

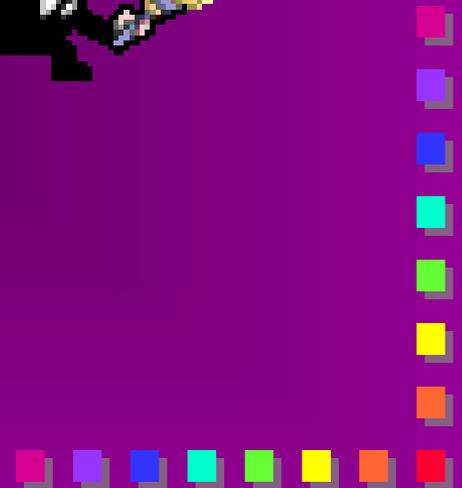
Module Four

Facilitator



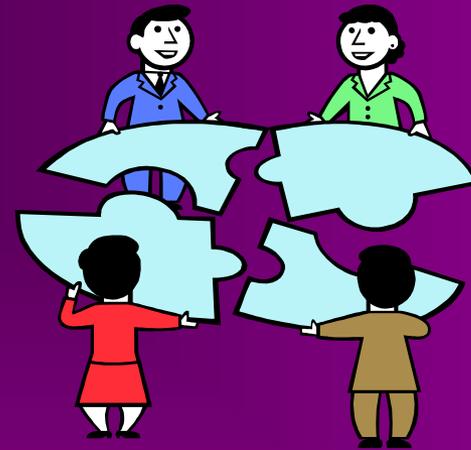
Facilitator

- Familiarize with physical environment
 - People tool
 - Scavenger hunt



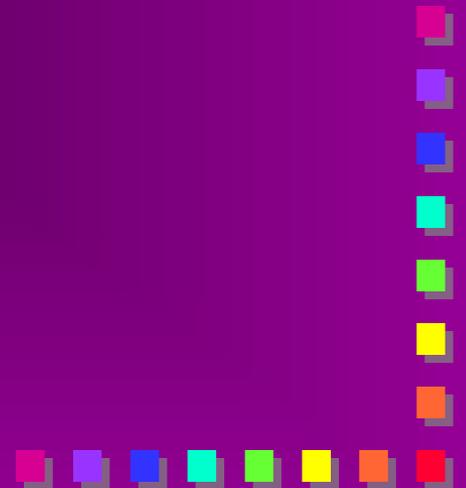
Facilitator

- Promote sense of belonging
 - Socializing to the unit
 - Unwritten rules



Facilitator

- Arranging the Clinical Experience
 - Choosing assignments
 - Negotiating with staff



Video

A Peacock in the Land of Penguins

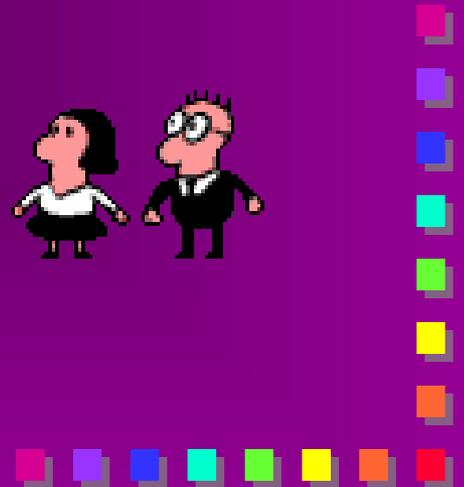


Activity—Traffic Jam



Facilitator

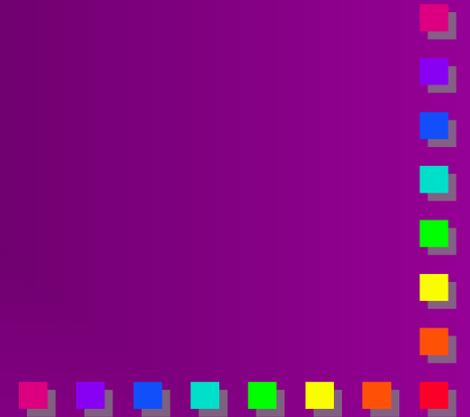
- Develop reflective thinkers
- Model a systematic approach to thinking and problem solving
- Foster critical thinking





Activity

(Brain teasers)

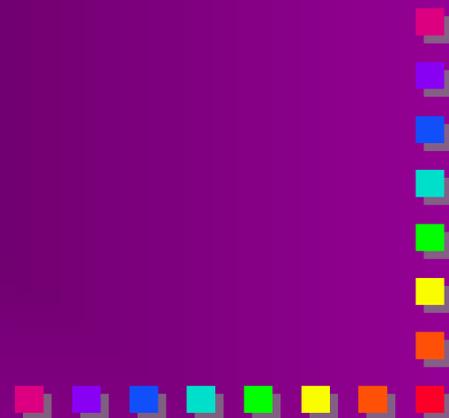




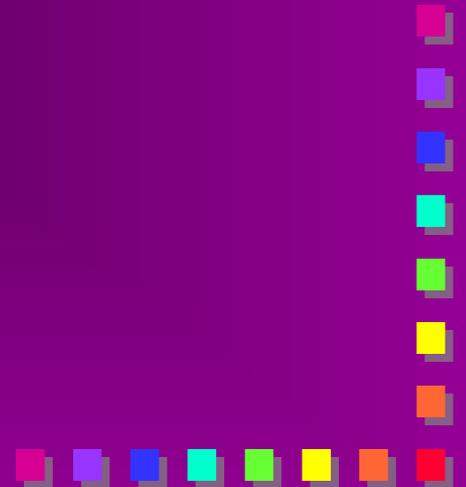
WORD HUNT

We've hidden four words in this word puzzle.
Can you find them?

