**(X) indicates objectives/behaviors met**

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| **MODULE A -- MEDICATION FUNDAMENTALS** | | **Syllabus** | **Instructional Material** |
| **PROFESSIONAL COMPETENCIES** | **PERFORMANCE OBJECTIVES** |  |  |
| A1.0 Comprehend requirements and scope of practice of professional nursing assistants and home health care providers for delegation and medication administration | A1.1 This competency is measured cognitively |  | Specify location (i.e., textbook, clinical evaluation tool, skills checklist, etc.) |
| **LEARNING OBJECTIVES** | |  |  |
| A1.1.1 Describe the different documents on which medications can be ordered and recorded | |  |  |
| A1.1.2 Detail the elements of a complete medication order for safe administration | |  |  |
| A1.1.3 Discuss the various tasks to be performed for medications to be safely stored | |  |  |
| A1.1.4 Identify conditions necessitating disposal of medication or questioning an  incomplete medication order | |  |  |
| A1.1.5 State the ways to measure medications | |  |  |
| A1.1.6 State the different forms in which medication can be manufactured | |  |  |
| A1.1.7 Recognize that the same medication may have different names | |  |  |
| A1.1.8 Identify commonly accepted abbreviations | |  |  |
| A1.1.9 Recognize the abbreviations that should not be used | |  |  |
| A1.1.10 List the different effects medications can cause, locally and systemically | |  |  |
| A1.1.11 State the types of information that should be known about specific medication prior to giving that medication | |  |  |
| A1.1.12 List the three safety checks of medication administration | |  |  |
| A1.1.13 Identify the six rights of medication administration | |  |  |
| A1.1.14 Describe the basic steps of medication preparation prior to administration | |  |  |
| **Samples of Behaviors** | |  |  |
| * Demonstrate the appropriate method of preparing medication for administration | |  |  |
| * Verbalize the six rights of medication administration | |  |  |
| * Demonstrate the three safety checks of medication administration | |  |  |
| * Medication Orders, Documentation, Storage, and Disposal | |  |  |
| * Medication Prescription/Order | |  |  |
| * Medication Documentation Systems | |  |  |
| **MODULE A OUTLINE** | | **Syllabus** | **Instructional Material** |
| * Medication Storage | |  |  |
| * Disposal of outdated, contaminated, or unused medication | |  |  |
| * Mathematics, Weights, and Measures | |  |  |
| * MA-Cs do not convert medication dosages | |  |  |
| * Systems of Measurement | |  |  |
| * Forms of Medication | |  |  |
| * Liquids | |  |  |
| * Solid and Semi-Solids | |  |  |
| * Medication Basics | |  |  |
| * Terminology | |  |  |
| * Abbreviations | |  |  |
| * Dosage Range | |  |  |
| * Actions (how the drug causes chemical changes in the body) | |  |  |
| * Implications for Administration | |  |  |
| * Therapeutic Effects | |  |  |
| * Side Effects | |  |  |
| * Precautions | |  |  |
| * Contraindications | |  |  |
| * Allergic Reactions | |  |  |
| * Adverse Reactions | |  |  |
| * Tolerance | |  |  |
| * Interactions | |  |  |
| * Additive (synergistic) or antagonist effect | |  |  |
| * Idiosyncratic effect (drug has an unusual effect) | |  |  |
| * Paradoxical effect (drug works in opposite way) | |  |  |
| * Safety and Rights of Medication Administration | |  |  |
| * Three safety checks | |  |  |
| * Six rights of medication administration | |  |  |
| * Preparation and Actual Medication Administration | |  |  |

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| **MODULE B – SAFETY IN MEDICATION ADMINISTRATION** | | **Syllabus** | **Instructional Material** |
| **PROFESSIONAL COMPETENCIES** | **PERFORMANCE OBJECTIVES** |  |  |
