Teaching and the development of critical thinking and clinical judgment skills

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Definitions

- Judgement: assessment of alternatives
- Decisions: choosing between alternatives

Thompson & Dowding, 2002
How should we approach the teaching of judgement and decision making skill development?

1. Noticing
2. Interpreting
3. Responding
4. Reflecting

Tanner, 2006: 208
Noticing

• This is a function of:
  ▫ Expectation of the situation
  ▫ Knowledge of the patient
  ▫ Clinical/practical knowledge

Tanner, 2006: 208
Interpreting and responding

- Hypothetico-deductive reasoning
- Immediate recognition

Tanner, 2006: 208
Reflecting

- Reflecting-in-action
- Reflecting-on-action

Tanner, 2006: 208
# Teaching strategies

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<td>Exploration:</td>
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Taylor & Care 1999
# Teaching strategies

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Scheffer & Rubenfeld, 2000
# Teaching strategies

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Rauen, 2004
Teaching strategies

Strategy – reflective writing

- Define their individual experience & validate their own unique experiences
- Be an active learner rather than a passive learner, being fully engaged in the experience of learning
- Grow, develop self-determination & be empowered
- Develop connections and linkages resulting in a more holistic understanding of practice
- Reflect upon clinical events and the attendant feelings

Related to the Tanner model

- Reflection in- and on-practice

Fonteyn & Cahill, 1998
Teaching strategies

- Questioning
  1. Factual or descriptive questions: recall
     - Eg: Which foods are high in fat? What are the signs & symptoms of infection? Low-order
  2. Clarifying questions: convey thoughts & feelings
     - Eg: What do you mean when you say ...? Low or Higher-order
  3. High-order questions: require more than memory or perception
     - Eg: Why does a low salt diet help to control blood pressure? What do you think will happen if you don’t take action now? High-order

Bastable, 2003: 384
Teaching strategies

• Sequencing
  ▫ Increasing complexity
  ▫ Increasing diversity
  ▫ Global skills before local skills
Points to consider

● Point number 1:

In practical situations it is often taken for granted that students will learn if they “do things”
Points to consider

• Point number 2

Students need to engage with the content in a way that will help them understand
Points to consider

- Point number 3

Encourage creative thinking
Points to consider

• Point number 4

Teaching strategies should promote:
  ▫ pattern recognition
  ▫ similarity recognition
  ▫ common sense understanding
  ▫ skilled know-how
  ▫ sense of saliency
  ▫ deliberative rationality
Points to consider

• Point number 5

Learn to shut up!
Teaching Strategies

- Increase confidence
- Decrease dependence on others > increasing self-confidence
- Increase familiarity with clinical judgement and decision making
- Patient focused
- Practically based
- Promote critical reflective thought at work at more than the knowledge level
References


References


