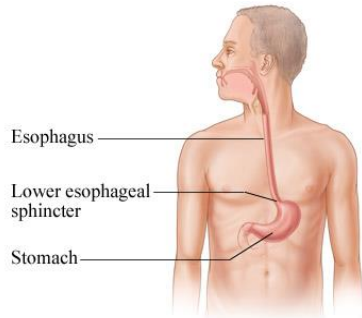


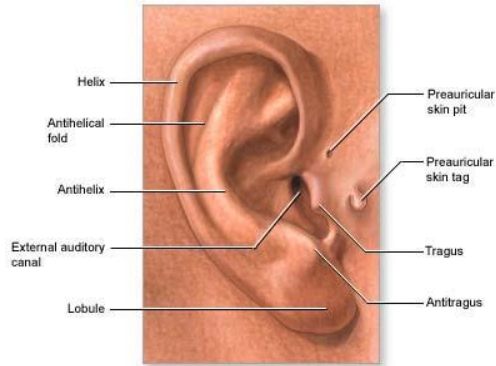
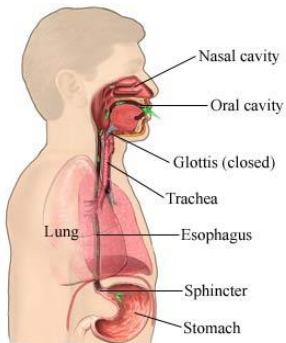
# MEDICATION ADMINISTRATION AT SCHOOL

## DMS STAFF TRAINING MANUAL

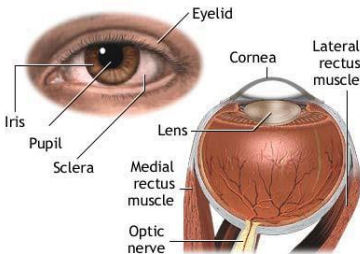
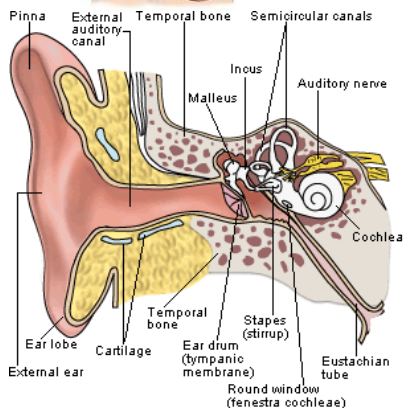
# BASIC ANATOMY AND PHYSIOLOGY RELATED DIRECTLY TO THE ADMINISTRATION OF MEDICATIONS



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ADAM.



ADAM.

## **SCHEDULING AND TIMING OF ADMINISTRATION OF MEDICATIONS**

Please make sure to always read and follow the label/prescription on the medication bottle. Medications should be given within 30 minutes either side of the prescribed time.

## **METHOD OF ADMINISTRATION, INCLUDING MEASUREMENT OF DOSES AND SELF-ADMINISTRATION**

Medications that can be administered by unlicensed personnel include oral medications, nose, eye, eardrops, topical medications, and inhalants.

*Review of the common method of administration:*

Oral medications are the most commonly administered medications. They come in several forms including syrup, elixir, solutions, suspensions, and tablets. Oral medications are sometimes instructed to be given **sublingual** (put under the tongue to be dissolved completely) or **buccal** (medication is placed between the cheek and gums).

*Documentation:*

Please see the medication administration log form. Please be sure to always include the students name, medication, date, time given, and signature. Medication administration should always be documented immediately upon given the medication. Always document in ink. Document any signs, symptoms, or problems that may unexpectedly occur. Document any other relevant situation (refusal to take medication). Document any error that may have occurred with the medication administration. Do this by attaching an explanation to the medication administration log. If necessary notify the parents and/or contact the nurse consultant. The person who gave the medication should be responsible for the documentation of the medication administration.

*Other considerations:*

A student may refuse to take a medication: they should not be forced to do so. The parent should be notified.

## **RECOGNITION OF MEDICATION**

*Commonly administered medications in our school:*

**Antibiotic, antibacterial, antifungal** medications treat infections. There are many different kinds of these medications. Generally speaking, common side effects are stomach upset (including nausea/vomiting, appetite disturbance, and/or diarrhea), and anaphylaxis (allergic reaction causing impaired breathing).

**Epinephrine hydrochloride** (EpiPen) is used to treat anaphylaxis reactions caused most commonly by insect bits/food allergies. Common side effects include fear/anxiety, restlessness, headache, nausea, blurred vision, and stinging at the injection site.

**Albuterol sulfate** (albuterol inhaler) is used for relief and prevention of bronchospasm and for the treatment of acute attacks of bronchospasm. Common side effects of this medication include restlessness, apprehension, anxiety fear, cardiac arrhythmias, sweating, and nausea.

