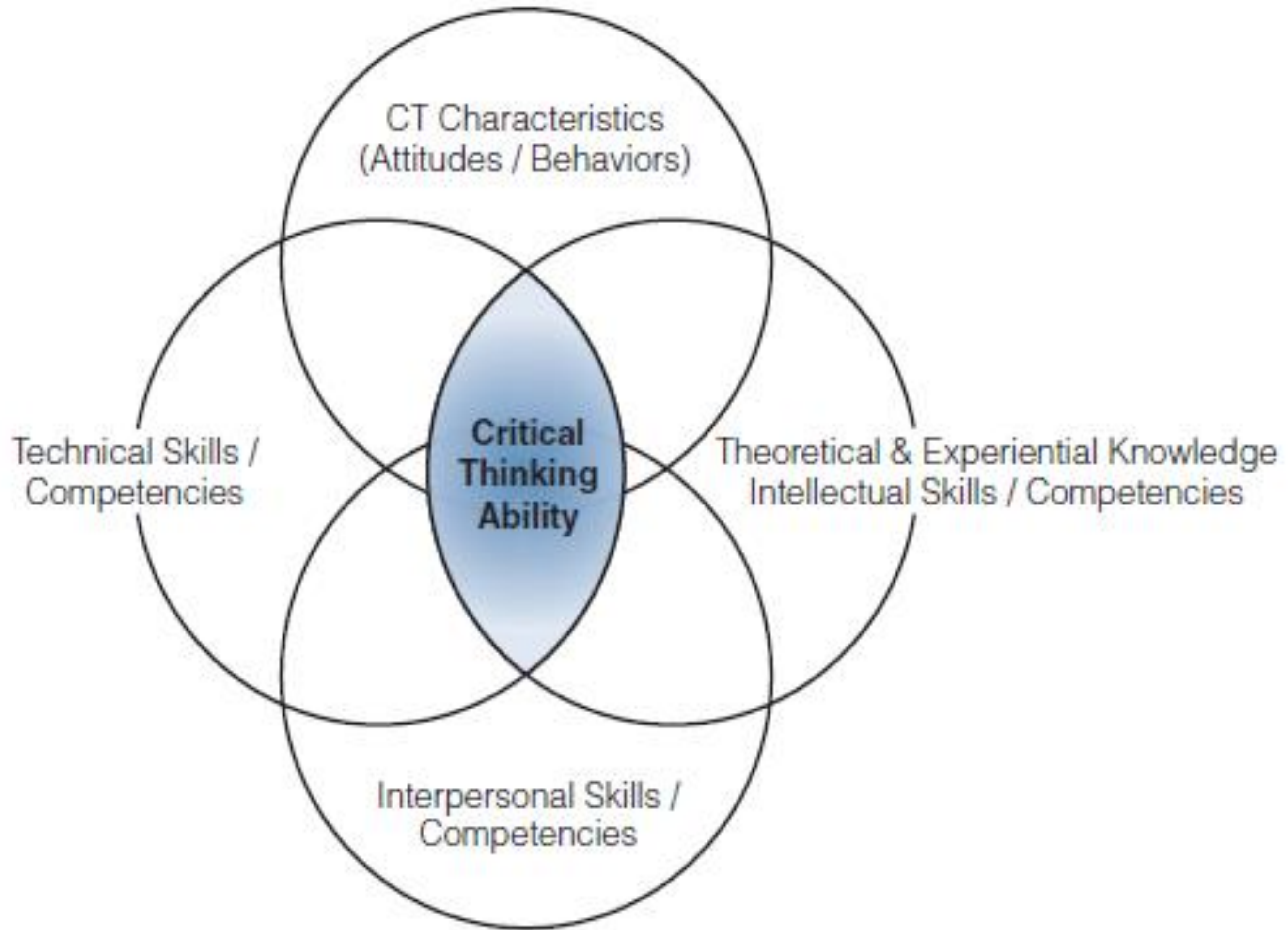


Definition

Clinical reasoning in nursing can be defined as **a complex cognitive process** that uses **formal** and **informal** thinking strategies to **gather** and **analyze** patient information, **evaluate** the significance of this information and **weigh** alternative actions.