| B1.0 Comprehend principles of safely administering medications  B1.1 Demonstrate effective infection control techniques | B1.3 This competency is measured cognitively |  | Specify location (i.e., textbook, clinical evaluation tool, skills checklist, etc.) |
| **LEARNING OBJECTIVES** | |  |  |
| B1.1.1 Identify information needed about the client and the medication prior to medication administration | |  |  |
| B1.1.2 Identify common causes of medication errors | |  |  |
| B1.1.3 State what steps should be taken when a medication error occurs | |  |  |
| **Samples of Behaviors** | |  |  |
| * Perform hand washing | |  |  |
| * Maintain and use personal protective equipment (PPE) | |  |  |
| * Use appropriate personal grooming | |  |  |
| * Use appropriate personal hygiene | |  |  |
| * Use effective isolation precautions | |  |  |
| * Describe techniques to positively identify clients | |  |  |
| **MODULE B OUTLINE** | |  |  |
| * Prevention of Medication Errors | |  |  |
| * Name (generic and trade) | |  |  |
| * Purpose | |  |  |
| * Effect | |  |  |
| * Length of time to take effect | |  |  |
| * Side effect | |  |  |
| * Adverse effects | |  |  |
| * Interactions | |  |  |
| * Special Instructions | |  |  |
| * Where to get help | |  |  |
| * Infection Control | |  |  |
| * Sterilization and disinfection techniques | |  |  |
| * Medical asepsis | |  |  |
| * Transmission based precautions | |  |  |
| **MODULE B OUTLINE** | | **Syllabus** | **Instructional Material** |
| * Causes and Reporting of Medication Errors | |  |  |
| * Failure to follow prescriber’s orders | |  |  |
| * Failure to follow manufacturer’s specifications/directions for use | |  |  |
| * Failure to follow accepted standards for medication administration | |  |  |
| * Failure to listen to a client or client’s family’s concerns | |  |  |
| * Notify the agency’s nurse/supervisor/pharmacist/physician or other prescriber, according to the agency’s policy and procedures | |  |  |
| * Complete a medication error or incident report | |  |  |

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| **MODULE C – COMMUNICATION & DOCUMENTATION** | | **Syllabus** | **Instructional Material** |
| **PROFESSIONAL COMPETENCIES** | **PERFORMANCE OBJECTIVES** |  |  |
| C1.0 Comprehend effective communication skills | C1.1.1 Demonstrate effective professional and therapeutic communication skills  *NOTE: This is an ongoing evaluation* |  | Specify location (i.e., textbook, clinical evaluation tool, skills checklist, etc.) |
| **LEARNING OBJECTIVES** | |  |  |
| C1.1.1 Discuss importance of building relationships and therapeutic communication | |  |  |
| C1.1.2 State when the nurse must be notified of a change in the client’s normal condition | |  |  |
| C1.1.3 Discuss when the nurse should be notified about vital sign changes | |  |  |
| C1.1.4 State when the nurse should be notified of a client’s pain | |  |  |
| C1.1.5 Identify other alterations of conditions that should be reported to the nurse | |  |  |
| C1.1.6 State documentation requirements for medication administration | |  |  |
| C1.1.7 Explain the responsibilities of the delegating/supervising nurse when delegating medication administration to the MA-C | |  |  |
| **Samples of Behaviors** | |  |  |
| * Use a variety of questioning techniques | |  |  |
| * Use effective listening techniques | |  |  |
| * Use therapeutic communication skills | |  |  |
| * Maintain appropriate confidentiality | |  |  |
| * Perform complete documentation | |  |  |
| * Demonstrate appropriate methods of assessing vital signs and pain | |  |  |
| **MODULE C OUTLINE** | |  |  |
| * Building Relationships | |  |  |
| * Review the Communication Process | |  |  |
| * Review barriers to effective listening and communication | |  |  |
