

Individual Name: **BETHANY L WAUGH**
Institution: **Lakeview CON**
Program Type: **BSN**
Group Size: **2**
Test Date: **1/10/2024**
of Questions: **195**

Scores		Likert Scale										
	Score	0	1	2	3	4	5	6	7	8	9	10
Self-Assessment Inventory: Critical Thinking												
Open-minded	10.0	▲										
Reflective	10.0	▲										
Intuitive	8.0	▲										
Rational	8.8	▲										
Inquisitive	8.3	▲										
Flexible	7.2	▲										
Self-Assessment: Professional Characteristics												
Communication Skills	7.0	▲										
Integrity	10.0	▲										
Stress and Coping	4.6	▲										
Understanding of Nursing Profession	7.3	▲										
Self-Assessment: Learning Styles												
Visual	9.7	▲										
Auditory	2.9	▲										
Tactile	7.5	▲										
Group Learner	4.8	▲										
Individual Learner	8.4	▲										
Self-Assessment: Work Values												
Initiative	9.4	▲										
Problem Solving Skills	9.4	▲										
Time Management Skills	9.0	▲										
Leadership Qualities	7.3	▲										
Self-esteem	8.1	▲										
Motivation	8.9	▲										

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 the 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 non-verbal 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; up - rightness, trustworthiness, honesty, and authenticity of character which define the nature of an individual.

Understanding of Nursing Profession:

The nurse evidences a comprehensive 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.