

COACH NEWS

SON Dean:
Dr. Michael Evans
806-743-2738

Department Chair:
Dr. Melinda Mitchell-
Jones
806-743-4842

Second Degree BSN
Program Director:
Dr. Laura Opton
806-470-9642

Veteran to BSN
Program Director:
Dr. Debbie Sikes
915-494-1558

Education Technology:
806-743-4248
sonitstaff@ttuhsc.edu

Student Business
Services:
806-743-7867
ext. 332

Coach Hire Liaison:
Meghan Reid
806-743-1435
Meghan.reid@ttuhsc.edu

THINK LIKE A NURSE A view into Critical Thinking

Critical thinking has long been a topic of discussions in the nursing profession and nurse education. It has been one of those concepts we know when we see it but is difficult to explain. Critical thinking is the introduction of new knowledge to a situation and/or application of known information to a new situation. It can also be in the formulation of a clinical decision or course of action. We recognize critical thinking in the ability to prioritize patient care needs and the evaluation of an outcome or response (NLN, 2012).

Critical thinking takes knowledge to a new level of understanding, where a task is not only completed but deemed necessary, performed with the clinical picture in mind, and outcome evaluated. Oyler and Romanelli (2014) state an expert is one *who is* versus a novice as one *who does*. Critical thinking builds on the student's current knowledge through the application of that knowledge to the care of patients.

As nurses we know the care of the patient is fluid and ever changing, thus the need for critical thinking and active reflection is imperative. It is not simply performing a task as done many times before but ensuring the procedure, medication, and/or care is necessary for the current situation.

“Nursing is never a superficial, meaningless activity. All acts in nursing are deeply significant and require of the nurse a mind fully engaged in the practice of nursing. This is the challenge of nursing; critical, reflective practice based on the sound reasoning of intelligent minds committed to safe, effective client care.” (The Critical Thinking Community, 2013).

THE ART OF SOCRATIC QUESTIONING A Tool to Enhance Critical Thinking

Socratic questioning is used to in many different areas of learning and nursing is no exception. This form of questioning explores a situation, identifies concerns, and leads to a conclusion through the use of open ended questions related to the topic. There are many types of Socratic questioning ranging from questions of clarification to questions related to implications, consequences, and outcomes.

The use of Socratic questioning requires the student to have foundational knowledge of the topic, the coach to have a goal of discovery in mind, and a trusting environment where the student is able to freely voice thoughts. Socratic questioning allows time for the student to reflect on the given topic or situation contributing to the reflective thinking process.

The questioner does not need to have all the answers but is able to lead the discussion and questions in the direction of a specific conclusion. Encouraging questions from the student is also effective as this promotes active reflection on the information the student has already attained and the application to the current situation. It is important to recognize the level and experience of the student you are coaching. Critical thinking cannot occur without a frame of reference, information, or past experience. Because we all start with little experience/knowledge you may consider starting with basic information and work up to the complex, which is where the critical thinking will develop (Oyler & Romanelli, 2014).



Example of Socratic Questioning in clinical practice

During the administration of Digoxin, questions might include:

- What are the reasons not to administer this medication to the client?
- What are the nursing consideration or monitoring to complete before, during and after administration?
- Why is this monitoring necessary?
- How does the medication relate to the care of the client?
- What is the expected response?
- How would the nurse assess the response to the medication?
- What might occur if the medication dosage was incorrect?
- How would this be assessed in the client?
- How will this information be applied in future situations?

VISIT THE COACH PORTAL AT [HTTP://NURSING.TTUHSC.EDU/COACHES](http://nursing.ttuhschool.edu/coaches) FOR INFORMATION
RELATED TO STUDENT COURSES & COACH SUPPORT



SECOND SEMESTER COURSE INFORMATION & CLINICAL FOCUS



Summer Semester Course Timeline:

SUMMER: 5/31 – 8/17		
Independence Day Holiday: 7/4		
May/June	July	Aug
5/31-6/25 NURS4214 <i>Nursing Research</i>		
5/31-8/13 NURS3385 <i>Chronic Care Nursing Didactic</i>		
5/31-8/17 NURS3520 <i>Chronic Care Nursing Clinical</i>		
+ 6/14-7/22 NURS4314/4114 <i>Mental Health Didactic & Clinical</i>		
Clinical on 7/12-7/21; ATI-7/22		
	+ 7/11-8/17 NURS 4312/4112 <i>Child Health Didactic & Clinical</i>	
	Clinical on 8/9-8/16; ATI-8/17	

Mark Your Calendar with these Important Dates:

- 5/31/16- Clinical experiences begin
- 7/1/16- Mid-Term Evaluations due
- 8/12/16- Final Evaluations due
- 8/17/16- Summer semester clinical ends
- Weekly review of clinical checklist and performance feedback

Clinical focus for June:

- Building on previous foundational knowledge related to safety, medication administration, assessment, communication, documentation, professionalism
- Mechanisms of disease, etiology, pathophysiology, clinical manifestations, and collaborative care
- Chronic disease processes of the integumentary, respiratory, hematologic, and cardiovascular systems
- Incorporate Interprofessional Teamwork
- Efficiency in providing care as patient load increases
- Prioritization of care
- Relate lab values and diagnostics into the clinical picture

THANK YOU FOR YOUR CONTINUED SUPPORT AND
DEDICATION TO OUR PROGRAM AND PROFESSION