

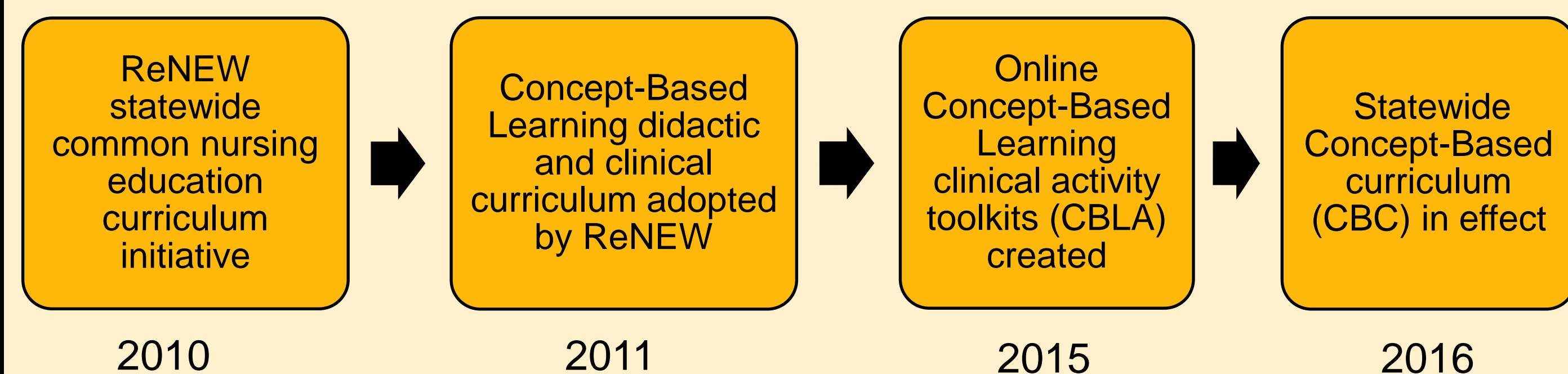
EVALUATING THE EFFECTIVENESS OF CONCEPT-BASED LEARNING CLINICAL ACTIVITY TOOLKITS

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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 Clinical Activity (CBLA) toolkit template and pilot CBLAs were created by ReNEW Clinical Education Committee as a teaching resource for clinical educators (Nielsen, 2016)



Benefits of CBL approach (Getha-Eby, Beery, O'Brien, & Xu, 2015; Giddens, 2016; Lasater & Nielsen, 2009)

- Deliberate: emphasize pattern recognition
- Purposeful: classroom ↔ clinical
- Focused: reduces content overload

Benefits of CBL for clinical educators (Lasater & Nielsen, 2009; Nielsen et al., 2013)

- Patient assignments planned; not random
- Facilitator of learning with guided questioning and reflection
- Focus on one key foundational concept
- Less physically demanding

Benefits of CBL for students (Lasater & Nielsen, 2009; Nielsen et al., 2013)

- Make meaningful connections between key foundational concepts
- Develop deep understanding of key foundational concepts
- Transfer key foundational concepts between patient care settings and situations

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.

