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PROBLEM SOLVING PROCESS AND COMMUNICATION IN NURSING

Abstract

Communication forms the basis of interpersonal interaction. It has an important place in every individual's life. Communication is the essential part of nursing. Nurses face various problems in their work places where they practice their profession. As individuals with problem solving skills, nurses should use the information they obtain -as long as they improve themselves- in solving the problems in proper time and in proper place. In this study, communication, communication in nursing the field of problem solving process in nursing, which has been the topic of many scientific studies in recent years, will be focused on. The issues like, what a nurse is, what the problem is, problem solving in nursing, the institutional bases of problem solving, well-structured problems, badly-structured problems, the characteristics of problems, problem-formation, the effect of emotional intelligence in problem solving, problem-solving process and its stages, problem-solving skills and its importance will be dealt with.

Keywords: Problem, nurse, problem solving process, emotional intelligence

HEMŞİRELİKTE İLETİŞİM VE PROBLEM ÇÖZME SÜRECİ

Özet

İletişim, kişilerarası etkileşimin temelini meydana getirir Her bireyin hayatında önemli bir yeri vardır. İletişim hemşirelik mesleğinin olmazsı olmazlarından. Hemşireler uygulama ortamlarında, türlü problemlerle karşı karşıya kalmaktadırlar. Günümüz Hemşireleri problem çözme becerilerine sahip bireyler olarak, kendilerini geliştirdikleri takdirde, elde ettikleri bilgileri, yerinde ve zamanında problemlerin çözümünde kullanmalıdırlar. Bu çalışmada son yıllarda bilimsel araştırmalara sıkça konu olan, iletişim, hemşirelikte iletişim, hemşirelikte

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problem çözme süreci alanı üzerinde durulacaktır. Hemşire, hemşirelikte problem çözme, problem çözme ile ilgili kurumsal temeller, problem nedir? iyi yapılandırılmış problemler, iyi yapılandırılmamış problemler, problemlerin özellikleri, problem oluşturma, problem çözümede duygusal zekanın etkisi, problem çözme süreci ve aşamaları, problem çözme becerisi ve önemi, başlıklarına yer verilecektir.

Anahtar kelimeler: Problem, hemşire, problem çözme süreci, duygusal zeka

INTRODUCTION

In today's world, nursing and communication confront us as an indissociable unity. There are times when situations that nurses face problems in communicating with patients happen. Problems that nurses face during their communication with patients and solutions to these show rapid increase. Nursing profession is an occupation carried out by resting upon goodwill. Nurses provide service to those from every segment of society in physical, spiritual and social dimensions.

Communication

Zıllıoğlu (2007). suggested the definition of communication as follows: a conversation with another one; a television, a newspaper, one of my literary criticism; your hairstyle; your lifestyle and a Picture on a cave Wall, Anouilh's "Antigone" on the stage and "Citizen Kane" on the cinema; it's sometimes hearing, sometimes seeing and sometimes touching. Communication, leading the indispensable essentialities for individuals to say I am happy, is one of the crucial factors that form community life. When defining communication, we can regard it as an outpicture of our emotions and thoughts either positively or negatively. It is a door of human's inner world opening outside. As from two people noticed each other, communication starts. Communication starts not only between two people, but also among more than two. That our thoughts, emotions and ideas that can be in written, verbal or body language forms and different from every of us interchange happens through communication. Thanks to communication, created right and on time, we can easily solve our three-pipe problems and even ones that are impossible to solve and can make our life more meaningful.

Communication in Nursing

Communication of nurses should differ from any other's one. Communication skill for the good of patient is affected from usage of a method that eases communication, our readiness to the reaction, problems stemming from the bond with the patient, facilitating, maintaining and ending communication. Hence, so that communication for the good of the patient can happen, the person need to know his thoughts, emotions and responsibilities and techniques that ease communication and problem-solving methods, to build confidence and empathy, to facilitate and maintain communication with the patient and to evaluate the output in the relationship "Communication in Nursing and Patient-Nurse Relationship (Hemşirelikte İletişim ve Hasta Hemşire İlişkileri)"
<http://sbu.saglik.gov.tr/Ekutuphane/kitaplar/200701101555430hemsirekikitap.pdf>

Nurse

According to Turkish Language Society (TLS), it is a name given to healthcare professional who helps the patient regain his health by teaming up with medical staff such as doctor, laborant and patient carer (<http://tr.wikipedia.org/wiki/Hem%C5%9Fire20.02.2015>).