D	U	C	K
D	U	C	K
D	U	C	K
D	U	C	K

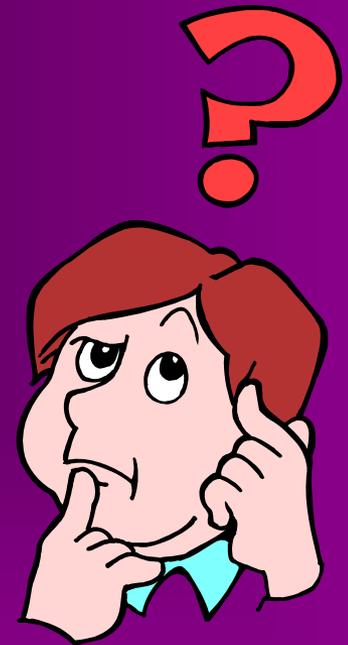


What is critical thinking?



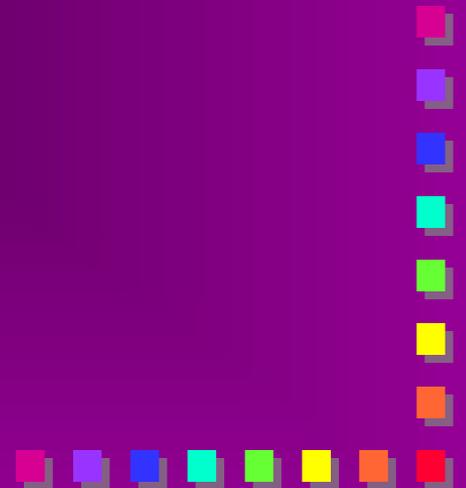
Can we teach critical thinking?

- Modeling
- Questioning
- Practice
- Thinking in a new way
- Assumption hunting
- Assumption validation



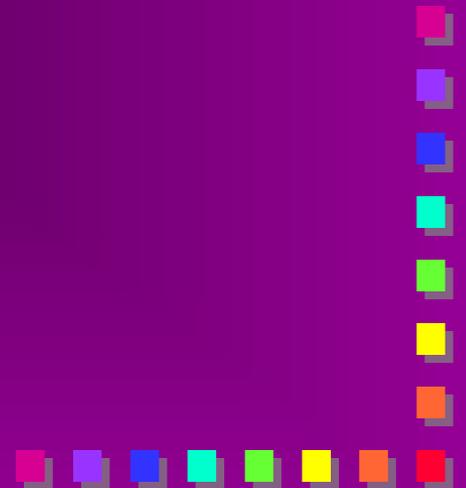
Critical Thinking People Are:

- Truth seeking
- Open-minded
- Analytical
- Systematic
- Self-Confident
- Inquisitive
- Mature



Decision Making

- A systematic sequential process of choosing among alternatives and putting the choice into action. (W. Lancaster & J. Lancaster, 1982)



Decision Making

- Analyzing alternative courses of action, their potential effects, and selecting the best course of action
- Implementing the selected action, monitoring the effects and reevaluating the decision in light of the effects



Problem Solving

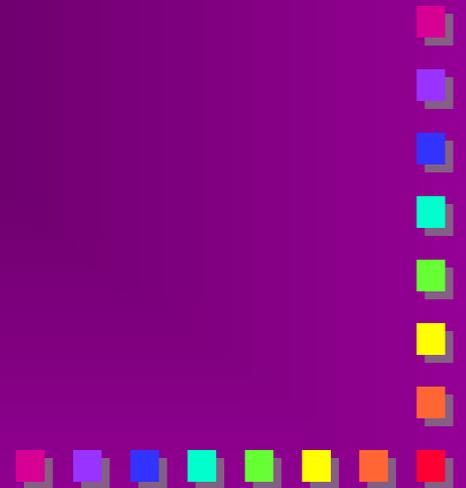
- Problem solving is cognitive processing directed at achieving a goal when no solution method is obvious to the problem solver.

(Mayer & Wittrock, 1996)



Problem Solving

- Rational, analytical thinking
- An investigative action
- Use of the nursing process
 - Assess
 - Plan
 - Implement
 - Evaluate



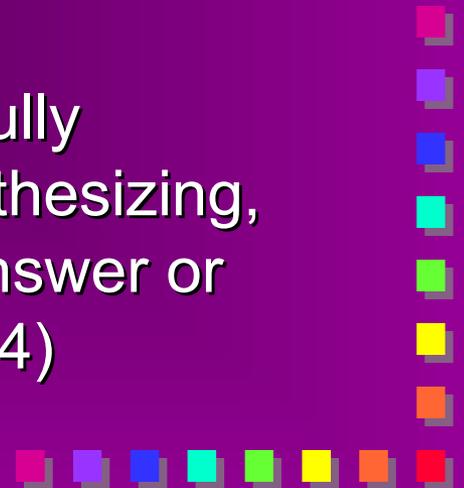
Critical Thinking

- A composite of the attitudes, knowledge, and skills. (Watson & Glaser, 1980)
- A process, the goal of which is to make reasonable decisions about what to believe in and what to do. (Ennis, 1996)



