



# Lesson 4: Administration of Medications and Treatments

**After completing this lesson you will be able to:**

1. Describe a Medication Administration Record and its purpose.
2. Describe steps in preparing for medication administration.
3. Describe the purpose of a “triple check” and how it is to be performed.
4. Demonstrate the correct technique for administering medications through five common routes (mouth, ears, eyes, nose, and skin).
5. Describe what to do when a person does not take medications as recommended.
6. Describe methods for helping people understand and use their medications correctly

## OJT List

On-the-Job Training (OJT) statements are observable measures of skill that a person can demonstrate. These are the OJT statements for Lesson #4: Administration of Medications and Treatments.

- The direct support professional is familiar with any systems used in the work setting to track the administration of medications, including written medication administration records.
- The direct support professional provides sufficient time and planning to ensure medication administration is completed without unnecessary interruptions or distractions.
- The direct support professional communicates with others as necessary to ensure medications are administered as prescribed or recommended.
- The direct support professional treats each person with respect during medication administration regardless of the person's perceived ability to understand, including: speaking directly to the person, using an appropriate tone, informing the person of procedures in advance, and ensuring comfort during procedures.
- The direct support professional ensures privacy in medication support at a level desired by the person receiving supports.
- The direct support professionals can describe how he or she makes decisions regarding the desired level of privacy during medication support for people who cannot easily communicate with others.
- The direct support professional is observed accurately completing a "triple check" for the five rights of administration on the medication label before administering medications.
- The direct support professional administers medications in pill form correctly.
- The direct support professional uses approved measuring devices and measures correctly when administering liquid medications.
- The direct support professional correctly uses inhalers to administer medications.
- The direct support professional can correctly administer eye drops or ointments.
- The direct support professional can directly administer ear drops.
- The direct support professional can administer nasal spray and nasal drops correctly.
- The direct support professional can administer topical medication correctly.
- The direct support professional complies with policies, procedures, and regulations regarding medication refusals or misuse.
- The direct support professional supports people in learning more about their medications.

## Portfolio List

Portfolio samples are examples of work a person could place in a portfolio based on the content of this lesson. These are the Portfolio suggestions for Lesson #4 Administration of Medications and Treatments.

- The direct support professional (DSP) writes a reflective essay on the various parts of medication administration and how they are experienced at the support setting in which the DSP works. The following items need to be described as they are experienced in the setting: observing the privacy and comfort of the individual; maintaining a focus on the individual and avoiding interruptions during procedures; completing procedures in a hygienic way; following procedures such as the triple check of the label prior to administering medications. The DSP describes any challenges experienced in the setting in regards to these parts of medication administration. The DSP includes ideas for improvement of situations that prove challenging.
- The direct support professional (DSP) gathers evidence of actual work in teaching people more about their medications in a support setting. The evidence might be a video of the DSP working with a person or a series of written narratives in conjunction with goals sheets and medication administration records. The DSP includes a summary statement that describes how the goals and strategies were developed, his or her role in development and implementation and successes and challenges of the strategies. The summary should include the DSP ideas for improvements and next steps.



## Medication Administration Records (MAR)

**Directions:** Write your responses to the following question and statements that appear on screen 9 of the lesson. Do you have a MAR or log in your support setting? Answer all the questions on this page related to the MAR. (Documentation will be covered in the lesson on Communication, Follow-up, and Documentation).

1. If you do not have a MAR, what method will you use to ensure you can keep track of people's medications? Write down your ideas. Check with your employer about what methods they are currently using.
2. If you do have an MAR, gather and review the current MAR(s) for the person(s) you support. Make sure you can use the MAR effectively by responding to the following questions.
  - a. Where is the MAR kept?
  - b. While reviewing the MAR, imagine you are responsible for ensuring the proper administration of medications without the help of anyone else. Review each form. Would you be able to do it? Is there anything you don't understand? If so, ask your employer or supervisor about that section.
  - c. Who is responsible for preparing monthly MAR forms?
  - d. Who is responsible to ensure they are current if a change happens mid-month?
  - e. What are you supposed to do if there is an error on the MAR or if a prescription label doesn't match the MAR?
  - f. Are there any duties about the MAR for which you are responsible that have not already been listed?





## Laws and Policies Regarding the Role of the Direct Support Professional

You probably have already asked for and obtained a copy or an overview of any laws and employer policies and procedures regarding tasks you can perform related to medication support. Make sure you know the answer to each of the following questions regarding your role before providing medication support.

1. Are you allowed to directly administer medications in this support setting or only assist people with administration?
2. What training are you required to complete in order to follow through with these duties? (What do you have to do in addition to this course?)
3. What tasks, specifically can you do?
4. What can you not do?
5. Are you supervised by a licensed health care professional in the performance of any your duties related to medication support?



