

CRITICAL THINKING

The Discipline

The Skill

The Art

Assumptions

Purpose -Teach critical thinking process as it applies to completing WIC nutritional counseling

Assumes audience knows:

- Basic nutrition and risk factors

- Rules and requirements of WIC programs

- Data collection and processing techniques used to determine eligibility and provide participants with WIC benefits

The method used enables the learner to understand critical thinking.

Examples are not meant to display the ultimate counseling strategies or techniques used in assessment.

Instructional Objective 1

Upon completion of the critical thinking module the counselors will be able to:

- Define critical thinking in their own words

- Identify how critical thinking allows for consideration of multiple factors when problem-solving

- Describe the thought process used in the critical thinking model

Definitions

A disciplined process of organizing and synthesizing information to evaluate and to prioritize the information appropriately

Critical thinking system must be applied to an *end, a goal, a reason* for designing a response

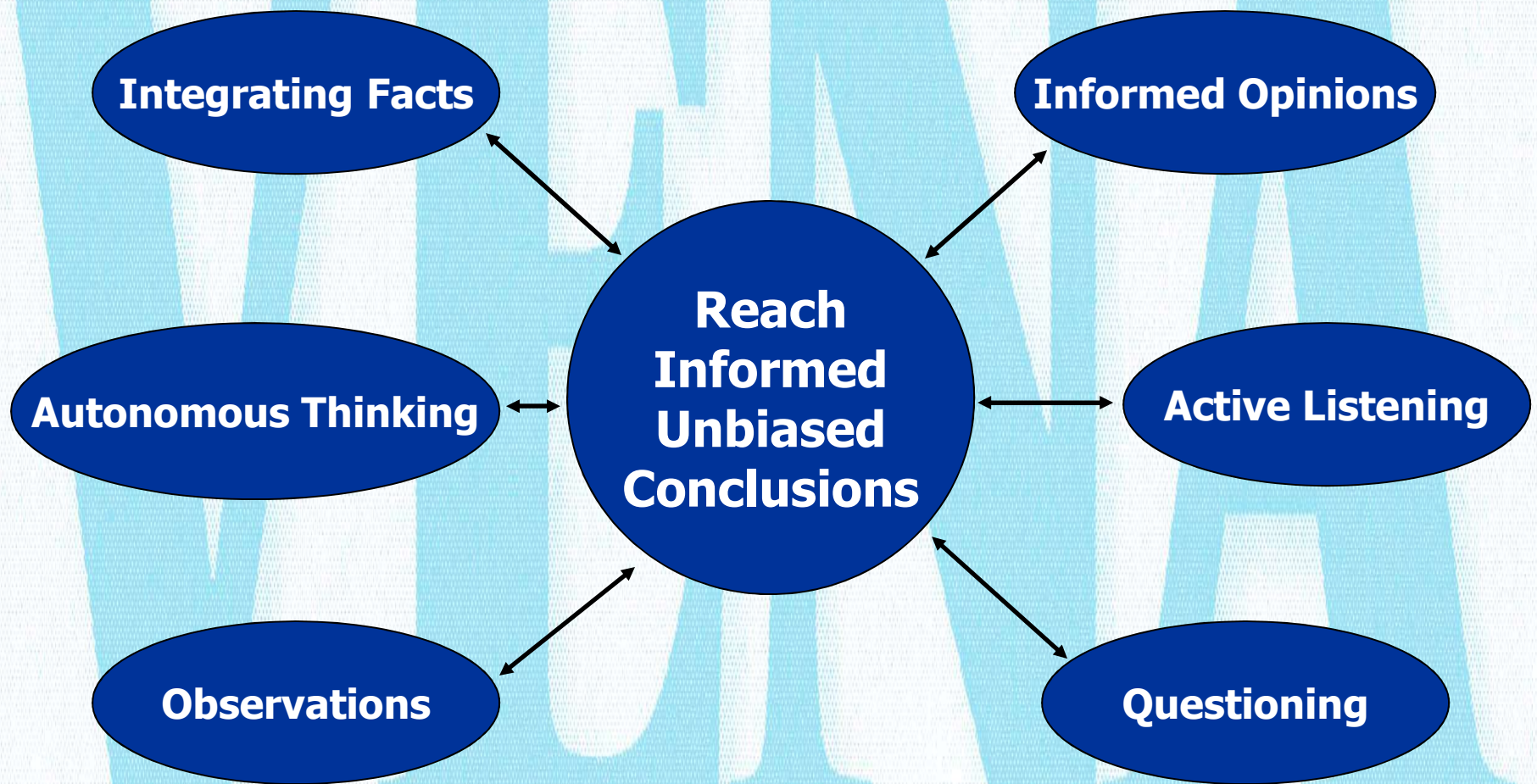
Exercise One

How we use critical thinking in our lives and work

Purpose of Critical Thinking

Our purpose of studying critical thinking is to apply critical thinking to design a superior nutritional intervention for WIC participants

