

# applied communication



- **Module Competence**

- This module is designed to enable the learner counsel clients/patients and apply critical thinking skills in the provision of quality and comprehensive nursing care to patients/clients.



# Module Outcomes

By the end of this module, the learner should;

1. Apply critical thinking skills in provision of nursing care
2. Develop appropriate skills for counselling
3. Apply principles of student-centred learning for lifelong learning.
4. Apply information Technology in health services.
5. .Apply principles of public relation in customer care



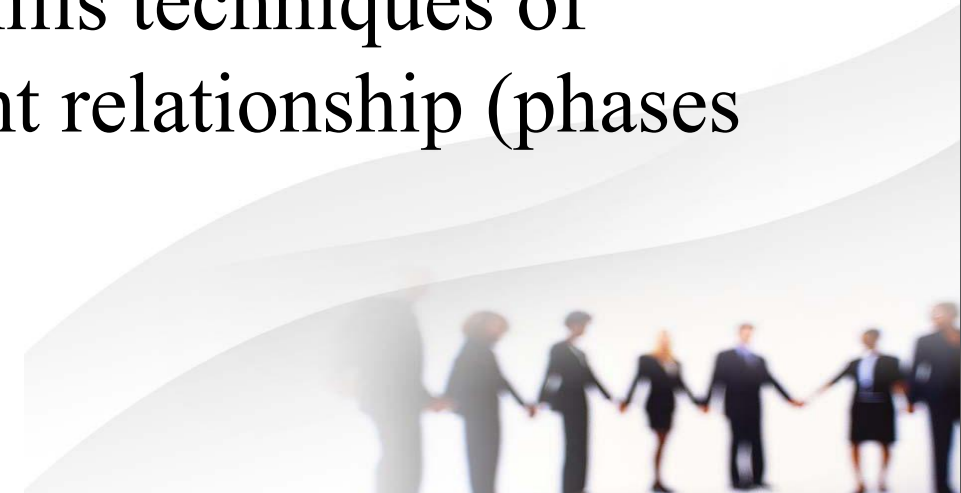
# Module Units

- 1 Critical thinking skills and reflection 06 00
- 2 Counselling 04 00
- 3 Introduction to Student Centered Learning 02 00
- 4 Introduction to Information and Technology 04 00
- 5 Customer Care and Public Relations 06 00



# Module Content

- **Critical thinking skills and reflection;** critical thinking and reflection-skills, problem solving skills, principles and importance of critical thinking, reflective writing, application of theory to practice **Counselling;** theories of counselling, principles of counselling, process and skills techniques of therapeutic communication, nurse-patient relationship (phases and interpersonal skills)



# Module Content

- **Introduction to Student Centered Learning;** student centered vs traditional learning, lifelong learning, active vs passive learning, principles of self-directed learning and small group learning.
- **Customer care and public relation;** essentials, handling customers requests, managing telephone call, dealing with different customers, challenges, customer loyalty and customer relation attitude.
- **Introduction to Information and Technology;** word processing, spread sheet, PowerPoint presentation, introduction to computer accessories and internet, application of ICT in health care delivery systems and Teleconferencing



- **Teaching Strategies**
- Group Discussions, Lectures, Demonstrations, Role plays
- **Teaching/Learning Resources**
- Chalk and chalkboard, LCD Projector and laptop, Text books, Manikins, Flip charts, Posters, Procedure Manuals
- **Assessment Strategies**
- *Formative*: CATs, RATs, Assignments, Case Presentations, Mid-Semester Examination, Promotional examination.
- *Summative*: OSCE, Clinical assessment, Research projects, Final Qualifying Examination.



# Critical thinking and reflection





# Objectives

- Describe characteristics of a critical thinker.
- Discuss the nurse's responsibility in making clinical decisions.
- Discuss how reflection improves clinical decision making.
- Describe the components of a critical thinking model for clinical decision making.
- Discuss critical thinking skills used in nursing practice.



