



NC DEPARTMENT OF
**HEALTH AND
HUMAN SERVICES**
Division of Health Service Regulation

State-approved Curriculum Nurse Aide I Training Program

MODULE O Critical Thinking

Teaching Guide 2024 Version 2.0



NC DEPARTMENT OF
**HEALTH AND
HUMAN SERVICES**



North Carolina Department of Health and Human Services
Division of Health Service Regulation
North Carolina Education and Credentialing Section

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Module O – Critical Thinking Teaching Guide

Objectives

1. Describe the importance of the nurse aide using critical thinking skills
2. Discuss the importance of critical thinking
3. Identify five questions that nurse aides should ask to think critically

Advance Preparation – In General

- Review curriculum and presentation materials
- Add examples or comments to Notes Section
- Set up computer/projector
- Listed below are tips to incorporate into your teaching strategies to foster critical thinking by the students:
 - Speak less to allow students to think more
 - Spend time applying and analyzing basic concepts in problem-solving and reasoned application
 - Present concepts in the context of their use as tools for real problems
 - Think aloud in front of students. Let them hear you think and work your way slowly through problems at their level of understanding rather than your level with a nursing degree
 - Regularly question students about their thought processes, how they look at evidence, incorporate deductive reasoning, collect, observe, and interpret data, explore beliefs, draw conclusions, consider possible implications and consequences of actions
 - Use concrete examples whenever possible
 - Frequently divide the class into small groups (of twos, threes, fours, etc.) and give each group specific tasks with specific time limits. Afterward, call on particular groups to report on parts of the task they completed, share what problems occurred and how they tackled and resolved those problems.
 - Keep the logic of the most basic concepts in the foreground, continually re-weave new concepts into basic ones. Talk about the whole in relation to the parts and the parts in relation to the whole.
 - Question students during resident care (What if.....? What could go wrong? What else do you need to know?)

Supplies

- Index cards with markers/colored pencils
- Variety of simple puzzles that can be used for critical thinking

Handouts – Optional

Instructional Resources/Guest Speakers – Optional

Advance Preparation- Teaching Tips

Advance Preparation – Activities

- **#O4-1:** Think about a set of incidents that can build a story, using logical reasoning from beginning to end. Examples: skill steps, how to set up a food tray or how to prepare the resident for a day trip from the facility.
- **#O4-2:** Use index cards to write down facts and assumptions. Prepare to help students think critically to determine the difference.
- **#O4-3:** Locate puzzles and questions that prompt critical thinking and creativity. Examples: (1) List 5 drinks (milk, soda, coffee, orange juice, water) and ask what they have in common. (2) List means of transportation (cruise ship, bicycle, airplane, walking, automobile) and ask the order from slowest to fastest. (3) List 5 items (fire, blood, rose, cherries, stop sign) and ask what they have in common.
- **#O5-1:** Review the scenarios and prepare to discuss.
 - If you have the flu, what 5 things would you do to make you feel better?
 - You have been told you can no longer stay in your home and are moving to a nursing home. What 5 items would you take and why?
 - If given the opportunity to change places with your best friend, would you? Why? What changes would you make?
- **#O5-2:** Think about statements that are true verses those that offer an opinion. Prepare to discuss.

Module O – Critical Thinking Definition List

Critical Thinking – exercising or involving careful judgment based on facts and observations

Module O – Critical Thinking	
(S-1) Title Slide	
(S-2) Objectives <ol style="list-style-type: none"> 1. Describe the importance of the nurse aide using critical thinking skills 2. Discuss the importance of critical thinking 3. Identify five questions that nurse aides should ask to think critically 	
(S-3) Critical Thinking <ul style="list-style-type: none"> • Exercising or involving careful judgment based on facts and observations • Required to provide safe, competent care to residents in a variety of situations • Developed through real-life experiences, education, communication, observation, and practical application • Incorporated into thought processes and daily activities 	Notes:
(S-4) Critical Thinking – Importance <ul style="list-style-type: none"> • Allows the nurse aide to put theory into practice when caring for the resident • Allows the nurse aide to administer care in a safe confident manner • Requires the use of sound judgment in a variety of situations • Helps the nurse aide identify situations that deviate from the norm <ul style="list-style-type: none"> — Not all nurse aide activities can be specifically directed — Not all situations can be described in a textbook 	Notes:
Activity #O4-1: Critical Thinking – Importance Give students a set of incidents (which are in no specific order) and ask them to establish a connection between the incidents to build a story. Ask them to arrange the incidents in a logical order and to title the story. Ask them to explain how the order was determined. Question if they found unforeseen consequences, based on the order. Encourage them to add additional content which could extend and/or alter the ending. An example of a set of incidents can be individual skill steps, placed on index cards. 1 step per card is given to each student with instructions to line up the steps in logical order.	Notes:
Activity #O4-2: Critical Thinking - Importance Develop a set of facts and a set of assumptions (based on an imaginary, social, or a medical issue). Shuffle the sets and ask students to determine which sets are facts and which are assumption. Ask them to explain how they distinguish between the two.	Notes:

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Activity #04-3: Critical Thinking – Importance Use puzzles and questions that encourage students to think creatively. Allow them to express personal concerns to further develop critical thinking skills.	
(S-5) Critical Thinking – Questions to Ask As critical thinkers, the nurse aide should ask questions: <ul style="list-style-type: none"> • What problem do I need to solve? <ul style="list-style-type: none"> – Who should be involved in the process? • What information do I need? <ul style="list-style-type: none"> – How do I determine if it is accurate? • How do I solve the problem? <ul style="list-style-type: none"> – What are the advantages and disadvantages? • What am I missing? 	Notes:
Activity #05-1: Critical Thinking – Importance <ul style="list-style-type: none"> • Ask students to create scenarios and provide solutions: <ul style="list-style-type: none"> – Scenario 1: If you had the flu, what 5 things would you do to make you feel better. – Scenario 2: You have just been told you can no longer stay in your home; you have to move to a nursing home and can only take 5 items with you. What 5 items would you take and why? – Scenario 3: If you were given the chance to change places with your best friend, would you? Why? What changes would you have to make to step into their place? 	Notes:
Activity #05-2: Critical Thinking – Importance <ul style="list-style-type: none"> • Write 10 statements that are a mix of truth and opinion. Ask the students to determine which ones are truth and which are opinion. Ask them to explain why. 	Notes:
(S-6) Critical Thinking – Quote <ul style="list-style-type: none"> • “Critical thinking is a way of thinking about particular things at particular times” • “It is not the accumulation of facts and knowledge or something that you can learn once and then use in that form forever, such as the nine times table you learn and use in school” (<i>from SkillsYouNeed</i>) • Ask students to share, in their own words, what the definition of critical thinking is and why it is important to develop that skill. 	Notes: