

- ▶ If the medication has been prepared by another staff member.
- ▶ If you have any doubt that you have the right person, right medication, right dose, right time, or right route.
- ▶ If the person exhibits a change.
- ▶ If the person has difficulty taking the medication.
- ▶ If the medication seems like it has been tampered with in any way.
- ▶ If the person is showing signs of seizures or unconsciousness, difficulty breathing, or any other change that appears to be health threatening. (Follow your agency's instructions for responding and reporting an emergency.)
- ▶ If the person refuses the medication. Never force a person to take a medication.

If any of these situations happen, first call your agency designated personnel for instructions, and document the outcome. Always follow your agency's policies.

## 4A Three Parts of Administering Medications

As mentioned in the introduction, the skill of administering medications can be divided into three parts:

1. What you do to prepare
2. What you do to administer
3. What you do to complete the administration

This module teaches you how to administer oral medications. As you learn about other routes of administration, you will see that what you do to prepare and what you do to complete the administration will be the same. These standard steps must be incorporated before and after each administration. However, you will find differences in what you do to administer the medication, depending on the route, the person's unique needs, and the environment where you will give the medication. You will need specific training to administer medications by a different route (other than oral).

## Three Parts of Administering Medications

- 4A Review key points from the student content.

**4B** Display the flipchart or PPPSL # 20 titled “Routes.” Ask students to call out different routes of medications. You may have to mention some routes (topical, rectal, etc.) that students have not mentioned. Write their responses on the flipchart. Tell students that although this manual focuses on oral administration, they should familiarize themselves with the other routes found in Section 4, Reference Information. Remind students that they should never administer a medication by any route unless they have received training in that route.

## Skill 3: Oral Administration of Medication

### Activity 5

**Objective:** At the completion of this activity, students will be able to demonstrate how to administer an oral medication and oral liquid medication.

**Supplies needed:** See items needed for skill demonstration practice

**Note:** One medication and label sample must be a liquid. If you choose to demonstrate administration of a countable medication, you will also need to create a countable substance book.

**Time:** 5 hours and 50 minutes

**5** Begin by displaying all the items needed to administer oral medication. Review each item you will use during the skill demonstration with the students. Explain how the demonstration will work. Explain that you will demonstrate each step immediately after it is read to you. (See the Skill Attainment Procedure, Part 1 in the Appendix.) Ask for 3 volunteers to read the 3 parts as you demonstrate them.

Begin by asking the first volunteer to read the Steps to Prepare for Medication Administration. Ask the volunteer to pause after each step so you can have the group’s attention while you demonstrate each step to prepare. Students should read along with the

**4B**

Below is a list of the different routes of medication administration:

- ▶ Oral (by mouth)
- ▶ Sublingual (under the tongue)
- ▶ Buccal (inside the cheek of the mouth)
- ▶ Translingual (spray onto the tongue)
- ▶ Pulmonary inhalant (breathed in through the nose or mouth)
- ▶ Transdermal (on the skin)
- ▶ On the hair
- ▶ On or into the vagina
- ▶ On or into the rectum
- ▶ Into the eye (ophthalmic)
- ▶ Into the ear (otic)
- ▶ Into the nose (nasal)
- ▶ Injection (**parenteral**)
  - ▶ Subcutaneous (under the skin)
  - ▶ Intramuscular (IM, into a muscle)
  - ▶ Intravenous (IV, into a vein)
- ▶ Via tube
  - Nasogastric (a tube through the nose into the stomach)
  - G-tube (gastrostomy tube—into the stomach)
  - J-tube (jejunostomy tube—into the small intestine)

In Section 4 of the manual, there is information on procedures for administering medications by other routes. Remember, never give a medication by a route unless you have been trained in that route.

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**Skill 3**

### Oral Administration of Medication

Oral administration means giving a person a medication by mouth. Oral medications include tablets, pills, capsules, caplets, and liquids. The procedure for administering medications orally has been broken down into the three parts:

1. What you do to prepare
2. What you do to administer

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volunteer, then pause to watch you demonstrate that step.

Ask the second volunteer to read each Step to Administer Oral Medication, pausing after each step so you can demonstrate it.

Ask for the third volunteer to read each Step to Complete Medication Administration, pausing after each step so you can demonstrate the step.

