



**707:
Critical Thinking: The Trainer's Role**

A Training Outline

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**For the
Pennsylvania Child Welfare
Resource Center**

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Agenda for the 3-hour curriculum on Critical Thinking: The Trainer's Role

Day One

Estimated Time	Content	Page
15 minutes	Section I: Welcome and Introductions	1
1 hour, 45 minutes	Section II: What is Critical Thinking?	1
45 minutes	Section III: Promoting Critical Thinking	7
15 minutes	Section IV: Wrap-up and Evaluation	13

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Section Name	Est. Time	Key Concepts	Resources Used
Section I: Welcome and Introductions	15 Minutes	Method: Lecture, Large Group Discussion	<ul style="list-style-type: none"> • Handout #1: Critical Thinking: The Trainer's Role • Handout #2: Agenda and Learning Objectives • Poster #1: Quotes • PowerPoint Slide #1: Critical Thinking: The Trainer's Role • Name tents • Markers
		<p>Trainer Note: Prior to the start of the day, Poster #1 (Quotes) should be hung around the room. PowerPoint Slide #1 (Critical Thinking: The Trainer's Role) should be displayed prior to participants' arrival.</p> <ul style="list-style-type: none"> • Distribute Handout #1 (Critical Thinking: The Trainer's Role). • Distribute and review Handout #2 (Agenda and Learning Objectives). • Distribute Idea Catchers. • Conduct introductions and "What's In It for Me". <p>Notes:</p>	
Section II: What is Critical Thinking?	1 hour, 45 minutes	Methods: Individual Activity, Small Group Activity, Pairs Activity, Large Group Discussion	<ul style="list-style-type: none"> • Handout #3: A Picture is Worth 1000 Words • Handout #4: Critical Thinking According to the Scholars
<p>Trainer Note: Prior to the beginning of this section, it will be necessary to create a flip chart titled Components of Critical Thinking.</p>			

