

Title:

An Exploratory Case Study to Improve Critical Thinking in Beginning Nursing Students

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Session Title:

Innovative Teaching Strategies

Slot:

A 11: Saturday, 28 October 2017: 2:15 PM-3:00 PM

Scheduled Time:

2:15 PM

Keywords:

critical thinking, decision-making and teaching-learning strategies

References:

Bodin, S. J. (2012). A critical look at critical thinking: What are RN perceptions of leadership skills? *Nursing Management*, 43(8), 43-46. doi:10.1097/01.NUMA.0000415491.35825.5d

Brandon, A. F. & All, A. C. (2010). Constructivism theory analysis and application to curricula. *Nursing Education Perspectives*, 31(2), 89-92.

Candela, L. (2012). From teaching to learning: Theoretical foundations. In D. M. Billings and J. A. Halstead (Eds.), *Teaching in nursing: A guide for faculty*. (4th ed.). St. Louis, MO: Saunders Elsevier.

Chan, Z. (2013). A systematic review of critical thinking in nursing education. *Nurse Education Today*, 33(3), 236-240. doi:10.1016/j.nedt.2013.01.007

Paul, S. A. (2014). Assessment of critical thinking: A Delphi study. *Nursing Education Today*, 34, 1357-1360. doi:10.1016/j.nedt.2014.03.008

Shoulders, B., Follett, C., & Eason, J. (2014). Enhancing critical thinking in clinical practice: Implications for critical and acute care nurses. *Dimensions of Critical Care Nursing*, 33(4), 207-214. doi:10.1097/DCC.0000000000000053

Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage Publications.

Abstract Summary:

Beginning nursing students are expected to develop study processes that enable them to learn how to apply, analyze, synthesize, and evaluate course material. This qualitative, single-embedded exploratory case study design for analysis of preferred practices in developing critical thinking in beginning nursing students.

Learning Activity:

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| LEARNING OBJECTIVES | EXPANDED CONTENT OUTLINE |
|----------------------------|---------------------------------|

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|---|--|
| The learner will be able to differentiate teaching-learning strategies to develop critical thinking processes in nursing students. | (1) Importance of critical thinking in nursing, and (2) Active versus passive learning |
| The learner will be able to integrate teaching-learning strategies to develop of critical thinking processes in beginning nursing students. | Preferred active learning strategies |

Abstract Text:

Purpose:

Beginning nursing students are expected to develop study processes that enable them to learn how to apply, analyze, synthesize, and evaluate course material. The study processes these students currently exhibit is rote memorization to be able to understand course material. Evidence-based teaching and learning styles developed by educators indicate rote memorization is not an effective process for being able to apply, analyze, synthesize, and evaluate information. Critical thinking is an acceptable process allowing the students the ability to learn nursing concepts for clinical application and testing. Critical thinking processes allow the "thinker" to engage in critical reasoning to make clinical judgments. Thus, critical thinking is essential in nursing curricula. This study was designed to examine developing critical thinking processes in beginning nursing students and discover the preferred practices educators use to promote critical thinking development.

Background:

Researchers and educators agree critical thinking processes affect many facets of nursing and determine development of critical thinking processes begin early in nursing curricula. Bodin (2012) described one facet of how critical thinking affects nursing is at the point of care in the decision-making process. Another facet of nursing critical thinking affects is evidence-based practice. Chan (2013) deemed good critical thinkers, who use of evidence-based practice, create positive work environments affecting job satisfaction, retention rates, work performance, and patient outcomes. Because positive healthcare outcomes are desired, Shoulders, Follett, and Eason (2014) acknowledged nurses alter patient outcomes by adapting critical thinking processes for making precise clinical judgments. Paul (2014) validated how essential critical thinking processes are to provide competent, safe patient care and further proposed promoting the development of critical thinking processes begin early in nursing education.

Method:

The researcher is using a qualitative, single-embedded exploratory case study design for an intensive analysis of the perceptions of preferred practices in developing critical thinking processes in nursing students. The theoretical framework being used as the blueprint for the study is constructivism (Yin, 2014). Constructivism organizes learning through basic operating processes of assimilation, accommodation, and construction of information (Candela, 2012). The use of constructivism allows educators to move to a learner-centered approach to learning by transforming passive learners to active learners (Brandon & All, 2010). The researcher is using a purposive sampling. The participants are from two populations: current nursing educators and recently graduated nurses. Data will be collected from focus group interviews. The study is currently in the data collection process.