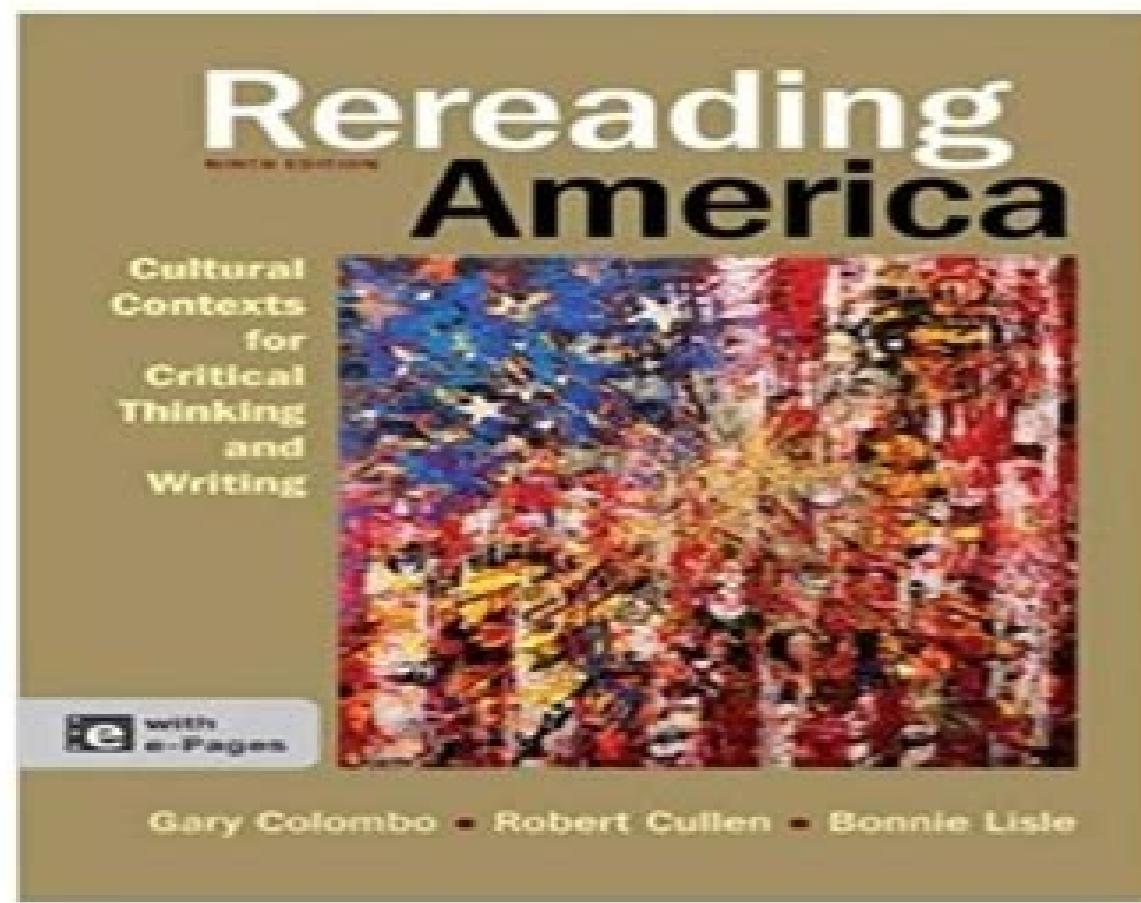
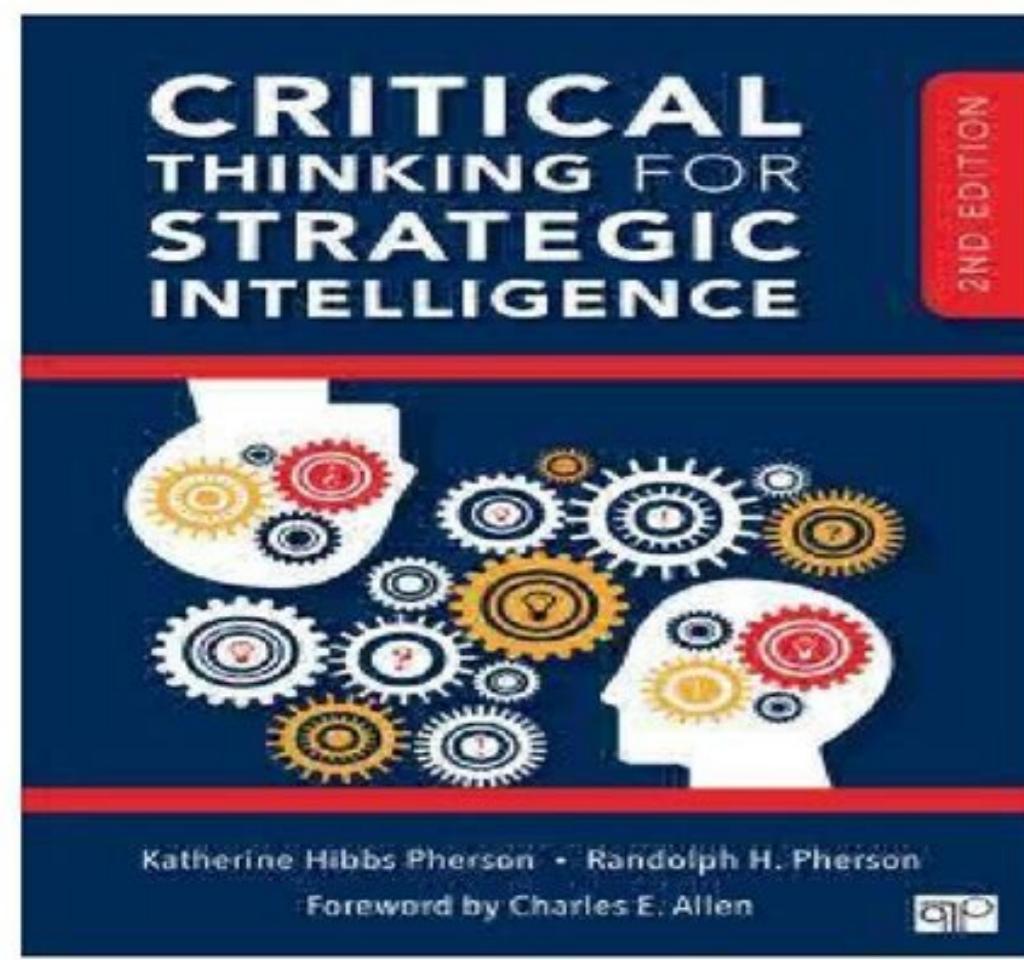