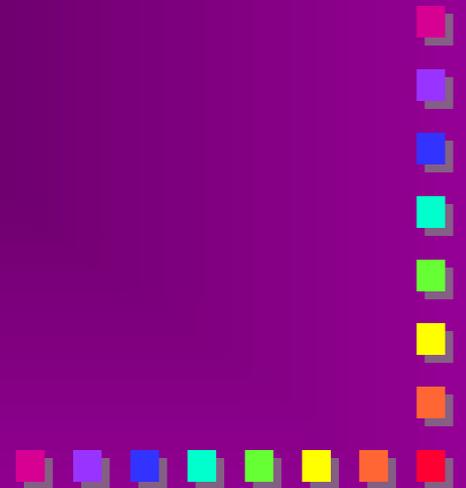
More Definitions

- Critical Thinking is self-guided, self-disciplined thinking which attempts to reason at the highest level of quality in a fair-minded way. (Criticalthinking.org Linda Elder, 2007)
- Disciplined thinking that is clear, rational, open-minded and informed by evidence. (dictionary.com, accessed 2014)
- The mental process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and evaluating information to reach an answer or conclusion(dictionary.com, accessed 2014)



Paul, Binker, Adamson, and Martin (1989)

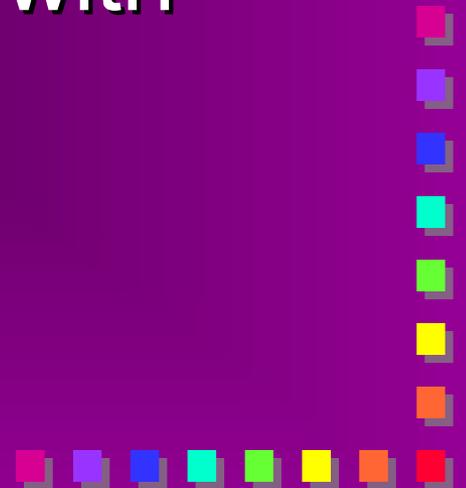
- The art of thinking about your thinking while you are thinking in order to make your thinking better: more clear, more accurate, or more defensible.



Critical Thinking

- Uses both logic and intuition
- Is contextual – requires a knowledge base
- Students may have trouble with both.

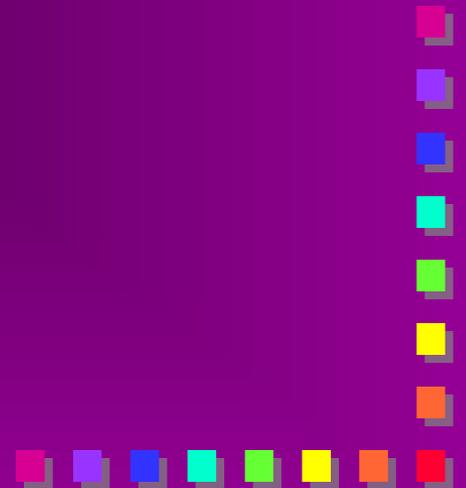
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Three Stages of Developing Critical Thinking Skills

- Right from Wrong
- Alternatives
- Complex

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Faculty's Role

- Facilitate learning in the patient-care environment using a variety of tools.
- Apply those skills and strategies to clinical situations that are not so well-defined, with lots of possible variables.
- Foster thinking about various options or “thinking outside of the box.”
- Facilitate learning in the patient-care context using a variety of questions

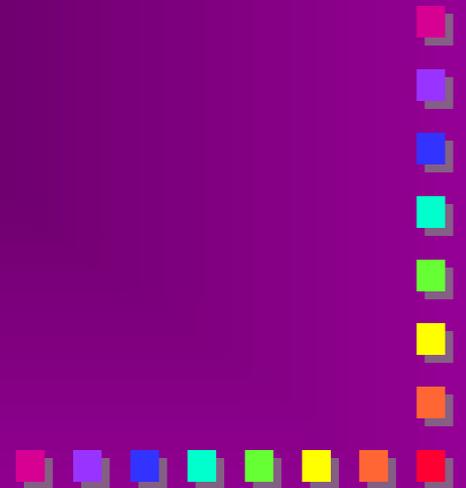
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Critical Thinking Steps

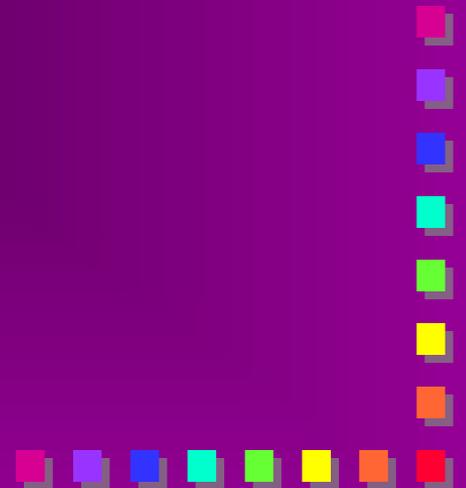
Peter Facione 1998

- Interpretation
- Analysis
- Inference
- Explanation
- Evaluation
- Self regulation



