



Trainer Resource Guide

3. Medication Management



Cautionary Statement

The material in this session is not intended to be medical advice on personal health matters. Medical advice should be obtained from a licensed physician. This session highlights medication. This session does not cover all situations, precautions, interactions, adverse reactions, or other side effects. A pharmacist can assist you and the doctor with questions about medications. We urge you to talk with pharmacists, nurses and other professionals (e.g. dietitians) as well, to broaden your understanding of the fundamentals covered in this session.

Trainer Guide: SESSION 3

Materials

- LCD Projector with Computer
- Flash Drive
- Chart paper
- Colored markers
- Masking tape

Skill Check Materials

- Work with a local pharmacist to gather necessary supplies including:
 - Properly labeled bubble packs and capsule or tablet containers for each student
 - Properly labeled liquid containers
 - Calibrated plastic cups or spoons
- Small paper cups for capsules and tablets
- Water
- Pens
- Tissues

Show Slide #1: Medication Management

Show Slide #2: Practice and Share, Session 2

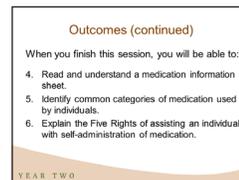
- Review the assignment.
- Ask for volunteers who would like to share what they learned.
- In the last session you learned about person-centered planning.
- In this session, you will learn how to safely assist individuals with medications.

Show Slides #3 and #4: Outcomes

- Review outcomes for the session.
- Ask students to share some of the skills they think are necessary to safely assist with medications.

Show Slide #5 and #6: Key Words

- Review key words for the session.
- Give students 5 minutes to think about and rewrite definitions in their own words in the spaces provided.



Medication Management

OUTCOMES

When you finish this session you will be able to:

- Understand the benefits and risks of medications.
- Describe ways to help individuals lower risks and obtain benefits from their medication.
- Read and understand prescription medication labels.
- Read and understand a medication information sheet.
- Identify common categories of medication used by individuals.
- Explain the Five Rights of assisting an individual with self-administration of medication.

KEY WORDS

Key Word	Meaning	In My Own Words
Allergic Reaction	A reaction caused by hypersensitivity to a medication. An individual may get hives, become nauseated and vomit, or in rare instances have shortness of breath and severe trouble breathing.	
Anticonvulsant Medication	Medications prescribed to control seizure activity in individuals with epilepsy.	
Documentation	The written recording of events, observations, and care provided.	
Drug	Substance or compound having a physiological effect when introduced into the body.	
Generic Name	The name given by the federal government to a drug.	
Medications	Substances taken into the body or applied to the body for the purpose of prevention, treatment, relief of symptoms, or cure.	
Medication Error	Any time the right medication is not administered as prescribed to the right person, in the right amount, at the right time, and by the right route or method.	
Medication (Drug) Interactions	The pharmacological result, either desirable or undesirable, of a mixture of drugs, foods, alcohol, or other substances such as herbs or other nutrients.	

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Key Words cont.

Key Words (continued)

- Pharmacy**
 - Institute of preparing/dispensing drugs place where drugs are dispensed
- Pharmacist**
 - Licensed person who prepares and dispenses drugs
- Physician/Doctor**
 - Person licensed to practice medicine
- Prescription Medications**
 - Must be ordered by doctor or other licensed health care professional
- PRN Medication**
 - Taken as needed
- Psychotropic Medication**
 - Central nervous system drug
- Side effects**
 - Effects produced by medication other than the intended effect
- Trade/Brand Name**
 - Name given by manufacturer to medication

YEAR TWO 6

KEY WORDS (CONT.)

Key Word	Meaning	In My Own Words
Over-the-Counter (OTC) Medications	Includes all nonprescription medications such as aspirin, antihistamines, vitamin supplements, and herbal remedies. For individuals living in a CCF, all OTC medications require a prescription.	
Pharmacy	The practice of preparing and dispensing drugs. The physical building where drugs are dispensed is also referred to as the pharmacy or drugstore.	
Pharmacist	A licensed person who prepares and dispenses drugs and is knowledgeable about a drug's contents.	
Physician/ Doctor	A person licensed to practice medicine.	
Prescription Medications	Medications that must be ordered by a physician or other licensed health care professional with authority to write prescriptions, including a dentist, nurse practitioner, and physician assistant.	
PRN Medication	Any medication that is to be taken as needed.	
Psychotropic Medication	Central nervous system drugs, which affect a person's thinking or feeling.	
Side Effects	Effects produced by a medication other than the effect for which it was prescribed. Side effects may be desirable or undesirable, predictable or unpredictable, or harmless or dangerous. Sometimes side effects, such as a severe allergic reaction, can be deadly.	
Trade/Brand Name	The name given by the manufacturer to a medication.	

Trainer Guide: SESSION 3

Activity: What Do You Want to Know?

- Read directions aloud.
- Ask for student volunteers to share answers.
- Make note of student answers and link back to student knowledge and interests as appropriate as you review session content.
- At the end of this session, you will return to this activity to give students an opportunity to answer the third question.

A C T I V I T Y

What Do You Want to Know?

Directions: *Think about the topic of this training session. Answer the first two questions in the space provided below. You will come back to this page at the end of the session to answer the last question.*

.....
What do you **already know** about assisting individuals with medication?

.....
What do you **want to know** about assisting individuals with medication?

.....
To be answered at the end of the session, during review:
What **have you learned** about assisting individuals with medication?

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The Benefits and Risks of Medications

- The following relates to a learning outcome and may appear on the quiz.
Outcome: Understand the benefits and risks of medications.
- **Prescription Medications** are medications that must be ordered by a doctor or other licensed health care professional with authority to write prescriptions, such as a dentist or nurse practitioner.
- **Over-the-Counter (OTC) Medications** include all nonprescription medications such as aspirin, antihistamines, vitamin supplements, and herbal remedies.
- **Medication (Drug) Interactions** are the pharmacological result, either desirable or undesirable, of a mixture of drugs, foods, alcohol or other substances such as herbs or other nutrients.
- **Side Effects** are effects produced by a medication other than the effect for which it was prescribed. Side effects may be desirable or undesirable, predictable or unpredictable, harmless or dangerous. Sometime side effects such as a severe allergic reaction, can be deadly.
- **Medication Errors** occur at any time the right medication is not administered as prescribed to the right person, in the right amount, at the right time, and by the right route or method.
- See **FDA 101: Medication Errors** for strategies to reduce medication errors.

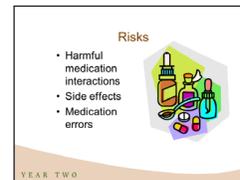
Show Slide #7: Benefits

- Review the benefits of medications.



Show Slide #8: Risks

- Review the risks of medications.



Ways to Lower Risks and Help Individuals Get the Benefits of Medication

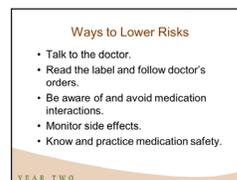
The following relates to a learning outcome and may appear on the quiz.

