

Nurse Maudie

‘A Unique Learning Environment’

Teaching Critical Thinking Skills to Support Workers

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The Learning Curriculum

- Access to direct and indirect guidance
 - practice skills in a controlled environment
 - competency checklist benchmarking standards
- Supervision
 - overseen by a skilled practitioner
 - each other

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Improving Learning Through Everyday Activities

Direct Guidance

- Guiding individuals to engage them in sequenced combinations of routine and non routine workplace activities

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Strategies To Support Learning

- Modelling
- Coaching
- Role playing 'the lived experience'
- Scaffolding/bridging
- Fading



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Indirect Guidance

Nurse Maude

Support Workers Bronze Certificate
Training Programme

Book One

Support Worker Name: _____

Community Supervisor: _____

Course Commencement Date: _____

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Nurse Maude

Support Workers Bronze Certificate
Training Programme

Book Two

Support Worker Name: _____

Community Supervisor: _____

Course Commencement Date: _____

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This presentation discusses the methods and outcomes of a four month study into teaching:

- critical thinking skills utilising
- concept mapping as a teaching-learning strategy to Support Workers

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Project Goal

To develop a Support Worker with the skills and knowledge to think **critically** about the process of caring

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Selection Criteria

- Criteria for entry to the Gold Certificate in Community Support required all participating Support Workers to have completed:
 - the National Foundation Skills Certificate (NZQA)
 - Nurse Maude's Bronze and Silver Awards in Community Support
- 20 Support Workers were chosen from the 50 Support Workers who completed "The National Foundations Skills Certificate" in 2006

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Training Process

- Each of the 20 participants were then randomly divided into two groups of 10 for the Gold Certificate
- Support Workers attended class every second week for one day a week over four months

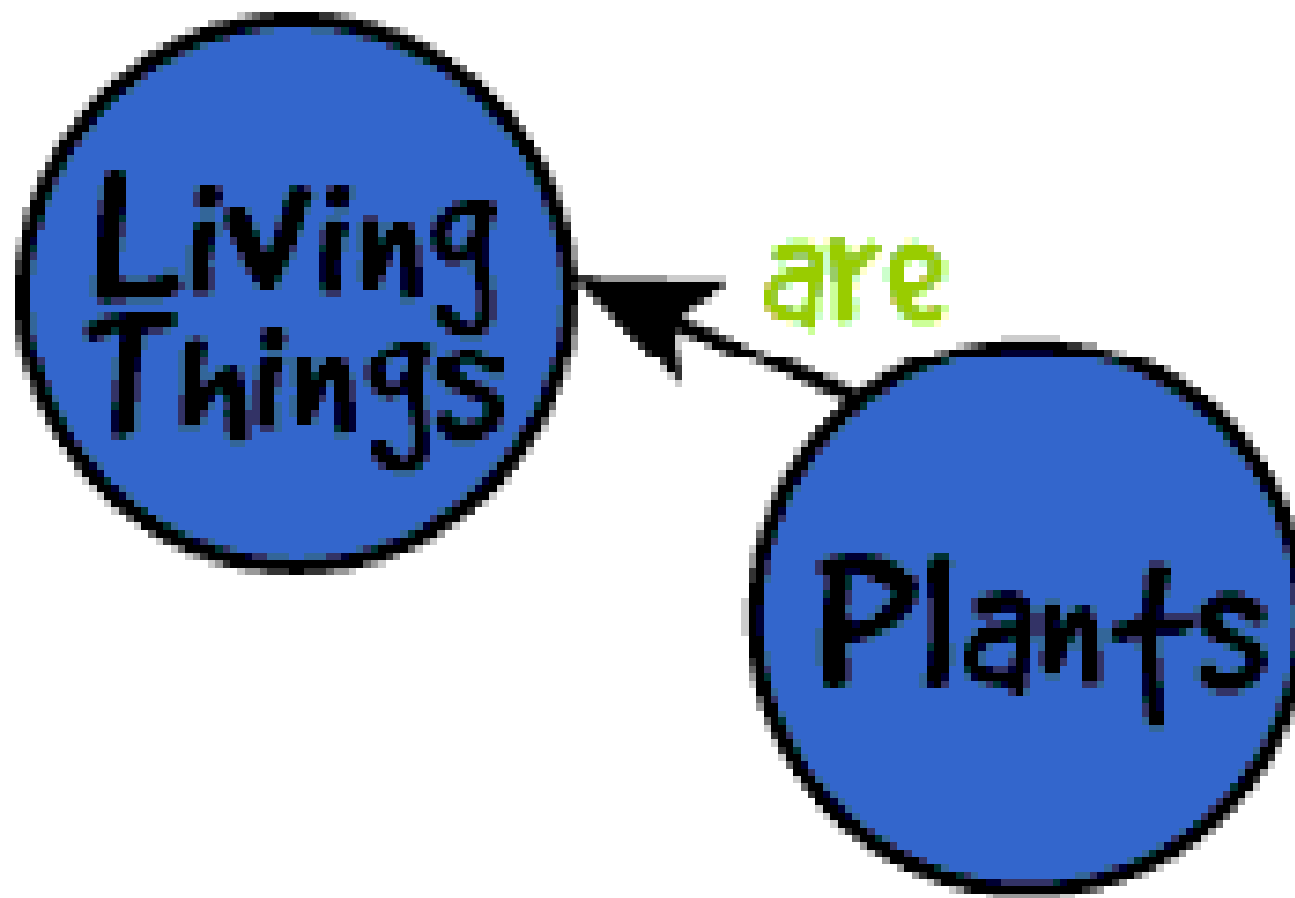
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Terms and Definitions

