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LKS Faculty of Medicine
School of Nursing
香港大學護理學院

NURS1600

Getting into Nursing



Critical thinking

Problem-based learning

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Intended Learning Outcomes



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1. Compare and contrast thinking and critical thinking
2. Discuss critical thinking characteristics and skills
3. Map how critical thinking, decision-making, problem-solving, and nursing process are related to one another
4. Understand the essence of problem-based learning
5. Appraise problem-based learning



**“Behind every healed
patient is a critical
thinking nurse”**

Thinking vs Critical Thinking



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Purpose & Control

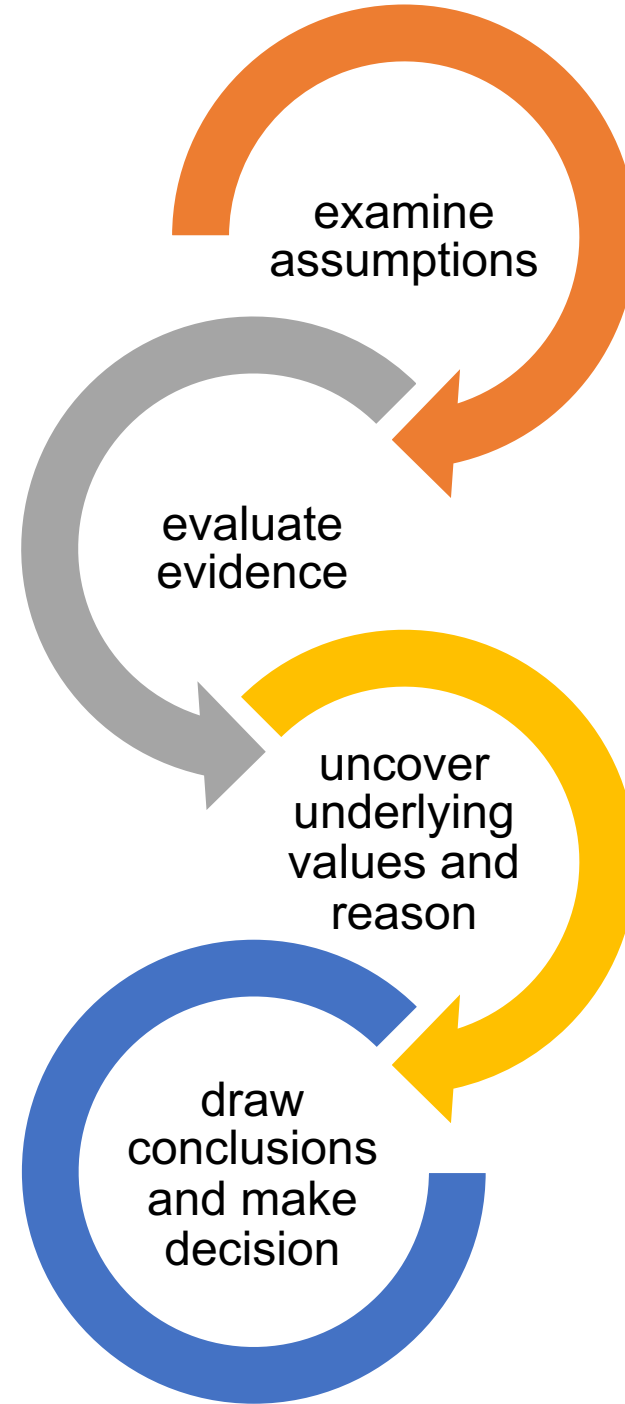


Critical thinking

A complex process that changes depending on context

Your ability to focus your thinking to get the results you need

Not accepting information at face value without carefully evaluating it



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Rewards when you think critically

Gain confidence

Be safe and autonomous

Keep patient safe

Improve care quality

Job satisfaction

Critical thinking in nursing...

Guided by standard

Driven by the needs, carefully identifies the problem

Based on principles of nursing process

Focus on safety and quality

Use logic, intuition, creativity

**ASSESS**

Assess the patient to be sure environment is safe and that information is accurate, complete, and up-to-date.

DIAGNOSE

Identify priority problems, issues, and risks that must be managed.
(NCSBN calls this phase developing and refining hypotheses.)

