

**MACMHB**  
**State Training Guidelines Workgroup**  
**Training/Curriculum Recommendations**

The intent of this Training Guideline is for the development and presentation of training content. Curricula based on this guideline will contribute to statewide uniformity, reciprocity, and portability.

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**Topic: *Critical Thinking and Creative Problem Solving***

**Defining Paragraph** (Vision, Boundaries, Overall Outcome Statement):

Mental health services must be person-centered and encourage a diversity of outcomes. Staff need to be flexible and able to see beyond the “what is” to the “what could be” and help persons receiving services realize their potential. Staff often see problems rather than solutions and opportunities. This class seeks to help participants develop critical thinking and creative problem solving skills.

**Definitions:**

**Content** – These are a listing of the areas covered in the subject.

**Outcomes/Competencies** – These are statements about what participants will be able to DO as a result of having participated in the course. Please indicate expectations and minimum competency criteria.

**Content:**

1. Critical Thinking Skills
2. Information gathering, analysis, choice, and possible solution gathering
3. Critical Thinking versus Traditional Thinking
4. Student Problem-solving Skills
5. Role of Creativity in Critical Thinking
6. Using Creativity and Critical Thinking: Work and Personal Lives
7. Teaching and Supporting Others in Using These Skills

**Outcomes and Competencies:**

1. Identify critical thinking skills such as information gathering, analysis, choice, and possible solution generation.

2. Identify personal problem-solving methods and approaches and the pros/cons of them.
3. List other approaches/models of problem-solving.
4. Demonstrate ability to generate multiple solutions to problems.
5. Explore how a person's past experiences affect their ability to seek creative outcomes and assess acceptable risks.
6. Demonstrate how increased diversity and creative problem solving in supporting individuals will enhance the life of a person served.
7. Identify ways to teach these skills to others.

**Outline/Recommendations:**

1. What are Critical Thinking Skills?
  - a. Information gathering, analysis, choice, and possible solution gathering.
  - b. Critical Thinking versus Traditional Thinking.
  - c. Student analysis of their problem-solving skills and the pros/cons of those.
2. What is the role of Creativity in Critical Thinking?
3. Experiential Learning Exercise in Creativity and Critical Thinking
4. Using our Creativity and Critical Thinking
  - a. What we do in our work lives.
  - b. What we do in our personal lives.
5. Teaching and Supporting Others in Using These Skills

**Trainer Qualifications:**

Check all that apply, be specific (years, degree, skills, etc):

- College Degree
- License
- Years Experience
- Documented Skill Set: Trainer should be able to provide real life personal and work examples of creativity and critical thinking.
- Training Experience
- Trainer in Adult Learning Styles: Ability to transfer knowledge or information to a variety of participants.
- Other

Critical Thinking and Creative Problem Solving

## Length of Training:

This content is estimated to take 1-3 hours depending on size and competency level of the training group. It is recognized that acquisition of these skill sets for many people are lifelong. The vision is an interactive class that provides a safe setting for participants to explore non-traditional options for problems they may encounter. It incorporates a variety of adult learning methodologies and includes discussion of options and applying concepts to real world settings.

## Format:

The acceptable format(s) for the class:

- Traditional "live" class.
- Online Class: Live online, videoconference
- Self-study Unit
- Video Class
- Other (specify):

## Teaching Methods:

These are the best teaching methods for teaching course content. Additional methods may enhance learning.

- Individual
- Classroom/Group
- Lecture
- Discussion
- Skills Practice
- Return demonstrations
- Activities
- Videos
- Online Activities
- Individual Assignments
- Homework assignments
- Other (specify):



**References/Legal Authority:**

- 1) R 330.1801 et seq.
- 2) MCL 400.710(3)
- 3) DCH Contract Part II 6.7 att p 6.7.1.1
- 4) Prevailing State Guidelines and Practice Protocols

Note: If training is for an adult foster care facility/home adult foster care staff must also comply with the adult foster care administrative rules. In addition, in those situations where the contents of the training conflict with an administrative rule, the rule prevails.