Explain to students that they will have an opportunity to practice all the Steps to Administer an Oral Medication. Answer any questions students may have.

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Administering Medications the Right Way

### 3. What you do to complete the administration

These parts will help you organize the step-by-step procedure to ensure safe and consistent medication administration. Under the discussion of each step, you will see a section titled **REMEMBER**: This section explains the rationale or reason why the step must be done in a particular way. It will help you apply the steps to different environments and with people who have different needs. As you study the steps, think about how you might modify them to meet the needs of Melissa, Chip, and Freddy.

**Note:** *You will find that each place you work in is set up differently and each person has different capabilities. Because of these differences, you may have to change the order of the steps under preparing, administering, and completing. For example, in one workplace, the sink may be in the same place as the medications. In another, the sink may be down the hall. No matter where you work or what the capabilities of the person you support are, you must follow all of the steps.*

#### Steps

to

### Prepare for Medication Administration

The following steps are the standard preparation steps for all medication administrations, even though the instructions here relate only to oral medications.

#### Step 1:

Get prepared by opening the medication book to the medication sheet for the right person you are administering the medication to. Read the medication sheet to identify the medications to be administered.

**REMEMBER:** By reading the medication sheet, you are identifying the right medication to be administered, that is, how many medications are to be given and any special instructions you need to be aware of. This will help you manage your time. Read the medication information to find out why the medication is being given and to learn any other important information such as side effects. If you are unsure of anything, you can look up information or call the pharmacy.

**Note:** Be mindful of the number of medications you administer to a person at one time. You must follow the same steps for checking each medication.

**Step 2:** Clear and clean the area where you will be working.

**REMEMBER:** You must work in a clean environment to reduce the spread of infection. The environment must also be free of clutter to cut down on distractions that could lead to medication errors.

**Step 3:** Wash your hands.

**REMEMBER:** Using the skill you learned in Module 4 for hand washing will reduce the spread of infection. Hand washing is the single most effective way to decrease disease-causing germs.

**Step 4:** Gather equipment.

**REMEMBER:** Getting together the things that you need for the medication administration helps you to be organized.

**Step 5:** Identify and bring the person to the area where you will administer the medication and provide privacy.

**REMEMBER:** By identifying the person, you are making sure you have the right person. Bringing the person to the area where you are working allows for privacy and a distraction-free environment. Here you will be able to focus on the person and allow time to maximize their capabilities.

**Note:** If you are unable to bring the person to the area where you are working, be sure to follow the same procedures and also remember to lock the storage area before you leave to go to the person.

**Step 6:** Unlock the medication storage area to get the medication.

**REMEMBER:** Keeping medications in a locked area is a safety measure to prevent accidents.

**Table 5–1: Key Steps for Administering Medication****PREPARING FOR MEDICATION ADMINISTRATION**

<b>Step 1</b>	Read the medication sheet to identify the medications.
<b>Step 2</b>	Clear and clean the area.
<b>Step 3</b>	Wash your hands.
<b>Step 4</b>	Gather equipment.
<b>Step 5</b>	Identify and bring the person to the area.
<b>Step 6</b>	Unlock the medication storage area.

**ADMINISTERING ORAL MEDICATION**

<b>Step 1</b>	Do <b>Check 1.</b> (HCP order to pharmacy label to medication sheet)
<b>Step 2</b>	Do <b>Check 2.</b> (Pharmacy label to the medication sheet)
<b>Step 3</b>	Prepare the medication correctly. Pour the medication from the container; do <b>Check 3.</b> (Pharmacy label to the medication sheet)
<b>Step 4</b>	Tell the person what medication they are taking. Give the person the medication.
<b>Step 5</b>	Make sure the person takes the medication.

**COMPLETING MEDICATION ADMINISTRATION**

<b>Step 1</b>	Observe the person for any adverse effects.
<b>Step 2</b>	Look again. (Compare pharmacy label to the medication sheet.)
<b>Step 3</b>	Return the medication to the storage area and lock it.
<b>Step 4</b>	Document that you gave the medication.
<b>Step 5</b>	Wash your hands.

Point out the Key Steps (Table 5–1) in the student manual. Explain that students can refer to this table as a refresher once they have mastered the administration process and understand why each step is important. Students can use the table to practice and review the steps before check-off. A copy of the Key Steps for Administering Medication can be found in the Appendix.