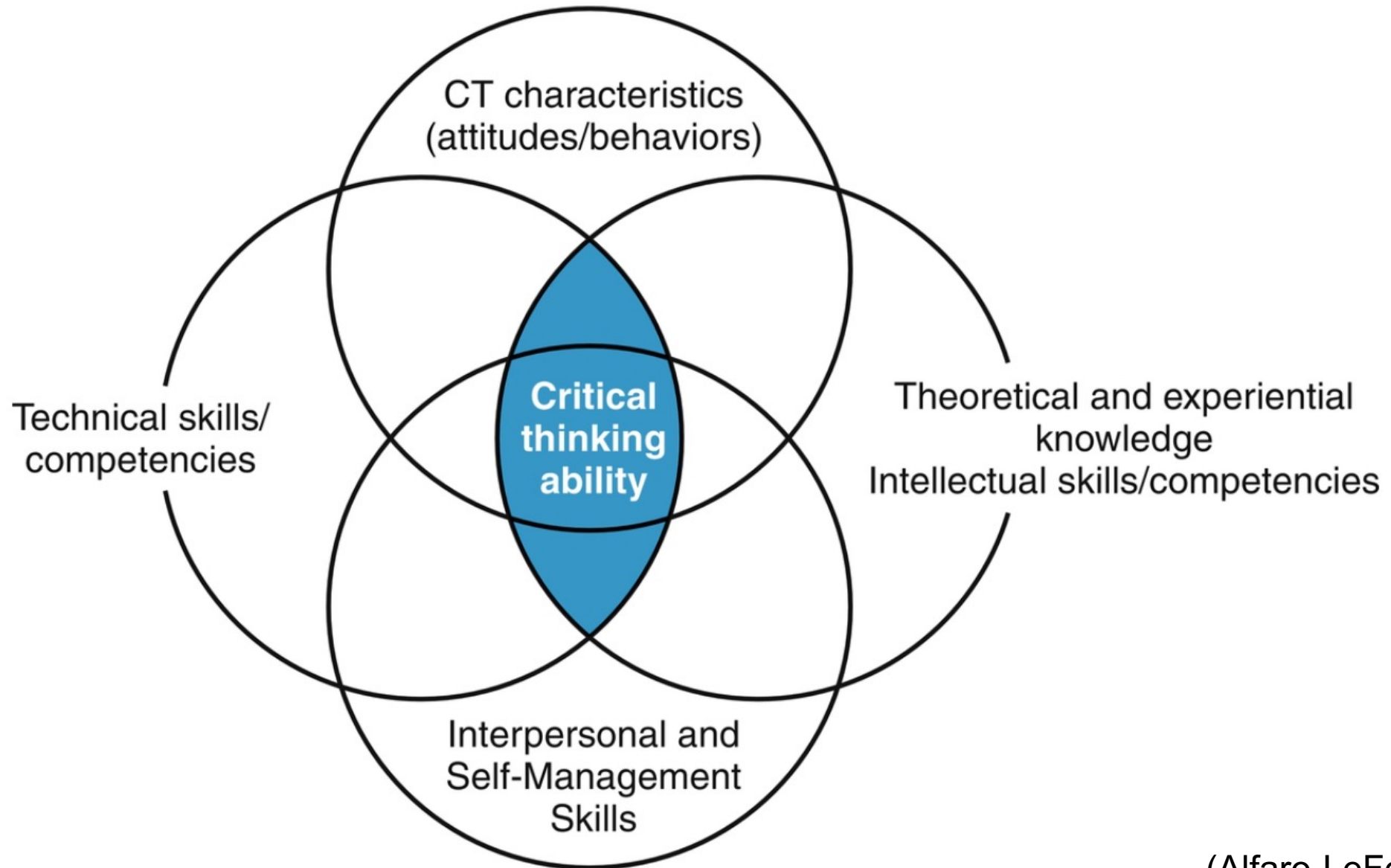
PLAN

1. Identify interventions individualized to the patient.
2. Determine desired and undesired outcomes (benefits and risks) of interventions.
3. Plan for safety, comfort, and privacy.

