





# Score Explanation and Interpretation

## Critical Thinking Subscale

Critical Thinking is a construct for problem solving that is described as rational, self-regulatory decision-making within the context of clinical judgment.

The ability of an individual to apply the cognitive disciplines of interpretation, analysis, inference, explanation, evaluation, and self-regulation to draw comprehensive, well reasoned, conclusions and/or problem solve. Facione et al. (1994) describes the following characteristics of the critical thinker.

### Definitions:

**Open-minded:** The tolerance and acceptance of other people's perspective, values, culture diversity, opinions or viewpoint without bigotry or bias.

**Flexible:** The ability of an individual to adapt fluidly to change in thought, situations, or circumstances.

**Reflective:** The ability of an individual to draw conclusions, clarify, prioritize, make decisions, organize thoughts and/or facts, logically and systematically.

**Inquisitive:** A person's inclination to challenge the validity of explanations and solutions, and seek to find all other possible conclusions.

**Intuitive:** An innate insight or ability to know or draw conclusions inherently.

**Rational:** Use of past ideologies to draw conclusion, summarize, or process events.

## Learning Styles Subscale

Learning Styles are the modality by which an individual synthesizes, assimilates or internalizes information in defined as an approach to learnings.

### Definitions:

**Visual:** Characterized by an optic or visual stimulus, this style of learning uses the written word, pictures, graphs, diagrams or mental visualizations as the basis for synthesis of information.

**Auditory:** Characterized by the use of hearing as the primary stimulus this style of learning incorporates sound and is exemplified by verbal repetition, tapes, lectures and auditory memory.

**Tactile:** Perceived through touch, this style of learning typically uses manipulation of an object or objects to internalize information into long term memory.

**Individual:** This learner feels most comfortable if they have control of the depth, rate and breadth of their learning environment and is characterized as a person who is an independent learner with an inability to rely on others in an academic setting.

**Group:** This individual thrives in a group setting, is stimulated by others and in a cooperative activity is able to glean information from those around them.

## Work Habit Subscale

Work Habits are the individual behaviors inherent or learned that stimulate the accomplishment of goals and objectives.

### Definitions:

**Initiative:** The control of reasoning behaviors which originate from an internal stimulus; producing independent behaviors influenced by intrinsic values.

**Motivation:** The process of energizing behaviors originating outside of the self; producing dependent behaviors affected by external stimulus, such as people, situation, circumstances or the environment.

**Self-concept:** The value one ascribes to the global assessment of personal adequacy, or worth as a person, how I see my physical being, who I think I am, what I would like to be, and how others see me, all of which are fundamental components of self-concept.

**Problem Solving:** The process of finding solutions to a problem using a logical plan of analysis, evaluation, explanation, synthesis and reflective thinking.

**Leadership:** An individual's ability (power) either implied or explicit to motivate, guide, command, or activate others to rally behind them in the achievement of objective or goals.

**Time Management:** The organizational ability to prioritize or order steps to complete projects or accomplish a set of objectives in a timely manner.

## Professional Characteristics Subscale

Distinguishing qualities or personality traits, either innate or learned, which once attributed to an individual define his/her behavior patterns.

### Definitions:

**Communication:** The ability of an individual to interactively structure and transmit an understandable message to the recipient which clarifies, interprets or defines a verbal or nonverbal response or stimulus.

**Stress and Coping:** Psychological and/or emotional effects produced by a circumstance or situation, and dependent upon duration of the stressor, causes a nonspecific response from the body either positive or negative, which produces varied levels of physiological or psycho/emotional adaptations.

**Integrity:** The personal condition of intrinsic moral principle; uprightness, trustworthiness, honesty, and authenticity of character which define the nature of an individual.

## Understanding of Nursing Profession:

The nurse evidences a comprehensive understanding of, and an ability to implement, acceptable nursing practices and standards, involving a holistic approach to the clients physical response to illness, all of which characterize current nursing procedures and protocol.