## The Medication Triple Check

In many support situations the triple check is required of direct support professionals. Find out the following:

1. Is the “triple check” required in your support position?
2. If not, are there parts of the triple check that you think would be useful in the situation you are in? Why or why not?

Keeping Track of Medications:

If you manage many medications on an MAR and work with other DSPs, you must find methods to keep track of medications. Check with your employer. See if they have any methods of tracking medications that have been prepared but not administered or documented.



## Rectal and Vaginal Medications

Administration of rectal and vaginal medications may be part of your duties. However, these methods are ones that some employers and some local laws may limit with regard to whether and under what conditions direct support professionals may be involved.

It is recommended that you speak to your employer regarding the expectations in this area. Do not administer these types of medications without prior training and approval. If you are allowed to administer these types of medications and do not have access to employer training, ask a health care professional to train you.





# Final Skills Test: Assisting in the Administration of Pills

**I.** Name of Person Being Observed (Learner): \_\_\_\_\_

**II.** Name of Person Doing the Observation (Skills Mentor): \_\_\_\_\_

**III.** Contact Information for the Skills Mentor (*required*):

Employer (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

The following information is part of the content in the course on Medication Support in the College of Direct Support ([www.collegeofdirectsupport.com](http://www.collegeofdirectsupport.com)). A qualified skills mentor (usually an instructor, supervisor, another employer designee, or an individual/family employer) must be identified to help with the skills

**IV. Directions:**

1. Print this form and have it reviewed by the skills mentor.
2. The skills mentor adjusts the form to meet specific needs by:
  - a. Crossing out skills on the form for skills not needed in the situation.
  - b. Adding additional skills in spaces provided.
  - c. After adding and deleting skills, numbering the skills in the order the learner is expected to perform them by placing a number in front of the skill (far left column on form).
3. The skills mentor helps the learner prepare for the test as necessary, including practice observations.
4. When the learner is ready, an observation is scheduled. Whenever possible this observation should be scheduled in the actual work setting. During the observation, the skills mentor:
  - a. May not prompt the learner.
  - b. Checks “Yes” for any step completed correctly.
  - c. Checks “No” for any step completed incorrectly and writes a comment clarifying why a skill was marked no.
  - d. Checks “N/A” and a comment if the skill cannot be observed and writes a comment clarifying why.
5. The mentor fills in contact information and signs the form certifying his or her role in the testing. All parts of the form must be completed (I-V).
6. The mentor may keep a copy of the form as desired for employment purposes. The learner will want to retain a copy for his or her records.

*Observation may be for either a prescription medication or an over-the-counter medication. The learner is given the medication label with all necessary information. A medication record that matches the medications and all necessary protective devices, a place to wash hands, and any measuring devices must be available in the setting. If the observation is a practicum, the mentor may ask the learner what he or she would do in certain situations. For example, finding out what the learner would do if the person demonstrated discomfort during the medication pass or chewed a medication he or she is supposed to swallow whole.*

*If any of the five rights of medication are missed during the skills test, the learner must schedule a new observation at least one day later.*

Skill: Assisting in the Administration of Capsules, Tablets or Lozenges Taken Through the Mouth	Achieved: (Check one)			Comments:
	Yes	No	N/A	
Notifies individual that it is time to take medications, as needed.				
Uses good hygiene throughout procedure including: washing hands, using clean or single-use devices and equipment, avoiding handling of medications or parts of devices that enter the person’s body, and using protective barriers as necessary.				



## Final Skills Test: Assisting in the Administration of Pills

Skill: Assisting in the Administration of Capsules, Tablets or Lozenges Taken Through the Mouth	Achieved: (Check one)			Comments:
	Yes	No	N/A	
Ensures privacy of the individual throughout procedure.				
Ensures comfort of the individual throughout the procedure.				
Stays focused on the individual throughout the procedure: speaking directly to the person and notifying him or her of procedures in advance.				
Gathers all necessary supplies and materials, as needed prior to assisting with medication				
Completes a "Triple Check" of the "Five Rights" on the label prior to administering at three critical points, as the container is removed from storage, as the dose is prepared, and before returning the container to storage.				
Ensures the correct dosage is prepared (per recommendations, doctor's order, or prescription).				
Ensures correct preparation of medication (per recommendations, doctor's order, or prescription). Examples may include: Crush and mix with food. Do Not Crush. Take with a full glass of water.				
Assists the person as necessary in taking the medications.				
Reminds and assists the person as necessary with correct method of administration. For example: hold under tongue until dissolved.				
Observes that the medications are completely swallowed or absorbed (as necessary).				
Properly stores and returns all supplies and materials.				
Correctly documents the medication procedure (as necessary).				

V. By signing this form, I certify that I am qualified as a skills mentor in this area. I observed the learner perform these skills and the written comments and observations reflect the person's actual skills. The learner completed the medication administration without missing any of the five rights of medication administration (person, medication, time, dose, and route).

