Module Four:

Facilitator

Module 4 – Facilitator Role
Suggested Time Frame – 4 hours of instruction

Goal Statement – The goal of this module is to introduce the participant to strategies that facilitate socialization of employee/student into work environment and foster critical thinking.

Behavioral Objectives – At the completion of this area of content, the participant will be able to:
1. Discuss strategies to maximize the integration of the employee/student into the clinical environment.
2. Describe a process that facilitates critical thinking and problem solving.
3. Apply a systematic process for critical thinking and problem solving in case study situations.

2003 Resources:

Brink, K. (2000) *Conflict Management.* Kaiser Permanente Medical Center, Riverside, CA

Brookfield, S. (1987) *Developing Critical Thinkers.* San Francisco: Jossey-Bass

Crum, T. (1987). The magic of conflict. New York, NY: Simon and Schuster Inc.

CRM Learning *A Peacock in the Land of Penguins*. Video Order information 1-800-421-0833 www.crmlearning.com

De Castillo, S. (1999) *Strategies, Techniques, and Approaches to Thinking: Case Studies in Clinical Nursing.* W.B. Saunders.

Dealing with Conflict Video Program, Health Care Version. CRM Learning.

Developing Preceptor Expertise in the Clinical Setting. A workshop presented by Cerritos Community College, East Los Angeles College, Glendale Community College, and Mount San Antonio Community College. 5/30-31/02, Palm Springs, California.

Dexter, P., et al (1997) Proposed framework for teaching and evaluating critical thinking in nursing. *Journal of Professional Nursing.* 13(3): 160-167

Ennis, R.H. (1985) A logical basis for measuring critical thinking. *Educational Leadership.* 43:44-48.

Facione, P. A. (1998). Critical thinking: What it is and why it counts. *Millbrae, CA: California Academic Press.*

Hinshaw, A.S. (1982) "Socialization and resocialization of nurses for professional nursing practice." In Hein, E., and Nicholson, M.J. (eds) *Contemporary Leadership Behavior.* Little, Brown.

Lancaster, W. and Lancaster, J. (1982) Rational decision making: Managing uncertainty. *Journal of Nursing Administration.* September, 23-28.

Miller, M. and Babcock, D. (1996) *Critical Thinking Applied to Nursing.* Mosby.

Myrick, F & Younge, O. (2002) "Preceptor behaviors integral to the promotion of student critical thinking." *Journal of Nurses in Staff Development.* 18:3, May/June, 2002.

Oermann, M., Truesdell, S. & Ziolkowski, L.(2000) "Strategy to assess, develop, and evaluate critical thinking." *Journal of Continuing Education in Nursing.* 31:4, July/August, 2000.

PowerPoint presentation preceptor program

2015 Updated Resources

Alfaro-LeFevre, R. (2013). *Critical thinking, clinical reasoning, and clinical judgment: a practical approach*. Elsevier Saunders.

Caputi, L. (2014). The Concept-Based Curriculum: What's All the Buzz About?.

Caputi, L. (2010). It's just a saying... *The Journal of nursing education*, *49*(9), 483.

Critical thinking. (n.d.). *Dictionary.com Unabridged*. Retrieved December 04, 2014, from Dictionary.com website: http://dictionary.reference.com/browse/critical thinking

Facione, P. A. (2010). Critical thinking: What it is and why it counts. *Insight Assessment, Measured Reasons and The California Academic Press: Millbrae, CA*.

Facione, P., & Gittens, C. (2012). *Think critically*. Pearson Higher Ed.

Facione, P. A., & Facione, N. C. (2013). Critical Thinking for Life. *Inquiry: Critical Thinking Across the Disciplines*, *28*(1), 5-25.

Graham, L. (2011). Teaching Nursing: The Art and Science, Vol. 3. *Nursing Education Perspectives*, *32*(5), 344.

Learning, A. (2013). Strategies to promote critical thinking and active learning.*Teaching in nursing: A guide for faculty*, 258.

Paul, R., & Elder, L. (2001). *Critical thinking: Tools for taking charge of your learning and your life* (Vol. 428). Upper Saddle River, NJ: Prentice Hall.

There is a PowerPoint presentation that corresponds to each of the objectives and lecture/discussion, and suggested learning activities.

Content Outline	Suggested Learning Activities

Objective 1. Discuss strategies to maximize the integration of the employee/student into the clinical environment.
 	
