



# Alabama Community College System

October 5, 2023

## NAS 102

### MEDICATION ASSISTANT Plans of Instruction

Effective Date: NLT Fall 2020

Version Number: 2020-2

#### COURSE DESCRIPTION

This course fulfills the National Council of State Boards of Nursing (NCSBN) one hundred (100) hour Medication Assistant Certified (MA-C) Curriculum requirements for training of nursing assistants in preparation for medication assistant certification (MA-C) through competency evaluation. Emphasis is placed on the development of the knowledge, attitudes, and skills required of the medication assistant. Upon completion of this course, the student should demonstrate satisfactory performance on written examinations, practical lab, and clinical skills with a passing score of 75. Completion of this course is satisfactory for candidacy for the Medication Assistant Certification Exam (MACE) through NCSBN. After course completion, a student roster with final course grades indicating a passing score of 75 or higher must be submitted to the ABN by the approved program prior to the student receiving ABN authorization to test.

#### CREDIT HOURS

Theory	4 credit hours
Lab	1 credit hours
Clinical	1 credit hours (45 hours)
Total	6 credit hours

**Total contact hours – 135**

**NOTE:** Theory credit hours are a 1:1 contact to credit ratio. Lab credit is 2:1. Clinical credit is 3:1. Colleges that offer NAS 102 as non-credit course are required to complete 100 Hours curriculum: 60 hours of theory/lab and 40 hours of direct clinical hours.

## PREREQUISITE COURSES/CERTIFICATIONS

- Courses - None
- Certifications – Active Certified Nursing Assistant (CNA) or certification on the Alabama Nurse Aide Registry **preferred but not required.**

## CO-REQUISITE COURSES

- As required by college.

## PROFESSIONAL COMPETENCIES

- Comprehend requirements and scope of practice of a nursing assistants and home health care provider for delegation and medication administration
- Comprehend principles of safely administering medications
- Comprehend effective communication skills.
- Describe the relationship of medications on various body systems
- Demonstrate effective infection control techniques.
- Explain the structure and function of the body

## GENERAL INSTRUCTIONAL GOALS

- **Cognitive goals** - comprehend knowledge of administering medications as a nursing assistant and home health care aide.
- **Performance goals** - apply knowledge of administering medications as a nursing assistant and home health care aide.
- **Affective goals** – Develop an appreciation for the importance of providing professional health care as a nursing assistant and home health care aide.

## PROFESSIONAL COMPETENCIES/STUDENT PERFORMANCE

Unless otherwise indicated, evaluation of student's attainment of objectives is based on knowledge and skills gained from this course. Competencies specified for each module may be set by certification agencies, national and state codes, health care facility policies, locally developed lab/clinical assignments, or any combination. Students are expected to utilize relevant technology for client care and documentation.

<b>MODULE A – MEDICATION FUNDAMENTALS</b>		
<b>PROFESSIONAL COMPETENCIES</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>Proficiency Codes</b>
A1.0 Comprehend requirements and scope of practice of a professional nursing assistants and home health care providers for delegation and medication administration.	A1.1 This competency is measured cognitively.	2
<b>LEARNING OBJECTIVES</b>		
A1.1.1 Describe the different documents on which medications can be ordered and recorded		2
A1.1.2 Detail the elements of a complete medication order for safe administration		2
A1.1.3 Discuss the various tasks to be performed for medications to be safely stored		2
A1.1.4 Identify conditions necessitating disposal of medication or questioning an incomplete medication order		2
A1.1.5 State the ways to measure medications		2
A1.1.6 State the different forms in which medication can be manufactured		2
A1.1.7 Recognize that the same medication may have different names		2
A1.1.8 Identify commonly accepted abbreviations		2
A1.1.9 Recognize the abbreviations that should not be used		2
A1.1.10 List the different effects medications can cause, locally and systemically		2
A1.1.11 State the types of information that should be known about specific medication prior to giving that medication		2
A1.1.12 List the three safety checks of medication administration		2
A1.1.13 Identify the six rights of medication administration		2
A1.1.14 Describe the basic steps of medication preparation prior to administration		2
<b>Samples of Behaviors</b>		
<ul style="list-style-type: none"> <li>• Demonstrate the appropriate method of preparing medication for administration.</li> <li>• Verbalize the six rights of medication administration.</li> <li>• Demonstrate the three safety checks of medication administration</li> </ul>		