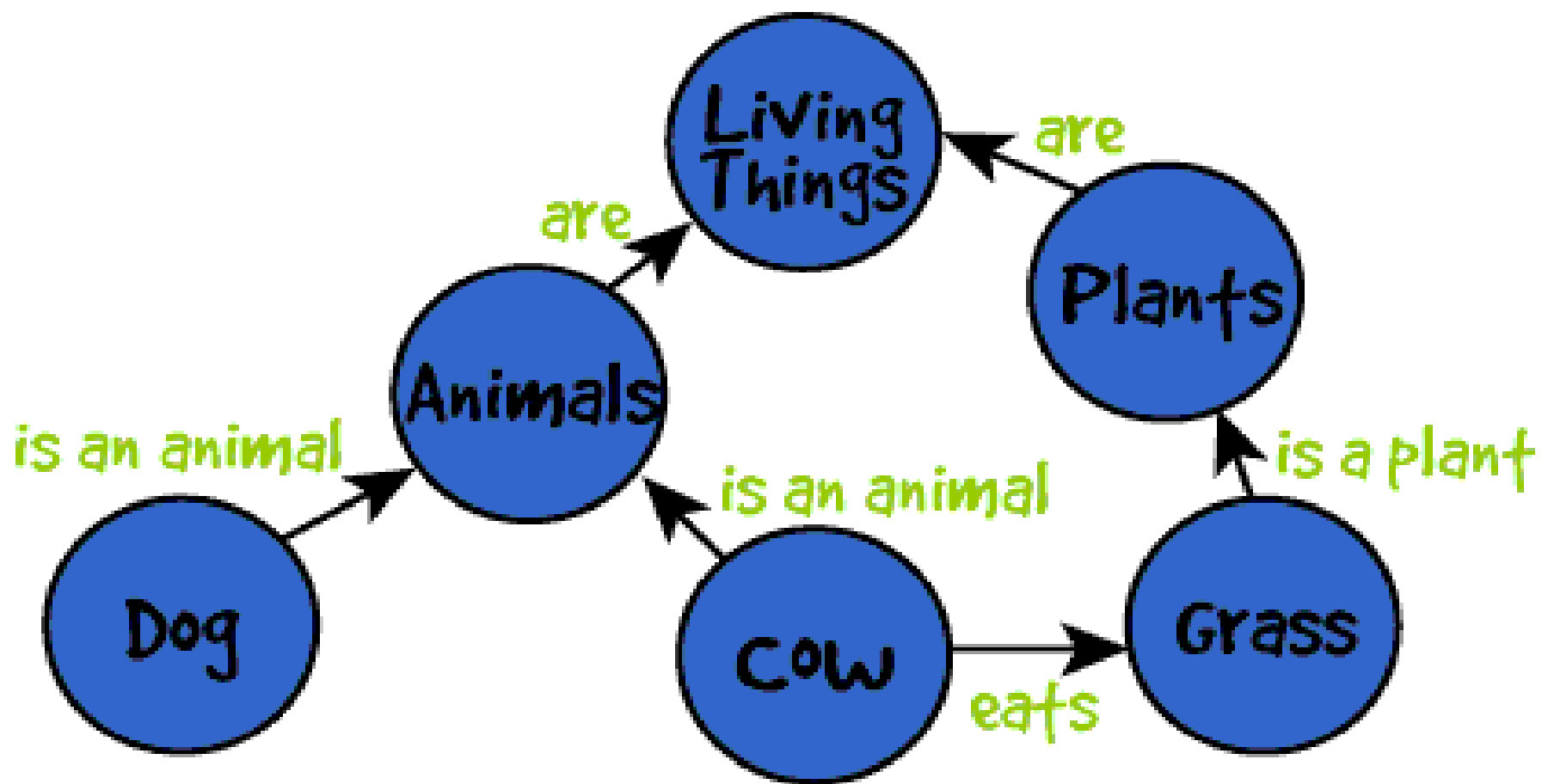
- **Concept mapping** is a visual presentation of key terms that demonstrates the relationship between those terms and the subject being learned
- A key word or image is placed centrally within the map and thoughts radiate from it