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10 Critical Thinking and Clinical Reasoning

LEARNING OUTCOMES

After completing this chapter, you will be able to:

1. Describe the significance of developing critical thinking abilities in order to practice safe, effective, and professional nursing care.
2. Describe the actions of clinical reasoning in the implementation of the nursing process.
3. Discuss the attitudes and skills needed to develop critical thinking and clinical reasoning.
4. Describe the components of clinical reasoning.
5. Integrate strategies to enhance critical thinking and clinical reasoning as the provider of nursing care.
6. Describe the process of concept mapping to enhance critical thinking and clinical reasoning for the provision of nursing care.

KEY TERMS

critical judgment, 147
critical reasoning, 144
cognitive processes, 144
concept mapping, 147
creativity, 145
critical analysis, 145
critical thinking, 144
deductive reasoning, 145

inductive reasoning, 146
intuition, 147
metacognitive processes, 146
problem solving, 147
ferric questioning, 146
trial and error, 147
nursing process, 147

INTRODUCTION

The term ‘thinking like a nurse’ was introduced by Dr Christine Larson in 2006. To think like a nurse, critical thinking and clinical reasoning must be defined and understood. This chapter examines the influence of critical thinking and clinical reasoning on the care of clients. Both these terms describe the mental processes nurses use to ensure that they are doing their best thinking and decision making.

