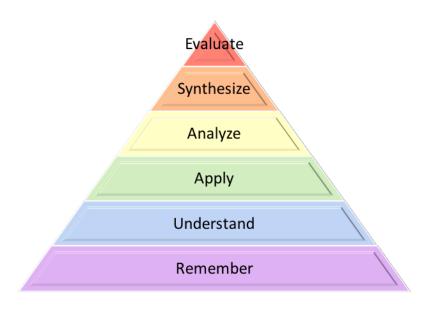
## **Bloom's Taxonomy for Critical Thinking**

Within the cognitive domain of learning, there are six levels of intellectual behavior. Higher levels such as synthesis and evaluation are more advanced, but all of the skills should be utilized in order to assist students in developing their critical thinking skills. Preceptors can use the question examples to assess how the student is able to process and apply information. Frequent prompting can help the student integrate critical thinking into their nursing practice and develop

clinical reasoning skills.



Synthesize: Combine ideas to develop a new plan  Analyze: Examine the parts that comprise the whole  Apply: Use rules, facts, or  Synthesize: Compose Design Develop Formulate Propose Design Formulate Propose  What would you predict from? What would happen if? Can you propose an alternative How would you create a new  What would you suggest? How would you create a new  Examine the parts that comprise the whole  Calculate Compare Examine Question Experiment Test  What are the features of? How is related to? What ideas justify? What ideas justify? What is the relationship between the parts of the parts					
Do you agree that?					
Combine ideas to develop a new plan  What would you predict from?		What do you think about?		What criteria would you use for?	
What would you predict from? What would happen if? Can you propose an alternative How would you create a new  Analyze: Examine the parts that comprise the whole  Apply: Use rules, facts, or principles  Can you propose an alternative How would you create a new  Calculate					•
Categorize Differentiate Experiment Test  What are the features of? How doescompare with? What evidence can you list for? What is the relationship between  Apply: Use rules, facts, or principles  Conclude Demonstrate Construct Determine  How is an example of? How is an example of? How is related to? Why is significant?  Could this have occurred in? Why is significant?  Categorize Differentiate Experiment Test  How is related to? What is the relationship between  Illustrate Solve Interpret Use  Is there another instance where Could this have occurred in?  Could this have occurred in?  What is the graphrase Select Recognize Summarize?  What is the graphrase Can you summarize?  What is the graphrase for? What is the graphrase?  What is the graphrase? What is the graphrase?  What is the graphrase?		What ideas can you add to?		What would happen if? Can you propose an alternative? How would you create a new?	
Categorize Differentiate Experiment Test  What are the features of? How doescompare with? What evidence can you list for? What is the relationship between  Apply: Use rules, facts, or principles  Conclude Demonstrate Construct Determine  How is an example of? How is an example of? How is related to? Why is significant?  Could this have occurred in? Why is significant?  Categorize Differentiate Experiment Test  How is related to? What is the relationship between  Illustrate Solve Interpret Use  Is there another instance where Could this have occurred in?  Could this have occurred in?  What is the graphrase Select Recognize Summarize?  What is the graphrase Can you summarize?  What is the graphrase for? What is the graphrase?  What is the graphrase? What is the graphrase?  What is the graphrase?				_	
that comprise the whole  What are the features of? How doescompare with? What evidence can you list for? What ideas justify? What is the relationship between  Conclude Demonstrate Illustrate Solve Interpret Use  How is an example of? How is an example of? How is related to? Why is significant?  Understand:  Describe Discuss Identify Paraphrase Select Recognize Summarize  Organize facts and  Re-tell in your own words.  Can you summarize? What is the relationship between  What ideas justify? What is the relationship between  Paraphrase Select Recognize Summarize?  What is the relationship between  Construct Determine Interpret Use  Could this have occurred in?  Can you summarize?  What is the relationship between					
Use rules, facts, or principles  How is an example of?	that comprise the	How doescompare with?			
Use rules, facts, or principles  How is an example of?					
How is an example of?   Is there another instance where Could this have occurred in?					
Understand: Discuss Identify Recognize Summarize  Organize facts and Re-tell in your own words. Can you summarize?  What are the differences between? What is the main idea of?		How is related to?		Is there another instance where? Could this have occurred in?	
Understand: Discuss Identify Recognize Summarize  Organize facts and Re-tell in your own words. Can you summarize?  What are the differences between? What is the main idea of?					
Organize facts and Re-tell in your own words. Can you summarize?	Understand:				
	Organize facts and	Re-tell in your own words. What are the differences between?		Can you summarize? What is the main idea of?	
Remember:  Arrange List Name Repeat Define Memorize Recognize State	Remember:				
Recall and repeat What? Who? How? Where? What is?		What?		When?	

## **Socratic Questions**

The Socratic approach to questioning is used to clarify accuracy and completeness of thinking. Through disciplined, thoughtful dialogue and coaching, preceptors can stimulate critical thinking in nursing students.

Additional tools for teaching critical thinking:	Clarification of concepts	Use "tell me more" questions to prompt exploration and for the student to prove the concepts behind their argument	
Instruct students to think ahead:		Why do you say that?  What exactly does this mean?  What do we already know about?  Can you give me an example?  Are you saying, or?	
□ Anticipate needs			
<ul> <li>Teach patients what to report to provider</li> <li>Anticipate complications, preventing them</li> </ul>	Challenging assumptions	Challenging assumptions helps students think about the presuppositions and beliefs on which they are founding their argument	
instead of responding to them		What else could we assume about? Is this always the case? You seem to be assuming that? What would happen if? Please explain how/why? What exceptions are there to this?	
Teach students to use intuition with caution:		That oxeephone are there to the	
<ul> <li>Gut feelings are not an automatic truth, but a red flag</li> </ul>	Evidence and rationale in arguments	When students give a rationale for their arguments, dig into the reasoning, as weak logic or poorly understood concepts are often used as supports	
<ul> <li>Probe further to assess symptoms or other possibilities before reacting</li> </ul>		Why is that happening?  How do you know this?  What is the nature of?  Are these reasons good enough?  What do you think caused?  What evidence is there to support this?	
Have students think aloud and explain their			
reasoning:	Perspectives and alternate viewpoints	Most arguments are given from a particular position. Demonstrate that there are other, equally valid, viewpoints	
<ul> <li>Thinking aloud exposes the details of judgments</li> <li>Novices can develop greater depth to their</li> </ul>		What other ways could we see this? Why is it better than? What are the strengths/weaknesses of?  What wouldsay about it? What is the counter-argument?	
thinking by listening to an expert's line of			
reasoning	Implications	The argument given may have logical implications that can be forecast. Do these make sense? Are they desirable?	
Jse significant patient stories:   Case examples illustrate various concepts	and consequences	Then what would happen?  What are the implications of?  What are the implications of?  How does affect?  What is the best? Why?	
<ul> <li>Expert judgment is often embedded in</li> </ul>			
stories	Questions	The question may be turned on itself, becoming reflexive	
	about the question	What was the point of asking that question? Why is the question important?	