Problem Solving in Nursing

As social beings, individuals' communal, Professional roles, cultures and personal lives have an effect of brash, passive or violent interpersonal relations of theirs who perpetually communicate with the others. It literature, it is told that in interpersonal relations of nurses, they generally act passively and violently. Problem solving skills between the nurses that like their job and behave actively and those who don't like their job and act passive behaviors differ from each other. The reasons of these are shown as complex organizational structure of health facilities, absence of occupational autonomy, problems related to professionalization, nature of the job, working conditions and its being a woman job (Kelleci and Gölbaşı,2004; Yurttaş and Yetkin, 2003). For the nurses to solve the problems effectively, it is necessary for them to show leader and brash behaviors and to gain these skills during their occupational education. Therefore, for the nurses to get their true rewards in health facility and to do their job completely, they need to be grown up as those whose problem solving skill and brash level is high (Hedberg and Larsson, 2004) Kelleci and Gölbaşı, 2004). But, some researches show that skills of problem solving and assertiveness of nurses are not in sufficient level (Kelleci and Gölbaşı, 2004; Yurttaş and Yetkin, 2003, cited by Zincir, Erten, Seviğ and Özkan, 2014, p.19) The situation that the individual is in is a problem and getting rid of this problem is solving the problem. Problem solving is a time, effort, energy and exercising job. It is related to individual's aim, need, value, belief, skill, habit and behaviors. It is also related to person's emotion of self-confidence, his will, and courage to solve problems. Furthermore, the solution of the problem can be under effect of some factors in some circumstances. In order to develop person's problem solving skill, it is necessary to know what these problems are and to make organizations with regard to these. Nurses aim at bringing solutions to the problems by benefiting from scientific methods. Scientific problem solution methods have parallelism with problem solving in nursing. Problem solving related to nursing is done more by trial-and-error way while scientific approach with scientific improvement have developed and determining has got scientific structure today. Nurses now contribute to development of the job by doing scientific researches and they apply scientific problem solving methods to solution of the problems. Thus, dignity of nursing rises in today's communal people's eyes who want to be seen in evidence-based way (Yıldırım and Özkahraman, 2011:155-156).

If nurses grow themselves up as those who have problem solving skill, they will be much more effective and their life standards will increase.

Theoretical Foundations Related to Problem Solving

A lot of theorists have theories from different aspects with regard to this subject. Some of them are written as follows: According to John Dewey, the core of problem solving is formed by John Dewey's studies. To this, in problem solving method, it is firstly to determine the existence of a problem and to define it. Then, it is needed to form hypotheses upon the solution of this problem and to gather information so as to reach potential solutions. Lastly, a temporary solution is also a matter in order to test its application to different situations. Thorndike, on the

other hand, reached this solution after the experiments he had done: during the problem solving process, those from behaviors of organism which create satisfying influence become persistent, and which behaviors are satisfying are learnt through trial-and-error way. Problem-solving through trial-and-error approach is generally used as a convenient system for the solution of problems that don't include meaningful relationship patterns or problem status of which background information are lack (Aydın, 2009). On the other hand, Hermann, an expert who studied upon brain structure and thinking, functionally separates brain into four dials. A and B dials are located in right hemisphere, on the other hand, C and D are located in left hemisphere. Each section has its language, values and way of knowing. According to Hermann, people use every section of their brain in different ways and different time periods. Every person has a thinking model distinctive to him and dominant in different ways. These preferences cause behaviors to differ. Individuals use their own dominant models in problem solving process. Hermann admits that creative problem solving is the common function of brain's all sections. He says that every person is born with genetically learning and thinking abilities and preferences and he/she responses to World and environment by these abilities and preferences. Furthermore, he suggests the fact that by making the brain busy with a specific thinking way makes those dials improve. (Aydın, 2009) (<http://www.yokartikya.com/2011/12/sorun-cozmenin-kuramsal-temelleri.html>).

