Abstract

RESEARCH PAPER: Teaching Strategies Utilized by Nurse Educators to Enhance Critical Thinking Skills of Nursing Students

STUDENT: Carol Lynn, RN, BSN
DEGREE: Masters of Science
COLLEGE: College of Applied Science and Technology
DATE: June 18, 2009

New graduate nurses are expected to have critical thinking skills when entering professional practice. Therefore nurse educators are challenged to prepare students for a complex health environment. The purpose of this descriptive study is to examine teaching strategies used by faculty to develop critical thinking skills of students. This is a replication of Elliott’s (2003) study. The framework is the definition of Critical Thinking (Scheffer & Rubenfeld, 2000). The target population is all nurse educators teaching in the Ivy Tech community College system in Indiana. The anticipated sample is 100 nurse educators. Data will be collected using a descriptive survey developed (Elliott) to describe teaching strategies used to enhance critical thinking skills, and frequency of use. Results will provide information about teaching strategies to enhance critical thinking skills of baccalaureate nursing students for enhancing critical thinking methods used by nurse educators.