



State of Connecticut

Department of Children and Families

Medication Administration

Certification Training

WORKBOOK

INCLUDES: Skill checklist
In Class Exercises
Objective Reviews for Each Unit

2008 Edition

Name _____ Date _____

Facility _____ Instructor's Name _____

The goal of the DCF Medication Administration Certification training is to assure safe administration of medication to children who reside in DCF licensed child caring facilities. The curriculum includes Basic Medication Training, demonstration of understanding of the medication administration techniques and adequate time to practice skills learned in class. Eligibility to sit for the Basic Medication Administration exam requires successful completion of the skills listed below.

- Correct demonstration of the "Five rights and Rule of three"
- Correct demonstration of proper use of an oral inhaler (MDI)
- Correct demonstration of the technique for oral medication using the DCF Medication Administration Procedure
- Practice of required techniques

Verification of Training Skills

• **This student has successfully practiced and completed:**

- Demonstration of the "**Five rights and Rule of Three**" Date _____
- Demonstration of proper use of an **oral inhaler** Date _____
- Demonstration of the technique for **oral medication** (liquid or tablets) using the DCF Medication Administration Procedure Date _____

• **This student has practiced the following techniques:**

Technique	Date	Student Signature	Instructor Signature
Eye medication <ul style="list-style-type: none">▪ Ointment▪ Drops			
Nasal Spray			
Ear Drops			
Topical			

Signature below indicates that this student has met the above criteria and has met the attendance requirements for the DCF Medication Administration Program. S/he is now eligible to sit for the Basic Medication Administration exam.

Instructor's Signature

Student's Signature

In Class Exercises

Unit 1: Learner Objective 3 Identify the Five Rights

On pages 2- 3 you will find a licensed practitioner's order, a pharmacy label and an MAR for 2 children, Carson and Linus. On each document, underline the 5 rights. You will be using these documents for other exercises throughout the class.

Unit 1: Learner Objective 5 Describe and Demonstrate the Rule of Three

Competency Skill

Your instructor will demonstrate to you how to correctly perform the Rule of Three using the documents on the following pages.

You will then have the opportunity to practice this skill.

When you are ready, your instructor will observe you perform the Rule of Three using the documents in the workbook.

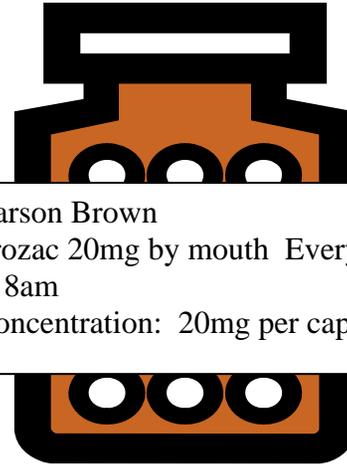
When you have successfully demonstrated this skill, you and your instructor will sign off on the competency check list on page 1 in the workbook.

Licensed Practitioner's Order

Carson Brown age 12

Prozac 20 mg by mouth Every day
At 8am

Charles Smith, MD 1/3/2008



Carson Brown
Prozac 20mg by mouth Every day
at 8am
Concentration: 20mg per capsule

MEDICATION Administration RECORD MONTH Jan 2008 YEAR		CLIENT NAME Carson Brown												ALLERGIC TO: Peanuts																					
IDENTIFICATION OF STAFF																																			
(INITIALS AND SIGNATURES)																																			
ORIGINAL DATE ORDERED	RENEWAL DATE EXP. DATE	DRUG ° DOSE ° ROUT ° TIME °	H R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
1/3/08	4/3/08	Prozac 20 mg by mouth Every day at 8 AM	8 a m	X	X																														

Unit 3 In Class Exercise: Referencing Medication

Student Worksheet

Drug Name

Generic Name: _____

Trade Name _____

Drug Action

(Therapeutic Action)

Drug's Use (Indications) Labeled vs. Unlabeled

Is this a **controlled medication**?

