Critical thinking
Reflection
Debriefing
objectives

- you will have a greater understanding of critical thinking
- review and understand the domaine as per the nursing board
- you will have the opportunity to reflect on your own practices
- discuss the frame work around reflection and questioning
What is critical thinking?
Critical Thinking and Analysis
(as per Board of Nursing)

Relates to self-appraisal, professional development and the value of evidence and research for practice. Reflecting on practice, feelings and beliefs and the consequences of these for individuals/groups is an important professional benchmark.
- Practices within an evidence-based framework

- Uses best available evidence, nursing expertise and respect for the values and beliefs of individuals/groups in the provision of nursing care

- Demonstrates analytical skills in accessing and evaluating health information and research evidence

- Supports and contributes to nursing and health care research

- Participates in quality improvement activities:

- Participates in ongoing professional development of self and others
- Participates in professional development to enhance nursing practice
- Reflects on own practice to identify professional development needs
- Seeks additional knowledge and/or information when presented with unfamiliar situations
- Seeks support from colleagues in identifying learning needs
- Contributes to the professional development of others:
  - Maintains records of involvement in professional development which includes both formal and informal activities
Contributes to the professional development of others

- demonstrates an increasing responsibility to share knowledge with colleagues
- supports health care students to meet their learning objectives in cooperation with other members of the health care team
- facilitates mutual sharing of knowledge and experience with colleagues relating to individual/group/unit problems
- contributes to orientation and ongoing education programs
- acts as a role model to other members of the health care team
contributes to formal and informal professional development.

- uses appropriate strategies to manage own responses to the professional work environment:
  - identifies and uses support networks
  - shares experiences related to professional issues with colleagues, and participates where appropriate in teaching others including students of nursing and other health disciplines, and inexperienced nurses,
  - participates where possible in Preceptorship, coaching and mentoring to assist and develop colleagues
  - uses reflective practice to identify personal needs and seek appropriate support.
Critical thinking is complex

- involves thinking
- evidence bases thinking
- problem recognition
- clinical decision making
- prioritization
- clinical implementation
- reflection
Knowledge

- apply the knowledge to the problem
- understand what I am expecting
- evaluate if this is what I am expecting
- seek help when the outcomes are not what I am expecting
• slide show
Ask Questions

• Critical thinking is the ability to ask timely and appropriate questions. Thinking through the process of Why

  – Barriers to asking questions
  – Fear embarrassment
    – Worry what others will think
    – Worry that you should know the answer (lack of knowledge)
    – No insight into thinking through the process
  – Task orientation

• When you don’t ask questions, you sacrifice your education and patient care.
## Types of questions

<table>
<thead>
<tr>
<th>Question type</th>
<th>Definition</th>
<th>Example</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
<td>Questions that elicit a Yes or No answer</td>
<td>Do you want to take blood?</td>
<td>can be very useful for a learner that is shy or lacking confidence to get them talking and build their confidence</td>
<td>Does not stretch the learner to critically think</td>
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<tr>
<td>Closed questions</td>
<td>Require a short, specific answer</td>
<td>What is the normal range for BGL’s?</td>
<td>These types of questions are useful to do a quick check of the learner’s knowledge.</td>
<td>If the answer provided is not correct then this can be stressful and reduce participation</td>
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<tr>
<td>Open Questions</td>
<td>Are the questions that start with ‘why’, ‘how’ or ‘tell me about’</td>
<td>Tell me about your patient?</td>
<td>When answering these questions the learner will demonstrate their level of clinical reasoning and problem solving ability</td>
<td>Can be stressful if learner doesn’t have an answer</td>
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Bloom’s Taxonomy

- **Knowledge**: Memorizing verbatim information. Being able to remember, but not necessarily fully understanding the material.

- **Comprehension**: Understanding information. Being able to recognize and recall facts.

- **Application**: Solving problems; transferring abstract or theoretical ideas to practical situations. Identifying connections and relationships and how they apply.

- **Analysis**: Determining arrangement, logic, and semantics. Identifying components.

- **Synthesis**: Combining information to form a unique product; requires creativity and originality.

- **Evaluation**: Making decisions and supporting views; requires understanding of values.
Reflective Practice

What is this?
- Gibbs Reflective cycle
Description
What happened?

Feelings
What were you thinking and feeling?

Evaluation
What was good and bad about the experience?

Analysis
What sense can you make of the situation?

Conclusion
What else could you have done?

Action plan
If it arose again what would you do?
Concept maps

AF

- irreg heart
- treatment
- atrial
- Chambers of heart
- lose 1/3 BP
- filling of the heart
Concept Mapping

Patient Care Plan

- Diagnosis 1
- Assessment
  - Labs
  - Radiology
- Diagnostics
- Date of admission
- History of present illness
- Chief complaint
- Current history
- Risk factors
- Idea

- Patient data set
  - Age
  - Sex
  - Marital status
- Past medical history
  - Chronic health history
  - Family history
  - Surgical history
  - Other pertinent information
- Medication list
  - Medication
Debrief

- What is this and why do we need to do this?
 Venting /debriefing
Debriefing is an information-sharing and event-processing session conducted as a conversation between peers. Group members become informants to each other about a situation or event that occurred to them as a group.
Not part of the solution then you forfeit the right to whinge
- Emotional brain / logic brain
- 5 positives engaging logic brain
Questions