APPLYING CRITICAL THINKING AND THE NURSING PROCESS IN A PRACTICE PROFESSION

Beverly G. Hart RN PhD PMHNP

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
IMPORTANT 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”
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.
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 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
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

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
Prevent the concept or idea as briefly, clearly, and precisely as possible, in a single sentence or two.

Elaborate
Explain, expand 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, specific demonstration of a specific skill.

Student Role Expectations
- Independence
- Integrity
- Perseverance

Professor Role Expectations
- Critical Thinking
- Courage
- Fair Mindedness

Developing Traits For Effective Critical Thinking

Fundamental & Powerful Concepts
- Essential
- Compelling
- Memorable
(Nosich, 2005)

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


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