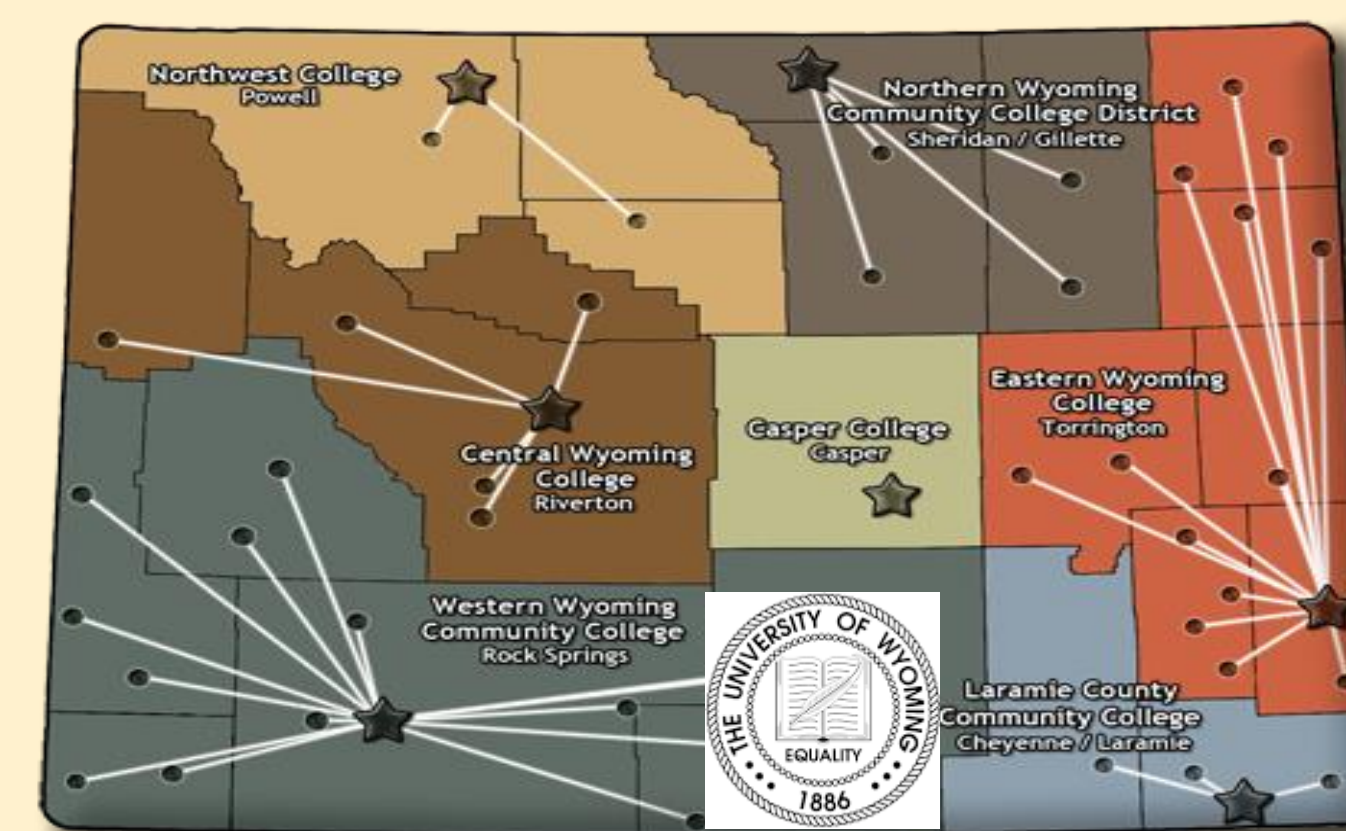
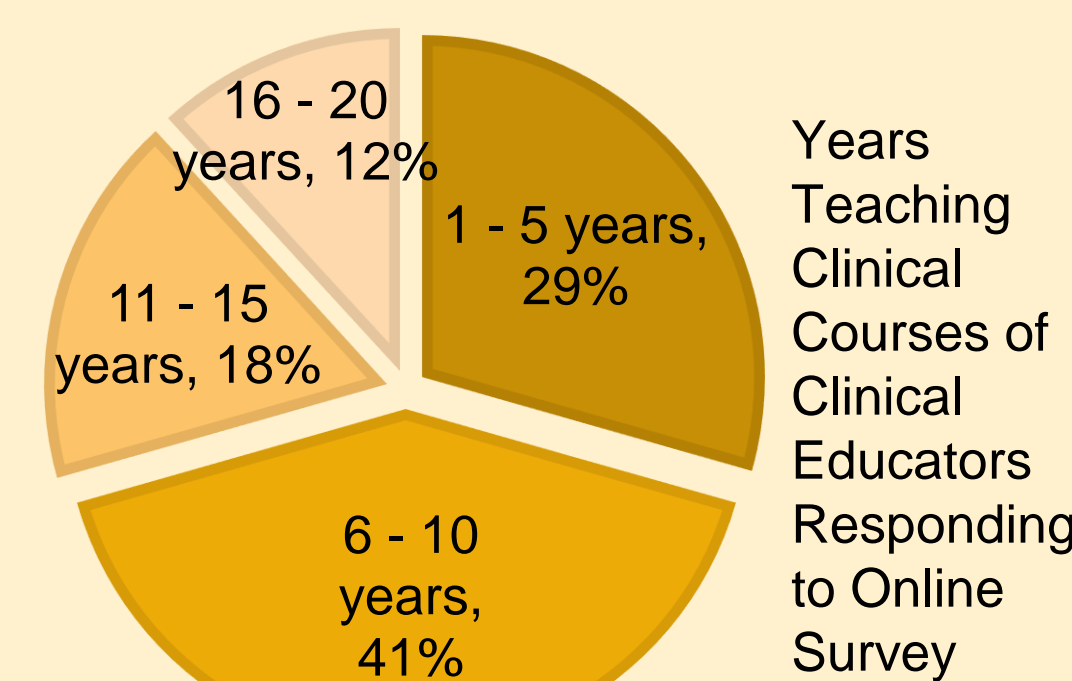
Desired Outcomes:

- 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.