# Introduction

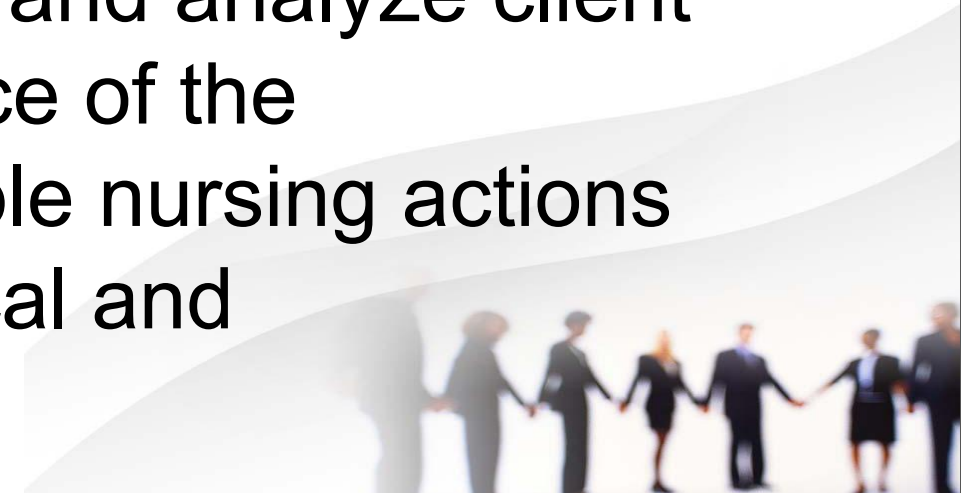


- Critical thinking is an active, organized, cognitive process used to carefully examine one's thinking and the thinking of others.
- Purposeful, goal-directed thinking aiming to make judgments based on evidence rather than conjecture. It is based on principles of science & the scientific method & develops strategies that maximize human potential & compensates for problems caused by human nature



# Introduction

- **Critical thinking** is the process of intentional higher level thinking to define a client's problem, examine the evidence-based practice in caring for the client, and make choices in the delivery of care.
- **Clinical 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 psychosocial outcomes.



# Why do we need critical thinking?

- Need to make accurate and appropriate clinical decisions
- Need to solve problems and find solutions
- Need to plan care for each unique client and client problem
- Need to seek knowledge and use it to make clinical decisions and problem solving
- Need to be able to think creatively when planning care for clients



# Purpose of critical thinking

The use of creativity provides the nurse with the ability to:

- Generate many ideas rapidly.
- Be generally flexible and natural; that is, able to change viewpoints or directions in thinking rapidly and easily.
- Create original solutions to problems.
- Be independent and self confident, even when under pressure.
- Demonstrate individuality.



# Techniques in critical thinking

These techniques include:

- Critical analysis,
- Inductive and deductive reasoning,
- Making valid inferences,
- Differentiating facts from opinions, evaluating the credibility of information sources,
- Clarifying concepts, and recognizing assumptions.