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		<ul style="list-style-type: none"> • Displaying PowerPoint Slides #2 through #11 (A Picture is Worth 1000 Words) one at a time, ask participants to record their initial thoughts, reactions, and/or observation for the corresponding picture on Handout #3 (A Picture is Worth 1000 Words). • Displaying PowerPoint Slide #12 (Influences), ask participants to locate page 3 of Handout #3 (A Picture is Worth 1000 Words) to rate how each factor influenced their perceptions. Instructions are on the handout. • Ask several volunteers to offer some perceptions as well as the factors they found to be the most influential. • Ask participants to offer what they believe to be the purpose of this activity. While they began this workshop by engaging in assumptive thinking, they ultimately engaged in critical thinking when challenged to consider those factors that influenced their assumptions. • Divide participant into small groups and give each group a sheet of flip chart paper. Display PowerPoint Slide #13 (Critical Thinking is...) and ask participant to, in their small groups, discuss what they believe critical thinking to be and record their response(s) on flip chart paper. Participants should not only define critical thinking, but also identify what they believe to be key components of critical thinking. They should post their answers when they have finished and process out as a large 	<ul style="list-style-type: none"> • Handout #5: Key Components of Critical Thinking • Handout #6: Differences between Critical and Non-critical Thinking • Handout #7: Up in the Air • PowerPoint Slides #2 through #11: A Picture is Worth 1000 Words • PowerPoint Slide #12: Influences • PowerPoint Slide #13: Critical Thinking is. . . • PowerPoint Slide #14: Up in the Air • Trainer Prepared Flip Chart: Components of Critical Thinking • Flip chart paper • Markers
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		<p>group.</p> <ul style="list-style-type: none">• Distribute Handout #4 (Critical Thinking According to the Scholars) and ask participants to review individually.<ul style="list-style-type: none">○ As they review, they should identify and record, what they believe the scholars would identify as the key components/tasks of critical thinking.○ When they have finished, ask them to pair with another participant and discuss the lists that they identified and why. Each pair should agree upon the list.○ While in pairs, they should discuss some of the challenges/barriers to child welfare professionals implementing the identified components/tasks.○ When they are finished discussing, ask one person from each pair to record the components/tasks they identified on the trainer prepared flip chart titled Components of Critical Thinking. If one of their components/tasks is already listed, they should place a checkmark next to that component/task.○ When everyone is complete, process the identified components/tasks as a large group, holding discussion surrounding some of the challenges/barriers to child welfare professionals implementing the	
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		<p>identified components/tasks.</p> <ul style="list-style-type: none">○ Distribute Handout #5 (Key Components of Critical Thinking) and review and compare/contrast with the list the group developed.<ul style="list-style-type: none">▪ When reviewing the next to last bullet on the handout, note that in the opening exercise to this module, participants viewed a series of images, were asked to answer questions about those images and to identify the factors that contributed to answers.▪ Participants were forced to engage in intuitive, reactive, and assumptive thinking, as they had no evidence or information other than what they saw in the pictures. While it may be that their intuitions and even their reactions have been “trained” over time, they still operate in the realm of supposition and as professionals in the field of child welfare, do we want them to be the basis for decision-making and action?▪ For example, if a child with the black eye entered an emergency room and the doctor’s intuition told them that the child had been abused, would you want that child	
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		<p>to be removed from the care of her mother on the strength of their intuition? Of course not!</p> <ul style="list-style-type: none">▪ It is not that you should disregard your intuition, because your intuition may be quite experienced. Intuition, however, is a starting point.▪ What comes next is a processing of the situation utilizing critical thinking. <ul style="list-style-type: none">• Distribute Handout #6 (Differences between Critical and Non-critical Thinking) and inform participants that Action for Child Protection Inc. has identified three primary areas in which to look for differences between critical thinking and non-critical thinking. Review these differences as a large group. <p>Display PowerPoint Slide #14 (Up in the Air). Participants will have an opportunity to consider these differences based on a video clip from the movie <i>Up in the Air</i>, which is approximately 2 minutes in length. In this clip, George Clooney and Anna Kendrick are telling J.K. Simmons that he is being fired. Not only are they telling him he is being fired, but they are also tasked to help him see the positive in the situation. Distribute Handout #7 (Up in the Air). Divide participants into two groups, assigning one group to the column “Critical Thinker” (George Clooney) and the other group</p>	
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		<p>to the column “Non-critical Thinker” (Anna Kendrick). As they watch the video, they should look for evidence of their characters differences. It is a short clip and they will not find evidence of everything on the handout. The evidence will not be overly overt, so participants will have to dissect what is happening in the video and hypothesize to some extent. The purpose is to get them thinking about how people think and what they do with information. Participants can individually fill in the handout in preparation for small group discussions.</p> <p>It will be necessary to set the clip up by explaining what happened just before the clip begins. The man at the beginning (J.K. Simmons), who is being let go holds up pictures of his children and says, “what do you suggest I tell them”, the women (Anna Kendrick) states, “perhaps you are underestimating the positive effect that your career transition can have on your children.” Click on the picture on PowerPoint Slide #14 (Up in the Air) to begin the video.</p> <p>After the video has ended, distribute a sheet of flip chart paper to each small group and ask them to discuss, identify, and record evidence of their characters view of knowledge, view of thinking and strategies for thinking and be prepared to report out on their discussion.</p>	
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		<p>Notes:</p>	
<p>Section III: Promoting Critical Thinking</p>	<p>45 minutes</p>	<p>Method: Lecture/Large Group Discussion/Small Group Discussion</p> <ul style="list-style-type: none"> • Pennsylvania recognizes the need to focus on identifying underlying issues and addressing those issues if we hope to affect change in the families with whom we work. In order to drill down to underlying issues, one must engage in critical thinking. Ask participants if they believe non-critical thinkers are capable of learning how to think critically. The answer is yes. • Ask participants how they believe folks acquire these skills. <ul style="list-style-type: none"> ○ According to a study conducted by Tim van Gelder and others out of the University of Melbourne, which explored five perspectives on how critical thinking skills are acquired, the simple answer is <u>practice</u>. The study was conducted with 	<ul style="list-style-type: none"> • Enhancing Critical Thinking: A Supervisor's Guide: Supervisor's Guide • The Pennsylvania Enhancing Assessments Toolkit

