EVALUATING THE EFFECTIVENESS OF CONCEPT-BASED LEARNING CLINICAL ACTIVITY TOOLKITS
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INTRODUCTION
Clinical judgment, professionalism, and skill development were identified as priorities for improvement in nurses graduating from Wyoming prelicensure nursing programs. • Consortium of academic and clinical practice nursing leaders in Wyoming created the Revolutionizing Nursing Education in Wyoming (ReNEW) initiative to transform nursing education • ReNEW consortium adopted a statewide, common Concept-Based Learning (CBL) curriculum • Little guidance in the literature on how to teach conceptually in clinical (Heims & Boyd, 1981; Nielsen, Noone, Voss, & Mathews, 2013) • Concept-Based Learning Activity (CBLA) toolkit template and pilot CBLAs were created by ReNEW Clinical Education Committee as a teaching resource for clinical educators (Nielsen, 2016)

METHODS
Focus group of clinical educators • September 2016 at a Wyoming Nurses Association convention (n = 8) and via email (n = 5) • Determine usability (user-friendliness) of CBLA toolkit template and online repository • 4 questions to find out: barriers to use of toolkit template and online repository; ease and challenges of the toolkit template format; ease and challenges in creating, submitting and using toolkits

RESULTS
Post-test only online 4-point Likert scale survey to clinical educators in Wyoming (N = 63) • November 2016 after completion of the first clinical rotation in the CBL curriculum • Determine usefulness of CBLAs in helping clinical educators integrate CBL into clinical practice • 9 Likert scale questions • 2 open-ended questions to see how many CBLAs were used in the first clinical rotation and how many CBLAs were submitted to the repository before and during Fall 2016

CONCLUSIONS
• CBL toolkits have the potential to prepare clinical educators to integrate CBL in clinical settings • CBLAs that have been used successfully in meeting the foundational principles of CBL should be disseminated and shared • Lessons learned about CBLAs, templates, ideas, and formats that did not work and rationale for such should be shared • Sharing and evaluating resources on how to teach conceptual clinical is important in ensuring that future nurses are prepared for the complexities of the dynamic world of health care

REFERENCES

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PURPOSE AND OUTCOMES
Purpose: To determine the usability and effectiveness of CBLA toolkits during the first semester of the newly designed statewide Concept-Based curriculum in teaching clinical educators to integrate Concept-Based Learning into clinical courses.

Desired Outcomes:
1) A minimum of 25% of survey respondents will indicate that the online CBLAs were helpful in preparing clinical educators to integrate CBL in clinical courses in Fall 2016.
2) A minimum of 25% of survey respondents will indicate they used at least one CBLA toolkit during clinical and submitted at least one CBLA toolkit to the online repository before or during Fall 2016.