Instructor’s Guide

Medication Administration Training Manual for Non-Licensed School Personnel

Revised March 2011
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**Written Skill Competencies**

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<th>Oral Medication Administration</th>
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<td>Topical Ointment Medication Administration</td>
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<td>7.</td>
<td>Metered Dose Medication Administration</td>
<td>88</td>
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<td>8.</td>
<td>Glucagon Medication Administration</td>
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<td>9.</td>
<td>Diastat Medication Administration</td>
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<td>10.</td>
<td>EpiPen Medication Administration</td>
<td>94</td>
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**ELIA Certificate**

95
The KDE and the Kentucky Board of Education (KBE) recognize the need for a standardized medication administration training program for unlicensed school personnel that will ensure student safety. Clarification of what may be safely delegated per KRS 156.502, as well as an understanding of procedures related to medication administration by unlicensed personnel is needed because licensed professional may not be physically present in the school building at all times.

A standardized training curriculum for medication administration by unlicensed school personnel was developed by the KDE in collaboration with the KDPH and the KBN. The curriculum has been reviewed and approved by KBN, verifying compliance with 201 KAR 20:400. This curriculum is the official training program for all unlicensed Kentucky public school personnel who accept delegation to perform medication administration.

All curriculum revisions shall be made by the KDE when Kentucky Revised Statutes or Kentucky Administrative Regulations indicate revisions are needed.
Course Objectives

Upon completion of this course, unlicensed school personnel will be able to:

- Understand how medication administration may be safely delegated
- Identify the responsibilities of the school nurse and unlicensed school personnel in medication administration
- Understand local school board policies for medication administration
- Recognize and apply the six (6) rights of medication administration
- Identify proper storage of prescription and over-the-counter medication
- Understand appropriate and correct documentation of medication administration
- Understand proper action and documentation necessary for refusal and omission of scheduled medications
- Understand prevention of medication errors and incident reporting
- Recognize when it is appropriate to contact additional resources (nurses, physicians, poison control, emergency medical services)
# MEDICATION TRAINING

## Lesson Plan: Course Overview of Training Program

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>TRAINER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain training program requirement</td>
<td>Review new amendment to 704 KAR 4:020, pg 8</td>
<td>Explain 704 KAR 4:020 Section 4 (g) requirement</td>
</tr>
<tr>
<td>Explain requirements for successful completion:</td>
<td>Review training manual course overview, pg 8</td>
<td>Explain Study Guide is there to assist learning of material</td>
</tr>
<tr>
<td>85% on open book final exam and 100% skill competency evaluation</td>
<td>At the end of the training, student will complete: Open Book Final Exam Skill Competency Evaluation Requirements for successful completion: 85% on final open book exam (There are individual ER medication exams and also one exam that includes all three medications. Use the most appropriate one for situation) 100% on skill competency (return demonstration or written skill competency for the appropriate ER medications) If 85% not achieved on Final Open Book Exam or 100% not achieved on skill competency (return demo or written) UAP must repeat the failed portion 1 time. If UAP fails second time, must repeat the entire training course</td>
<td>At the end of the training, must complete open book exam (may use manual or study guide to identify correct answers to questions) and skill competency. Skill Competency may be determined two ways: Return demonstration of the medication administration skill, 100% must be achieved OR Complete a written skill evaluation with 100% score</td>
</tr>
<tr>
<td>Describe training manual design</td>
<td>Review: Table of Contents, pg; Identify different sections of manual</td>
<td>Review Course Manual Contents Modules Handouts Appendix Study Guide Open Book Test Skill Competency</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>CONTENT</td>
<td>TRAINER NOTES</td>
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<tr>
<td></td>
<td>KRS 156.502 201 KAR 20:400</td>
<td>• Discuss the ANA definition of delegation.</td>
</tr>
<tr>
<td></td>
<td>Advisory Opinion Statement #15</td>
<td>• Discuss how safe medication administration reduces the school district’s liability and removes barriers that would prevent the child from obtaining an education in the least restrictive manner.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss the liability protection given by the Federal Paul P. Coverdell Teacher Liability Protection Act of 2001.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discuss those things that should not be delegated to the unlicensed person listed in AOS #15.</td>
</tr>
<tr>
<td>Understand the 3 levels of nursing that may be present in the school setting.</td>
<td>Training Manual, pg 12</td>
<td>Discuss the differences in the nurses roles in the school setting:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• APRN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• RN</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• LPN</td>
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<td>Discuss the role of the nurse or physician in delegation vs. family.</td>
</tr>
<tr>
<td>List who can delegate to unlicensed personnel in the school setting.</td>
<td>Training Manual KRS 156.502 (2)(a)(b)</td>
<td></td>
</tr>
</tbody>
</table>

**Content References:**
- **Laws Related to Medication Administration:**
  - Training Manual Appendix pg 63
  - KRS 156.502
  - 201 KAR 20:400
  - Advisory Opinion Statement #15
| Understand the length of time that the delegation and training is valid. | KRS 156.502(2) (c) (2) | Discuss initial training vs. retraining annually. |
| Understand school district’s student confidentiality and privacy laws, and purpose of policies and procedures for medication administration | Training Manual pgs 14 and 64 | Discuss how FERPA is different than HIPAA, and student records included under FERPA. Discuss importance of local district school policies and procedures in medication administration. |
| Describe other legal considerations in medication administration | Training Manual pgs 15-17 | Review nationally accepted practice guidelines and compare with local school district policies and procedures for:  
- Medication Administration  
- Authorization Forms  
- Storage and Disposal of Medications  
- Field Trips  
- Refusal of Medications  
- Medication Errors |
| Identify information that would be included if necessary to contact Poison Control | Training Manual pg 20 | Review when to call Poison control and information to include. |
### MEDICATION TRAINING

**Lesson Plan: Module II – Classification of Medications, Medication Preparation, Administration, and Documentation**

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>TRAINER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the three types of medications that may be administered in schools</td>
<td>Training Manual, Module II, pgs 22-33</td>
<td>Study Guide Module II pgs 70-72</td>
</tr>
<tr>
<td></td>
<td>Study Guide pgs 70-72</td>
<td>Review the three types of medications:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Controlled/Scheduled (Ritalin or Tylenol with Codeine)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Non-controlled-Scheduled (Tegretol or Dilantin)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Over the Counter (Tylenol, Motrin, Robitussin Cough Syrup)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Name examples of each type of medication see in parenthesis above</td>
</tr>
<tr>
<td>Identify school district’s authorization form, policies and procedures, and documentation form</td>
<td>Review current school district forms to be completed when medication administration is requested for student</td>
<td>Show examples of school district forms</td>
</tr>
<tr>
<td>Identify important student health information to know prior to administering medications</td>
<td>Training Manual pg 24, important student health information, knowing common use, name and possible common adverse effects</td>
<td>Important to be aware of any allergies as well as student name, date of birth and sex of student</td>
</tr>
<tr>
<td></td>
<td>Common Medications Table, p 24</td>
<td>Discuss common medication names, use and possible side effects of any medication being administered.</td>
</tr>
<tr>
<td></td>
<td>Brand/Generic Names of Common Medications p 55</td>
<td>Identify/discuss examples of medications administered in your school;</td>
</tr>
<tr>
<td></td>
<td>Medline Plus web link on pg 26</td>
<td>If possible, show example of pharmacy issued medication education sheet or demonstrate how to access Medline Plus website if computer available</td>
</tr>
<tr>
<td>Task</td>
<td>Training Manual, pg 26</td>
<td>Description</td>
</tr>
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</tr>
</tbody>
</table>
| Describe guidelines to follow if student vomits after taking medication | Review guidelines or school policies and procedures to follow if student vomits after taking medication. Report to supervising nurse:     | • Student's name and age  
  • Medication name and dose  
  • Time interval between administration and vomiting  
  • Follow school district policies and ER procedures if severe adverse reaction occurs |
| Distinguish between an allergic and anaphylactic reaction            | Review signs and symptoms of allergic and anaphylaxis reactions.                         |                                                                                                                                                                                                            |
| Identify various forms of medication administration                 | Review all the different types of medications administered in the school setting:       | • Oral (include different types)  
  • Topical (include different types)  
  • Inhalers and Nebulizers  
  • Metered Dose Inhalers  
  • Emergency Medications (discussed in more detail in Module III) |
| Describe key elements of handling medication                         | Describe proper hand washing (see handout pg 54)                                        | Describe or demonstrate how to avoid touching medication  
  Explain that if ½ tablet is ordered, licensed health care provider dispensing medication or school nurse should cut tablets into ordered dose, not UAP  
  Review appropriate way to pour liquids and emphasize measurement at eye level |
| **Explain the Six Rights of Medication Administration, including checking medication label for accuracy** | Training Manual, pg 30 and 52 | Review  
- The Six Rights of Medication Administration;  
- Checking medication label for accuracy |
| **Compare/contrast difference between a medication error and a refusal of medication** | Training Manual, pg 30-31  
Review school district incident report form or refer to sample form, pg 53-54 | Describe the differences between a medication error and a student’s refusal of medication  
Describe documentation necessary to complete for medication error or refusal |
| **Review how medication is to be documented in your school district** | Training Manual, pg 31, 53-54 | Identify school district policies and procedures on medication administration documentation  
Include accepted time range in school policy medication may be given  
Demonstrate on school district’s MAR or sample on pgs 56-57 |
| **Discuss common medication abbreviations that might be included in the medication prescription or authorization** | Training Manual, pgs 47 | Review Common Medication Abbreviations – give examples that might be seen in school setting: May wish to include  
- gtt/gtts  
- OTC  
- ac  
- NKA  
- PRN  
- D/C |
## Lesson Plan: Module III – Emergency Medication Administration