Interpretation

- Components
 - Categorizing
 - Decoding
 - Clarifying meaning



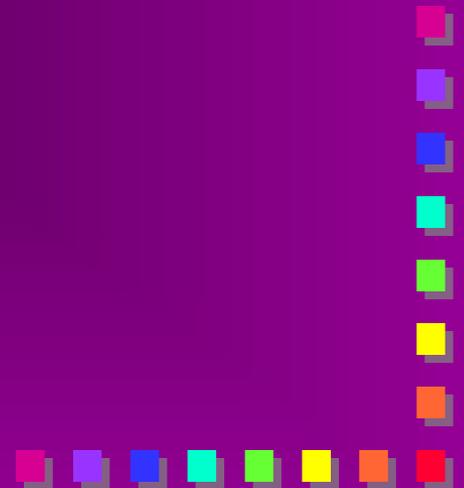
Interpretation

- Distinguish facts, assumptions, and inferences
- Knowledge component
- Interpret data



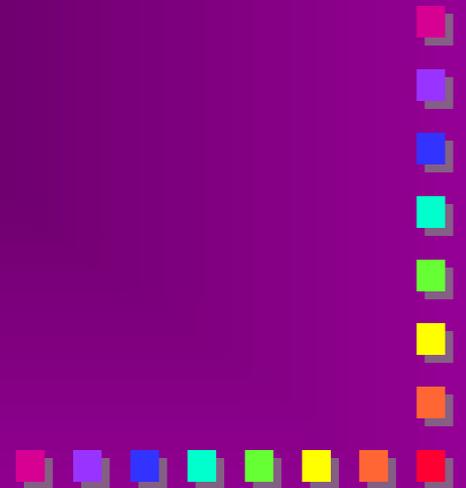
Interpretation

- BP 160/98
 - Reports elevated BP
- Question to ask
 - Tell me what you know about this drug, diagnosis, procedure, treatment?



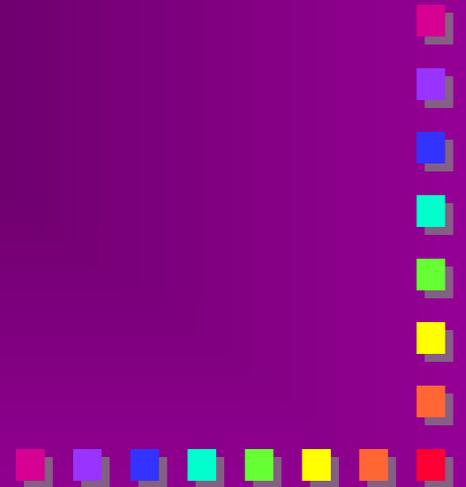
Preceptor role

- Assess baseline knowledge
- Fill in gaps



Analysis

- Components
 - Prioritizing
 - Making relationships
 - Making connections
 - Defining various courses of action



Analysis

- Recognize the existence of problems
- Distinguish between relevant and irrelevant information
- Begin to analyze nursing problems and define the possible courses of action



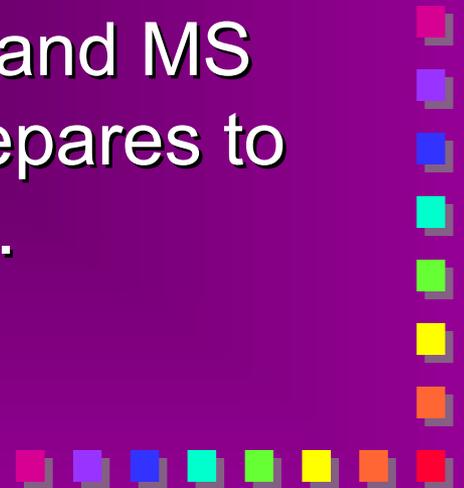
Analysis

- Questions to ask
 - What lab work would you want to monitor while the patient is on this drug?
 - What are the elements in the patient's admission assessment findings that relate to the admitting diagnosis?
 - What should you do first for this patient?



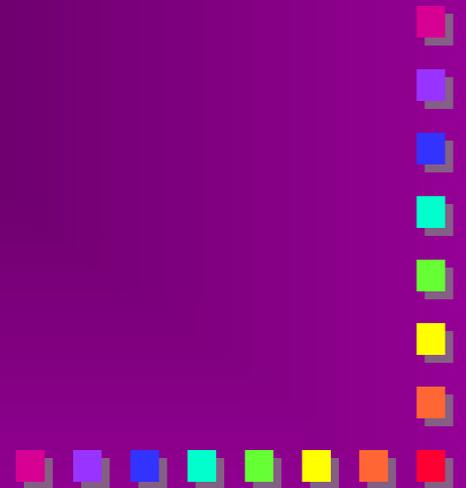
Case Study

- A MVA patient, age 13, had an open reduction of a right tibial fracture three days ago and is also in pelvic traction. She is complaining of pain in her right leg. She states that her pain level is an 8/10 and that it is worse than yesterday. The patient has Vicodin and MS ordered for pain. The preceptee prepares to medicate the patient with morphine.



