Evidence OO6-7 Presentation on Critical Thinking/Reasoning

Registered Nurse Education Plan
April 2016

Who	Time	Nursing Education Topic	Where
All RN's	10 mins 50 mins	♦ Stroke Update ♦ Educational/Conferences/Training Opportunities o S.A.F.E Courses (4° Initial & 2° Refresher) o RNPreceptor Courses o BLS Courses o RN Preceptor Courses o GN Residency Courses o 19th Annual Trauma Conference o Strive to Survive o Michigan Injury Prevention Symposium ♦ Reminders: o Patient Falls o Press Ganey In-Patient Score Card o Critical Results Audit o Handwashing o Scrub the Hub o NGT Care o Post Mortem Eye Care o Hospital Acquired Burn – Case Study o Warm Compress Policy 780 o IV Team Reminders o Speak Up for Patient Safety ♦ oneChart Updates: o Stream Lining the Process of Ending Blood Transfusion o Restraint Documentation o Last Known Well Documentation o eDispense-Blood Products Form o Sepsis Alert – Trial ♦ New Stuff: o Spacer for Inhaler/MDI o PICO – Negative Pressure Wound Therapy o Broslow Crash Cart - Resuscitation Bags o Pediatric/Infant Resus Bag Labels o Discharge 1-2-3 o Take Two: Physician/RN Rounding o Central Line Insertion Checklist o Gaymar: K-Pad o Preventing CLABSI - No Blood Draws from Central Lines ♦ Coming Soon: o Covidien Premium Strength Disposable Airpemeable Underpad ♦ Updates: o Surge Plan ♦ Needs Assessment	Connelly
All RN's	120 mins	♦ Critical Thinking/Reasoning 2 CH	Connelly
Pre-Course Work		♦ Diagnosis & Medication Discharge Instructions	CNS Initial

I have attended and participated in the educational session and have no questions

Employee Signature:_____ Employee ID# _____ Unit: _____

Educator/CNS Signature:_____ Date: _____

Critical Thinking/Reasoning

Presented by:
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There is
No Conflict
of Interest
by the Presenters of This
Educational Activity

Outcome Statement

Nurses will be able to apply strategies of critical thinking/reasoning to determine the next best action and reflect on the interventions along with using SBAR to share patient information in a clear, concise, complete and structured format; improving communication efficiency and accuracy.

Critical Thinking Is…

- "An active, organized, cognitive process".
- "A process for identifying underlying assumptions and variables in order to draw conclusions and make decisions"
- "The systematic analysis of data, with a spirit of openness and tolerance, for the purpose of identifying several courses of action. Critical thinking involves consideration of alternative solutions followed by careful selection of action or solution most likely to produce the desired result."

Critical Thinking/Reasoning is the: "Holy Grail of Nursing"

Takes into consideration the:

- Nurses' assessments,
- Ability to recognize problems,
- Interpret data, and
- Anticipate appropriate interventions

Involves the ability to:

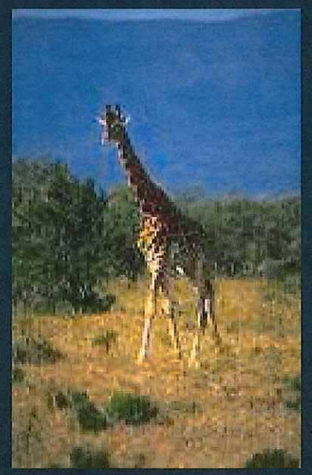
- Connect the dots and
- Respond appropriately to improve patient outcomes

Pre-Assessment Quiz

Critical Thinking/Reasoning is a Complex Process

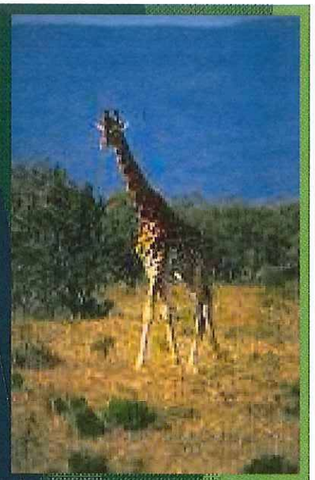
- What makes an RN different from other technical positions?
- Nurses are the Surveillance System for patients
  - Early detection of problems
  - Interventions to prevent adverse occurrences
  - Interventions to decrease the mortality rate and failure to rescue rate
  - Improve patient outcomes
- Gifts that nurses bring to the delivery of health care are:
  - The ability to assess,
  - Anticipate risk
  - And intervene appropriately
- Effective clinical reasoning skills are a key factor in the prevention of harm.