Outcome: Describe ways to help individuals lower risks and get benefits from their medication.

- A **doctor** is a person licensed to practice medicine.
- A **pharmacist** is a licensed person who prepares and dispenses drugs and is knowledgeable about a drug's contents.

Show Slide #9: Ways to Lower Risks

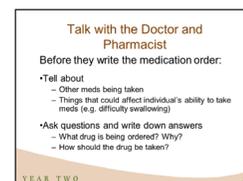
- Briefly summarize.



Talk with the Doctor or Pharmacist

Show Slide #10: Talk with the Doctor and Pharmacist

- Review information that should be shared, questions to ask, and what to document.



The Benefits and Risks of Medications

Although medications can make you feel better and help you get well, it is important to know that all medications, both **prescription** and **over-the-counter**, have risks as well as benefits.

The benefits of medicines are the helpful effects you get when you use them, such as controlling seizures, lowering blood pressure, curing infection, or relieving pain.

The risks of medicines include the chance that something unwanted or unexpected could happen to the person taking the medication. Following are several types of medication risks:

- The possibility of harmful **interactions** between the medicine and a food, beverage, vitamins and herbal supplements, or another medicine.
- The chance that the medicine may not work as expected and that it may cause additional problems or have a **side effect**.
- The possibility that there may be a medication error. **Medication errors** are preventable events that may cause or lead to inappropriate medication use or harm to the user.

The Food and Drug Administration evaluated nationwide reports of fatal medication errors that it received during a five year period and found that the most common types of errors involved administering an improper dose, giving the wrong drug, and using the wrong route of administration. Errors were caused by a lack of skill and/or knowledge and communication errors.

Ways to Lower Risks and Help Individuals Get the Benefits of Medication

There are many things that you can do to lower the risks of medications for

the individuals you are assisting, including talking to the **doctor** and **pharmacist**, learning about the medication, reading the label and following the doctor's orders, being aware of and avoiding possible drug or food interactions, monitoring for side effects and knowing and practicing medication safety when assisting with self administration.

Talk to the Doctor and Pharmacist

Before the doctor writes the order for a medication, make sure that he or she knows about other medications being taken by the individual and any allergies or sensitivities. Tell him or her about anything that could affect the person's ability to take medication; for example, difficulty swallowing.

Rather than simply letting the doctor write the order and send you and the individual on your way, ask questions and write down the answers. Find out what drug is being ordered and why. Find out how the drug should be taken and make sure you understand the directions. For example:

- Does three times a day mean eight hours apart or at meal times?
- Are there any medications, foods, or drinks that the individual should avoid?
- Are there any side effects that might occur and what should you do about them?

Ask the pharmacist all of the same questions. Check those answers against the ones you wrote down when you talked to the doctor. If anything is unclear, ask again. Ask the pharmacist for a copy of the medication information sheet and have him or her go over it with you (Appendix 3-C, Sample Medication Sheet). If you still have questions when you get home, call the doctor or pharmacist. It is best to be cautious if you are unsure about anything.

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The Benefits and Risks of Medications (cont.)

Know About Prescription and Over-the-Counter Medications

Show Slide #11: Know About Medications

- Review the information the DSP should know.
- All medications, prescription and over-the-counter, must be ordered by a doctor, dentist, nurse practitioner, or a physician's assistant.



Read the Label and Follow the Five Rights

- Only one DSP should assist an individual with medications at any given time.

Show Slide #12: Minimizing Medication Risks

- Review strategies for decreasing the likelihood of an incident.

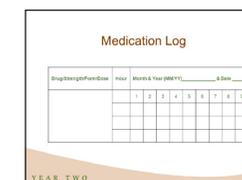


Record Each Medication Dose

- Refer students to the Medication Log in Appendix 3-E on page S-32.

Show Slide #13: Medication Log

- Summarize the key information to record.



The Benefits and Risks of Medications (cont.)

When talking to the doctor and the pharmacist, use the Medication Safety Questionnaire (Appendix 3-D) and make sure that you get all the questions answered. Write down the answers and keep the information in the individual's record.

Know About Prescription and Over-the-Counter Medications

Remember that in a licensed community care facility, all medications—including prescription and over-the-counter—must be ordered by a doctor.

Make sure you know:

- The brand name and the generic name of each medication.
- What the medication looks like.
- How to store the medication properly.
- When, how, and how long to use the medication.
- How and under what conditions you should stop using it.
- What to do if a dose is missed.
- What the medicine is supposed to do.
- Any side effects or interactions
- If any tests or monitoring are needed.

Again, using the Medication Safety Questionnaire will help you get answers to all of your questions (see page S-31). Other sources of information include medication reference books from your local library or book store. Websites such as fda.gov/Drugs, safemedication.com, or rxlist.com also provide medication information.

Read the Label and Follow the Five Rights

When preparing to assist with medication, there are several things the DSP should do to minimize medication risks:

- Always prepare medication in a clean and well lighted area.

- Allow plenty of time (to avoid rushing) and stay focused.
- Prepare and assist in a quiet place, to minimize distractions.

When assisting with self-administration of medication, make sure you:

- Understand the directions on the label.
- Check, double check, and triple check that you have the right person, right medication, right dose, right time, and right route (the “Five Rights”).
- Always keep medications in their original, labeled container.

Only one DSP should be assisting an individual with medications at any given time and that DSP should be allowed to focus only on the medications.

Record Each Medication Dose

Record each dose at the time the medication is taken by the individual—not before and not hours later.

Use a Medication Log (Appendix 3-E) to document the date and time, and to initial for each dose of medication the DSP assisted with. Also record any medication errors; for example, a missed dose (see page S-33).

The DSP can use the sample Medication Log provided in this Session (or ask the pharmacist to provide a medication administration record form). The Medication Log includes key information about the individual, including any known drug allergies, and information about the individual's medications, including the name of the medication, dose, times to take the medication, and how it should be taken. It is advised that pre-made pharmacy labels containing all of the medication information be placed on the Medication Log, along with pre-made warning labels. Whenever a prescription is changed, you must update the Medication Log.

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The Benefits and Risks of Medications (cont.)

Avoid Interactions

- Know the medication and any possible interactions before assisting with a medication.

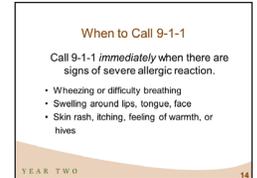
Observe for Intended and Unintended Effects

- Know both intended and unintended effects of medication.

