**(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 anincomplete 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| * Disposal of outdated, contaminated, or unused medication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
 |  |  |