



Overcoming Resistance to Program Revision Using Collaborative

Communication Strategies

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Abstract

Introduction & Background
Our Doctor of Nursing Practice (DNP) program was overdue for revision. Previous attempts at revision were met with resistance and opposition from faculty, ultimately leading to abandonment of the revision. It is well known that with change, comes resistance; however, collaborative communication strategies offer a path to overcome resistance (Nosek et al., 2017; Peffer and Renkin, 2015). We will present how we used collaborative communication strategies to overcome resistance, allowing for innovative revisions to our DNP program.

Purpose & Significance
The purpose of this project was to utilize collaborative communication strategies to actively engage faculty in DNP program curricular revision. Timely program revision updates are essential to maintain currency and produce competent graduates. However, for curricular revisions to be effective, faculty involvement is essential. Innovative and creative approaches are needed to engage faculty.

Processes/Procedures
A revision taskforce was convened and included representation from administration, senior, and junior faculty. Alumni and faculty were surveyed and several foci for program revisions were identified. The taskforce prioritized the foci and strategically engaged key stakeholders in the revision process. DNP course leaders were invited to present their courses to the taskforce and faculty. The taskforce used this data to re-conceptualize two courses, design a DNP project template, and revise course sequencing. All proposed changes were presented and discussed in a series of five hearings with the faculty. Using these collaborative communication strategies, in one year, we obtained final course and curriculum revision approval and broad faculty support.

Recommendations
Curricular revision is necessary and yet often fraught with discord among the faculty. By using collaborative communication strategies, the curriculum taskforce was able to engage the entire graduate faculty in a step-wise and strategic process of revision that overcame resistance and resulted in an improved program in an efficient and effective way.

Background

- DNP Program revision was due
- Previous revisions met with faculty resistance

Purpose

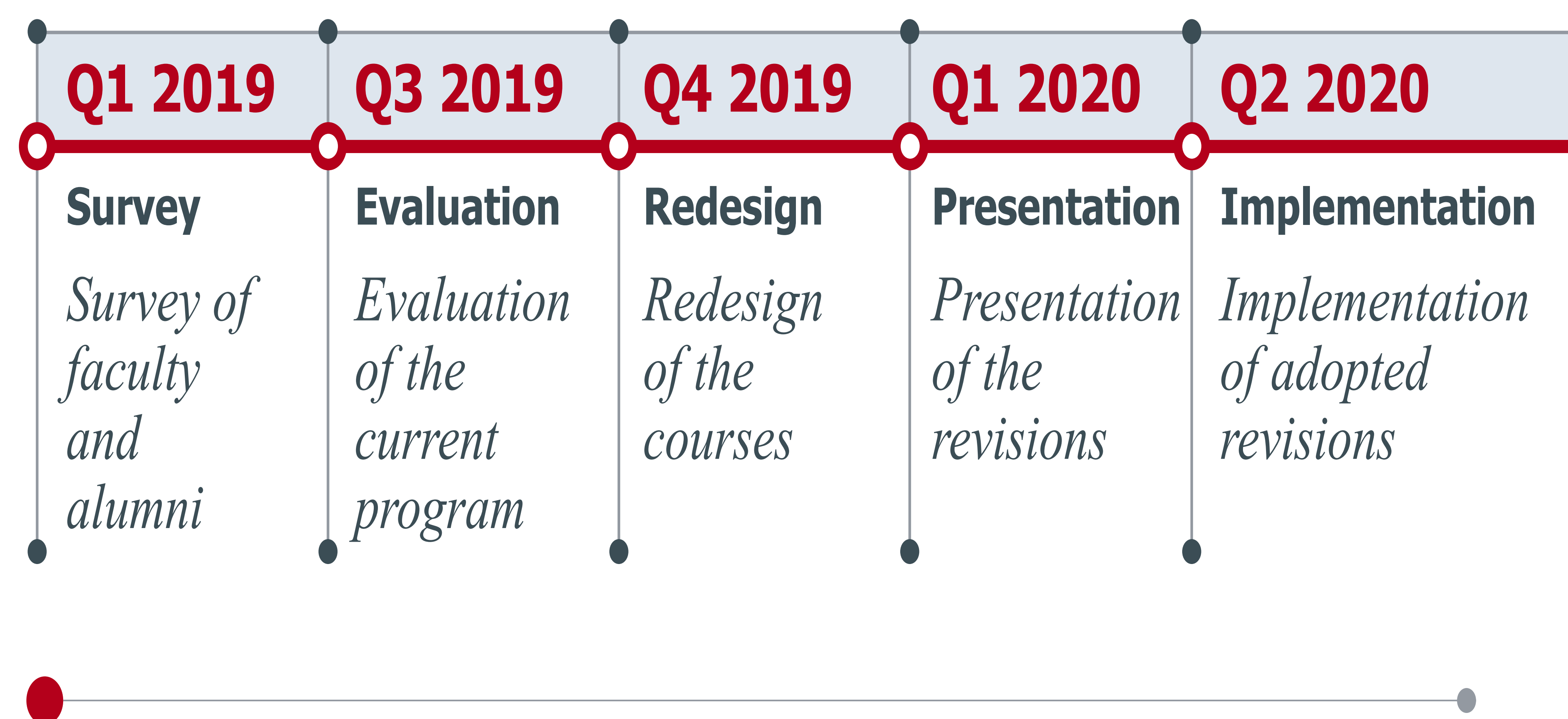
- To use collaborative communication to engage faculty in program revision

Significance

- Engaged faculty are critical to successful program revision
- Timely program revision is essential
 - ✓ Maintain currency
 - ✓ Produce competent graduates

Revision Timeline

DNP TASK FORCE: 2019-2020



Processes/Procedures

- DNP revision task force convened
- Faculty & alumni surveyed
 - ✓ Foci prioritized
- Strategic stakeholder engagement
 - ✓ Courses evaluated
 - ✓ Courses & curriculum redesigned
- Revisions approved & implemented

Recommendations

- Collaborative communication
 - ✓ Engages faculty
 - ✓ Facilitates timely program revision
 - ✓ Improves outcomes