Know When to Get Help

Show Slide #14: When to Call 911

- Signs of a severe allergic reaction that requires a call to 911 include:
 - Wheezing or difficulty breathing
 - Swelling around the lips, tongue, or face
 - Skin rash, itching, or feeling of warmth or hives



Requirements for Assisting with Medication

- In California, community care licensing regulations are very specific regarding requirements for assisting with medications.
- Some of the regulations are different based on the age of people living in the home and the home's licensing category; for example, Adult Residential Facility or Small Family Home.
- Specific information on these regulatory requirements is included in the Community Care Licensing Division's Self-Assessment Guide, Medications Booklet published in September 2002 and found in Appendix 3-B.

Show Slide #15: DSP TV, Scene 6: Mitigating Medication Risk

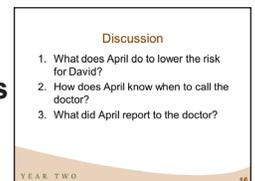
- Click to play.



Show Slide #16: Discussion

Discussion questions and answers:

1. What does April do to lower the risk for David? **Obtains information about the new medication and possible side effects, makes sure Mike and other DSPs are familiar with the new medication and its side effects, Makes sure Mike knows what to do if he observes a side effect.**
 2. How does April know when to call the doctor? **Doctor's instructions to call if a rash occurred.**
 3. What did April report to the doctor? **Her name, the name of the individual, the name of the medication, what was observed, when, for how long.**
- Additional discussion questions: **How did April and Mikes' response to the observed side effects mitigate David's risk of taking the new medication? Does this require a Special Incident Report to the regional center? A report to Community Care Licensing? Why or Why not?**



The Benefits and Risks of Medications (cont.)

Avoid Interactions

Before starting any new medications, find out if interactions are possible with other medications, vitamins, herbal supplements, drinks, or foods. It is common for two or more medications to interact causing unwanted side effects. An example of this would be when iron or penicillin is given with an antacid. The antacid prevents the iron or penicillin from being absorbed in the stomach. **Follow the doctor's instructions for use.**

It is a good idea to use the same pharmacy for all of your medication needs. In this way the pharmacist who fills each prescription will have a record of all medications prescribed for the individual and be able to more readily identify any possible drug interactions.

Observe for Intended and Unintended Effects

Examples of unintended effects, often called side effects, are when a medication makes an individual feel nauseated, confused, dizzy, or anxious; causes a rash; or causes a change in a bodily function such as appetite, sleep pattern, or elimination.

Your responsibility is to know the medications; know the intended and unintended side effects of medication(s) each individual is taking. It is important to consistently and accurately observe, report, and record any change in the normal daily routine, behavior, ways of communicating, appearance, physical health, and general manner, or mood of the individual.

Physical and behavioral changes that are due to possible side effects of a medication are often difficult to sort out. Deciding the meaning of an observed side effect is the responsibility of the individual's doctor.

Know When to Get Help

Some individuals have severe, life-threatening allergies to medications, especially penicillin. The **allergic reaction** is sudden and severe and may cause difficulty breathing and a drop in blood pressure (anaphylactic shock). If an individual has had a severe allergic reaction to a medication (or insect stings or food), he or she should wear an identification bracelet that will tell health professionals about the allergy.

Call 911 immediately to get emergency medical care if signs of a severe allergic reaction develop, especially soon after taking a medication. Signs of an allergic reaction include:

- Wheezing or difficulty breathing.
- Swelling around the lips, tongue, or face.
- Skin rash, itching, feeling of warmth, or hives.

Some individuals have a severe allergy to insect stings or certain foods. If an individual shows any of these same signs of a severe allergic reaction soon after eating a food or being stung by an insect, call 911 immediately to get emergency medical care. When in doubt, always err on the side of caution and report the incident.

Requirements for Assisting with Medication

In California, Community Care Licensing regulations are very specific regarding requirements for assisting with medications. Some regulations are different based on the age of people living in the home and the home's licensing category; for example, Adult Residential Facility or Small Family Home. Specific information on these requirements is included in the Community Care Licensing Division's *Self-Assessment Guide, Medications Booklet*, September 2002, found in Appendix 3-B.

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Medication Labels

The following relates to a learning outcome and may appear on the quiz.

Outcome: Read and understand prescription medication labels.

- The **generic name** of medications is the name given by the federal government to a drug.
- The **trade name** of medications is the name given by the manufacturer to a medication.
- For example, acetaminophen is the generic name of Tylenol. Tylenol is the trade name.
- The prescribing doctor may order medication by either the generic or trade name.
- The pharmacy label may have either name as well.

Show Slide #17: Medication Label

- Review information contained on the label.
- Each prescribed medication must be kept in its original container with the pharmacy label affixed. Careful reading of the label is critical to ensuring medication safety.



Label Warnings

- Medication containers may also have separate warning labels affixed by the pharmacist that provide additional information on the use of the medication.
- Provide examples of warnings.

Medication Labels

The following information will help you to correctly read a medication label.

Medications have both a **generic name** and a **trade name**. A drug's generic name is given by the federal government. A medication's trade or brand name is given by the manufacturer. For example, acetaminophen is the generic name for Tylenol; Tylenol is the trade name. The prescribing doctor may order the medication by either name. The pharmacy label may show either name as well.

Each prescribed medication must be kept in its original container with the pharmacy label affixed. Careful reading of the label is critical to ensuring medication safety. The information on the pharmacy medication label includes:

- Pharmacy/pharmacist name and address
- Prescription number or other means of identifying the prescriber (used in requesting refills)
- Individual's name
- Prescriber's name (doctor)
- Name of medication
- Dosage
- Directions for how to use the medication
- Manufacturer
- Quantity (for example, number of pills or other measurement of the amount of the prescription)
- Date the prescription was filled
- Expiration or discard date
- Number of refills remaining

The following is an example of a typical medication label:

ABC Pharmacy	
1017 25th St., Sacramento, CA	
Dr. Diaz	
RX 10387	09/15/16
JACOB SMITH	
TAKE 1 TABLET ORALLY AM FOR SEIZURES (8AM)	
TEGRETOL 400MG	
#30 TABLETS	
EXPIRES: 09/01/17	REFILLS: 2
MFG: MANY MEDICATIONS, INC	
FILLED BY: BRS	

Label Warnings

Medication containers may also have separate warning labels put on by the pharmacist. For example, "Medication should be taken with plenty of water."

Other warnings include:

- For external use only.
- Do not take dairy products, antacids, or iron preparations within one hour of this medication.
- Finish all medication unless otherwise directed by prescriber.
- May cause discoloration of the urine or feces.
- May cause drowsiness or dizziness.
- Take medication on an empty stomach one hour before or two hours after a meal unless otherwise directed by your doctor.
- It may be advisable to drink a full glass of orange juice or eat a banana daily.

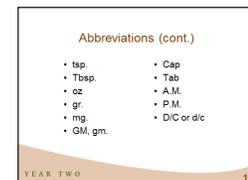
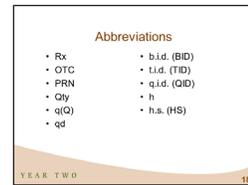
Never "scratch out," write over, or change a drug label in any way. Instead, return to the pharmacy to have the container relabeled. Any change to a prescription requires a doctor's written order that must be filled by a pharmacist.