**MODULE A OUTLINE**

- Medication Orders, Documentation, Storage, and Disposal
  - Medication Prescription/Order
  - Medication Documentation Systems
  - Medication Storage
  - Disposal of outdated, contaminated, or unused medication
- Mathematics, Weights, and Measures
  - MA-C's do not convert medication dosages
  - Systems of Measurement
- Forms of Medication
  - Liquids
  - Solid and Semi-Solids
- Medication Basics
  - Terminology
  - Abbreviations
  - Dosage Range
  - Actions (how the drug causes chemical changes in the body)
  - Implications for Administration
  - Therapeutic Effects
  - Side Effects
  - Precautions
  - Contraindications
  - Allergic Reactions
  - Adverse Reactions
  - Tolerance
  - Interactions
  - Additive (synergistic) or antagonist effect
  - Idiosyncratic effect (drug has an unusual effect)
  - Paradoxical effect (drug works in opposite way)
- Safety and Rights of Medication Administration
  - Three safety checks
  - Six rights of medication administration
- Preparation and Actual Medication Administration

<b>Module B – Safety in Medication Administration</b>		
<b>PROFESSIONAL COMPETENCIES</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>Proficiency Codes</b>
B.1.0 Comprehend principles of safely administering medications B1.1. Demonstrate effective infection control techniques	B1.3 This competency is measured cognitively	2
<b>LEARNING OBJECTIVES</b>		
B1.1.1. Identify information needed about the client and the medication prior to medication administration.		2
B1.1.2. Identify common causes of medication errors.		2
B1.1.3 State what steps should be taken when a medication error occurs		2
<b>Samples of Behaviors</b>		
<ul style="list-style-type: none"> <li>• Perform hand washing.</li> <li>• Maintain and use personal protective equipment (PPE).</li> <li>• Use appropriate personal grooming.</li> <li>• Use appropriate personal hygiene.</li> <li>• Use effective isolation precautions.</li> <li>• Describe techniques to positively identify clients</li> </ul>		
<b>MODULE B OUTLINE</b>		
<ul style="list-style-type: none"> <li>• Prevention of Medication Errors <ul style="list-style-type: none"> <li>- Name (generic and trade)</li> <li>- Purpose</li> <li>- Effect</li> <li>- Length of time to take effect</li> <li>- Side effect</li> <li>- Adverse effects</li> <li>- Interactions</li> <li>- Special Instructions</li> <li>- Where to get help</li> </ul> </li> <li>• Infection Control <ul style="list-style-type: none"> <li>- Sterilization and disinfection techniques</li> <li>- Medical asepsis</li> <li>- Transmission based precautions</li> </ul> </li> <li>• Causes and Reporting of Medication Errors <ul style="list-style-type: none"> <li>- Failure to follow prescriber's orders</li> <li>- Failure to follow manufacturer's specifications/directions for use.</li> <li>- Failure to follow accepted standards for medication administration.</li> <li>- Failure to listen to a client or client's family's concerns.</li> <li>- Notify the agency's nurse/supervisor/pharmacist/physician or other prescriber, according to the agencies policy and procedures.</li> <li>- Complete a medication error or incident report</li> </ul> </li> </ul>		

<b>Module C – Communication &amp; Documentation</b>		
<b>PROFESSIONAL COMPETENCIES</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>Proficiency Codes</b>
C.1.0 Comprehend effective communication skills	C.1.1.1 Demonstrate effective professional and therapeutic communication skills. <i>NOTE: This is an ongoing evaluation</i>	2
<b>LEARNING OBJECTIVES</b>		
C1.1.1. Discuss importance of building relationships and therapeutic communication		2
C1.1.2 State when the nurse must be notified of a change in the client's normal condition		2
C1.1.3 Discuss when the nurse should be notified about vital sign changes		2
C1.1.4 State when the nurse should be notified of a client's pain		2
C1.1.5 Identify other alterations of conditions that should be reported to the nurse		2
C1.1.6 State documentation requirements for medication administration		2
C1.1.7 Explain the responsibilities of the delegating/supervising nurse when delegating medication administration to the MA-C		2
<b>Samples of Behaviors</b>		
<ul style="list-style-type: none"> <li>• Use a variety of questioning techniques.</li> <li>• Use effective listening techniques.</li> <li>• Use therapeutic communication skills.</li> <li>• Maintain appropriate confidentiality.</li> <li>• Perform complete documentation.</li> <li>• Demonstrate appropriate methods of assessing vital signs and pain</li> </ul>		
<b>MODULE C OUTLINE</b>		
<ul style="list-style-type: none"> <li>• Building Relationships <ul style="list-style-type: none"> <li>- Review the Communication Process</li> <li>- Review barriers to effective listening and communication</li> <li>- Setting boundaries</li> <li>- Review team building</li> </ul> </li> <li>• Reporting of Symptoms or Side Effects <ul style="list-style-type: none"> <li>- Observe, monitor, and report any change that is different from the client's normal condition.</li> <li>- Notify the nurse as soon as possible with as much information as available.</li> <li>- Record changes</li> </ul> </li> <li>• Report Any Change from the Client's Normal Condition <ul style="list-style-type: none"> <li>- Temperature</li> <li>- Pulse</li> <li>- Respirations</li> <li>- Blood Pressure</li> <li>- Observe and report complaints of pain.</li> <li>- Other changes in condition (e.g., urinary output, mental status, activity, etc.)</li> </ul> </li> <li>• Documentation of Medical Administration <ul style="list-style-type: none"> <li>- Identifying initials and time on MAR</li> <li>- Circle and document the reasons that a client may not take a medication.</li> <li>- PRN medication, delegated by the licensed nurse, per facility/agency policy.</li> </ul> </li> <li>• Role of the Delegating/Supervising Nurse <ul style="list-style-type: none"> <li>- The nurse must determine the level of supervision, monitoring and accessibility she or he must provide for nursing assistive personnel</li> </ul> </li> </ul>		