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>TRAINER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the three emergency medications that an RN may delegate to unlicensed school personnel</td>
<td>Training Manual, pg 34-43, Appendix pg 63 KRS 156.502, KRS 158.838, KBN AOS # 15, Study Guide pgs 73-75</td>
<td>Identify the three emergency medications to be administered in a life-threatening event: • Glucagon injectable • Epinephrine for Anaphylaxis (EpiPen) • Diazepam (Diastat) Rectal Gel</td>
</tr>
<tr>
<td>Define hypoglycemia and describe how hypoglycemia may occur for student with diabetes</td>
<td>Training Manual, pgs 34-35</td>
<td>Define hypoglycemia Give examples when hypoglycemia may occur</td>
</tr>
<tr>
<td>Review when Glucagon may be prescribed</td>
<td>Training Manual, pg 34</td>
<td>Explain when Glucagon may be prescribed and how it affects hypoglycemia</td>
</tr>
<tr>
<td>Review KRS 158.838 Glucagon administration requirement</td>
<td>Training Manual Appendix pg 63</td>
<td>Review what law requires • At least one person trained in the school to administer Glucagon • Monitoring of expiration date</td>
</tr>
<tr>
<td>Describe procedure for administering Glucagon</td>
<td>Training Manual, pg 36</td>
<td>Explain importance of Diabetes Emergency Action Plan, where plan located and information it contains Demonstrate how to administer Glucagon, (could use orange or cardboard box to demonstrate injection) Explain how long after injecting Glucagon blood glucose level increases; symptoms of increased blood glucose level</td>
</tr>
<tr>
<td>Activity</td>
<td>Training Material</td>
<td>Description</td>
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<tr>
<td>Define anaphylaxis and give examples of potential symptoms</td>
<td>Training Manual pg 37</td>
<td>Review definition of anaphylaxis. Give examples of possible symptoms and when they might occur (for instance, eating peanut butter, stung by wasp).</td>
</tr>
<tr>
<td>Review when Epinephrine (EpiPen) would be prescribed and importance of Emergency Action Plan</td>
<td>Training Manual pg 37</td>
<td>Explain when EpiPen would be prescribed. Discuss importance of ER Action Plan, where it would be located, content of plan, etc. Discuss KRS 158.834 and KRS 158.836 allowing student to self-carry and self-administer.</td>
</tr>
<tr>
<td>Describe procedure for administering EpiPen; review how long medication would be effective</td>
<td>Training Manual pg 38</td>
<td>Demonstrate how to administer EpiPen (could use orange or cardboard box to demonstrate injection). Explain how long medication would be effective for symptoms.</td>
</tr>
<tr>
<td>Define epilepsy</td>
<td>Training Manual pg 39</td>
<td>Define epilepsy.</td>
</tr>
<tr>
<td>Describe the many different forms of seizures</td>
<td>Training Manual pg 39</td>
<td>Describe common types of seizures that may be seen in school setting. Remind UAP that most student's achieve good control of their seizures, but there are circumstances when a seizure is an emergency.</td>
</tr>
<tr>
<td>Explain when a seizure is an emergency</td>
<td>Training Manual, pg 39</td>
<td>Describe circumstances when seizures generally considered an emergency</td>
</tr>
<tr>
<td>Explain the first two priorities during a seizure; emphasize importance of Seizure Action (Emergency) Plan</td>
<td>Training Manual, pg 39</td>
<td>Review where Seizure Emergency Action Plan is located, content in plan, etc. Review what the first two priorities are during a seizure; refer to Seizure action plan for instructions</td>
</tr>
<tr>
<td>Demonstrate how to administer Diastat Rectal Gel</td>
<td>Training Manual, pgs 41-43</td>
<td>Demonstrate steps to administering Diastat Rectal Gel; include information on how low medication would be effective</td>
</tr>
<tr>
<td>OBJECTIVES</td>
<td>CONTENT</td>
<td>TRAINER NOTES</td>
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<tr>
<td>Describe your school district’s policy for daily medication administration</td>
<td>Training Manual Module IV, pg 45 Study Guide pgs 76-78 Provide copies of your school district policy and any related procedures Inform UAP where school district policy and procedures are located</td>
<td>Review/explain policy and any related procedures, authorization forms, Medication Administration Record</td>
</tr>
<tr>
<td>Describe your school district’s policy for administering Over the Counter (OTC) medication</td>
<td>Provide copies of your school district policy Training manual pg. 45</td>
<td>Review/explain policy, authorization form, etc.</td>
</tr>
<tr>
<td>Describe your school district’s policy and procedure for administering medication during a field trip</td>
<td>Provide copies of your school district policy and procedures for medication administration during a field trip Training manual pg 18 &amp; 45</td>
<td>Explain that UAP must have met requirements of 704 KAR 4:020 to administer medication on a field trip Explain importance of early notification of trip to school health coordinator Review school district procedures for planning for medication administration and accommodating student’s medication requirements on a field trip</td>
</tr>
<tr>
<td>Identify where medication is to be stored</td>
<td>Provide copies of school district policy on storage of medication, Training manual pg. 17 &amp; 45</td>
<td>Review school district policy on medication storage</td>
</tr>
<tr>
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</tr>
<tr>
<td>Describe your district’s policy for disposing of unused medication</td>
<td>Provide copies of your school district policy and procedure for disposing of unused medication Training manual pg 17 &amp; 45</td>
<td>Review and explain school district policy and procedure for disposing of unused medication</td>
</tr>
<tr>
<td>Describe your district’s policy for reporting and documenting medication errors</td>
<td>Provide copies of your school district's policy and procedure for reporting and documenting medication errors. Provide copy of school district’s Incident Form or use sample form on pgs 21</td>
<td>Review school district policy, and procedure for reporting a medication error. Explain/demonstrate how to complete school district’s Incident Form (or sample form)</td>
</tr>
<tr>
<td>Review school district’s policy on medication administration Explain how to document medication administered or refused on your school district’s Medication Administration Record.</td>
<td>Provide copies of your school district’s Medication Administration Record or may use sample form on pgs 53</td>
<td>Review accepted time range when medication can be administered (For example 30 minutes before scheduled time or 30 minutes after. Use your district’s policy as the example) Demonstrate how to document medication administration and refusal on school district’s Medication Administration Record or sample form</td>
</tr>
</tbody>
</table>
### MEDICATION TRAINING

#### Lesson Plan: Emergency Medications Only Training Program

<table>
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<tr>
<th>OBJECTIVES</th>
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<th>TRAINER NOTES</th>
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</thead>
<tbody>
<tr>
<td>Explain training program requirement</td>
<td>Review new training requirements in 704 KAR 4:020, Appendix pg 63</td>
<td>Explain 704 KAR 4:020 Section 4 (g) requirement</td>
</tr>
<tr>
<td>Explain requirements for successful completion:</td>
<td>Training Manual course overview pgs 8-9</td>
<td>Explain Study Guide is there to assist learning of material</td>
</tr>
<tr>
<td>• 85 % on final exam (open book) and</td>
<td>At the end of the training, student will complete:</td>
<td>At the end of the training, must complete open book exam (may use manual or study guide to identify correct answers to questions) and skill competency</td>
</tr>
<tr>
<td>• 100 % skill competency evaluation</td>
<td>• Open Book Final Exam</td>
<td>• Skill Competency may be determined two ways:</td>
</tr>
<tr>
<td>Requirements for successful completion:</td>
<td>• Skill Competency Evaluation</td>
<td>• Return demonstration of the medication administration skill, 100% must be achieved OR</td>
</tr>
<tr>
<td>• 85 % on open book final exam (There are individual ER medication exams and also one exam that includes all three medications. Use the most appropriate one for situation)</td>
<td></td>
<td>• Complete a written skill evaluation with 100% score</td>
</tr>
<tr>
<td>• 100 % on skill competency (return demonstration or written skill competency for the appropriate ER medications)</td>
<td>If 85% not achieved on Final Open Book Exam or 100% not achieved on skill competency (return demo or written) UAP must repeat the failed portion 1 time.</td>
<td></td>
</tr>
<tr>
<td>If 85% not achieved on Final Open Book Exam or 100% not achieved on skill competency (return demo or written) UAP must repeat the failed portion 1 time.</td>
<td>If UAP fails second time, must repeat the entire training course</td>
<td></td>
</tr>
</tbody>
</table>
| **KRS 156.502, KRS 158.838, 201 KAR 20:400, KBN AOS # 15,** | **Review appropriate laws, regulations and KBN AOS related to the training and delegation of ER medications to UAP**  
**Review KRS 158,838 requires**  
- At least one person trained in school to administer ER medication  
- Monitoring of expiration date  
**Review laws that allow student may self-carry and self-administer ER medication for asthma and anaphylaxis**  
**Study Guide for UAP:**  
**Module I questions # 1,2,3,5&6**  
**Module III question # 16** |
| **KRS 158.834, KRS 158.836**  
**Study Guide pages 67-74** | **Identify the three emergency medications that an RN may delegate to unlicensed school personnel**  
**Training Manual pg 34**  
**Study Guide pg 73**  
**Identify the three emergency medications to be administered in a life-threatening event:**  
- Glucagon injectable  
- Epinephrine for Anaphylaxis (EpiPen)  
- Diazepam (Diastat) Rectal Gel  
**Study Guide for UAP:**  
**Module III question #1** |
| **Define hypoglycemia and describe how hypoglycemia may occur for student with diabetes**  
**Training Manual, pgs 34-35**  
**Study Guide Module III pgs 73-75** | **Define hypoglycemia**  
**Give examples when hypoglycemia may occur**  
**Study Guide for UAP:**  
**Module III questions # 2 & 3** |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Source</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review when Glucagon may be prescribed</td>
<td>Training Manual pgs 34-36</td>
<td>Explain when Glucagon may be prescribed and how it affects hypoglycemia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study Guide Module III question #4</td>
</tr>
<tr>
<td>Describe procedure for administering Glucagon</td>
<td>Training Manual pg 36</td>
<td>Explain importance of Diabetes Emergency Action Plan, where this plan is located and when to administer Glucagon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate how to administer Glucagon, (could use orange or cardboard box to demonstrate injection)</td>
</tr>
<tr>
<td>Review school district policies and procedures for administering Glucagon</td>
<td>Training Manual Module IV : review local school district policies and procedures related to Glucagon administration and pg.45 Study Guide pg 76-77</td>
<td>Study Guide for UAP: Module IV questions # 1,3,4,5,7</td>
</tr>
<tr>
<td>Define anaphylaxis and give examples of potential symptoms</td>
<td>Training Manual, pg 26 &amp; 37</td>
<td>Define anaphylaxis</td>
</tr>
<tr>
<td></td>
<td>Study guide information related to Epi Pen administration pg 73</td>
<td>Give examples when anaphylaxis may occur; signs and symptoms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study Guide for UAP: Module III questions # 6-8</td>
</tr>
<tr>
<td>Review when epinephrine (EpiPen) may be prescribed</td>
<td>Training Manual pg 37</td>
<td>Explain when EpiPen may be prescribed and how long it is effective</td>
</tr>
<tr>
<td></td>
<td>Study Guide pg 74</td>
<td>Study Guide Module III questions 9 &amp; 10</td>
</tr>
<tr>
<td>Review KRS 158.834 and KRS 158.836 student may self-carry and self-administer epinephrine (EpiPen)</td>
<td>Training Manual pgs 15, 16 &amp; 63</td>
<td>Review what information parent and physician authorization must include for student to self-carry and administer EpiPen</td>
</tr>
<tr>
<td>Task</td>
<td>Reference</td>
<td>Additional Information</td>
</tr>
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<td>----------------------------------------------------------------------</td>
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</tr>
</tbody>
</table>
| Describe procedure for administering EpiPen                          | Training Manual pg 34                                                     | Discuss importance of Emergency Action Plan, where plan is located and access to ER plan information and medication  
Demonstrate how to administer EpiPen, (could use orange or cardboard box to demonstrate injection) |
| Review school district policies and procedures for administering EpiPen | Training Manual Module IV : review local school district policies and procedures related to EpiPen administration and pg. 45  
Study Guide pg 76-78                                                   | Study Guide for UAP:  
Module IV questions # 1,3,4,5,7                                                  |
| Define epilepsy (seizures) and describe different types of seizures  | Training Manual, pg 39                                                   | Describe common types of seizures that may be seen in school setting  
Study Guide information related to seizures pg 74                                |
| Explain when a seizure is an emergency, life-threatening event       | Training Manual pg 39                                                   | Describe circumstances when seizures are life-threatening                                |
| Explain importance of Seizure Emergency Action Plan;                | Discuss information in Seizure ER Action Plan;  
Identify the first two priorities during a seizure | Review information on Seizure Emergency Action Plan, where plan is located and how to access plan and medication |
| Demonstrate Diastat medication administration                        | Module III Diastat medication and procedure how to administer, pgs 41-43 | Review Diazepam (Diastat) Rectal Gel Medication Administration  
• Review/demonstrate how to know medication syringe is “locked in” to prescribed dose  
• Review procedure how to administer Diastat |
| Review school district policies and procedures for administering Diazepam (Diastat) Rectal Gel | Training Manual Module IV: review local school district policies and procedures related to Diastat administration and pg. 45
Study Guide pgs 76-78 | Module IV pg and local school district policies and procedures
Study Guide: Module IV questions # 1,3,4,5,7 |
### Lesson Plan: Glucagon Emergency Medication Training Program