Critical Thinking Exercise



Critical thinking involves suspending your beliefs to explore and question topics from a "Blank Page" point of view. It also involves the ability to know fact from opinion when exploring a topic

How do you put a giraffe into your refrigerator?

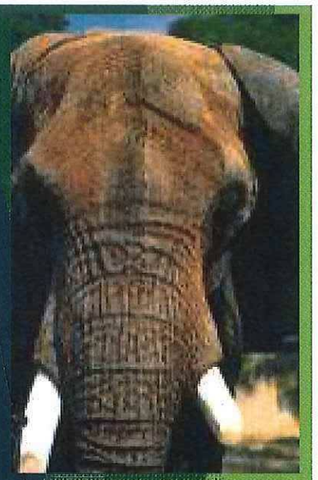


Answer:

Open the refrigerator, put in the giraffe, and close the door

This question tests whether you tend to do simple things in an overly complicated way

How do you put an elephant into your refrigerator?



Answer:

Open the refrigerator, take the giraffe out, put the elephant in and close the door

This question tests your ability to think through the repercussions of your previous answers

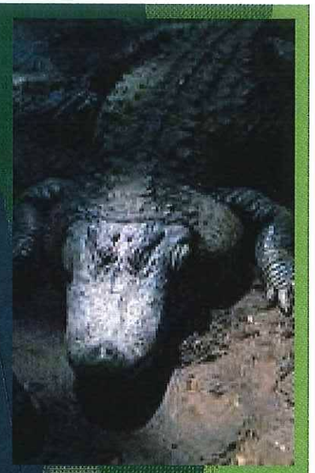
The Lion King is hosting an animal conference. All the animals attend - except for one. Which animal does not attend?

Answer:

The elephant. The elephant is in the refrigerator. You just put him in there.

This question tests your memory

There is a river you must cross but it is used by crocodiles, and you do not have a boat. How do you manage it?



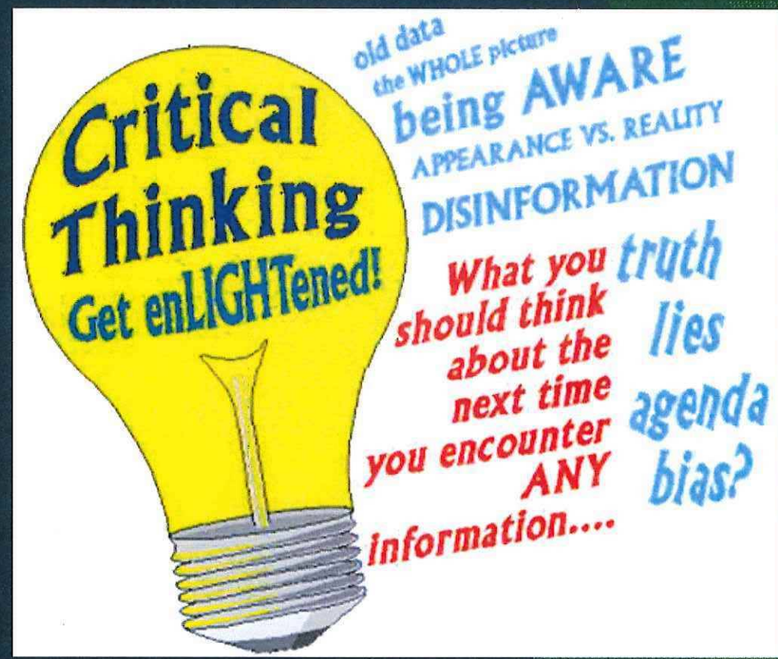
Answer:

You jump into the river and swim across. Have you not been listening? All the crocodiles are attending the animal conference.

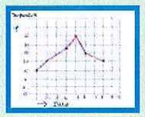
This question tests your ability to learn quickly from your mistakes

Critical Thinking/Reasoning & Nursing Judgment

- How do we make decisions?
- How do nurses make decisions about patient care?
- What do we rely on to help us in decision making?