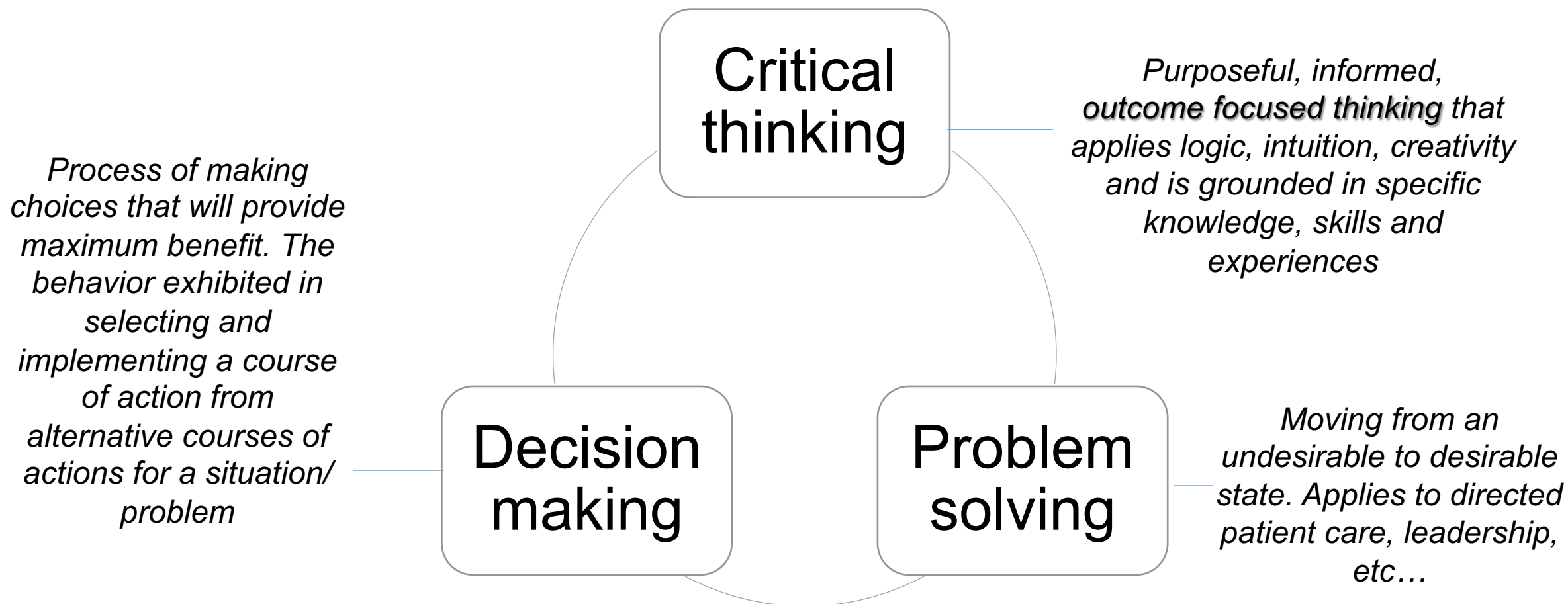
IMPLEMENT & EVALUATE

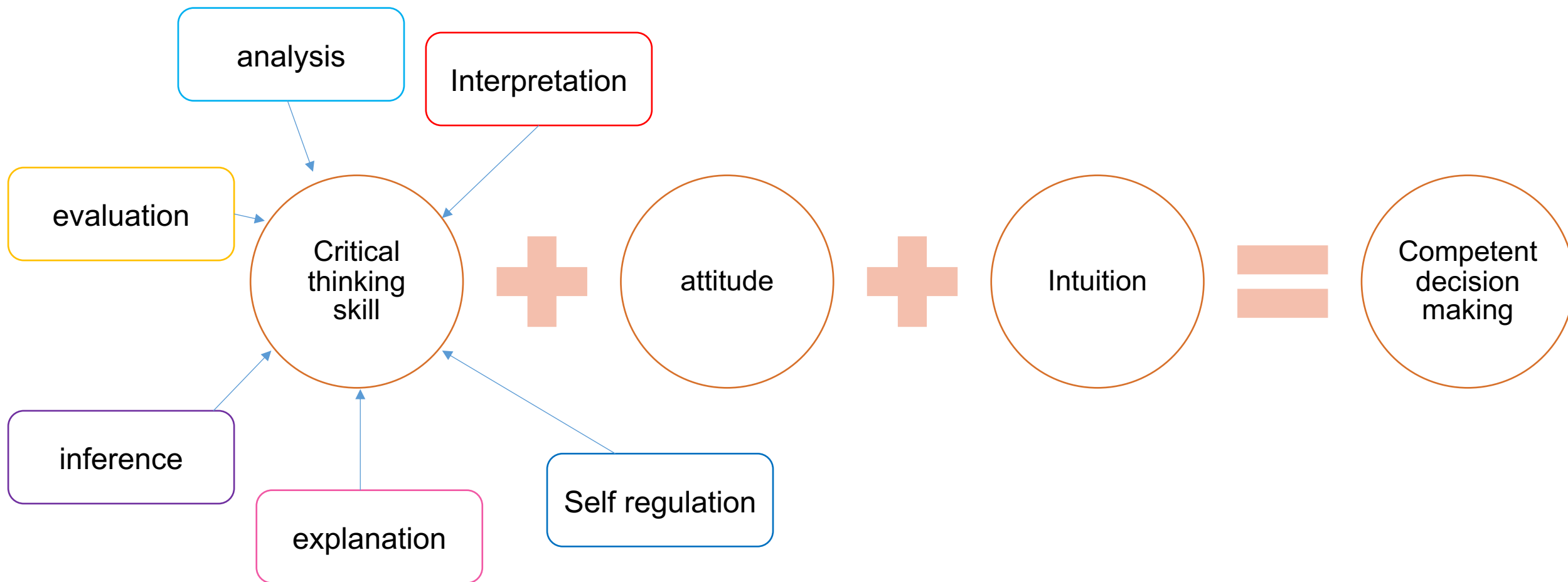
1. Perform interventions, closely monitoring (assessing) patient responses and fine-tuning approach as needed.
2. Record interventions and patient responses to the interventions.
3. Update the plan of care as needed.

