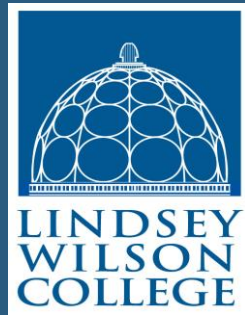


ARE YOU READY FOR BOOTCAMP? BUILDING COMPETENCY THROUGH SKILLS PRACTICE

Dr. Emiley Button, DNP and Dr. Angie Johnson, DNP

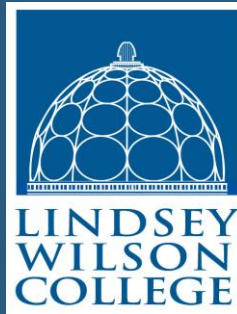


THERE WERE NO CONFLICTS OF INTEREST FOR THIS PRESENTATION.

Neither the planner(s) or presenter(s) indicated that they have any real or perceived vested interest that relate to this presentation.

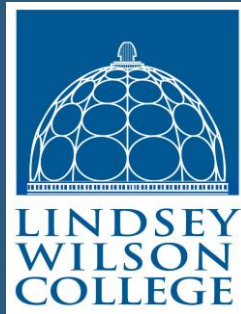
**HAVEN'T WE ALL
EXPERIENCED THIS
BEFORE?**

My First Skills Checkoff



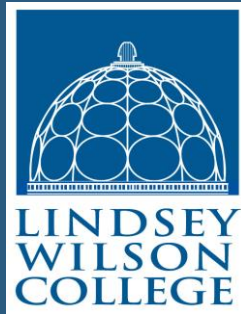
OBJECTIVES

- Discuss what a skills boot camp is and the need for it.
- Explain the bootcamp experience.
- Summarize the limitations and benefits of bootcamp.



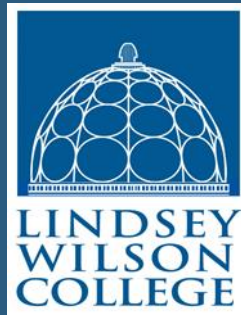
BACKGROUND

- Curriculum shift and overlapping of clinical skills in the certified nursing assistant (CNA) pre-requisite nursing course and the Foundations course.
- Covid-19 effects- lack of clinical experience in CNA course.
- Nursing faculty needed to make sure the students were mastering the content in the certified nurse assistant course, were safe to attend Foundational clinical practice, and could immediately start with more difficult foundations skills.
- Prepare the sophomores for a safe clinical practice earlier.
- Acclimation to the program and assistance with program attrition.



GAINING INSIGHT FROM THE EVIDENCE

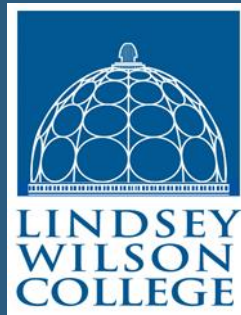
- The more practice time, the more confident the student became (Ozturk, H., et al, 2020).
- Peer to peer interactions helped improved learning (Davis & Richardson, 2017).
- First year students can benefit from an orientation process (Gray, Gordon, O'Neill, & Pearce, 2019).



PURPOSE FOR BOOTCAMP

The purpose was three-fold.

- Prepare the sophomore level students to begin Foundations clinical.
- Informal acclimation to the nursing program.
- Assist with attrition through the development of informal cohort and faculty relationships.



BOOTCAMP PLANNING

Spring Planning:

- Ask administration permission to bring sophomore residential students to campus a week early.
- Full time faculty volunteered for the three days.

Summer Planning:

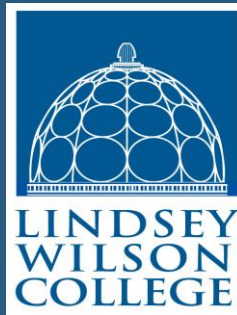
- Students received their letters of acceptance in May.
 - Skills checklists and bootcamp schedule
 - Administrative assistant was available throughout the summer to answer questions.
- Adjunct instructors were hired.

Fall Planning (Week Prior to Bootcamp)

- Lab coordinator set up stations in the lab for return demonstrations.
- Grant access to the skills videos one week prior to the bootcamp.
- Copies of the checklists were distributed to the students during orientation.

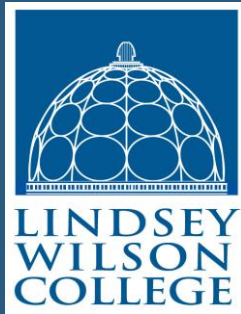
After Bootcamp:

- Program of Nursing Student Experience Survey after bootcamp.



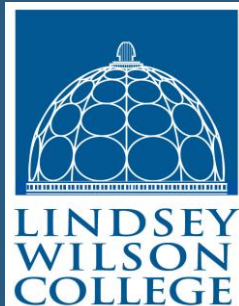
BOOTCAMP EXPERIENCE

- The entire cohort attended half of the first day for orientation to the handbook, uniform fitting, OSHA, and HIPPA.
- The cohort was then split into four groups for skills practice and return demonstrations.
- The return demonstrations were not punitive.