I am the learner's (Check one):

- Individual/Family Employer     
  Supervisor     
  Classroom Instructor     
  Other \_\_\_\_\_

Signature of the Skills Mentor: \_\_\_\_\_

Date of the Observation: \_\_\_\_\_



## Final Skills Test: Assisting in the Administration of Oral Liquids

I. Name of Person Being Observed (Learner): \_\_\_\_\_

II. Name of Person Doing the Observation (Skills Mentor): \_\_\_\_\_

III. Contact Information for the Skills Mentor (*required*):

Employer (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

The following information is part of the content in the course on Medication Support in the College of Direct Support ([www.collegeofdirectsupport.com](http://www.collegeofdirectsupport.com)). A qualified skills mentor (usually an instructor, supervisor, another employer designee, or an individual/family employer) must be identified to help with the skills test.

#### IV. Directions:

1. Print this form and have it reviewed by the skills mentor.
2. The skills mentor adjusts the form to meet specific needs by:
  - a. Crossing out skills on the form for skills not needed in the situation.
  - b. Adding additional skills in spaces provided.
  - c. After adding and deleting skills, numbering the skills in the order the learner is expected to perform them by placing a number in front of the skill (far left column on form).
3. The skills mentor helps the learner prepare for the test as necessary, including practice observations.
4. When the learner is ready, an observation is scheduled. Whenever possible this observation should be scheduled in the actual work setting. During the observation, the skills mentor:
  - a. May not prompt the learner.
  - b. Checks “Yes” for any step completed correctly.
  - c. Checks “No” for any step completed incorrectly and writes a comment clarifying why a skill was marked no.
  - d. Checks “N/A” and a comment if the skill cannot be observed and writes a comment clarifying why.
5. The mentor fills in contact information and signs the form certifying his or her role in the testing. All parts of the form must be completed (I-V).
6. The mentor may keep a copy of the form as desired for employment purposes. The learner will want to retain a copy for his or her records.

*To complete this skills test the mentor observes the learner administering a liquid medication taken through the mouth. Ideally, the skill will be a demonstration of the actual medication needed by a person being supported by the learner. In these cases the skills mentor should have established through practice demonstrations and other opportunities, that the learner is able to administer the medications correctly. If the learner begins to make an error, such as handing the person being supported the wrong dose, the skills mentor must immediately stop the process and ensure the process is completed correctly. Another opportunity to complete a medication pass can be scheduled.*

*If the skills test cannot be completed in an actual support setting a realistic practicum must be completed. This would include actual tools and devices. A medication with a label and a matching medication administration record will be needed. The learner is expected to physically demonstrate rather than simply talk through the steps.*

*Observation may be for either a prescription medication or an over-the-counter medication. The learner is given the medication label with all necessary information. A medication record that matches the medications and all necessary protective devices, a place to wash hands, and any measuring devices must be available in the setting. If the observation is a practicum, the mentor may ask the learner what he or she would do in certain situations. For example, finding out what the learner would do if the person demonstrated discomfort during the medication pass or spit out the medication.*



## Final Skills Test: Assisting in the Administration of Oral Liquids

*If any of the five rights of medication are missed during the skills test, the learner must schedule a new observation at least one day later.*

Skill: Assisting in the Administration of Capsules, Tablets or Lozenges Taken Through the Mouth	Achieved: (Check one)			Comments:
	Yes	No	N/A	
Notifies individual that it is time to take medications, as needed.				
Uses good hygiene throughout procedure including: washing hands, using clean or single-use devices and equipment, avoiding handling of medications or parts of devices that enter the person's body, and using protective barriers as necessary.				
Ensures privacy of the individual throughout procedure.				
Ensures comfort of the individual throughout the procedure.				
Stays focused on the individual throughout the procedure: speaking directly to the person and notifying him or her of procedures in advance.				
Gathers all necessary supplies and materials, as needed prior to assisting with medication				
Completes a "Triple Check" of the "Five Rights" on the label prior to administering at three critical points, as the container is removed from storage, as the dose is prepared, and before returning the container to storage.				
Ensures the correct dosage is prepared (per recommendations, doctor's order, or prescription) using an appropriate measuring device.				
Ensures correct preparation of medication (per recommendations, doctor's order, or prescription). For example: Mix with juice or Shake before administering.				
Assists the person as necessary in taking the medications.				
Reminds and assists the person as necessary with correct method of administration. For example: Do not drink for 15 minutes after taking medications.				
Observes that the medications are completely swallowed (as necessary).				
Properly stores and returns all supplies and materials.				
Correctly documents the medication procedure (as necessary).				



