

CRITICAL CONVERSATIONS

The NLN Guide for Teaching Thinking

Directions for the Guide

CONTEXT

IDENTIFY PATIENT'S STORY

- › Uncover the thinking and emotions.
- › Describe the patient care story.
- › Determine if all important aspects of the situation have been identified.

CONTENT

UNDERSTAND AND GUIDE THINKING

- › Use concrete objective data to clarify perspective.
- › Discuss your impressions of their thinking.
- › Provide your perspective based on past experience.
- › Relay strategies that have worked in the past.
- › Understand the knowledge guiding their thinking.

COURSE

INTEGRATE INTO PRACTICE

- › Discuss how this experience might influence thinking and practice going forward.
- › Discuss the aspects of this situation that affected learning and will help them to remember this experience.

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Guided Questions for the Learner

CONTEXT

- › How did caring for this patient/family make you feel?
- › Who is this patient?
- › What are your main concerns?

CONTENT

- › I saw...
- › I think...
- › I wonder...
- › Describe what you were thinking about during your experience.
- › What sources of knowledge influenced/should have influenced your thinking?
- › How have past experiences helped you to make sense out of the current situation?

COURSE

- › Set immediate course:
So based on...what are your next steps going forward?
- › Set long term course:
How would the care differ if you... compare and contrast care situations (e.g. patient age change, setting change, etc.)
What will you do differently moving forward?