

World

NURSING EDUCATION AND EVIDENCE BASED PRACTICE CONFERENCE

&

4th International HEART CONFERENCE

April 22-23, 2019 Dubai, UAE

Evaluation of the application of critical thinking skills of students in the context of nursing process in the college of nursing of a private university

Gracila V Ucag-Decena

Fatima College of Health Sciences, Morocco

Statement of the Problem: This study aimed to evaluate the application of critical thinking skills in the context of nursing process of the nursing students. It sought answers to the following specific problems: (1) What are the frequency applied in critical thinking skills as perceived by the student-respondents and as evaluated by clinical instructor-respondents in the context of Assessment; Diagnosis; Planning; Implementation; and Evaluation? (2) Is there any significant difference between the student-respondents' perceptions and the evaluation of the clinical instructor-respondents on the application of the critical thinking skills in the context of nursing process? (3) What measures can be proposed to enhance the application of critical thinking skills of nursing students?

Methodology & Theoretical Orientation: This study applied the mixed method of research and utilized the descriptive design for each quantitative aspect and content analysis for each qualitative aspect. This research was based on the humanistic nursing theory combined with the elements of critical thinking from the more recent studies. It adopted the Transactional Model of Critical Thinking (TMCT) which had successfully integrated humanistic nursing theory into a model of critical thinking.

Findings: Based on the quantitative data, student-respondents perceived that they ALWAYS APPLY critical thinking skills and clinical instructor-respondents evaluation showed students only OFTEN APPLY critical thinking skills needed in all phases of nursing process (assessment, diagnosis, planning, implementation and evaluation). Based on the qualitative data (NCP analysis), student-respondents need to enhance assessment process skills to ensure a complete database; formulated inappropriate diagnosis; need to enhance skills in formulating goals and outcomes; have the skills in identifying appropriate nursing but need to know how to prioritize each identified nursing intervention, and with skills in evaluating the effectiveness of interventions.

Conclusion & Significance: There is a significant difference in the application of critical thinking skills in the context of nursing process as perceived by student-respondents and as evaluated by clinical instructor-respondents. Specific measures must be proposed to enhance the application of the critical thinking skills of nursing students in the context of nursing process.

Biography

Dr. Gracila V. Ucag-Decena is a registered nurse from Philippines. She completed her Master of Arts in Nursing in Arellano University with taken courses from University of the Philippines Open University. She is a graduate of Doctor of Philosophy (Educational Management) of University of Perpetual Help System, Philippines. She worked as nursing lecturer/ clinical instructor since 2004 and has been an effective lecturer of Medical-surgical Nursing and Nursing Research.

"I believe that students will achieve academic success and build the self-confidence to continue taking risks during the learning process, by enthusiastically engaging student in fascinating lessons. I also believe that learning occurs when a student is fully engaged in the process makes a personal connection with the information taught and applies the knowledge to a variety of experiences. I aim to provide students with a high quality of instruction that meets the individual needs of my students. And to have a legacy which other teachers and students will remember that I was a sincere individual with a true passion of my craft, who always came early or stayed late to help a struggling student succeed"

gudecena@hotmail.com

Notes: