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CRITICAL THINKING STRATEGIES OF NURSING STUDENTS FOR VITAL TRAIT NURSE: A REVIEW

Nursing

Sonia Chongtham* Assistant Professor, Amity College Of Nursing, Amity University, Panchgoan, Gurugram (Manesar), Haryana *Corresponding Author

Harshna Richard Qadir Assistant Professor, Amity College Of Nursing, Amity University, Panchgoan, Gurugram (Manesar), Haryana 122413.

Bhawna Sharma Associate professor, Mata Sahib Kaur college of Nursing, Mohali.

ABSTRACT

Critical thinking in nursing is a purposeful, logical process which results in powerful patient outcomes.It is very important in the nursing field because they are what you use to prioritize and make key decisions that can save lives and Nurse Students are focused on constantly upgrading their knowledge, and they engage in independent self-learning. It can lead to developing their judgment, evaluation and problem solving abilities. Learning Critical thinking skills can also enhance your academic performance. The rapidly changing health care environment has been accentuated in response tothe need for critical thinking in nursing practices. A good start is to develop an inquisitive mind, which leads to questioning, and a quest for knowledge and understanding of the complex nature of the human body and its functioning. . A vital step in developing critical thinking for new nurse students is to learn from those with a strong base of practical experience in the form of preceptors/colleagues. A constant comparison of practice with best practices in the industry will help guide nurse students to think critically and improve care. A strong passion for patient care will produce positive patients problem-solving outcomes based on evidence-based research and clinical experiences.

KEYWORDS

Critical Thinking, Nursing Education, Evaluation Instruments, Skills and Strategies.

INTRODUCTION

There was a significant relationship between critical thinking scores, academic performance and students' risk of failing, especially in the first semester of study. Critical thinking scores were predictive of program completion within three years. The increase in critical thinking scores from entry to exit was significant for the 28 students measured. In comparison to norm scores, entry level critical thinking scores were significantly lower, but exit scores were comparable. Critical thinking scores had no significant relationship to clinical performance. According to*Nurse Educ Today* (2015) [1] includes The influence of critical thinking skills on performance and progression in a pre-registration nursing program. Entry critical thinking scores significantly correlate to academic performance and predict students risk of course failure and ability to complete a nursing degree in three years. Students' critical thinking scores are an important determinant of their success and as such can inform curriculum development and selection strategies.

EFFECTIVENESS :

A total of 8199 studies were identified from the database search and 30 met the inclusion criteria for the review. The evidence suggests that transition interventions/strategies do lead to improvements in confidence and competence, job satisfaction, critical thinking and reductions in stress and anxiety for the newly qualified nurse.

Edwards D, Hawker C, Carrier J, Rees C. concludes that A systematic review of the effectiveness of strategies and interventions to improve the transition from student to newly qualified nurse. *Int J Nurs Stud* (2015)[2].This systematic review demonstrates the beneficial effects of transitional support strategies for newly qualified nurses from the perspective of the new nurse and their employer. The overall impact of support strategies appears positive, irrespective of the type of support provided. This may suggest that it is the organizations' focus on new graduate nurses that is important, rather than simply leaving them to acclimatize to their new role themselves. Future research should involve well designed randomized controlled trials with larger sample sizes, using more objective and reliable outcome measures.

Developing Expertise:

Critical thinking is an essential skill that impacts the entire spectrum of nursing practice. Studies have shown that the higher the critical thinking ability, the better the nursing competence is. It is essential that critical thinking of new and experienced nurses be assessed and learning activities developed based on the specific needs of the nurses. The concept of critical thinking should be included in orientation, ongoing education, and preceptor preparation curriculums. These educational offerings should be designed to help nurses develop the cognitive skills and habits of the mind considered important for practice. According to Shoulders B, Follet C, Eason J. Enhancing critical thinking in clinical practice: implications for critical and acute care nurses. *DimensCritCareNurs* (2014) includes Bedside nurses can integrate a critical thinking approach by developing clinical expertise, making a commitment to lifelong learning, and practicing based on the evidence. Nurses should routinely reflect on the care provided and the outcomes of their interventions. Further research is needed to identify areas of critical thinking deficiency and evaluate strategies aimed at enhancing critical thinking. These strategies will ultimately lead to improved clinical decision making and patient outcomes. Bedside nurses, preceptors, and nurse leaders are encouraged to work together collaboratively to create a culture where critical thinking is an integral part of nursing practice.

Leadership Skill:

Thirteen studies that met the inclusion criteria were used in this systematic review. In several studies considered in this review, residency programs were developed to improve new graduates skills and promote their transition into the nursing workforce. In fact, the transition programs reduced turnover in that first year of practice and promoted professional growth of the new graduate such as hand-on nursing skills, clinical decision-making and leadership skills, satisfaction, and retention. Proposed the review by AL-Dossary R, Kitsantas P, Maddox PJ the impact of residency programs on new nurse graduates' clinical decision-making and leadership skills in *Nurse EducToday* (2014)that there is a need for effective residency programs that are designed to prepare new graduate nurses in providing safe, competent and effective patient care.

