

Critical Thinking and Creativity of Undergraduate Nursing Students: Descriptive and Disposition in Academic Levels

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Abstract : Critical thinking and creativity are desirable competency for contemporary nurses although there are growing concerns supporting a disturbing paucity in its achievement. Nursing colleges in Thailand have developed teaching strategies and curricula that nurture critical thinking and creativity dispositions according academic levels. Objectives: This descriptive study identified critical thinking and creativity dispositions of Thai nursing students according academic levels. Methods: A cross-sectional questionnaire survey was conducted among 515 nursing students for four academic levels. All are studying at Boromarajonani College of Nursing Chon Buri, Thailand. Descriptive and univariate general linear model analysis were applied. Results: The scores on critical thinking disposition gradually increased as academic level is rising from the junior year throughout the senior year, but its scores are neutral. Scores on creativity skill is neutral and constant thorough the four academic years. The fourth grade students had slightly higher scores on creativity when compared to others. A significant relationship between critical thinking and creativity was also found. Conclusions: The scores on critical thinking disposition gradually improved which greatly increased in the senior year. However, creativity has neutrally progressed. The findings suggest the importance of targeting the development of curriculum and teaching strategies for all grades of nursing students to increase their critical thinking and creativity skills.

Keywords : critical thinking, creativity, undergraduate nursing students, competency

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