This study intended to explore contributory factors involving faculty perceptions/experiences, as well as, academic cultures where curriculum was transitioned to a concept-based learning model in nursing education. Identified themes may be further utilized by administrators and faculty to augment staff retention, promote positive work environments, and support further change processes.

**RESEARCH DESIGN**
- Qualitative, non-experimental narrative research study
- Offers practical, specific insights into research question
- Method used to share stories and experiences
- Data collected in organized, tabulated process
- Tool to depict themes and patterns from data

**DATA COLLECTION AND ANALYSIS**
- Focus groups of full-time ADN faculty at a state college in North-Central Florida
- Content Analysis
- NVivo 11

**PROJECT FINDINGS**

**THEME ONE: Curriculum Development Fatigue**
- **Personal Fatigue**
  - Mental exhaustion
  - Anxiety
  - Resistance to change
  - Lack of sleep
  - Impact on family
- **Professional Fatigue**
  - Stress related to content/CBC
  - Lack of resources/guidance
  - No curriculum framework
  - Excessive workload

**THEME TWO: Curriculum Transition Empowerment**
- **Personal Empowerment**
  - Increased self-confidence
  - Adaptive to change
- **Professional Empowerment**
  - Student success
  - Enhanced decision-making
  - Collaboration with other disciplines
  - Teamwork and interconnectedness
  - Autonomy
  - Community engagement

**IMPLICATIONS**
- Nurse educators
- Nurse leaders
- Administrators
- Curriculum development or transition in nursing education
- Community
- Nursing profession

**FUTURE RESEARCH**
- Study replication
- Research on institutional resources
- Quantitative surveys to nurse educators

**REFERENCES**