

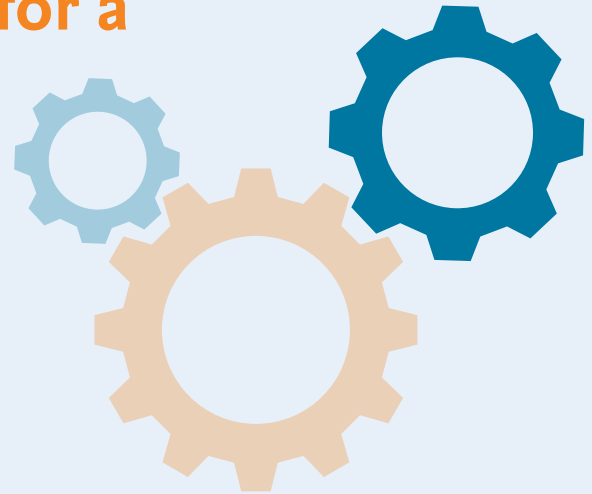
“If It’s Not Broke, Why Fix it?”

How to Gain Faculty Buy-In for a Concept-Based Curriculum



Tammy Pleasant

MSN-Ed, RN, CNE,
Digital Products Educator



Elsevier Digital Products Educator, Tammy Pleasant, MSN-Ed, RN, CNE, shares her favorite tips for gaining faculty buy-in when moving to a concept-based curriculum.

Curriculum change is difficult and requires a lot of hard work and faculty dedication. Moving to a [concept-based curriculum](#) can be even more challenging because it involves not only a new curriculum, but a new and different way to teach. Gaining faculty “buy-in” is critical to successful implementation but can be one of the most difficult parts of the process.

There are many reasons for lack of faculty buy-in. You may hear faculty comments such as, “We have good NCLEX pass rates, so if it isn’t broken, why fix it” or “This is just another fad in nursing education.” Another common concern is, “Where is the research to support that this is the right curriculum for us?”

Below are some tips to gain faculty buy-in when moving to a concept-based curriculum.

What Help faculty understand the need for change.

Healthcare and nursing have changed tremendously over the years. This will continue, so we must keep up by changing the way we educate nurses. Remind faculty that it is no longer enough to teach students the way we have always taught them.

How Be certain that faculty have read the literature.

Share with them these important resources and plan to discuss them during faculty or curriculum meetings:

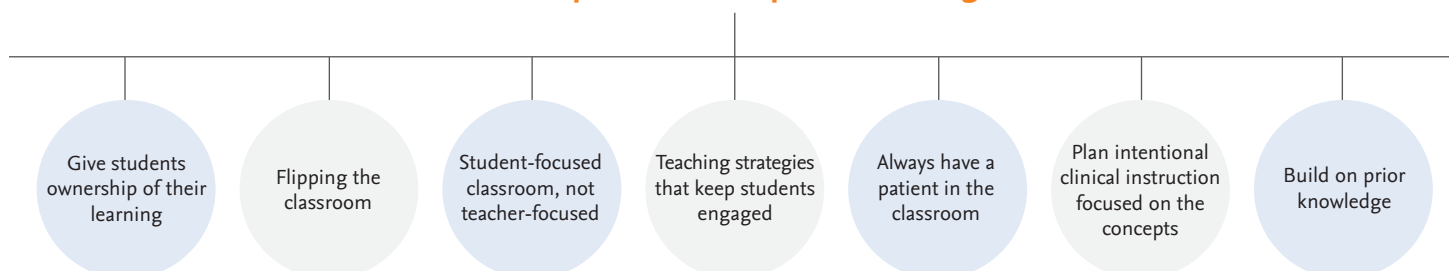
- [IOM Report, *The Future of Nursing: Leading Change, Advancing Health*](#)
- [Educating Nurses: A Call for Radical Transformation](#) by Patricia Benner, Molly Sutphen, Victoria Leonard, Lisa Day
- [Mastering Concept-Based Teaching: A Guide for Nurse Educators](#) by Jean Giddens, Linda Caputi, Beth Rodgers

What Ensure faculty understand how concepts and conceptual learning work.

Just developing the new curriculum “on paper” isn’t enough. Changing the way we teach is critical. Faculty must provide student learning activities that help them to practice thinking. Traditional lecture and knowledge delivery really does not require the student to think.

How Develop teaching strategies and learning activities that incorporate these key principles of conceptual teaching.

Principles of Conceptual Teaching



What Faculty must own the curriculum.

Often faculty don't buy in to the new concept-based curriculum because they feel they had no input in the development. This can be especially true if there is a statewide movement and the curriculum is developed by committee members from campuses around the state.

How Involve them in the development process.

It is important that local faculty committee members include the entire campus faculty on what may be happening at the statewide curriculum level.

Things to consider:

- Get faculty input when concepts and exemplars are selected.
- Be certain faculty understand that taking the current curriculum and trying to “make it fit” into the concepts will not work.
- Reassure faculty that they will still be able to teach their specialties – just in a different way.

What Provide administrative support.

Be sure this includes committee members and faculty as they develop and implement the new curriculum.

How When it's time for the change to take place, ensure everyone involved feels supported.

Provide faculty with opportunities to build their skill sets and be sure to reward their efforts.

Things to consider:

- Time off or workload credits for their involvement in the development of the curriculum and development of new teaching strategies and lessons to begin implementation.
- Provide professional development opportunities for faculty in the areas of conceptual teaching and concept-based curricula.
- Guidance to help faculty choose appropriate teaching tools and resources so that the faculty do not have to “reinvent the wheel.”
- Ensure a systematic faculty training approach for product training and implementation of the tools. Generally, a semester-by-semester approach works best so faculty get the education when it pertains to them, especially if they are teaching out the current curriculum.

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