The practice of nursing requires critical thinking and clinical reasoning. **Critical thinking** is the process of intentional higher-level thinking to define a client’s problem, evaluate the evidence-based practice in caring for the client, and make choices in the delivery of care. **Critical reasoning** is the cognitive process that uses thinking strategies to gather and analyze client information, evaluate the relevance of the information, and decide on possible nursing actions to improve the client’s physiological and psychological outcomes. Clinical reasoning requires the integration of critical thinking in the identification of the most appropriate interventions that will improve the client’s condition. The concept of clinical reasoning evolved from the application of decision making to the health care profession (Gummesson, 2009, p. 115). Clinical reasoning also guides nurses in assessing, monitoring, intervening, and/or discussing components of information that affect patient care (p. 115). Clinical reasoning is often defined in practice based disciplines, such as nursing and medicine, as the ‘application of critical thinking to the clinical situation’ (Vitello, Chard, 2013, p. 35).

PURPOSE OF CRITICAL THINKING

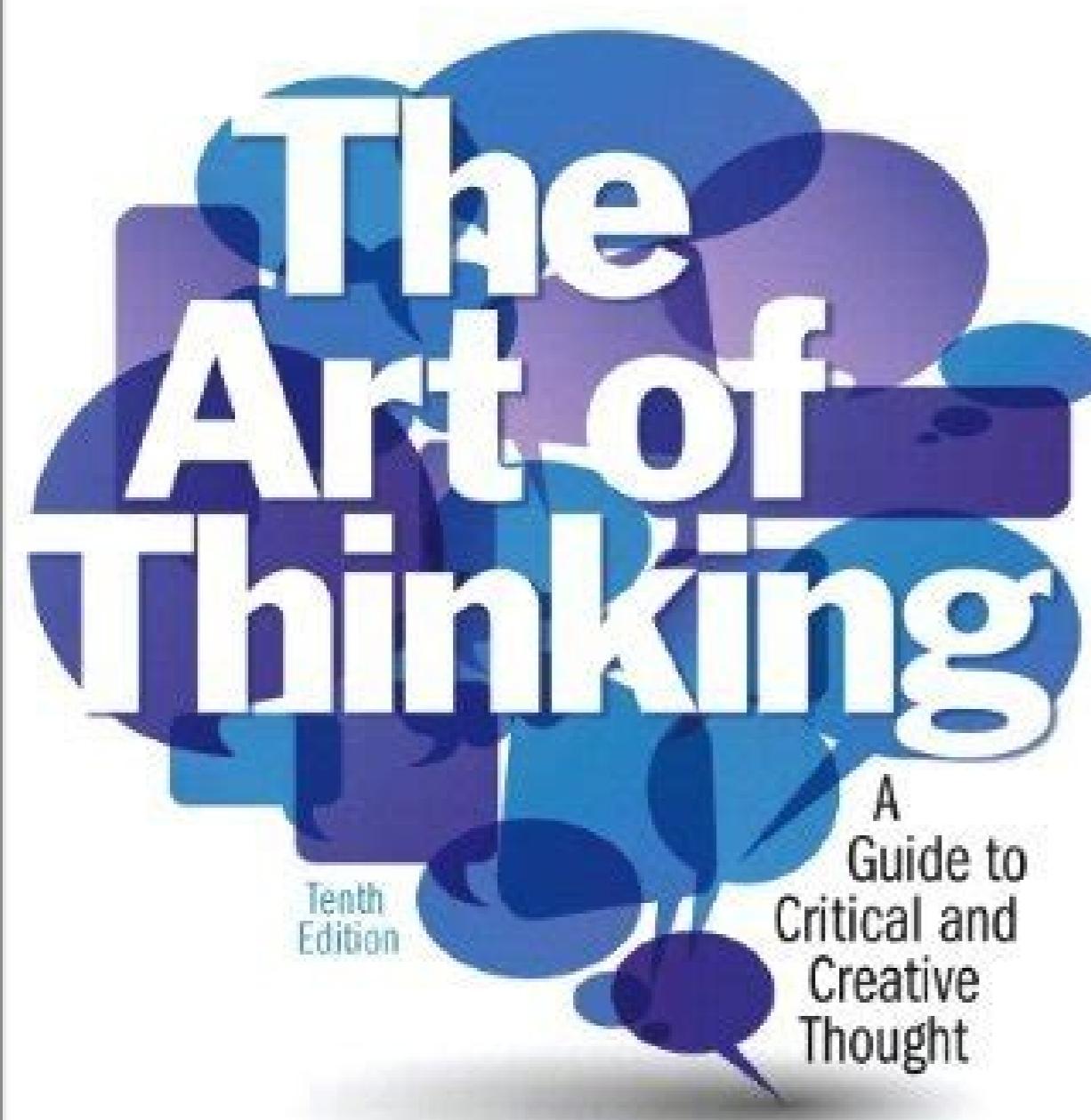
Critical thinking involves the differentiation of statements of fact, judgment, and opinion. The process of critical thinking requires the nurse to think creatively, use reflection, and engage in analytical thinking (Altan-Lefevere, 2013; Altan-Lefevere, 4 Circle Critical