What is the **usual dose**? Adult: _____

Pediatric: _____

Side Effects / Adverse Effects

List some of the most common

Special Considerations

Drug to Drug Interactions
Drug to Food Interactions
Contraindications/Precautions

Unit 3 In Class Learning Exercise: Translate the following abbreviations:

Give 20 mg Prozac p.o. QDay _____

Wellbutrin SR 200 mg p.o. Q Day

Tylenol 160 mg (10 ml) p.o. Q4H PRN for fever greater than 101°F
NTE 4 doses in 24 hours.

Klonopin 0.5mg p.o. BID

Risperdal 2mg p.o. Q AM and 4 mg p.o. QHS

Patanol Give 2 drops O.U. QDay PRN

DOCUMENTATION III: PRACTICING DOCUMENTATION

In this section you will practice copying licensed practitioner's orders onto an MAR and Kardex. *This is called transcribing an order.* You must be accurate when you transcribe orders. One mistake can lead to many medication errors.

The MAR is a legal document and a record of the child's care. Transcribing orders and documenting medication administration onto an MAR must be done carefully. Remember the rules of documentation:

1. Use permanent ink. Blue or black are generally preferred. Follow your facility's policy.
2. Be sure the date and time are indicated on any documentation.
3. Write legibly!
4. Do not try to obliterate mistakes! Do not use white-out!
5. If you make a mistake in documentation, draw a single line through the mistake, initial and date the mistake.
6. Use full names and titles when referring to staff members, chain of command contacts and any other responsible parties.
7. Do not use one child's name in another child's record
8. The result or outcome for a PRN medication must be documented.

KARDEX PAGE ONE

MEDICATION RECORD MONTH YEAR	CLIENT NAME	ALLERGIC TO:
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IDENTIFICATION OF STAFF (INITIALS AND SIGNATURES)							

ORIGINAL DATE ORDERED	RENEWAL DATE EXP. DATE	DRUG ° DOSE ° ROUTE ° TIME °	HR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		

ORIGINAL DATE ORDERED	RENEWAL DATE EXP. DATE	DRUG ° DOSE ° ROUTE ° TIME °	HR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			

Example 2

<p><u>LICENSED PRACTITIONER'S ORDER</u></p> <p>Lucy Belt</p> <p>Klonopin 0.5 mg p.o. BID</p> <p><i>Charles Smith, MD 4/1/2008</i></p>		<p><u>ABOUT LUCY</u></p> <p>Lucy has an allergy to dogs Her birthday is January 1. She is 13.</p>
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<p><u>Pharmacy Label</u></p> <p>Sunshine Pharmacy 505 Hudson Street Hartford, CT 4/1/2008</p> <p>RX #: 12345 C</p> <p>Lucy Belt DOB: 1/1/1995</p> <p>Klonopin (clonazepam) 0.5mg</p> <p>Give 0.5mg by mouth twice a day</p> <p>60 tabs Concentration: 0.5mg per tablet</p>		<p><u>Practice Situation</u></p> <p>Lucy went to see her psychiatrist today because of her increased anxiety. The doctor prescribed Klonopin. The medication has been delivered by the pharmacy at 5pm.</p> <p>Complete the MAR.</p> <p>Administer and document the 8pm dose of Klonopin for 4/1/2008.</p> <p>Document the controlled medication count for the end of your shift with the oncoming night shift medication certified staff person.</p>
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KARDEX PAGE ONE

MEDICATION RECORD MONTH YEAR	CLIENT NAME	ALLERGIC TO:
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IDENTIFICATION OF STAFF (INITIALS AND SIGNATURES)							

ORIGINAL DATE ORDERED	RENEWAL DATE EXP. DATE	DRUG ° DOSE ° ROUTE ° TIME °	HR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		

ORIGINAL DATE ORDERED	RENEWAL DATE EXP. DATE	DRUG ° DOSE ° ROUTE ° TIME °	HR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			