Trainer Guide: SESSION 3

Medication Labels

Show Slide #18 and #19: Abbreviations

- Ask students to provide the meanings using the information on page S-8.
- **PRN** is a medication that is to be taken as needed.



Medication Label Abbreviations

The following abbreviations and symbols are commonly used on medication labels. To read and understand medication labels, the DSP must be familiar with these abbreviations and symbols.

- Rx = Prescription
- OTC = Over-the-Counter
- PRN = when necessary, or as needed
- Qty = quantity
- q (Q) = every
- qd = daily
- b.i.d. (BID) = twice a day
- t.i.d. (TID) = three times a day
- q.i.d. (QID) = four times a day
- h. = hour
- h.s. (HS) = hour of sleep (bedtime)
- tsp. = teaspoon (or 5ml)
- Tbsp. = tablespoon (3 tsps or 15ml)
- oz = ounce
- gr. = grains
- mg. = milligrams
- GM, gm. = grams (1,000mg)
- Cap = capsule
- Tab = tablet
- A.M. = morning
- P.M. = afternoon/evening
- D/C or d/c = discontinue

Trainer Guide: SESSION 3

Activity: Filling in a Medication Safety Questionnaire

Show Slide #20: Activity: Medication Safety Questionnaire

This activity relates to a learning outcome and may appear on the quiz.

Outcome: Read and understand a medication information sheet.

- Read the directions aloud.
- Complete the Medication Safety Questionnaire as a class.



Answers:

Name: Tegretol, Tegretol-XR, Carbatrol

Generic name: Carbamazepine

Dose and form: One 400mg tablet

When to take each dose: AM (8AM)

For how long? Do not stop taking the drug even if you feel better. Consult the doctor.

1. What is the medication supposed to do?

Anticonvulsant - it is used to treat seizures.

2. How long before I will know it is working or not working?

It may take a few weeks or longer before you feel the full benefit of carbamazepine.

3. What about serum (blood) levels? Other laboratory work?

Doctor will want you to have complete blood tests to test blood count and liver function 1-2 months after starting and every 6 months thereafter.

4. If the individual misses a dose, what should I do?

NOTE: Community Care Licensing Division's Self-Assessment Guide: Medications (See Appendix 3-B) states that "Missed/refused medications must be documented in the client's/resident's medication record and the prescribing physician contacted immediately."

The Medication Information Sheet (see page S-29) instructs the individual to take the missed dose as soon as you remember. If it is almost time for the next dose, skip the missed dose and take only the next regularly scheduled dose. Do not take a double dose of this medication.

5. Should this medication be taken with food?

Yes, and with a full glass of water.

ACTIVITY

Filling in a Medication Safety Questionnaire

Directions: Use the sample Tegretol® medication label below and the Medication Information Sheet in Appendix 3-C on pages S-29 through S-30. Answer the questions on the Medication Safety Questionnaire on page S-10 as a class.

ABC Pharmacy
1017 25th St, Sacramento, CA
Phone: 000-000-0000, Fax: 000-000-0000
Dr. Diaz
Rx: 10387
JACOB SMITH 09-15-16
TAKE ONE TABLET ORALLY AM FOR SEIZURES (8A.M.)
TEGRETOL 400MG
#30 TABLETS
EXPIRES: 09/01/17 Refills: 2
MFG: MANY MEDICATIONS, INC.
Filled by: BRS

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Activity: Filling in a Medication Safety Questionnaire (cont.)

Answers:

6. Are there any foods, supplements, or activities that should be avoided while taking this medication?

Grapefruit juice may interact with the carbamazepine and could lead to potentially adverse effects. Avoid prolonged exposure to sunlight.

7. Are there any prescription or over-the-counter medications that should be avoided?

Do not take carbamazepine without first talking to your doctor if you have ever had an allergic reaction to a tricyclic antidepressant; have taken a monoamine oxidase (MAO) inhibitor in the past 14 days; or have a bone marrow disease or a history of bone marrow suppression. Do not take any other prescription or over-the-counter medicines without first talking to your doctor.

8. What are common side effects?

Any of the following symptoms, which may be signs of potential blood problems: fever, sore throat, rash, sores in the mouth, easy bruising, or red or purple bruising, call the doctor immediately.

Less serious side effects may be more likely to occur. Continue to take carbamazepine and talk to your doctor if you experience:

- Mild nausea, vomiting, diarrhea, constipation, or decreased appetite
- Dry mouth
- Impotence
- Joint or muscle aches or pains

9. If there are any side effects, what should I do?

10. Any long term effects?

If you experience any of the following serious side effects, contact your doctor immediately or seek emergency medical attention:

- An allergic reaction (difficulty breathing; closing of your throat; swelling of your lips, tongue, or face; or hives)
- Liver damage (yellowing of the skin or eyes, nausea, abdominal pain or discomfort, severe fatigue)
- Chest pain, high blood pressure (headache, flushing), or congestive heart failure (shortness of breath, swelling of ankles)
- Numbness or tingling in the hands, feet, arms, or legs
- Body or muscle jerks
- Confusion, slurred speech, or fainting
- Continuing headache, hallucinations, or depression
- Severe nausea or vomiting
- Back-and-forth movements of the eyes
- Blurred or double vision
- Decreased urination
- Rarely, carbamazepine may cause serious blood problems. Notify your doctor immediately if you develop any of the following symptoms, which may be early signs of potential blood problems: fever, sore throat, rash, sores in the mouth, easy bruising, or red or purple bruising.

Medication Safety Questionnaire

Name			
Brand: _____ Generic: _____	Dose (e.g., mg) and form (e.g., tabs)	When to take each dose?	For how long?

1. What is the medication supposed to do?

2. How long before I will know it is working or not working?

3. What about serum (blood) levels? Other laboratory work? How often? Where? Standing order?

4. If the individual misses a dose, what should I do?

.....

INTERACTIONS?

5. Should this medication be taken with food? Yes No
 At least one hour before or two hours after a meal? Yes No

6. Are there any foods, supplements (such as, herbs, vitamins, minerals), drinks (alcoholic, for example), or activities that should be avoided while taking this medication?
 Yes (Which ones?) _____
 No

7. Are there any other prescription or over-the-counter medications that should be avoided?
 Yes (Which ones?) _____
 No

.....

SIDE EFFECTS? IF SO, RESPONSE?

8. What are common side effects?

9. If there are any side effects, what should I do?

10. If the drug is being prescribed for a long period of time, are there any long-term effects?

Trainer Guide: SESSION 3

Common Categories of Medication

The following relates to a learning outcome.

Outcome: Identify common categories of medication used by individuals.

- Drugs are classified into categories or classes with other medications that affect the body in similar ways.

