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UNIVERSITY OF TECHNOLOGY, SYDNEY

PROJECT PART A

TITLE

DEVELOPING MENTORING PROGRAM FOR UNDERGRADUATE
NURSING STUDENTS IN EASTERN JAKARTA

SUBMITTED BY

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Developing Mentoring Program for Undergraduate Nursing Students in Eastern Jakarta

Title of the project: Acceleration Program of Mentoring Process or Program Percepatan Bimbingan Belajar (PPBB)

PROJECT DESCRIPTION

A mentoring program focus on specific advance skill development and language training on undergraduate nursing students will established in Eastern Jakarta the city surrounding the BINAWAN Health Institute. PPBB will focus on providing education, supervision and counselling for undergraduate student who like to continue their study in overseas such as Australia and to complete their register nurses with International standard. It is expected that through the providing of information to the undergraduate student of nursing and develop their skill achievements, they could meet the requirement of international standard. By combining of direct mentoring program, it will be possible to have direct and positive effect on the well-being of undergraduate nursing skill development.

PPBB will utilize volunteers who are students at BINAWAN Health Institute. Each student will be expected to successfully participate in 10 months training program at the beginning of his or her work with PPBB. This training program will provide advance training of English development skill and nursing skill competencies. Student volunteers who demonstrate proficiency during the initial training program will be invited to participate in an advanced training program to learn effective counselling techniques as part of development peer group evaluation in mentoring program. Each student volunteer will be expected to contribute 3-5 hours each day and to continue with PPBB for a period of not less than 10 months.

PPBB will operate with 6 full and part time staff members. In addition, Binawan Health Institute will operate to provide overall sectioning of the centre operation on a) helping the student volunteers to become nurses with international qualification standards. b) the development of new understandings of peer group evaluation as part of mentoring program c) the improving of well being of nursing community in Eastern Jakarta, especially for Binawan Health Institutions.

Literature Review

The concept of mentoring, while traditional associated with business and law, has become more prevalence in nursing, especially in response to grow job satisfaction and challenges to recruitment and retention. However, the definition of mentoring is not precise (Andrews & Wallis, 1999; Hynes-Gay & Swirsky, 2001; Kilcher & Sketris, 2003).

According to Kilcher & Sketris, (2003) definition, mentoring involves voluntary, mutually beneficial and usually long-term professional relationship. In this relationship, one person is an experienced and knowledgeable leader (mentor) who supports the maturation of less-experienced person with leadership potential (mentee). Mentoring provides a supportive environment and positively influences professional outcomes.

The mentee often wish to become more effectively in a role, setting, clinical focus or domain of practice. Examples of mentees include: a new nurses who wish to develop knowledge and skill to manage effectively in complex health care environment. The mentee is often motivated by a personal requirement for mastery with complex environment.

Mentor may be experts and leaders within their field; however, an expert is not synonymous with mentor. Federwisch (1997)   distinguish between expert and the mentor suggesting, "an expert gives a definitive solution to a problem while a mentor guides people along"(p.3). Other report that participants in mentoring program prefer a newer practitioner as a mentor, one who can remember their own students experiences easily

(Andrew &Wallis, 1999). It is learning partnership positively influenced and better defined by the specific personal characteristic and professional qualities of mentor.

The period for mentoring is usually longer and often precisely defined than for preceptorship (Andrews & Wallis, 1999; Hynes-Gay & Swirsky, 2001). People may be engaged in several mentoring experience over their lives or even one time. The length of the relationship can range from months to years and is usually determined by time required for the mentee to achieve their objectives, but in some cases, by changes to the relationship between mentor and mentee. The relationships in mentoring is less instructional, focuses less on supervision and assessment of performance and more on positively influence through role modeling and guidance.

Informal mentoring relationships are based on mutual identification or attraction, are unstructured and focus on protégé or mentee achievement long-term career goal. In contrast, formal mentoring relationships are more structured in purpose and duration and usually involve organizational support (Kilcher & Sketris, 2003). Typically, that would be a situation where a nurse is socialized and develop competencies in a new setting by being matched with more experienced colleagues for support. Alternative approaches to mentoring include peer mentoring, mentoring groups or multiple mentors (Kilcher & Sketris, 2003; RNAO, 2003).

