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Collaborative Education Leadership Connection: Re-Purposing Nursing and Interprofessional Roles in National Healthcare Transformation

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Purpose:

The worldwide shortage of nurses was a national trigger to focus on nursing versus non-nursing roles. Aimed at improving utilization of nurses despite their workforce volume scarcity, healthcare role segments were identified for re-purposing job roles in healthcare. Deductively, it meant greater efficiency and effectiveness for nursing care delivery patient care at the frontline. The targeted impact is improved patient care outcomes.

Methods:

An education academy was established for the national re-purposing initiative by an education steering interprofessional taskforce. The rationale was twofold; (i) freeing up nurses for direct frontline patient care, and (ii) support healthcare transformation by re-focused roles to supplement care delivery.

The target population are female new graduates with Bachelor of Science (General) that were reported to be almost 60,000 (Ministry of Labor, 2018). The education academy would provide national education programs collaboratively with subject matter experts (SMEs) on scientific curriculum committees related to the re-purposed roles. The specific roles identified in 2019 were (i) nursing care assistants, (ii) patient case managers, (iii) health coaches, and (iv) health facility crowd managers. The maximum period of education and training was mandated as twelve months by the central government.

In the curriculum development process, it was identified that an evidence-based educational leadership approach for steering the diverse curricula was vital while ensuring focused learner development of all re-purposed roles. Literature education evidence was identified by the taskforce of education consultants with diverse healthcare professional backgrounds.

Results:

An evidence-based **education leadership conceptual framework** was developed that is depicted graphically as a wheel with four (4) concentric circles from innermost to outermost, with six (6) radiating spokes in the illustrated wheel. These

represent **(i) learner-centered paradigm**: activity-based learning to stimulate engagement and innovation, **(ii) transformative learning**: willingness to change through deeper understanding of role significance, **(iii) adult learning principles**: self-direction that is goal-focused to fulfill adult life roles, and **(iv) outcomes-focused education**: focused impact for releasing learner potential into meaningful job roles. The six (6) spokes of the graphic wheel represents **the education elements** of the program monitoring process over twelve (12) months that is applied to all re-purposed job roles. These are **(i) process**: program planning, design, implementation, delivery, monitoring, and improvement, **(ii) teaching**: transmission activity of learning content as knowledge, facts, information, and skills, **(iii) learning facilitator**: skilled resource person who guides, stimulates, and imparts knowledge by learning methodologies, **(iv) learner**: program candidate that acquires knowledge, skills, & attitudes for the re-purposed roles, **(v) resources**: spectrum of education materials, space, and logistics that support specific learning objectives, and **(vi) quality**: focus on the degree to which education process elements meet predetermined standards and expectations of the education academy.

Conclusion:

This education leadership conceptual framework serves as the basis of collaboration with the SMEs for connection across the healthcare professions as re-purposing unfolds to impact nursing and new healthcare roles in the education programs of the national healthcare transformation.

Title:

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Keywords:

education leadership, healthcare transformation and nursing and interprofessional roles

Abstract Summary:

In a dynamic bold vision for healthcare transformation to be realized by 2030, it was essential to establish a country-wide education academy to drive the re-purposing of interprofessional roles in the healthcare provision. This insightful initiative required a unique and courageous education leadership approach to steer conceptualization and implementation

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