

**ADVANCED NURSE AIDE TRAINING PROGRAM (ANATP)
THE CNA II ROLE**

<p>MODULE I INTRODUCTION TO THE CNA II ROLE (2 HOURS)</p> <p>Upon completion of this unit of instruction, the student will be able to:</p> <p>Define the key terms identified in this module.</p> <p>Describe the purpose of the CNA II role.</p>	<p>a) Introduction to the CNA II role</p> <ol style="list-style-type: none"> 1) History of CNA Education <ol style="list-style-type: none"> i) Discuss the progression of a CNA I to the CNA II role ii) Differentiate different levels of CNA practice 2) Discuss the role of the CNA II as an agent of change. 3) Describe the various responsibilities of a CNA II in Illinois. 4) CNA II Requirements <ol style="list-style-type: none"> i) Identify the current requirements to practice as a CNA <ol style="list-style-type: none"> (a) Education (b) Experience (c) Criminal Background Check (d) Competency Testing (e) Registry (f) Renewal (g) Recertification <p>b) The CNA II's Role Across Health Care Settings</p> <ol style="list-style-type: none"> 1) Standards <ol style="list-style-type: none"> A) Professionalism <ol style="list-style-type: none"> i) Appearance ii) Behaviors B) Work Ethics <ol style="list-style-type: none"> i) Qualities ii) Legal implications 	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p> <p>CNA I education compared to CNA II Experiential requirements CNA Registry and FEE_APP CNA I and CNA II certification exams Maintaining certification Recertification requirements</p>
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<p>MODULE II RULES & REGULATIONS (1 HOUR)</p> <p>Define the purpose of rules and regulations regarding CNA II practice.</p> <p>Discuss the impact of standards of care on CNA II practice</p> <p>Discuss the impact of Practice Acts on CNA II practice</p> <p>Examine the expanded role of the CNA II pertaining to rules and regulation</p> <p>Identify pertinent regulatory agencies</p> <p>Discuss the purpose of the regulatory governmental agencies</p> <p>Locate sources for current regulations</p>	<ul style="list-style-type: none"> iii) Ethical behaviors <p>C) Competency</p> <ul style="list-style-type: none"> i) Standardized testing ii) Maintaining safety <p>D) Person-directed qualities</p> <ul style="list-style-type: none"> i) Effective communicator ii) Resident advocate iii) Relationship builder iv) Effective team player <p>Compare facility policies and procedures vs regulations</p> <p>Define compliance. Compare facility policies & procedures with compliance efforts.</p> <p>E) Describe the accreditation options in various health care settings including:</p> <ul style="list-style-type: none"> i) Type, and ii) Purpose. <p>Define accreditation. Discuss advantages/disadvantages to accreditation.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p> <p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>Review information related to abuse, neglect and theft</p> <p>Examine the expanded role of the CNA II regarding abuse, neglect and theft</p> <p>Discuss current regulations</p> <p>MODULE III FACILITY POLICIES & PROCEDURES (1 HOUR)</p> <p>Analyze policies and procedures found in various health care settings</p> <p>Investigate compliance issues identified in various health care settings as defined by regulatory agencies</p> <p>Discuss the connection between regulatory requirements and facility policies and procedures</p> <p>Describe the accreditation options in various health care settings</p>	<p>Discuss the difference between regulations and a facility's policies and procedures. Discuss the role that appropriately applied policies and procedures play in ensuring compliance with the regulatory environment. Discuss how appropriately applied policies and procedures increase compliance and their role in the five-star quality initiative.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE IV COMPLIANCE ISSUES (1 HOUR)</p> <p>Investigate compliance issues identified in various health care settings by regulatory agencies.</p> <p>Discuss the connection between regulatory requirements and policies and procedures in various health care settings.</p>	<p>Compare compliance efforts to accreditation requirements.</p> <p>Compare compliance issues identified by recent Illinois Department of Public Health surveys. Discuss compliance and compare to the CMS five-star program on compare.gov. Discuss how compliance and quality are interrelated.</p> <p>Determine the reason for a requirement of respect. How does respect promote health?</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE V PERSON-DIRECTED CARE (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Define respect of the individual.</p> <p>Define culture as it relates to healthcare.</p> <p>Compare and contrast the previous and current perceptions of healthcare and culture.