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>CONTENT</th>
<th>TRAINER NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain training program requirement</td>
<td>Review new training requirements in 704 KAR 4:020, Training Manual Appendix, p 63</td>
<td>Explain 704 KAR 4:020 Section 4 (g) requirement</td>
</tr>
<tr>
<td>Explain requirements for successful completion:</td>
<td>Training Manual course overview, pgs 8-9</td>
<td>Explain Study Guide is there to assist learning of material</td>
</tr>
<tr>
<td>• 85 % on final exam (open book)</td>
<td>At the end of the training, student will complete:</td>
<td>At the end of the training, must complete open book exam (may use manual or study guide to identify correct answers to questions) and skill competency</td>
</tr>
<tr>
<td>and</td>
<td>• Open Book Final Exam</td>
<td>Skill Competency can be determined two ways:</td>
</tr>
<tr>
<td>• 100 % skill competency</td>
<td>• Skill Competency</td>
<td>• Return demonstration of the medication administration skill, 100% must be achieved OR</td>
</tr>
<tr>
<td></td>
<td>Requirements for successful completion:</td>
<td>• Complete a written skill evaluation with 100% score</td>
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<td></td>
<td>• 85 % on open book final exam (There are individual ER medication exams and also one exam</td>
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<td>that includes all three medications. Use the most appropriate one for situation)</td>
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<td>• 100 % on skill competency (return demonstration or written skill competency for the</td>
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<td>appropriate ER medications)</td>
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<td></td>
<td>If 85% not achieved on Final Open Book Exam or 100% not achieved on skill competency (return</td>
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<td></td>
<td>demo or written) UAP must repeat the failed portion 1 time.</td>
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<td></td>
<td>If UAP fails second time, must repeat the entire training course</td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Resource(s)</td>
<td>Related Information</td>
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<td>---------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Review: KRS 156.502, KRS 158.838, 201 KAR 20:400 and KBN AOS # 15 medication delegation requirements for unlicensed school personnel</td>
<td>Training Manual, pg 63</td>
<td>Review appropriate laws, regulations and KBN AOS related to the training and delegation of ER medications to UAP</td>
</tr>
<tr>
<td>KRS 156.502, KRS 158.838, 201 KAR 20:400, KBN AOS #15, Study Guide Module I pgs 67-69, 78</td>
<td></td>
<td>Review KRS 158.838 requires</td>
</tr>
<tr>
<td>• At least one person trained in the school to administer Glucagon</td>
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<tr>
<td>• Monitoring of expiration date</td>
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</tr>
<tr>
<td>Study Guide for UAP: Module I questions #1,2,5,&amp;6</td>
<td></td>
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</tr>
<tr>
<td>Module III question # 5</td>
<td></td>
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</tr>
<tr>
<td>Identify the three emergency medications that an RN may delegate to unlicensed school personnel</td>
<td>Training Manual, pg 34-35</td>
<td>Identify the three emergency medications to be administered in a life-threatening event:</td>
</tr>
<tr>
<td>• Glucagon injectable</td>
<td></td>
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<tr>
<td>• Epinephrine for Anaphylaxis (EpiPen)</td>
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<tr>
<td>• Diazepam (Diastat) Rectal Gel</td>
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<tr>
<td>Study Guide Module III question # 1</td>
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</tr>
<tr>
<td>Define hypoglycemia and describe how hypoglycemia may occur for student with diabetes</td>
<td>Training Manual, pgs 34-35</td>
<td>Define hypoglycemia</td>
</tr>
<tr>
<td>Study guide Module III pgs 73-75</td>
<td></td>
<td>Give examples when hypoglycemia may occur</td>
</tr>
<tr>
<td>Study Guide for UAP: Module III Glucagon questions #2 &amp; 3</td>
<td></td>
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</tr>
<tr>
<td>Module IV questions 1,3,4,5,7</td>
<td></td>
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</tr>
<tr>
<td>Review when Glucagon may be prescribed</td>
<td>Module III Glucagon medication and procedure how to administer, pgs 34-35</td>
<td>Explain when Glucagon may be prescribed and how it affects hypoglycemia</td>
</tr>
<tr>
<td>Describe procedure for administering Glucagon</td>
<td>Training Manual pg 36</td>
<td>Explain importance of Diabetes Emergency Action Plan, where this plan is located in your school and information when to administer Glucagon. Demonstrate how to administer Glucagon, (could use orange or cardboard box to demonstrate injection).</td>
</tr>
<tr>
<td>Review school district policies and procedures for administering Glucagon</td>
<td>Training Manual Module IV pg. 45 Study Guide pgs 76-77</td>
<td>Study Guide for UAP: Module III question #5 Module IV questions #1,3,4,5,7</td>
</tr>
</tbody>
</table>
## Lesson Plan: Epinephrine (EpiPen) Emergency Medication Training Program

<table>
<thead>
<tr>
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</tr>
<tr>
<td>Explain requirements for successful completion: • 85 % on final exam (open book) and • 100% skill competency evaluation</td>
<td>Training Manual course overview, pgs 8-9 At the end of the training, student will complete: • Open Book Final Exam • Skill Competency Evaluation</td>
<td>Explain Study Guide is there to assist learning of material At the end of the training, must complete open book exam (may use manual or study guide to identify correct answers to questions) and skill competency</td>
</tr>
<tr>
<td>Requirements for successful completion: 85 % on final exam (There are individual ER medication exams and also one exam that includes all three medications. Use the most appropriate one for situation) 100 % on skill competency (return demonstration or written skill competency for the appropriate ER medications)</td>
<td>If 85% not achieved on Final Open Book Exam or 100% not achieved on skill competency (return demo or written) UAP must repeat the failed portion 1 time. If UAP fails second time, must repeat the entire training course</td>
<td>Skill Competency can be determined two ways: • Return demonstration of the medication administration skill, 100% must be achieved OR • Complete a written skill evaluation with 100% score</td>
</tr>
<tr>
<td>Review KRS 156.502, 201 KAR 20:400 and KBN AOS # 15 medication delegation requirements for unlicensed school personnel</td>
<td>Training Manual, pg 63 KRS 156.502, 201 KAR 23:400 KBN AOS #15,</td>
<td>Review appropriate laws, regulations and KBN AOS related to the training and delegation of ER medications to UAP</td>
</tr>
<tr>
<td>Task</td>
<td>Relevant Text</td>
<td>Analysis</td>
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</tr>
<tr>
<td>Review KRS 158.834, KRS 158.836, student may self-carry and administer ER medication for asthma and anaphylaxis</td>
<td>KRS 158.834, KRS 158.836 Study Guide pg 67 &amp; 73</td>
<td>Review law that allow student may self-carry ER medication for asthma and anaphylaxis Study Guide for UAP: Module I questions #1,2,3,5&amp;6 Module III question # 11</td>
</tr>
<tr>
<td>Identify the three emergency medications that an RN may delegate to unlicensed school personnel</td>
<td>Training Manual, pg 34 Study Guide p 73</td>
<td>Identify the three emergency medications to be administered in a life-threatening event: • Glucagon injectable • Epinephrine for Anaphylaxis (EpiPen) • Diazepam (Diastat) Rectal Gel Study Guide Module III question #1</td>
</tr>
<tr>
<td>Define anaphylaxis and give examples of potential symptoms</td>
<td>Training Manual, pgs 26 &amp; 37 Study guide information related to Epi Pen administration pg 73</td>
<td>Define anaphylaxis Give examples when anaphylaxis may occur; signs and symptoms Study Guide for UAP: Module III questions #6-8</td>
</tr>
<tr>
<td>Review when epinephrine (EpiPen) may be prescribed</td>
<td>Training Manual pg 37 Study Guide pg 74</td>
<td>Explain when EpiPen may be prescribed and how long it is effective Module III questions # 9-10</td>
</tr>
<tr>
<td>Review KRS 158.834 and KRS 158.836 student may self-carry and self-administer epinephrine (EpiPen)</td>
<td>Training Manual pgs 15-16, 63</td>
<td>Review what information parent and physician authorization must include</td>
</tr>
<tr>
<td>Describe procedure for administering EpiPen</td>
<td>Training Manual pg 34</td>
<td>Discuss importance of Emergency Action Plan, where plan is located and access to ER plan information and medication. Demonstrate how to administer EpiPen, (could use orange or cardboard box to demonstrate injection)</td>
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<tr>
<td>Review school district policies and procedures for administering EpiPen</td>
<td>Training Manual Module IV : review local school district policies and procedures related to EpiPen administration and pg. 45 Study Guide pg 76-78</td>
<td>Study Guide for UAP: Module IV questions # 1,3,4,5,7</td>
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### Lesson Plan: Diazepam (Diastat) Rectal Gel Emergency Medication Training Program

