Nursing and Midwifery school
PhD thesis in Nursing

The Concept analysis of Critical thinking in nursing education
by hybrid model

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Abstract
**Background and aims:** The development of critical thinking among nursing graduates is very important that experts refer it as the main goal of all the educational endeavors. Despite the experts and scholars’ consensus over the importance of critical thinking in nursing education, there is a great diversity of views on its nature and definition. Therefore, we conducted this study aiming at defining the concept of critical thinking in the Iranian nursing education context and presenting the strategies to apply it.

**Methods:** Hybrid concept analysis method was used in three phases. In the theoretical phase, data was retrieved from Elsevier, Wiley, CINAHL, Proquest, Ovid, and Springer as well as Iranian databases such as SID, Magiran, and Iranmedex. The literature search used the keywords ‘critical thinking’, ‘nursing’, ‘education’, and ‘nursing education’. The final sample included 35 papers published in English between 1990 and 2013. In the field work phase, a purposive sample of seventeen key informants was recruited— including seven nursing faculties, three PhD students, two clinical instructors, and five clinical nurses. Deep interviews was carried out with them. In the analytical phase the obtained data from theoretical and fieldwork phases was compared.

**Results:** Finding showed that critical thinking should be defined contextually; participants pointed out to several contextual factors—such as relating the educational materials to the religious beliefs, and asking the students to think about creation and existence—which had not been addressed in the literature. In the theoretical phase, it was obtained themes included antecedents, attributes and consequences. In the field work phase, antecedents’ theme included in categories: Instructor’s characters, Student’s characters, nursing profession’s factors; attributes’ theme; consequences’ theme that main category was improving quality of care and included in personal outcomes, nursing educational system’s outcomes, nursing profession’s outcomes.Finally commonalities of the two phases were identified.Finally definition of critical thinking in nursing education derived in literature and finding of this study.

**Conclusion:** Result of study showed for defining and establishing critical thinking in nursing education, it is essential to mention aspects over than skills and dispositions in teachers and students. Spiritual dimension is aspect that literature has not paid attention it. Literature expresses despite of using strategies for improving critical thinking, its development is one of important challenges in nursing. Results of present study clarified to consider spiritual aspect is one of missed issue.

**Keywords:** Critical thinking, nursing education, hybrid model, concept analysis