What is a Problem

When problem definitions are compared, different definitions come up. Below, definitions with regard to the definition of problem that various researchers have done are given below. According to Bingham (1998, p.18), the obstacle standing against present powers that someone has gained in order to reach a goal is called as problem. Problem pops up as a result of known, new situations or of one containing unclear factors. To Olkun and Toluk (2003, p.44), problem is a situation which evokes solving wish for a person and the person is able to solve by using his knowledge and information in the absence of a way out.

In addition to these, according to Robertson (2001, p.4), there is a goal in presence of the problem and the way to this goal is unclear. That is, if a person has a problem, it is to say that he does not know what to do though he must take the action. Problem, according to Kahney (2003, p.15), is a situation that comes up when the goal is interrupted because of some reasons such as lack of knowledge and source difficulty. A number of negativities take place in the environment of an individual or a community during their life and we regard them as problems. We can describe problem as a question that is learnt through some theories and principles and that needs to be solved.

Well-Structured Problems:

These are problems that belong to the context and have only one solution which was established before. The features of that kind of problems can be given as follows (Jonassen, 1997, p.68). They contain all elements that a problem should have and they have a possible solution. They are based on being regularly implemented in specific number of rules organized in prediction-based and conventional system. They include principles and rules that seem well-structured and ordinary within ill-structured and predictable knowledge area. They have true and constant answers. They involve anticipated and preferred solution process. Well-structured problem scenarios are systematic (Koçakoğlu, 2010).

Structured Problems:

These are problems that have multiple solutions and come up in our daily life. Such problems sound more interesting and meaningful to the learners. The features of ill-structured problems are described as follows (Jonassen, 1997, p.68). These are ones needed in many standards so as to evaluate the solutions. They involve a lot of uncertainty with regard to which theory and rule can be used and how it organizes for its solution. In some circumstances, they don't involve basic rules in defining and predicting. They don't make clear and plain sense in determining the convenient action. They require learners to make judgement and advocate about the problem. Ill-structured problem scenarios are determined by unidentified problems and undefined knowledge (Koçakoğlu, 2010, p.74). According to Lohman and Finkelstein 2000, ill-structured problems are defined as positions in which the problem is not described clearly, to determine solutions depends on procedures and there are criteria to identify and evaluate the solution (Cited by Aksoy, 2003, p.86).

Types of problem used in permanent learning environments are divided into two as well-structured and ill-structured (Jonassen and Kwon, 2001). Basically, well-structured problems in education environments are generally solved individually whereas ill-structured ones are jointly solved by groups (Cathcart and Samovar, 1992). Well-structured problems are practice-based questions located at the end of the sections of the books used in schools and universities in particular. Such problems require limited number of concepts, rules and principles to be practiced for limited number of solutions. On the other hand, ill-structured problems are ones we often face in daily life. They pop up in accordance with the situations and may not have only one predictable solution. There may be times when a lot of knowledge and skills belonging to many work fields are used for the solution. The solutions of these problems are not only more complex but also more attractive and meaningful since they are such ones students often experience in their daily life. In problem sentences of ill-structured problems, the problem is not described clearly and completely. Also, as in ill-structured problems, the information for the solution are not given. Some features of ill-structured problems can be given as follows (Jonassen, 1997). They are named as ill-structured because some elements of the problem are either unknown or known as missing. Requirements for the solution are either unclear or described insufficiently. There are either a lot of solution ways or no solutions. The number of measure to evaluate the quality of the solution is more than one. The number of parameter to control is fewer. It makes students share their ideas about the problem with each other, make a judgement and advocate it by creating multiple point of view. Hence, its solution requires working cooperatively. In today's work environments, people constantly deal with the solutions of many problems. Staff are generally obliged to memorize something and bring solutions to the problems not by remembering them (well-structured problems), but by choosing the most suitable alternative among ones they created with their knowledge and information from many areas in harmony with the other people (ill-structured problems). In contrast to this, curriculums that today's education systems own mainly make the students bring solutions to well-structured problems in the classes. Yet, only a minority of problems that students face with in real life is well-structured. That's why, high school and university students cannot sufficiently prepare themselves to the real and work life and graduate without being equipped enough.

