

Abstract

Original Article

Critical Thinking and Caring in Nursing Students

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Abstract

Background: The literature shows us the nursing students can improve this ability in undergraduate clinical education and they should learn how to think critically for giving better care.

Objective: This study identifies the relationship between disposition toward critical thinking and caring behaviour of nursing students.

Methodology: This cross-sectional study used a convenience sample that comprised 167 undergraduate nursing students enrolled in a four-year nursing course in Eastern Turkey. The data was obtained through a socio-demographic characteristics form, the Caring Nurse–Patient Interaction Scale (CNPI-Long Scale) and the California Critical Thinking Disposition Inventory (CCTDI).

Results: We determined that there was a positive relationship between overall critical thinking dispositions and caring behaviours ($r = 0.470, p < 0.01$). The simple linear regression analysis result was analysed and it was observed that 22% of the Caring Nurse Patient Interactions were predicted by critical thinking disposition ($R^2 = 0.221, p < 0.01$).

Conclusions: The findings indicate that caring behaviours relate to critical thinking disposition. We suggest critical thinking which promote the development of the intellectual capacities of student nurses as independent critical thinkers so that critical thinking should be in all nursing curriculum. Therefore, quality client care will be better.

Keywords: Critical Thinking Disposition, Caring Behaviour, Nursing Students