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

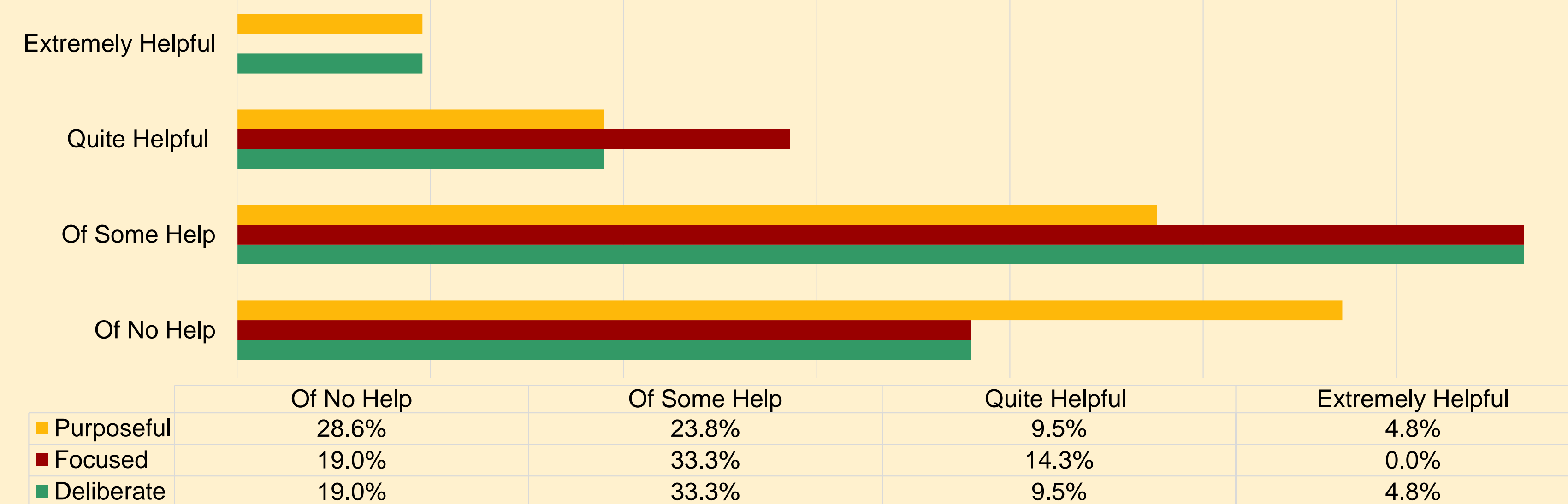


Post-test only online 4-point Likert scale survey to clinical educators in Wyoming ($N = 63$)