## Final Skills Test: Assisting in the Administration of Oral Liquids

V. By signing this form, I certify that I am qualified as a skills mentor in this area. I observed the learner perform these skills and the written comments and observations reflect the person's actual skills. The learner completed the medication administration without missing any of the five rights of medication administration (person, medication, time, dose, and route).

I am the learner's (Check one):

Individual/Family Employer       Supervisor       Classroom Instructor       Other \_\_\_\_\_

Signature of the Skills Mentor: \_\_\_\_\_

Date of the Observation: \_\_\_\_\_



# Final Skills Test: Assisting in the Administration of Inhalants

I. Name of Person Being Observed (Learner): \_\_\_\_\_

II. Name of Person Doing the Observation (Skills Mentor): \_\_\_\_\_

III. Contact Information for the Skills Mentor (*required*):

Employer (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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#### IV. Directions:

1. Print this form and have it reviewed by the skills mentor.
2. The skills mentor adjusts the form to meet specific needs by:
  - a. Crossing out skills on the form for skills not needed in the situation.
  - b. Adding additional skills in spaces provided.
  - c. After adding and deleting skills, numbering the skills in the order the learner is expected to perform them by placing a number in front of the skill (far left column on form).
3. The skills mentor helps the learner prepare for the test as necessary, including practice observations.
4. When the learner is ready, an observation is scheduled. Whenever possible this observation should be scheduled in the actual work setting. During the observation, the skills mentor:
  - a. May not prompt the learner.
  - b. Checks “Yes” for any step completed correctly.
  - c. Checks “No” for any step completed incorrectly and writes a comment clarifying why a skill was marked no.
  - d. Checks “N/A” and a comment if the skill cannot be observed and writes a comment clarifying why.
5. The mentor fills in contact information and signs the form certifying his or her role in the testing. All parts of the form must be completed (I-V).
6. The mentor may keep a copy of the form as desired for employment purposes. The learner will want to retain a copy for his or her records.

*To complete this skills test the mentor observes the learner administering an inhalant. Ideally, the skill will be a demonstration of the actual medication needed by a person being supported by the learner. In these cases the skills mentor should have established through practice demonstrations and other opportunities, that the learner is able to administer the medications correctly. If the learner begins to make an error, the skills mentor must immediately stop the process and ensure the process is completed correctly. Another opportunity to complete a medication pass can be scheduled.*

*If the skills test cannot be completed in an actual support setting a realistic practicum must be completed. This would include actual tools and devices. A medication with a label and a matching medication administration record will be needed. The learner is expected to physically demonstrate rather than simply talk through the steps.*



## Final Skills Test: Assisting in the Administration of Inhalants

Observation may be for either a prescription medication or an over-the-counter medication. The learner is given the medication label with all necessary information. A medication record that matches the medications and all necessary protective devices, a place to wash hands, and any measuring devices must be available in the setting. If the observation is a practicum, the mentor may ask the learner what he or she would do in certain situations. For example, finding out what the learner would do if the person demonstrated discomfort during the medication pass or did not inhale the medication.

If any of the five rights of medication are missed during the skills test, the learner must schedule a new observation at least one day later.

Skill: Assisting in the Administration of Inhalants	Achieved: (Check one)			Comments:
	Yes	No	N/A	
Notifies individual that it is time to take medications, as needed.				
Uses good hygiene throughout procedure including: washing hands, using clean or single-use devices and equipment, avoiding handling of medications or parts of devices that enter the person's body, and using protective barriers as necessary.				
Ensures privacy of the individual throughout procedure.				
Ensures comfort of the individual throughout the procedure.				
Stays focused on the individual throughout the procedure: speaking directly to the person and notifying him or her of procedures in advance.				
Gathers all necessary supplies and materials, as needed prior to assisting with medication				
Completes a "Triple Check" of the "Five Rights" on the label prior to administering at three critical points, as the container is removed from storage, as the dose is prepared, and before returning the container to storage.				
Ensures the correct dosage is administered (per recommendations, doctor's order, or prescription).				
Ensures correct preparation of medication (per recommendations, doctor's order, or prescription). For example: Shake before administering.				
Assists the person as necessary in taking the medications.				
Reminds and assists the person as necessary with correct method of administration. For example: Hold breath for 6-10 seconds				
Watches to ensure medication is inhaled.				
Properly stores and returns all supplies and materials.				
Correctly documents the medication procedure (as necessary).				



## Final Skills Test: Assisting in the Administration of Inhalants

V. By signing this form, I certify that I am qualified as a skills mentor in this area. I observed the learner perform these skills and the written comments and observations reflect the person's actual skills. The learner completed the medication administration without missing any of the five rights of medication administration (person, medication, time, dose, and route).