</p> <p>Discuss the philosophy of person-directed care.</p> <p>Review appropriate methods used to deliver person-directed care.</p> <p>Examine methods to support the CNA I in their role as an advocate.</p> <p>Examine the expanded advocacy role of the CNA II in person-directed care.</p> <p>Recognize the importance of maintaining individualized care across various healthcare settings.</p> <p>Model ways that continuity of care can be supported by the CNA II.</p>	<p>What is meant by the culture of healthcare? Discuss the CNA II role in creating a positive healthcare culture. Define cultural competency. Define and discuss health disparity due to cultural indifference.</p> <p>How is care person-centric? What is the CNA II role in directing care in an appropriate person-directed manner? Discuss the patient-provider partnership in healthcare. Discuss empowerment of the health care consumer.</p> <p>Define advocacy. Discuss the CNA II position in the advocacy role.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE VI: PROFESSIONAL RELATIONSHIPS (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Identify various types of attitudes in the workplace.</p> <p>Discuss the impact of attitudes on professional relationships.</p> <p>Examine various influences affecting one's professional attitude.</p> <p>Distinguish between various styles of personal communication.</p> <p>Identify one's own personal style of communication.</p> <p>Demonstrate effective communication utilizing their personal style.</p>	<p>Compare and contrast individualized care vs. person-centered care. Discuss provision of person-centered care for patients/residents with dementia.</p> <p>Define continuity of care. What supportive role does the CNA II play in ensuring continuity? How does the CNA II role mesh with the interdisciplinary team?</p> <p>Define attitude. Discuss attitude as defined by the CNA II and personal encounters with attitude.</p> <p>Attitudes can be positive and negative. How do differences in attitude affect the role of the CNA II within the healthcare team?</p> <p>Define person attitudes. Explain how each CNA II defines the effect of their own attitude on their professionalism.</p> <p>Discuss communication styles: Analytical, Intuitive, Functional and Personal. What philosophical differences separate the styles? Discuss the importance of being able to understand and communicate in all four styles in order to be an effective healthcare team member.</p> <p>Discuss the CNA II's personal style of communication. Contrast this with another CNA II in the class with a</p>	
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<p>MODULE VII ORGANIZATION & DOCUMENTATION (3 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Examine the expanded role of the CNA II regarding documentation.</p> <p>Discuss factors affecting staff scheduling.</p> <p>Discuss factors affecting care assignments.</p> <p>Identify skills required to be an effective committee member.</p> <p>Examine the expanded role of the CNA II regarding organizational evaluation.</p> <p>Examine the role of the CNA II regarding the utilization of technology in the workplace.</p>	<p>difference in style. How do they communicate effectively?</p> <p>Discuss effective professional communication with the CNA II's personal style.</p> <p>Discuss the importance of accurate and timely documentation. Discuss potential adverse outcomes for patients/residents related to incorrect or falsified documentation.</p> <p>Discuss scheduling as a dynamic tool. Discuss flexible/alternative scheduling as a staffing and as a motivational tool. Develop a sample care assignment implementing flexible scheduling and rigid scheduling.</p> <p>Define committees in the healthcare setting. What requirements should the CNA II be aware of before volunteering or accepting a position on a committee?</p> <p>Evaluate a previous organization in which a CNA II has had experience? What were the management styles? What were the communication styles of the management team? What were the communication styles of the healthcare team? Determine the effectiveness of this team.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE VIII MOTIVATIONS & TEAM BUILDING (3 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Compare and contrast various motivational theories.</p> <p>Discuss various external motivators.</p> <p>Discuss various internal motivators.</p> <p>Discuss the concepts of the interdisciplinary team and the importance of team building.</p> <p>Examine the roles of a leader as it relates to team building.</p> <p>Examine various roles in which team members may serve.</p>	<p>What technology is encountered in the healthcare setting, including Electronic Health Records? What is the expectation of the CNA II in electronic documentation? Discuss available communication and documentation technology in the healthcare setting and its prevalence across different settings.