



Wyoming State Board of Nursing
 130 Hobbs Avenue, Suite B
 Cheyenne, WY 82002
 Phone (307) 777-7601 Fax (307) 777-3519
 E-Mail: wsbn-info-licensing@wyo.gov
 Home Page: <https://nursing-online.state.wy.us/>

<p>OPINION: CNA II TRAINING AND COMPETENCY EVALUATION COURSE APPROVED DATE: November 5, 2013 REVIEWED DATE: July 2016 REVISED DATE: ORIGINATING COMMITTEE: Practice & Education Committee</p>	<p>An advisory opinion adopted by WSBN is an interpretation of what the law requires. While an advisory opinion is not law, it is more than a recommendation. In other words, an advisory opinion is an official opinion of WSBN regarding the practice of nursing as it relates to the functions of nursing. Facility policies may restrict practice further in their setting and/or require additional expectations related to competency, validation, training and supervision to assure the safety of their patient population and/or decrease risk.</p>
---	--

Within the Scope of Practice/Role of ___APRN ___RN ___LPN XCNA

**ADVISORY OPINION
 CERTIFIED NURSING ASSISTANT LEVEL II (CNA II) TRAINING AND COMPETENCY
 EVALUATION COURSE**

Introduction:

The CNA II courses offer an opportunity for the expanded role of the CNA as outlined in the *CNA II Role Advisory Opinion*. The purpose of this opinion is to establish acceptable standards for the basic knowledge and skills necessary in the role of CNA II.

Intent of Advisory Opinion:

In accordance with W.S. 33-21-122 (c) (iii) of the Wyoming Nursing Practice Act (NPA), the Wyoming State Board of Nursing (WSBN) has approved the following Advisory Opinion on CNA II Training and Competency Evaluation Course.

COURSE DESCRIPTION:

CNA II training prepares the CNA to perform specific technical skills beyond the basic CNA preparation.

GENERAL COURSE OBJECTIVES:

Upon completion of the CNA II course, the student must:

- Comprehend the policies, procedures, rules and regulations that govern the CNA II in Wyoming
- Adhere to the legal implications when functioning as a CNA II
- Understand the principles of delegation.
- Apply CNA II Skills competently.

GENERAL COURSE REQUIREMENTS:

1. The CNA II course must be offered and administered by facilities with adequate resources to provide skills instruction.
2. The total length of the CNA II course shall be a minimum of 30 hours. There shall be a minimum of 15 hours of classroom instruction and 15 hours of skills laboratory instruction.
3. Teaching methods to include classroom lectures, demonstration, simulation, return demonstration, supervised clinical practice, and classroom and clinical performance evaluations.
4. A comprehensive written final examination is required. A grade of at least 80% must be earned on the comprehensive examination in order for a passing grade to be issued.
5. A final practicum examination must be administered. 100% of the critical criteria must be met on the practicum examination.

FACULTY QUALIFICATIONS:

1. There shall be sufficient number of qualified faculty to meet the purposes and objectives of the program.
2. Program coordinators and faculty shall provide documented evidence of preparation for teaching adults as outlined in Chapter 6.
3. The ratio of faculty to students in clinical areas involving direct client care shall be one faculty member to six or fewer students (1:6).
4. The principle instructor who teaches in the CNA II program shall:
 - Hold a current, unencumbered license as a RN;
 - Have at least two (2) years full-time equivalent experience as a RN in a health care facility; and
 - Have at least one (1) year of clinical experience relevant to the area(s) of responsibility.

STUDENT QUALIFICATIONS:

In order to apply for a CNA II training program, the Certified Nursing Assistant (CNA) must:

- Be at least 18 years of age
- Have a high school diploma or a GED
- Have a current unencumbered CNA certificate
- Have completed at least one thousand five hundred (1500) hours of documented work hours as a CNA

COURSE CONTENT:

UNIT I: Policies, procedures, rules and regulations of a CNA II

OBJECTIVE: State the policies, procedures, rules and regulations, and legalities of a CNA II governing the practice in Wyoming.

CONTENT: Wyoming NPA 33-21-120 and ethical legalities of a CNA II.

UNIT II: Principles of Delegation

OBJECTIVE: State the principles of delegation that govern the practice of the registered professional nurse in Wyoming.

CONTENT: Principles of delegation as found in the Wyoming Administrative Rules and Regulations found on the WSBN website.