Example 3

<p><u>LICENSED PRACTITIONER'S ORDER</u></p> <p>Linus Van</p> <p>Liquid Motrin</p> <p>Give 100mg p.o. Q 6 Hours PRN for fever over 101° F. NTE 4 doses in 24 hours</p> <p>Charles Smith, MD 4/1/2008</p>		<p>ABOUT LINUS</p> <p>Linus has no known drug allergies His birthday is Feb. 14; he is 2 years old.</p> <p>Because he has had a cold Linus is seen by his doctor who prescribes Motrin in case Linus develops a fever. His doctor requests that he be called if the fever does not go down, if it continues to go up or if it more than 4 doses of Motrin are given in the next 24 hours. The pharmacy delivers the Motrin at 2pm on 4/1.</p>
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<p>Pharmacy Label</p> <p>Sunshine Pharmacy 505 Hudson Street Hartford, CT</p> <p>Linus Van DOB 2/14/2006</p> <p>Liquid ibuprofen (ordered as Motrin)</p> <p>Give 100mg by mouth every 6 hours for fever 101°F. Not to exceed 4 doses in 24 hours</p> <p>Concentration: 100 mg per 5ml</p>		<p>Practice Situation</p> <p>On 4/2/2008, at 6pm Linus has a fever of 102°F. He has not had any ibuprofen in the last 6 hours.</p> <p>You administer the ibuprofen. Document the dose of ibuprofen that you administer.</p> <p>At 7:30 PM you check Linus's temperature again and it is now 99°F.</p> <p>Document the outcome of the PRN ibuprofen.</p>
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KARDEX PAGE ONE

MEDICATION RECORD MONTH YEAR	CLIENT NAME	ALLERGIC TO:

IDENTIFICATION OF STAFF (INITIALS AND SIGNATURES)								

ORIGINAL DATE ORDERED	RENEWAL DATE EXP. DATE	DRUG ° DOSE ° ROUTE ° TIME °	HR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	

ORIGINAL DATE ORDERED	RENEWAL DATE EXP. DATE	DRUG ° DOSE ° ROUTE ° TIME °	HR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		

Unit 5 In Class Learning Exercise: Measurement and Equivalencies

Locate on the medication cup:

1 teaspoon (1 tsp)

1 Tablespoon (1 Tbsp)

5 milliliters (5 ml)

5 cubic centimeters (5 cc)

15 ml or 15 cc

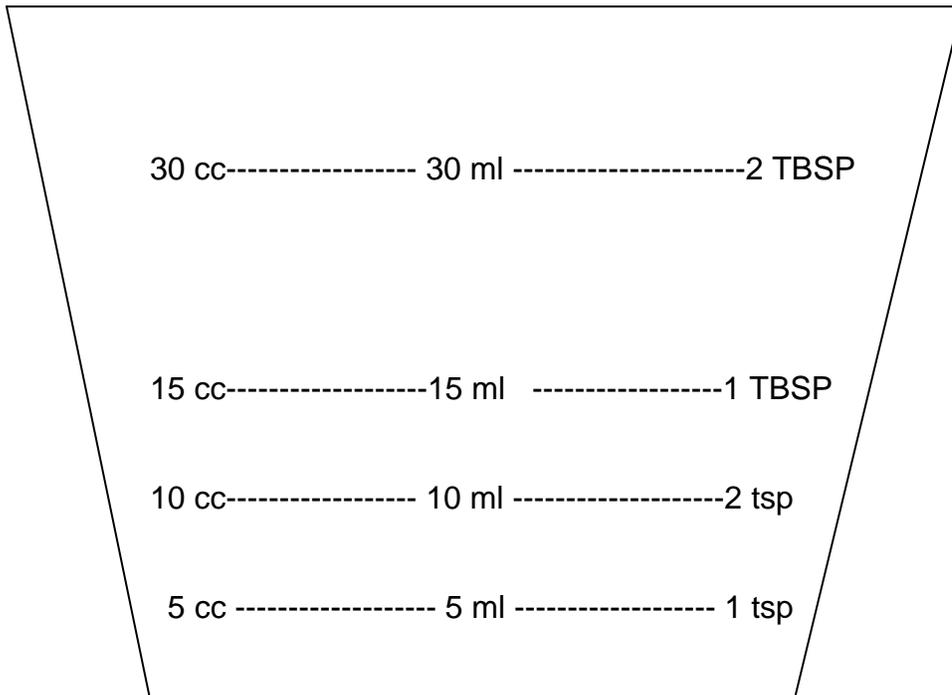
Using this medication cup would you be able to accurately measure 1ml? _____