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<td>Explain Study Guide is there to assist learning of material</td>
</tr>
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<td>• 85% on open book final exam, and</td>
<td>At the end of the training, student will complete:</td>
<td>At the end of the training, must complete open book exam (may use manual or study guide to identify correct answers to questions) and skill competency</td>
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<td>• 100% on skill competency evaluation</td>
<td>• Open Book Final Exam</td>
<td>Skill Competency can be determined two ways:</td>
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<td></td>
<td>• Skill Competency</td>
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<td></td>
<td>Requirements for successful completion:</td>
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<td>1) 85% on open book final exam (There are individual ER medication exams and also one exam that includes all three medications. Use the most appropriate one for situation)</td>
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<td></td>
<td>2) 100% on skill competency (return demonstration or written skill competency for the appropriate ER medications)</td>
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<td>If 85% not achieved on Final Open Book Exam or 100% not achieved on skill competency (return demo or written) UAP must repeat the failed portion 1 time.</td>
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<td></td>
<td>If UAP fails second time, must repeat</td>
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<tr>
<td>Topic</td>
<td>Source Information</td>
<td>Additional Information</td>
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<tr>
<td>Review KRS 156.502 medication delegation requirements for unlicensed school personnel</td>
<td>Training manual, pg 63 KRS 156.502, KRS 158.838 201 KAR 20:400; KBN AOS #15, Study Guide Module I pg 67</td>
<td>Describe KRS 156.502 and KRS 158.838 requirements for school personnel to administer medication to students and monitor expiration date of medication. Review laws, regulations and KBN AOS related to the training and delegation of ER medications to UAP: Study Guide Module I questions: Module I questions #1,2,5,&amp;6</td>
</tr>
<tr>
<td>Identify the three emergency medications that an RN may delegate to unlicensed school personnel</td>
<td>Training Manual, Module III, pg 34 Study Guide Module III pg 73</td>
<td>Identify the three emergency medications to be administered in a life-threatening event: • Glucagon injectable • Epinephrine for Anaphylaxis (EpiPen) • Diazepam (Diastat) Rectal Gel Study Guide Module III question # 1</td>
</tr>
<tr>
<td>Define epilepsy (seizures) and describe different types of seizures</td>
<td>Training Manual, pg 39 Study guide Module III pg 74</td>
<td>Describe common types of seizures that may be seen in school setting Study Guide for UAP: Module III Seizure questions # 12-16</td>
</tr>
<tr>
<td>Explain when a seizure is an</td>
<td>Training Manual, pg 39</td>
<td>Describe circumstances when seizures</td>
</tr>
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<td>emergency, life-threatening event</td>
<td>are life-threatening</td>
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<tr>
<td>Explain importance of Seizure Action Plan;</td>
<td>Discuss information in ER Action Plan; ex Identify the first two priorities during a seizure</td>
<td></td>
</tr>
<tr>
<td>Review information on Seizure Action Plan, where plan is located and how to access plan and medication</td>
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<tr>
<td>Demonstrate Diastat medication administration</td>
<td>Training Manual Module III Diastat medication and procedure how to administer, pgs 41-43</td>
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</tr>
<tr>
<td>Review Diazepam (Diastat) Rectal Gel Medication Administration</td>
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<td>• Review/demonstrate how to know medication syringe is “locked in” to prescribed dose</td>
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<td>• Review procedure how to administer Diastat</td>
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<tr>
<td>Review school district policies and procedures for administering Diazepam (Diastat) Rectal Gel</td>
<td>Training Manual Module IV pg.45 Study Guide Module IV pgs 76-78</td>
<td></td>
</tr>
<tr>
<td>Module IV pg and local school district policies and procedures</td>
<td></td>
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<tr>
<td>Study Guide: Module IV questions 1,3,4,5,7</td>
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</table>
Medication Administration Training Final Exam for Routine and Emergency Medications

1. The supervising RN of unlicensed school personnel does not have to be present in the same building, but at least available by phone for consultation.
   a. True
   b. False

2. KRS 156.502 allows anyone to delegate medication administration to unlicensed school personnel.
   a. True
   b. False

3. When accepting the delegation to perform medication administration in the school setting, the unlicensed school employee performs this function under the supervision of the delegating physician, RN or APRN
   a. True
   b. False

4. Proof of successful completion of the medication administration training course provided by the Kentucky Department of Education is valid only for the current school year.
   a. True
   b. False

5. Which would you do first if you are unclear about administering a medication?
   a. Ask the student
   b. Ask the parent
   c. Refrain from administering the medication until the supervising school nurse is contacted
   d. Ask the school teacher
6. Before administering any medication at school, there must be a written authorization from the student's parent or guardian.
   a. True
   b. False

7. Except for emergency medication specified in an emergency care plan (e.g. EpiPen, Glucagon or Diastat), all medication should be kept in an appropriately labeled, secure, locked container or cabinet.
   a. True
   b. False

8. Disposal of unused medication or expired medication that isn't picked up by the parent/guardian may be:
   a. Poured down the sink
   b. Flushed in the toilet
   c. Mixed with glue or cat litter before disposing
   d. Reused the next school year

9. Changes in a prescribed medication such as change in medication, dose, time and/or frequency require a new authorization form and a new prescription bottle (or label if applicable) from the pharmacy indicating the prescription change.
   a. True
   b. False

10. Parents may not request changes to prescribed medication without the school nurse first contacting the prescribing physician.
    a. True
    b. False
11. Medications to be administered on field trips may be repackaged and the instructions written on that package so that the original bottle with the pharmacy’s prescription label is left safely at the school.
   a. True
   b. False

12. When a student refuses a medication, you should notify the supervising school nurse/parent as soon as possible.
   a. True
   b. False

13. “A “PRN” medication means a medication should be given:
   a. Once a month
   b. Daily
   c. On an “as needed basis”

14. A student vomits after taking a medication. You should report to the supervising school nurse:
   a. Students name and age
   b. Medication dose
   c. Time interval between medication administration and vomiting
   d. All of the above

15. Extended, sustained or slow release medication should never be crushed or broken.
   a. True
   b. False

16. Gloves should be worn when administering eye or ear medications.
   a. True
   b. False
17. After the student has taken the oral medication, it is very important to make sure they have swallowed the medication by:
   a. Asking the student to open their mouth and raise their tongue
   b. Watch for swallowing motion
   c. None of the above

18. A Common problem in using an inhaler medication is:
   a. Forgetting to shake the canister
   b. Not waiting long enough between puffs
   c. Not taking the medication as prescribed
   d. All of the above

19. Before preparing to administer medication, you should:
   a. Weigh the student
   b. Wash your hands
   c. Take the student’s temperature

20. Liquid medications should be poured away from the label:
   a. Because you may spill on the counter
   b. To prevent smearing of the medication label
   c. To make sure it is the right medication

21. Liquid medication should be measured at eye level to assure a proper dose.
   a. True
   b. False

22. A student is prescribed two liquid medications. You should do all except:
   a. Measure the liquid using a marked medicine cup for each medication
   b. Mix the two liquid medications in the same cup
   c. Hold the bottles with the label facing your palm
   d. Measure the dose at eye level
23. What two identifiers should be used to identify the student prior to administering a medication?
   a. Student states their name and also identified by another student or peer
   b. Student photograph and student states their name
   c. Parent authorization and student photograph

24. Which of the following essential information should be included on the student’s Medication Administration Record?
   a. Name of student and home address
   b. Student’s name, name of medication, dose, route and time to be given; and any allergies
   c. Parent’s name and address

25. To decrease medication errors, the 6 rights of medication administration should be checked:
   a. Each time a medication is given
   b. At the beginning of the day
   c. The first dose of a new medication

26. The six rights of medication administration include all except:
   a. Right student
   b. Right medication
   c. Right storage
   d. Right dose
   e. Right route
   f. Right time
   g. Right documentation
27. If a medication has been given and not documented, there is the risk of a medication error because there is a potential for:
   a. Under dosing the student
   b. Overdosing the student
   c. Documenting on the wrong student

28. You may record medication administration prior to giving the medication.
   a. True
   b. False

29. Medication administered on a field trip does not have to be documented upon return on the student’s medication administration record.
   a. True
   b. False

30. What is Diabetes?
   a. Inability to produce insulin
   b. The result of eating too much sugar
   c. A Contagious disease
   d. The result from eating too much “junk” food

31. Hypoglycemia is another term used for low blood sugar level
   a. True
   b. False

32. When may glucagon be prescribed to be administered?
   a. When the student doesn’t feel well
   b. When the student has a fever
   c. When the student is unable to take food or liquid by mouth
   d. When a student complains of being very thirsty
33. How is glucagon administered?
   a. Under the arm
   b. Rectally
   c. Under the tongue
   d. By injection

34. What would you do first if a student became unconscious and needed an emergency medication administered?
   a. Call a parent
   b. Designate someone to call 9-1-1
   c. Call the school nurse
   d. Call the student’s physician

35. Anaphylaxis may be caused by:
   a. Insect bites or stings
   b. Foods
   c. Medications
   d. All of the above

36. Signs and symptoms of anaphylaxis include:
   a. Itchy skin and hives
   b. Swelling or flushing of the lips, throat, and tongue
   c. Wheezing, shortness of breath, coughing, hoarseness and/or loss of consciousness
   d. All of the above

37. The recommended injection site for the EpiPen auto-injector is the:
   a. Right arm
   b. Abdomen
   c. Outer thigh
   d. Buttocks
38. The EpiPen must be held firmly in the thigh muscle for at least one minute.
   a. True
   b. False

39. Clothing must be removed before using the EpiPen auto-injector.
   a. True
   b. False

40. After administering the EpiPen, the effect of the epinephrine will only last 10 to 15 minutes.
   a. True
   b. False

41. After using the EpiPen auto-injector you should:
   a. Dispose of the used EpiPen in the trash can
   b. Send the used EpiPen to the emergency facility with the student
   c. Dispose of the used EpiPen in the sharps container
   d. Send the used EpiPen home with the student

42. Seizures may last a few seconds to a few minutes
   a. True
   b. False

43. All seizures are a medical emergency and require Diazepam (Diastat) to be given as soon as possible.
   a. True
   b. False

44. A student should not be restrained during a seizure.
   a. True
   b. False
45. Never place an object in the student's mouth during a seizure.
   a. True
   b. False

46. One first aid measure during a convulsive seizure is to turn the student to one side.
   a. True
   b. False

47. Unlicensed school personnel may be delegated and trained by an RN to administer
    Diazepam (Diastat) rectal gel.
   a. True
   b. False

48. Which emergency drug may be prescribed to treat a severe allergic reaction to peanuts
    (anaphylaxis)?
   a. Glucagon
   b. Diastat
   c. EpiPen

49. For school personnel who have been delegated and trained to administer medications
    according to KRS 156.502, school districts should have policies and procedures on
    medication administration readily accessible.
   a. True
   b. False

50. Local school district policies and procedures should provide information on topics such
    as:
    a. Storage of medication;
    b. How to dispose of unused medication
    c. Administration of medication on a field on a field trip
    d. All of the above

Kentucky Department of Education 2011
Key for Final Exam

1. a. True
2. b. False
3. a. True
4. a. True
5. c. Refrain from administering the medication until the supervising school nurse is contacted
6. a. True
7. a. True
8. c. Mixed with glue or cat litter before disposing
9. a. True
10. a. True
11. b. False
12. a. True
13. c. On an “as needed” basis
14. d. All of the above
15. a. True
16. a. True
17. a. Asking the student to open their mouth and raise their tongue
18. d. All of the above
19. b. Wash your hands
20. b. To prevent smearing of the medication label
21. a. True
22. b. Mix the two liquid medications in the same cup
23. b. Student photograph and student states their name
24. b. Student’s name, name of medication, dose, route and time to be given; and any allergies
25. a. Each time a medication is given
26. c. Right storage
27. b. Overdosing the student
28. b. False
29. b. False
30. a. Inability to produce insulin
31. a. True
32. c. When a student is unable to take food or liquid by mouth
33. d. By injection
34. b. Designate someone to call 9-1-1
35. d. All of the above.
36. d. All of the above
37. c. Outer thigh
38. b. False
39. b. False
40. a. True
41. b. Send the used EpiPen to the emergency facility with the student
42. a. True
43. b. False
44. a. True
45. a. True
46. a. True
47. a. True
48. c. EpiPen
49. a. True
50. d. All of the above

