CRITICAL THINKING
&
NURSING JUDGEMENT
PART - B

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SKILLS IN CRITICAL THINKING

Complex thinking process such as critical analysis, problem solving and decision making requires the use of cognitive critical thinking skills

CRITICAL ANALYSIS

It is a set of questions one can apply to a particular situation or idea to determine essential information and ideas and discard superfluous information and ideas

HISTORY OF CRITICAL ANALYSIS

- Socrates (born about 470 BC) was a greek philosopher who developed the Socratic method of question and answer.
- **Example:**
  - Is this question important?
  - What could you assume instead? Why?
  - How do you know?
  - What effect would that have?
  - What are the alternatives?
  - What are the implications of that?

SOCRATIC QUESTIONING

- It is a technique one can use to look beneath the surface, recognize and examine assumptions, search for inconsistencies, examine multiple points of view and differentiate what one knows from what one merely believes
- **Example:** Nurse should employ this question method during an end of shift report, review a history, planning care

TYPES OF SKILLS

- There are two types of skills used in critical thinking. They are:
- **Inductive reasoning**
- **Deductive reasoning**

INDUCTIVE REASONING

Inductive reasoning generalizations are formed from a set of facts or observations (specific to general)

Example: The nurse who observes that a patient has dry skin, poor skin turgor, sunken eyes and decreased urine output may make the generalization that the patient appears dehydrated

DEDUCTIVE REASONING

It is reasoning from the general to specific

Example: The nurse who uses the Maslows Hierarchy of needs might categorizes data and define clients problem in items of elimination, nutrition or protection needs

ATTITUDE OF CRITICAL THINKING

- Paul (1995) explained the following attitudes:
  - Independence of thought
  - Fair mindedness
  - Insight into ego centricity and socio centricity
  - Intellectual humility and suspension of judgement
  - Intellectual courage
  - Integrity
  - Perseverance
  - Confidence in reason Interest in exploring both thoughts and feelings
  - Curiosity

INDEPENDENCE OF THOUGHT

Critical thinking requires that individuals think for themselves

FAIR MINDEDNESS

Critical thinkers are fair minded, assessing all viewpoints with the same standards and not basing their judgments on personal or group bias or prejudice

INSIGHT IN EGO CENTRICITY AND SOCIO CENTRICITY

- Critical thinkers are open to the possibility that their personal biases or social pressures and customs could unduly affect their thinking

INTELLECTUAL HUMILITY AND SUSPENSION OF JUDGMENT

Intellectual humility means having an awareness of the limits of ones knowledge

INTELLECTUAL COURAGE

One is willing to consider and examine fairly ones own ideas or views especially those to which one may have a strongly negative reaction

INTEGRITY

It requires that individuals apply the same rigorous standards of proof to their own knowledge and beliefs as they apply to the knowledge and beliefs of others

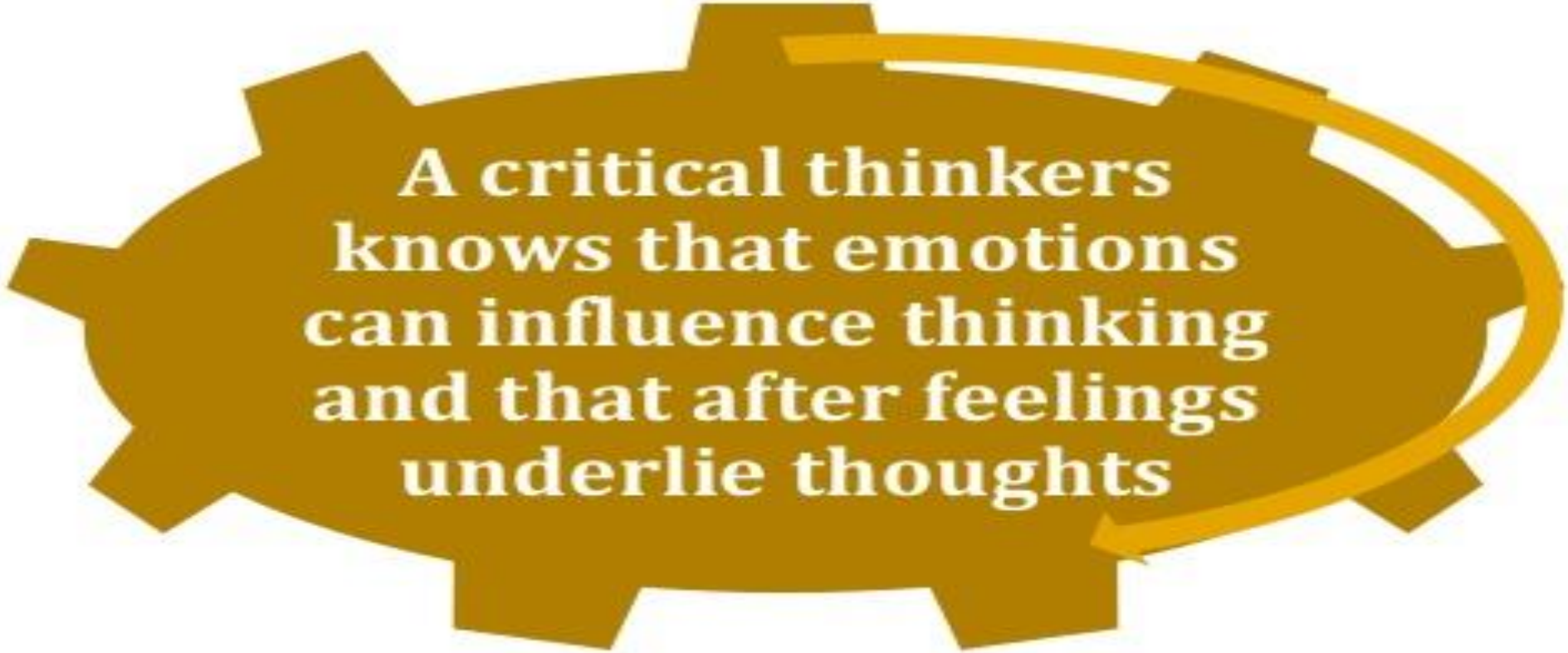
PERSEVERANCE

It means finding effective solutions to client and nursing problems

CONFIDENCE IN REASON

Critical thinkers believes the well reasoned thinking will lead to trust worthy conclusions

INTEREST IN EXPLORING BOTH THOUGHT AND FEELINGS



CURIOSITY

- The internal conversation going on within the mind of a critical thinker is filled with questions
- **Example:**
- Why do we believe this?
- The curious individual may value tradition but is not afraid to examine traditions to be same they are still valid

APPLYING CRITICAL THINKING TO NURSING PRACTICE

- Using critical thinking to develop a plan of nursing care requires considering the human factors that might influence the plan
- Nurses must use critical thinking skills in all practice settings – acute care, ambulatory care, extended care and in the home & community

STRATEGIES OF APPLYING CRITICAL THINKING

- Fonteyn (1998) identified 12 predominant thinking strategies used by nurses, regardless of their area of clinical practice
  - **Recognizing a pattern**
  - **Setting priorities**
  - **Searching for information**
  - **Generating hypothesis**

Making predications

Forming relationships

Starting a preposition (if – then)

Asserting a practice role

Making choices (alternatives)

Judging the value

Drawing conclusions

Providing explanations

THANK YOU

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