**
- Self-Assessment Tests
- Peer Performance Review/Audit
- Direct Observation of Practice Performance
- Expert Advisory Group
- Patients Feedback
- Chart Audits
- Clinical Incidence Reporting
- Quality Assurance Data from Hospitals or Regions
- Provincial Databases
- Published Literature
- M&M Rounds

**Subjective (perceived)**
- Survey of Target Audience
- Focus Group
- Opinion of Planning Committee Members
- Prior Evaluation of simulation activity

Adapted from the Guidebook for Planning, Developing and Delivering CHSE Activities, 2015