</p> <p>Discuss:</p> <ol style="list-style-type: none"> 1. Cognitive dissonance 2. Drive reduction theory 3. Attribution theory 4. Endowed Progress Effect 5. Cognitive Evaluation theory 6. Self-determination theory: intrinsic & extrinsic motivation 7. Valence-Instrumentality-Expectancy (VIE) theory 8. Goal-related theory <p>Discuss burnout (“compassion fatigue”) and strategies to minimize risk.</p> <p>Define leadership. Explain the responsibilities that a leader has to build an appropriate team and manage or delegate management to that team.</p> <p>Identify effective team building techniques utilized by</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE IX CONFLICT RESOLUTION (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Identify common causes of conflict in the workplace.</p> <p>Analyze possible effects of workplace conflict.</p>	<p>leaders.</p> <p>Compare authoritarian (“top down”) leadership styles to collaboration and teamwork.</p> <p>Define and discuss employee empowerment.</p> <p>Identify various responsibilities of effective team members.</p> <p>Discuss communication styles vs conflict. How can different styles of communication create workplace conflict?</p> <p>Discuss 8 common causes of conflict:</p> <ul style="list-style-type: none"> 9. Conflicting Needs 10. Conflicting Styles 11. Conflicting Goals 12. Conflicting Pressures 13. Conflicting Roles 14. Different Personal Values 15. Unpredictable Policies <p>Discuss effects of workplace conflict:</p> <ul style="list-style-type: none"> c) Mental Health Concerns d) Decrease in Productivity e) Employee Turnover/Burnout f) Violence 	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE X CRITICAL THINKING (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Differentiate between critical thinking and problem-solving.</p> <p>Integrate critical thinking strategies into the CNA II role.</p>	<p>Discuss positive effects of eliminating workplace conflict:</p> <ul style="list-style-type: none"> g) Increased Productivity h) Inspired Creativity i) Share & Respect Opinions of team members j) Improve Communication k) <p>Critical thinking is a broad, over-reaching term. Problem solving is specific. Discuss examples from personal experiences.</p> <p>Discuss how critical thinking may be applied to problem-solving.</p> <p>Identify steps of the critical thinking process which include:</p> <ul style="list-style-type: none"> a) Interpretation b) Analysis c) Evaluation d) Inference e) Explanation f) Self-regulation <p>Compare steps of critical thinking to the nursing</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE XI MENTORING (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Examine the role of a peer mentor.</p> <p>Differentiate peer mentor, preceptor and trainer roles.</p> <p>Discuss the purpose of a peer mentor program.</p> <p>Discuss the role of the CNA II regarding program planning.</p> <p>Examine the role of the CNA II regarding program implementation.</p> <p>Examine the role of the CNA II in the evaluative process of the mentee and the program.</p> <p>Examine the role of the CNA II in serving as an appropriate role-model.</p> <p>Examine the role of the CNA II in providing appropriate clinical guidance.</p>	<p>process:</p> <ul style="list-style-type: none"> l) Assessment m) Problem n) Nursing Diagnosis o) Intervention p) Evaluation <p>Education and Support of Mentee</p> <p>Define the difference between precepting and mentoring.</p> <p>Discuss the difference between the educational role of the preceptor versus the supportive role of the mentor</p> <p>Identify qualities and characteristics of an effective peer mentor.</p> <p>Discuss the CNA II as the peer mentor and program implementation</p> <p>Define the Mentor-Mentee relationship through the following stages:</p> <ul style="list-style-type: none"> q) Building Trust r) Exploring Possibilities s) Navigating Difficult Areas t) Continuing the Cycle 	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>Examine the role of the CNA II in providing appropriate feedback to the mentee in a timely, constructive and respectful manner.</p> <p>MODULE XII LEARNING STYLES (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Identify various learning styles.</p> <p>Discuss the importance of recognizing various learning styles.</p> <p>Compare and contrast various learning theories including Knowles Theory of Adult Learning.</p> <p>Discuss anxiety and the adult learner.</p> <p>Recognize the importance of matching teaching methods to learning styles.</p> <p>Examine the role of the CNA II in selecting appropriate motivational methods.