



THE AGA KHAN UNIVERSITY

eCommons@AKU

School of Nursing & Midwifery, East Africa

Faculty of Health Sciences, East Africa

7-22-2020

Introduction of an Advanced Practice Nurse Program in Kenya: A New Era in Nursing Education

Sheila Shaibu

Eunice Ndirangu

Eunice Pallangyo

Gladys Mbutia

Rachel Kimani

See next page for additional authors

Follow this and additional works at: https://ecommons.aku.edu/eastafrica_fhs_sonam

 Part of the [Nursing Commons](#)

Authors

Sheila Shaibu, Eunice Ndirangu, Eunice Pallangyo, Gladys Mbutia, Rachel Kimani, and Isabel Kambo

Introduction of an advanced practice nurse program in Kenya: A new era in nursing education

Isabel Kambo MSc,¹ Eunice Ndirangu PhD,,BScN,¹ Eunice Siaity PhD., RN² Rachel Kimani, DNP, BScN¹ Gladys M. Mbuthia, MN., BScN¹

1)School of Nursing and Midwifery, Aga Khan University, Nairobi, Kenya (2)School of Nursing & Midwifery, Aga Khan University, Dar-es-Salaam, Tanzania.

Purpose

- The purpose of this presentation is to share the intra and interprofessional collaborative process of developing an Advanced Practice Nursing (APN) program to be offered in 2020 in Kenya, a low middle-income country.

Methods

- Engagement with stakeholders (students, clinicians, regulators and educators) affirmed the need for an APN program.
- Faculty from Schools of Nursing and Midwifery in three East African countries developed an APN curriculum with input from local and international agencies such as the Nursing Council of Kenya with linkages to the ICN, the Nursing Now Team and partner universities in the UK and USA.
- The curriculum was reviewed for relevance and cultural sensitivity.
- Christmals and Crous (2019) noted the importance of contextualizing the APN role to the specific country and healthcare systems.
- The development of collaborative frameworks between nursing and midwifery, and higher educational councils is important (Muraraneza, Mtshali, and Mukamana, 2017), therefore, feedback from the Council for Higher Education was sought and incorporated.
- The final document will be sent to external reviewers from partner universities prior to implementation in 2020.
- Limited resources and opposition from the medical profession have been reported as challenges to APN programs in Sub Saharan Africa (Christmals and Armstrong, 2019).

References:

- Christmals, C. D., & Armstrong, S. J. (2019). The essence, opportunities and threats to Advanced Practice Nursing in Sub-Saharan Africa: A scoping review. *Heliyon*, 5(10), e02531.
- Christmals, C. D., & Crous, L. (2019). The development of concepts for a concept-based (advanced practice nursing child health nurse practitioner) curriculum for Sub-Saharan Africa. *International Journal of Caring Sciences*, 12(3), 1410.
- East, L. A., Arudo, J., Loeffler, M., & Evans, C. M. (2014). Exploring the potential for advanced nursing practice role development in Kenya: A qualitative study. *BMC Nursing*, 13(1), 33. <https://doi.org/10.1186/s12912-014-0033-y>
- Heale, R., & Buckley, C. (2015). An international perspective of advanced practice nursing regulation. *International Nursing Review*, 62(3), 421-429.
- Monahan, L., Sparbel, K., Heinschel, J., Rugen, K. W., & Rosenberger, K. (2018). Medical and pharmacy students shadowing advanced practice nurses to develop interprofessional competencies. *Applied Nursing Research*, 39, 103-108.
- Muraraneza, C., Mtshali, N. G., & Mukamana, D. (2017). Issues and challenges of curriculum reform to competency-based curricula in Africa: A meta-synthesis. *Nursing & Health Sciences*, 19(1), 5-12. <https://doi.org/10.1111/nhs.12316>

- To address these problems, the Liverpool John Moore University, UK, hosted a six weeks' capacity building program for East African faculty who will teach in this program.
- The program will be also offered in partnership with Family Medicine physicians and pharmacists and this will enhance interprofessional competencies (Monahan, Sparbel, Heinschel, Rugen, and Rosenberger, 2018).
- A workshop will be held in 2020 to share a common understanding of the program with all collaborative partners.
- The APN role is evolving globally and there is no consensus on the core competencies and its definition (Heale and Buckley, 2016).
- Kenya has no scope of practice for APN (East, Arudo, Loeffler and Evans, 2014) and one will be developed.

Results

- An APN curriculum has been developed and is in the final stages of review prior to implementation in September, 2020.
- Anticipated challenges have been identified such as lack of resources among others, and strategies have been put in place to mitigate them.

Conclusion

- An APN program is pivotal to the realization of the Universal Health Coverage (UHC) as graduates of this program will be deployed in primary health care settings.
- The intra and interprofessional collaboration will strengthen both the program and partnerships (local and global) with mutual benefits for all involved.