I am the learner's (Check one):

Individual/Family Employer       Supervisor       Classroom Instructor       Other \_\_\_\_\_

Signature of the Skills Mentor: \_\_\_\_\_

Date of the Observation: \_\_\_\_\_





# Final Skills Test: Assisting in the Administration Eye Medication

I. Name of Person Being Observed (Learner): \_\_\_\_\_

II. Name of Person Doing the Observation (Skills Mentor): \_\_\_\_\_

III. Contact Information for the Skills Mentor (*required*):

Employer (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

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#### IV. Directions:

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2. The skills mentor adjusts the form to meet specific needs by:
  - a. Crossing out skills on the form for skills not needed in the situation.
  - b. Adding additional skills in spaces provided.
  - c. After adding and deleting skills, numbering the skills in the order the learner is expected to perform them by placing a number in front of the skill (far left column on form).
3. The skills mentor helps the learner prepare for the test as necessary, including practice observations.
4. When the learner is ready, an observation is scheduled. Whenever possible this observation should be scheduled in the actual work setting. During the observation, the skills mentor:
  - a. May not prompt the learner.
  - b. Checks “Yes” for any step completed correctly.
  - c. Checks “No” for any step completed incorrectly and writes a comment clarifying why a skill was marked no.
  - d. Checks “N/A” and a comment if the skill cannot be observed and writes a comment clarifying why.
5. The mentor fills in contact information and signs the form certifying his or her role in the testing. All parts of the form must be completed (I-V).
6. The mentor may keep a copy of the form as desired for employment purposes. The learner will want to retain a copy for his or her records.

*To complete this skills test the mentor observes the learner administering an eye medication. Ideally, the skill will be a demonstration of the actual medication needed by a person being supported by the learner. In these cases the skills mentor should have established through practice demonstrations and other opportunities, that the learner is able to administer the medications correctly. If the learner begins to make an error, the skills mentor must immediately stop the process and ensure the process is completed correctly. Another opportunity to complete a medication pass can be scheduled.*

*If the skills test cannot be completed in an actual support setting a realistic practicum must be completed. This would include actual tools and devices. A medication with a label and a matching medication administration record will be needed. The learner is expected to physically demonstrate rather than simply talk through the steps.*

*Observation may be for either a prescription medication or an over-the-counter medication. The learner is given the medication label with all necessary information. A medication record that matches the medications and all necessary protective devices, a place to wash hands, and any measuring devices must be available in the setting. If the observation is a practicum, the mentor may ask the learner what he or she would do in certain situations. For example, finding out what the learner would do if the person demonstrated discomfort during the medication pass or refused to keep his or her eye open.*

*If any of the five rights of medication are missed during the skills test, the learner must schedule a new observation at least one day later.*



## Final Skills Test: Assisting in the Administration Eye Medication

Skill: Assisting in the Administration of Eye Medication	Achieved: (Check one)			Comments:
	Yes	No	N/A	
Notifies individual that it is time to take medications, as needed.				
Uses good hygiene throughout procedure including: washing hands, using clean or single-use devices and equipment, avoiding handling of medications or parts of devices that enter the person's body, and using protective barriers as necessary.				
Ensures privacy of the individual throughout procedure.				
Ensures comfort of the individual throughout the procedure.				
Stays focused on the individual throughout the procedure: speaking directly to the person and notifying him or her of procedures in advance.				
Gathers all necessary supplies and materials, as needed prior to assisting with medication				
Completes a "Triple Check" of the "Five Rights" on the label prior to administering at three critical points, as the container is removed from storage, as the dose is prepared, and before returning the container to storage.				
Ensures the correct dosage is administered (per recommendations, doctor's order, or prescription).				
Ensures correct preparation of medication (per recommendations, doctor's order, or prescription). For example: Shake before administering.				
Assists the person as necessary in taking the medications.				
Reminds and assists the person as necessary with correct method of administration. For example: Close eyes for 1-2 minutes.				
Wipes away tears or excess medications with a clean tissue as needed.				
Properly stores and returns all supplies and materials.				
Correctly documents the medication procedure (as necessary).				

V. By signing this form, I certify that I am qualified as a skills mentor in this area. I observed the learner perform these skills and the written comments and observations reflect the person's actual skills. The learner completed the medication administration without missing any of the five rights of medication administration (person, medication, time, dose, and route).

I am the learner's (Check one):

Individual/Family Employer       Supervisor       Classroom Instructor       Other \_\_\_\_\_

Signature of the Skills Mentor: \_\_\_\_\_

Date of the Observation: \_\_\_\_\_



## Final Skills Test: Assisting in the Administration of Ear Medication

I. Name of Person Being Observed (Learner): \_\_\_\_\_

II. Name of Person Doing the Observation (Skills Mentor): \_\_\_\_\_

III. Contact Information for the Skills Mentor (*required*):

Employer (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

The following information is part of the content in the course on Medication Support in the College of Direct Support ([www.collegeofdirectsupport.com](http://www.collegeofdirectsupport.com)). A qualified skills mentor (usually an instructor, supervisor, another employer designee, or an individual/family employer) must be identified to help with the skills test.

