



ADMINISTRATION OF MEDICATION BY DELEGATION

ROLE AND RESPONSIBILITY OF THE UAP

TRAINING MANUAL

MEDICATION ADMINISTRATION TRAINING OBJECTIVES

UPON COMPLETION OF TRAINING, THE PARTICIPANT IN THIS COURSE WILL DEMONSTRATE THE FOLLOWING COMPETENCIES:

- Identify accurately the student for whom medication is ordered
- Read and interpret accurately the medication administration plan
- Follow directions on the medication administration plan
- Read the medication label accurately
- Follow the directions on the medication label
- Uses appropriate handwashing and infection control procedures
- Demonstrate the safe handling and proper storage of medications
- Demonstrate the ability to administer medication properly
- Demonstrate appropriate and accurate correct record keeping regarding medications given and/or self-administered
- Demonstrate ability to make accurate notations on health record if medications are not taken/given either by refusal or omission
- Describe the proper action to be taken if a medication is not taken/given either by refusal or omission or if an error was made
- Ability to use resources appropriately: including school nurse, parent/guardian or emergency service when problems arise
- Describe appropriate behaviors which assure confidentiality

ROLE OF UNLICENSED SCHOOL PERSONNEL IN MEDICATION ADMINISTRATION

- Administers medications or assists or reminds student to take own medications only as directed by the school nurse
- Obtains medication information from the medication administration plan developed by the school nurse (RN)
- Follows the specific instructions for the administration of each student's medication
- Administers only those medication where there is a specific order for a specific child
- Records the time of administration of medication and the effects observed
- Reports any unusual reactions to the school nurse as soon as possible
- Reports any problem to the school nurse as soon as possible
- Seeks instruction from the school nurse for any problems or in case of uncertainty

CONFIDENTIALITY

ALL information about students is Confidential

Do not discuss or share information about students or medications with other school staff or people outside school unless directed to do so by the school nurse. Refer all questions or comments about students or medications to the school nurse

LIMITATIONS OF UNLICENSED SCHOOL PERSONNEL

- May NOT administer “Over-the-Counter” medications under protocols (i.e., Standing Orders)
- **May NOT give medication by injection EXCEPT epinephrine via an autoinjector or other medication to be given in a life-threatening situation where the student has a known allergy or other condition and there is a specific order from a licensed prescriber and written consent of parent or guardian.**

HOW MEDICATIONS WORK

- Our body is made up of *systems* such as digestive, nervous, and respiratory. These *systems* are made up of *organs* which are made up of *tissues* and these tissues are made of *cells*.
- Each one of the body’s cells are continuously active with constant chemical reactions. Some of this activity happens with the cell and some by communicating with other cells. This communication between cells is called *neurosynaptic transmission*.
- Medication changes the activity of the cells to produce a *therapeutic effect*.
- In order to produce a *therapeutic effect*, there must be enough medication surrounding the cell(s), this is called the *level of critical concentration*.

EFFECTS OF MEDICATIONS

See the medication administration plan and school nurse for expected and possible effects and side effects

DESIRED EFFECT:

The desired (therapeutic) effect means the medication is having the effect intended by the licensed prescriber.

SIDE EFFECTS

- Effects caused by the medication that are not the desired effect.
- May occur with the desired effect.
- Many side effects are expected and predictable
 - Ex. Drowsiness with phenobarbital when the desired effect is seizure control
- Some side effects are unexpected and unpredictable, they are Adverse Effects
 - Ex. Severe vomiting and diarrhea when the level of an antipsychotic has gotten too high in the blood for a student
- A side effect may be potentially fatal (although it is rare)
 - Ex. An allergic reaction to an antibiotic
- Many side effects are difficult to detect or to determine as caused by the medication, such as lightheadedness, blurred vision, dry mouth, confusion, irritability, agitation, and lethargy.
- ANY changes that you see (either physical or behavioral) or that are described to you by a student may be caused by a medication. Changes can occur from the first few minutes or day or weeks that a medication is taken or even after an extended length of time. Report ALL changes to the School Nurse and record in the medication log.