Benefits

A range of benefits for mentor, mentee and institution have been identified as follow (Green & Puetzer, 2002; Kilcher & Sketris, 2003):

Mentor

- Enhanced self-fulfillment
- Increase job satisfaction and feeling of value
- Increased learning, personal growth and leader skills
- Motivation for new ideas
- Potential for career advancement

Mentee

- Increased competence

- Increase confidence and sense of security

- Decreased stress

- Increased job satisfaction

- Expanded networks

- Leadership development

- Insight in times uncertainty

Institution

- Improve quality of care

- Increase ability to recruit

- Decrease attrition

- Increased commitment to the organization

- Development of partnership and leaders

Consideration for successful Mentoring Program

An appropriate, nurturing environment for mentoring largely depends upon the personal characteristic of mentoring such as approachability and effectively interpersonal and teaching skills (Andrews & Wallis, 1999). Brown (1999) suggest that an appropriate environment can be maintained by taking time for regular meeting to appropriate and propose solutions for potential problems. Both parties are encouraged to take risks, to discover the potential in each other, to avoid over-dependence and to recognize when to end the mentoring (Greene & Puetzer, 2002).

The use of acceleration program in mentoring process is a new concept in East Jakarta and can be capitalized upon as a viable way to provide training for undergraduate nursing students who like to complete their register nurses with International standard. The emphasis of undergraduate student from university has been exclusively on the providing of information on improved knowledge and changing their behaviour. Freibuger (2001) states that nursing student need more experience to perform nursing skill, to up to date theory and to develop abilities intrinsic in their clinical practice.

Furthermore, providing students with opportunities to have contact with actual patients in various situations and to utilize the theories, processes, skills learned is primary purpose of the clinical teaching, (Tornyay & Thompson, 1987). The selection and training of student volunteers is conducted autonomously at university with the support of the instructional materials disseminated by the Student Educational Development Centre.

Aim of This Project

In general, this project will improve the undergraduate nursing students in Indonesia with international qualification standard; will develop their personal skills in nursing competencies and will improve their English communication skill through mentoring program.

Body Proposal

Objectives of the project:

1. Undergraduate nursing student will have an opportunity to learn and to develop interpersonal skill trough highly beneficial learning process of modelling mentoring.

   According William, Jhonson and Jaya , (1999), findings suggested that there is a need for development of mentoring relationships for under graduated nursing student. Moreover, research of third-year student nurses and their perceptions of behaviours that enhanced learning placed positive interpersonal skills as the most helpful of all (Wills, 1997). In this project undergraduate nursing students will have a chance to learn and practice their interpersonal skill in order to find critical information about international nursing standards.

2. The undergraduate nursing student will have an opportunity to practice on assessing health status of foreign clients from different nations.

The assignment of health condition has become a major competent for student to know status of client condition and to make correlation between their experience and their formal study. The clinical practical base on hospital with international standard would encourage student to integrate their skill development with their formal medical learning (Sturmberg, Reid, Thacker, and Charmberlian, 2003).

3. Undergraduate nursing student will learn how encourage people to change their negative behaviour in order to improve their health status.

According to Sturmberg, et all (2003) meeting and contact which client regularly in their environment encourage student to explore more with patient and their understanding of the disease. Clear explanation from the student as part of their learning process, which support by adequate data of the client condition would emphasis client to change their behaviour to improve their health.

Goals and Objectives

There are two major goals for the "Acceleration Program of mentoring Process "Project and specific objectives within each of the goals.

Goal 1 – to assist nurses to develop and revise programs that use mentors to enhance the quality of nurses work environments and the quality of nursing practice

    1.1   To improve the quality of practice environment

    1.2   To support novices in their direct practice at the unit or ward in hospital

    1.3   To assist new professionals with socialization

    1.4   To provide resources can use to develop their competencies with respect of the domains of practice (cognitive, affective and psychomotor)

Goal 2 - To use mentors effectively as major factors in helping undergraduate students to meet the requirement of international standards

2.1 - To recruit a group of undergraduate students (15-20 students each semester) from Binawan Health Institute as participants in the "PPBB" Program.

2.2 - To provide 12 months training program for the undergraduate nursing students that covers a) advance and specific language that often being used on medical and nursing practice in overseas, especially in Australia b) basic knowledge and information for assist client from different nationalities and c) knowledge on developing peer groups assessment as part of mentoring program.

2.3 - To place the students in the PPBB Centre by offer services to the foreign community as part of student learning process.

Methods

The primary methods for achieving the goals and objectives of the Project will be:

- The creation of a Centre in the city that will become a focal point for providing information and developing skills of undergraduate student through workshops, simulation skills in laboratory, lecturing class use English language as a foreign language and one-on-one counseling of mentoring program and peer group mentoring.

- The development of recruitment or training program and supervised practicum for student volunteers that is modeled after the university students program.