Fill in the equivalencies:

5 cc = _____ ml = _____ tsp

15cc = _____ ml = _____ TBSP = _____ tsp

Calibrated Medication Cup



Unit 5 In Class Learning Exercise: Working with Decimals

The medication prescribed comes in a concentration of 0.25mg each tablet. If you administered two 0.25mg tablets, how many mgs will you have given?

_____mg

If the directions on the pharmacy label say to give 0.5 of a tablet that would be

the same as giving: 1/4 of the tablet

 1/3 of the tablet

 1/2 of the tablet

Place the following numbers from lesser value to greatest value:

_____ 0.25

_____ 2.5

_____ .025

_____ 25

Unit 5 In Class Exercises: Math for Medication Administration

<u>Licensed practitioner's order</u>	<u>Pharmacy Label</u>	<u>MAR Reads:</u>
Lucy Belt Klonopin 0.5mg p.o. BID Charles Smith, MD 4/1/2008	Lucy Belt Klonopin (clonazepam) 0.5 mg Give ½ tablet by mouth twice a day. Concentration: 1 mg per tablet	Lucy Belt Klonopin tablets Give 0.5mg p.o BID

Dose Ordered (mg on practitioner's order)	Concentration (on pharmacy label)	If a liquid medication do you need to convert ml or cc to tsp or Tbsp? (check MAR)	What does the MAR say to give? (tablets, pills, capsules? ml or cc? Tsp or Tbsp?)
$\frac{\text{mg}}{1}$	mg	Not a liquid medication	Tablets

Answer: _____

Liquid Medications

How to determine how many ml/cc or tsp/Tbsp to administer.

<u>Licensed practitioner's order</u>	<u>Pharmacy Label</u>	<u>MAR Reads:</u>
Linus Van liquid ibuprofen 100 mg p.o. every 6 hours PRN for fever over 101°F Smith MD 4/1/2008	Linus Van Liquid ibuprofen 100mg/5ml Give 5 ml or one teaspoon by mouth every 6 hours PRN for fever over 101° F. Concentration 100 mg per 5 ml	Linus Van Liquid Ibuprofen Give 100 mg p.o. (1 tsp) every 6 hours PRN for fever over 101°

1. How many mg did the licensed practitioner order? _____
2. What is the concentration on the pharmacy label? _____
3. Is this a liquid medication and do we need to use teaspoons or
tablespoons? _____

Dose Ordered (mg on practitioner's order)	Concentration (on pharmacy label)	If a liquid medication do you need to convert ml or cc to tsp or Tbsp? (check MAR)	What does the MAR say to give? (tablets, pills, capsules? ml or cc? Tsp or Tbsp?)
_____ mg 1	_____ _____ mg	Conversion needed	_____ tsp

For this situation, use the ratio $\frac{1\text{tsp}}{5\text{ ml}}$

Dose Ordered (mg on practitioner's order)	Concentration (on pharmacy label)	If a liquid medication do you need to convert ml or cc to tsp or Tbsp? (check MAR)	What does the MAR say to give? (tablets, pills, capsules? ml or cc? Tsp or Tbsp?)
$\frac{100\text{ mg}}{1}$	$\frac{5\text{ ml}}{100\text{ mg}}$	$\frac{1\text{tsp}}{5\text{ ml}}$	_____?_____ tsp

Complete the math:

$$\frac{100\text{ mg}}{1} \times \frac{5\text{ ml}}{100\text{mg}} \times \frac{1\text{tsp.}}{5\text{ ml}} = \frac{500}{500} = 1\text{ tsp}$$