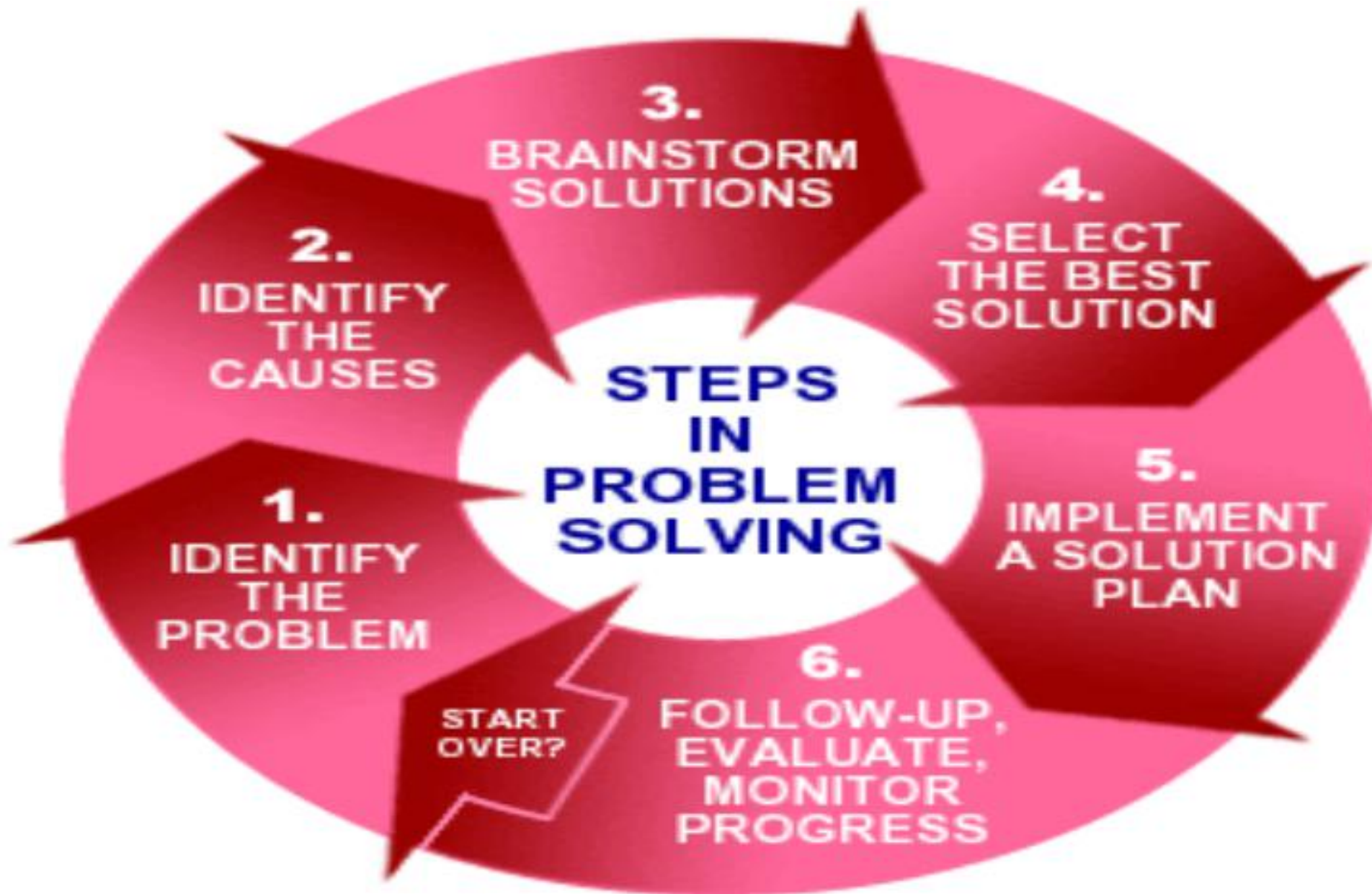


# Problem solving

- **Problem solving** is a mental activity in which a problem is identified that represents an unsteady state. It requires the nurse to obtain information that clarifies the nature of the problem and suggests possible solutions.
- Throughout the problem-solving process the implementation of critical thought may or may not be required in working toward a solution.
- The nurse carefully evaluates the possible solutions and chooses the best one to implement.









# Approaches to problem solving

- Trail and Error
- Intuition
- Research process

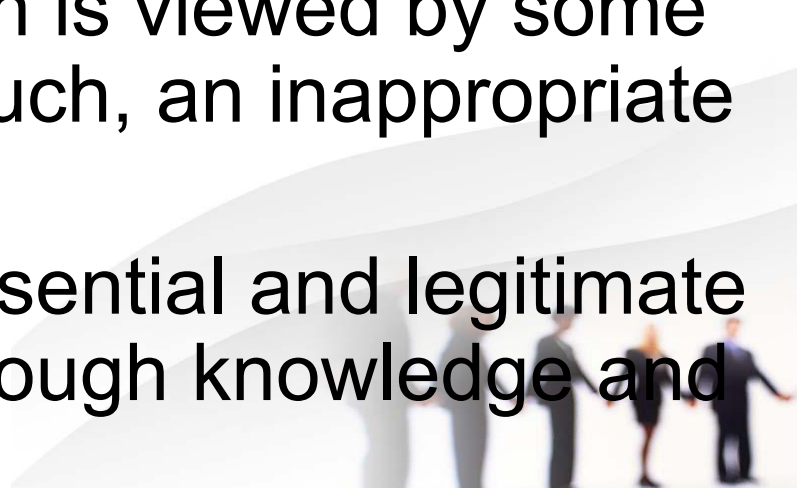


# Trial and error

- One way to solve problems is through **trial and error**, in which a number of approaches are tried until a solution is found.
- The use of trial-and-error methods in nursing care can be dangerous because the client might suffer harm if an approach is inappropriate.
- However, nurses often use trial and error in the home setting due to logistics, equipment, and client lifestyle



