

WORKSHOP DIRECTORY PAGE

TITLE: Critical Thinking: The Trainer's Role

COMP. #: 707

NO. HRS: 3

DATE: October 2013

QUALITY SERVICES REVIEW INDICATORS:

- Practice Review 4: Assessment and Understanding

COMPETENCIES:

707: The trainer understands how to apply training content to practical case situations within the child welfare system.

LEARNING OBJECTIVES: Participants will be able to:

- Describe key components of critical thinking.
- Contrast critical versus non-critical approaches to thinking.
- Offer opportunities that present themselves in the training room to promote critical thinking.
- Propose techniques for promoting critical thinking in the training room.

CALENDAR SUMMARY:

We all know that to affect change in the lives of families, we must identify the strengths that families possess along with the challenges that they face and discover how those strengths can be used to overcome the challenges. Sounds like a pretty simple concept – right? While the concept itself seems rather simple, the task itself is anything but simple. One of the greatest tasks is identifying the source of the challenges. Human beings are quite complicated. To dig down and identify the true source of a person or family's challenges, we must be able and willing to think critically. Critical thinking skills are developed over time and with intention. What is the trainer's role in developing critical thinking in child welfare professionals? How can trainers work to help child welfare professionals develop critical thinking skills if these skills are developed over time? During this 3-hour workshop, participants will not only explore the concept of critical thinking as a process and examine the steps involved, but they will also explore why critical thinking is important and discuss ways that trainers can help foster the critical thinking skills of training participants. This workshop is eligible for 0 Continuing Education credit hours.

TARGET AUDIENCE:

Pennsylvania Child Welfare Resource Center consultants and trainers

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EXPECTATIONS OF THE TRAINER:

The trainer must be an experienced facilitator and understand the key components of critical thinking and the fundamental differences between critical thinking and non-critical thinking.

RELEVANT LAWS, REGULATIONS, BULLETINS, *etc.*

➤ N/A

MATERIALS NEEDED:

- ✓ Curriculum
- ✓ Blank Flip Chart Pads
- ✓ Colored Markers
- ✓ DVDs/Videos
- ✓ External Speakers for Laptop
- ✓ Handouts
- ✓ Masking Tape/Poster Putty
- ✓ Name Tents
- ✓ Flip Chart Stands (2)
- ✓ Laptop
- ✓ LCD Screen
- ✓ LCD Projector
- ✓ Power Point Presentation
- ✓ Posters
- ✓ Sign-In Sheet(s)
- ✓ Training Evaluations
- ✓ **Enhancing Critical Thinking: A Supervisor's Guide** (enough copies for each participant)
- ✓ **The Pennsylvania Enhancing Assessments Toolkit** (enough copies for each participant)

LIST OF APPENDICES:

1: N/A

LIST OF DVDS:

1: N/A

LIST OF HANDOUTS:

- 1: Critical Thinking: The Trainer's Role (5 pages, double-sided)
- 2: Agenda and Learning Objectives (1 page)
- 3: A Picture is Worth 1000 Words (3 pages)
- 4: Critical Thinking According to the Scholars (1 page)
- 5: Key Components of Critical Thinking (1 page)
- 6: Differences between Critical and Non-critical Thinking (1 page)

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7: Up in the Air (1 page)

8: Do-over (1 page)

9: References (1 page)

LIST OF POWERPOINTS:

1: Critical Thinking: The Trainer's Role (15 slides)

LIST OF POSTERS:

1: Quotes (4 pages)

LIST OF PRE-WORK:

1: N/A

LIST OF TRAINER RESOURCES:

1: N/A

CREDIT ASSIGNED:

Continuing Education credits: 0 hours