OR

$$\frac{1}{100\text{ mg}} \times \frac{1}{5\text{ ml}} \times \frac{1\text{tsp}}{5\text{ml}} = 1\text{ tsp}$$

$$\frac{1}{1} \times \frac{1}{100\text{mg}} \times \frac{1}{5\text{ml}} = 1\text{ tsp}$$

Unit 5 Practice Exercises: Math for Medication Administration

1. Licensed Practitioner's Order: Give 250 mg tetracycline p.o. BID

Pharmacy

Label: Give 250 mg Tetracycline by mouth twice a day.
Concentration: 1 tablet = 125 mg

MAR: Tetracycline tablets Give 250 mg p.o. BID

How many tablets should you administer? _____

Dose Ordered (mg on practitioner's order)	Concentration (on pharmacy label)	If a liquid medication do you need to convert ml or cc to tsp or Tbsp? (check MAR)	What does the MAR say to give? (tablets, pills, capsules? ml or cc? Tsp or Tbsp?)
_____	_____	_____	_____

2. Licensed Practitioner's Order: Give Haldol (liquid) 10mg p.o. TID.

Pharmacy

Label: Give Haldol 10 mg p.o. three times a day
Concentration: 5mg per 5 ml

MAR: Give Haldol 10 mg (10 ml) p.o. TID

How many milliliters (ml) should you give?

How many teaspoons (tsp) should you give?

Dose Ordered (mg on practitioner's order)	Concentration (on pharmacy label)	If a liquid medication do you need to convert ml or cc to tsp or Tbsp? (check MAR)	What does the MAR say to give? (tablets, pills, capsules? ml or cc? Tsp or Tbsp?)
_____	_____	_____	_____

3. Licensed Practitioner's Order:

Give (liquid) Pen V.K. 500 mg p.o. BID for 10 days

Pharmacy Label:

Give liquid Pen V.K. 500 mg by mouth twice a day for 10 days

Concentration: 5ml = 250mg

MAR: Give 500 mg liquid Pen V.K. by mouth twice a day for 10 days

How many milliliters (ml) would you give?

How many teaspoons (tsp) would you give?

Dose Ordered (mg on practitioner's order)	Concentration (on pharmacy label)	If a liquid medication do you need to convert ml or cc to tsp or Tbsp? (check MAR)	What does the MAR say to give? (tablets, pills, capsules? ml or cc? Tsp or Tbsp?)
_____	_____	_____	_____

4. Licensed Practitioner's Order: Risperidone 1mg p.o. BID

Concentration: 1 tablet = 2 mg

MAR: give tablets

How many tablets should be administered?

Dose Ordered (mg on practitioner's order)	Concentration (on pharmacy label)	If a liquid medication do you need to convert ml or cc to tsp or Tbsp? (check MAR)	What does the MAR say to give? (tablets, pills, capsules? ml or cc? Tsp or Tbsp?
_____	_____	_____	_____

5. Licensed Practitioner's Order: Desipramine 50 mg p.o. BID

Concentration: 1 tablet = 20 mg

MAR: Give tablets

How many tablets should you administer?

6. Licensed Practitioner's Order: Klonopin 0.5mg p.o. BID

Concentration: 1 tablet = 1 mg

MAR: Give tablet

How many tablets should you administer?

Unit 6 In Class Learning Exercise: Asthma

The following scenarios describe situations for a child who has asthma. Using the information you have learned about asthma, read through each one and decide what you should do to correctly care for the child or manage the situation:

Wendy is a 12 year old who has asthma. She is prescribed the following medications:

- a. Leukotriene antagonist: Singulair 10 mg p.o. QHS
- b. Bronchodilator MDI: Albuterol 2 puffs p.o. Q4H PRN for rescue, symptoms of an asthma attack
- c. Inhaled steroid MDI: Azmacort 2 puffs p.o. every morning

1. Which symptoms might Wendy have if she had an asthma attack:

Coughing	Shortness of Breath	Difficulty Breathing
Diarrhea	Rash	Wheezing

2. Which of Wendy's medications is prescribed to treat her asthma attack? _____

3. One morning, Wendy comes to the med room for her usual *morning* asthma medication that she takes every day to keep her asthma under control. Which of the medications listed would you be prepared to administer? _____

4. When Wendy arrives for her bedtime medication, she tells you that her "chest feels a little tight". Which medication(s) would you administer? Which medication would you give first?