# intuition

- **Intuition** is a problem-solving approach that relies on a nurse's inner sense. It is a legitimate aspect of a nursing judgment in the implementation of care.
  - Intuition is the understanding or learning of things without the conscious use of reasoning. It is also known as sixth sense, hunch, instinct, feeling, or suspicion.
  - As a problem-solving approach, intuition is viewed by some people as a form of guessing and, as such, an inappropriate basis for nursing decisions.
  - However, others view intuition as an essential and legitimate aspect of clinical judgment acquired through knowledge and experience.
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# Research process

- The **research process**, is a formalized, logical, systematic approach to problem solving.
- The classic quantitative research process is most useful when the researcher is working in a controlled situation.
- Health professionals, often working with people in uncontrolled situations, require a modified approach for solving problems.



# Attitudes that foster critical thinking

- Certain attitudes are crucial to critical thinking.
- These attitudes are based on the assumption that a rational person is motivated to develop, learn, grow, and be concerned with what to do or believe. A critical thinker works to develop the following nine attitudes or traits:

- 1) Independence,**
- 2) Fair-mindedness,**
- 3) Intellectual humility**
- 4) Insight**

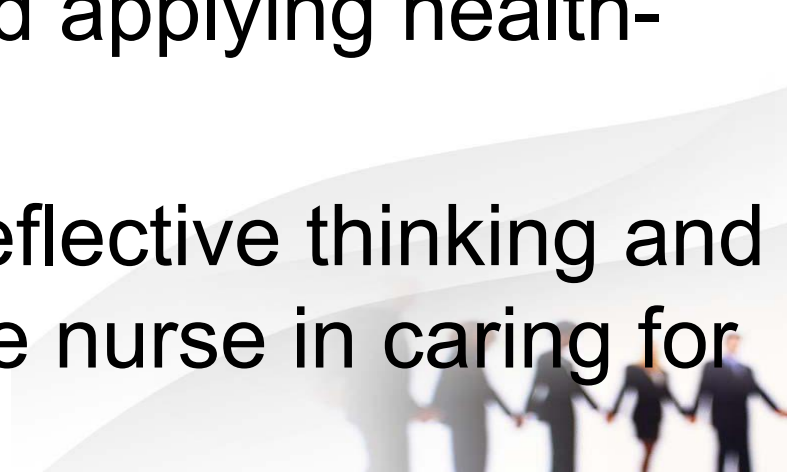


# Attitudes that foster critical thinking

- 5) Intellectual courage,
- 6) Integrity,
- 7) Perseverance,
- 8) Confidence,
- 9) Curiosity.



# Components of clinical reasoning

- **Clinical reasoning** is the analysis of a clinical situation as it unfolds or develops. It requires the nurse to use cognitive and metacognitive processes.
  - **Cognitive processes** are the thinking processes based on the knowledge of aspects of client care. Cognitive skills are learned through reading and applying health-related literature.
  - **Metacognitive processes** include reflective thinking and awareness of the skills learned by the nurse in caring for the client.
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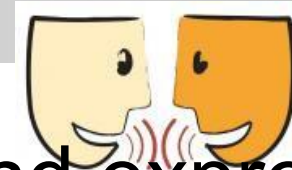
# Aspects of critical thinking

- **Reflection**-Purposely thinking back or recalling a situation to discover its purpose or meaning. Looking back and reflecting on a client situation helps the nurse to have insight and meaning in the situation.
- Reflection allows the nurse to look at a situation honestly and do some self evaluation of the situation.
- When reflecting, it is important to remain open to new information, knowledge, ways of doing things.





# Aspects of critical thinking



- **Language-** The ability to use language and express yourself is a reflection of the ability to think meaningfully. Nurses must be able to use language effectively (clearly and precisely). When language is not well developed and the spoken word is not clear and distinct it is a sign of sloppy thinking.
- We must communicate (speak) clearly and distinctly with all of those around us, peers, nurses, patients and families. To critically think you must be able to organize and focus your own thoughts.