</p>	<p>Discuss 7 different learning styles</p> <ol style="list-style-type: none"> 1. Visual (spatial) u) Aural (auditory) v) Verbal (linguistic—speech or written) w) Physical (kinesthetic) x) Logical (mathematical) y) Social (interpersonal or group learning) z) Solitary (intrapersonal or self-study) <p>How is anxiety a motivating factor in adult learning? How can adults draw upon life experiences as a resource vs youth?</p> <p>Examine various influences affecting one’s ability to learn.</p> <ol style="list-style-type: none"> 1. Intellectual: Level of intellect 2. Learning factors: building on previous work/experience 3. Physical factors 	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE XIII COMMON HEALTH CONCERNS NEUROLOGICAL SYSTEM (3 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Review Parkinson's Disease.</p> <p>Review Multiple Sclerosis.</p>	<ol style="list-style-type: none"> 4. Mental factors: attitude 5. Emotional and social factors 6. Instructor's personality 7. Environmental factors <p>Discuss strategies to change motivation</p> <p>Examine the incidence of Parkinson's Disease.</p> <p>Recognize signs and symptoms of Parkinson's Disease.</p> <p>Discuss the impact of Parkinson's Disease on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Parkinson's Disease.</p> <p>Examine the incidence of Multiple Sclerosis.</p> <p>Recognize signs and symptoms of Multiple Sclerosis.</p> <p>Discuss the impact of Multiple Sclerosis on a person.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>Review Alzheimer's Disease and Related Dementias.</p>	<p>Examine the role of the CNA II in supporting the care of a person with Multiple Sclerosis.</p> <p>Review Alzheimer's Disease and Related Dementias.</p> <p>Examine the incidence of Alzheimer's Disease and Related Dementias.</p> <p>Recognize signs and symptoms of Alzheimer's Disease and Related Dementias.</p> <p>Discuss the impact of Alzheimer's Disease and Related Dementias on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Alzheimer's Disease and Related Dementias.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
<p>MODULE XIII COMMON HEALTH CONCERNS NEUROLOGICAL SYSTEM (CONTINUED)</p> <p>Review Cerebrovascular Accident</p>	<p>Examine the incidence of Cerebrovascular Accident.</p> <p>Recognize signs and symptoms of Cerebrovascular Accident.</p> <p>Discuss the impact of Cerebrovascular Accident on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Cerebrovascular Accident.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>

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<p>MODULE XIV CARDIOVASCULAR SYSTEM (3 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Review Congestive Heart Failure.</p> <p>Review Peripheral Vascular Disease.</p> <p>Review Coronary Artery Disease.</p>	<p>Examine the incidence of Congestive Heart Failure.</p> <p>Recognize signs and symptoms of Congestive Heart Failure.</p> <p>Discuss the impact of Congestive Heart Failure on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Congestive Heart Failure.</p> <p>Examine the incidence of Peripheral Vascular Disease.</p> <p>Recognize signs and symptoms of Peripheral Vascular Disease.</p> <p>Discuss the impact of Peripheral Vascular Disease on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Peripheral Vascular Disease.</p> <p>Examine the incidence of Coronary Artery Disease.</p> <p>Recognize signs and symptoms of Coronary Artery Disease.</p> <p>Discuss the impact of Coronary Artery Disease on a</p>	
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<p>MODULE XV RESPIRATORY SYSTEM (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Review Chronic Obstructive Pulmonary Diseases.</p> <p>Review Pneumonia.</p>	<p>person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Coronary Artery Disease.</p> <p>Examine the incidence of Chronic Obstructive Pulmonary Diseases.</p> <p>Recognize signs and symptoms of various Chronic Obstructive Pulmonary Diseases.</p> <p>Discuss the impact of Chronic Obstructive Pulmonary Diseases on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Chronic Obstructive Pulmonary Diseases.</p> <p>Examine the incidence of Pneumonia.</p> <p>Recognize signs and symptoms of Pneumonia.</p> <p>Discuss the impact of Pneumonia on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Pneumonia.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p> <p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE XVI GASTROINTESTINAL SYSTEM (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Review Gastro-Esophageal Reflux Disorder (GERD).</p> <p>Review gastrointestinal ulcers.</p> <p>Review gallstones.</p>	<p>Examine the incidence of Gastro-Esophageal Reflux Disorder.</p> <p>Recognize signs and symptoms of Gastro-Esophageal Reflux Disorder.</p> <p>Discuss the impact of Gastro-Esophageal Reflux Disorder on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Gastro-Esophageal Reflux Disorder.</p> <p>Examine the incidence of gastrointestinal ulcers.</p> <p>Recognize signs and symptoms of various gastrointestinal ulcers.</p> <p>Discuss the impact of gastrointestinal ulcers on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with gastrointestinal ulcers.</p> <p>Examine the incidence of gallstones.</p> <p>Recognize signs and symptoms of gallstones.</p>	