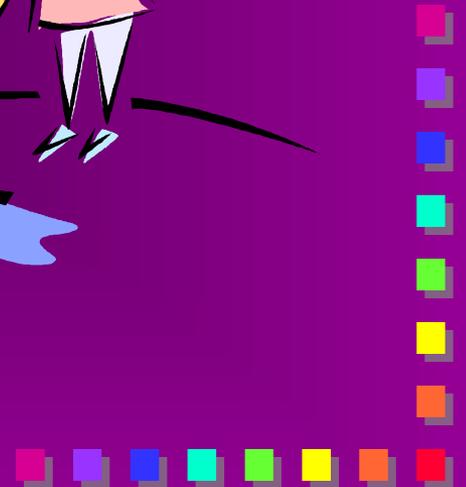
Preceptor Role

- Encourage making connections
- Assist in recognizing alternatives
- Opportunity for priority setting



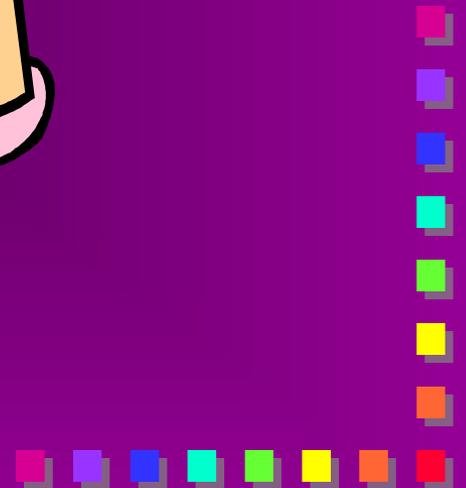
Inference

- Components
 - Drawing conclusions based on evidence/data
 - Comprehending the meaning of subjective and objective data



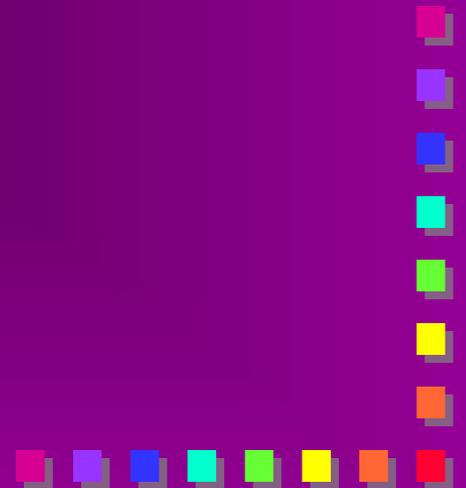
Inference

- Weighing risks and benefits of various courses of actions
- Identifying gaps in information
- Making sound decisions



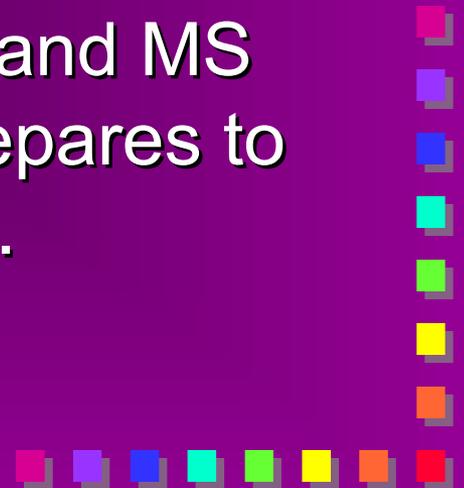
Inference

- Based on these symptoms, what conclusions can you draw?
- New nurses have a tendency to go for the obvious.



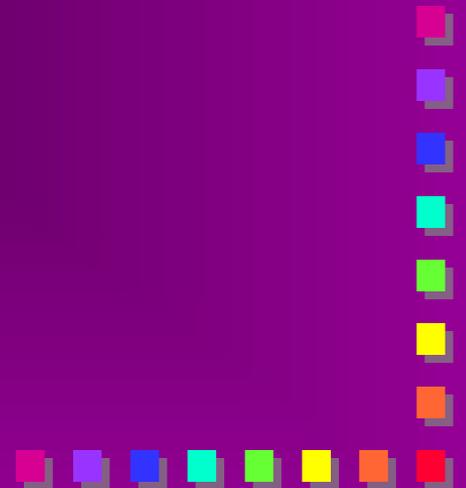
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Preceptor Role

- Encourage evidence-based decisions
- Continue to identify gaps in information



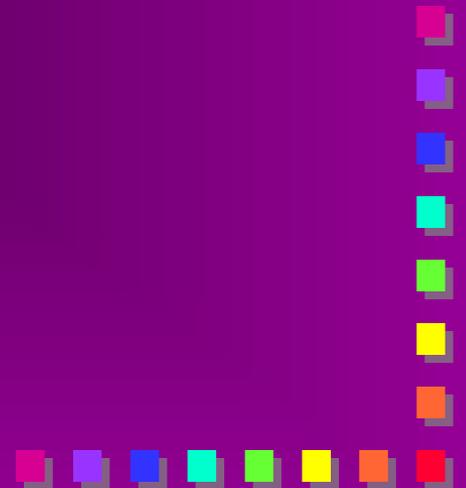
Explanation

- Components
 - Explaining
 - Providing rationales for conclusions



Explanation

- Explaining in verbal or written format, sound reasons for actions taken or conclusions drawn
- Explaining relationships between data



Explanation

- Why?
- So what?
- What if?
- What's next?



