



State-Approved Curriculum NURSE AIDE I TRAINING PROGRAM

July 2013 Module O



North Carolina Department of Health and Human Services
Division of Health Service Regulation
Health Care Personnel Registry Section
Center for Aide Regulation and Education
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Module O – Critical Thinking Teaching Guide

Objectives

- Describe the importance of a nurse aide's ability to think critically while performing resident care.
- List five questions that nurse aides should ask in order 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 so students can 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 the level of the student and not at level of a pro with a degree.
 - Regularly question students about their evidence, reasons, data, claims, beliefs, interpretations, deductions, conclusions, implications and consequences of their thought.
 - Use concrete examples whenever possible.
 - Place the class frequently up into small groups (of twos, threes, fours, etc.), give the groups specific tasks and specific time limits, and call on particular groups afterward to report back on what part of their task they completed, what problems occurred, how they tackled those problems, etc.
 - Keep the logic of the most basic concepts in the foreground, continually re-weaving new concepts into the 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?)

**Module O – Critical Thinking
Definition List**

Critical Thinking – safely providing resident care in a variety of situations based on facts learned and bedside observations, or the ability to think on one's feet

Module O – Critical Thinking	
(S-1) Title Slide (S-2) Objectives 1. Describe the importance of a nurse aide’s ability to think critically while performing resident care. 2. List five questions that nurse aides should ask in order to think critically.	
Content	Notes
(S-3) Critical Thinking <ul style="list-style-type: none"> • Safely providing resident care in a variety of situations based on facts learned and bedside observations, or • Simply stated, the ability to think on one’s feet 	
(S-4) Critical Thinking – Importance <ul style="list-style-type: none"> • Allows nurse aide to put theory into practice • Allows nurse aide to successfully adapt to varying situations nurse aide role • Used when situations deviate from the norm • Not all nurse aide activities can be specifically directed • Not all residents are the same as in a textbook 	
(S-5) Critical Thinking – Points to Remember <ul style="list-style-type: none"> • As critical thinkers, nurse aide should ask questions: <ul style="list-style-type: none"> ○ What am I trying to do? ○ What problem or problems do I need to solve? ○ What information do I need and where can I get it? ○ What basic concepts do I need to use? ○ What am I missing? 	
(S-6) THE END	