In addition, a Documentation/Dissemination Plan will be developed by staff to guarantee the systematic collection of information about the operation of the Project and provide the basis for sharing information with other similar projects.

Staff/Administration

The Project will employ three full-time and three part time staff.

- Project Director (full time) - Responsible for hiring project staff, overseeing project development and operation, establishing and maintaining links with local government agencies and hospital, and budget. The Project Director will be Erwan Setiyono, Prastowo (author of this proposal)

- Centre Coordinator (full time) - Responsible for establishing the PPBB Centre , developing working relationships with formal and informal leaders, establishing links to organizations such as international hospital, nursing community, department of education and department of immigration and scheduling of Center programs.

- Volunteer Coordinator (full time) - Responsible for recruiting university student volunteers, establishing and maintaining a working linkage with the Binawan Health Institute, developing and offering training programs for volunteers, scheduling volunteers for service at the Centre. The Volunteer Coordinator will have a background in nursing and have qualification International Standard as Register Nurses and have working experience as Clinical Nurses Educator (CNE) in overseas

- Project Evaluator (part time) - Responsible for collecting entry level data regarding health and information of register nurses and their international standard, subjects assessor of clinical skill and conducting periodic assessment of changes in their level of knowledge, comprehension, and application of that information. Also responsible for developing and implementing a system for periodic formative evaluation of the work of the student volunteers.

- Center Assistant (part time) - Responsible for maintaining the structure and appearance of the Center, routine correspondence, and other forms of communication with undergraduate nursing students.

- Graphic Artist (part time) - Responsible for creating illustrated posters to teach about language and skills competencies, layout/design of project publications, and development of volunteer recruitment and training materials.

- Governing Board - Made up of both education and immigration leaders and university staff. Responsible for sanctioning the operation of the Center and providing feedback to the Project Director on Centre policies and operation.

AVAILABLE RESOURCES

- **Building** - a building for the Center will be provided by the university head.
- **Volunteer Meeting/Training Room, Laboratory and Office** - will be provided by the Binawan Health Institute and used for housing the volunteer coordinator and the training of volunteers.
- **Volunteer Coordinator** (50%) - this person is currently on the staff of the Department of preventive and curative for TB treatment as a part time staff member.

NEEDED RESOURCES

- **Personnel** - Two full time staff at 100% salary, one full time staff at 50% salary, three part time persons at 50% salary.
- **Facilities** - None (provided by the community head and Binawan Health Institute)
- **Equipment** - Photocopy machine (for preparation of informational educational materials), Chairs and desks, Chairs and tables for a large classroom/community meeting room, Chalk board, Computers, LCD projector ,Tape recorder and Handy cam, video of nursing competencies skills, Drafting table

- **Supplies** - Paper, pencils, markers, duplicating supplies, and materials preparation

Time Line

Specific	Month											
Program	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
Advertising of Project staff positions Meetings with minister of education and immigration leaders Meeting with university administrators	▮											
Interviewing of candidates for Project staff positions Finalizing location of Center Selection/hiring of Project staff members Preparation for Center operation		▮										
Preliminary advertising of Center operation Hosting community meetings at Center Collection of baseline data on mentoring program Recruitment/selection/training of student volunteers Development English as advance Language program for candidate students Development competency skills of students performance through simulation and study at laboratory and classroom trough mentoring			▮	▮	▮	▮						

program			■	■	■	■							
Mentoring students performance in Clinical Practice in 4 different areas in hospital with International standard (surgical ward, pediatric ward, medical ward and emergency ward) Conducting of regular formative evaluation Final summative evaluation at end of twelfth month							■	■	■	■	■	■	

The Strength of this Program

There are strong points in this PPBB program that can be benefit for students, institutions, and Indonesian nursing community in general.

- The using of mentoring program to develop interpersonal skills of nursing students. This mentoring program provides a supportive environment and positively influences professional outcomes.
- The using of mentors (supervisors) that have qualification International Standard as Register Nurses and have working experience as Clinical Nurses Educator (CNE) in overseas. The personal characteristic of the appropriate mentor candidates as role models will influence students to perform effectively during the PPBB program.
- The plotting of clinical placement in international hospital for the volunteers of the PPBB program. An appropriate environment in clinical placement for undergraduate nursing students can construct their nursing competencies and students also can gain more experience during their clinical placement in international hospital.
- The using of English as foreign language during learning process of mentoring program with support by complete English language learning centre.

- The using of advanced medical and nursing laboratory in order to improve the student nursing skill competencies.