Med(s) to be given at bedtime: _____

Medication given because of Wendy's complaint: _____

5. If after 5 minutes of giving Wendy the medication for the "chest tightness" she says that the medication did not help and that she is having more trouble breathing, what would you do?

Unit 9 - Administration Techniques

After your instructor shows the administration techniques, you will have the opportunity to practice these skills. You and your instructor will sign off that you have been shown how to administer the different types of medications and have had the opportunity to practice each skill.

You will be required to demonstrate the correct technique for oral medications following the DCF Medication Administration Procedure. Upon successful demonstration to your instructor, you and the instructor will sign off this skill.

Unit 11 In Class Learning Exercises: Medication Errors

Case Study 1 Medication Error

Today you reported to work at 3 pm and will be administering medications this shift. You check the MAR book to see what medications you will need to give this shift. You see that the 8am medications for Violet Smith are not signed off. The day shift person, Barney Ramble, has already left. You ask Violet if she received her 8am medications this morning and she says she doesn't think so. She slept late and had forgotten about them. The medications are Pulmicort, 2 puffs by p.o. BID and Zoloft 50mg p.o. QDay.

Who would you contact? _____

When must you write the incident report about this event?

Case Study 2 Medication Errors

This morning during the control medication count you and the night shift medication certified staff person realize that there is one Klonopin, 0.5 mg tablet missing from Lucy Belt's supply. The count sheet says that there should be 24 tablets but there are only 23 in the blister pack. The morning dose is signed off and was administered by the night shift person. Together you check the count sheet for a math error, search the control medication box and medication storage cabinet for the tablet. There was no math error and no tablet was found.

1. Who do you contact first? _____

2. An incident report about the missing Klonopin needs to be sent to:

a. _____

b. _____

Case Study 3 Medication Error

You are administering the morning medications to the 6 children in your group home. The medication pass time is very hectic. LuLu Bell comes to the medication room for her medications. You have already signed off that LuLu had received her medications that morning. She says that she has not received any medication today because she just got up. Just then, Lucy Belt comes to you and says that she thinks she was given the wrong medications because she is feeling very sick to her stomach and is dizzy. You look at Lucy's MAR and see that her medications are not signed for. You realize that you might have given LuLu's medications to Lucy! You keep Lucy with you so you can watch her, and you:

The program nurse tells you to call the Lucy's doctor who says to bring Lucy to the hospital emergency room to be evaluated. A co-worker calls Lucy's social worker. Lucy is seen immediately at the hospital and then discharged back to the group home. She will be OK.

Because Lucy needed medical attention, who else would you need to contact?

You will write an incident report about this entire event. You will send a copy of the incident report to:

1. _____

Unit 12 In Class Learning Exercise: Managing Unusual Situations

Managing an Unusual Situation 1:

A new licensed practitioner's order has been faxed to you. The fax is blurry. The order looks like it is for Zyprexa or but it could be for Zyrtec. You have just received medication from the pharmacy for the same child and it is labeled Zyprexa. What should you do?

Managing an Unusual Situation 2:

A girl was admitted to your program yesterday with a licensed practitioner's order and medications from her previous placement. The order says: Lithium 1200mg p.o. BID. The pharmacy label says the concentration is 200 mg per capsule.

