Developing Critical Thinkers Through the Use of A.V.I.D Discussions

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Introduction

- For schools of nursing a common outcome for their programs is the ability to develop critical thinkers, with some identifying the need being essential to decreasing errors of judgment that can lead to patient death (IOM, 2004)
- In 2015 the National League for Nursing (NLN) identified the technique of debriefing as a potential strategy to foster critical reflection thus facilitating the development of critical thinking
- Within the context of clinical learning, traditionally students and faculty meet in face to face debriefings with the intended outcome being that students engage in critical reflection for the purpose of an exchange of ideas between students and faculty (Berkstresser, 2015)

Research Problem

- Traditional face to face post clinical debriefings may not be getting clinical faculty the outcomes they are hoping for
- Students voice being too fatigued at the end of a clinical day to engage in the debriefing process
- Lack of available clinical space to conduct face to face debriefings
- Lack of full student participation in the debriefing process due to student own need for more time to process the clinical experience
- A growing challenge to engage students and develop critical thinkers through meaningful interactions

Purpose

The purpose of this study was to explore the use of active, varied, interesting, and open-ended (A.V.I.D) discussion questions (Pollack, 2017) as a debriefing method, in an online environment, in order to improve the critical reflection process and develop the skills and habits of the mind of critical thinking as defined by Scheffer and Rubenfeld (2000).

Method

All students in the author’s medical-surgical clinical setting participated in an online post-conference discussion format. The online post-conference was set up via the University’s web-based learning management system where students were expected to respond to the clinical instructor’s posted topic. Topics discussed, while pertaining to patient care, did not require students to identify specific patients. Student postings were expected 48 hours post clinical with response to at least one other peer 72 hours post clinical. Students were taught the criteria for acceptable email etiquette and were expected to adhere to those criteria.

A.V.I.D Question

As nurses we are often called upon to explain health related issues to family members or community members at large. Recently President Trump signed an executive order to begin the repeal of The Affordable Care Act (more commonly known as Obama Care). For this discussion you are to write what you would tell a patient or family member about this Presidential action. Is this a good thing or a bad thing?

Student 1 Response

“To be perfectly honest, if someone (or a patient) were to ask me about President Trump repealing the ACA and what it means, I would not have much of an opinion or advice to offer.”

Student 2 Response

“I think not having an opinion or advice to offer shows a lack of concern for such an important matter...The reason our patient came to us, as nurses, to seek information reflects that they view you as a valuable source. As an advocate for your patient, finding proper resources for them is a great way to help them.”

Student 3 Response

“As future medical professionals, I think it is important to have a basic knowledge about what the government is doing about the healthcare.”

Student 4 Response

“I understand where you’re coming from in not having an opinion toward the situation. It is necessary to give advice and empathize with the patient if this does effect their health insurance coverage partially or completely.”

Results

Need to create an evaluation rubric in order to understand active engagement

References