In order to overcome the mismatch between skills that graduated students need (complex and ill-structured problem solving experience) and the skills that today's education systems

instill to students (well-structured problems solution of which is complete and clear and in which specific rules and principles are remembered) is one of the fields of occupation of instructional Technologies and education Technologies experts (Uluyol, 2009:23-25).

The Features of The Problems

They should be advisable (not requiring inordinate time, Money, energy, etc.), understandable (worth to research, contribution to science), clear and plain (variables, etc.), Expression; possibility –it shouldn't be in imperative mood (it should be to be able to do), Testable (what is the meaning of life?), It should be too wide and too narrow. It should be original and distinctive. It should be ethical, (nature, person, social environment) (<https://bto423.wordpress.com/2011/05/11/problem-in-ozellikleri/>).

Problem Creating

In fact, there is a close relationship between operational skills and problem solving and problem creating skills that involve complex structures. Students who fail in basic operational skills cannot be successful problem solvers; in the event that they fail in problem solving, they fail in problem creating process (Soylu and Soylu, 2006). In traditional math teaching approach, mathematical information divided into small skill parts are instilled to students by the teacher. Students are expected to learn this information by revising through exercises given to them. The problem has a specific solution system and sole true answer. In such problem solving process, students are defined as passive learners. During this process, a lot of rules, symbols and relations are presented to students without attributing them to a reason. This situation ends up as rote learning for the students. On the other hand, in problem creating, students are expected to face with complex problem situations and be responsible for the solution of these situations. This process requires for the students to use their creative skills. Therefore, it is necessary to help students improve both in problem solving and problem creating skills. Improving students in problem creating skills improves exploring problems and reasoning among problems skills in various fields for the students.

Problem creating is seen as an important component of students' mathematical skill development (Silver, 1994). Problem solving involves not only creating new problems but also re-formulating the problems during the problem solving process. Silver said that creating a mathematical problem is performed in three different ways. Pre-solution problem creating: Creating a distinctive problem different from present ones. While-solution problem creating: Re-formulating a solved problem or problem creating. Post-solution problem creating: Creating new situations by changing the conditions or goals of a solved problem in order to create new problems. Evaluation of selective problem solving (SPS) technique in mathematic teaching and its social validity within 6. And 7. Grade students.

The necessity of problem creating in terms of improvement of problem solving skills by touching upon including problem creating and problem solving is mentioned. A person who is able to solve a problem cannot understand the problem completely. In order to understand the problem down deep, it is necessary for him to create solvable problems through the solution method of this. Hence, to provide easy understanding related to arithmetic linguistic problems, creative learning opportunity should be provided for learning by creating problem (Korkmaz and Gür, 2006: 65).

The Effect of Emotional Intelligence in Problem Solving

Problem solving skill changes according to situations. For people who don't think in solution oriented way, problem solving skill doesn't develop much. After an incident to another person, some intellectual exercises such as "What would I do if that happened to me" improves problem solving skill. In problem solving methods, firstly, the problem is defined, then, possible solution ways are determined and the most powerful solution is concluded. Same solution ways are not taken into consideration anymore (Tarhan,2012:212).

Problem Identification

According to Runco and Dow, problem identification is noticing and identifying a problem during problem situations when a problem is noticed but eluded (1999, cited by Sak, 2011b). During problem identification stage, teachers and students should notice what the real trouble is in the problem, why the problem is difficulty, why problem solving is important again and again. Actions that help identifying the problem involve re-formulating, elaboration and re-description of the problem (Leinhardt and Schwarz, 1997). Problem identification can also be done by selective comparison among the problems. Selective comparison requires associating new knowledge with pre-learnt knowledge and just-learnt knowledge with the knowledge that will be learnt in the future. According to Sternberg, selective comparison procedures require determining the information related to the solution of a problem in long-term memory and implementing it into solution of this problem (1986, cited by Sak, 2011b). Hence, problem identification can be defined as using the information that is just learnt for the solution of problem situation by exploring the similarities with the existent one.