1. How many capsules will you have to give to administer the prescribed 1200mg?

2. What should you do and why?

Managing an Unusual Situation 3:

You are about to administer medication to Joey. He takes three different medications. You have checked the licensed practitioner's order, the MAR and pharmacy label three times and the 5 rights all matched. You show Joey the medication cup with his medications and he says, "Hey, where is my big pink pill?" What should you do and why?

Unit Objective Reviews

Learner Objective Review: Unit 1

1. The Five Rights of Medication Administration are the right:

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

2. The three documents necessary for safe medication administration:

1. _____
2. _____
3. _____

**The Five Rights must match on all three documents*

4. Describe the Rule of Three:

5. Roles:

Licensed Practitioners may

Pharmacists may

Medication certified staff may

The program nurse (RN or LPN) provides

6. Responsibilities of the DCF Medication Certified Staff

To ensure safe medication administration, certified staff must:

7. When must you contact the chain of command?

The Chain of Command must be contacted whenever:

- _____
- _____
- _____
- _____
- _____

Learner Objective Review: Unit 2

1. Define the terms trade name and generic name for medications

Trade name: _____

Generic name: _____

2. Define active ingredients and inactive ingredients.

Active ingredient: _____

Inactive ingredients: _____

3. Define controlled medication and non-controlled medication.

Controlled medications: _____

4. Define labeled and unlabeled (off-labeled) use of a medication.

Labeled Use:

Unlabeled /Off-labeled use:

5. Describe the different routes of administration.

6. List the steps of the DCF Medication Administration Procedure:

Fill in the missing words of the procedure:

1. <u>Approach</u>
2. <u>Wash</u>
3. <u>Assemble</u>
4. <u>Perform</u>
5. <u>Pour</u>
6. <u>Identify</u>
7. <u>Administer</u>
8. <u>Document</u>
9. <u>Return</u>

Learner Objective Review: Unit 3

1. Identify what you must know about a medication before administering it.

2. Describe the **process** that must occur in the body for a medication to have an effect and where in the body the processes take place.

--	--	--	--	--

3. List and describe the **effects a child may have** to a medication.

- _____
- _____
- _____
- _____
- _____

4. Define the **term "side effects"** and give examples

Define:

_____.

Examples: _____

5. Identify the correct **steps to take if a child experiences a side effect**.

--	--	--

6. Describe **anaphylaxis** and the appropriate steps to follow.

Describe: _____

What to do: _____

7. List **factors that affect a child's response to medication.**

8. Define **drug to drug** interaction

Define: _____

_____.

9. Describe **drug to food** interaction.

Describe: _____

10. List the factors that affect a child's **compliance** with taking medication.

--	--	--	--	--

Learner Objective Review: Unit 3 - Abbreviations

Fill in the definition of each abbreviation

Abbreviations that describe the time or how often a medication should be administered:

QDay	
BID	
TID	
HS	
Q # H	
PRN	
AC	
PC	

Abbreviations that describe the dose or the form of the medication:

mg	
ml	
cc	
Tab	
Cap	
Tsp	
Tbsp	
NTE	

Abbreviations related to the route of administration:

P.O. (p.o.)	
O.U.	

Abbreviations that describe the child's history of allergies:

NKA	
NKDA	

Abbreviations that describe special qualities about the medication:

SR – sustained release CR – controlled release DR - delayed release XL – extra long release	
MDI	

Abbreviations that give special instructions:

c	
s	

Equivalencies:

One tsp = ___ ml or ___ cc	One Tbsp = ___ ml or ___ cc
----------------------------	-----------------------------

Learner Objective Review: Unit 4 Documentation:

Identify the components of a licensed practitioner's order (review from Unit 1)

Explain how often orders must be renewed according to DCF regulation.

Identify the documentation necessary for OTC medication

Explain how OTC *topical* medication orders may be written.

--

Describe standing orders.

--

Learner Objective Review: Unit 5 Math for Medications

1. Compare household measurements used to measure medication with their metric equivalencies:

5cc = ____ ml = ____ tsp 15cc = ____ ml = ____ Tbsp

4. Identify the how weight is measured for medication administration:

3. Describe the units for measuring liquid medication: see Objective 1.

5. Define “concentration” and Identify where the information about concentration may be found:

Define: _____

Where to find: _____

5. Demonstrate proper technique to measure and pour liquid medications.

6. Demonstrate basic math skills including using decimals.

Refer to exercises.