Diagonsis:

The concept analysis, based in Rodger's evolutionary model, clarified the phenomenon and allowed a correct understanding of CT, with implications for education and care in Nursing. Critical thinking skills in the nursing diagnosis process. *Ver Esc Enferm USP* 2013 by. Bittencourt GKGD said that as antecedents of the concept, emphasis was placed on the need for training in critical thinking while still on the undergraduate course, with a consequent search for better results in clinical practice. This being the case, the main concepts related to CT are those which make up the stages of the Nursing Process, such as decision-making, clinical judgment, and clinical reasoning. As a result, the understanding of the related factors, attributes, antecedents and consequences of CT made it possible to infer CT as a cognitive skill which involves a process of analysis, logical reasoning and clinical judgment, geared towards problem resolution. From this perspective, it has been emphasized in the training and care practice of the nurse, with a view to accurate clinical decision-making and to

achieving effective results in the Nursing interventions for the patient, family and community. As limitations of the study, the fact is highlighted that studies were selected from Latin American databases, with the exception of Cinahl. However, the study met the needs of the multicentre RIIEE project. As a consequence, broader studies become important, considering that the concept changes over time. Furthermore, it is necessary to develop the clarification of the concept of CT in other areas of knowledge.

Evalution:
Sixty percent of studies utilized one of four standardized commercially available measures of critical thinking. Reliability and validity were not consistently reported and there was a variation in reliability across studies that used the same measure. Of the remaining studies using different tools, there was also limited reporting of reliability making it difficult to assess internal consistency and potential applicability of measures across settings..As per Carter AG, Creedy DK, Sidebotham M. Evaluation of tools used to measure critical thinking development in nursing and midwifery undergraduate students: A systematic review. *Nurse EducToday* 2015**, in** specific discipline instruments to measure critical thinking in nursing and midwifery are required, specifically tools that measure the application of critical thinking to practice. Given that critical thinking development occurs over an extended period, measurement needs to be repeated and multiple methods of measurement used over time.

Assessment:
A high content validity index score of 0.97 was achieved through expert review. Construct validity via factor analysis revealed four factors: seeks information, reflects on practice, facilitates shared decision making, and evaluates practice. The mean total score for the tool was 124.98 (SD=12.58). Total and subscale scores correlated significantly. The scale achieved good internal reliability with a Cronbach's alpha coefficient of 0.92. Concurrent validity with the MSLQ subscale was 0.35 ($p<0.001$).This study established the reliability and validity of the CACTiM - student version for use by pre-registration midwifery students to self-assess critical thinking in practice.

RESULTS:
For this review we will use the definition of "simulation-based learning experience" adopted by the International Nursing Association for Clinical Simulation and Learning (INACSL):

"An array of structured activities that represent actual or potential situations in education and practice and allow participants to develop or enhance knowledge, skills, and attitudes or analyze and respond to realistic situations in a simulated environment or through an unfolding case study."35(pS9) .We will include any use of simulation in an educational setting (with pre-registration or pre-licensure or undergraduate nursing or health professional students) with a focus relevant for maternal-child nursing.

Maternal-child nursing has been variously defined in literature to include maternity care and pediatric nursing. For the purposes of this review, we will include perinatal, neonatal and pediatric contexts of care that focus on families with children under the age of five. We will exclude studies that focus on school age children, adolescents and/or youth.

We have adapted an earlier definition of "appropriateness" as the "best conditions under which simulation can be integrated into undergraduate nursing education".36 In this review "meaningfulness" refers to the experiences and reflections of undergraduate nursing or health professional students and educators as presented in the studies reviewed.

DISCUSSION :
There was no relationship between sub-dimensions of emotional intelligence respectively; awareness of emotions, empathy, social skills in the first academic year and critical thinking disposition and the end of academic year. A moderate correlation was found in the positive direction between the self-motivation at the beginning of the academic year and critical thinking disposition at the end of the final academic year. It is recommended that the nursing scholarship investigates the current issues on the subjects of emotional intelligence and critical thinking in detail, discuss different aspects of the subjects and debate over the criticisms. Briefly, the discussion should go beyond the scope of nursing and include different aspects.

CONCLUSION :
In responsible positions nurses should be especially aware of the climate of thought that is implemented and actively create an environment that stimulates and encourages diversity of opinion and research ideas . The nurses will also be applied to investigate the views of people from different cultures, religions, social and economic levels, family structures and different ages. Managing nurses should encourage colleagues to scrutinize the data prior to draw conclusions and to avoid "group thinking" which tends to vary without thinking of the will of the group. Critical thinking is an essential process for the safe, efficient and skillful nursing practice. The nursing education programs should adopt attitudes that promote critical thinking and mobilize the skills of critical reasoning.

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