

Apply What You've Learned

4F SME Give students 3 minutes to complete the following Student Manual exercise. Lead a discussion about their answers. Review the correct answer as shown.

Understanding the Cycle of Responsibility

Activity 5

Objective: At the completion of this activity, students will be able to describe the 8 parts of the Cycle of Responsibility and their particular role in each part.

Supplies needed: Flipchart or PPPSL # 7 titled “The Cycle of Responsibility” and PPPSL #8, “Tips for Making the Cycle of Responsibility Part of Your Routine”

Time: 20 minutes

5 Display the flipchart titled or PPPSL # 7 “The Cycle of Responsibility.” Review key points from the student content or ask for a volunteer to read these two paragraphs to the class. Then, ask the group if they have any questions about the process known as the Cycle of Responsibility.



Apply What You've Learned Think about the principle of maximizing capabilities. When giving Melissa her morning seizure medication, how could you make the most of her capabilities? Put a checkmark next to the answer you think is best. (*Remember Melissa? For details about her conditions and capabilities, refer back to page xi.*)

- 1. Explain to Melissa what you are doing.
- 2. Place her cup in her hand and encourage her to take a sip.
- 3. Leave her medication on her table and tell her to try to pick them up.
- 4. Hold her cup up to her mouth after you place her medications in her mouth.

Understanding the Cycle of Responsibility

5 The task of giving medications is just one part of a larger process. This process is known as the Cycle of Responsibility (Figure 1–1). A cycle is a series of actions that come full circle. Each part of the cycle relies on the one before and the one after it to be complete. For safe administration of medications, none of the parts of the cycle can be skipped, eliminated, or performed mindlessly (without thought). In addition, in each part of the Cycle of Responsibility, you must keep in mind the principles to consider so that you administer medications the right way.

The parts of the Cycle of Responsibility are described in more detail on the following page. As you read this information, ask yourself if any part of the cycle can be left out. If one was left out, think about what might happen.

5A

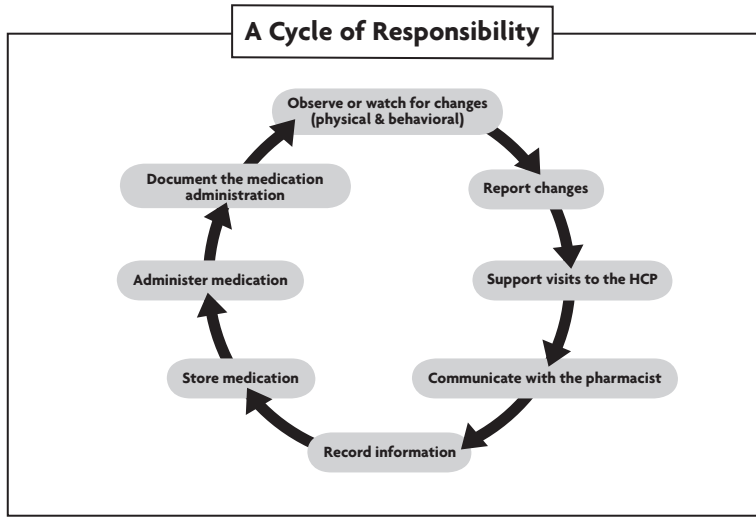


Figure 1-1: Safe medication administration involves all of these parts or responsibilities.

5B

Observe or watch for changes

Because you spend more time with the person you support than anyone else, you are the one most likely to notice a change, which could be physical or behavioral. Being alert to any change is important because it may signal a problem. Being conscientious in your observations helps make sure that the people you support get the treatment they need.

Report changes

Report information based on your actual observations—not a hunch or a guess of what you believe to be important or what you think is happening. You must be factual and provide all the details of what you observe, so that important information is not missed. It is your responsibility to know to whom you must report information, when to report it, and what documentation you need to keep on file. Being conscientious in reporting the changes you observe is an important part of your job. For many of the people you support, *you* are their eyes, ears, and voices.

5A

Review the parts of the Cycle of Responsibility, referring to Figure 1-1 as a visual.

5B

Small Group Discussion: Break the class into 8 teams, and assign each team a part of the cycle of responsibility. Explain that each team should:

- ▶ Read about the part they are assigned
- ▶ Decide on the key points to explain to the class
- ▶ Appoint a spokesperson to represent the group
- ▶ Present the information to the class

Tell the group they can be creative by writing key points on the flipchart or role-playing the part they are assigned. Review key points from the student content if not mentioned by the presenters.

Note: After each presentation be sure to applaud the group and thank them for a job well done.

Support visits to the HCP

Another part of the Cycle of Responsibility is to take the person you support to the HCP. One of your roles is communicating **accurate** information to the HCP if the person cannot. If the person is able to give information, however, you must encourage such independence. Information must be clear and accurate. If you (or the person you support) do not give information correctly, a medication may or may not be prescribed correctly or at all. This can result in time lost treating the person's problem.

After the visit, you must communicate (give information) about the visit to the other members of the staff. It is very important that you share this information so that other staff member(s) know about any new or changed medications the HCP may have ordered. If the person goes to HCP alone, you will have to track all information received.

Communicate with the pharmacist

If you receive a prescription from the HCP, you must follow your agency's policy for getting it filled by a pharmacist. Section 3 of this manual gives general guidelines for how to obtain medications.

Record information

Once you have the HCP order and after the prescription is filled, you must carefully record the information from the HCP order and pharmacy label. Write it down (or transcribe) on the medication sheet so that you and others can track the administration of the medication. Accurately writing down the HCP order and pharmacy label information helps prevent medication errors. The medication sheet is important because it tells you exactly what medication to give, how much, and how often.

Store medication

In addition, all medications must be stored properly. How medications are stored is determined by the type of medication, the abilities of the people living in the home, and your state and agency's policy. You will learn more about storing medications in Section 3.

Administer medication

After recording accurate information and storing the medication, you are ready to administer it to the person you support. You will learn how to administer medications safely in Section 2.

Document the medication administration

After administering the medication, you must **document** on the medication sheet that you gave the medication.

5C The Cycle of Responsibility Comes Full Circle

You are the key to safe medication administration. When you give a medication to a person, you have brought the cycle full circle. You must begin the cycle again by observing the person for any physical/behavioral changes and reporting the information. Reporting your observations right away can help prevent problems that could be harmful or even fatal. You will learn about responses and **side effects** of medication in Module 2.



5D EXERCISES

Match the part of the Cycle of Responsibility in the left column to the activity in the right column. Select only one answer.

A Cycle of Responsibility

- | | |
|---|---|
| D 1. Observe for changes, physical and behavioral. | A. Help the person tell the HCP about the reason for the visit. |
| C 2. Report changes. | B. Give a medication. |
| A 3. Support visits to the HCP. | C. Tell your supervisor about your observations. |
| G 4. Communicate with the pharmacist. | D. Notice that the person vomits after taking a medication. |
| E 5. Record information. | E. Write the HCP order and pharmacy label information to the medication sheet. |
| F 6. Store medications. | F. Placing a medication in a secure area. |
| B 7. Administer medications. | G. Receiving a filled prescription. |
| H 8. Document the medication. | H. Place initials on a medication sheet. |

The Cycle of Responsibility Comes Full Circle

- 5C Review key points from the student content.



EXERCISES

- 5D **SME** Give students 3 minutes to complete the following Student Manual exercises. Correct answers are shown on the student page.

Optional: you can assign any of these exercises for homework and review them with students before beginning the next class.