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<p>MODULE XVI GASTROINTESTINAL SYSTEM (CONTINUED)</p> <p>Review Diverticulitis.</p>	<p>Discuss the impact of gallstones on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with gallstones.</p> <p>Examine the incidence of Diverticulitis.</p> <p>Recognize signs and symptoms of Diverticulitis.</p> <p>Discuss the impact of Diverticulitis on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Diverticulitis.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p> <p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE XVII URINARY SYSTEM (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Review incontinence.</p> <p>Review Urinary Tract Infections.</p> <p>Review kidney stones.</p>	<p>Identify various types of incontinence.</p> <p>Examine the incidence of incontinence;</p> <p>Recognize signs and symptoms of various types of incontinence.</p> <p>Discuss the impact of incontinence on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with incontinence.</p> <p>Examine the incidence of Urinary Tract Infections.</p> <p>Recognize signs and symptoms of Urinary Tract Infections.</p> <p>Discuss the impact of Urinary Tract Infections on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Urinary Tract Infections.</p> <p>Examine the incidence of kidney stones.</p> <p>Recognize signs and symptoms of kidney stones.</p>	
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<p>MODULE XVIII MUSCULOSKELETAL SYSTEM (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Review Osteoporosis.</p> <p>Review fractures.</p> <p>Review Osteoarthritis.</p>	<p>Discuss the impact of kidney stones on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with kidney stones.</p> <p>Examine the incidence of Osteoporosis.</p> <p>Recognize signs and symptoms of Osteoporosis.</p> <p>Discuss the impact of Osteoporosis on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Osteoporosis.</p> <p>Examine the incidence of fractures.</p> <p>Recognize signs and symptoms of various fractures.</p> <p>Discuss the impact of a fracture on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with a fracture.</p> <p>Examine the incidence of Osteoarthritis.</p> <p>Recognize signs and symptoms of Osteoarthritis.</p> <p>Discuss the impact of Osteoarthritis on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Osteoarthritis.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p> <p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE XIX INTEGUMENTARY SYSTEM (3 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Identify various types of wounds.</p> <p>Review Pressure Ulcers.</p> <p>Discuss Circulatory Ulcers.</p>	<p>Examine the incidence of various wound types.</p> <p>Discuss measures commonly utilized for wound prevention.</p> <p>Recognize signs and symptoms of various wounds.</p> <p>Discuss the impact of wounds on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with a wound.</p> <p>Identify and demonstrate skills in non-sterile dressing changes.</p> <p>Describe and demonstrate skills in non-sterile dressing changes.</p> <p>Describe and demonstrate techniques for non-sterile dressing changes: Adhesive bandages, non-sterile gauze and tape, drain sponges/drain gauze.</p> <p>Describe and demonstrate application of triple antibiotic ointment (TAO) or other over-the-counter antimicrobial creams/ointments.</p> <p>Describe and demonstrate other non-sterile dressing</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE XIX INTEGUMENTARY SYSTEM (CONTINUED)</p> <p>Discuss dermal anomalies.</p>	<p>changes: Removal of soiled and application of new non-sterile drain sponge/drain gauze at g-tube or j-tube site</p> <p>Examine the incidence of Pressure Ulcers.</p> <p>Discuss measures commonly utilized for Pressure Ulcer prevention.</p> <p>Recognize signs and symptoms of various Pressure Ulcers.</p> <p>Discuss the impact of Pressure Ulcers on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with Pressure Ulcers.</p> <p>Examine the incidence of Circulatory Ulcers.</p> <p>Recognize signs and symptoms of Circulatory Ulcers.</p> <p>Discuss the impact of Circulatory Ulcers on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with a Circulatory Ulcer.</p> <p>Identify various types of dermal anomalies.</p> <p>Examine the incidence of various dermal anomalies.</p> <p>Recognize signs and symptoms of various dermal</p>	