| * Setting boundaries | |  |  |
| * Review team building | |  |  |
| * Reporting of Symptoms or Side Effects | |  |  |
| * Observe, monitor, and report any change that is different from the client’s normal condition | |  |  |
| * Notify the nurse as soon as possible with as much information as available | |  |  |
| * Record changes | |  |  |
| * Report Any Change from the Client’s Normal Condition | |  |  |
| * Temperature | |  |  |
| **MODULE C OUTLINE** | | **Syllabus** | **Instructional Material** |
| * Pulse | |  |  |
| * Respirations | |  |  |
| * Blood Pressure | |  |  |
| * Observe and report complaints of pain | |  |  |
| * Other changes in condition (e.g., urinary output, mental status, activity, etc.) | |  |  |
| * Documentation of Medical Administration | |  |  |
| * Identifying initials and time on MAR | |  |  |
| * Circle and document the reasons that a client may not take a medication | |  |  |
| * PRN medication, delegated by the licensed nurse, per facility/agency policy | |  |  |
| * Role of the Delegating/Supervising Nurse | |  |  |
| * The nurse must determine the level of supervision, monitoring and accessibility she or he must provide for nursing assistive personnel | |  |  |
| * The nurse continues to have responsibility for the overall nursing care | |  |  |
| * To delegate effectively, nurses need to be able to rely on nursing assistive personnel’s credentials and job descriptions, especially for the first-time assignment | |  |  |
| * Nursing administration (typically through human resources/personnel) has the responsibility for validating credentials and qualifications of employees | |  |  |
| * Both nurse and MA-C need the appropriate interpersonal and communication skills and organization support to successfully resolve delegation issues | |  |  |
| * Trust is central to the working relationships between nurses and assistive personnel | |  |  |
| * Trust is the central to the working relationships between nurses and assistive personnel. Good relationships have two-way communication, initiative, appreciation, and willingness to help each other. | |  |  |

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| **MODULE D – MEDICATION ADMINSTRATION** | | **Syllabus** | **Instructional Material** |
| **PROFESSIONAL COMPETENCIES** | **PERFORMANCE OBJECTIVES** |  |  |
| D1.0 Describe the relationship of medications on various body systems  D1.1 Explain the structure and function of the body | B1.1.1 This competency is measured cognitively |  | Specify location (i.e., textbook, clinical evaluation tool, skills checklist, etc.) |
| **LEARNING OBJECTIVES** | |  |  |
| D1.1.1 Identify common methods of medication administration | |  |  |
| D1.1.2 Identify factors that may affect how the body uses medication | |  |  |
| D1.1.3 Identify the classifications of medications; state common effects of medication on the body | |  |  |
| D1.1.4 Identify resource materials and professionals to contact for clarification of medical questions | |  |  |
| **Samples of Behaviors** | |  |  |
| * None | |  |  |
| **MODULE D OUTLINE** | |  |  |
| * Routes of Administration | |  |  |
| * Oral | |  |  |
| * Buccal | |  |  |
| * Sublingual | |  |  |
| * Inhaler (metered dose) | |  |  |
| * Nebulizer | |  |  |
| * Nasal | |  |  |
| * Eye (ophthalmic) | |  |  |
| * Ear (otic) | |  |  |
| * Topical | |  |  |
| * Dressings | |  |  |
| * Soaks | |  |  |
| * Transdermals (e.g., patch) | |  |  |
| * Suppositories (rectal and vaginal) | |  |  |
| * Factors Affecting How the Body Uses Medication | |  |  |
| * Age | |  |  |
| * Size | |  |  |
| * Family Traits | |  |  |
| **MODULE D OUTLINE** | | **Syllabus** | **Instructional Material** |
| * Diet | |  |  |
| * Disease Process | |  |  |
| * Psychological Issues | |  |  |
