

CRITICAL CONVERSATIONS: THE NLN GUIDE FOR TEACHING THINKING

Guided Questions for the Learner	Directions for the Guide
<p>Context</p> <ul style="list-style-type: none"> › How did caring for this patient/family make you feel? › Who is this patient? › What are your main concerns? 	<p>Identify Patient's Story</p> <ul style="list-style-type: none"> › Uncover the thinking and emotions. › Describe the patient care story. › Determine if all important aspects of the situation have been identified.
<p>Content</p> <ul style="list-style-type: none"> › 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? 	<p>Understand and Guide Thinking</p> <ul style="list-style-type: none"> › 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.
<p>Course</p> <ul style="list-style-type: none"> › 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.) <p>What will you do differently moving forward?</p>	<p>Integrate into Practice</p> <ul style="list-style-type: none"> › 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.