Process of Critical Thinking



Critical Thinking Pathway

Identifies and extracts pertinent information and data from all sources



Distinguish accurate relevant information



Know when to seek additional information and seek it



Discard irrelevant information



Make decisions about participant risks



Develop counseling intervention plan

Critical Thinking Mind Map

- Written material
- Interview answers
- Participant history
- Vital statistics
- Mannerisms
- Observation

- Nutrition and Medical knowledge
- Life Skills
- Interaction ability
- Critical thinking
- Education and training

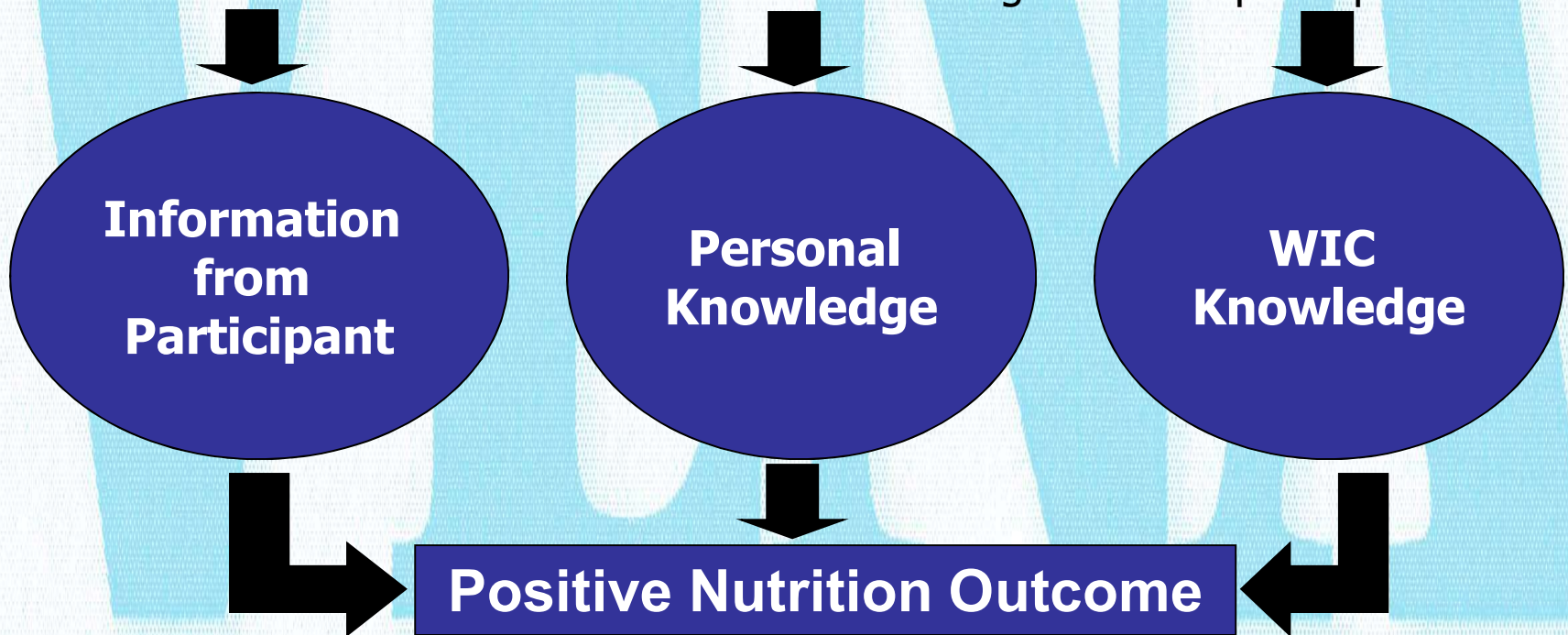
- Nutrition
- Assumptions
- Behavior
- How WIC operates
- What system requires for participation

**Information
from
Participant**

**Personal
Knowledge**

**WIC
Knowledge**

Positive Nutrition Outcome



Purpose: Reaffirming WIC Goal

Critical thinking requires a goal or purpose

This will be to discuss the goal of the WIC program.

Once we reaffirm the purpose of WIC we will address the pattern of thought which applies to WIC counseling and assessment interventions.

Exercise II

Refer to Exercise II

Instructional Objective 2

After completing the critical thinking module, a WIC counselor should be able to:

- Identify and apply critical thinking steps to organize and synthesize information received.
- Evaluate what was received and develop and prioritize a nutritional intervention plan.

Critical Thinking - Applied to a Nutritional Counseling Situation

1. What is the purpose of meeting with this participant?

2. What data or information do I need?

Evaluate what you know about the participant

Past history

Paper work submitted about participant

Data gained from observation

The difference between what you know and what you need to know is called a “knowledge gap.”

