

Core Curriculum Content for Certified Nursing Assistant (CNA) 2 Training Programs

Policy summary, Statement of Purpose and Intent

This policy provides standards and guidance for developing and implementing a CNA 2 Training Program. The Core Curriculum content is the foundation of every CNA 2 nursing assistant training program. This Core Curriculum will be supplemented by additional curriculum content in one or more of the Board approved CNA 2 categories, e.g. acute care, dementia care, or restorative care. A program will submit to the Board the Core Curriculum and the curriculum content for one or more of the CNA 2 categories for approval.

CNA 2 training is available to a CNA 1 to prepare for a role in one or more of the Board-approved category areas. A CNA 2 training program will include a Board-approved standardized curriculum and competency evaluation. The CNA 2 Training Program shall consist of knowledge, skills, and abilities at a greater depth than a level 1 training program.

It is understood that a CNA 2 will: (1) hold a current, unencumbered Oregon CNA 1 certificate; (2) be listed by name on the CNA Registry; and (3) assist licensed nursing personnel in the provision of nursing care. A CNA 2 must be regularly supervised by a licensed nurse and all skills and tasks are to be performed at the direction of the licensed nurse. The CNA 2 will be able to provide opportunities for optimal patient/resident independence and support behaviors that promote positive healing. A CNA 2 will be able to demonstrate to peers, the correct methods and model behavior needed to address patient/resident care needs on an individualized basis.

It shall be the policy of the Oregon State Board of Nursing that all approved CNA 2 Training Programs shall provide the following core curriculum content and competency evaluation (Each content area has been awarded a relative evaluation weight).

Curriculum

At least 30 hours of classroom/lab that incorporates throughout the training the concepts of safety and preventing complications, communicating patient/resident responses to the nurse, and documenting/recording outcomes of patient/resident care:

I. Domain: Interpersonal Skills/Communication

- (A) Outcomes and Competencies. By the end of the course, the CNA 2 will be able to:
 - (1) Demonstrate initial skill in communicating with patients using active listening, reflecting, and rephrasing in a variety of clinical situations;
 - (2) Demonstrate supportive presence with dying patient/resident and with the family; and
 - (3) Demonstrate ability to share knowledge and skills with others.
- (B) Evaluation (Weight: 10%):
 - (1) Knowledge post-test; and
 - (2) Return demonstration on new skills as evidenced by role-playing a variety of scenarios in the lab setting.
- (C) Curriculum Content:
 - (1) Communication techniques:
 - (a) Active listening;
 - (b) Reflecting; and
 - (c) Rephrasing.
 - (2) Supportive presence.

- (3) Learning principles.

II. Domain: Observation and Reporting

- (A) Outcomes and competencies. By end of the course, the CNA 2 will be able to:
 - (1) Identify, from scenarios and lists, normal and abnormal patterns and changes in findings related to a patient/resident. Descriptors include: mental status (orientation, psychosocial responses, and level of consciousness), vital signs, mobility, skin, pain level, bowel and bladder function, appetite, and activities of daily living;
 - (2) Articulate at 85% level correct rationale(s) for action given in various clinical scenarios and situations;
 - (3) Identify different manifestations of pain; and
 - (4) Verbalize a report of pain that always includes location and intensity, and may include onset, duration, characteristics, what helps and what relieves pain in a variety of situations.
- (B) Evaluation (Weight: 30%): Knowledge post-test.
- (C) Curriculum Content:
 - (1) Overview of Anatomy and Physiology:
 - (a) Cardiovascular System;
 - (b) Digestive System;
 - (c) Endocrine System;
 - (d) Immune System;
 - (e) Integumentary System;
 - (f) Musculoskeletal System;
 - (g) Nervous System;
 - (h) Reproductive System;
 - (i) Respiratory System; and
 - (j) Urinary System.
 - (2) Pain:
 - (a) Overview of Anatomy and Physiology:
 - (i) Transmission;
 - (ii) Perception; and
 - (iii) Recognition.
 - (b) Awareness of patient's perception of pain
 - (i) Physical (objective and subjective):
 - a. Acute;
 - b. Chronic;
 - c. Neuropathic/neurogenic;
 - d. Phantom;
 - e. Somatic;
 - f. Terminal; and
 - g. Visceral.
 - (ii) Psychological (objective and subjective):
 - a. Expected pain versus unexpected pain; and
 - b. Pain differs for each person.
 - (c) Manifestations of pain
 - (i) Physiological symptoms:
 - a. Diaphoresis;
 - b. Flushing;
 - c. Pale;
 - d. Sedation;
 - e. Shivering;
 - f. Tolerance; and

