

3A, 3B, & 3C - Course Outcome #3 Competencies:

- a. Apply critical thinking/clinical reasoning skills when planning patient care and working with pediatric patients and patients with complex medical/surgical conditions.
- b. Demonstrate ability to deal with ambiguity and unpredictability when caring for pediatric patients and patients with complex medical/surgical conditions.
- c. Interpret and correctly implement physician and inter-professional orders for pediatric patients and patients with complex medical/surgical conditions.

Tool: Applying Critical Thinking

Introduction:

1. Describe a nursing situation you encountered this week.

Background:

2. Describe your relationship to the patient at the time you noticed the situation (e.g., previous contact with patient and /or family, the quality of your relationship).

3. Consider experiences you have had that helped you provide nursing care in this situation. Describe your formal knowledge (e.g., physiology, psychology, communication skills), previous nursing experience with a similar problem, and/or personal experiences that helped guide you as you worked with the patient.

4. Describe your role as the nurse working in this situation.

5. Describe any emotions you had about the situation.

6. What physician/inter-professional orders were written focused on this condition and how will you implement nursing actions related to these order?

Noticing:

7. What did you notice about the situation initially?

8. Describe what you noticed as you spent more time with the patient and /or family.

Interpreting:

9. Describe what you thought about the situation (e.g., its cause, potential resolutions, patterns you noticed).

10. Describe any similar situations you have encountered in practice before. Describe any similarities and differences you observed when compared with the current situation.

11. What other information (e.g., assessment data, evidence) did you decide you needed as you considered the situation? How did you obtain this information? What help with problem solving did you get from your professional partner?

12. Your conclusion: What did your observations and data interpretation lead you to believe? How did they support your response to the situation? Include pertinent pathophysiology and/or psychopathology.

Responding:

13. After considering the situation, what was your goal for the patient, family, and /or staff? What was your nursing response, or what interventions did you do? List all actions that you took.

14. Describe stresses you experienced as you responded to the patient or others involved in the situation.

Reflection-in-Action

15. What happened? How did the patient, family and/or staff respond? What did you do next?

Reflection-on-Action and Clinical Learning

16. Describe three ways your nursing care skills expanded during this experience.

17. Name three things you might do differently if you encountered this kind of situation again.

18. What additional knowledge, information and skills do you need when encountering this kind of situation or a similar situation in the future?

19. Describe any changes in your values or feelings as a result of this experience.

This reflection tool is adapted from Tanner's Clinical Judgment Model: Tanner, C.A. (2006) Thinking Like a Nurse: A research-based model of clinical judgment in nursing. *Journal of Nursing Education*, 45, 204-211.

Rubric for Applying Critical Thinking - Pediatrics

Performance Criteria	S	NI	U
Clear and accurate answers to all questions on tool.	Clearly and accurately answers all questions on tool.	Clearly and accurately answers some but not all questions on tool.	Unable to clearly and accurately answers all questions on tool.

Rubric for Applying Critical Thinking – Medical/Surgical

Performance Criteria	S	NI	U
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