ABSTRACT: Concept Based Learning Activities (CBLA) for NRS 111/211 and NRS 112/212
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Six evidence-based CBLAs were created for clinical experience in NRS 111/211 and NRS 112/212 of the OCNE curriculum to pilot and explore the use of this modality of the Clinical Education Redesign Model. The activities were designed to assist in application of selected theoretical concepts and pattern recognition with clients experiencing:

1. Adult onset diabetes and chronic blood glucose control issues
2. Coping/adaptive strategies for clients/families experiencing chronic illness
3. Pharmacological treatment of chronic hypertension
4. Acute reduced cardiac output
5. Post-surgical and fluid balance issues
6. Acute diabetes management – (spiraled from Chronic above)

Materials developed included guidelines and instructions for students, rapid-read flyer to orient nursing staff, and full "tool-box" of guides for clinical faculty - posted to Sakai. A clinical evaluation form specific to these activities was discontinued when found not as useful as the students' usual clinical reflective-rubric tool in connecting this work to the OCNE competencies. **Student evaluation** was overwhelmingly positive to most activities, with the shorter activities with immediate debriefing being preferred. **Length of time** of these activities varied from 2 to 6 hours, some with student prep prior to clinical, all with students using a written guide to explore concepts in clinical setting without providing direct patient care. It was found that the shorter ones were most effective (2-3 hours of student discovery activities –either solo or in small groups - using provided handouts and instructions, followed immediately with a faculty moderated group debrief session.) **Nursing staff** were found to be supportive in proportion to their level of orientation to the activity, and clarity of student role during that clinical time.

Summary: Though Concept Based Learning Activities are not a new phenomena (Heins & Boyd,1990) use is likely to advance as a component of an integrated model of clinical education such as the Clinical Education Redesign framework.