Explanation

- Questions to ask
 - Why would you want to do this treatment first?
 - Why is this drug not used for this patient when it was prescribed for a patient with the same diagnosis?
 - Why is the pain getting worse?



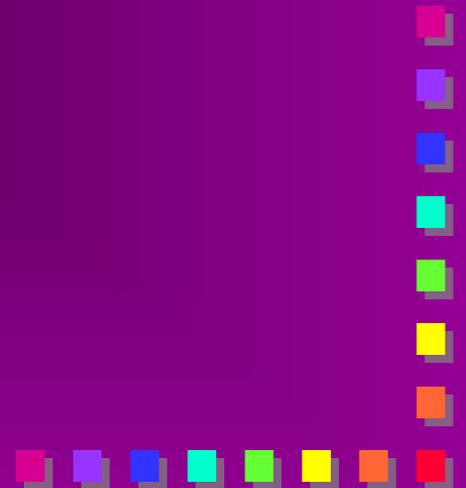
Case Study

- The patient is admitted for atrial fibrillation, has CHF and is on bed rest. The patient's medications include Heparin SQ bid and Digoxin daily.
- In discussing the patient's medications with the preceptee, she tells you that heparin is given because the patient is on bed rest.



Preceptor Role

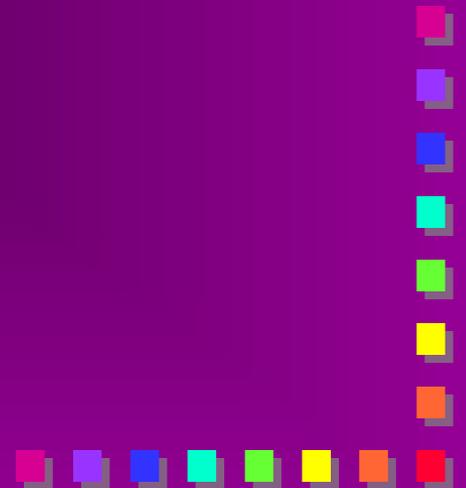
- Provide opportunities to discuss decisions and actions
- Use the why questions as appropriate



Evaluation

■ Components

- Continuously assessing the data for relevancy to the situation
- Ensuring that the data supports the conclusion



Evaluation

- Questioning the data, signs and symptoms for relevancy
- Evaluating appropriateness of care
- Cost-effectiveness
- Anticipating, thinking ahead
- Looking at the big picture



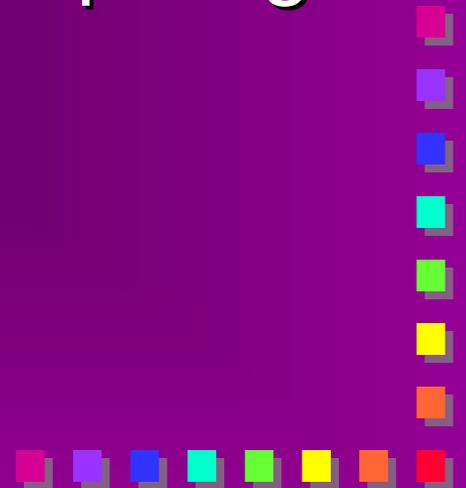
Evaluation

- Questions to ask
 - What would indicate to you that this medication has been effective?
 - If a patient is developing an infection, what symptoms would you expect to see?



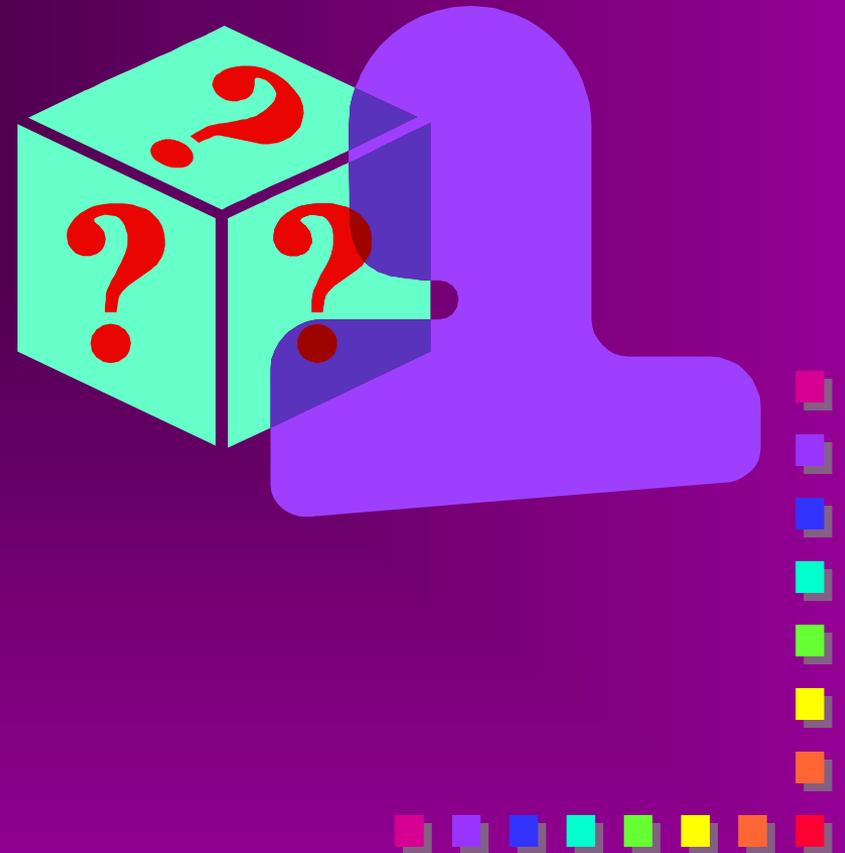
Preceptor Role

- Encourage frequent re-assessment
- Provide opportunities for evaluating effectiveness of interventions
- Encourage thinking ahead, anticipating changes