# Aspects of critical thinking



- **Intuition-** To have an understanding of the situation without conscious deliberation. It is an inner sensing about a situation.
- This ability to have intuition about clients come with time and experience.
- Can not use only intuition must use all types of knowledge, cognitive and emotional cues to assess clients and seek more info. Nurses also need to be aware of what they do not know, and seek help appropriately



# Levels of critical thinking


## Basic critical thinking-

- Here learner is still trusting that the experts have the answer to every problem and situation
- Thinking is concrete and based on book, principles, rules, policies (whatever they can read or hear about). Lots of following the step by step (doing bed bath).
- At this point there is very limited ability to think critically, resources include instructors, books, other nurses.
- Caution- Don't let relying on resources limit ability to grow, use experiences, practice, and knowledge to grow to next level of thinking



# Levels of critical thinking

## Complex Critical thinking

- As people grow and become more independent thinkers the level of critical thinking will grow. Slowly will rely less and less on their resource people and think before asking them, come up with the answers themselves.
  - As growth occurs there is a realization that there can be more than one alternative and perhaps solution.
  - As nurses begin to think in more complex ways they look at a problem from many more angles and start weighing the risks vs benefits of each decision/ solution. They start developing the ability to be creative, to think out of the box.
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# Levels of critical thinking

- **Commitment**-The nurse starts anticipating patient needs independently. At this level, the nurse makes a decision based on alternatives and then stands by the decision. The nurse assumes accountability/ responsibility for the decision and evaluates that decision.



# Critical thinking competencies

- **Scientific method** is an approach to seeking truth or verifying facts. SM is a formal way to approach a problem plan a solution, test the solution, and come to a conclusion. Science fair. Nurse might identify a problem and seek answers with a formal approach (collecting data formulating a hypothesis, testing the hypothesis, evaluating the results).



# Critical thinking competencies

- **Problem solving-** Use problem solving all the time when problem is identified we seek information about the problem and the information plus knowledge that we already have to find solutions. Effective problem solving means evaluating the solutions and deciding if we need to try other solutions





# Critical thinking competencies

- **Decision making-** This happens when there are several options or courses of action that one might take to solve a problem or take care of a situation.
- Decision making is an end point of critical thinking.
- The pros/ cons or risks/benefits of each option is weighed to make a final decision. If time is taken to weigh each option appropriately then a well informed decision will be the result





# Critical thinking competencies

- **Diagnostic reasoning-** It is a process of determining a client's health status after gathering data and making a clinical judgment.
- Part of the process involves making inferences given data such as s/s, lab data, behaviors (Inference is the process of drawing conclusions given related pieces of information or data)



# Critical thinking competencies

- **Clinical decision making-** requires careful reasoning so that the options for the best client outcomes are chosen on the basis of the client's condition and the priority of the problem.
- Nurse identifies a problem by working with client and then still working with client determines priorities and nursing interventions that will best meet goals of client.
- The nurse may need to select from a wide range of options to meet goals. Clinical decision making can be made for individual patients or groups of patients.



# CRITICAL THINKING AND DECISION MAKING

- Critical thinking for clinical decision-making is the ability to think in a systematic and logical manner with openness to ask questions and reflect on the reasoning process used to ensure safe clinical practice and quality care.



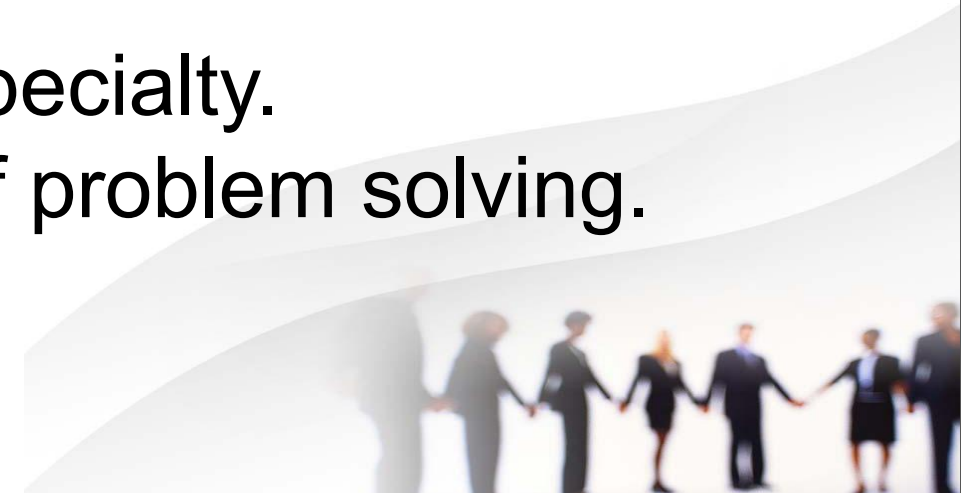
# CRITICAL THINKING AND PROBLEM SOLVING

- The nurse uses the *nursing process* to identify and make decisions about client needs.
- The nursing process is a systematic and scientifically-based process.
- The process requires the use of many cognitive and psychomotor skills