If you would like clarification on any other medications that you believe are frequently administered, please contact me.

Always before administering a medication, you should know the name of the medication, its purpose, and common side effects.

*Drug interaction:*

The more medications that a student takes, the greater the chances of medication interactions. Some medications will interact with food, so it is important to read and understand the pharmacy label.

*Controlled substances*

There are five categories or schedules of drugs based on their potential to cause psychological and/or physical dependency as well as their potential for abuse. They range from schedule I for substances with a high abuse potential and no current approval for medical use (e.g heroin, marijuana, LSD, etc.) to schedule V for substances containing limited amounts of certain narcotic drugs. If the situation arises that requires a controlled substance to be administered during school hours, The Head of School and/or I will obtain a locked unit to keep the substance and develop a plan of care for that student's medication administration.

## **Signs and Symptoms of an Allergic Reaction**

The following are common signs and symptoms of an allergic reaction. These are not the only symptoms that can occur nor do these signs always mean an allergic reaction is happening, however, they are important enough to warrant an immediate action. If severe call 911 and administer Epipen if ordered for student.

*Signs and symptoms of an allergic reaction*

- \* Itching and swelling of the lips, tongue, or mouth
- \* Itching/sense of tightness in the throat, hoarseness, and hacking or repetitive cough
- \* Hives, itchy rash, swelling of the face or extremities
- \* Nausea, abdominal cramping, vomiting, diarrhea
- \* Shortness of breath, wheezing
- \* Loss of consciousness, fainting

## **PREPARATION AND ADMINISTRATION**

When giving a medication, the following should occur regardless of the type of medication given.

1. Assure privacy and confidentiality of student.
2. Give this task your full attention

3. Assure the work area is clear and well lit.
4. Prepare the medications for one student at a time.
5. Wash hands.
6. Explain the procedure to the student.
7. Check the medicine bottle for name, type of medication, time, route, and dose.
8. Check the expiration date.
9. Double-check the label and compare with the students medication record. Read the label for instructions.
10. Remove the medication lid and place it top down so as not to contaminate the inside of the lid.
11. Do not leave the medication unattended.
12. When finished giving the medication, store appropriately.
13. Wash hands.
14. Record immediately per school procedure, including the students name, time, medication, dose, route, person administering the medication, and any unusual observations.
15. Observe for any unusual side effects.

*Oral medications:*

1. Follow the directions on the medication label before removing the lid (ex. shake well).
2. For tablet or capsule, hold lid or medicine cup in your hand, putting the correct dose in the lid/cup. (Do not pour out tablets or capsules into your hand).
3. Provide a glass of water unless directed not to.
4. For liquid medicine, pour into a medicine cup from the side of the bottle opposite the label. Wipe the bottle with clean wipe when finished.
5. Give to the student and observe them taking the medication.

*Medications to the eye*

1. Put on gloves.
2. Gently wash exudates from the eyelid.
3. Follow the directions on the label.
4. Loosen the lid and squeeze to fill dropper.
5. Do not touch the dropper tip to the eye or to other surfaces.
6. Position the student lying down or sitting with head tilted back.
7. Gently pull lower eyelid down to form a pocket/sac.
8. Apply the medication into the pocket/sac holding the dropper about ½ inch above the sac. You may brace your hand on the student's nose or cheek. If using ointment, place the ointment in to the pocket from inner to outer eye.
9. Replace the dropper.
10. If using a dropper, wipe the eye with a tissue from the inner eye to the outer eye. For ointments, press the tear duct gently with a cotton ball for half a minute to decrease tearing and increase absorption of the medication.
11. Have the student keep eye close for 2 minutes.
12. Tell the student their vision may be cloudy for a short time.

### *Medication to the ear*

1. Warm the medication in your hands for a few minutes.
2. Follow the directions on the label (ex. shake).
3. Ask the student to tip head sideways or to lie down with affected ear up.
4. Pull earlobe up and out for adult sized youth, and down and back for children.
5. Hold dropper ½ inch from ear, not touching the ear with the dropper. Squeeze in prescribed dose.
6. Ask the student to stay in the same position for a minute or two to assure the medication is dispersed in the canal.

### *Topical medication*

1. Administer a thin coat of the medication with gloved hand.

### *Nose drops/spray*

1. For drops, have student tip their head back or have them lie down.
2. Place the dropper slightly in the nostril and administer the correct number of drops. Do not touch the dropper to the nostril if able.
3. For nasal spray, insert nozzle about a half inch into the nose and spray as directed.
4. Have student remain in this position for a few minutes to assure that the medication reaches the upper nasal passages.

### *Inhaler*

Inhalant medication varies depending on the type of inhaler. The specific instructions must be read carefully. Below are general instructions.

1. Be sure the canister is firmly inserted into the container.
2. Have the student stand.
3. Shake inhaler well and remove cap.
4. Use of a spacer or holding chamber is preferable, especially for younger students.
5. Have the student exhale completely.
6. With a spacer, the student should close their lips around the mouthpiece. Without a spacer, have them open their mouth wide, hold the inhaler 3 fingers away from their mouth. Do not put into their mouth.
7. With mouth open, have the student take a slow, deep breath through their mouth, and at the same time firmly press down on the canister to administer the dose.
8. Have student hold their breath for 5-10 seconds as able.
9. Replace cap on medication.
10. Use the bronchodilator inhaler before using inhalers containing Intal or steroids.
11. Have student rinse mouth after steroid inhaler.
12. If a second dose is given, wait 5 minutes.
13. Clean the spacer mouthpiece with warm water. Shake off excess moisture.
14. Allow to air dry completely before storing in a sealed plastic bag.
15. Monitor the student for changes in respiration.

### *Emergency medications*

In an emergency, first instruct someone to call 911 for emergency services.

EPINEPHRINE (Epipens)- for severe allergic reactions when breathing is impaired.

1. Assure the Epipen is the correct dose for the student. Double-check the label.
2. Pull off the safety cap.
3. Place the tip of the Epipen at a right angel to the outer thigh.
4. Press the Epipen hard into the thigh until the auto-injector functions, holding in place for 10 seconds.
5. Remove.
6. Monitor breathing.
7. Discard into biohazard container.

IPECAC- following ingestion of poisonous material. Administer only after directed by the Poison Control Center.

## **READING PRESCRIPTIONS, INCLUDING ABBREVIATIONS**

Medication should not be given unless it is in its original container. Do not given a medication if you cannot read and understand the label.

*Common abbreviations: (those in bold are commonly used)*

a.c	before meals	per	by
<b>bid</b>	<b>twice per day</b>	po	by mouth
<b>c</b>	<b>with</b>	prn	as needed
caps	capsule	q	every
dx	diagnosis	<b>qid</b>	<b>4 times per day</b>
GI	gastrointestinal	q.d.	every day
Gm	gram	Q2hrs	every 2 hours
gtt	drop	s	without
GU	genitourinary	sc/SQ	subcutaneous
med	medication	sol	solution
mg	milligram	stat	immediately
ml	milliliter	syr	syrup
nsg.	nursing	<b>tab</b>	<b>tablet</b>
<b>O.D</b>	<b>right eye</b>	<b>tid</b>	<b>three times daily</b>
<b>O.S</b>	<b>left eye</b>	wgt	weight
<b>O.U</b>	<b>both eyes</b>	tinc	tincture
p	after	ung	ointment
<b>p.c</b>	<b>after meals</b>		

## **CHARACTERISTICS OF CHILDREN: GROWTH AND DEVELOPMENT FOCUS ON THE INDIVIDUAL**

Normal growth and development milestones can affect student's acceptance of taking medication.

- \* Students do not want to be considered as 'different' than their peers: they wish to be like their peers.
- \* Challenging authority and seeking independence are normal developmental tasks.
- \* Students may deny the seriousness of their health problem and reject the need for medication.
- \* A feeling of omnipotence- risk-taking behavior- is normal adolescent behavior.
- \* Narcissistic behavior is also a normal developmental stage of adolescence.

To reduce the impact of normal developmental factors interfering with taking medication:

- \* Assure confidentiality and privacy (ex. how to call students to the office, seek a private space that can be used with the student).
- \* Clearly explain the need for and process of taking the medications to assure the student understands.
- \* Provide special rewards for students who comply well.
- \* Encourage the student to be part of their health care. Be flexible in giving some control to the student when possible. They should be aware of the medications they are taking, the purpose for the medications, what the medication looks like, and what to do if side effects should occur.

## **THE RIGHTS OF STUDENTS TO RECEIVE APPROPRIATE AND SAFE MEDICATIONS**

- 1. THE RIGHT STUDENT**
- 2. THE RIGHT MEDICATION**
- 3. THE RIGHT DOSE**
- 4. THE RIGHT TIME**
- 5. THE RIGHT ROUTE**
- 6. THE RIGHT TO UNDERSTAND**



# **CERTIFICATION OF MEDICATION ADMINISTRATION TRAINING**

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I have reviewed the entire training manual.

I am competent in administering medication including all appropriate steps.

I understand all the steps in administering a medication.

I understand what actions to take in an emergency.

I understand the school's policy on medication administration.

I am able to recognize when a medication should not be given.

I am able to utilize my resources (ex. drug book, nurse consultant) in order to recognize side effects of medications.

By signing below you agree to the above statements. If not, please contact the nurse consultant and she will review the material with you.

\_\_\_\_\_  
Signature of participant

\_\_\_\_\_  
Printed name

\_\_\_\_\_  
Date

Please return to the main office upon completion.