#### IV. Directions:

1. Print this form and have it reviewed by the skills mentor.
2. The skills mentor adjusts the form to meet specific needs by:
  - a. Crossing out skills on the form for skills not needed in the situation.
  - b. Adding additional skills in spaces provided.
  - c. After adding and deleting skills, numbering the skills in the order the learner is expected to perform them by placing a number in front of the skill (far left column on form).
3. The skills mentor helps the learner prepare for the test as necessary, including practice observations.
4. When the learner is ready, an observation is scheduled. Whenever possible this observation should be scheduled in the actual work setting. During the observation, the skills mentor:
  - a. May not prompt the learner.
  - b. Checks “Yes” for any step completed correctly.
  - c. Checks “No” for any step completed incorrectly and writes a comment clarifying why a skill was marked no.
  - d. Checks “N/A” and a comment if the skill cannot be observed and writes a comment clarifying why.
5. The mentor fills in contact information and signs the form certifying his or her role in the testing. All parts of the form must be completed (I-V).
6. The mentor may keep a copy of the form as desired for employment purposes. The learner will want to retain a copy for his or her records.

*To complete this skills test the mentor observes the learner administering an ear medication. Ideally, the skill will be a demonstration of the actual medication needed by a person being supported by the learner. In these cases the skills mentor should have established through practice demonstrations and other opportunities, that the learner is able to administer the medications correctly. If the learner begins to make an error, the skills mentor must immediately stop the process and ensure the process is completed correctly. Another opportunity to complete a medication pass can be scheduled.*

*If the skills test cannot be completed in an actual support setting a realistic practicum must be completed. This would include actual tools and devices. A medication with a label and a matching medication administration record will be needed. The learner is expected to physically demonstrate rather than simply talk through the steps.*

*Observation may be for either a prescription medication or an over-the-counter medication. The learner is given the medication label with all necessary information. A medication record that matches the medications and all necessary protective devices, a place to wash hands, and any measuring devices must be available in the setting. If the observation is a practicum, the mentor may ask the learner what he or she would do in certain situations. For example, finding out what the learner would do if the person demonstrated discomfort during the medication pass or refused to keep his or her head tilted.*

*If any of the five rights of medication are missed during the skills test, the learner must schedule a new observation at least one day later.*



## Final Skills Test: Assisting in the Administration of Ear Medication

Skill: Assisting in the Administration of Ear Medication	Achieved: (Check one)			Comments:
	Yes	No	N/A	
Notifies individual that it is time to take medications, as needed.				
Uses good hygiene throughout procedure including: washing hands, using clean or single-use devices and equipment, avoiding handling of medications or parts of devices that enter the person's body, and using protective barriers as necessary.				
Ensures privacy of the individual throughout procedure.				
Ensures comfort of the individual throughout the procedure.				
Stays focused on the individual throughout the procedure: speaking directly to the person and notifying him or her of procedures in advance.				
Gathers all necessary supplies and materials, as needed prior to assisting with medication				
Completes a "Triple Check" of the "Five Rights" on the label prior to administering at three critical points, as the container is removed from storage, as the dose is prepared, and before returning the container to storage.				
Ensures the correct dosage is administered (per recommendations, doctor's order, or prescription).				
Ensures correct preparation of medication (per recommendations, doctor's order, or prescription). For example: Shake before administering.				
Assists the person as necessary in taking the medications.				
Reminds and assists the person as necessary with correct method of administration. For example: Keep head tilted for five minutes.				
Wipes away excess medications with a clean tissue as needed.				
Properly stores and returns all supplies and materials.				
Correctly documents the medication procedure (as necessary).				

V. By signing this form, I certify that I am qualified as a skills mentor in this area. I observed the learner perform these skills and the written comments and observations reflect the person's actual skills. The learner completed the medication administration without missing any of the five rights of medication administration (person, medication, time, dose, and route).

I am the learner's (Check one):

Individual/Family Employer       Supervisor       Classroom Instructor       Other \_\_\_\_\_

Signature of the Skills Mentor: \_\_\_\_\_

Date of the Observation: \_\_\_\_\_



## Final Skills Test: Assisting in the Administration of Nasal Medication

I. Name of Person Being Observed (Learner): \_\_\_\_\_

II. Name of Person Doing the Observation (Skills Mentor): \_\_\_\_\_

III. Contact Information for the Skills Mentor (*required*):

Employer (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

The following information is part of the content in the course on Medication Support in the College of Direct Support ([www.collegeofdirectsupport.com](http://www.collegeofdirectsupport.com)). A qualified skills mentor (usually an instructor, supervisor, another employer designee, or an individual/family employer) must be identified to help with the skills test.