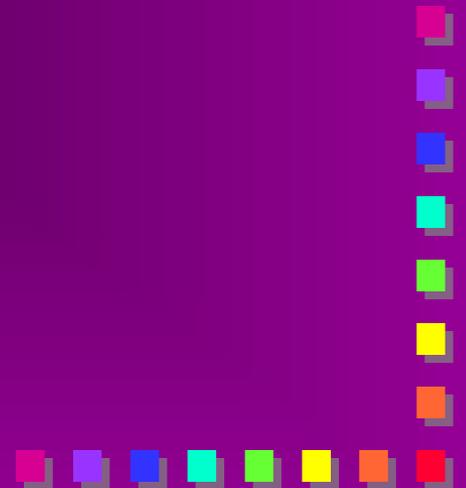
Self Regulation

- Components
 - Continuously questioning, examining and monitoring one's thinking for accuracy



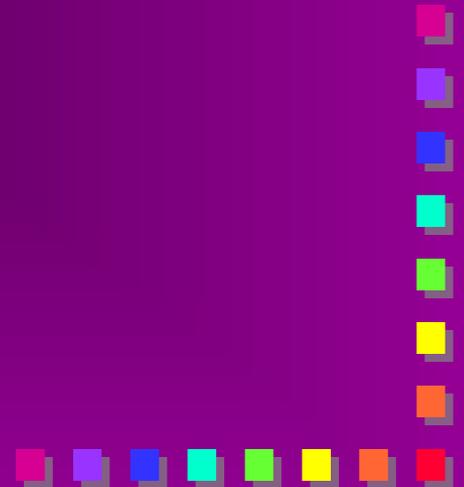
Self Regulation

- Asking questions
- Comparing and contrasting situations
- Seeking further data to support and validate conclusions



Self Regulation

- Last week you took care of a patient with a similar diagnosis.
 - What symptoms are the same?
 - What differences do you notice?



Self Regulation

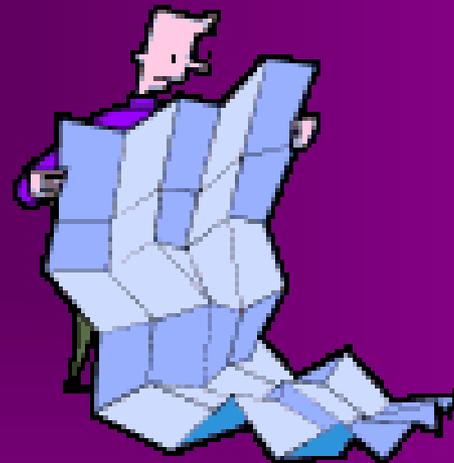
■ Questions to ask:

- Did an attitude or perception influence my conclusion?
- What is interfering or coloring the way I am looking at this situation?
- Am I drawing the wrong conclusion?
- Could I be overlooking something?



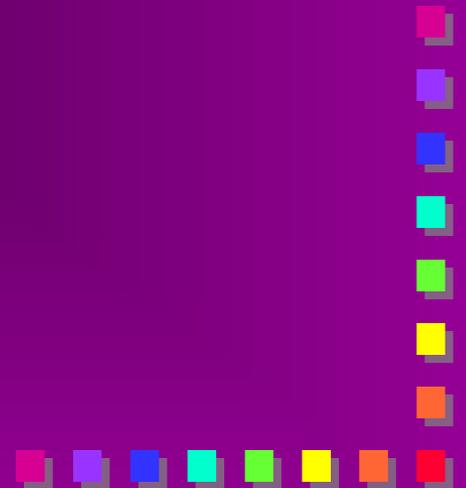
Self Regulation

What am I missing?



Preceptor Role

- Encourage self-reflection of attitudes and biases
- Encourage self-reflection of previous experiences that may be influencing decisions



Putting It Together

■ Frame the Question

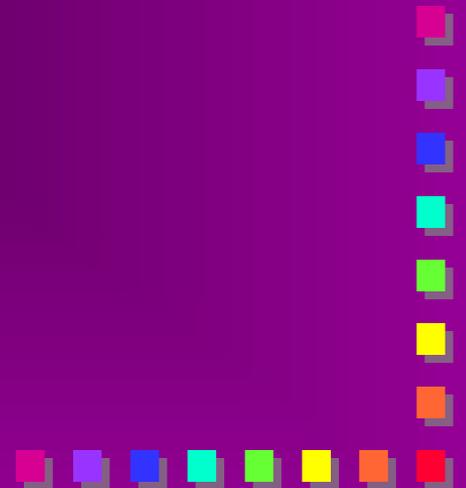
- Explain that both preceptee and preceptor can improve their critical thinking with practice.
- Pose questions that encourage thinking, problem solving and self-reflection.
- Encourage the preceptee to come to you with questions/problems but also possible solutions



