

CONTENT DESCRIPTION

The more complex the patient, the more complex the judgements today's nurse is challenged to make. There are nurses who may not have been educated in an environment that encouraged critical thinking. Yet, this same nurse is asked on a daily basis to demonstrate these skills in clinical practice.

This presentation will define what critical thinking is and offer several strategies to promote such skills. The importance of questioning will be emphasized as well as how to successfully utilize case studies as learning tools. Several innovative approaches employed by nurse educators to integrate critical thinking into their preceptor/orientation programs will be explored. In addition, a look at common educational patterns that stifle higher level thinking skills will be provided.

BEHAVIORAL OBJECTIVES

1. Identify behaviors exhibited by nurses when making mistakes.
2. Identify components of critical thinking.
3. List the types of questions which enhance critical thinking.

CONTENT OUTLINE**■** Critical Thinking - Components

- ✓ Comprehension
- ✓ Application
- ✓ Analysis
- ✓ Synthesis
- ✓ Evaluation

■ Common Sense - Can It Be Taught?

- ✓ Writing - more than a flow sheet
- ✓ Debate vs. argument vs. confrontation
- ✓ Thinking - abstract/concrete

■ Critical Thinking/Clinical Judgement **NOT** the Same

- ✓ Based on experience
- ✓ Based on educative process
- ✓ Based on FEAR

■ Faculty - The Rut Stops Here!

- ✓ Faculty knows best - NOT!
- ✓ In "charge" of the curriculum, not in "charge" of student learning
- ✓ Modeling/socialization

■ 8 - 12 Hour Shifts - Do They Matter?

- ✓ Fatigue
- ✓ Critical thinking
- ✓ Med/Surg vs. Critical Care

■ QUESTIONS - QUESTIONS - QUESTIONS

- ✓ Factual
- ✓ Interpretive
- ✓ Creative
- ✓ Evaluative

■ Errors - Mistakes - Screw-ups

- ✓ How are they handled?
- ✓ How are you treated?
- ✓ Inability to accept "new ideas"
- ✓ Inability to accept "change"

■ Learn from the Past and Live for the Future

- ✓ Case studies
- ✓ Acquired knowledge
- ✓ Context driven - the elusive "something more"