

Abstract

RESEARCH SUBJECT: Relationship of Critical Thinking Dispositions of
Baccalaureate Nursing Students to ERI RN Assessment
Scores and GPA

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DATE: June 7, 2008

Critical thinking (CT) is an essential component of clinical judgment in nursing practice. Faculty in schools of nursing need to track CT competence and link it to other measures of student performance. The purpose of this study is to determine if CT dispositions of baccalaureate nursing students change from sophomore to senior level and the relationship between CT dispositions and Educational Resources Inc. (ERI) RN Assessment scores and GPA. This is a partial replication of Stewart and Dempsey's (2005) study. The conceptual framework is Facione, Giancarlo, Facione, & Gainen's (1995) definition of critical thinking disposition. A convenience sample of 50 students will be recruited from a large Mid-western university. Data collection will begin during the students' sophomore level first semester and be completed post-graduation. CT will be measured by the California Critical Thinking Disposition Inventory (CCTDI) (Insight Assessment, 2008). Other measures are the ERI RN Assessment scores (Educational Resources, Inc., 2008) and student cumulative GPAs.