Use Case Scenarios

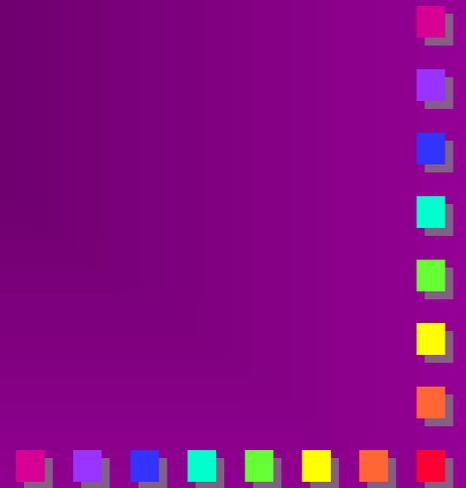
The physician leaves the following order for the patient who is one day post-op appendectomy:

1. DAT
2. d/c IV fluids when taking fluids well



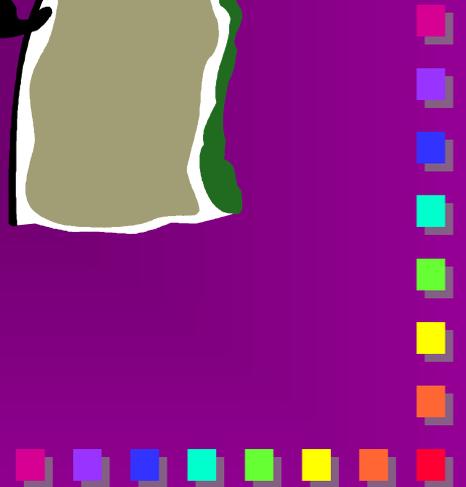
Questions to ask

- What are the facts and assumptions?
- How do the facts relate to each other?
- What are the alternatives/choices?
- What should be done first?
- What other assessments should be made?
- What conclusions can I draw?
- What is my rationale?
- What factors might influence the choice?
- How will know if I made the correct choice?
- What am I overlooking?



Build Confidence

- Give feedback that tells the preceptee that you trust their ability
- “I think you can handle this, but I am right here if you need me.”



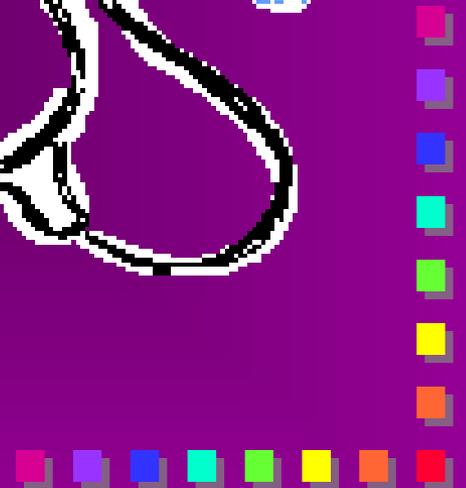
Build Confidence

- Acknowledge when the preceptee has made an appropriate decision.
- “I would have done the same thing.”
- “I couldn’t have done it better.”



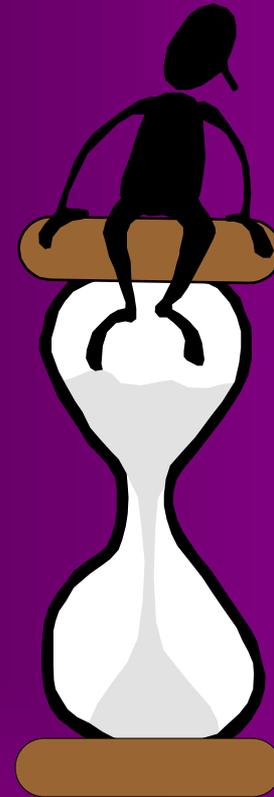
Build Confidence

- Validate the preceptee's assessments/findings/conclusions
- “That’s exactly what I heard in the lungs.”



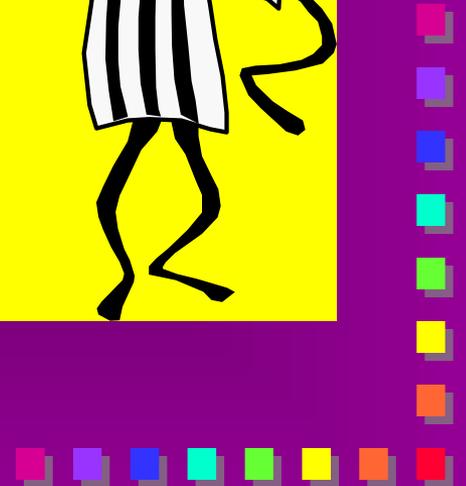
Build Confidence

- Collaborate with the preceptee in making out assignments.
- “Where do you think we should start today?”



Build Confidence

- When setbacks or “bad” days occur, remind preceptee of their progress and successes.
- “Remember the first time you recorded a code how everyone complimented you.”



Practice Time