#### IV. Directions:

1. Print this form and have it reviewed by the skills mentor.
2. The skills mentor adjusts the form to meet specific needs by:
  - a. Crossing out skills on the form for skills not needed in the situation.
  - b. Adding additional skills in spaces provided.
  - c. After adding and deleting skills, numbering the skills in the order the learner is expected to perform them by placing a number in front of the skill (far left column on form).
3. The skills mentor helps the learner prepare for the test as necessary, including practice observations.
4. When the learner is ready, an observation is scheduled. Whenever possible this observation should be scheduled in the actual work setting. During the observation, the skills mentor:
  - a. May not prompt the learner.
  - b. Checks "Yes" for any step completed correctly.
  - c. Checks "No" for any step completed incorrectly and writes a comment clarifying why a skill was marked no.
  - d. Checks "N/A" and a comment if the skill cannot be observed and writes a comment clarifying why.
5. The mentor fills in contact information and signs the form certifying his or her role in the testing. All parts of the form must be completed (I-V).
6. The mentor may keep a copy of the form as desired for employment purposes. The learner will want to retain a copy for his or her records.

*To complete this skills test the mentor observes the learner administering a nasal medication. Ideally, the skill will be a demonstration of the actual medication needed by a person being supported by the learner. In these cases the skills mentor should have established through practice demonstrations and other opportunities, that the learner is able to administer the medications correctly. If the learner begins to make an error, the skills mentor must immediately stop the process and ensure the process is completed correctly. Another opportunity to complete a medication pass can be scheduled.*

*If the skills test cannot be completed in an actual support setting a realistic practicum must be completed. This would include actual tools and devices. A medication with a label and a matching medication administration record will be needed. The learner is expected to physically demonstrate rather than simply talk through the steps.*

*Observation may be for either a prescription medication or an over-the-counter medication. The learner is given the medication label with all necessary information. A medication record that matches the medications and all necessary protective devices, a place to wash hands, and any measuring devices must be available in the setting. If the observation is a practicum, the mentor may ask the learner what he or she would do in certain situations. For example, finding out what the learner would do if the person demonstrated discomfort during the medication pass or refused to keep his or her head tilted back.*



## Final Skills Test: Assisting in the Administration of Nasal Medication

*If any of the five rights of medication are missed during the skills test, the learner must schedule a new observation at least one day later.*

Skill: Assisting in the Administration of a Nasal Medication	Achieved: (Check one)			Comments:
	Yes	No	N/A	
Notifies individual that it is time to take medications, as needed.				
Uses good hygiene throughout procedure including: washing hands, using clean or single-use devices and equipment, avoiding handling of medications or parts of devices that enter the person's body, and using protective barriers as necessary.				
Ensures privacy of the individual throughout procedure.				
Ensures comfort of the individual throughout the procedure.				
Stays focused on the individual throughout the procedure: speaking directly to the person and notifying him or her of procedures in advance.				
Gathers all necessary supplies and materials, as needed prior to assisting with medication				
Completes a "Triple Check" of the "Five Rights" on the label prior to administering at three critical points, as the container is removed from storage, as the dose is prepared, and before returning the container to storage.				
Ensures the correct dosage is administered (per recommendations, doctor's order, or prescription).				
Ensures correct preparation of medication (per recommendations, doctor's order, or prescription). For example: Shake before administering.				
Has the person gently blow his or her nose before the procedure to clear passages.				
Assists the person as necessary in taking the medications.				
Reminds and assists the person as necessary with correct method of administration. For example: Keep head tilted for one to two minutes.				
Wipes away excess medications with a clean tissue as needed.				
Properly stores and returns all supplies and materials.				
Correctly documents the medication procedure (as necessary).				



## Final Skills Test: Assisting in the Administration of Nasal Medication

V. By signing this form, I certify that I am qualified as a skills mentor in this area. I observed the learner perform these skills and the written comments and observations reflect the person's actual skills. The learner completed the medication administration without missing any of the five rights of medication administration (person, medication, time, dose, and route).

I am the learner's (Check one):

Individual/Family Employer       Supervisor       Classroom Instructor       Other \_\_\_\_\_

Signature of the Skills Mentor: \_\_\_\_\_

Date of the Observation: \_\_\_\_\_





# Assisting in the Administration of a Topically Applied Medication

I. Name of Person Being Observed (Learner): \_\_\_\_\_

II. Name of Person Doing the Observation (Skills Mentor): \_\_\_\_\_

III. Contact Information for the Skills Mentor (*required*):

Employer (if applicable): \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

The following information is part of the content in the course on Medication Support in the College of Direct Support ([www.collegeofdirectsupport.com](http://www.collegeofdirectsupport.com)). A qualified skills mentor (usually an instructor, supervisor, another employer designee, or an individual/family employer) must be identified to help with the skills test.