NO EFFECT

- The medication “didn’t work”. There is always the possibility that this can happen. After allowing sufficient time (as described by the student’s health care provider) for the medication to have its desired effect, there is no apparent change.
 - Ex. A student has taken an antibiotic for 2 days and still has a fever and the symptoms of his illness remain the same. OR A student has been taking Dilantin for a week and her seizures are still occurring at the same rate and are as severe as before the medication was started.

DRUG INTERACTIONS

- Some students receive more than one medication at a time.
- Some are medications taken on a regular basis and some on a temporary basis.
- Whenever a student takes two or more different medications, a *drug interaction* may occur.
- A drug interaction occurs when one drug alters (decreases, increases or changes) the effect or action of another.

FIVE RIGHTS OF MEDICATION ADMINISTRATION

RIGHT STUDENT

- Don't guess
- You must identify the student, if not ask another staff person
- Ask the student to say their name, if possible
- Use a photo if possible to identify the student (stapled to med plan)

RIGHT MEDICATION

- Compare the medication administration plan with the pharmacy label
- Double check, making sure they match
- If they do not match, do not give the medication and call the school nurse
- Check expiration date on medication label. Do not give if beyond the expiration date. Call the school nurse
- If medication appearance has changed (ex. Cloudy liquid, different color or shape of oral capsules or tablets) do not give the medication and call the school nurse.

RIGHT DOSAGE

- Compare the medication administration plan with the pharmacy label.
- Double check, making sure they match.
- Carefully measure or count the correct dosage and compare with the medication plan and the pharmacy label.
- Dosage must not be higher or lower than stated on the plan.
- If anything does not match, do not give the medication and call the school nurse.

RIGHT TIME

- Give the medication ONLY at the time(s) stated in the medication administration plan.
- Do not give any medication that was not given on time without checking with the school nurse first.

RIGHT ROUTE

- Medication is prescribed to be given in
 - Tablets
 - Capsules
 - Liquids
 - Drops
 - Ointments
 - Injectables
 - Inhalants

- The form of the medication dictates the route of administration
- Oral route: tablets, capsules, and liquids that are swallowed
- Topical route: ointments are applied externally
- Inhalation: Asthma inhalers
- Injection: Emergency medication only as ordered for a specific student with a known diagnosis
- Follow directions on medication administration plan.

STEPS IN MEDICATION ADMINISTRATION

1. Identify student
2. Read medication administration plan
3. Wash hands
4. Select and read label of medication
5. Prepare medication and read label again
6. Read label again and administer medication
7. Replace medication in cabinet
8. Lock cabinet
9. Document in medication log or as directed by the school nurses.

DO'S AND DON'TS: OTHER SAFEGUARDS TO FOLLOW

- **DO give your full attention to the task**
- DO remain with student until medication has been taken. Make sure oral med is swallowed.
- DO prepare the medication for only one student at a time
- DON'T give medication from a container which has a label that can't be read.
- DON'T give medication from another student's container.
- DON'T leave medications unattended
- DON'T try to hide a medication error.
- DON'T increase or decrease or change in any way any medication without specific instructions from the school nurse.

ASSISTING STUDENT WITH SELF-ADMINISTRATION

1. Identify the student
2. Unlock medication cabinet if appropriate
3. Select correct medication
 - a. Read medication administration plan
 - b. Read label
4. Observe student prepare and take medication as per medication plan
5. Document as required or stated in plan
 - a. By unlicensed school staff member
 - b. By student

RECORDING MEDICATION ADMINISTRATION

1. Use Medication Administration Daily Log (paper or computer)
2. Record in ink only if using paper.
3. Write legibly
4. Do not erase or use "white out"
5. If necessary to change an entry, cross out with a single line and initial
6. Sign your entry



**Massachusetts Department of Public Health School Health Unit
Medication Administration
COMPETENCY SKILL CHECKLIST**

*(To be completed at the time the staff person [other than school nurse]
administers medication for the first time via each route)*