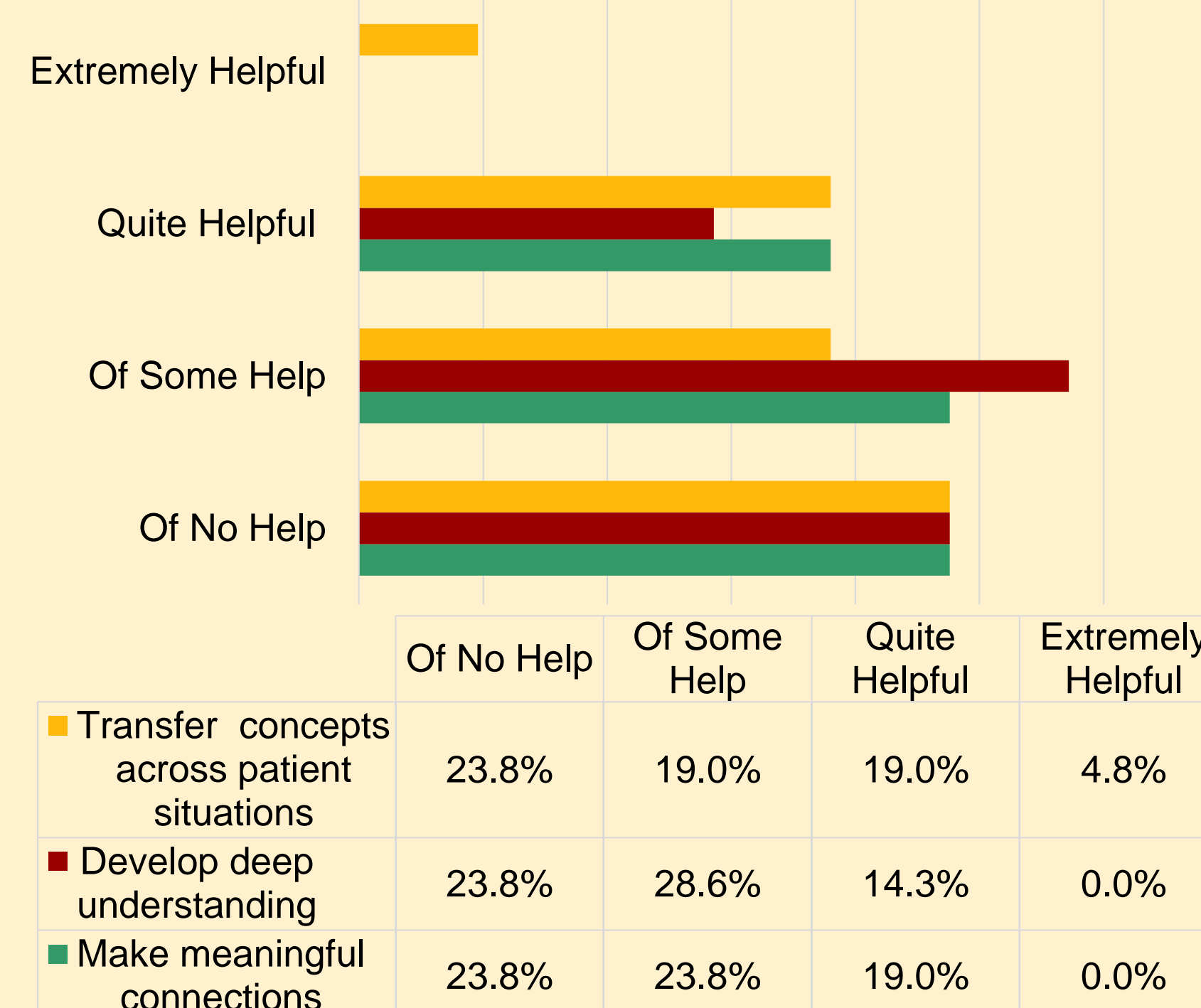
- November 2016 after completion of the first clinical rotation in the CBL curriculum
- Determine usefulness of CBLAs in helping clinical educators integrate CBL into clinical
- 9 Likert scale questions
- 2 open-ended questions to see how many CBLAs were used in the first clinical rotation and how many CBLAs were submitted to the repository before and during Fall 2016