Critical thinking

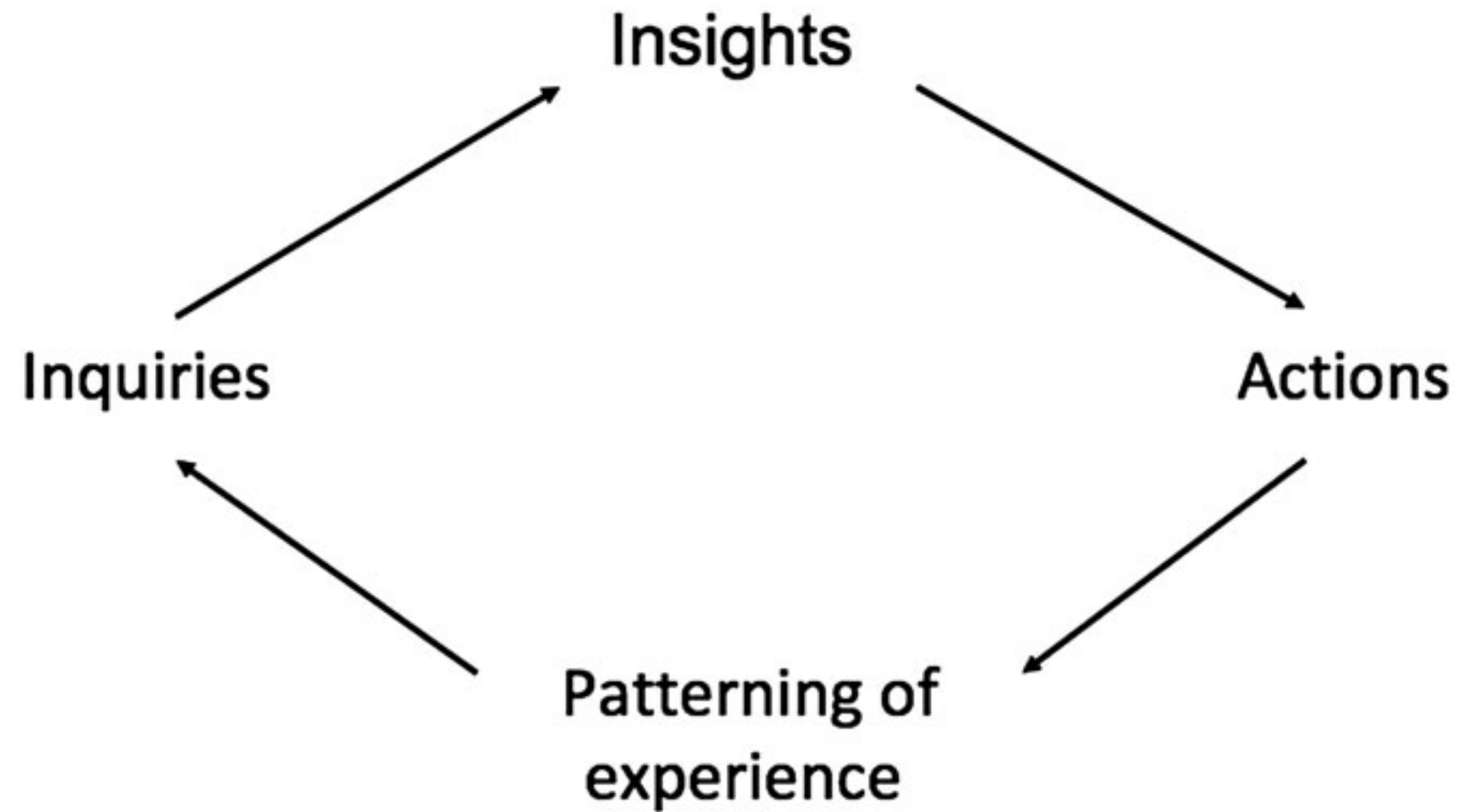
1. The thinker examine the underlying assumptions and radically question or doubt the validity of arguments, assertions, and even facts of the case.
2. Generate new scientifically based ideas
3. Uses reflection, induction, deduction, analysis
4. Is a process where both inductive and deductive cognitive skills are used.
5. Critical thinking is inherent in making sound clinical reasoning



