



**Service Priorities and Programmes**  
**Electronic Presentations**

**Convention ID:** 554

**Submitting author:** Ms M L LAU

**Post title:** Registered Nurse, United Christian Hospital, KEC

**Enhancement of staff engagement through One-To-Two Mentoring Program for student nurses in Acute Geriatric Setting**

*Lau ML(1), Li MC(1), Lo YS(1), Pat WS(1), Tam YY(1), Ma WK(1)*

*(1)Department of Medicine and Geriatric, United Christian Hospital*

**Keywords:**

Mentorship

staff engagement

**Introduction**

Mentorship is pivotal to student nurses' clinical placement experiences and is instrumental in preparing them for their role as confident and competent nurse practitioners. One-To-Two Mentoring Program has been implemented since 2012. Student nurses can apply their knowledge and skills learned from the theoretical gerontological nursing to practise in acute geriatric setting under supervision. Moreover, experienced staffs as mentors increase self-confidence, self-esteem and affirmation of professional competence through the program.

**Objectives**

1. To enhance the competence of nursing students in caring elderly through experience sharing and interaction with experienced staff. 2. To enhance experienced staff engagement through mentoring.

**Methodology**

Each year, a group of final year students would be arranged to have 6 weeks of clinical placement in a geriatric ward at the same time. A team of mentors was established. They completed the Post Registration Certificate Course (PRCC) in Gerontology & mentoring course and possessed Specialty Nurse (Geriatric) Recognition. Also they were willing to share their own experience as well. Two student nurses were assigned to one of team member as designated mentor to help consolidating the skills taught at school. Also, students would follow other team members as the designated mentor off duty during placement. The program was implemented in two phases: Phase1 (Ward Orientation): An orientation was provided for students to familiarize the ward environment. The daily patient journey was introduced. Demonstration and re-demonstration of nursing care and procedures were done to ensure patient safety. Phase 2 (Case Management): In order to increase the competency, each student was assigned as a team nurse taking care of 2-4 patients under supervision. Through case management, they learned delirium and dementia care, end of life care, fall prevention and multi-disciplinary approach to older people with caring problem from Discharge Planning Scheme (DPS). Students would set clinical objective, implement action and evaluate/review at intervals with

their designated mentors during the placement. Mentors would give advice for students to develop their professional growth and also collect feedback from students to review the program at the end of the placement.

### **Result**

From 2012 to 2013, 17 final year nursing students were recruited in the program. They had 6 weeks of clinical placement in the acute geriatric ward. They appreciated the efforts and sharing of the mentors. Through this program, they gained much clinical experience and confidence in providing quality nursing care. They also felt full support from the team of mentors. Besides students, mentors also gained satisfaction in sharing expertise with others and insights that can be used in professional and personal development.