

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.

CRITICAL CONVERSATIONS

The NLN Guide for Teaching Thinking

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 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?