| * Gender and Basic Metabolic Rate | |  |  |
| * Dosage | |  |  |
| * Classes of Medications Related to Body Systems and Common Actions | |  |  |
| * Antimicrobials | |  |  |
| * Cardiovascular | |  |  |
| * Dermatological | |  |  |
| * Endocrine | |  |  |
| * Gastrointestinal | |  |  |
| * Musculoskeletal | |  |  |
| * Neurological | |  |  |
| * Nutrients/Vitamins/Minerals | |  |  |
| * Respiratory | |  |  |
| * Sensory | |  |  |
| * Urinary | |  |  |
| * Location of Resources and References | |  |  |
| * Nurse | |  |  |
| * Physician | |  |  |
| * Pharmacist | |  |  |
| * Package/drug insert | |  |  |
| * Drug Reference Materials | |  |  |
| * Poison Control Center | |  |  |

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| **MODULE E – ETHICAL & LEGAL CONSIDERATIONS IN MEDICATION ADMINISTRATION** | | **Syllabus** | **Instructional Material** |
| **PROFESSIONAL COMPETENCIES** | **PERFORMANCE OBJECTIVES** |  |  |
| E1.0 Comprehend requirements and scope of practice concerning practice as a medication assistant (MA-C) | E1.1.1 This competency is measured cognitively |  | Specify location (i.e., textbook, clinical evaluation tool, skills checklist, etc.) |
| **LEARNING OBJECTIVES** | |  |  |
| E1.1.1 Identify when a delegated task should or should not be performed by the MA-C | |  |  |
| E1.1.2 Recognize when and how to report errors | |  |  |
| E1.1.3 Recognize what should be reported to the licensed nurse | |  |  |
| E1.1.4 Distinguish between the tasks a MA-C can and cannot accept | |  |  |
| E1.1.5 Define redelegation | |  |  |
| E1.1.6 Identify skills that enhance the delegation process | |  |  |
| E1.1.7 Describe the rights of the client | |  |  |
| E1.1.8 Discuss the types of abuse that must be reported | |  |  |
| E1.1.9 Describe examples of the types of legal problems that can occur | |  |  |
| E1.1.10 List the three steps to take before medication is safe to administer | |  |  |
| E1.1.11 Recognize the numerous rights that must be followed before and after medication is administered | |  |  |
| **Samples of Behaviors** | |  |  |
| * None | |  |  |
| **MODULE E OUTLINE** | |  |  |
| * Role of the MA-C | |  |  |
| * Tasks MA-Cs may perform involving medication administration | |  |  |
| * Tasks MA-Cs shall NOT have delegated to them | |  |  |
| * Prohibited tasks/procedures/medication administrations for MA-Cs | |  |  |
| * Reporting procedures for medication administration errors | |  |  |
| * Medication administration policies utilizing MA-Cs | |  |  |
| * The Responsibility of the MA-C when Accepting Delegation Tasks | |  |  |
| * Recognized tasks that are beyond the scope of a MA-C | |  |  |
| * Delegation and redelegation | |  |  |
| * Ethical and moral responsibilities in delegated tasks | |  |  |
| * Interpersonal communication regarding delegation and redelegation | |  |  |

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| **MODULE E OUTLINE** | **Syllabus** | **Instructional Material** |
| * Rights of Individuals |  |  |
| * Maintaining confidentiality |  |  |
| * Respecting client’s rights |  |  |
| * Respecting client’s privacy |  |  |
| * Respecting client’s individuality and autonomy |  |  |
| * Communicating respectfully |  |  |
| * Respecting client’s wishes whenever possible |  |  |
| * Right to refuse medication |  |  |
| * Right to be informed |  |  |
| * Specific Legal and Ethical Issues |  |  |
| * Types of abuse and/or neglect |  |  |
| * Preventative measures |  |  |
| * Duty to report |  |  |
| * Exposure to medical malpractice/negligence claims/lawsuits |  |  |
| * Fraud |  |  |
| * Theft |  |  |
| * Diversion |  |  |
| * Safety and Rights of Medication Administration |  |  |
| * Review of three safety checks |  |  |
| * Review the six rights of medication administration |  |  |