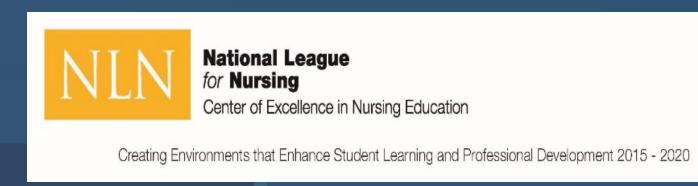
# The Lived Experience of Nursing Faculty in Transitioning to a Concept-Based Curriculum

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# 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.

# **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

# 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.

# 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

# Results

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.

# Methods

**Application** 

of the

William

Bridges

model

transition

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

#### **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 conceptbased, 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 Contact Information: well to the next phase.

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