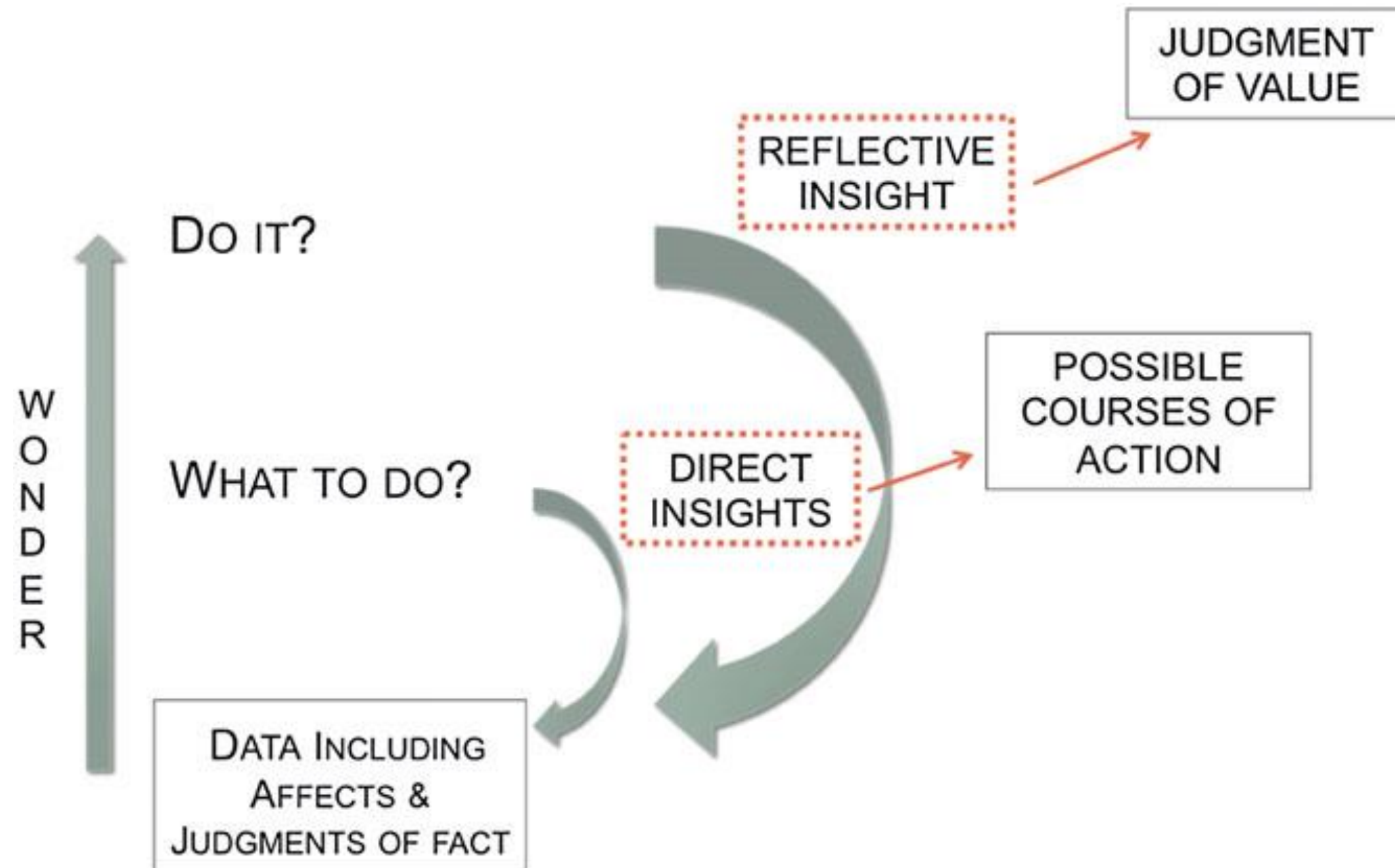
Intuition and perception

1. **Intuition = instant understanding of knowledge without evidence of sensible thought**
2. **Challenge for nurses was that rigid adherence to checklists, guidelines, and standardized documentation ignored the benefits of intuition.**
3. **Intuition is imperative to complex decision making, difficult to measure and assess in a quantitative manner**
4. **Direct perception is dependent upon being able to detect complex patterns and relationships that one has learned**
5. **Perceptual skills are essential to recognize current and changing clinical conditions**