Show Slide Show #21: Categories of Medication

- Review.
- Seizures can be treated by medications.
- **Anticonvulsants** are medications prescribed to control seizure activity in individuals with epilepsy.
- The type of seizures the individual has determines which anticonvulsant the physician will prescribe.
- DSP needs to provide accurate information to the physician on the symptoms of the person's seizure so that the most appropriate medication can be prescribed.
- Many anticonvulsants, when taken with other drugs in the same or different categories, affect the amount and usefulness, or impact each other.
- Some anticonvulsants deplete vitamins so the person may need a multivitamin supplement and extra folic acid. Be sure to ask the doctor or pharmacist. The doctor may not think about this nutritional issue until you bring it up.
- A number of prescription and over-the-counter medications, such as antipsychotics, Ibuprofen, as well as alcohol and illicit drugs such as cocaine and amphetamines, increase the likelihood of a seizure.



Common Categories of Medication

Drugs are classified into categories or classes with other medications that affect the body in similar ways. Thousands of medications are available on the market. Many drugs, because of their multiple uses, can be found in more than one category. Some common categories of medications used by individuals with developmental disabilities include:

- Anticonvulsants
- Antibiotics
- Pain medications
- Topical ointments or creams
- Psychotropic medications, which include antidepressants and antipsychotics

Anticonvulsants or Antiseizure Medications

Seizures can be treated by medications. Medications prescribed to control seizure activity in individuals with epilepsy are often referred to as anticonvulsants.

The type of seizures an individual has determines which anticonvulsant the physician prescribes. It is very important for you to provide accurate information to the doctor on the symptoms of the individual's seizure so that the most appropriate medication can be prescribed.

Prior to the discovery of Dilantin in 1938, bromides and barbiturates, such as Phenobarbital, were about the only drugs available to treat seizures. Today many less sedating medications are used to treat epilepsy. Some of the more common anticonvulsants are Depakene, Tegretol, Neurontin, Lamictal, Topamax, and Keppra.

Many anticonvulsants, when taken with other drugs in the same or different categories, interact; that is, affect the amount and usefulness or impact each other.

Some anticonvulsants deplete vitamins so the person may need a multi-vitamin supplement and extra folic acid. Be sure to ask the doctor or pharmacist. The doctor may not think about this nutritional issue unless you bring it up.

A number of prescription and OTC medications, such as antipsychotics, Ibuprofen, as well as alcohol and illicit drugs such as cocaine and amphetamines, increase the likelihood of a seizure.

Most anticonvulsants have central nervous system effects including effects on thinking (especially Phenobarbital). Effects include dizziness, sedation, mood changes, nervousness, or fatigue.

Trainer Guide: SESSION 3

Common Categories of Medication (cont.)

Show Slide #22: Common Side Effects of Anticonvulsants and Antiseizure Medications



- Review.
- To get this information about side effects talk to the prescribing doctor and the pharmacist who fills the doctor's order.
 - Also ask the pharmacist for a copy of the medication information sheet and have him or her go over it with you.
 - Look at medication reference books from your local library or bookstore.
 - Look at website such as Safemedication.com.
- Psychiatric disorders can involve serious impairments in mental or emotional functioning, which affect a person's ability to perform normal activities and to relate effectively to others.
- Many individuals with developmental disabilities who also have a psychiatric disorder are treated with psychotropics alongside other interventions.
- **Psychotropic medications** are central nervous system drugs, which affect a person's thinking or feeling.

There are 3 types of psychiatric disorders:

1. Mood disorders

- a. Depression (lasting two or more weeks), which can mean feelings of hopelessness or even self-destruction; for example, not wanting to eat or get out of bed in the morning.
- b. Bipolar Disorder, historically called Manic Depression, is often marked by extremes in mood, from elation to deep despair and/or manic periods consisting of excessive excitement, delusions of grandeur, or mood elevation.

2. Schizophrenia

Schizophrenia can mean hallucinations and sensory misperceptions; delusions (strange ideas or false beliefs, including paranoia); distorted misinterpretation and retreat from reality; ambivalence; inappropriate affect; and bizarre, withdrawn, or aggressive behavior.

Common side effects of anticonvulsants or antiseizure medications include:

- Sleepiness, lethargy, cognitive impairment, altered gait, seizure breakthrough, and memory loss are typically related to the dosage.
- Stomach upset (especially with Tegretol and Depakote), diarrhea, gum growth and swelling (with Dilantin), weight gain, and hair loss or growth.
- Liver or kidney dysfunction, hyperactivity, aplastic anemia, allergic response.

To get information about side effects, talk to the prescribing doctor and the pharmacist who fills the prescription. Also ask the pharmacist for a copy of the medication information sheet and have him or her review it with you. Other sources of information include medication reference books from your local library or bookstore. Web sites such as Safemedication.com or drugconsult.com.

Psychotropic Medications and Psychiatric Disorders

Psychiatric disorders may involve serious impairments in mental or emotional functioning, which affect a person's ability to perform normal activities and to relate effectively to others.

Many individuals with developmental disabilities who also have a psychiatric disorder are treated with psychotropic medications alongside other interventions.

Psychotropic medications are central nervous system drugs that affect a person's thinking or feeling. Following is information on three types of psychiatric disorders for which individuals might take medication.

1. Mood Disorders

Two main types of mood disorders are

- a. *Depression* (lasting two or more weeks), which can mean feelings of hopelessness or even self-destruction; for example, not wanting to eat or get out of bed in the morning.

Antidepressants are used to treat depression. Antidepressant medications include:

- Tofranil (*generic: imipramine*)
- Norpramin (*generic: desipramine*)
- Wellbutrin (*generic: bupropion*)
- SSRIs (selective serotonin reuptake inhibitors—a new class of medications) include:
 - Luvox (fluvoxamine)
 - Paxil (paroxetine)
 - Prozac (fluoxetine)
 - Zoloft (sertraline)

- b. *Bipolar Disorder*, historically called Manic Depression, is often marked by extremes in mood, from elation to deep despair and/or manic periods consisting of excessive excitement, delusions of grandeur, or mood elevation.

Lithium is used to treat bipolar disorders. Taking this drug requires close monitoring with frequent blood tests.

2. Schizophrenia

Schizophrenia can mean hallucinations and sensory misperceptions; delusions (strange ideas or false beliefs, including paranoia); distorted misinterpretation and retreat from reality; ambivalence; inappropriate affect; and bizarre, withdrawn, or aggressive behavior.

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Common Categories of Medication (cont.)

There are 3 types of psychiatric disorders (cont.):

3. Anxiety Disorders

Anxiety disorders are typified by tension, fear, apprehension, discomfort, and distress.

There are two main types of anxiety disorders:

- a. Generalized Anxiety Disorder
- b. Obsessive-Compulsive Disorder

Common Side Effects Associated with Psychotropic Medications

- Review chart.
- There are a number of psychotropic medicines prescribed for mental health challenges.
- Some of these medications (for example, Thorazine, Haldol), alone or alongside other treatments (for example, talk therapy), are used to treat psychiatric disorders, which can involve serious impairments in mental or emotional function that affects an individual's ability to perform normal activities and to relate effectively to others.