# THE NURSING PROCESS

- A process is a series of steps or acts that leads to accomplishment of some goal or purpose.
- The purpose of the nursing process is to provide individualized, holistic, effective, and efficient care to clients.
- Systematic framework for providing professional, quality nursing care.
- Used in every practice setting and specialty.
- Derived from the scientific method of problem solving.



# Nursing process as a competency

- **Five steps:**
  - ✓ **Assessment**
  - ✓ **Diagnosis**
  - ✓ **Planning**
  - ✓ **Implementation**
  - ✓ **Evaluation**



# components of the nursing process



# Characteristics of Critical Thinking

- Creativity
- Logical and rational
- Cautious and information-seeking
- Systemic
- intellectual





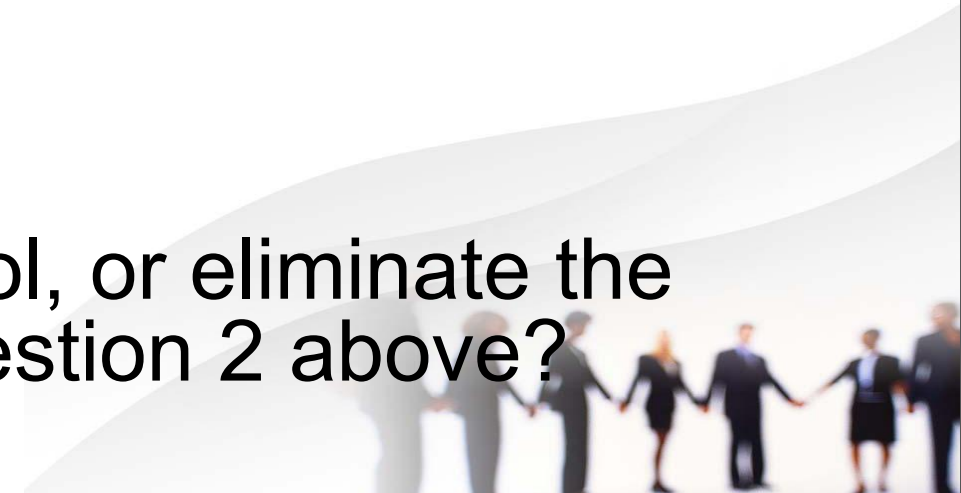
# 10 Key Questions that Promote Critical Thinking

1. What major outcomes (observable results) will drive our thinking?
2. Exactly what are the problems, issues, or risks that must be addressed to achieve the major outcomes?
3. What are the circumstances?
4. What knowledge is required?
5. How much room is there for error?



# 10 Key Questions that Promote Critical Thinking

6. How much time do I/we have?
7. What resources can help?
8. Whose perspectives must be considered?
9. What's influencing thinking?
10. What must we do to prevent, control, or eliminate the problems or issues identified in question 2 above?



# How to Improve Critical Thinking Skills in Nursing

- **Right cues** are the available patient information (i.e., handoff reports, patient history, previous nursing/medical assessments), current clinical assessment data, and the recall of nursing knowledge.
- **Right patient** refers to the process of identifying and prioritizing a patient at risk of critical illness or a severe adverse event.



# How to Improve Critical Thinking Skills in Nursing

- **Right time** means nurses identify clinically at-risk patients promptly and carry out nursing interventions at the right time and in the right sequence.
- **Right action** occurs when the nurse decides which part of the plan takes priority, who should carry out the nursing actions, which procedures and policies are involved, and who should be notified.
- **Right reason** indicates that the reasoning is ethical, legal, and professional. “Right” may refer to the right conclusion being reached, or it may refer to the process, or



# Importance of critical thinking

1. Allows you to form your own opinions and engage with material beyond a superficial level and also engaging in intelligent discussions
2. Allows you to graft worth arguments and back them up.
3. Helps you evaluate your own work hence better performance



# Importance of critical thinking

4. Helps you avoid manipulation by unethical companies
5. Makes you more relevant and employable.
6. Enhances knowledge ,language and presentation skills.



