

ABSTRACT

RESEARCH SUBJECT: Barriers to teaching Critical Thinking

in Clinical Nursing Settings

STUDENT: Karin Markey

DEGREE: Masters of Science of Nursing

COLLEGE: College of Applied Science and Technology

DATE: November, 2008

The NLNAC criterion for accreditation of nursing schools mandates that faculty evaluate the critical thinking skills of nursing students. The purpose of this study is to describe barriers that nurse educators perceive in teaching critical thinking (CT) skills to baccalaureate students in the clinical setting. The study is based on previous work by the National League for Nursing (2008) and Shell (2001) indicating that nursing faculty have identified several barriers to teaching CT. The study will take place at Grand Valley State University and University of Detroit-Mercy. The anticipated sample will be 40 faculty who teach nursing in the classroom or clinical settings. The Survey of Perceived Barriers to Teaching Critical Thinking by BSN Faculty (Shell) will be used to collect data about faculty perceptions. The findings from this research will provide information about the barriers faculty identify regarding teaching CT in clinical settings.