

APPLYING CRITICAL THINKING AND THE NURSING PROCESS IN A PRACTICE PROFESSION

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NSC 383 Week 1



WHY CRITICAL & CREATIVE THINKING IS ESSENTIAL IN NURSING PRACTICE

- Also known as :
- Diagnostic Reasoning
- Evidence-based Practice
- Ultimately the use of The **Nursing Process**



IMPORTANCE OF CRITICAL THINKING IN NURSING

- ◉ Practice professions have discipline specific models/theories that guide their decision-making processes
- ◉ Accrediting bodies dictate the use of Critical Thinking in Nursing
- ◉ Excellence in Critical Thinking translates into Excellence in Nursing Practice!



CRITICAL THINKING IS THE PRACTICE PROFESSION OF NURSING

- ◉ Essentials of Baccalaureate Education for Professional Nursing Practice
- ◉ Critical Thinking is a Core Competency in the AACN Essentials document
- ◉ In curriculum development must define Critical thinking: See handout



THE BOTTOM LINE

- If nurses fail to successfully use effective Critical Thinking skills, patients can DIE!



THE SCIENTIFIC METHOD

- 1) Pose a question
- 2) Form a Hypothesis
- 3) Test the hypothesis and observe the consequences
- 4) Accept that the hypothesis is true or false
- 5) Act accordingly



WHAT IS THE NURSING PROCESS?

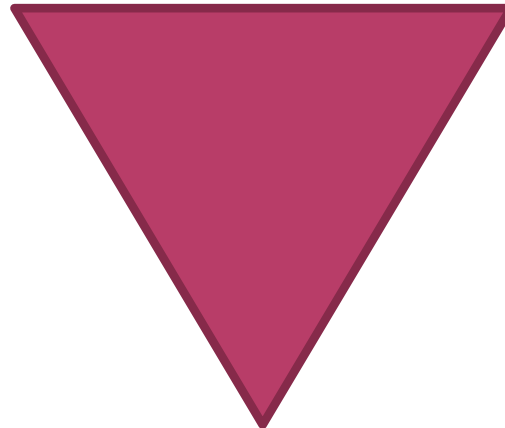
- ◉ Nurses way of using Critical Thinking
- ◉ Nurses way of using the Scientific method
- ◉ Uses both Inductive & Deductive Reasoning
- ◉ Is a “Reflective Process”



DEDUCTIVE REASONING:

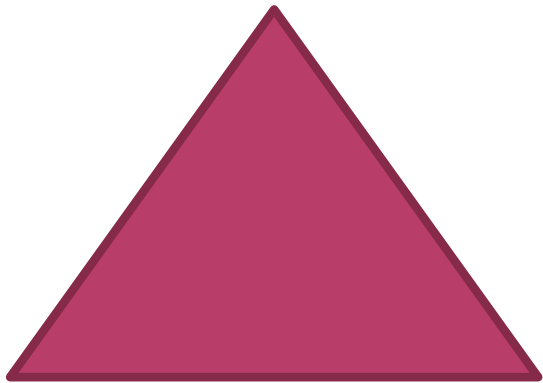
- ◉ Most all infections cause a person to have a fever
 - ◉ Your patient Mr. Smith has a temperature of 102 degrees F.
 - ◉ Conclusion _____

?
- ◉ Deductive Reasoning:
Goes from the General to the specific



INDUCTIVE REASONING

- ◉ Goes from the specific to the General, builds in the expanse of the knowledge

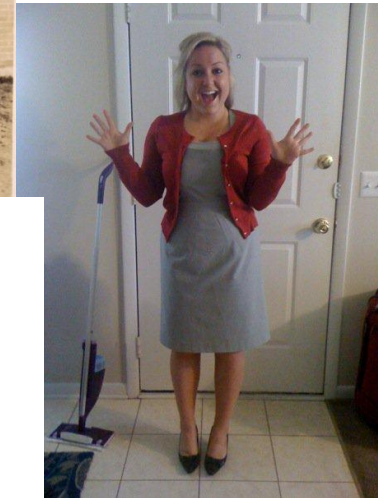


- ◉ Your patient Mrs. Jones has been diagnosed with Bacterial pneumonia.
- ◉ Antibiotics are usually used to treat pneumonia.
- ◉ Therefore, Mrs. Jones will probably receive an order for you to administer antibiotic treatment.