Thinking Model provides a visual representation of critical thinking abilities and promotes making meaningful connections between nursing research and critical thinking and practice (Figure 10-1 ■). Critical thinking is an essential skill needed for the identification of client problems and the implementation of interventions to promote effective care outcomes (Bartunek & Connell, 2012). The process of providing feedback and reflection is vital to the improvement of nursing practice. A study by Aspin (2010) revealed that students who reflected on new knowledge developed new insights regarding practice. The insights nurses acquired led to changes in their approach to practice.

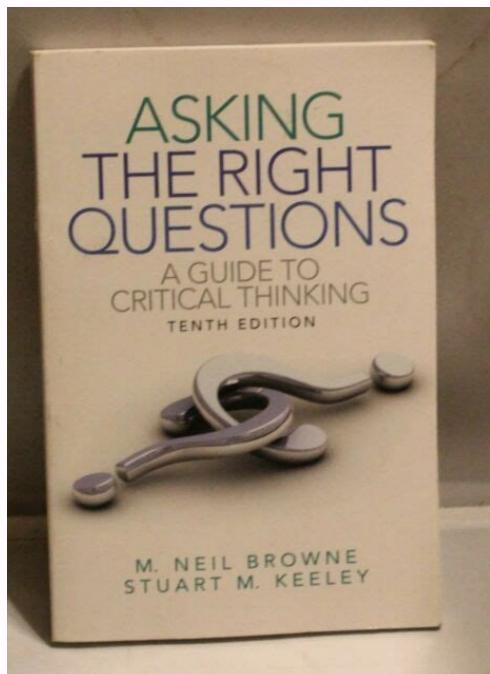
According to Scheller and Rubenfeld (2006), critical thinking is a metaphorical bridge between information and action. Critical thinking in nursing involves habits of the mind and requires the implementation of cognitive skills. In 2006, Scheller and Rubenfeld conducted a landmark study in which internationally diverse expert nurses from nine countries defined ten habits of the mind (affactive components) and seven skills (cognitive components) of critical thinking in nursing. The ten affactive components are confidence, contextual perspective, creativity, flexibility, inquiry, openness, intellectual integrity, intuition, open-mindedness, persistence, and reflection. The seven skills are analyzing, applying standards, discriminating information, seeking logical reasoning, predicting, and transforming. Knowledge Inventory (2010) used the affactive and cognitive components to demonstrate the use of critical thinking in the diagnostic process and the identification of an accurate nursing diagnosis. The study indicated that nurses need to utilize all 17 critical thinking concepts in the identification of nursing diagnoses.

Nurses use critical thinking skills in a variety of ways:

- Nurses use knowledge from other subjects and fields. Nurses use critical thinking skills when they reflect on knowledge derived



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