RESULTS

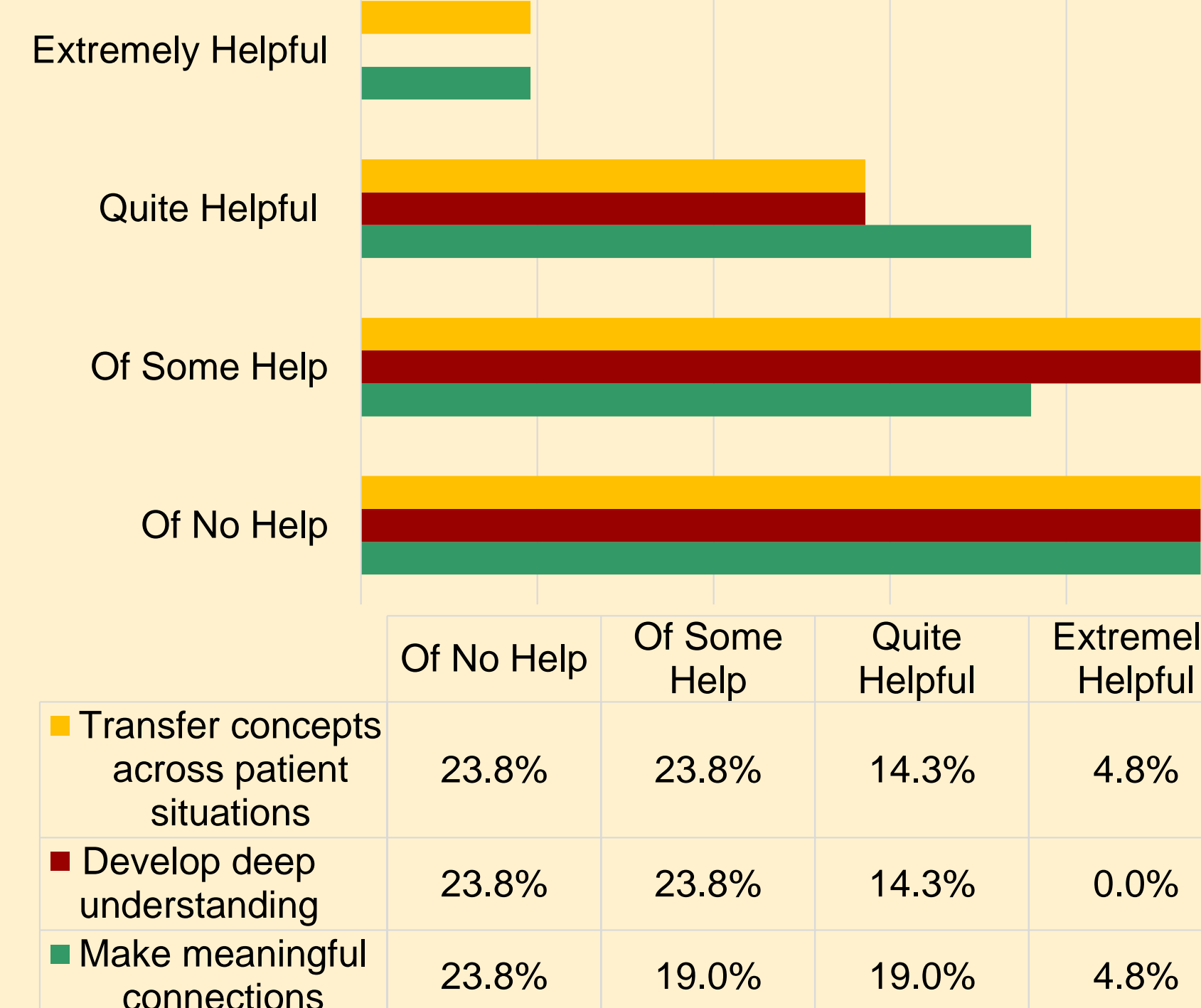
Helpfulness of CBLA Toolkits in Preparing Clinical Educators to Implement Concept-Based Clinical Activities that meet Specific Criteria of CBL



Helpfulness of CBLA Toolkits in Preparing Clinical Educators Relative to ReNEW Core Curricular Concepts

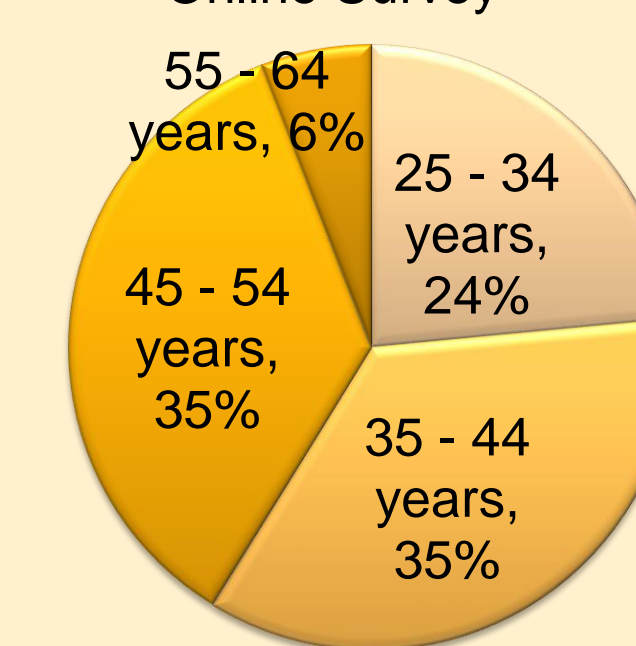


Helpfulness of CBLA Toolkits in Preparing Clinical Educators Relative to ReNEW Unit-Specific Concepts

