

SUMMARY

In a practice profession such as psychiatric nursing, where rapid changes are experienced and decision-making is of vital significance, critical thinking is of great importance. Developing critical thinking skills in psychiatric nursing is essential in establishing a scientific foundation for the profession, for creating a discipline in which truth is sought and implemented and where use of theoretical perspectives are increasingly being tested and utilized.

Critical thinking in nursing is important today more than ever before, not only because patients lives depend on the care rendered by nurses but because of many technological and medical advances in the filed of medicine and nursing. This overwhelming body knowledge requires that nurses must acquire and use critical thinking to make sense of all that data in identification and design of appropriate nursing care plan.

The nursing process and critical thinking are complementary processes. And, it may be useful for nurses to correlate these tools to improve critical thinking skills, while at the same time, improve the level of care delivered to patients.

Aim of the study:

This study aims at:

A- Assessing the student's ability to incorporate critical thinking in application of nursing process with psychiatric patient.



B- Assessing the effect of training program on the student's ability to incorporate critical thinking in nursing process.

C- Accordingly develop, implement and evaluate the educational training program to help student to be more competent in application of critical thinking in the nursing process and improve their critical thinking abilities.

Subject and Methods:

The study was carried on academic students' at psychiatric and mental health department.

The study also was carried at Benha faculty of nursing and psychiatric and mental health hospital.

To collect data of the study the following tools were used :

1- Questionnaire sheet:

It was developed by the researcher to assess student knowledge regarding to critical thinking and nursing process. It was constructed and reviewed utilizing the most recent and relevant literature. It was written in the form of, matching questions, completes, multiple choice questions, finally true and false questions. It included the following parts.

Part 1: Name of student, and code number.

Part 2: Group of questions to assess Knowledge and concept about critical thinking and its relation to nursing process.



2- California critical thinking disposition inventory scale:

The California critical thinking disposition inventory scale developed by **Facione and Facione (2000 update)** was used to collect data concerning the disposition of psychiatric nursing student toward critical thinking at Faculty of Nursing Benha University. It consists of two parts:

Part 1: It includes the demographic data of students' i.e, student name, age, academic year and educational qualification.

Part 2: It consists of (75) items grouped into seven dispositional characteristics, namely: Truth seeking (12 items), Open-mindedness (12 items), Analyticity (11 items), Systematic (11 items), Inquisitives (10 items), Maturity (10 items), and Confidence (9 items). This test translated into Arabic language by the researcher. The test was chosen due to its frequent use in critical thinking research and has documented supported for test validity. All items of the seven dispositional characteristic were scrambled. Students responded using a 6 –point Likert scale ranging from "Strongly agree" to " Strongly disagree". This scale applied before and after the program.

3- Clinical performance competence tool:

Clinical performance competence tool program to assess the student competence in planning, implement and evaluation of nursing process incorporating critical thinking. **Bondy (1983)** five points rating scale was explained as a model for developing evaluation tool for any diagnosis that

will be evaluated. The model clinical evaluation tool for each selected diagnosis should involve three areas:

- Standard procedure: This should have characteristics of accuracy, safe, effect. Those characteristics should have cue to explain specific features for each procedure.
- The qualitative aspect of performance should be accompanied by cue characteristics to explain cognitive and psychomotor aspects specific for each procedure.
- The assistance needed for performance explained by the levels of support students need to perform procedure.

The study was conducted through the following phases:

I- Assessment phase:

This phase was implemented through making test to students (study and control) to assess student knowledge regarding to critical thinking and nursing process, using tool I. also in this phase the researcher used the California critical thinking disposition inventory scale to determine level of critical thinking among students nursing at psychiatric and mental health department.

II- Experimental phases:

1) Developing the educational program:

The researcher used questionnaire sheet related to knowledge about critical thinking and nursing process (tool I) also the researcher used The California critical thinking disposition inventory scale to measured ability of nursing students for critical thinking.(tool II).



2) Executing the educational program:

The program was implemented for studied group members. It implement over (10) weeks period in addition to (1) week for pre-test and (1) week after the program for post test. The program involved (24) sessions. The duration of each session ranged from one hour to two and half hour include periods of discussion according to achievement, program and feedback. The researcher was available by rotation 3day Saturday, Sunday, and Tuesday per week, tow day at psychiatric hospital at Benha city one day at faculty of nursing Benha University. Methods of teaching which applied to implement this program: lecture, group discussion and case study.

III- Evaluation phase:

This phase implemented at the end of the program that immediately, each student evaluated for their knowledge, by giving the post test, The California critical thinking disposition inventory scale and apply Clinical performance competence tool to evaluate performance of student for nursing process.

Results of the study:

The finding showed that Age of the student ranged from {20 to 22year}. And including (high secondary school and technical institution of nursing). The majority of students were high secondary school (77.6%).

Part I: Result related to knowledge and concept about critical thinking and it's relation to nursing process:

- The result clarified that, the majority of students had no knowledge about critical thinking and it's relation to nursing process.



- There were significant differences between pre and post study and program implementation regarding student's knowledge and concept about critical thinking and it's relation to nursing process.
- There were an improvement in student's knowledge and concept about critical thinking and it's relation to nursing process after implementation the program.
- There was no significant difference between knowledge about critical thinking and level of education.

Part II: California Critical Thinking Dispositions Inventory scale:

- The majority of the dispositional characteristics showed ambivalent disposition toward critical thinking, before conducted the program.
- The result reported that there was a significant improvement in disposition critical thinking characteristic especially truth-seeking, open-mindedness, systematically, inquisitiveness, and maturity among the study group after conducting the program.
- There was improvement of disposition toward critical thinking among study group that related to apply elements of critical thinking skills in the program and how apply psychiatric nursing process by using critical thinking skills.
- As regard to the relation of educational level of psychiatric nursing student and critical thinking disposition inventory score of each seven dispositional characteristics, the result showed no significant differences between study and control groups.

Part III: Criterion- reference assistive cue for nursing care plan:

Regarding to the total score of Criterion- reference assistive cue for nursing care plan the result showed that significant improvement in performing nursing care plan among study group after implementing the program.

Recommendations:

1. Critical thinking as a process involved in the learning process, should be integrated in psychiatric nursing curriculum.
2. Great attention should be paid to establish observable measurable behavioral objectives and task analysis for procedures taught in psychiatric nursing department.
3. Paying attention to conduct periodical workshops for psychiatric nursing staff and student about critical thinking skills to be competent to use these skills during dealing with psychiatric patients.