A. Familiarize preceptee with physical environment
 	
B. Promote Sense of Belonging
   1. Socializing to the unit
   2. Unwritten Rules
   3. On-boarding process for Allied Health
 	
C. Arrange Clinical Experience
   1. Choose assignments
   2. Negotiate with Staff
	A. Lecture/Discussion Handout 4.1 Facilitator Activities
	   1. Handout 4.2 People Tool
	   2. Handout 4.3 Scavenger Hunt
	
	B. Lecture/Discussion
	   1. Optional 10 minute Video: A Peacock in the Land of Penguins. Order information CRM Learning 1-800-421-0833 www.crmlearning.com
	   2. Discuss awareness and respect for differences between groups and individuals
	
	C. Lecture/Discussion

Objective 2. Describe a process that facilitates critical thinking and problem solving.
 	
A. Focus on Creative Thinking
   1. Aware of perceptions and ways of thinking
   2. Practice is needed to develop problem solving and creative thinking skills
   3. Values/Attitudes/Inferences
	A. Stimulate problem solving using one or more exercises as time allows. Debrief each exercise. What does this tell us about problem solving and critical thinking? Exercise 4.1, 4.2, 4.3, 4.4
	   1. Traffic Jam Activity Exercise 4.1
	      a. This exercise can take more than 20 minutes if the groups don't get it. You may need to give them hints to save time.
	      b. Practice before trying to do this live. The key is recognizing that after the first move, the next move cannot place a person next to a member of the same team.
	      c. There are only two possible moves to begin each cycle. Either the person steps forward or the person passes another. Remember that you cannot pass a person on your own

	team.
	  2. Exercise 4.2 Join the dots
	  3. Exercise 4.3 Brain Teasers
	  4. Exercise 4.4 Listening Riddles

B. Critical Thinking Dispositions
  1. Truth seeking
  2. Open minded
  3. Analytical
  4. Systematic
  5. Self confident
  6. Inquisitive
  7. Mature
	B. Lecture/Discussion Handout 4.4
	    Critical Thinking Dispositions
	  1. Before starting the lecture, ask each person to write down their definition of critical thinking
	  2. Share with group and compare to list on Handouts 4.4 and 4.5

C. Systematic Approach to thinking and problem solving
  1. Definitions
     a. Decision Making
     b. Problem Solving
     c. Critical Thinking
  2. Comparisons
	C. Lecture/Discussion Handout 4.5
	    Definitions
	  1. Discuss various definitions with a focus on the critical thinking
	  2. Compare to definitions from participants.

D. Cognitive Skills and Strategies	D. Cognitive Skills and Strategies
	  1. This material is copyrighted content©2013, Linda Caputi, Inc. and was used with permission from Linda Caputi, RN, MSN, EdD, CNE, ANEF,Nursing Education Consultant and Author. Linda Caputi is a consultant for nursing education programs in the areas curriculum development, teaching critical thinking/clinical reasoning, developing a concept-based curriculum, nursing program accreditation, increasing NCLEX pass rates, and many other areas. Please visit www.LindaCaputi.com.
	  2. Discuss material in Handout 4.6.

E. Critical thinking Steps
  1. Interpretation
  2. Analysis
  3. Inference
  4. Explanation
  5. Evaluation
  6. Self-Regulation
	E. Lecture/Discussion Handout 4.7
	    Critical Thinking Steps (six pages)
	  1. Steps developed by Peter Facione. See reference list.
	  2. Explain that the steps are not linear. Steps can be in a different order and circular, returning to steps as needed.
	  3. Use clinical examples for each step.

Objective 3. Apply a systematic process for critical thinking and problem solving in case study situations.	
A. Review Critical Thinking Steps by Facione	A. Critical thinking Steps 　1. Interpretation 　2. Analysis 　3. Inference 　4. Explanation 　5. Evaluation 　6. Self-Regulation
B. Putting it all together using case studies	B. Exercise 4.5 Putting it All Together. Practice critical thinking case studies. 　　a. Use Handout 4.7 Critical Thinking Case Studies. 　　b. Divide into small groups. 　　c. Ask participants to pretend that they are meeting to discuss a critical thinking case. The assumption is that the discussion is taking place after the event and the patient has been cared for. 　　d. The information in the cases here are what the preceptee reports to the preceptor. Explain that there is missing information in each case. 　　e. As you are reviewing the case with your preceptee, guide them through the steps. Sample questions are provided. The first questions may be and ask them what other information is needed. 　　f. Each group will read and discuss their case, using questions provided and applying critical thinking steps. 　　g. Large group discussion follows.

Method of Evaluation – Active participation in discussion and completion of exercises