Components of Critical Thinking/Reasoning

Noticing	➢ Initial grasp of the situation ➢ Knowledge of person & specific pattern of response ➢ Clinical knowledge of similar individuals ➢ Textbook knowledge	• What are your initial thoughts about the situation? • What are your assumptions/biases? • Have you had the gas level go low before? • What do you know about having a low level of gas? • Do you need more data, if so, what will you gather?
Interpreting 	➢ Intuitive response based on recognized patterns ➢ Analysis of data with hypothesis formation ➢ R/O hypothesis until consistent with data	• How will you analyze your data? • From your analysis, what are the possible causes (your hypothesis)? • Looking at each hypothesis, does the hypothesis fit the data available? • What other pieces of data might be helpful?
Action	➢ Response	• Based on the decisions above, what are your actions?

Components of Critical Thinking/Reasoning

Reflection in Action	➢ Read response ➢ Adjust intervention based on assessment	• What is the response that is occurring to the intervention? • Do I need to change what I'm doing?
Reflection on Action	➢ Examination of action ➢ Connect action with response ➢ Assess what occurred as a result of action or lack of action	• What was the final outcome? • Did my actions influence the outcome? • Positively? / Negatively? • What might I have done differently? • In what parts of the Clinical Reasoning process could my thinking have been more clear?

Formula for Critical Thinking

- Start Thinking
- Why Ask Why
- Ask the Right Questions
- Are you an expert?

What *IS* Critical Thinking/Reasoning?

- No matter which definition you choose, critical thinking involves the use of several concepts, including:
  - ***Noticing/exploring***
  - ***Interpreting/analyzing***
  - ***Action/deciding***
  - ***Reflecting***/evaluating actions, should you revise intervention and is there anything that you would do differently next time
- To identify solutions and determine a course of action to solve patient care problems.
- Intuition does have a role
- Determine what is a priority

Let's Play the 'What if Game'

- Ask questions:
  - What is the most common complication of this type of patient?
  - And if that happens, how would I know?
  - What symptoms will the patient exhibit?
  - What is the primary response that I should have?

Tools for Critical Thinking

- Ask questions! Sometimes people hesitate to ask questions because they fear that asking a question may be interpreted as a lack of knowledge on their part. However, the question is a key element of critical thinking.
- Questions serve many purposes, and only serve to broaden your knowledge base, and expand your options.

Questions to Ask Yourself

- Typically, among this patient population, what are the earliest clinical signs that the patient's condition is improving?
- Typically, among this patient population, what are the earliest clinical signs that the patient's condition is deteriorating?
  - What additional information should you gather to confirm your suspicion?
  - What actions should you take to stabilize this patient and prevent further deterioration?
- What are the most likely clinical triggers that would lead to further deterioration?
  - What actions should you take?
- When a patient with this condition deteriorates, what are the most dangerous consequences?

Why Question?

- Questioning begins the information-seeking process.
- All questioning is about seeking information, re-formulating information to new situations, and solving nursing practice dilemmas.
- Can you think of some other examples of information seeking that you do?

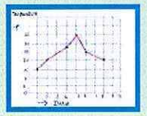
Group Case Study

Frank a 31 yr/old male patient is admitted to your floor with exacerbation of asthma. He is currently on O_2 at 3L/NC receiving IV steroids and albuterol nebulized treatments which are pretty much controlling his asthma at rest. Frank continues to have bouts of wheezing and shortness of breath with minimal exertion. RT is often called to give PRN treatments.

This is your 2nd day caring for Frank. Yesterday, he was in good spirits. Today, his spirits are low, more short of breath, you notice he is using accessory muscles, running a low grade fever and poor appetite.

As the nurse, what are some of the questions you should be asking yourself?

Components of Critical Thinking/Reasoning

Noticing	➢ Initial grasp of the situation ➢ Knowledge of person & specific pattern of response ➢ Clinical knowledge of similar individuals ➢ Textbook knowledge	• What are your initial thoughts about the situation? • What are your assumptions/biases? • Have you seen patients before with asthma that worsens? • What do you know about asthmatic patients • Do you need more data, if so, what will you gather?
Interpreting 	➢ Intuitive response based on recognized patterns ➢ Analysis of data with hypothesis formation ➢ R/O hypothesis until consistent with data	• How will you analyze your data? • From your analysis, what are the possible causes (your hypothesis)? • Looking at each hypothesis, does the hypothesis fit the data available? • What other pieces of data might be helpful?
Action	➢ Response	• Based on the decisions above, what are your actions?