# Importance of critical thinking

7. Promotes creativity in problem solving and giving solutions
8. It is crucial for self reflection and evaluation
9. It is the foundation of science and experimentation



# reference

- Kozier. B, Erb. G, Berman A., Snyder S.(2013);  
*Fundamentals Of Nursing Concepts Process And Practice.*  
8<sup>th</sup> edition, Pearson prentice hall. london





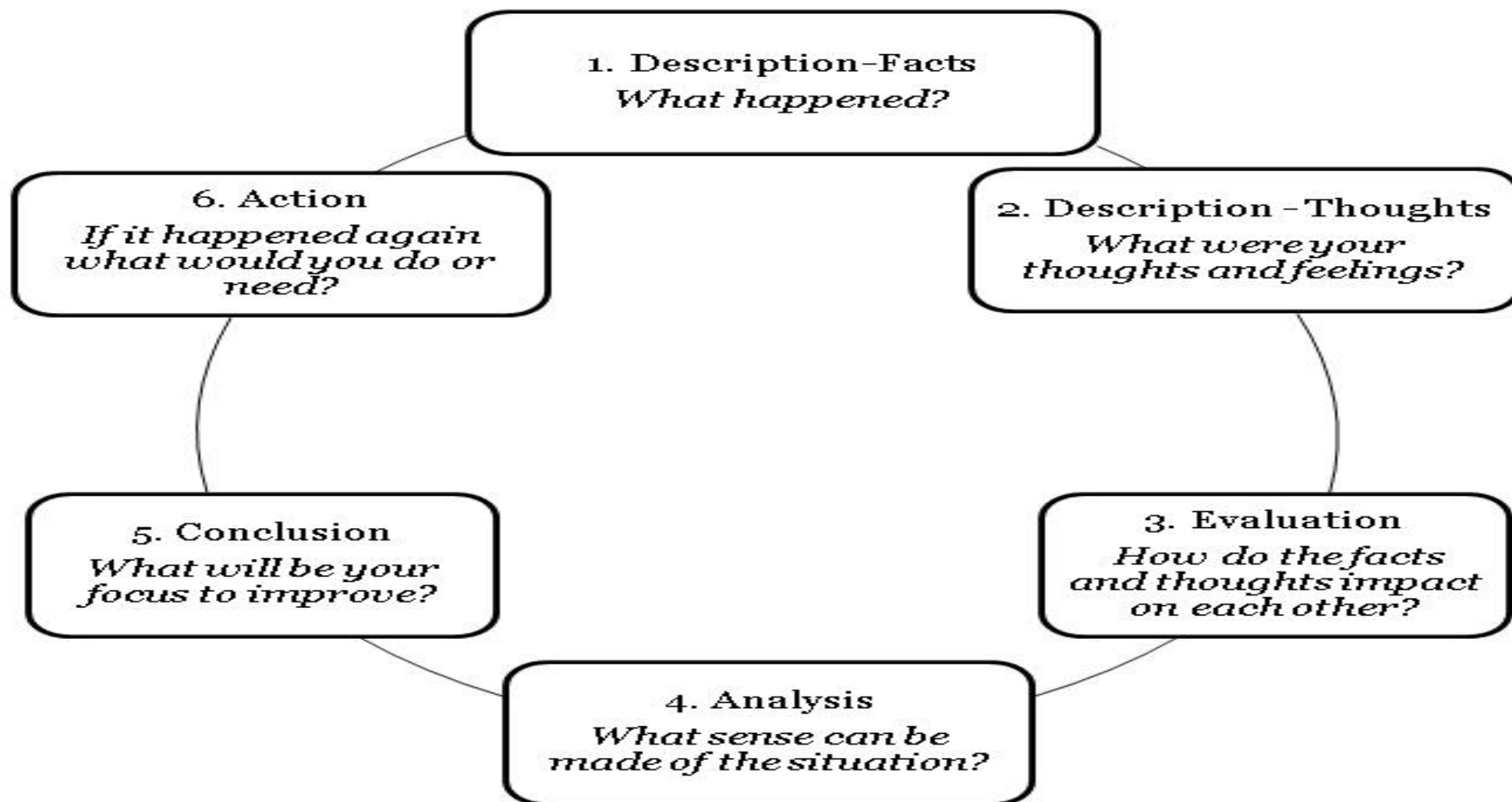
# Reflective Thinking

- Reflective thinking involves personal consideration of one's own learning.
- It considers personal achievements and failures and asks what worked, what didn't and what needs improvement.
- It asks the learner to think about her own thinking
- This type of reflection enables learners to gain self-knowledge, to demonstrate their understanding of worthwhile moral values, take on the perspective of others, to reflect on why some actions are morally better than others, and to consider alternatives and consequences of actions.



## A Framework for Reflection

Gibbs (1998) developed a reflective cycle structure which I have adapted for reflecting on a nursing experience or situation.



# Stages of reflecting

- There are numerous models for reflections, but it is important to understand why you are asking each question and how that will help you to reflect

**What, where, and who—the situation**

**How did it make you feel—your emotional state**

**Why did it happen—making sense of the situation**

**Could you have done anything differently—critical review and development of insight**

**What will you do differently in the future—how will this change your practice**

**Re-enforcement—what happens when you put this into**



# Stages of reflecting

## **STAGE 1 – DESCRIPTION (PURE FACTS)**

The first step is to describe what you know. Ask yourself the following questions:

- o What are the brief facts of the situation?
- o What occurred? Who was involved?
- o What did you do? What did others do?



# Stages of reflecting

## **STAGE 2 – DESCRIPTION – (FEELINGS)**

- o How were you feeling at the time?
- o Were there influences affecting others actions/behaviour?
- o Were there any known or perceived difficulties with the activity, timing, location, information or resources etc.?



# Stages of reflecting

- **STAGE 3 – EVALUATION**
- ○ What was good and bad about the experience
- ○ How might the facts and feelings (from stage 1 and 2 above) have affected your actions/behaviour
- ○ What other circumstances may have affected your actions or thoughts?
