

Critical Thinking Skills in Nursing Students: Literature Review

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This literature review discusses critical thinking skills obtained and utilized by undergraduate and graduate nursing students. Critical thinking usage in the nursing curriculum allows the student to think holistically about their patient and situation. Critical thinking includes autonomous, meaningful, and self-reflective thinking to conclude (Boso et al., 2021). Thinking critically often encompasses the parameters of which a student is from demographically. Some global areas are more democratic which allows more space and freedom for expression (Boso et al., 2021). When developing a curriculum, it is also essential to assess and understand the different learning styles of students. Learning styles determine whether students are concrete, reflective, visual, or verbal learners (Gonzales et al., 2016). Knowing a student's learning style will ultimately shed light on the student's ability to think critically. Implementation of critical thinking skills into the curriculum also depends on the presentation of its teaching. The flipped classroom versus the traditional classroom later noted in this paper are two approaches to develop the conduciveness of the students' learning environment. No quantitative data results determine student learning outcomes of the flipped classroom versus traditional classroom, but they are great topics to dissect (Ward et al., 2018).

Critical Thinking Disposition of Nursing Students: A

Quantitative Investigation

Critical thinking is a skill that prepares students to think autonomously, reflectively, and meaningfully (Boso et al., 2021). Nurses must analyze data and think critically to make sound

judgments and problem solve (Boso et al., 2021). A nursing student's critical thinking disposition directly correlates to the society a nursing student derives from (Boso et al., 2021). Some societies, especially from undeveloped countries, may not have the resources available to support the experience of critical thinking opportunities (Boso et al., 2021). This article discusses critical thinking curriculum implementation in nursing schools based on the disposition of different societies.

Key Points

One key point of this article is the author's assessment of the critical thinking dispositions of nursing students, particularly in developing countries such as the United States (Boso et al., 2021). Another critical point is the differentiation of the students' attitudes concerning critical thinking implementation in the school. In the United States, Canada, and Norway, results showed a positive attitude toward critical thinking skills (Boso et al., 2021). In contrast, Japan, Australia, and Hong Kong resulted in less positive attitudes (Boso et al., 2021). The major takeaway for this point is the possible cultural differences between certain countries and their outlook on critical thinking expression. The last key point is the overall recommendation to implement critical thinking to increase the students' confidence, competence, and judgment skills in the clinical setting (Boso et al., 2021).

The research method used was a quantitative descriptive cross-sectional design assessing the critical thinking disposition of nursing students at a specific school during a given point in time (Boso et al., 2021). The participants were second to fourth-year undergraduate students from a public university in Ghana (Boso et al., 2021). Out of 387 second to fourth-year students, 197 randomly selected students made up the sample size (p-value) (Boso et al., 2021). The

California Critical Thinking Disposition Inventory (CCDTI) is the assessment tool used to gather data from the students (Boso et al., 2021). Scores from the CCDTI indicate a positive, inconsistent, or negative attitude towards critical thinking concepts (Boso et al., 2021). Results showed that the highest mean score was in the "confidence in reasoning" subscale, which indicates the students' belief that they trust their reasoning and can solve problems independently (Boso et al., 2021). The overall scoring of 296 on the CCDTI showed students had positive attitudes towards implementing critical thinking skills. These scores are significant for two reasons. The first reason is that high scores for this school mean the students are positively engaged to implement a critical thinking curriculum into their nursing program. The scores are also significant in a negative manner because this study covers only one specific school. The inclusion of more schools results in larger sample sizes, giving a better outlook on the actual attitudes of students (Boso et al., 2021).

In conclusion, the authors emphasized the importance of critical thinking implementation as a nursing skill (Boso et al., 2021). The authors suggested that although the overall mean score on the CCDTI was high, it does not overshadow the low mean scores given by the students (Boso et al., 2021). Low means scores suggest the students' unwillingness to engage in critical thinking (Boso et al., 2021). Ultimately, the authors expressed how imperative it is for educators to conduct teaching in a manner that enhances students' ability to develop their thinking processes (Boso et al., 2021).

Assumptions

The primary assumption made by the authors implicated the variances in dispositions to critical thinking between different cultures. In the United States, Canada, and Norway, CCDTI

scores were higher than in Japan, Hong Kong, and Australia, whose scores were lower (Boso et al., 2021). Ghanaian culture practices under a seniority tradition, which means students abide by how "the way things have always been done" (Boso et al., 2021). Low scores in the truth-seeking subscale on the CCDTI support this statement. Low scores in the truth-seeking subscale indicate students will follow standard traditions without inquiring further, asking questions, or rebutting any information received (Boso et al., 2021). The assumption of cultural traditions affects many nursing students worldwide.

Having a larger population size to conduct the study was another assumption made by the author (Boso et al., 2021). Generalizing the principal attitudes felt by nursing students towards critical thinking skills are not based on data collected from one school. Instead, a larger population gives a better aspect.

Deficit/Conclusion

The authors' line of reasoning is accurate and substantial because it holistically approaches the study. Nursing students come from various parts of the world, which means their culture can dictate their ability to learn, assess, and think critically in the clinical setting. This implication comes from the authors' discussion of how the mean scores from the CCDTI differed between countries. For the United States, the mean score was higher than in Japan (Bose et al., 2021). High scores from developing countries could be due to the liberal nature of students' ability to freely express, rebut, and initiate thoughts to develop their critical thinking skills. Cultures in countries such as Ghana abide by a seniority tradition where things remain the same as they are (Boso et al., 2021). There is no inclination for students to engage in ways to gauge their thinking independently. It is hard to say whether nursing will not accept this line of

reasoning. Cultural variances will always be apparent in the nursing educational setting. **Second article title here**

Key Points

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Conclusion

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Discuss how the information can improve:

- Patient outcomes
- Nursing practice
- Evidence-based practice/Quality Improvement efforts
- Healthcare as a whole

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