*May miss up to 7 questions to achieve 85% accuracy (passing grade)*
1. The supervising RN of unlicensed school personnel does not have to be present in the same building, but at least available by phone for consultation.
   a. True
   b. False

2. KRS 156.502 allows anyone to delegate medication administration to unlicensed school personnel.
   a. True
   b. False

3. When accepting the delegation to perform medication administration in the school setting, the unlicensed school employee performs this function under the supervision of the delegating physician, RN or APRN
   a. True
   b. False

4. Proof of successful completion of the medication administration training course provided by the Kentucky Department of Education is valid only for the current school year.
   a. True
   b. False

5. Which would you do first if you are unclear about administering a medication?
   a. Ask the student
   b. Ask the parent
   c. Refrain from administering the medication until the supervising school nurse is contacted
   d. Ask the school teacher

6. Before administering any medication at school, there must be a written authorization from the student’s parent or guardian.
   a. True
   b. False
7. Except for emergency medication specified in an emergency care plan (e.g. EpiPen, Glucagon or Diastat), all medication should be kept in an appropriately labeled, secure, locked container or cabinet.
   a. True
   b. False

8. Disposal of unused medication or expired medication that isn't picked up by the parent/guardian may be:
   a. Poured down the sink
   b. Flushed in the toilet
   c. Mixed with glue or cat litter before disposing
   d. Reused the next school year

9. Changes in a prescribed medication such as change in medication, dose, time and/or frequency require a new authorization form and a new prescription bottle (or label if applicable) from the pharmacy indicating the prescription change.
   a. True
   b. False

10. Parents may not request changes to prescribed medication without the school nurse first contacting the prescribing physician.
    a. True
    b. False

11. Medications to be administered on field trips may be repackaged and the instructions written on that package so that the original bottle with the pharmacy’s prescription label is left safely at the school.
    a. True
    b. False

12. When a student refuses a medication, you should notify the supervising school nurse/parent as soon as possible.
    a. True
    b. False
13. “A “PRN” medication means a medication should be given:
   a. Once a month
   b. Daily
   c. On an “as needed basis”

14. A student vomits after taking a medication. You should report to the supervising school nurse:
   a. Students name and age
   b. Medication dose
   c. Time interval between medication administration and vomiting
   d. All of the above

15. Extended, sustained or slow release medication should never be crushed or broken.
   a. True
   b. False

16. Gloves should be worn when administering eye or ear medications.
   a. True
   b. False

17. After the student has taken the oral medication, it is very important to make sure they have swallowed the medication by:
   a. Asking the student to open their mouth and raise their tongue
   b. Watch for swallowing motion
   c. None of the above

18. A Common problem in using an inhaler medication is:
   a. Forgetting to shake the canister
   b. Not waiting long enough between puffs
   c. Not taking the medication as prescribed
   d. All of the above
19. Before preparing to administer medication, you should:
   a. Weigh the student
   b. Wash your hands
   c. Take the student’s temperature

20. Liquid medications should be poured away from the label:
   a. Because you may spill on the counter
   b. To prevent smearing of the medication label
   c. To make sure it is the right medication

21. Liquid medication should be measured at eye level to assure a proper dose.
   a. True
   b. False

22. A student is prescribed two liquid medications. You should do all except:
   a. Measure the liquid using a marked medicine cup for each medication
   b. Mix the two liquid medications in the same cup
   c. Hold the bottles with the label facing your palm
   d. Measure the dose at eye level

23. What two identifiers should be used to identify the student prior to administering a medication?
   a. Student states their name and also identified by another student or peer
   b. Student photograph and student states their name
   c. Parent authorization and student photograph

24. Which of the following essential information should be included on the student’s Medication Administration Record?
   a. Name of student and home address
   b. Student’s name, name of medication, dose, route and time to be given; and any allergies
   c. Parent’s name and address
25. To decrease medication errors, the 6 rights of medication administration should be checked:
   a. Each time a medication is given
   b. At the beginning of the day
   c. The first dose of a new medication

26. The six rights of medication administration include all except:
   a. Right student
   b. Right medication
   c. Right storage
   d. Right dose
   e. Right route
   f. Right time
   g. Right documentation

27. If a medication has been given and not documented, there is the risk of a medication error because there is a potential for:
   a. Under dosing the student
   b. Overdosing the student
   c. Documenting on the wrong student

28. You may record medication administration prior to giving the medication.
   a. True
   b. False

29. Medication administered on a field trip does not have to be documented upon return on the student’s medication administration record.
   a. True
   b. False

30. Local school district policies and procedures should provide information on topics such as:
   a. Storage of medication;
   b. How to dispose of unused medication
   c. Administration of medication on a field on a field trip
   d. All of the above
Key for Final Exam

1. a. True
2. b. False
3. a. True
4. a. True
5. c. Refrain from administering the medication until the supervising school nurse is contacted
6. a. True
7. a. True
8. c. Mixed with glue or cat litter before disposing
9. a. True
10. a. True
11. b. False
12. a. True
13. c. On an "as needed" basis
14. d. All of the above
15. a. True
16. a. True
17. a. Asking the student to open their mouth and raise their tongue
18. d. All of the above
19. b. Wash your hands
20. b. To prevent smearing of the medication label
21. a. True
22. b. Mix the two liquid medications in the same cup
23. b. Student photograph and student states their name
24. b. Student's name, name of medication, dose, route and time to be given; and any allergies
25. a. Each time a medication is given
26. c. Right storage
27. b. Overdosing the student
28. b. False
29. b. False
30. d. All of the above

May miss 5 questions to achieve 85% accuracy (passing grade)
Emergency Medication Administration Exam for Glucagon, EpiPen and Diastat

1. KRS 156.502 states that only physicians, advanced registered nurse practitioners (ARNP) or registered nurses (RN) may delegate and train unlicensed school personnel on medication administration.
   a. True
   b. False

2. When accepting the delegation to perform medication administration in the school setting from an RN, ARNP or physician, KRS 156.502 grants liability protection to unlicensed school personnel.
   a. True
   b. False

3. The supervising RN of unlicensed school personnel does not have to be present in the same building, but at least available by phone for consultation.
   a. True
   b. False

4. Proof of successful completion of the medication administration training course provided by the Kentucky Department of Education is only valid for the current school year.
   a. True
   b. False

5. The Family Educational Rights and Privacy Act (FERPA) is the federal law that protects student educational records, including health records, and may only be shared on a “need to know” basis.
   a. True
   b. False

6. According to KRS 158.838, each school district is required to have at least one school employee who has met the requirements of KRS 156.502 on duty during the entire school day to administer Glucagon or Diazepam (Diastat).
   a. True
   b. False
7. According to KRS 158.838, the parent(s)/guardian(s) must be notified one month prior to the expiration date of the emergency medications glucagon and diazepam rectal gel.
   a. True
   b. False

8. KRS 158.834 and KRS 158.836 permit a student to self-carry and self-administer emergency medication to treat anaphylaxis.
   a. True
   b. False

9. For intervention in a life-threatening situation, the three emergency medications that a registered nurse may train and delegate to unlicensed school personnel to administer are Glucagon, EpiPen and Diazepam suppository (Diastat rectal gel).
   a. True
   b. False

10. What is Diabetes?
    a. Inability to produce insulin
    b. Eating too much sugar
    c. Contagious disease
    d. Obesity

11. Hypoglycemia is another term used for a low blood sugar level.
    a. True
    b. False

12. Which phrase is true about hypoglycemia?
    a. Is one of the most frequent complications of children with diabetes who receive insulin
    b. Is a condition that involves the heart
    c. Is a condition where there is swelling of the eyes, lips or tongue
    d. Is a condition where there is itching and/or hives in the throat or mouth

13. When is Glucagon prescribed to treat hypoglycemia?
    a. When the student is unable to take liquid or food by mouth
    b. When the student’s blood sugar level is more than 150 mg/dl
    c. Before recess every afternoon
    d. When the student is tired and sleepy
14. Potential causes for a low blood sugar level may include:
   a. Too much insulin
   b. Delay in receiving snack/meal
   c. Increased physical activity
   d. All of the above

15. How is glucagon administered?
   a. By mouth
   b. Rectally
   c. Under the tongue
   d. Injection

16. What would you do first if a student became unconscious and emergency medications are needed to be administered?
   a. Call the parent
   b. Designate someone to call 9-1-1
   c. Call the school nurse
   d. Call the school secretary

17. Anaphylaxis may be caused by:
   a. Insect bites or stings
   b. Foods
   c. Medications
   d. All of the above

18. Anaphylaxis is a life threatening emergency.
   a. True
   b. False

19. Signs and symptoms of anaphylaxis include:
   a. Itchy skin and hives
   b. Swelling or flushing of the lips, throat, and tongue
   c. Wheezing, shortness of breath, coughing, hoarseness and/or loss of consciousness
   d. All of the above
20. The recommended injection site for an EpiPen auto-injector is the:
   a. Right arm
   b. Abdomen
   c. Outer thigh
   d. Buttocks

21. Clothing must be removed before using the EpiPen auto injector.
   a. True
   b. False

22. If administering an EpiPen is necessary, EMS (911) should be called because the effect of the epinephrine will only last 10 to 15 minutes.
   a. True
   b. False

23. After using the EpiPen auto-injector you should:
   a. Dispose of the used EpiPen in the trash can
   b. Give the used EpiPen to EMS when they arrive
   c. Dispose of the used EpiPen in the sharps container
   d. Send the used EpiPen to the student’s parents

24. The EpiPen must be held firmly in the thigh muscle for at least
   a. 10 seconds
   b. 1 minute
   c. 10 minutes
   d. Until EMS arrives

25. Seizures may last a few seconds to a few minutes.
   a. True
   b. False

26. You should always try to place an object in the student’s mouth during a seizure
   a. True
   b. False

27. Seizures should be tracked as to when it starts and ends.
   a. True
   b. False
28. A student should not be restrained during a seizure.
   a. True
   b. False

29. A generalized tonic-clonic (also called Grand Mal) seizure has muscle rigidity and jerking.
   a. True
   b. False

30. All epileptic seizures are an emergency and should be given Diastat as soon as possible.
   a. True
   b. False

31. Seizures always cause a student to lose consciousness.
   a. True
   b. False

32. One first aid measure during a convulsive seizure is to turn the student to one side.
   a. True
   b. False

33. A seizure is considered an emergency when:
   a. Convulsive (tonic-clonic) seizure lasts longer than 5 minutes
   b. Student has repeated seizures without regaining consciousness
   c. Student is injured or has diabetes
   d. Student has a first-time seizure
   e. Student has breathing difficulties
   f. Student has a seizure in water
   g. All of the above