LEARNING STRATEGIES AND ACTIVITIES

As explained above this project will involve activities such as providing education, and counselling for undergraduate student who like to complete their study in overseas such as Australia and to complete their register nurses with International qualification standard. In providing education, this program will run different activities, such as:

- Attending in lecturing and laboratory classes, both in English classes and in nursing classes
- Observing and analysing the case in video session and case scenario, and this will be supported one by one counselling from the mentor.
- Placing undergraduate nursing students in four different wards (surgical ward, pediatric ward, medical ward and emergency ward) in international hospital during their clinical practice.

In addition, as literature review explained for student volunteers they also learn:

- Increased their skill on using English as International language
- Increase their skill on nursing competencies and nursing performance
- Increase confidence and sense of security
- Decreased stress
- Leadership development
- Evaluate their colleague as part of peer group mentoring development

EVALUATION PLAN

Assessment and evaluating are integral part of one learning process. There are three dimensions which should to be assessed consist of cognitive, psychomotor and affective domains of learning. The assessment of three domains provides more holistic picture for students' performance or students' abilities upon specific competencies. Andrysyzyn (1999) claims that the evaluation process create a challenge but also offers a tremendous degree of responsibility for the nursing faculty and as a consequence for all those who are involve in the educational of students.

Project evaluation will be the responsibility of the Project Evaluator and consist of two different evaluative strategies - formative and summative.

Formative Evaluation - Primarily qualitative in nature, the formative evaluation will be conducted through interviews and open-ended questionnaires. A qualitative interview is different from everyday conversation in the following ways. First, it is a research tool and a good interviewer must prepare questions in advance, and later analyze and report results. The interviewer guides the questions and focuses the study. Good interview skills require practice and reflection. Finally, beyond the acquisition of interview skills, interviewing is a philosophy of learning. The interviewer becomes a student and then tries to get people to describe their experiences in their own terms. The results are imposed obligations on both sides. The qualitative researcher's philosophy determines what is important, what is ethical and the completeness and accuracy of the results (Rubin & Rubin, 1995). Several researchers have argued that structured interviews are unnatural and restrictive. The reason of doing a formal interview is to achieve more detail knowledge about the action. For example, if a person wants to find out why someone acted in a certain way, ask him or her in specific question. The question must negotiate an explanation that consistent and believable. This results in an explanation of the meaning of the action for the people (Rubin & Rubin, 1995). The interviewer follows up an interview with more questions for

clarification or understanding. Furthermore, they explain that the key of an interview is to establish "rapport and trust".

There are two advantages for using open-ended in this evaluation. One is to discover the responses that individuals give spontaneously; the other is to avoid the bias that may result from suggesting responses to individuals.

The student volunteers will be asked about the day-to-day operation of the Centre, the topics covered in the volunteer training program, the attractiveness of the training materials, and other questions to provide feedback for the ongoing improvement of the operation of the Project. The Project Evaluator will meet regularly with project staff to share findings from the formative evaluation effort. Periodic reports will be prepared that identify the major findings of the formative evaluation and how they have been used to improve Project operation.

Summative Evaluation - Summative evaluation is a method of judging the worth of a program at the end of the program activities. The focus is on the outcome (Bhola, 1990) Primarily quantitative in nature, the summative evaluation will begin with the establishment of baseline data at the beginning of the Project (using a random sample of undergraduate nursing volunteers to assess their knowledge on clinical competencies and language improvement) and then be conducted at 6 month interval. Data for the summative evaluation will focus on the two primary goals of the project and the objectives of each.

Goal 1

- Pre/post tests of knowledge gain on the part of the nursing competencies development (Goal 1.1).
- Manage of consultation program in mentoring to evaluate the student performance during the process of PPBB (Goal1.2).

- Manage of supervision program to evaluate the student performance during the process of PPBB (Goal 1.3).

- Sustain relationship between student and supervisor during the process of learning through formal and informal relation in mentoring program

Goal 2

- Records the number who students involved in the project (Goal 2.1).
- Documentation of agendas/attendance rosters from all training programs (Goal 2.2).
- Documentation of number of mothers served and number of volunteer hours recorded at the PPBB Center (Goal 2.3).

CONCLUSION

PPBB in a new program which involving student as part of their learning process. The aim of this programme is try to develop interpersonal skill of undergraduate student and their ability to assess the change of health status based on community. This program also involves some learning activities such as education, supervision, mentoring, and counselling. Another benefit in this program could also be seen from students' point of view, where they could develop their personal skill and experienced the benefit of learning process in mentoring program that recognised as international standard. Finally, the success in this program will contribute on the changing curriculum that needs to involve undergraduate nursing student to develop their clinical skill in order to meet the quality of international standards.

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