Name and Title of Staff Person: _____

Date: ____/____/____

Medication Name: _____

Route: Oral tablet Oral Liquid Topical
 Drops: eye, ears, nose Other _____

Checklist: _____

- Identifies student
- Asks student how he/she feels
- Observes student
- Reads medication administration plan
- Washes hands
- Checks label of medication
- Prepares medication properly
- Reads label of medication a 2nd time
- Reads label of medication a 3rd time and administer med correctly
- Replaces medication in cabinet or refrigerator
- Locks cabinet
- Documents in medication log

Comments: _____

Signatures:

Supervised by _____ **RN**

Staff person _____



**Massachusetts Department of Public Health School Health Unit
Medication Administration
Written Competency Test**

Name _____ Date ____/____/____

RN Instructor: _____

1) List the 5 Rights of Medication Administration

1. _____
2. _____
3. _____
4. _____
5. _____

2) If you give a student the wrong medication, the first thing you should do is: (Choose one)

- Watch to see if the student has any ill effects
- Report it to the School Nurse immediately
- Watch for any ill effects and report to the School Nurse immediately

3) List four conditions that require hand washing

1. _____
2. _____
3. _____
4. _____

4) What should be documented on the medication administration daily log

1. _____
2. _____
3. _____
4. _____

5) List the situations that constitute a medication error

1. _____
2. _____
3. _____
4. _____
5. _____

6) If the label states that pills are 50 mgms, and a student is to take 200 mgms of the drug, how many pills would you give? (Choose one)

- 2 pills
- 4 pills
- 3 pills

7) What three documents do you need before give medication?

1. _____
2. _____
3. _____

8) What information is necessary before calling a School Nurse regarding a prn medication for a student with a specific order?

1. _____
2. _____

9) When a student is running out of a medication (Choose one)

- You may borrow the same medication from another student
- You may skip a dose
- You inform the appropriate person that the prescription needs to be refilled

10) When may the use of an epinephrine auto-injector be necessary?

1. _____
2. _____

11) In the context of medications, ORAL means (Choose one)

- A student who talks a lot
- A drug/medication that is meant to be swallowed

12) How do you document a medication error?

1. _____
2. _____

13) To whom would you report an emergency in your school?

1. _____
2. _____

14) Where would you find information regarding side effects of a medication?

15) A student complains of nausea and refuses medication, you should:

- Coax the student to take the medication
- Skip the dose
- Hold the medication and report it to the School Nurse immediately

16) When administering a medication, how will you identify the right student in your school?

1. _____
2. _____
3. _____
4. _____

17) When assisting a student to self-administer, what steps should you take?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

18) In the context of medication, TOPICAL application refers to (Choose one)

- A current situation
- A medication that is applied to an external area

19) List at least 2 times when you will contact the School Nurse.

1. _____
2. _____

20) What are the 3 times that you read the medication label?

1. _____
2. _____
3. _____

21) What would you do if Johnny comes for his medication and looks flushed and says that his throat feels "sore"? (Choose one)

- Call the School Nurse
- Call the parent
- Call 911
- Give Johnny his medication and write his complaints on the medication record

22) Three children need their medication at the same time. How do you proceed?

1. _____
2. _____

23) An emergency should be reported (Choose one)

- As soon as possible
- Immediately
- When you finish what you are doing

24) If a student's medication looks different than before (cloudy instead of clear, tablets of different shape, size or color) what would you do?

25) Who has access to the keys to the medication cabinet?

1. _____
2. _____

26) The school principal asks you what medication a student is taking and why he/she is taking it. What will you do?

- Tell the principal you don't know
- Refer the principal to the School Nurse
- Show the principal the medication administration plan

27) If you do not understand the medication plan, what should you do?