34. Which emergency drug may be prescribed to treat a severe allergic reaction to peanuts?
   a. Glucagon
   b. Diastat
   c. EpiPen

35. Which emergency drug may be prescribed to treat a severely low blood sugar that may a student to become unresponsive?
   a. Glucagon
   b. Diastat
   c. EpiPen
KEY
1. a. True
2. a. True
3. a. True
4. a. True
5. a. True
6. a. True
7. a. True
8. a. True
9. a. True
10. a. Inability to produce insulin
11. a. True
12. a. Is one of the most frequent complications of children who receive insulin
13. a. When the student is unable to take liquid or food by mouth
14. d. All of the above
15. d. Injection
16. b. Designate someone to call 9-1-1
17. d. All of the above
18. a. True
19. d. All of the above
20. c. Outer thigh
21. b. False
22. a. True
23. b. Give the used EpiPen to EMS when they arrive
24. a. 10 seconds
25. a. True
26. b. False
27. a. True
28. a. True
29. a. True
30. b. False
31. b. False
32. a. True
33. g. All of the above
34. c. EpiPen
35. a. Glucagon

*May miss up to 5 questions to achieve 85% accuracy (passing grade)*
Glucagon Emergency Medication Administration Exam

1. KRS 156.502 states that only physicians, advanced registered nurse practitioners (ARNP) or registered nurses (RN) may delegate and train unlicensed school personnel on medication administration.
   a. True
   b. False

2. When accepting the delegation to perform medication administration in the school setting from an RN, ARNP or physician, KRS 156.502 grants liability protection to unlicensed school personnel.
   a. True
   b. False

3. Proof of successful completion of the medication administration training course provided by the Kentucky Department of Education is only valid for the current school year.
   a. True
   b. False

4. According to KRS 158.838, each school district is required to have at least one school employee who has met the requirements of KRS 156.502 on duty during the entire school day to administer Glucagon or Diazepam (Diastat).
   c. True
   d. False

5. According to KRS 158.838, the parent(s)/guardian(s) must be notified one month prior to the expiration date of the emergency medications glucagon and diazepam rectal gel.
   c. True
   d. False

6. What is Diabetes?
   a. Inability to produce insulin
   b. Eating too much sugar
   c. Contagious disease
   d. Obesity
7. Hypoglycemia is another term used for a low blood sugar level.
   a. True
   b. False

8. Which phrase is true about hypoglycemia?
   a. Is one of the most frequent complications of children with diabetes who receive insulin
   b. Is a condition that involves the heart
   c. Is a condition where there is swelling of the eyes, lips or tongue
   d. Is a condition where there is itching and/or hives in the throat or mouth

9. Potential causes for a low blood sugar level may include:
   a. Too much insulin
   b. Delay in receiving snack/meal
   c. Increased physical activity
   d. All of the above

10. When is Glucagon prescribed to treat hypoglycemia?
    a. When the student is unable to take liquid or food by mouth
    b. When the student’s blood sugar level is more than 150 mg/dl
    c. Before recess every afternoon
    d. When the student is tired and sleepy

11. What would you do first if a student became unconscious and emergency medications are needed to be administered?
    a. Call the parent
    b. Designate someone to call 9-1-1
    c. Call the school nurse
    d. Call the school secretary

12. How is glucagon administered?
    a. By mouth
    b. Rectally
    c. Under the tongue
    d. Injection
13. Glucagon raises the blood glucose level of the student within 5-15 minutes after the injection is given
   a. True
   b. False

14. After injecting a student with Glucagon, the student should be turned on their side as they may experience nausea or vomiting
   a. True
   b. False

15. After administering the Glucagon you should:
   a. Dispose of the used Glucagon kit in the trash can
   b. Place the used needle back in the kit, close the lid and give to EMS when they arrive
   c. Dispose of the used Glucagon needle in the sharps container
   d. Recap the needle before placing in the kit
**Key**

1. a. True
2. a. True
3. a. True
4. a. True
5. a. True
6. a. Inability to produce insulin
7. a. True
8. a. Is one of the most frequent complications of children with diabetes who receive insulin
9. d. All of the above
10. a. When the student is unable to take liquid or food by mouth
11. b. Designate someone to call 9-1-1
12. d. Injection
13. a. True
14. a. True
15. b. Place the used needle back in the kit, close the lid and give to EMS when they arrive

*May miss 2 questions to achieve 85% accuracy (passing grade)*
EpiPen Emergency Medication Administration Exam

1. KRS 156.502 states that only physicians, advanced registered nurse practitioners (ARNP) or registered nurses (RN) may delegate and train unlicensed school personnel on medication administration.
   a. True
   b. False

2. When accepting the delegation to perform medication administration in the school setting from an RN, ARNP or physician, KRS 156.502 grants liability protection to unlicensed school personnel.
   a. True
   b. False

3. Proof of successful completion of the medication administration training course provided by the Kentucky Department of Education is only valid for the current school year.
   a. True
   b. False

4. Emergency Medication administration requires a parent/guardian written authorization.
   a. True
   b. False

5. KRS 158.834 and KRS 158.836 permit a student to self-carry and self-administer emergency medication to treat anaphylaxis.
   a. True
   b. False

6. Anaphylaxis is a life threatening emergency.
   a. True
   b. False
7. The emergency medication that may be prescribed to reverse the most dangerous effects of an anaphylactic reaction is:
   a. Glucagon
   b. Diastat
   c. EpiPen
   d. Tylenol

8. Anaphylaxis may be caused by:
   a. Insect bites or stings
   b. Foods
   c. Medications
   d. All of the above

9. Signs and symptoms of anaphylaxis include:
   a. Itchy skin and hives
   b. Swelling or flushing of the lips, throat, and tongue
   c. Wheezing, shortness of breath, coughing, hoarseness and/or loss of consciousness
   d. All of the above

10. Before using an EpiPen, you must mix the powdered medication with sterile water
    a. True
    b. False

11. The recommended injection site for an EpiPen auto-injector is the:
    a. Right arm
    b. Abdomen
    c. Outer thigh
    d. Buttocks

12. Clothing must be removed before using the EpiPen auto injector.
    a. True
    b. False
13. The EpiPen must be held firmly in the thigh muscle for at least
   a. 10 seconds
   b. 1 minute
   c. 10 minutes
   d. Until EMS arrives

14. After administering an EpiPen, EMS (911) should be called because the effect of the epinephrine will only last 10 to 15 minutes
   a. True
   b. False

15. After using the EpiPen auto-injector you should:
   a. Dispose of the used EpiPen in the trash can
   b. Give the used EpiPen to EMS when they arrive
   c. Dispose of the used EpiPen in the sharps container
   d. Send the used EpiPen to the student's parents
Key
1. a. True
2. a. True
3. a. True
4. a. True
5. a. True
6. a. True
7. c. EpiPen
8. d. All of the above
9. d. All of the above
10. b. False
11. c. Outer thigh
12. b. False
13. a. 10 seconds
14. a. True
15. b. Give used EpiPen to EMS when they arrive

May miss 2 questions to achieve 85 % (passing grade)
Diastat Emergency Medication Administration Exam

1. KRS 156.502 states that only physicians, advanced registered nurse practitioners (ARNP) or registered nurses (RN) may delegate and train unlicensed school personnel on medication administration.
   a. True
   b. False

2. The supervising RN of unlicensed school personnel does not have to be present in the same building, but at least available by phone for consultation.
   a. True
   b. False

3. Proof of successful completion of the medication administration training course provided by the Kentucky Department of Education is only valid for the current school year.
   a. True
   b. False

4. Emergency Medication administration requires a parent/guardian written authorization.
   a. True
   b. False

5. The medication that may be prescribed to be administered in the students’ Seizure Action Plan is:
   a. Diastat
   b. Glucagon
   c. EpiPen
   d. Benedryl

6. According to KRS 158.838, each school district is required to have at least one school employee who has met the requirements of KRS 156.502 on duty during the entire school day to administer Glucagon or Diazepam (Diastat).
   a. True
   b. False
7. According to KRS 158.838, the parent(s)/guardian(s) must be notified one month prior to the expiration date of the emergency medications glucagon and diazepam rectal gel.
   a. True
   b. False

8. All epileptic seizures are an emergency and require Diastat to be given as soon as possible
   a. True
   b. False

9. Seizures may last a few seconds to a few minutes
   a. True
   b. False

10. Seizures should be tracked as to when it starts and ends.
    a. True
    b. False

11. You should always try to place an object in the student's mouth during a seizure
    a. True
    b. False

12. A student should not be restrained during a seizure.
    a. True
    b. False

13. Seizures always cause a student to lose consciousness.
    a. True
    b. False

14. One first aid measure during a convulsive seizure is to turn the student to one side.
    a. True
    b. False
A seizure is considered an emergency when:

a. Convulsive (tonic-clonic) seizure lasts longer than 5 minutes
b. Student has repeated seizures without regaining consciousness
c. Student is injured or has diabetes
d. Student has a first-time seizure
e. Student has breathing difficulties
f. Student has a seizure in water
g. All of the above
KEY

1. a. True
2. a. True
3. a. True
4. a. True
5. a. Diastat
6. a. True
7. a. True
8. b. False
9. a. True
10. a. True
11. b. False
12. a. True
13. b. False
14. a. True
15. g. All of the above

*May miss 2 questions to achieve 85% (passing grade)*
## COMPLETED MEDICATION ADMINISTRATION SKILL COMPETENCY CHECKLIST

<table>
<thead>
<tr>
<th>Date Competency Completed</th>
<th>Training RN, ARNP or Physician Initials</th>
<th>Medication Administration Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Oral medication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Liquid medication</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eye Drops or Ointment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ear Drops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topical Ointment or Creams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nasal Spray</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Metered Dose Inhaler (MDI)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Glucagon Injectable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EpiPen Injectable</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Diazepam (Diastat) Rectal Gel Suppository</td>
</tr>
</tbody>
</table>

### Supervision of School Personnel Administering Medications

I have provided in-service training and have delegated to _____________________________ to perform medication administration according to KRS 156.502, 704 KAR 4:020, KRS 158.838 and school district policies and procedures. She/he has demonstrated knowledge and understanding of the medication administration policies and procedures and has met the medication administration skill competency requirement as indicated in the above checkboxes.

_________________________ Training RN, ARNP or Physician Signature  ______________________ Date

I have been instructed in the school district’s medication administration policies and procedures. I consent to perform medication administration according to these policies and procedures and as trained and delegated to me according to KRS 156.502, KRS 158.838 and 704 KAR 4:020. I understand that I am to immediately report to my supervising RN, ARNP or Physician, any new orders, change in medication orders, changes in student’s health status, or discovery of a medication error and that I cannot re-delegate this task to any other person.