3. How am I going to get the needed information?

Create questions to gain the information needed.

4. Ask the questions you have developed.

Critical Thinking System – (cont'd)

5. Using the responses to the questions, organize what you have learned...
What conclusions or inferences can you make?
6. Consider again your main purpose.
Do you have the knowledge to answer that? If not, probe deeper.
7. Ask additional questions to clarify and get more detail.
8. Evaluate the information collected and known.
Use the information and identify appropriate conclusions.

Critical Thinking Mind Map

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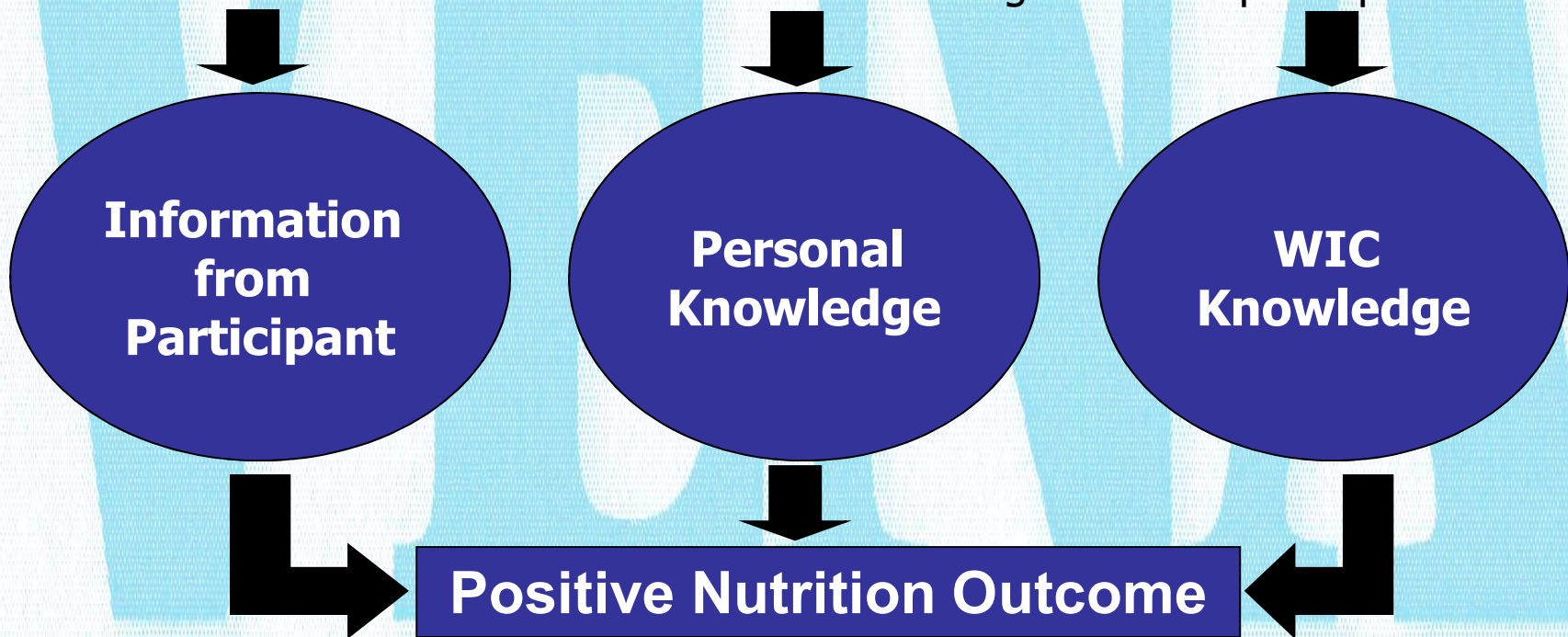
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Exercise 3

Video Scenario:

Instructions will be given in Exercise 3 of what to observe in the video.

Summary: Critical Thinking Competencies

Use of critical thinking systems, processes, pathways and mind maps will allow you to:

- Collect all relevant information before drawing conclusions and deciding upon the best course of action
- Ask additional questions to clarify information or gather more details
- Recognize factors that contribute to the identified nutrition problems
- Recognize and discard superfluous information

Summary: Critical Thinking Competencies (cont'd)

- Consider the participant's point of view about nutrition, health priorities, needs, and concerns
- Identify relationships between behaviors/practices and nutritional risks
- Check accuracy of inconsistent or unusual measurements and referral data according to your state agency policy
- Identify factors that influence the accuracy of measurements taken and document them. Take appropriate action with the measurements according to policy

Summary: Critical Thinking Competencies (cont'd)

- Draw conclusions about nutritional status supported by objective data, observations, experience, and reasoning
- Prioritizes nutrition problems to be addressed

Source: VENA A Guide to the Art and Science of WIC Nutrition Assessment, p.124