

Needs Assessment Case Scenario Group 1

Question: Is knowledge of zoom an essential skill for medical education during the pandemic?

STEP 1: Define the Scope of the needs assessment

What is the purpose?

- Identifying the gap between current Zoom skill in learners and teachers to the level needed to be effective in delivering medical education virtually

Who will use the results?

- Medical education faculty, curriculum designers, program directors

What are your resources?

- Zoom - official website, troubleshooting
- Other learners/teachers
- Youtube videos and online tutorials
- Others in medical education who has done needs Ax and research on this topic
- UofT (centralized) Zoom tutorials

Who will be the decision makers?

- Medical education faculty, curriculum designers, program directors

What are the perceived/ unperceived/ misperceived needs?

Perceived Needs "What I think I need to know"	Unperceived Needs "What I don't know that I don't know"	Misperceived Needs "What I think I know but don't"
What level of skills/knowledge/comfort do learners and medical education faculty have with Zoom?	Educators background on Zoom use Are there other more effective platforms compared to Zoom?	Faculty may underestimate the skills required to host seminars, workshops, tutorials on Zoom Zoom is the platform to be used going forward in Pandemic...and that is going to be available to us (?)

STEP 2: Determine Assessment Criteria

Consider criteria based on the issue, context, community, agency and resources (See table below)

Table 2: Sample criteria for assessing needs

Criteria	Description
About the Issue Itself	
Equity	Who the issue is affecting. Whether different groups are being affected differently or disproportionately by the issue
The long-term impact of the issue	The impact of the issue on individuals and the community if the issue remains unaddressed
The feasibility of affecting the issue	How complex the issue is, and how amenable the issue is to change
The severity of the issue	How people are affected as individuals, how the community is affected, the financial and social cost of the issue
The frequency of the issue	How many people are affected and how often
How the issue intersects with other issues	The effect on other issues, or other parts of a system. The potential for unintended consequences when taking action on the issue
About the context and community	
Other related work	Whether other groups or agencies are working to address the need. Opportunities for collaboration and shared funding
Public and political support to address the issue	Is the issue of interest to the community, or conversely, is it an issue that is being overlooked?
Agency, regional or national goals and priorities	How the issue aligns with existing goals and priorities
About the agency and resources	
Staff expertise	Whether there are existing skills and experience among the agency workforce to address the issue
Managerial support	The presence of support from senior leaders to address the issue
The resources required to address the need	The scope and scale of the issue and resources that would be required to address it. The availability of funding or other resources (e.g. community assets) that can be used to address the issue
The existence of programs or interventions to address the issue	The presence of interventions that are known to be effective to address the issue

Criteria about the issue	Criteria about the context/ community	Criteria about the agency and resources
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<p>Equity-</p> <ul style="list-style-type: none"> - Lack of technology (computer system requirements, internet speed) - Inadequate access to a private space for at-home learning - Impact of the institution supporting only one platform <p>Long term impact-</p> <ul style="list-style-type: none"> - Zoom may not be the preferred platform in the future (would this curriculum soon be out of date?) <p>Feasibility- time required to attend sessions to improve Zoom skills/knowledge</p> <p>Frequency-</p> <ul style="list-style-type: none"> - May only need one time-limited introduction at the beginning of virtual education <p>Intersection with other issues- ongoing pandemic causing many to feel stretched thin and short for time as it is</p>	<p>Other related work-</p> <p>Public/ political support- Impact of supporting one platform</p>	<p>Staff expertise-</p> <p>Managerial support-</p> <p>Resources required-</p> <p>Existence of programs/ interventions to address issue-</p>
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STEP 3/4: Plan for Data Collection and Collect Data

Surveying students and faculty to maximize the number of individuals sampled, to help make results generalizable

STEP 5: Apply criteria and prioritize needs

Determine your decision making strategy

- Rate and rank model

Prioritize needs

1. Teachers - ability to facilitate basic functions (breakout rooms, polls, annotate), sending out invite links, scheduling

2. Learners - familiarity with basic functions
3. Support staff - train these super-users/experts to help support teachers

STEP 6: Identify next steps and report back

- Tutorials (asynchronous) to provide tutorial on basic knowledge/skills
- Superuser, train the trainer model
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