28) List the nine steps involved in medication administration

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



Massachusetts Department of Public Health School Health Unit
Medication Administration

Written Competency Test Answer Key

Name _____ Date ____/____/____

RN Instructor: _____

1. List the 5 Rights of Medication Administration
 1. Right Student
 2. Right Medication
 3. Right Dosage
 4. Right Time
 5. Right Route

2. If you give a student the wrong medication, the first thing you should do is: (Choose one)
 - Watch to see if the student has any ill effects
 - Report it to the School Nurse immediately
 - Watch for any ill effects and report to the School Nurse immediately**

3. List four condition that require hand washing
 1. Before eating
 2. After using the bathroom
 3. Before giving medication
 4. After giving medication

4. What should be documented on the medication administration daily log
 1. Time medication given
 2. Initials and signature of person giving medication
 3. Any observations of medication effectiveness or adverse reactions
 4. Special situations: no show, dosage withheld, absent

5. List the situations that constitute a medication error
 1. Wrong student
 2. Wrong medication
 3. Wrong dosage
 4. Wrong time
 5. Wrong route

6. If the label states that pills are 50 mgms, and a student is to take 200 mgms of the drug, how many pills would you give? (Circle answer)
- 2 pills
 - 4 pills**
 - 3 pills
7. What three documents do you need before give medication
1. Medication administration plan
 2. Signed parent/guardian consent
 3. Signed medication order from a licensed provider
8. What information is necessary before calling a School Nurse regarding a prn medication for a student with a specific order?
1. When did the student have a previous dose?
 2. What symptoms do you observe or does student describe?
9. When a student is running out of a medication (Choose one)
- You may borrow the same medication from another student
 - You may skip a dose
 - You inform the appropriate person that the prescription needs to be refilled**
10. When may the use of an epinephrine auto-injector be necessary?
1. In an emergency situation only
 2. Student has a known allergy and a medication plan is in place.
11. In the context of medications, ORAL means (Choose one)
- A student who talks a lot
 - A drug/medication that is meant to be swallowed**
12. How do you document a medication error?
1. Complete a Medication Error Report
 2. Call the School Nurse and make a note about it on the report
13. To whom would you report an emergency in your school?
1. Able to name person(s) and phone number
14. Where would you find information regarding side effects of a medication?
1. On the medication administration plan

15. A student complains of nausea and refuses medication, you should: (Choose one)

- Coax the student to take the medication
- Skip the dose
- Hold the medication and report it to the School Nurse immediately**

16. When administering a medication, how will you identify the right student in your school?

1. Ask student their name
2. Ask student their birth date
3. Check student's picture if available
4. Ask teacher or other staff person to identify student

17. When assisting a student to self-administer, what steps should you take?

1. Identify the student
2. Unlock the medication cabinet
3. Select the correct medication using proper procedure
4. Refer to medication plan
5. Observe that the student takes the medication
6. Either document in log that student has taken the medication or observe the student document self administration

18. In the context of medication, TOPICAL application refers to (Choose one)

- A current situation
- A medication that is applied to an external area**

19. List at least 2 times when you will contact the School Nurse?

1. Whenever I have a question about the medication administration
2. In any emergency or situation where an error has occurred.

20. What are the 3 times that you read the medication label?

1. When removing it from the medication cabinet
2. While preparing medication
3. Before administering medication to student

21. What would you do if Johnny comes for his medication and looks flushed and says that his throat feels "sore"? (Choose one)

- Call the School Nurse**
- Call the parent
- Call 911
- Give Johnny his medication and write his complaints on the medication record.

22. Three children need their medication at the same time. How do you proceed?
1. Take care of one child at a time
 2. Ask others to wait until you are ready for them
23. An emergency should be reported (Choose one)
- As soon as possible
 - Immediately**
 - When you finish what you are doing
24. If a student's medication looks different than before (cloudy instead of clear, tablets of different shape, size or color) what would you do?
1. Call the School Nurse
25. Who has access to the keys to the medication cabinet?
1. School Nurse
 2. Any other school staff person who have been trained and authorized to administer medications
26. The school principal asks you what medication a student is taking and why he/she is taking it. What will you do?
- Tell the principal you don't know
 - Refer the principal to the School Nurse**
 - Show the principal the medication administration plan
27. If you do not understand the medication plan, what should you do?
1. Call the School Nurse
28. List the nine steps involved in medication administration
1. Identify student
 2. Read medication administration plan
 3. Wash hands
 4. Select and read label of medication
 5. Prepare medication and read label
 6. Read label and administer medication
 7. Replace medication in cabinet
 8. Lock cabinet
 9. Document administration