Buzan 2001

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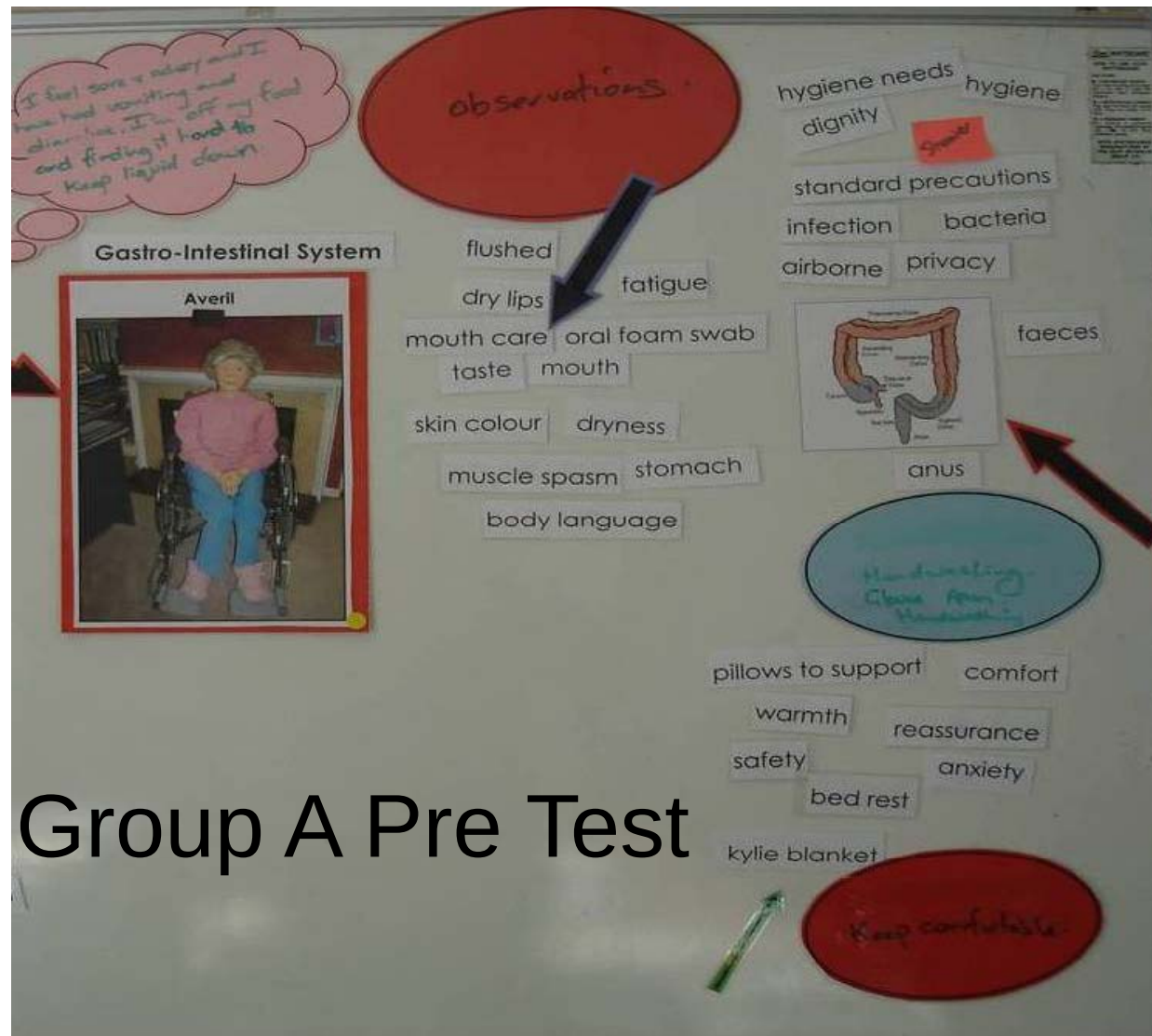