Common Categories of Medication (cont.)

Major tranquilizers are used for schizophrenia, anxiety, and severe behavior problems.

These include:

- Haldol (haloperidol)
- Mellaril (thioridazine)
- Proloxin (fluphenazine)
- Risperdal (risperidone)
- Serentil (mesoridazine)
- Thorazine (chlorpromazine)

3. Anxiety Disorders

Anxiety disorders are typified by tension, fear, apprehension, discomfort, and distress. Two main types of anxiety disorders are:

- a. Generalized Anxiety Disorder
- b. Obsessive-Compulsive Disorder

Anti-anxiety medications are used to treat anxiety disorders and include:

- Buspar (buspirone)
- Librium (chlordiazepoxide)
- Valium (diazepam)
- Xanax (alprazolam)

Common Side Effects Associated with Psychotropic Medications

<i>Medication</i>	<i>Examples</i>	<i>Side Effects</i>
SSRIs (selective serotonin reuptake inhibitors)	Prozac, Paxil, Zoloft, Luvox, Celexa	Stomach upset, sleeping problems, behavioral problems
Tricyclic antidepressants	Anafranil, Elavil, Tofranil, and Norpramin	Constipation, dry mouth, dizziness
Other antidepressants	Desyrel, Serzone, Remeron	Sleepiness, dizziness, dry mouth
Stimulants	Ritalin, Dexedrine, Cylert	Insomnia, loss of appetite, mood changes
Neuroleptics/antipsychotics	Haldol, Risperdal, Mellaril	Sedation, weight gain, movement problems, restlessness
Mood Stabilizers	Lithium	Memory problems, thirstiness, shakiness, abnormal kidney function
Anxiolytics (anxiety treatment)	Valium, Xanax, Ativan	Sedation, unsteadiness, disinhibition

Source: *Complete Guide to Prescription & Nonprescription Drugs*, 2011. H. Winter Griffith. Updated by Stephen W. Moore, MD

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Five Rights

The following relates to a session outcome and may appear on the quiz:

Outcome: Explain the Five Rights of assisting an individual with self-administration of medication.

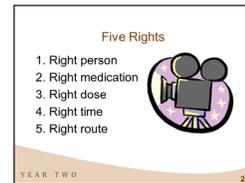
Show Slide #23: The Five Rights (with media link)

- The Five Rights is basic to medication safety.

The DSP needs to be sure he or she has the:

1. Right person
2. Right medication
3. Right dose
4. Right time
5. Right route

- Review the details of the Five Rights with the students. Remind them that they will have to pass a skill check demonstration that they can assist with self-administration of medication using the Five Rights.



1. Right Person

- Read the name of the individual on the medication label and compare it to the Medication Log.
- Know the individuals that you assist with self-administration of medication (ask the individual, ask another staff, check any records that would have photo identification in the home).
- If you are uncertain of their name or identity, consult with a staff member who knows them.

2. Right Medication

- Read the name of the medication label three times and compare it to the Medication Log.
- Compare the name of the medication on the label to the information on the individual's Medication Log.
- Ask the individual, "Do you know why you are taking this medication?" If the individual is not able to respond to this type of question, explain why the individual is taking the medication.

3. Right Dose

- Read the medication label and compare it to the Medication Log for the correct dosage. Be alert to any changes in the dosage.
- Question the use of multiple tablets providing a single dose of medicine.
- Question any change in the color, size, or form of medication.
- Be suspicious of any sudden large increases in medication doses.

4. Right Time

- Read the Medication Log and compare it to the medication label for directions about when and how often the medication should be taken. Medication must be taken at a specific time or times of the day.
- Emphasize that DSPs should check the clock or watch to ensure that it is the time indicated on the Medication Log and medication label.

Five Rights

Following the Five Rights is basic to medication safety. The DSP needs to be sure he or she has the:

1. Right person
2. Right medication
3. Right dose
4. Right time
5. Right route

When assisting an individual to take medication, you must read and compare the information on the medication label to the information on the Medication Log three times before the person takes the medication. By doing so, you are helping to ensure that you are assisting the right person with the right medication and dose at the right time and in the right way (route). Never assist a person with medication if the container has no label!

If, at any time, you discover that any of the information does not match, STOP. You may have the wrong person; you may be preparing the wrong medication in the wrong dose at the wrong time; or the person may be about to take the medication in the wrong way. Think through each of these possibilities and decide what to do. If you are unsure, you may need to get help. Ask another DSP or the administrator. In some situations, you may need to call the doctor or pharmacist.

1. Right Person

When assisting an individual with any medication, it is essential that you identify the right individual. First, read the name of the individual on the pharmacy label for whom the medication is prescribed. Compare the name on the medication label to the name on the Medication Log.

- To be certain of an individual's name or identity, consult another staff member who knows the individual, ask the individual "What is your name?" or check any records that have photo identification in the home.

2. Right Medication

After you are certain you have the right person, read the name of the medication on the medication label. To make sure you have the right medication for the right person, read the label three times and compare it to the information on the individual's Medication Log.

3. Right Dose

Read the medication label for the correct dosage. Be alert to any changes in the dosage.

- Confirm the use of multiple tablets providing a single dose of medicine.
- Confirm any change in the color, size, or form of medication.
- Be suspicious of any sudden large increases in medication doses.

4. Right Time

Read the Medication Log and compare it to the medication label for directions about when and how often the medication should be taken. Medication must be taken at a specific time or times of the day. Check a clock or watch to ensure that it is the right time to assist in the self-administration of medication.

You need to know:

- How long has it been since the individual took the last dose of medication?
- Are foods or liquids to be taken with the medication?
- Are there certain foods or liquids to avoid when taking the medication?
- Is there a certain period of time to take the medication in relation to foods or liquids?
- Is it the right time of day, such as a.m. or p.m.?
- What time is a medication to be taken that is ordered for once a day? In the morning? At noon? At dinner time?

Trainer Guide: SESSION 3

Five Rights (cont.)