#### IV. Directions:

1. Print this form and have it reviewed by the skills mentor.
2. The skills mentor adjusts the form to meet specific needs by:
  - a. Crossing out skills on the form for skills not needed in the situation.
  - b. Adding additional skills in spaces provided.
  - c. After adding and deleting skills, numbering the skills in the order the learner is expected to perform them by placing a number in front of the skill (far left column on form).
3. The skills mentor helps the learner prepare for the test as necessary, including practice observations.
4. When the learner is ready, an observation is scheduled. Whenever possible this observation should be scheduled in the actual work setting. During the observation, the skills mentor:
  - a. May not prompt the learner.
  - b. Checks “Yes” for any step completed correctly.
  - c. Checks “No” for any step completed incorrectly and writes a comment clarifying why a skill was marked no.
  - d. Checks “N/A” and a comment if the skill cannot be observed and writes a comment clarifying why.
5. The mentor fills in contact information and signs the form certifying his or her role in the testing. All parts of the form must be completed (I-V).
6. The mentor may keep a copy of the form as desired for employment purposes. The learner will want to retain a copy for his or her records.

*To complete this skills test the mentor observes the learner administering a topical medication. Ideally, the skill will be a demonstration of the actual medication needed by a person being supported by the learner. In these cases the skills mentor should have established through practice demonstrations and other opportunities, that the learner is able to administer the medications correctly. If the learner begins to make an error, the skills mentor must immediately stop the process and ensure the process is completed correctly. Another opportunity to complete a medication pass can be scheduled.*

*If the skills test cannot be completed in an actual support setting a realistic practicum must be completed. This would include actual tools and devices. A medication with a label and a matching medication administration record will be needed. The learner is expected to physically demonstrate rather than simply talk through the steps.*

*Observation may be for either a prescription medication or an over-the-counter medication. The learner is given the medication label with all necessary information. A medication record that matches the medications and all necessary protective devices, a place to wash hands, and any measuring devices must be available in the setting. If the observation is a practicum, the mentor may ask the learner what he or she would do in certain situations. For example, finding out what the learner would do if the person demonstrated discomfort during the medication pass or if it was difficult to tell if the condition was present.*

*If any of the five rights of medication are missed during the skills test, the learner must schedule a new observation at least one day later.*





## Assisting in the Administration of a Topically Applied Medication

Skill: Assisting in the Administration of a Topically Applied Medication	Achieved: (Check one)			Comments:
	Yes	No	N/A	
Notifies individual that it is time to take medications, as needed.				
Uses good hygiene throughout procedure including: washing hands, using clean or single-use devices and equipment, avoiding handling of medications or parts of devices that enter the person's body, and using protective barriers as necessary.				
Ensures privacy of the individual throughout procedure.				
Ensures comfort of the individual throughout the procedure.				
Stays focused on the individual throughout the procedure: speaking directly to the person and notifying him or her of procedures in advance.				
Gathers all necessary supplies and materials, as needed prior to assisting with medication				
Completes a "Triple Check" of the "Five Rights" on the label prior to administering at three critical points, as the container is removed from storage, as the dose is prepared, and before returning the container to storage.				
Ensures the correct dosage is administered (per recommendations, doctor's order, or prescription).				
Ensures correct preparation of medication (per recommendations, doctor's order, or prescription). For example: Clean areas with soap and water, dry thoroughly				
Assists the person as necessary in applying the medications.				
Reminds and assists the person as necessary with correct method of administration. For example: Apply sparingly. Do not cover.				
Wipes away excess medications with a clean tissue as needed.				
Properly stores and returns all supplies and materials.				
Correctly documents the medication procedure (as necessary).				



## Assisting in the Administration of a Topically Applied Medication

V. By signing this form, I certify that I am qualified as a skills mentor in this area. I observed the learner perform these skills and the written comments and observations reflect the person's actual skills. The learner completed the medication administration without missing any of the five rights of medication administration (person, medication, time, dose, and route).

I am the learner's (Check one):

Individual/Family Employer       Supervisor       Classroom Instructor       Other \_\_\_\_\_

Signature of the Skills Mentor: \_\_\_\_\_

Date of the Observation: \_\_\_\_\_



## Refusals and Misuse of Medications:

Some people have a history of refusing or misusing medications. You will want to be prepared for these situations.

Ask the person who is training you on medications if this is likely to happen. If so, ask the person about what has worked in the past to help encourage the person to take his or her medications correctly.

Find out what type of communication and documentation is needed if the person will not use medications as recommended. In what cases do you need to report the problem immediately?

Who do you need to report these situations to?

If the person receiving supports or his or her family is your direct employer, you need to ask directly if there have ever been problems with medication. You will also want to find out if mandated reporting rules regarding abuse, neglect, or maltreatment would include reporting about problems with medication. You may be required to report problems with medications to a government agency. You will learn more on this in the next lesson.