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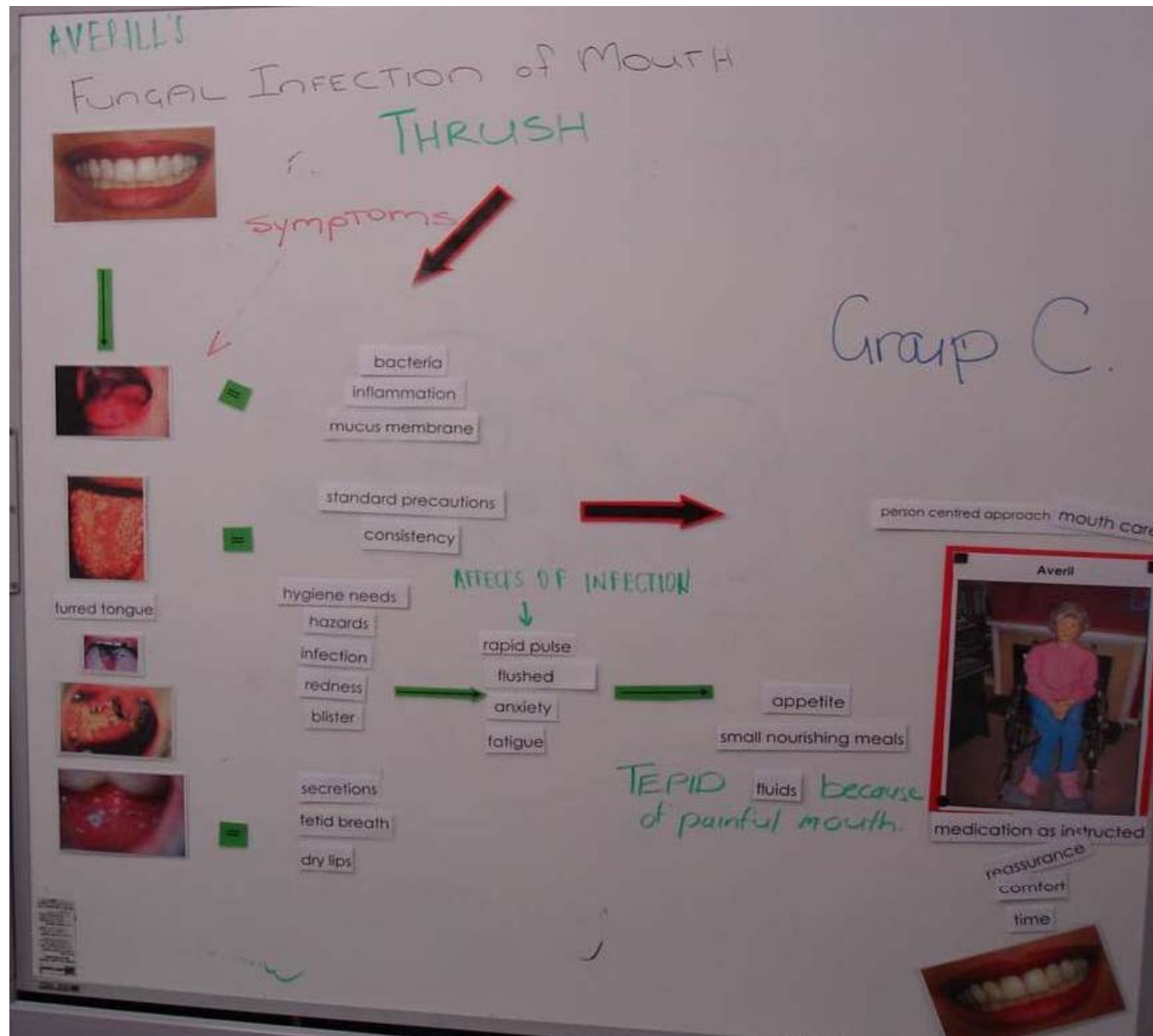
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Examples of Concept Maps –



Group A Pre Test

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Results

Group One	Pre Test	Post Test
Hierarchy	70	120
Propositions	23	42
Specific examples	224	128
Cross links	200	310
Group Two	Pre Test	Post Test
Hierarchy	90	175
Propositions	35	78
Specific examples	217	195
Cross links	150	340

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Findings From The Study

This Study demonstrated:

- a notable increase in scores between the pre and post- tests in the areas which demonstrate critical thinking skills (hierarchy, propositions and crosslinks)
- it is however possible that other teaching related variables may have affected the outcomes of this study

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A Collaborative Approach To Learning

‘Adults do not just bring their experience with them, they are their experience. To reject that experience is to reject them as people’

Malcolm Knowles

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‘The facilitator does not have to sail
and steer the ship they just need to
be the lighthouse’



Malcolm Knowles

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Questions?



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