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		<p>college students. Students who participated reliably improved their critical thinking skills 7-8 times faster, over one semester, than they would otherwise have done just as university students.</p> <ul style="list-style-type: none">• Although critical thinking is a subject of study that could take a long time to develop expertise, supporting the child welfare professional's critical thinking skills is a vital task. The decisions child welfare professionals make are life altering decisions in a child's and family's life. It is only reasonable to require that case decisions are made following the best possible thinking. The ability to render accurate and reliable conclusions regarding people can depend upon one's willingness and ability to apply the components we just discussed.• Ask participants if they can identify case work tasks where it is vital to have critical thinking. In most casework tasks, critical thinking is <u>necessary</u>.• Ask participants what this means to them and their role as trainers. The classroom setting is a perfect opportunity to safely practice critical thinking skills.• As a large group, considering what we have learned to this point surrounding critical thinking, ask participants to offer situations that present themselves in training to model and promote critical thinking in participants. For	
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		<p>each situation offered, title a separate flip chart with that situation. If they are not offered, create flip charts with the following headings:</p> <ul style="list-style-type: none">○ Planned Opportunities<ul style="list-style-type: none">▪ Content Review▪ Small Group Work▪ Exercise/Video Debriefing▪ Action Plan Discussion▪ Connecting Content to WIIFM○ Unplanned Opportunities<ul style="list-style-type: none">▪ Participant Case Scenario▪ Challenged by Participant (Modeling) <ul style="list-style-type: none">● Prior to beginning the following activity, tell participants that you will now introduce them to two tools that are available to caseworkers and supervisors to help support casework practice, as they may consider them during the following activity.<ul style="list-style-type: none">○ Distribute one Enhancing Critical Thinking: A Supervisor's Guide to each participant. Explain that these supervisor tools were developed by a diverse group of practitioners (caseworkers, supervisors, and administrators) in Pennsylvania. The <i>Supervisor's Guide</i> is a supportive tool for supervisors to use during supervision	
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		<p>with workers to improve practice. The beginning of the <i>Supervisor's Guide</i> contains Markers of Effective Questions.</p> <p>This <i>Supervisor's Guide</i> provides examples of questions that supervisors should ask during supervision in order to foster critical thinking with workers. These questions are in 23 categories that reflect the 23 indicators in Pennsylvania's Quality Service Review (QSR) protocol.</p> <p>The questions are not to be used as a checklist, but rather a tool to engage in dialogue that maintains the discussion's focus on critical thinking to lead to better case decision making.</p> <ul style="list-style-type: none">○ Distribute The Pennsylvania Enhancing Assessments Toolkit to each participant. Explain that the Assessment Toolkit is a collection of screening and assessment tools to help workers identify underlying issues and identify next steps for families. The new Assessment Toolkit will only contain screening tools that are free of cost, do not require extensive training, are brief in length, and are not "assessments" that entail any actual diagnosis. The Assessment Toolkit contains a matrix of 15 observations that are frequently encountered by child welfare professionals. Some of these	
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		<p>observations are chronic runaway, holes in walls, and inappropriate clothing for the season etc. This matrix is linked to 35 underlying causes that might be responsible for the observations such as lack of basic necessities, mental health (adult/child), neglect, etc.</p> <p>The Assessment Toolkit's screening tools use plain language and are simple to execute. The Assessment Toolkit focuses on the following areas; mental health, substance abuse, suicide, domestic violence, and literacy. Emphasize that the Assessment Toolkit is not meant to take the place of supervision. The Assessment Toolkit can be found on the Resource Center's website at http://www.pacwcbt.pitt.edu/Resources/PA%20Enhancing%20Assessments%20Toolkit.pdf</p> <ul style="list-style-type: none">• Gallery Walk<ul style="list-style-type: none">○ Post each flip chart that was just created around the room, allowing enough space for small groups to hold discussion at each flip chart.○ Divide participants into small groups of two to four participants groups and ask each group to stand near one of the flip charts.○ Ask each group to record ways they can	
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		<p>promote critical thinking based on the opportunity listed on each flip chart. Allow 3 to 4 minutes and ask participants to move to the next flip chart.</p> <ul style="list-style-type: none"> ○ Participants are to read and discuss the previous group's response and add ideas of their own. Continue until participants have returned to their original poster. ○ Participants should prepare to report back to the large group by reading, discussing, and summarizing all responses on their original poster(s). Additional ideas may be offered by the trainer at this time. 	
		<p>Trainer Note: Collect each flip chart at the end of the session and record the ideas that were captured. Collect participants' email addresses so that the ideas can be sent to them, in case they were unable to record them separately to take home.</p>	
		<p>Notes:</p>	

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<p>Section IV: Wrap-up and Evaluation</p>	<p style="text-align: center;">15 minutes</p>	<p>Method: Lecture, Individual Activity, Large Group Discussion</p> <ul style="list-style-type: none"> • Distribute Handout #8 (Do-over) and ask participants to think about the last training they facilitated. Participants should identify one or more of the opportunities to promote critical thinking just identified that was/were not fully embraced during their last training. Participants should record the type of situation that presented itself, the circumstances of the situation and how they could have handled the situation differently if they were provided a “do-over”. When participants are finished, ask for a couple of volunteers to share their “do-over”, allowing opportunities for other participants to offer feedback. • Display PowerPoint Slide #15 (Wrap up and Evaluation) and revisit the Handout #1 (Agenda and Learning Objectives) and summarize what was discussed during the workshop. <ul style="list-style-type: none"> ○ Crosswalk with the <i>WIIFM</i> and the <i>Parking Lot</i> flip charts and ensure that participants’ needs were met, will be met in a future workshop, or by other means. • Ask participants to complete the workshop evaluations. 	<ul style="list-style-type: none"> • Handout #1 Agenda and Learning Objectives (revisited) • Handout #8: Do-over • Handout #9: References • PowerPoint Slide #15: Wrap up and Evaluation

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		<ul style="list-style-type: none">• Distribute Handout #9 (References), which contains the references used in creating this training.• Ensure that participants signed in for credits and thank them for attending. <p>Notes:</p>	
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References

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- Gambrill, E. (2006). *Social work practice: A critical thinkers guide*. New York, NY: Oxford University Press.
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