

# Reshaping the future of nursing education through leadership

Chong Mei-Chan <sup>1</sup> 

<sup>1</sup> Faculty of Medicine, Universiti Malaya, Malaya, Malaysia

\*Correspondence: Mei-Chan Chong. Address: Faculty of Medicine, Universiti Malaya, Malaya, Malaysia. Email: [mcchong@um.edu.my](mailto:mcchong@um.edu.my)

The experiences in the covid 19 pandemic have raised the concern of reshaping the future of nursing education to prepare nurses who are more resilient in facing the challenges of vulnerable infection. Good leadership in nursing will be the navigator in reshaping the future direction of nursing education.

The future of nursing education will need to be focused on the emergence of nursing practice which is likely to involve a continued emphasis on primary health care and holistic care. The increasing rate of the aging population and non-communicable rapid advancement in information communication technology will need to call for more nurses to be more ICT savvy and, to become more technology-driven, with the use of electronic health records, telehealth, and other digital tools becoming more prevalent. This will enable nurses to access patient information more easily and provide care remotely, which can improve access to healthcare for patients in remote or underserved areas (Marzilli, 2022) Evidence-based practice and interprofessional collaboration will be crucial to help ensure that nurses have the knowledge and skills to provide safe and effective care in an ever-changing healthcare environment.

Nursing leaders must develop and test new learning and assessment methods, especially for the delivery of remote learning, open distance learning, and care delivery. Nursing leaders in academia and practice can advocate for increased nursing involvement in the planning, design, and evaluation of care delivery services. Strong, ongoing academic practice partnerships are needed to support planning for future scenarios and the preparation of new nurses who are resilient. Nurse scientists to be more assertive in generating the knowledge critical to addressing future emergencies (Cynthia, 2022).

Effective leaders in nursing education need to be nurtured and supported by the organizations in which they are educated, trained, and work (Swanwick,2011).

Aspiring and current leaders can be identified, trained, and assessed through formal leadership development programs, and through supportive organizational cultures. This requires embedding leadership training programs, opportunities for leadership practice, and promotion of professional networks within and beyond the organization. Mentorship within healthcare education is important to further enhance nursing leadership and engagement within the workforce and interprofessional collaboration (Burgess et al., 2018). Leadership consists of a learnable set of practices and skills that can be developed by reading literature and attending leadership courses (Burgess et al, 2016). Additionally, investment in the social capital of organizations, fostering interprofessional learning and communication in the work setting, and collaboration across organizations assist in leadership development. Developing leadership skills is a life-long process.

In conclusion, the provision of opportunities for leadership development is crucial in improving nursing education and leading to effecting change. The leaders in nursing education who demonstrate excellence in teamwork, clinical skills, patient-centered care, and embracing ICT and responsibly balance accountability with autonomy will definitely lead the future of nursing education way forward to prepare a competent task force to face any challenges in the future (Van Diggele, et al., 2020).



## References

- Burgess A, van Diggele C, Mellis C. (2018) 'Mentorship in the health professions: A review', *The clinical teacher*, 15(3), 197–202. <https://doi.org/10.1111/tct.12756>
- Burgess A. *et al.* (2016) 'Peer tutoring in a medical school: perceptions of tutors and tutees', *BMC Medical Education*, 16:85. <https://doi.org/10.1186/s12909-016-0589-1>
- Cynthia A. Leaver. (2022) 'Impact of the COVID-19 Pandemic on the Future of Nursing Education Academic Medicine, Vol. 97, No. 3S', *Supplement*. doi: 10.1097/ACM.0000000000004528
- Marzilli, C. (2022) 'Creating the future of nursing in the post-pandemic World', *Belitung Nursing Journal*, 8(3), 185-186. <https://doi.org/10.33546/bnj.2186>
- Swanwick T, McKimm J.(2011) 'What is clinical leadership and why is it Important', *The clinical teacher*, 8(1), 22–26. <https://doi.org/10.1111/j.1743-498X.2010.00423.x>
- Van Diggele *et al.* (2020) 'Leadership in healthcare education', *BMC Medical Education*, (Suppl 2):456. <https://doi.org/10.1186/s12909-020-02288-x>