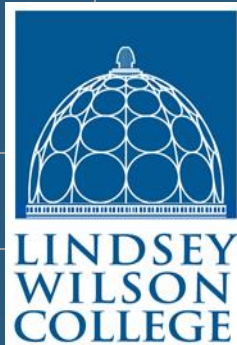
BOOTCAMP SCHEDULE

Day 1	Day 2	Day 3
8-11 - ALL GROUPS -Uniform Fitting -OSHA & HIPAA -Handbook Review	8-11 - Group B - Open Practice and Return Demonstrations	8-11 - Remediation for Group A, B, & C (if needed)
11-12 - Lunch	11-12 - Lunch	11-12 - Lunch
12-3 - Group A - Open Practice and Return Demonstrations	12-3 - Group C - Open Practice and Return Demonstrations	12-3 - Return Demonstrations Groups A, B, C (if needed)



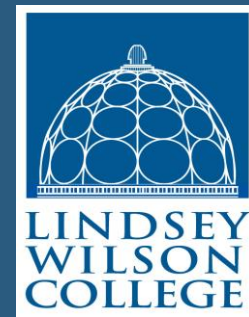
SAMPLE SKILLS RETURN DEMONSTRATION

Skills Category	Skills
Infection Control	<ul style="list-style-type: none">• Performing Hand Hygiene• Applying Personal Protective Equipment (PPE)• Removing Personal Protective Equipment (PPE)
Hygiene	<ul style="list-style-type: none">• Bathing- Complete Bed Bath• Providing Perineal Care- Client Who Has a Penis• Providing Perineal Care- Client Who Has a Vagina• Providing Denture Care
Bedmaking	<ul style="list-style-type: none">• Replacing Linens on an Occupied Bed
Vital Signs	<ul style="list-style-type: none">• Assessing Blood Pressure• Assessing Oxygen Saturation• Assessing Pulses (peripheral and apical)• Assessing Respirations• Assessing Body Temperature- Oral, Axillary, Rectal (verbalize)
Transfers and Ambulation	<ul style="list-style-type: none">• Assisting with Ambulation• Transferring Clients



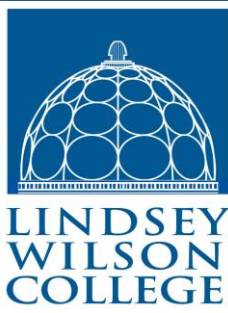
STUDENT SURVEY QUANTITATIVE RESULTS

- 92.1% liked the experience.
- 89.5% felt bootcamp set the expectations for what checkoffs in Foundations would be like.
- 100% of the students enjoyed meeting faculty and their cohort.
- 100% of the students felt that the CNA course prepared them for bootcamp.



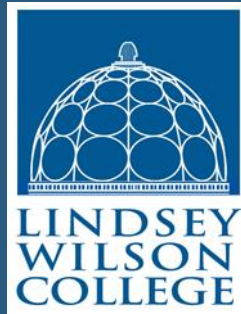
STUDENT SURVEY QUALITATIVE RESULTS

- Provided an overview of what the nursing program would be like over the next three years.
- Believed bootcamp made checkoffs less stressful.
- Enjoyed practicing the skills.
- Nice skills refresher for their CNA skills.
- Students felt it decreased their nerves and felt more prepared and more confident.



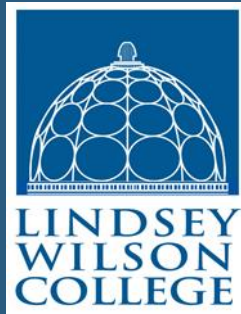
PROGRAM BENEFITS

- Students feel more comfortable in the Foundations clinical course and with the check off experiences.
- Decreased second attempts at skill check offs in the Foundations course.
- The students liked getting to know the faculty and cohort members
- The retention rate from fall to spring was increased by 22% from 2019 to 2022.
- The retention rate increased by 18% from 2021 until 2022 (first year of bootcamp).
- Student faculty ratio was decreased to 2:1 over last two bootcamps.



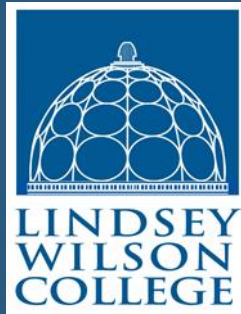
LIMITATIONS

- Permission to bring residential students to campus early
- Scheduling logistics
- Time for practice and return demonstration
- Introduction to Sigma Theta Tau by Senior Students
- Lack of financial compensation for full-time faculty but can use volunteer service hours on faculty self-evaluation
- A difference in CNA videos versus vendor videos
- Students voiced wanting a more thorough orientation to vendor resources during bootcamp



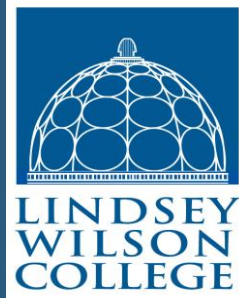
CONCLUSIONS

- The Program of Nursing will continue to do the sophomore level bootcamp due to positive feedback from faculty and students and decreased attrition rates.
- The Program of Nursing is contemplating a bootcamp for the junior level students.
- The Director is asking administration to consider compensation for full time faculty.
- The Director is continuing to review schedule logistics to improve moving forward.



REFERENCES

- Davis, E., & Richardson, S. (2017). How peer facilitation can help nursing students develop their skills. *British Journal of Nursing*, 26(21), 1187–1191.
<https://doi.org/10.12968/bjon.2017.26.21.1187>
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- Ozturk, H., Biyik Bayram, S., Bayrak, B., Aydin, M., Gamze Ozkan, C., Kurt, Y., & Ozkol Kilinc, K. (2020). The Effect of One-To-One Education on Nursing Student's Realizing and Repeating Practices. *International Journal of Caring Sciences*, 13(1), 241–249.



QUESTIONS?

