

The Lived Experience of Nursing Faculty in Transitioning to a Concept-Based Curriculum

Roseminda N. Santee, DNP, RN, CNE, NEA-BC

Associate Dean, Trinitas School of Nursing, Elizabeth, NJ 07202



Purpose

The purpose of this phenomenological study was to describe the experience of the nursing faculty of a large baccalaureate pre-licensure nursing program as they transitioned from a content-based to a concept-based curriculum.

Methods

- Face-to face audio-recorded interviews.
- Audio files sent to electronic transcription service within 24 hours.
- Use of CAQDAS to organize data.

Data Analysis: Colaizzi's Method

1. Read & re-read participant's verbatim transcript
2. Extract significant statements that is pertinent
3. Formulate meaning from significant statements
4. Arrange formulated meanings into cluster themes
5. Incorporate results into exhaustive description of phenomenon under study
6. Return exhaustive descriptions to participants
7. Incorporate new data from participants

Application of the William Bridges transition model

Endings "Letting Go"

- Describe what is ending and what is not ending
- Who is letting go of what
- Provide expert assistance

- Neutral Zone
- Communication is pivotal
- Peer support
- Continue expert assistance

New Beginnings "Moving Forward"

- Restate purpose for change
- Expert guidance as needed
- Reflecting on the experience itself
- Nurturing by peers

Conclusion

- This study will add to the literature on faculty undergoing change and transition to a concept-based, student-centered curriculum.
- Transition is a challenging time for faculty.
- There is a need for expert assistance especially during the transition period.
- During transition, the use of some of the familiar teaching strategies will help faculty adjust to the new situation.
- Support needs to be provided for the faculty who have accepted the change and are transitioning well to the next phase.

Results

Theme 1.

The faculty needs expert assistance in transitioning to a concept-based curriculum from the start of and through the implementation of the change.

Theme 2.

Changing teaching strategies affects both faculty and students. Two subthemes: the effect of changing curricula on the faculty and the responses to changing curricula by the students.

Theme 3.

Transitioning to new beginnings with a connection to past familiar practices can help in the transition process.

Contact Information:

- Email: santee@ucc.edu
- Office phone 908-659-5208
- References available upon request.

Participants

9 full time faculty
Range of age: 50-59
Pre-licensure education:
Diploma: 4
ADN: 1
BSN: 2
MSN: 1
Did not declare: 1

Highest level of education: 4 doctoral level, 5 MSN
Mean years of nursing experience: 29 years
Mean years in nursing education: 16 years