________________________________________ School Employee  ______________________ Date

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## ORAL MEDICATION ADMINISTRATION SKILL COMPETENCY CHECKLIST

Student’s Name: ___________________________ Grade/Teacher: ______________________________

School Employee Trained: ___________________________ Position: _______________________

Person Training: ___________________________ Position: ___________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performs activity in accordance to guidelines</th>
<th>Must repeat the skill competency</th>
<th>Requires further instruction and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Medication Administration</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Review the six (6) rights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pour medication into the bottle lid and then into the disposable medicine cup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide student with 4 to 6 ounces of water or other liquid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify student has swallowed the medication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document the administration of medication on the Medication Administration Record</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace medication in locked storage area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe student for any medication reaction as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Maryland Department of Health & Mental Health (19 ). Guidelines for in-servicing non-medical personnel on medication procedures.

Follow-up Observation Date: _____________

Comments: ____________________________________________________________

____________________________________________________________________

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____________________________________________________________________

Kentucky Department of Education 2010
LIQUID MEDICATION ADMINISTRATION SKILL
COMPETENCY CHECKLIST

Student’s Name: ___________________________ Grade/Teacher: ____________________________________

School Employee Trained: ___________________ Position: ______________________________________

Person Training: ___________________________ Position: ______________________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performs activity in accordance to guidelines</th>
<th>Must repeat the skill competency</th>
<th>Requires further instruction and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liquid Medication Administration</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Review the six (6) rights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have container at eye level when measuring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold bottle so that label is in palm of hand when pouring liquid into marked medication cup; make sure dose is accurate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verify student has swallowed the medication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document the administration of medication on the Medication Administration Record</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace medication in locked storage area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe student for any medication reaction as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Maryland Department of Health & Mental Health (19 ). Guidelines for in-servicing non-medical personnel on medication procedures.

Follow-up Observation Date: __________

Comments:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
# EYE DROPS/OINTMENT MEDICATION ADMINISTRATION
## SKILL COMPETENCY CHECKLIST

**Student’s Name:** ____________________________  
**Grade/Teacher:** ____________________________

**School Employee Trained:** ____________________  
**Position:** ________________________________

**Person Training:** ___________________________  
**Position:** ________________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performs activity in accordance to guidelines</th>
<th>Must repeat the skill competency</th>
<th>Requires further instruction and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye Drops/Ointment Medication Administration</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Review the six (6) rights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put on gloves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stabilize the head by student tilting head back or lying down</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have student look upward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gently pull lower lid from eye to form “pocket”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place drop(s) into “pocket”. Do not touch eye or eyelid with bottle tip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If ointment used, apply thin strip into the “pocket” without touching eye or eyelid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have student close their eye(s) for a few moments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dab away excess with tissue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove gloves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document the administration of medication on the Medication Administration Record</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace medication in locked storage area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe the student for an medication reaction as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Maryland Department of Health & Mental Health (19). *Guidelines for in-servicing non-medical personnel on medication procedures.*

**Follow-up Observation Date:** _____________

**Comments:**
______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

Kentucky Department of Education 2010
# EAR DROPS MEDICATION ADMINISTRATION

## SKILL COMPETENCY CHECKLIST

**Student’s Name:** ___________________________  
**Grade/Teacher:** ______________________________

**School Employee Trained:** ____________________  
**Position:** ____________________________

**Person Training:** _________________________  
**Position:** ______________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performs activity in accordance to guidelines</th>
<th>Must repeat the skill competency</th>
<th>Requires further instruction and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ear Drops Medication Administration</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Review the six (6) rights</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Put on gloves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loosen lid on medication and squeeze rubber stopper to fill dropper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stabilize the head by tilting it toward the opposite shoulder and turn head to the side</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gently pull the top of the ear (cartilage) back and up and hold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place the prescribed number of drops into ear canal without touching dropper to ear</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have student remain in same position for a few minutes to avoid leakage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove gloves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document the administration of medication on the Medication Administration Record</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace medication in locked storage area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe the student for an medication reaction as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Maryland Department of Health & Mental Health (19 ). *Guidelines for in-service non-medical personnel on medication procedures.*

**Follow-up Observation Date:** ______________

**Comments:**

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Kentucky Department of Education 2010
# TOPICAL OINTMENT OR CREAMS MEDICATION ADMINISTRATION SKILL COMPETENCY CHECKLIST

Student’s Name: ___________________________ Grade/Teacher: ___________________________

School Employee Trained: ___________________________ Position: _____________________

Person Training: ___________________________ Position: ___________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performs activity in accordance to guidelines</th>
<th>Must repeat the skill competency</th>
<th>Requires further instruction and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topical Ointment or Creams Medication Administration</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Review the six (6) rights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put on gloves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loosen medication cap and squeeze a small amount directly on to a cotton tipped applicator (Q-tip)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apply ointment directly to the area or give applicator to student for them to apply</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cover area, if indicated</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove gloves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document the administration of medication on the Medication Administration Record</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace medication in locked storage area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe the student for an medication reaction as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Maryland Department of Health & Mental Health (19 ). Guidelines for in-servicing non-medical personnel on medication procedures.

Follow-up Observation Date: _____________

Comments:____________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Kentucky Department of Education 2010
NASAL SPRAY MEDICATION ADMINISTRATION SKILL
COMPETENCY CHECKLIST

Student’s Name:__________________________ Grade/Teacher:__________________________

School Employee Trained:___________________________ Position:______________________

Person Training:___________________________ Position:______________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performs activity in accordance to guidelines</th>
<th>Must repeat the skill competency</th>
<th>Requires further instruction and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nasal Spray Medication Administration</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Review the six (6) rights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have student blow their nose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have student block one nostril with a finger</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert the nozzle of the inhaler into the other nostril</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aim inhaler so that the spray is directed upward and outward away from midline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruct student to exhale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Squeeze the inhaler quickly and firmly, then instruct student to inhale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeat as directed for other nostril</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document the administration of medication on the Medication Administration Record</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Replace medication in locked storage area</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe the student for an medication reaction as appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Maryland Department of Health & Mental Health (19 ). Guidelines for in-serving non-medical personnel on medication procedures.

Follow-up Observation Date: ______________

Comments:______________________________________________________________________________________________
______________________________________________________________________________________________
______________________________________________________________________________________________

Kentucky Department of Education 2010

73
## METERED DOSE INHALER MEDICATION ADMINISTRATION
### SKILL COMPETENCY CHECKLIST

Student’s Name: ___________________________ Grade/Teacher: ___________________________

School Employee Trained: ___________________________ Position: _____________________

Person Training: ___________________________ Position: ___________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performs activity in accordance to guidelines</th>
<th>Must repeat the skill competency</th>
<th>Requires further instruction and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metered Dose Inhaler Medication Administration</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Review the six (6) rights</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shake inhaler several times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check that canister is firmly positioned in plastic holder (attach spacer if required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have student tilt head backward</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have student breathe out (exhale) completely</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have student place mouthpiece between teeth and close lips around it</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Squeeze inhaler to discharge medication then have student inhale immediately</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruct student to inhale slowly and deeply 3-5 seconds. Once inhaled, instruct student to remove inhaler from mouth and hold their breath for 5-10 seconds and then exhale</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rest for a minute, then repeat sequence for each prescribed “puff”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document the administration of medication on the Medication</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Administration Record

Replace medication in locked storage area

Observe the student for any medication reaction as appropriate

Adapted from: Maryland Department of Health & Mental Health (19). Guidelines for in-servicing non-medical personnel on medication procedures.

Follow-up Observation Date: _____________

Comments: ____________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

______________________________________________________________________________________________

Kentucky Department of Education 2010
GLUCAGON MEDICATION ADMINISTRATION SKILL COMPETENCY

Student’s name:_____________________________ Grade/Teacher:______________________________

School Employee Trained:____________________________ Position:__________________________

Person Training:___________________________ Position:_____________________________

<table>
<thead>
<tr>
<th>Activity</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Glucagon ER Medication Administration</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Identify someone to call 9-1-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Glucagon Kit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove flip top seal from vial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove needle protector from syringe</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slowly inject all sterile water from syringe into vial of powdered glucagon (leave needle in if possible)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gently swirl or roll to mix (do not shake) until solution is clear (May leave syringe in vial)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdraw prescribed amount of glucagon from vial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insert needle into selected injection site (buttocks, thigh or upper arm) and slowly inject solution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Withdraw needle and apply light pressure to injection site</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn person on his/her side, person may vomit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place used needle in kit and close lid (do not recap needle)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give used kit to EMS personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document administration of Glucagon on Medication Administration Record</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Maryland Department of Health & Mental Health (19 ), Guidelines for in-servicing non-medical personnel on medication procedures.

Follow-up Observation Date: ________________

Comments:__________________________________________________________________________
# EPIPEN MEDICATION ADMINISTRATION SKILL COMPETENCY

<table>
<thead>
<tr>
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<th>Must repeat the skill competency</th>
<th>Requires further instruction and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>EpiPen ER Medication Administration</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Identify someone to call 9-1-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flip open cap at top of carrier tube</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove EpiPen from carrier tube and remove blue safety release</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form a fist around the unit with orange tip pointing downward.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swing and firmly push the orange tip against thigh until “click” heard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold EpiPen in place for 10 seconds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove pen from thigh and massage injection area for 10 seconds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place used auto-injector into storage tube of carrying case and give to EMS when they arrive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Document administration of EpiPen in Medication Administration Record</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Maryland Department of Health & Mental Health (19). Guidelines for in-servicing non-medical personnel on medication procedures.

Follow-up Observation Date: _____________

Comments: __________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Kentucky Department of Education 2011
DIASTAT MEDICATION ADMINISTRATION SKILL COMPETENCY

Student’s name: ___________________________ Grade/Teacher: ___________________________

School Employee Trained: __________________________ Position: _______________________

Person Training: ___________________________ Position: ___________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>Performs activity in accordance to guidelines</th>
<th>Must repeat the skill competency</th>
<th>Requires further instruction and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diastat (Diazepam) Rectal Gel ER Medication Administration</td>
<td>Date</td>
<td>Date</td>
<td>Date</td>
</tr>
<tr>
<td>Identify someone to call 9-1-1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn student on their side where they can’t fall</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put on gloves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove medication (syringe) from container</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Push up with thumb and pull to remove protective cap from syringe tip</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lubricate rectal tip with lubricating jelly from kit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turn student on side facing you and lower clothing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bend upper leg forward to expose rectum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separate buttocks to expose rectum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gently insert lubricated syringe tip into rectum, with rim of syringe against rectal opening</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slowly count to three (3) while gently pushing plunger until it stops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slowly count to three (3) before removing syringe from rectum</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Slowly count to three (3) while holding buttocks together to

Keep student on their side, note time Diastat given and continue to observe until EMS arrives

Give used Diastat syringe to EMS when they arrive (may recap syringe)

Document administration of Diastat in Medication Administration Record

| Follow-up Observation Date: ________________ |
| Comments: ____________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| ____________________________________________________________________________________ |
| Kentucky Department of Education 2010 |
Oral Medication Administration Skill Competency

Student’s name: _______________________________ Grade/Teacher: ______________________________

School Employee Trained: __________________________ Position: _____________________

Person Training: ___________________________ Position: _______________________________