Components of Critical Thinking/Reasoning

Reflection in Action	➢ Read response ➢ Adjust intervention based on assessment	• How is this patient responding to my intervention? • Do I need to change what I'm doing?
Reflection on Action	➢ Examination of action ➢ Connect action with response ➢ Assess what occurred as a result of action or lack of action	• What was the final outcome? • Did my actions influence the outcome? • Positively? / Negatively? • What might I have done differently? • In what parts of the Clinical Reasoning process could my thinking have been more clear?

Other Concepts

- The other concepts of deciding and evaluating also take part in your assessment of the situation!
- As you started this exercise:
  - You start with your existing knowledge base.
  - Each time you are faced with a new situation, you identify from it what you ***already know***.

Information Seeking

- Some examples of information seeking:
- Looking up lab values
- Reviewing a policy or procedure
- Reading instructions about how to operate a piece of equipment
- Reviewing a patient's chart
- Asking a co-worker or resource person.

Case Study Group Project

It's no accident...

- It's no accident that the nursing process mirrors a lot of the critical thinking process. They are both processes developed to gather information, look ahead, plan, and evaluate processes.

Remember

- Always keep in mind that any affect on one system is going to affect another system!
- A sudden drop in urine output could be the result of acute kidney failure; dehydration; bladder or catheter obstruction; disease, etc.
- Other findings from your assessment may help you determine which of these situations apply and how to prioritize!

Practice , Practice, Practice

- Remember that with practice, your problem-solving and critical thinking skills will get better and better.
- Next time you have a problem, take a minute, sit down, use the critical thinking tools presented here to help gather more information & apply what you already know to help solve your problem!

Thinking and Learning

- Lifelong process
- Flexible, open process
- Learn to think and to ANTICIPATE
- What, why, how questions
- Look beyond the obvious
- Reflect on past experience
- New knowledge challenges the traditional way

Attitudes That Foster Critical Thinking

- Independence
- Fair-mindedness
- Insight into ethnocentricity
- Intellectual humility
- Intellectual courage to challenge status quo
- Integrity
- Perseverance
- Confidence
- Curiosity

Communication is Important!!!

- Joint Commission states that 'Standardized Communication' amongst healthcare providers is best-practice
- SBAR promotes quality and patient safety, primarily because it helps nurses communicate using a clear, concise, complete, structured format which in turn improves efficacy and accuracy of the patients' status
- SBAR technique offers a solution to bridge the gap in communication
  - Shift report
  - Patient transfers
  - Critical conversations and telephone calls
- SBAR creates a shared expectation between the sender and receiver of the information being given

A Nurses Perspective

http://www.saferhealthcare.com/sbar/what-is-sbar/

How SBAR Works

- *First*, quickly organize the briefing information in your mind or on paper using the four elements (Situation, Background, Assessment, Recommendation) in sequence. Only the most relevant data is included, and everything irrelevant or of secondary importance is excluded

- *Second*, present your briefing. Since team members can immediately recognize and understand the familiar, predicable SBAR format, you help them more efficiently and effectively address a situation or solve a problem

- *Third*, they may confirm, clarify or enhance what you've said, then work with you to take the required action.

Steps to SBAR

- Situation
  - Identify yourself the site/unit you are calling from
  - Identify the patient by name and the reason you are calling
  - Describe your concern
- Background
  - Explain significant medical history
  - Include: admitting diagnosis, date of admission, prior procedures, current medications, allergies, pertinent lab results, relevant diagnostic results
- Assessment
  - Vital signs
  - Clinical impressions, concerns
- Recommendation
  - Explain what you need, be specific about request and time frame
  - Make suggestions

Communication Vignettes

http://www.saferhealthcare.com/sbar/what-is-sbar/

SBAR
Group Project

Monkey Business
Critical Thinking Exercise

https://www.youtube.com/watch?v=IGQmdoK_ZfY

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