5. Right Route

- Read the medication label and compare it to the Medication Log for the appropriate route or way to take the medication.
- In some cases, an individual living in an Adult Residential Facility may take their own medication without assistance.
- If an adult is to self-administer in injectable medication (for example, insulin for diabetes), a physician must provide a written statement that this individual is capable of doing so and there must be a health care plan specific to that individual.
- In all cases, the medication must be properly stored in a locked cabinet.
- Check the Five Rights three times by reading the medication label and comparing it to the information on the medication log as follows:

Show Slide #24: Check the Five Rights Three Times

- Review.
- First Check - when you remove the medication from the storage area.
- Second Check - when you remove the medication from the original labeled container.
- Third Check - Just before you assist the individual to take the medication.
- Click on media link to show the Five Rights for Assisting with the Self-Administration of Medication video. **Tell the students to pay close attention. This video demonstrates the steps they will need to pass the skill check.**



Teacher Preparation for Assisting with Self-Administration of Medication Skill Check

1. Before class, the teacher needs to gather enough supplies for several practice sessions and up to three skill checks for each student. Supplies include:
 - Labeled storage units for medications (e.g., plastic basket)
 - Medications in properly labeled containers and bubble packs
 - Liquid medication in properly labeled containers
 - Plastic calibrated medicine cups and medication spoons
 - Small paper cups for tablets or capsules
 - Paper cups for water
 - Water
 - Tissues
 - Medication Logs
 - Pens
 - Assisting with Self-Administration of Medication Skill Check
 - Skill Check Worksheets
2. Place labeled medication containers and bubble packs in the labeled storage unit – one for each student and put all storage units and supplies in a central area in the classroom. Try to make the materials and the setting as much like they might be in the home environment as possible.

This can be confusing. Usually when a medication is ordered only once a day, it is given in the morning. It is best to check with the doctor or pharmacist for instructions.

5. Right Route

Read the medication label and compare it to the Medication Log for the appropriate route or way to take the medication. In the case of pills (tablets, capsules, etc.), liquids, under the tongue (sublingual), or between the teeth and cheek (buccal), the right route is “oral.” This means that the medication enters the body through the mouth. Other routes include oral inhalers; nasal sprays; topical, which includes dermal patches or ointments to be applied to the skin; eye drops (ophthalmic); and ear (otic) drops.

Note: Other more intrusive routes, such as intravenous administrations, intramuscular or subcutaneous injections, rectal and vaginal suppositories, or enemas are only to be administered by a licensed health care professional.

In some cases, an individual living in an Adult Residential Facility may take their own medication without assistance. If an adult is to self-administer an injectable medication (for example, insulin for diabetes), a doctor must provide a written statement that the individual is capable of doing so and there must be a health care plan specific to that individual. In all cases, the medication must be properly stored in a locked cabinet.

If you have any doubt as to whether the medication is in the correct form as ordered or can be self-administered as directed, consult with the prescribing doctor or your pharmacist.

Check the Five Rights three times by reading the medication label and comparing it to the information on the medication log as follows:

- **First Check**

When you remove the medication from the storage area.

- **Second Check**

When you remove the medication from the original labeled container.

- **Third Check**

Just before you assist the individual to take the medication.

Trainer Guide: SESSION 3

Steps for Assisting with Medication

Once you have finished reviewing the steps for assisting with medication, begin the skill check.

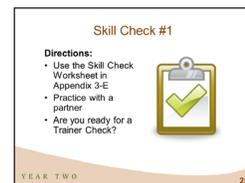
- This skill check relates to a learning outcome.

Outcome: Demonstrate how to assist individuals in the self-administration of medication.

Skill Check #1 (Appendix 3-F):

Show Slide #25: Skill Check #1: Assisting Individuals with Self-Administration of Tablets, Capsules, and Liquid Medications

- All students must pass the skill check for assisting with self-administration of medication.
- Assure students that they will have time to practice the Skill Check with other students until they are comfortable demonstrating the skill, and that you are available to help them if they need it.
- Refer students to Appendix 3-F, the Skill Check Worksheet.
- Read the directions aloud and assist students in finding partners.
- Demonstrate the process for assisting with self-administration using the materials supplied and the Skill Check Worksheet.
- Hand out materials to students to practice the Skill Check and instruct them to begin practicing.
- Walk around the room to observe the partners and provide assistance if needed.
- Schedule times for students to complete the Skill Check before the end of the Year 2 training.
- When students indicate they are ready for the Trainer Check, check off each step that is correctly completed, and fill out the Certification for those who pass the Skill Check.



Tips for Assisting with Tablets and Capsules

1. Pour (or punch out if bubble pack) the correct dose into the bottle cap and then into the container used for holding the tablets or capsules. It is recommended that you use a separate disposable paper cup as the container for each medication. If too many pills pour out, return the pills from the bottle cap into the container. If using a bubble pack, punch out the covered dose. It's important for you to work with only one person at a time and complete the task with that person before assisting another.
2. Always provide a glass of water and recommend to the person that he or she tilt their head forward slightly and take a small sip of water before placing the pill in the mouth. This might make swallowing easier as throwing the head back may increase the risk of choking. If pills are not taken with liquids the medication can irritate the throat and intestinal tract and may not be correctly absorbed.

Some medications must be taken with food and other special instructions may be required. Once again, ask the doctor or pharmacist and read any warning labels.

Tips for Assisting With Liquid Medication

1. Check the label to see if the medication should be shaken.
2. Remove the cap from the bottle and place it upside down on the work surface.
3. Be sure to use a calibrated cup or spoon when assisting individuals with taking teaspoons or tablespoons of a liquid medication. Regular eating spoons (metal or plastic) are not accurate and should never be used. If no measuring device is available, check with your pharmacist or doctor to determine exactly how the medication should be measured.

4. Locate the marking on your calibrated medicine cup or other measuring device for the ordered amount. Keeping your thumbnail on the mark, hold the cup at eye level and pour the correct amount of medication.
5. Place the cup on a flat surface to pour and measure.
6. Pour the medication away from the label to prevent staining same with any spills.
7. If too much liquid is poured, do not return it to the bottle—discard it.
8. Double check that the amount matches the amount indicated on the label.
9. Wipe the lip of the bottle with a clean, damp paper towel before replacing the cap.
10. If any liquid spills on the outside of the bottle, wipe with a clean paper towel.
11. Provide water after the liquid has been swallowed. Again, check the pharmacy label for any special instructions.
12. Wash the calibrated measuring device with warm water and air dry on a paper towel.
13. If the individual has difficulty drinking an adequate amount of water or swallowing liquids, ask the doctor if he or she can take the medication with:
 - Jell-O that is semi-liquid or jellied
 - Apple juice or other “medication-compatible” juice thickened with cornstarch or other thickening agent

Other Types of Medications

When assisting an individual with other types of medications such as topical creams and ointments, eardrops, nose drops, or eye drops, consult with the prescribing physician and the pharmacist for specific self-administration procedures.

Trainer Guide: SESSION 3

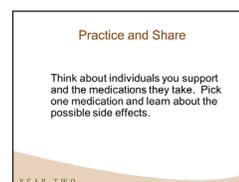
Summary

- Ask students to turn back to the “**What Do You Want To Know?**” activity at the beginning of the session. Give students 5 minutes to think about what they learned and answer the third question.
- Ask for volunteers to share their answers.

Practice and Share

Show Slide #26: Practice and Share

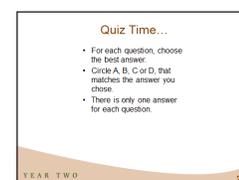
- Direct students to the Practice and Share directions.