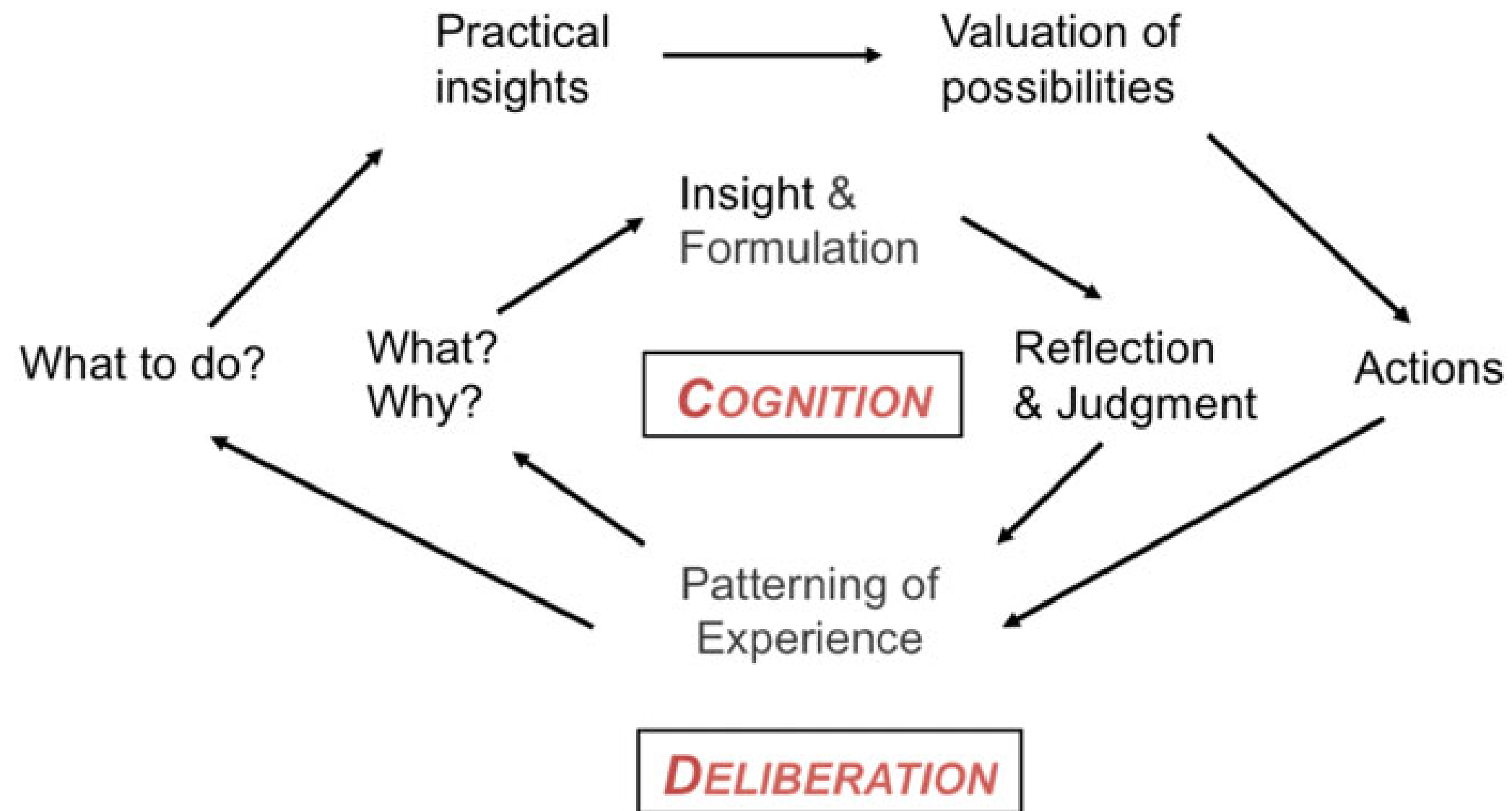
Linking experience and reason



Questions for nursing inquiry



Questions for nursing inquiry



The 'five rights' of clinical reasoning

T. Levett-Jones et al./Nurse Education Today 30 (2010) 515–520

1. The right cues
2. Right patient
3. Right time
4. The right reason
5. Right action

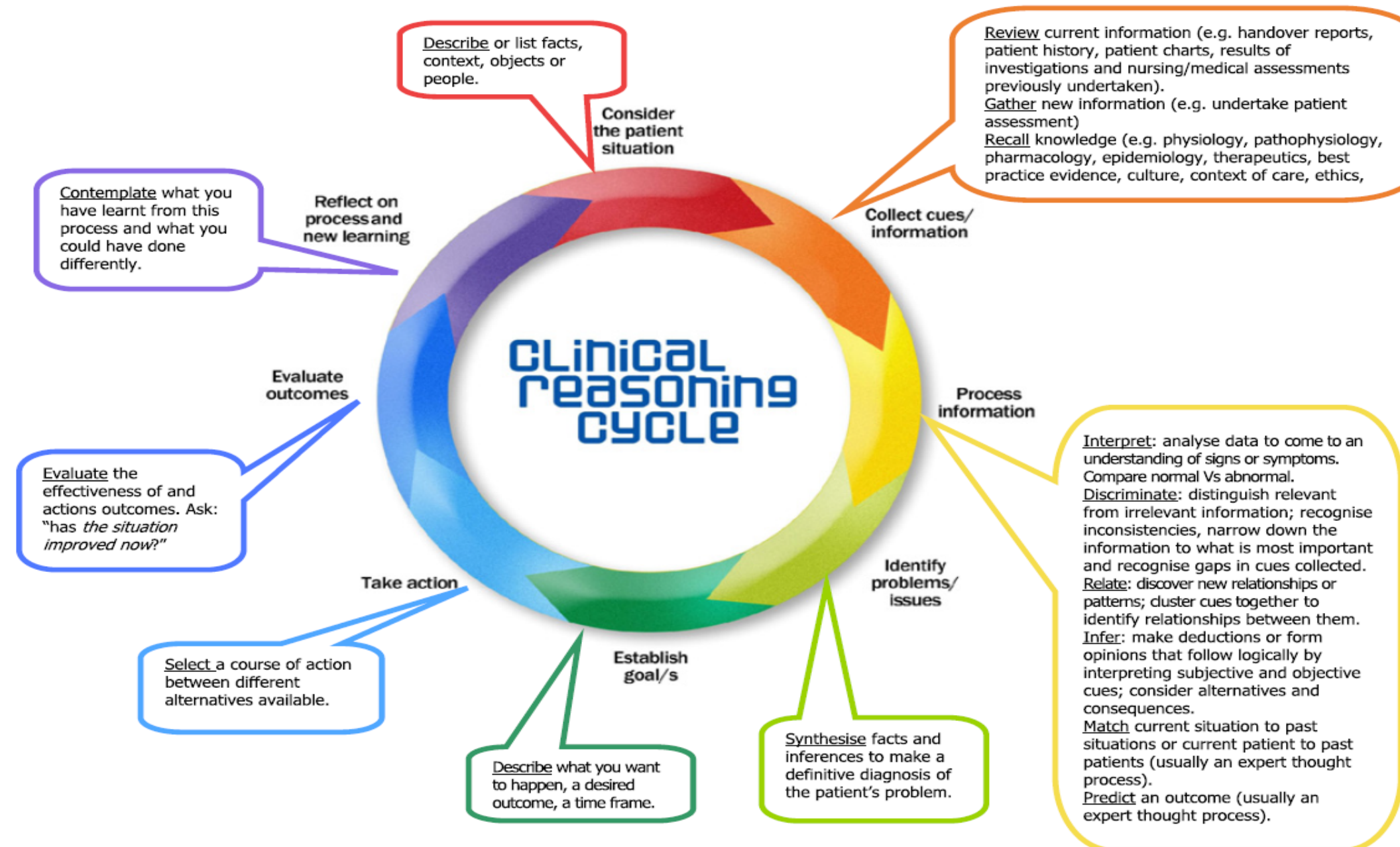


Fig. 1. The clinical reasoning process with descriptors.

Materials developed – clinical reasoning

- 1. 20 case vignettes**
- 2. 10 scenarios for clinical situations**
- 3. Clinical reasoning booklet for students**
- 4. Evaluation framework of students' clinical reasoning booklets by educators**
- 5. Golden standard cases**

Materials developed – ethical deliberation

- 1. 10 out of initial 20 case vignettes**
- 2. Detailed booklet for educators presenting the Moral Case Deliberation (MCD) as a teaching tool**
- 3. PPT for introducing the MCD method to the students**
- 4. Observational guide**
- 5. Evaluation form as feed-back from students on the method and the lessons learned**

Conclusions

Constant improvement of clinical reasoning is a challenge for all professionals in the health field. It requires the use of multiple strategies and ongoing training.

Considering the need to value the different standards of knowledge and learning styles, the training programs in the field should be planned and implemented based on the practice and experience of the participants.

It is also extremely important to observe its results, especially to evaluate the transformations in cognitive processes and proposed changes in care practices.

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