4-CIRCLE CRITICAL THINKING (CT) MODEL



(Alfaro-LeFevre, 2020)





Problem solving and decision making



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Essence of our daily activities

We need to solve problem
from time to time

We need to make decision
since early childhood and
continues through life

Problem “solving”

- View problem as opportunity!
- Don't REACT to a problem with a decision that seemed to work before!

Decision making

- Process of selecting one choice from a number of alternatives
- Closely associated with planning stage in management cycle

Benefit of team problem solving and decision making



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Better access to all the information and resource needed to make decision

Increase diversity of perspectives to the situation

Opportunity to evaluate ideas before choosing and implementing one

Usual team members activities in problem-solving



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Identify the problem

Brainstorm possible solutions

Evaluate the solutions

Solution which team members agree

+/- everyone on the team in favor of this solution

Problem-solving - Standard agenda



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Define the
problem

Analyze
the
problem

Develop
alternatives

Evaluate
the
alternatives
and select
the most
favorable

Take
action and
follow up

Problem-based learning



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Student-centered learning and teaching strategy

Encourage learners to analyze and solve problems in a team approach – *a fundamental skill required of all healthcare professionals*

Critical thinking

collaboration

teamwork

Analysis and reflection

Problem-based learning



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1. Teacher as a facilitator
2. Problem-based scenario to a group of 5-10 students
3. Identify and define the problem
4. Obtain all facts
5. Suggest possible hypotheses
6. Determine a number of workable solutions
7. Find evidence to solve the problem
8. Evaluate each solution for workability
9. Select the action that appears to be the most practical
10. Debriefing and reflection on content and process

Describe / list facts,
context, object or
people

Review current objective
information (history, charts,
investigation result, previous
known assessment)

Gather new information
(assessment)

Recall knowledge on nursing the client
with particular illness/ impaired
functioning (physiology, pathophysiology,
culture, content of care, law, ethics...etc)

Interpret → analyze data to come to
an understanding of s/s.
Compare normal vs abnormal

Discriminate → distinguish relevant from
irrelevant information, recognize
inconsistencies, narrow down information to
what is most important and recognize gaps
in cues collected

Relate → discover new relationship patterns,
cluster cues together to find relationship

Infer → make deduction/ form opinion by interpret
the cues, consider alternatives and consequences
Match current situation to past situation/ current
patient to past patient

Predict → predict outcome

Reflect on
process
and new
learning

Consider
the
patient
situation

Collect cues/
information

Process
information

Identify
problems/
issues

Establish
goals

Take
action

Evaluate
outcomes

Clinical Reasoning Cycles

Contemplate what you have
learnt from this process and
what you could have done
differently

Evaluate the
effectiveness of
outcomes and
action

Select a course of action
with different available
alternatives

Describe what you want
to happen, a desired
outcome, a time frame

Make definitive
diagnosis of
patient's problem

Take home message



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Critical thinking = important thinking during nursing process

Critical thinking = carefully evaluating information being presented before making decision

Critical thinking + attitude + intuition = competent decision making

Problem-based learning enhances your critical thinking, ability to analyze problem, collaborate with others in a team to solve problem – Fundamental skills for healthcare professionals

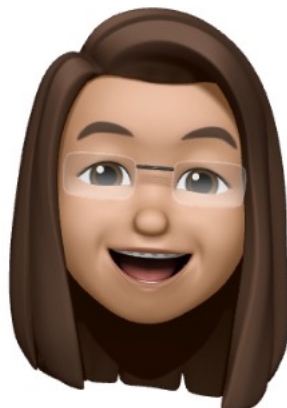
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Thank you!



Question can be directed to
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Scan QR to give feedback:





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