- The nurse continues to have responsibility for the overall nursing care.
- To delegate effectively, nurses need to be able to rely on nursing assistive personnel's credentials and job descriptions, especially for a first-time assignment.
- Nursing administration (typically through human resources/personnel) has the responsibility for validating credentials and qualifications of employees.
- Both nurse and MA-C need the appropriate interpersonal and communication skills and organization support to successfully resolve delegation issues
- Trust is central to the working relationships between nurses and assistive personnel. Good relationships have two-way communication, initiative, appreciation, and willingness to help each other.

<b>Module D – Medication Administration</b>		
<b>PROFESSIONAL COMPETENCIES</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>Proficiency Codes</b>
D1.0 Describe the relationship of medications on various body systems. D1.1. Explain the structure and function of the body	D1.1.1 This competency is measured cognitively	2
<b>LEARNING OBJECTIVES</b>		
D1.1.1. Identify common methods of medication administration		2
D1.1.2 Identify factors that may affect how the body uses medication.		2
D1.1.3 Identify the classifications of medications; state common effects of medication on the body.		2
D1.1.4 Identify resource materials and professionals to contact for clarification of medical questions		2
<b>Samples of Behaviors</b>		
<ul style="list-style-type: none"> <li>• None</li> </ul>		
<b>MODULE D OUTLINE</b>		
<ul style="list-style-type: none"> <li>• Routes of Administration           <ul style="list-style-type: none"> <li>- Oral</li> <li>- Buccal</li> <li>- Sublingual</li> <li>- Inhaler (metered dose)</li> <li>- Nebulizer</li> <li>- Nasal</li> <li>- Eye (ophthalmic)</li> <li>- Ear (otic)</li> <li>- Topical</li> <li>- Dressings</li> <li>- Soaks</li> <li>- Transdermal (e.g., patch)</li> <li>- Suppositories (rectal and vaginal)</li> </ul> </li> <li>• Factors Affecting How the Body Uses Medication           <ul style="list-style-type: none"> <li>- Age</li> <li>- Size</li> <li>- Family Traits</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>- Diet</li> <li>- Disease process</li> <li>- Psychological Issues</li> <li>- Gender and basic metabolic rate</li> <li>- Dosage</li> <li>• Classes of Medications Related to Body Systems and Common Actions             <ul style="list-style-type: none"> <li>- Antimicrobials</li> <li>- Cardiovascular</li> <li>- Dermatological</li> <li>- Endocrine</li> <li>- Gastrointestinal</li> <li>- Musculoskeletal</li> <li>- Neurological</li> <li>- Nutrients/Vitamins/Minerals</li> <li>- Respiratory</li> <li>- Sensory</li> <li>- Urinary</li> </ul> </li> <li>• Location of Resources and References             <ul style="list-style-type: none"> <li>- Nurse</li> <li>- Physician</li> <li>- Pharmacist</li> <li>- Package/drug insert</li> <li>- Drug Reference Materials (e.g., Davis's Drug Guide, Physician Desk Reference, etc.)</li> <li>- Poison Control Center</li> </ul> </li> </ul>
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<b>Module E – Ethical and Legal Considerations in Medication Administration</b>		
<b>PROFESSIONAL COMPETENCIES</b>	<b>PERFORMANCE OBJECTIVES</b>	<b>Proficiency Codes</b>
E1.0 Comprehend requirements and scope of practice concerning practice as a medication assistant (MA-C)	E.1.1.1 This objective is measured cognitively	2
<b>LEARNING OBJECTIVES</b>		
E1.1.1. Identify when a delegated task should or should not be performed by the MA-C		2
E1.1.2 Recognize when and how to report errors.		2
E1.1.3 Recognize what should be reported to the licensed nurses		2
E1.1.4 Distinguish between the tasks a MA-C can and cannot accept		2
E1.1.5 Define redelegation.		2
E1.1.6 Identify skills that enhance the delegation process		2
E1.1.7 Describe the rights of the client.		2
E1.1.8 Discuss the types of abuse that must be reported.		2
E1.1.9 Describe examples of the types of legal problems that can occur		2
E1.1.10 List the three steps to take before medication is safe to administer		2
E1.1.11 Recognize the numerous rights that must be followed before and after medication is administered		2
<b>Samples of Behaviors</b>		
<ul style="list-style-type: none"> <li>• None</li> </ul>		
<b>MODULE E OUTLINE</b>		
<ul style="list-style-type: none"> <li>• Role of the MA-C</li> </ul>		