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<p>MODULE XX CANCER (3 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Discuss prevalent cancers.</p>	<p>anomalies.</p> <p>Discuss the impact of dermal anomalies on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with a dermal anomaly.</p> <p>Examine the incidence of various cancers.</p> <p>Recognize signs and symptoms of various cancers.</p> <p>Discuss the impact of cancer on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with cancer.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p> <p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE XXI INFECTIONS (3 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Review infectious process.</p> <p>Review Standard Precautions.</p> <p>Review Isolation Procedures.</p>	<p>Examine the incidence of various types of infections, including septicemia and sepsis.</p> <p>Discuss measures commonly utilized to prevent infections.</p> <p>Recognize signs and symptoms of infections.</p> <p>Discuss the impact of an infection on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person with an infection.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
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<p>MODULE XXII PAIN (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Discuss pain.</p> <p>Define pain.</p> <p>Identify various types of pain.</p>	<p>Examine the incidence of pain.</p> <p>Identify methods of pain recognition.</p> <p>Recognize signs and symptoms of pain.</p> <p>Discuss the impact of pain on a person.</p> <p>Examine the role of the CNA II in supporting the care of a person experiencing pain.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>
<p>MODULE XXIII DIABETES (2 HOURS)</p> <p>Upon completion of this unit, the student will be able to:</p> <p>Discuss diabetes.</p> <p>Define diabetes.</p>	<p>Examine the incidence of diabetes.</p> <p>Demonstrate understanding of the incidence and prevalence of diabetes.</p> <p>Recognize signs and symptoms of diabetes.</p> <p>Discus the impact of diabetes on a person.</p>	<p>Reading Assignment Lecture Classroom Discussion Group Activities Multimedia</p>

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<p>Identify the types of diabetes.</p> <p>MODULE XXIV SKILLS (30 HOURS)</p> <p>Discuss sterile technique.</p> <p>Explain the purpose of oxygen delivery.</p> <p>Explain the purpose of pulse oximetry.</p> <p>Discuss the purpose of testing for occult blood.</p>	<p>Demonstrate understanding of the role of the CNA II in supporting the care of a person with diabetes.</p> <p>Explain the purpose of sterile technique.</p> <p>Examine the role of the CNA II regarding sterile technique.</p> <p>Demonstrate applying sterile gloves.</p> <p>Demonstrate setting up the sterile field.</p> <p>Review the responsibilities of the CNA II in oxygen therapy.</p> <p>Examine the role of the CNA II regarding oxygen delivery.</p> <p>Monitor the person with established oxygen therapy.</p> <p>Review signs and symptoms of respiratory distress.</p> <p>Review appropriate CNA actions utilized for the person experiencing respiratory distress.</p> <p>Examine the role of the CNA II regarding pulse oximetry.</p> <p>Demonstrate correct measurement of pulse oximetry.</p> <p>Examine the role of the CNA II regarding testing for occult blood.</p>	
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<p>Discuss the purpose of blood glucose testing.</p>	<p>Demonstrate testing for occult blood.</p>	
	<p>Examine the role of the CNA II regarding blood glucose testing.</p>	
<p>Identify various types of urine tests.</p>	<p>Demonstrate blood glucose testing.</p>	
	<p>Discuss the purpose of various types of urine tests.</p>	
<p>Discuss measurement of blood pressure.</p>	<p>Examine the role of the CNA II regarding urine testing.</p>	
	<p>Demonstrate various methods of urine testing.</p>	
<p>Discuss the purpose of orthostatic blood pressure measurements.</p>	<p>Examine the role of the CNA II regarding blood pressure measurements.</p>	
	<p>Discuss the purpose of using alternate sites when measuring blood pressure.</p>	
<p>Identify various types of non-sterile (simple) dressings.</p>	<p>Demonstrate measuring blood pressure utilizing alternative sites, such as, forearm, thigh and lower leg.</p>	
	<p>Demonstrate measuring orthostatic blood pressure manually and electronically.</p>	
	<p>Demonstrate non-sterile dressing change with adhesive bandage.</p>	
	<p>Demonstrate non-sterile dressing change with gauze and tape.</p>	
	<p>Demonstrate non-sterile dressing change using non-stick dressing pads and tape.</p>	

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	<p>Demonstrate purpose and application of over-the-counter antimicrobial creams/ointments.</p>	
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