REFLECTIVE NURSING PRACTICE:

- What does it mean to practice *Reflective Nursing*?



DEFINITION OF THE NURSING PROCESS: OUR WAY OF THINKING CRITICALLY

- ◉ Assessment
- ◉ Diagnosis
- ◉ Planning
- ◉ Implementation
- ◉ Evaluation

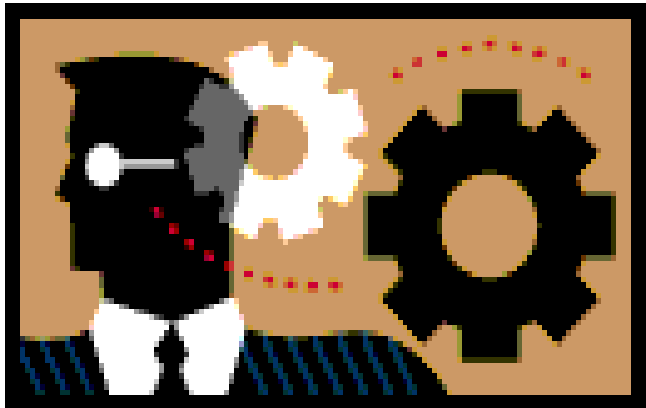


CRITICAL THINKING DEFINED:

- Critical thinking is defined as conscious, knowledge-based analysis and synthesis of information which enables graduates to arrive at logical conclusions related to professional nursing practice (EKU BSN Handbook 2014)



PAUL & ELDER MODEL OF CRITICAL THINKING (2009)



•The Naïve Thinker

•The person who does not care about or aware of his or her thinking

•The Selfish Critical Thinker

•The person who is good at thinking, but unfair to others

•The Fair-minded Critical Thinker

•The person who is good at thinking but also fair to others



INTELLECTUAL CHARACTERISTICS:

- ◉ Integrity
- ◉ Humility
- ◉ Confidence in Reason
- ◉ Perseverance
- ◉ Fair-mindedness
- ◉ Courage
- ◉ Empathy
- ◉ Independence



INTELLECTUAL STANDARDS OF THINKING:



- Be Clear
- Be Accurate
- Be Relevant
- Be Logical
- Be Fair
- Be Reasonable



PARTS OF THINKING (PAUL & ELDER, 2009)

- ◉ Purpose
- ◉ State the Question(s)
- ◉ Gather Information
- ◉ Check your Inferences



- ◉ Clarify any Concepts
- ◉ Question Assumptions
- ◉ Review any Implications & Consequences
- ◉ Understand your Point of View



CRITICAL THINKERS.....

- ◉ Believe in the Power of their Minds.....
- ◉ See Better Ways of Doing Things.....
- ◉ Are More Effective Nurses & Leaders..



USING SEEI TEACHING MODEL FOR A PRACTICE DISCIPLINE

- ◉ **State**: the Concept or Nursing Skill
- ◉ **Elaborate**: on the Skill and gather necessary equipment to successfully perform the skill
- ◉ **Exemplify** :or verbally discuss the skill and what it is used for in nursing practice
- ◉ **Illustrate**: Perform the nursing skill correctly



CONCRETE SEEI EXAMPLE

- S: Insertion of a urinary catheter
- E: Gather catheter, insertion kit, linen for privacy, lighting, explanation of the procedure to the patient
- E: Verbal discussion of why the patient is receiving the catheter, physical landmarks for insertion, need for sterile technique, privacy, therapeutic communication
- I: Successful performance of catheter insertion on a lab manikin or patient in the clinical setting



SEEI FOR CONCEPT CLARIFICATION

- ◉ State: What does it mean **to study**?
- ◉ Elaborate: To study means to learn the course information in a way that is meaningful so that you will remember the information and be able to use it in practice or your work setting.
- ◉ Exemplify: To really study means to read your textbook, view the Powerpoints, do your written assignments and really think about how all the material is related and important. You prioritize information and repeat information you do not understand fully



- Illustrate: To really study is like learning a new sport, you pick up a basketball, learn to dribble, shoot, practice running for endurance, wear sturdy shoes and loose clothing, and practice every day to get better at playing basketball. It takes time and repetition to get proficient and skilled.