Problem Solving Process and It is Steps

Through the thinking skills that we have developed, not problem solving but problem solving process is taught. In problem solving process, students evaluate the existent information and determine if they need any other information or not. Within the frame of that information, they create solution ways. If the way they choose doesn't take them to the solution, another one is immediately taken to reach the goal. The aim is understanding of problem solving process rather than solving a problem. Learning how to solve a problem provides us to solve other problems similar to that one. Solving a problem by using thinking skills is learning the process that makes us reach the solution. A student who learns that system comes to the extent that he is able to solve different kinds of problems. That the student learns this process happens by being asked the right questions and instilling him different point of views (Saygın, 2011:41). Some psychologists suggest that problem solving process is a cycle. This cycle is constituted by noticing or identifying of the problem, explaining and identifying it cognitively, building a solution strategy, organizing background information about the problem, organizing physical and cognitive sources needed for the solution of problem and evaluation of reality of the problem solution steps. However, all steps that form the cycle in problem solving don't have to be applied respectively. On the contrary, an experienced problem solver is a person who uses the needed steps during problem solving (Pretz, Naples and Sternberg, 2003, p.3). In problem solving process, mind maps provide us to see a lot of complex information in a single page as a whole and internalize them. They stress the details in the complexity via colors and images and help us focus on points to be solved. Also, they help us build the balance between the points

working cooperatively. Mind maps that help us see the positive and negative points of any situation is an effective method for problem solving process (Aköz, 2011:35).

Its Steps:

Noticing The Apparent Problem

Problem can be a condition that individual desires to change or edit as well as an improvement opportunity. To determine improvement opportunities, prevent the existence of problems or tackle immediately and effectively if they exist, internal and external environments need to gather information about the individuals perpetually. So as to gather information with regard to the situation, some problem identification techniques can be used. Comparison to the others, search for problems existed in or within specific areas of the system, expected goal or standards and up-to-date performance comparison of lists determined for what can be done to present applications, search for potential problems by acting from a situation that seems to be satisfactory, etc. (sagens.erciyes.edu.tr/dergi/hemsire/Sultan2.pdf?ref=carstuning.biz).

Identification of The Problems

After noticing the problem, it is important to clearly and truly identify what the problem is. For the person to define the problem, he should be able to analyze the components related to at least three areas. When we come to present them, they are assessment of himself, his behaviors, his knowledge, his excitements, his thoughts about the problem situation and his emotions; evaluation of his environment related to the problem situation; clarification of problem situation and his being aware of the goals, expectations and conflicts (Taşçı, 2005:75-76).

Creating Solution Options

It is necessary to categorize all known options in creating solution options for the problem and to take other options into consideration. This step is the one that requires creativity most during problem solution process. Since creating options is goal-oriented, it requires selecting naturally. It says that information preference is not a function of one's past life and that the skill to use past experiences is an important factor (sagens.erciyes.edu.tr/dergi/hemsire/Sultan2.pdf?ref=carstuning.biz).

Taking Action

Before implementing the plan, to know how to do it is an important point. Let us take the followings into our plan: what we should do to reach the goal, what kind of sources we may need, what our time limitation will be, whether we need other information to realize whatever we have decided to do related to our problem. In order to apply our plan, trusting ourselves would be helping. When our stress level increases, we can choose the suitable ones below instead of giving up and leaving unfinished. Apart from these, we can produce booster and relaxing sentences related to the situation by ourselves and use them. Reaching the goal instantly is not true. If I can relieve my muscles a little bit, I will feel peaceful myself. I am very disturbed but this doesn't mean the end of the world. I can also overcome that! Getting angry may make the things more complex. I should be as calmed as I can and I shouldn't give the opportunity to let the others ignore me. But I'll not lose myself, too." http://mebk12.meb.gov.tr/meb_iys_dosyalar/20/14/974618/icerikler/4_334319.html.