- Tasks MA-Cs may perform involving medication administration.
- Tasks MA-Cs shall NOT have delegated to them.
- Prohibited tasks/procedures/medication administrations for MA-Cs
- Reporting procedures for medication administration errors
- Medication administration policies utilizing MA-Cs
- The Responsibility of the MA-C when accepting delegation tasks
  - Recognized tasks that are beyond the scope of an MA-C
  - Delegation and Redelelegation
  - Ethical and moral responsibilities in delegated tasks
  - Interpersonal communication regarding delegation and redelegation
- Rights of Individuals
  - Maintaining confidentiality
  - Respecting Client's rights
  - Respecting Client's privacy
  - Respecting Client's individuality and autonomy
  - Communicating respectfully
  - Respecting Client's wishes whenever possible
  - Right to refuse medication
  - Right to be informed
- Specific Legal and Ethical Issues
  - Types of Abuse and/or Neglect
  - Preventative measures
  - Duty to report
  - Exposure to medical malpractice/negligence claims/lawsuits
  - Fraud
  - Theft
  - Diversion
- Safety and Rights of Medication Administration
  - Review of the three safety checks
  - Review the six rights of medication administration.

## LEARNING OBJECTIVES TABLE OF SPECIFICATIONS

The table below identifies the percentage of cognitive objectives for each module. **Instructors should develop sufficient numbers of test items at the appropriate level of evaluation. An overall course average of 75 is needed to successfully complete the course whether for credit or non-credit course.**

	Limited Knowledge or Proficiency 1	Moderate Knowledge of Proficiency 2	Advanced Knowledge or Proficiency 3	Superior Knowledge or Proficiency 4
Module A	-	100%	-	-
Module B	-	100%	-	-
Module C	-	100%	-	-
Module D	-	100%	-	-
Module E	-	100%	-	-

<b>Knowledge and Skills Proficiency Code Key</b>		
<b>Indicator</b>	<b>Key Terms</b>	<b>Description</b>
1	Limited Knowledge and Proficiency	<ul style="list-style-type: none"> <li>Identifies basic facts and terms about the subject or competency.</li> <li>Performs simple tasks associated with the competency. Needs to be told or shown how to do most tasks.</li> <li>Requires close supervision.</li> </ul>
2	Moderate Knowledge and Proficiency	<ul style="list-style-type: none"> <li>Identifies relationship of basic facts and states general principles and can determine step-by-step procedures for doing the competency.</li> <li>Performs most parts of the competency. Needs help only on hardest parts.</li> <li>Requires limited supervision.</li> </ul>
3	Advanced Knowledge and Proficiency	<ul style="list-style-type: none"> <li>Analyzes facts and principles and draws conclusions about the subject to include why and when the competency must be done and why each step is needed. Can predict outcomes.</li> <li>Performs all parts of the competency. Needs only a spot check of completed work.</li> <li>Requires little or no direct supervision.</li> </ul>
4	Superior Knowledge and Proficiency	<ul style="list-style-type: none"> <li>Can evaluate conditions and make appropriate decisions as related to resolving problems.</li> <li>Performs competency quickly and accurately with no direct supervision and is able to instruct and supervise others.</li> </ul>