USE OF CRITICAL THINKING IN NURSING

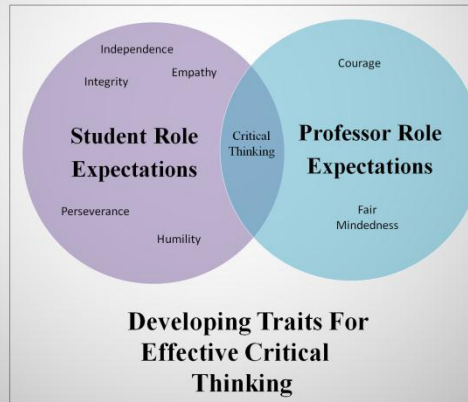
Developing Intellectual Traits and Teaching Strategies necessary for Critical & Creative Thinking in Psychiatric Nursing

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A good way to begin the critical thinking process is by clarifying.
SEE-I is a method of clarification and understanding – to better understand and/or clearly communicate a concept or topic.

State	Present the concept or idea as briefly, clearly, and precisely as possible, in a single sentence or two.
Elaborate	Explain, expand on the concept more fully in your own words and in greater length, in a paragraph or two. "In other words, . . .". "In other words, . . ."
Exemplify	Give a good, concrete example (and counter examples), that clarifies for yourself and your reader what you mean. "For example, . . ."
Illustrate	Create a metaphor, diagram, analogy, or visual picture that clarifies the concept. "It's like . . .". "For practice professions, proficient demonstration of a specific skill"



Fundamental & Powerful Concepts

- Essential
- Compelling
- Memorable

(Nosich, 2005)

- Reflective Journaling
- Case Studies
- Skill Repetition
- Oral Communication

Nosich, Gerald M. (2009, 2005, 2001) *Learning to Think Things Through: A Guide to Critical Thinking Across the Curriculum*. Published by Pearson Prentice Hall. 3rd edition, pp. 33-38.
Paul, Richard, and Elder, Linda. (2005) *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*. Published by Prentice Hall.



(Modified from chart by Janet W. Kenney in **Advanced Nursing Practice** (2009) edited by Anne M. Barker

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Nursing Process	Critical Thinking Intellectual Standards
<p>Assessment: On-going process of data collection and physical assessment to determine health concerns and pertinent historical information about the patient.</p>	<p>Collect in depth, comprehensive, relevant, and accurate data on the patient's health status, Clarify important data from unimportant data, Conduct oneself in a fair, holistic and caring manner.</p>
<p>Nursing Diagnosis: The analysis /synthesis of assessment data used to identify patterns for comparison to health norms.</p>	<p>Organize and prioritize data into logical patterns and relationships, Compare patterns to current health norms and theories, Make inferences and judgments of patient's health concerns, Define health concern(s) and validate with the patient and health care team.</p>
<p>Planning: Process used to assist the patient in resolving healthcare issues related to the restoration, maintenance or promotion of optimum health.</p>	<p>Prioritize client health concerns, Determine appropriate Nursing Interventions in conjunction with patient healthcare goals, Design plan of care based on Scientific rationale and theory.</p>
<p>Implementation: Carry out the plan of care by the patient and nurse.</p>	<p>Apply knowledge to perform nursing interventions, Compare baseline data with changing health status of the patient, Collaboration with other healthcare team members.</p>
<p>Evaluation: The systematic, continuous process of comparing the patient's</p>	<p>Comparison of the patient health responses with desired health outcomes. Use of criterion based</p>