Oxygen Therapy

Unit III: Advanced Skills

<i>OBJECTIVES</i>	<i>CONTENT</i>	<i>CRITICAL CRITERIA FOR PERFORMANCE</i>
Identify four sources of supplemental oxygen	Oxygen sources	Performs hand hygiene
Identify five oxygen delivery devices	Oxygen delivery devices	Sets up oxygen delivery device
List at least 3 safety precautions necessary when oxygen is in use	Safety precautions	Adjusts fit of device for proper placement
List equipment needed to set up an oxygen system	Flow rate	Practices safety precautions
Demonstrate setting up oxygen and oxygen administration	Patient care required	Sets flow rate
Demonstrate setting liter flow rate on flow meter	Pulse oximeter	Maintains patency of tubing
Explain the care of the patient receiving oxygen therapy	Normal O ₂ saturation	Reads SpO ₂ correctly
Demonstrate placing pulse oximeter	Information to be reported	Knows normal level of O ₂ saturation
Identify normal oxygen saturation levels		Communicates to RN, oxygen set up and SO ₂ levels
Read oxygen saturation		
List information to be communicated to the registered nurse, verbally and in written form		

Wound Care for Stable Wounds over 96 hours Old

<i>OBJECTIVES</i>	<i>CONTENT</i>	<i>CRITICAL CRITERIA FOR PERFORMANCE</i>
Explain the difference between open and closed wounds	Types of open wounds	Performs hand hygiene
Explain infection control procedures	Closed wounds	Applies clean gloves; removes soiled dressing; discards gloves
Discuss the purpose of wound irrigation	Wound cleansing procedure	Prepares sterile field
Describe the procedure for irrigating a wound	Irrigation of a wound	Puts on sterile gloves
Demonstrate the application of a sterile or clean dressing	Procedure for irrigating a wound	Fills syringe with irrigation solution
Communicate physical findings in verbal and written form	Dressing a wound <input type="checkbox"/> Materials <input type="checkbox"/> Procedure	Flushes wound with slow, continuous pressure
	Physical findings	Applies sterile dressing
	Documentation	Washes hands
		Accurately communicates dressing change and physical findings verbally and in writing
Explain the difference between open and closed wounds	Types of open wounds	Performs hand hygiene

Sterile Technique

OBJECTIVES	CONTENT	CRITICAL CRITERIA FOR PERFORMANCE
Define medical asepsis	Principles of medical asepsis	Performs hand hygiene
Explain the difference between medical and surgical asepsis	Principles of surgical asepsis	Creates and maintains a sterile field
Discuss principles that should be applied when carrying out sterile technique	Sterile technique: <input type="checkbox"/> Situations requiring sterile technique <input type="checkbox"/> Principles of sterile technique <input type="checkbox"/> Procedures of sterile technique	Keeps gloves sterile
Create and maintain sterile field		Maintains sterile technique while performing activities
Put on sterile gloves		Removes gloves
Add sterile items to a sterile field		Accurately identifies and reports “breaks” in sterile technique
Maintain sterile technique while performing an activity requiring		
Define medical asepsis	Principles of medical asepsis	Performs hand hygiene
Explain the difference between medical and surgical asepsis	Principles of surgical asepsis	Creates and maintains a sterile field

Oropharyngeal Suctioning

OBJECTIVES	CONTENT	CRITICAL CRITERIA FOR PERFORMANCE
Define suctioning	Definition of suctioning	Performs hand hygiene
State 4 purposes of oropharyngeal suctioning	Purposes	Adjusts suction device to proper pressure
List the equipment needed for suctioning	Equipment	Checks for proper functioning of suction
Describe the procedure for oropharyngeal suctioning on conscious patient	Procedure <input type="checkbox"/> Oropharyngeal suctioning on conscious patient <input type="checkbox"/> Yankauer suctioning on conscious and unconscious patient	Dons gloves
Describe Yankauer suctioning on conscious and unconscious patient		Uses correct procedure for suctioning
Describe the patient position for the conscious patient and unconscious patient		Positions patient
		Washes hands
		Accurately communicates outcomes of suctioning in verbal and written form

Urinary Catheter

OBJECTIVES	CONTENT	CRITICAL CRITERIA FOR PERFORMANCE
Explain various types of urinary catheters	Types of catheters	Performs hand hygiene
Explain the process of removing an indwelling catheter	Procedure for removing an indwelling catheter	Maintains strict asepsis
Obtain a urine specimen from catheter port	Procedure for obtaining a urine specimen from catheter port	Follows correct procedure for removing an indwelling catheter
		Follows correct procedure for obtaining a urine specimen from catheter port
		Accurately communicates outcomes of urinary catheter care in verbal and written form
		Documents amount and time of first voiding after removal of an indwelling catheter

Gastrostomy and Percutaneous Enteral Gastric (PEG) Feeding Tubes

OBJECTIVES	CONTENT	CRITICAL CRITERIA FOR PERFORMANCE
Define gastrostomy and PEG feeding tubes	Gastrostomy, PEG tubes	Performs hand hygiene
Define intermittent tube feeding	Normal appearance of gastrostomy and PEG feeding tubes	Applies gloves
Explain proper technique for adding enteral feeding to intermittent tube	Intermittent tube feeding	Positions patient
Instill water following feeding	Procedure for addition of enteral feeding to existing infusions	Follows procedure for adding enteral feeding
Identify the steps in clamping enteral feeding tube	Procedure for clamping enteral feeding tube	Follows procedure for instilling water
		Follows procedure for clamping feeding tube
		Accurately communicates outcomes of procedure verbally and in written form