7. Calculate accurately how to verify that the dose ordered matches the dose on the pharmacy label and/or MAR.

Refer to exercises.

Learner Objective Review: Unit 6 Asthma

1. Describe the three physical changes in the lungs of people with asthma

1. _____

2. _____

3. _____

2. List the common triggers or causes for an asthma attack

3. Identify the common signs and symptoms of an asthma attack

4. List the components of an “asthma management plan”

- _____
- _____
- _____
- _____

5. Identify the two general types of asthma medication

1. _____
2. _____

6. Identify the asthma rescue medication and how it helps to relieve an asthma attack.

Medication: _____

How it helps: _____

7. Describe the types of asthma management and prevention medications.

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

Learner Objective Review: Unit 7 Medication for Medical Issues

Medication	Use	Special Considerations
Antibiotics		
Antiviral		
Scabicides		
Pediculocides		
Antifungal		
Analgesics		
Antipyretics		
Expectorants		
Antitussives		
Decongestants		

Medication	Use	Special Considerations
Antihistamines		
Cardiovascular		
Anticonvulsant		
Laxatives		
Antacids		
Hormone/birth control medications		

Learner Objective Review: Unit 8 Psychiatric Medications

Medication	Use	Special Considerations
Antipsychotic		
Anticholinergic		
Antidepressant		
Mood Stabilizer		
Antianxiety		
Stimulants (ADHD meds)		
Hypnotic (sleep medication)		

Learner Objective Review: Unit 9 Administration Techniques

1. Define standard precautions

2. List the different forms of oral medication

3. Identify which forms of oral medications should not be crushed

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4. Define "scored" tablet and what this means

--

5. State how to measure doses of liquid medication less than 5 ml's.

--

6. Explain how to clean an infected eye prior to administering eye medication

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- ☆ 7. Explain and successfully demonstrate the technique for administering eye ointment and eye drops

Eye Ointment	
Eye Drops	

- ☆ 8. Explain and successfully demonstrate the technique for administering ear medication to children.

9. Explain the difference in technique for administering ear drops to a child 3 years old or younger or that for a child over 3 years old.

3 years and younger	
Over 3 years old	

- ☆ 10. Explain and successfully demonstrate the technique for administering nasal sprays

11. Verbalize the different types of delivery systems for inhaled medication

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☆ **12. Explain and successfully demonstrate the technique for administering topical medication**

13. Verbalize the correct method for applying and removing transdermal medication patches.

14. Describe the role of the DCF medication certified staff for administering rectal or vaginal medication.

Learner Objective Review: Unit 10 Control and Storage

Who must carry the medication keys? _____

When must the keys be carried? _____

Describe how **non-controlled** medications must be stored:

Describe how **controlled** medications must be stored:

When must the controlled medication count be done? _____

Who must do the controlled medication count? _____

If the controlled medication count is wrong (there is a discrepancy):

1. _____
2. _____
3. _____

The temperature of the medication refrigerator must be

Describe how internal and external medications should be stored:

_____.

How should emergency medications (rescue inhalers and Epi-pens) be stored? _____

_____.

Learner Objective Review: Unit 11 Medication Errors

Identify types of medication errors

List the steps to be taken if an error occurs

1.	2.	3.
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Describe how to document a medication error

Describe how to report a medication error that leads to the child needing medical attention

Identify when to contact the Dept of Consumer Protection, Drug Control Division.

1.

2.

Learner Objective Review: Unit 12 Unusual Situations

Identify when an order should be questioned and what steps you should take:

Identify circumstances when a medication should not be administered and the steps to take.

Define “borrowing” and explain why this is not permitted

Describe the criteria for administering medications at the right time.

Define dispensing and who may legally dispense medications.