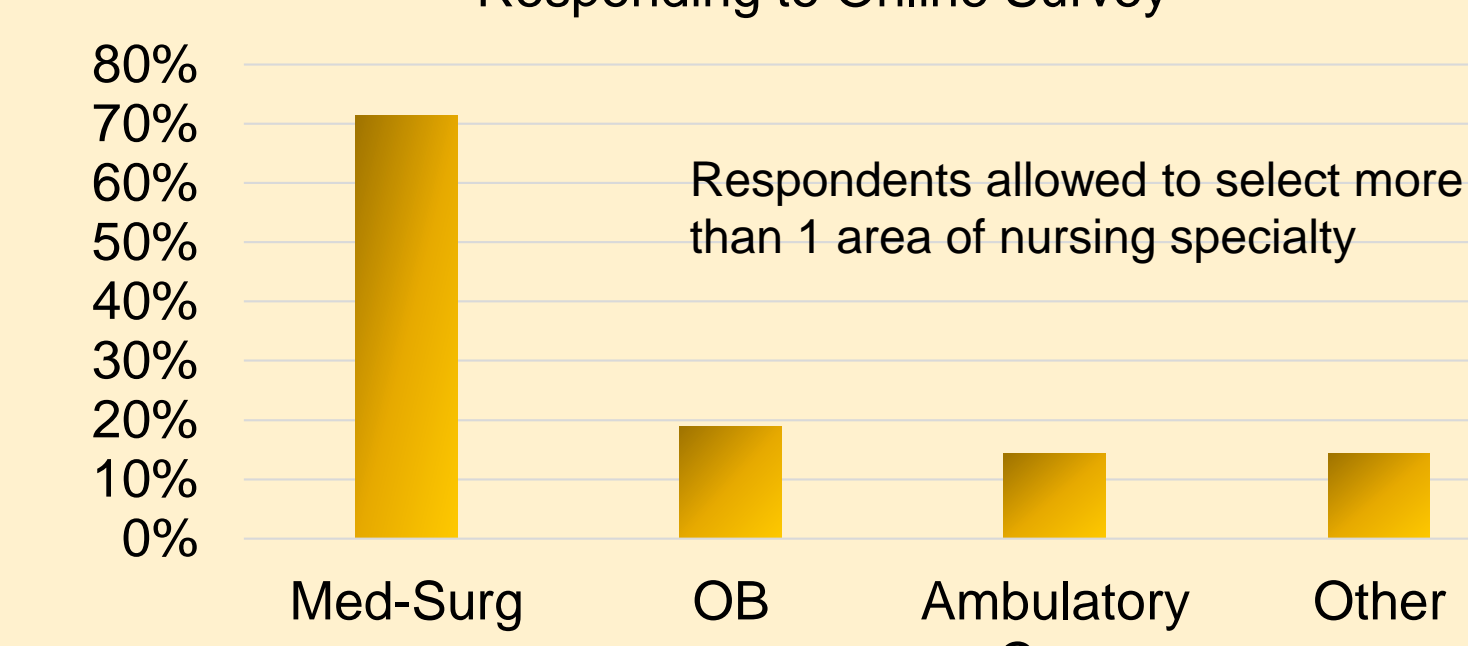


RESULTS

Age of Clinical Educators Responding to Online Survey



Nursing Specialties of Clinical Educators Responding to Online Survey



Focus Group ($n = 13$)

- Toolkits available in a statewide online repository are a great idea, BUT:

- template too busy and complex
- needs to be a functional electronic format
- Toolkit template is well organized
- Liked leveling of semesters with objectives and student learning outcomes

Online Survey ($n = 19$)

- 30% response rate
- **Outcome #1** achieved:
 - 38% to 48% of respondents reported CBLAs were of *some help to extremely helpful* in integrating CBL in clinical settings
- **Outcome #2** partially achieved:
 - 42.9% reported using a CBLA during the first clinical rotation in Fall 2016
 - 9.5% reported submitting a CBLA to the online repository before or during Fall 2016

Example of CBLA Toolkit Template - 1st page

CONCLUSIONS

- CBLA 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

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