Evaluation of the Results

Identification of the time to evaluate the results is an important situation. It is necessary to check solution methods that we try to implement and to check if they work well. Until that time, the problem still can be existent or never disappear. Yet, from the time we started working on the problem to now, we can check if there is any difference in the trouble we face with. It will be possible to see and evaluate the point we have come by seeking an answer the questions below; when a comparison towards the past is done how much energy, time and attention of ours that problem takes now? Has our uneasy situation turned into peace even for little? Have we been satisfied with our situation recently? If your answer is “yes” to two of these three problems, it means your method is working well and you can keep on. If there is “no” answer for the two questions, we had better try new ones among others that we have after re-checking the options in the list. Or, we can check whether we have truly identified the main source of the problem that we are struggling with. If the way we picked is going well, it means we have deserved a perfect reward. We had better not abstain from telling the reward sentences that we would decide to ourselves (http://mebk12.meb.gov.tr/meb_iys_dosyalar/20/14/974618/icerikler/4_334319.html).

The Skill of Problem Solving and Importance

Only problems in math lesson don't come to our mind when the Word is pronounced. The life necessitates solutions for a number of problem. Problems pop up in the existence of obstacles that hinder someone to reach his goal. For instance, now, you want to go to cinema, but you do not have enough Money. In this example, going to cinema is a goal and the lack of Money is an obstacle. Another example is Nesrin whom you are in love and want to marry to is a daughter of a rich family. Your family is economically weak and you have at least three years to graduate and have a job and earn Money. In this example, the goal is to marry to Nesrin, but that you don't own an income is an obstacle. You want to take part in basketball team of the school, yet, you are short. You have come home late and you are both hungry and exhausted. There is no food at home. All these are problems that we face with and seek for solutions in real life. Problems can be long-term, short-term, simple and complex. There are problems which are emotional, economical and physical. These different problem types can turn into complex ones in time. The solutions of the problems, the type of the problems can differ according to its complexity. Some problems can completely be solved via logic and some require emotional maturity. On the other hand, some require looking into the situations within new perception view. Common point between the problems is to remove out the obstacle that hinders reaching the goal (Cüceloğlu, 2014,p.219). There are problems that we face in every field of the life and expect solutions from us. The complex situation called as problem pop up in the existence of obstacles that make it difficult or stop when we want to reach a specific goal. Problems can be long-term, simple or complex. They can be in physical, emotional and economic forms. These sometimes can gather together and turn into big and complex problems. They can differ according to the solutions of the problems, the type of the problems and its complexity. While some problems are completely solved by logic, some require emotional maturity. On the other hand, some require looking into the situations within new perception view. Common point between the problems is to remove out the obstacle that hinders reaching the goal. Problem solving slowly occurs as a result of a lot of trial-and-error activities. However, it is also related to “insight” and “intuition” that come all of a sudden. It can be said that we do a lot of trial-and-

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errors before we reach the solution of the problem insightly and we meet lots of various solution options. This acquaintance stage is important for insight to be formed. Insight appears after identification of all components of the problem. Cognitive trial-and-errors come before insight and builds a basis for it. (Hökelekli, 2009, p.148-149). Preparation of people forming the community to communal life is within the scope of education's goals. In communal life, because it is not possible to foresee the obstacles that people will face with, education aims at bringing skills to the people that can overcome these obstacles. That can be possible by bringing problem solving skill.

Conclusion

Human, intrinsically, keeps exchanging information as an individual of the community. During this information Exchange, he, either positively or negatively, is affected. Human whose problem is not solved is condemned to be unhappy all the time. That's why, in the solution of the problems, it is necessary to find effective and quick solutions that can make the person happy. Otherwise, the person will keep being unhappy as long as the problem is existent. Individual faces with problems during his life even if he doesn't want. As long as he can solve these problems, he can maintain a healthy, peaceful life full of happiness. When he faces with any problems, he is required to have problem solving skill to overcome them easily. An individual that has this skill and fights off problems that he faces is like he combats with the problems and reaches his goal after he overcomes the obstacles. That's why, each individual forming the community should have problem solving skill and struggle so as to move on continuously. When we look into the problems upon practicing nursing profession, individuals with intelligent, dynamic, cheerful, having problem solving skills and leadership features are needed. Hence, this subject should be given importance in curriculums and youngsters that have problem solving skill are trained. Also, in condition of identification of these shortages in individuals who have finished their education and graduated, they should be removed out by organizing extra educations. Because, the way to happiness is only possible with having a problem solving skill.

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