III. Domain: Technical Skills

- (A) Outcomes and competencies. By the end of the course, the CNA 2 will be able to:
 - (1) Articulate standard, acceptable methods of obtaining vital signs;
 - (2) Identify changes from normal in vital signs, given a group of vital sign readings (blood pressure reading(s), orthostatic blood pressure reading(s), pulse from various sites, pulse pressure, respiratory rates, pulse oximetry readings);
 - (3) Demonstrate proficiency in skills and tasks which affect body system functions and are assigned by the licensed nurse:
 - (a) Data gathering skills; and
 - (b) Designated tasks.
- (B) Evaluation (Weight: 30%):
 - (1) Knowledge post-test; and
 - (2) Return competency demonstration in the lab setting on:
 - (a) Adding fluid to established post pyloric, jejunostomy and gastrostomy tube feedings;
 - (b) Applying sequential compression devices;
 - (c) Assisting with warm and cold therapies;
 - (d) Bladder scanning;
 - (e) Changing established tube feeding bags;
 - (f) Fingertick capillary blood testing;
 - (g) Interrupting and re-establishing nasogastric (NG) suction;
 - (h) Reinforcing use of an incentive spirometer;
 - (i) Suctioning oral pharynx;
 - (j) Taking vital signs:
 - (i) Pulse- electronic; and
 - (ii) Blood pressure-manual and electronic: forearm, upper arm, thigh, and lower leg pressures and orthostatic blood pressure readings.
 - (k) Testing stool for occult blood; and
 - (l) Urine dip-stick testing.
- (C) Curriculum Content:
 - (1) Data gathering skills:
 - (a) Bladder scanning;
 - (b) Fingertick capillary blood testing;
 - (c) Testing stool for occult blood;
 - (d) Urine dip-stick testing; and
 - (e) Vital Signs:
 - (i) Pulse- electronic; and
 - (ii) Blood pressure-manual and electronic: forearm, upper arm, thigh, and lower leg pressures and orthostatic blood pressure readings.
 - (2) Designated tasks:
 - (a) Adding fluid to established post pyloric, jejunostomy and gastrostomy tube feedings and changing established tube feeding bags;
 - (b) Applying sequential compression devices;
 - (c) Assisting with warm and cold therapies;
 - (d) Interrupting and re-establishing nasogastric (NG) suction;
 - (e) Suctioning oral pharynx; and
 - (f) Reinforcing use of an incentive spirometer.

IV. Domain: Infection Control

- (A) Outcomes and competencies. By the end of the course, the CNA 2 will be able to demonstrate proficiency with the following skills using medical (clean) aseptic technique:
 - (1) Change dressing or ostomy appliance/bag which adheres to the skin;
 - (2) Obtain sterile urine specimen from port of catheter;
 - (3) Discontinue Foley catheter;
 - (4) Measure, record and/or empty output from drainage devices and closed drainage systems; and
 - (5) Perform clean intermittent straight urinary catheterization for chronic conditions.
- (B) Evaluation (Weight: 10%):
 - (1) Knowledge post-test; and
 - (2) Return competency demonstration in the lab setting on:
 - (a) Changing dressing or ostomy appliance/bag which adheres to the skin;
 - (b) Obtaining sterile urine specimen from port of catheter;
 - (c) Discontinuing Foley catheter;
 - (d) Measuring, recording and/or emptying output from drainage devices and closed drainage systems; and
 - (e) Performing clean intermittent straight urinary catheterization for chronic conditions.
- (C) Curriculum Content:
 - (1) Medical (clean) versus sterile aseptic technique;
 - (2) Skills:
 - (a) Changing dressing or ostomy appliance/bag which adheres to the skin;
 - (b) Obtaining sterile urine specimen from port of catheter;
 - (c) Discontinuing Foley catheters;
 - (d) Measuring, recording and/or emptying output from drainage devices and closed drainage systems; and
 - (e) Performing clean intermittent straight urinary catheterization for chronic conditions.

V. Domain: Safety

- (A) Outcomes and competencies. By the end of the course, the CNA 2 will be able to articulate, using own words, the Joint Commission's National Patient Safety Goals as they apply to CNA practice.
- (B) Evaluation (Weight: 10%):
 - (1) Knowledge post-test; and
 - (2) Return demonstration on new skills.
- (C) Curriculum Content:
 - (1) Joint Commission's National Patient Safety Goals; and
 - (2) Recognizing at-risk behavior.

VI. Domain: Domain: Caregiver Self-Care

- (A) Outcomes of teaching. By the end of the course, the CNA 2 will be able to:
 - (1) Describe several positive outcomes for caregiver self-care;
 - (2) Manage self-care;
 - (3) Set goals and work toward them; and
 - (4) Explain techniques to reduce stress.
- (B) Evaluation (Weight: 10%):
 - (1) Knowledge post-test; and
 - (2) Return demonstration on new skills.
- (C) Curriculum Content:

- (1) Benefits of self-care;
- (2) How to manage self-care;
 - (a) Take responsibility for personal well-being;
 - (b) Have realistic expectations;
 - (c) Promote positive changes;
 - (d) Use effective communication techniques; and
 - (e) Ask for help when needed.
- (3) Develop a personal action plan;
- (4) Decrease personal stress;
- (5) Understand own emotions; and
- (6) Identify what can and cannot be changed.