Elimination Procedures

OBJECTIVES	CONTENT	CRITICAL CRITERIA FOR PERFORMANCE
Define ostomy	Ostomy -a surgically created artificial opening (stoma) Colostomy –opening between colon and abdominal wall Ileostomy-opening between ileum and abdominal wall	Positions patient correctly for procedure
Define ileostomy	Appearance	Dons appropriate gloves
Describe the appearance of a normal stoma	Changing an ostomy pouch and irrigating ostomy	Cleans stoma and skin to prevent infections
Describe the procedure for changing an ostomy pouch	Probable signs of impaction	Applies pouch to prevent leakage
Describe the procedure for irrigating an ostomy	Digitally removing a fecal impaction	Stops procedure if pain occurs
	<ul style="list-style-type: none"> • Check for Fecal Impaction • Gather equipment • Procedure 	
State 3 probable signs of fecal impaction	Bowel training-to gain control of bowel movements and to develop a regular pattern of elimination	Monitors pulse before and during removal of fecal impaction
Describe the process for removing a fecal impaction	Administering enemas <ul style="list-style-type: none"> • Types of enemas • Equipment • Procedure 	Periodically takes pulse rate
State the steps of a bowel training program	Description of results	Performs hand hygiene
Administer enemas		Asks professional nurse to make appropriate assessments
Accurately communicate the outcome of elimination procedures verbally and in written form		Communicates findings verbally and in written form

Capillary Blood Glucose Testing

OBJECTIVES	CONTENT	CRITICAL CRITERIA FOR PERFORMANCE
Calibrate equipment according to CLIA guidelines	Equipment	Performs hand hygiene
Obtain capillary blood sample	Procedure	Dons gloves
Read blood glucose according to machine used	Description of findings	Accurately communicates glucose level in verbal and written form
Identify normal levels of blood glucose	Describes appearance of puncture site	Identify normal levels of blood glucose
Accurately communicate blood glucose levels verbally and in written form		Inspects puncture site for bleeding

Tracheostomy Care

<i>OBJECTIVES</i>	<i>CONTENT</i>	<i>CRITICAL CRITERIA FOR PERFORMANCE</i>
Explain the different types of trachs	Types of trachs	Performs hand hygiene
Explain need for trach care	Stoma cleansing procedure	Completes trach care
Discuss the need for sterile or non-sterile gloves	Changing cannula	Suctions
Describe the procedure for suctioning a trach	Universal precautions	Monitors respiration
Explain the different types of trachs	Types of trachs	Performs hand hygiene
Demonstrate cleaning the stoma and changing dressings and ties	Suctioning	
Communicate physical findings in verbal and written form	Changing dressing and ties	
	Physical findings	
	Documentation	

Assisting with Peripheral IV Fluids

<i>OBJECTIVES</i>	<i>CONTENT</i>	<i>CRITICAL CRITERIA FOR PERFORMANCE</i>
Assist with set up of IV equipment	Identifying different tubing sets	Gathers correct equipment and material
Identify different IV fluids	Gathers appropriate materials	Correctly sets up IV
Discontinue peripheral IV	Hangs fluid and primes tubing	Safely discontinues peripheral IV cannula
	Demonstrates pump operation	
	Discontinuing peripheral IV cannula	

Unit IV: Clinical Application of Skills

OBJECTIVE:

- Demonstrate performance of critical behaviors for each advanced skill
- Perform hand hygiene for each skill
- Provide privacy for patient for each skill
- Make patient comfortable during and after each skill
- Communicate completion of each skill verbally and in written form
- Complete competency checklist for all skills in clinical setting.

CONTENT:

- Application of critical criteria of each skill
- Competency checklist

CRITICAL CRITERIA FOR PERFORMANCE:

- Performs skills independently or with minimal assistance from RN/LPN.
- Performs skills correctly and meets objectives.
- Follows delegation instructions.

***NOTE:** CNA II certification is **NOT** issued until successful completion of the didactic and clinical criteria. If existing patient population does not allow actual patient interaction and future interaction is unlikely, simulation with mannequins or other equipment may be substituted.

REFERENCES:

Ellis, J.R.; Nowlis, E.A.; Bentz, P.M. Modules for Basic Nursing Skills. Volume 1. 7th edition. 2007. Lippincott, Williams & Wilkins.

Goreck, R. and Sorrentino, S.A. Instructor's Guide and Test Bank for Mosby's Textbook for Nursing Assistants. 6th edition. 2004. Mosby Inc.

Perry, A.G. and Potter, P.A. Clinical Nursing Skills & Techniques. 6th edition, 2006. Mosby Inc.

Sorrentino, S.A. Mosby's Textbook for Nursing Assistants. 7th edition. 2008. Mosby Inc.

Sorrentino & Kelly. Workbook and Competency Evaluation Review for Mosby's Textbook for Nursing assistants. 7th edition. 2008. Mosby Inc. Sorrentino & Gorek Mosby's Textbook for Long-Term Care

Nursing Assistants, 5th edition, 2007. Mosby Inc. Sorrentino & Kelly Workbook and Competency Review for Mosby's Textbook for Long-Term Care Nursing Assistants. 5th edition. 2007. Mosby Inc.

Stassi, M.E. Basic Nurse Assisting. 2005. Elsevier, Inc.