1. What are the six (6) rights of medication administration?

A. Right ___________________________

B. Right ___________________________

C. Right ___________________________

D. Right ___________________________

E. Right ___________________________

F. Right ___________________________

2. Place the following list in sequential order number 1 to 6

______A. Pour medication into the bottle lid and then into the disposable medicine cup

______B. Provide student with 4 to 6 ounces or water or other liquid

______C. Document the administration of medication on the medication administration record

______D. Verify student has swallowed the medication

______E. Replace medication in locked storage area

______F. Observe student for any medication reaction as appropriate

Follow-up Observation Date: _____________

Comments: __________________________________________________________

_______________________________________________________________

________________________________________________________________
Liquid Medication Administration Skill Competency

Student’s name: ___________________________ Grade/Teacher: ___________________________

School Employee Trained: ___________________________ Position: ___________________________

Person Training: ___________________________ Position: ___________________________

1. **What are the six (6) rights of medication administration?**

   A. Right ___________________________

   B. Right ___________________________

   C. Right ___________________________

   D. Right ___________________________

   E. Right ___________________________

   F. Right ___________________________

2. **Place the following list in sequential order number 1 to 6**

   _______A. Have container at eye level when measuring

   _______B. Verify student has swallowed the medication

   _______C. Hold bottle so that label is in palm of hand when pouring liquid into marked

       medication cup; make sure dose is accurate

   _______D. Document the administration of medication on the Medication Administration

       Record

   _______E. Replace medication in locked storage area

   _______F. Observe student for any medication reaction as appropriate

Follow-up Observation Date: _______________

Comments: __________________________________________________________

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Eye Drops Medication Administration Skill Competency

Student’s name: __________________________ Grade/Teacher: __________________________

School Employee Trained: __________________________ Position: __________________________

Person Training: __________________________ Position: __________________________

1. What are the six (6) rights of medication administration?
   
   A. Right __________________________
   
   B. Right __________________________
   
   C. Right __________________________
   
   D. Right __________________________
   
   E. Right __________________________
   
   F. Right __________________________

2. Place the following list in sequential order number 1 to 12

   ________A. Stabilize the head by student tilting head back or lying down
   ________B. Have student look upward
   ________C. Put on gloves
   ________D. Gently pull lower lid from eye to form “pocket”
   ________E. Place drop(s) into “pocket” without touching eye or eyelid with bottle tip
   ________F. If ointment used, apply thin strip into “pocket” without touching eye or eyelid
   ________G. Have student close their eye(s) for a few moments
   ________H. Remove gloves
   ________I. Dab away excel with tissue
   ________J. Document administration of medication on Medication Administration Record
   ________K. Replace medication in locked storage area
   ________L. Observe the student for a medication reaction as appropriate
Follow-up Observation Date: _____________

Comments: ____________________________________________
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Kentucky Department of Education 2010
Ear Drops Administration Skill Competency

Student’s name: _______________________________ Grade/Teacher: _______________________________

School Employee Trained: ___________________________ Position: _____________________________

Person Training: _____________________________ Position: _______________________________

1. What are the six (6) rights of medication administration?
   A. Right _______________________________
   B. Right _______________________________
   C. Right _______________________________
   D. Right _______________________________
   E. Right _______________________________
   F. Right _______________________________

2. Place the following list in sequential order number 1 to 9
   ______A. Put on gloves
   ______B. Stabilize the head by tilting it toward the opposite shoulder and turn head to side
   ______C. Place the prescribed number of drops into ear canal without touching dropper to ear
   ______D. Gently pull the top of the ear (cartilage) back and up and hold
   ______E. Have student remain in same position for a few minutes to avoid leakage
   ______F. Remove gloves
   ______G. Document the administration of medication on Medication Administration Record
   ______H. Replace medication in locked storage area
   ______I. Observe the student for a medication reaction as appropriate
   ______J. Loosen lid on medication and squeeze rubber stopper to fill dropper

Follow-up Observation Date: ________________
Topical Ointment or Creams Medication Administration
Skill Competency

Student’s name: ___________________________ Grade/Teacher: ____________________________

School Employee Trained: ___________________________ Position: ___________________________

Person Training: ___________________________ Position: ____________________________

1. What are the six (6) rights of medication administration?
   A. Right ___________________________
   B. Right ___________________________
   C. Right ___________________________
   D. Right ___________________________
   E. Right ___________________________
   F. Right ___________________________

2. Place the following list in sequential order number 1 to 8
   _______A. Put on gloves
   _______B. Loosed medication cap and squeeze a small amount directly on to a cotton tipped Applicator (Q-tip)
   _______C. Document the administration of medication on the Medication Administration Record
   _______D. Apply ointment directly to the area or give the applicator to the student for them to apply
   _______E. Cover area, if indicated
   _______F. Replace medication in locked storage area
   _______G. Remove gloves
   _______H. Observe the student for a medication reaction as appropriate

Follow-up Observation Date: ________________

Comments: ________________________________________________________________

__________________________________________________________________________
Nasal Spray Medication Administration Skill Competency

Student’s name: ______________________ Grade/Teacher: __________________________

School Employee Trained: __________________ Position: __________________________

Person Training: ______________________ Position: _____________________________

1. What are the six (6) rights of medication administration?
   A. Right __________________________
   B. Right __________________________
   C. Right __________________________
   D. Right __________________________
   E. Right __________________________
   F. Right __________________________

2. Place the following list in sequential order number 1 to 10
   ______ A. Have student blow their nose
   ______ B. Have student block one nostril with a finger
   ______ C. Insert the nozzle of the inhaler into the other nostril
   ______ D. Aim inhaler so that the spray is directed upward and outward away from midline
   ______ E. Instruct the student to exhale
   ______ F. Document the administration of medication on the Medication Administration Record
   ______ G. Squeeze the inhaler quickly and firmly, then instruct student to inhale
   ______ H. Repeat as directed for other nostril
   ______ I. Replace medication in locked storage area
   ______ J. Observe the student for a medication reaction as appropriate

Follow-up Observation Date: ____________________
Comments:______________________________________________________________
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Kentucky Department of Education 2010
Metered Dose Inhaler Medication Administration Skill Competency

Student’s name: __________________________ Grade/Teacher: ___________________________

School Employee Trained: ______________________ Position: ________________________

Person Training: _________________________ Position: ___________________________

1. What are the six (6) rights of medication administration?

A. Right _____________________________
B. Right _____________________________
C. Right _____________________________
D. Right _____________________________
E. Right _____________________________
F. Right _____________________________

2. Place the following list in sequential order number 1 to 11

_____ A. Shake inhaler several times

_____ B. Check that canister is firmly positioned in plastic holder (attach spacer if required)

_____ C. Squeeze inhaler to discharge medication then have student inhale immediately

_____ D. Have student tilt head backward

_____ E. Have student breathe out (exhale) completely

_____ F. Have student place mouthpiece between teeth and close lips around it

_____ G. Rest for a minute, then repeat sequence for each prescribed “puff”

_____ H. Document administration of medication on Medication Administration Record

_____ I. Replace medication in locked storage area

_____ J. Observe the student for any medication reaction as appropriate

_____ H. Instruct student to breathe in slowly and deeply for 3-5 seconds. Once inhaled, have student remove the inhaler from their mouth, hold their breath for 5-10 seconds and then exhale
Follow-up Observation Date: __________

Comments:______________________________________________________________
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Kentucky Department of Education 2010
Glucagon Emergency Medication Administration

Skill Competency

Student’s name: ___________________________ Grade/Teacher: ___________________________

School Employee Trained: ___________________________ Position: ___________________________

Person Training: ___________________________ Position: ___________________________

Place the following list of steps to administering Glucagon in sequential order number 1 to 13

______ A. Identify someone to call 9-1-1

______ B. Open Glucagon Kit

______ C. Remove flip top seal from vial

______ D. Remove needle protector from syringe

______ E. Withdraw prescribed amount of glucagon from vial

______ F. Slowly inject all sterile water from syringe into vial of powdered glucagon (leave needle in if possible)

______ G. Insert needle straight into selected injection site (buttocks, thigh or upper arm) and slowly inject solution

______ H. Withdraw needle and apply light pressure to injection site

______ I. Place used needle in kit and close lid (do not recap needle)

______ J. Give used kit to EMS personnel

______ K. Turn person on his/her side

______ L. Gently swirl or roll to mix (do not shake) until solution is clear (May leave syringe in vial)

______ M. Document administration of Glucagon on Medication Administration Record
Follow-up Observation Date: ____________

Comments: ________________________________________________________________
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Kentucky Department of Education 2010
Diastat Rectal Gel Emergency Administration

Skill Competency

Student’s name: _______________________________ Grade/Teacher: _______________________________

School Employee Trained: _____________________ Position: _______________________

Person Training: _____________________________ Position: ______________________________

Place the following list of steps to administering Diastat (Diazepam) Rectal Gel in sequential order number 1 to 16

_____ A. Identify someone to call 9-1-1
_____ B. Turn student on their side where they can’t fall
_____ C. Put on gloves
_____ D. Remove medication (syringe) from container
_____ E. Push up with thumb and pull to remove protective cap from syringe tip
_____ F. Bend upper leg forward to expose rectum
_____ G. Lubricate rectal tip with lubricating jelly from kit
_____ H. Turn student on side facing you and lower clothing
_____ I. Separate buttocks to expose rectum
_____ J. Gently insert lubricated syringe tip into rectum, with rim of syringe against rectal opening
_____ K. Slowly count to three (3) while gently pushing plunger until it stops
_____ L. Slowly count to three (3) before removing syringe from rectum
_____ M. Slowly count to three (3) while holding buttocks together to prevent leakage
_____ N. Keep student on their side, note time Diastat given and continue to observe until EMS arrives
_____ O. Give used Diastat syringe to EMS when they arrive (may recap syringe)
_____ P. Document administration of Diastat in Medication Administration Record

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Follow-up Observation Date: ____________

Comments:

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Kentucky Department of Education 2010
EpiPen Emergency Medication Administration Skill Competency

Student’s name: __________________________ Grade/Teacher: __________________________

School Employee Trained: __________________________ Position: __________________________

Person Training: __________________________ Position: __________________________

Place the following list of steps to administering an EpiPen in sequential order number 1 to 8.

______ A. Identify someone to call 9-1-1

______ B. Document the administration of EpiPen in the Medication Administration Record

______ C. Remove Epi Pen from the carrier tube and remove the blue safety release

______ D. From a fist around the unit with orange tip point downward.

______ E. Swing and firmly push orange tip against thigh until “click” heard

______ F. Hold EpiPen in place for 10 seconds

______ G. Remove EpiPen from thigh and massage injection area for 10 seconds

______ H. Place used auto-injector into carrier tube and give to EMS when they arrive

Follow-up Observation Date: ___________

Comments: _____________________________________________________________
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Kentucky Department of Education 2011
Certificate of Attendance

Awarded to:

______________________________________________

for successfully completing

Medication Administration in the School Setting
EILA #

Date ______  Instructor ________________________

Hours  4.0