- ○ How issues might influence the activity or practice related feedback?



# Stages of reflecting

- **STAGE 4 – ANALYSIS**
- o Why you picked this incident to reflect on?
- o What sense can you make of it? Does it make sense given the preceding 3 stages?
- o What is the main area of concern or focus on the future?



# Stages of reflecting

## **STAGE 5 – CONCLUSIONS**

- o What have you discovered?
- o What have you learned from this incident and circumstances?
- o What questions remain?





# Stages of reflecting

- **STAGE 6 – NOW WHAT? (ACTION)**
- You have analysed the incident and want to make sure you improve your practice for next time, so need to move into the action planning stage:
  - o What will I do differently from now on or the next time this arises?
  - o What resources/help will you need?



# Benefits of Reflective Writing

- Critical Thinking Skill Development
- Synthesis of Classroom and Clinical Knowledge
- Self-Awareness
- Professional Growth and Promotion of Professional Behaviors
- Shift of Focus away from Self
- Awareness of Emotional Responses, Personal Biases, and Beliefs



# Characteristics of environment and activities that prompt and support Reflective thinking

- Provide enough wait-time for students to reflect when responding to inquiries.
- Provide emotionally supportive environments in the classroom encouraging re-evaluation of conclusions.
- Prompt reviews of the learning situation, what is known, what is not yet known, and what has been learned.
- Provide authentic tasks involving ill- structured



- Prompt students' reflection by asking questions that seek reasons and evidence.
- Provide a less-structured learning environment that prompts students to explore what they think is important.
- Provide social-learning environments such as those inherent in peer-group works and small group activities to allow students to see other points of view.
- Provide reflective journal to write down students' positions, give reasons to support what they think, show awareness of opposing positions and weaknesses of their positions.



# Barriers to Reflective Writing

- • Time Constraints
- • Knowledge and Effort



# References/ Further Readings

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- Nursing Council of Kenya (2009) *Manual of clinical procedures, 3rd edition*, Nairobi: NCK
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- Skills lab National Coordination Centre (2006). *KRCHN Procedure Manual, 2<sup>nd</sup> edition*, Nairobi: Regal Press Kenya