Quiz: Medication Management

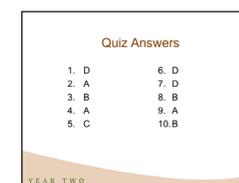
Show Slide #27: Quiz Time

- Review directions for filling out a Scantron® form.
- Give students 20 minutes to take the quiz.



Show Slide #28: Quiz Answers

- Discuss questions and answers as a class. Remind students to mark the correct answers so they can use the corrected quizzes as a study guide for the test after training.



Answers:

1. D
2. A
3. B
4. A
5. C
6. D
7. D

PRACTICE AND SHARE

Think about the individuals you support and the medications they take. Pick one medication and learn about the possible side effects.

Session 3 Quiz

Medication Management

- 1. What is one thing the DSP should do before the doctor writes the order for a medication?**
 - A) Write the medication in the individual's medication log
 - B) Check that the doctor is licensed to prescribe medications
 - C) Ask the doctor about the possible side effects of the medication
 - D) Tell the doctor about other medications being taken by the individual
- 2. What is one way to help avoid interactions between multiple medications the individual is taking?**
 - A) Use the same pharmacy for all of the individual's medication needs
 - B) Ask the individual to make a list of all his/her medications
 - C) Read about the side effects of the medications
 - D) Observe for possible medication side effects
- 3. What should the DSP do if he/she thinks an individual is experiencing a severe allergic reaction soon after taking medication?**
 - A) Observe the individual closely for the next 24 hours
 - B) Call 911 to get emergency medical care
 - C) Reread the medication information sheet
 - D) Call the individual's parents
- 4. When should a medication dose be recorded in an individual's medication log?**
 - A) At the time the medication is taken by the individual
 - B) When the individual has a serious side effects
 - C) Within 24 hours of when the individual takes the medication
 - D) An hour before the individual takes the medication
- 5. Which of the following is NOT included on a medication label?**
 - A) The name of the medication
 - B) The individual's name
 - C) A list of other medications the individual is taking
 - D) The expiration or discard date
- 6. Which of the following information could you get from a medication information sheet?**
 - A) The number of refills remaining
 - B) Other medications the individual is taking
 - C) The date the prescription was filled
 - D) The possible side effects of the medication
- 7. Which category of medications is used to treat epilepsy?**
 - A) Tranquilizers
 - B) Antibiotics
 - C) Psychotropics
 - D) Anticonvulsants

Trainer Guide: SESSION 3

Quiz: Medication Management (cont.)

8. B

9. A

10. B

End of Session 3

8. Which of the following disorders may be treated with psychotropic medications?
- A) Epilepsy
 - B) Schizophrenia
 - C) Diabetes
 - D) Heart disease
9. One of the Five Rights the DSP must follow to ensure medication safety is:
- A) The right dose
 - B) The right to vote
 - C) The right thing to wear
 - D) The right to choose
10. What must the DSP do to ensure they are giving the right medication to the right person?
- A) Read the medication information sheet until they understand it
 - B) Read and compare the information on the medication label and the information on the medication log three times
 - C) Ask the individual if they take the medication
 - D) Make sure the medication is not expired

Appendices



Guidelines for Assisting with Self-Administration of Medication

1. There must be a written, dated, and signed **physician's order** in the individual's record **before a DSP can assist** the individual with self-administration of any medication, prescription, or over-the-counter medication.
2. **Only one DSP** should assist an individual with medications at any given time. That DSP should complete the entire process. Never hand a medication to one individual to pass on to another.
3. **Always wash your hands** before assisting an individual with self-administration.
4. The DSP should **always prepare medication in a clean, well-lit, quiet area**. Allow plenty of time, avoid rushing, and stay focused. Check the Five Rights by reading the Medication Label and comparing to the medication log three times before the individual takes the medication.
5. **To avoid errors, it is recommended that the medications be set up immediately before assisting an individual with self-administration of medications.** While Community Care Licensing regulations permit the set up of medications up to 24 hours in advance, there are many potential problems with this practice, including the possibility of the wrong individual taking the wrong medication and wrong dose at the wrong time.
6. **DSPs should ask for help from the prescribing doctor or pharmacist** if he or she is unsure about any step in the preparation of, assistance with, or documentation of medications.
7. **Medication should never be disguised** by putting it in food or liquid.
8. **The DSP should always ask the physician (and pharmacist) to give the medicine in the proper form for the individual based on the individual's needs and preferences.**
For example, one individual may have difficulty swallowing capsules and prefer liquid medication, while another may prefer capsules.
9. **Tablets should never be crushed** unless the prescribing physician has given specific directions to do so. **Capsules should not be opened** and their contents emptied out. Controlled release tablets can deliver dangerous immediate doses if they are crushed. Altering the form of capsules or tablets may have an impact on their effectiveness by changing the way an individual's body absorbs them.
10. **Read the medicine warning label, if any. It will give you important information about how the medication should be taken.**

**ASK! ASK! ASK!
CHECK! CHECK!
CHECK!**

COMMUNITY CARE LICENSING DIVISION

“Promoting Healthy, Safe, and Supportive Community Care”

Self-Assessment Guide

MEDICATIONS

TECHNICAL SUPPORT PROGRAM

MEDICATIONS

Medication handling represents an area of great responsibility. If not managed properly, medications intended to help a client’s/resident’s health condition may place that individual’s health and safety at risk. The information contained in this handout outlines medication procedures you are required to perform by regulation, as well as some procedures not required by regulation which, if implemented, will provide additional safeguards in the management of medications in your facility. If you operate a Community Care Facility (CCF), the specific medication regulations you must comply with are in Title 22 § 80075. If you operate a Residential Care Facility for the Elderly (RCFE), the specific medication regulations you must comply with are in Title 22 § 87465. ***This guide cannot be used as a substitute for having a good working knowledge of all the regulations.***

WHAT YOU (CARE PROVIDERS) SHOULD DO WHEN:

1. *Client/resident arrives with medication:*

- Contact the physician(s) to ensure that they are aware of all medications currently taken by the client/resident.
- Verify medications that are currently taken by the client/resident and dispensing instructions.
- Inspect containers to ensure the labeling is accurate.
- Log medications accurately on forms for client/resident records. The Centrally Stored Medication and Destruction Record (LIC 622) is available for this purpose.

- Discuss medications with the client/resident or the responsible person/authorized representative.
- Store medications in a locked compartment.

2. *Medication is refilled:*

- Communicate with the physician or others involved (for example, discuss procedures for payment of medications, who will order the medications, etc. with the responsible person).
- Never let medications run out unless directed to by the physician.
- Make sure refills are ordered promptly.
- Inspect containers to ensure all information on the label is correct.
- Note any changes in instructions and/or medication (for example, change in dosage, change to generic brand, etc.).
- Log medication when received on the LIC 622.
- Discuss any changes in medications with the client/resident, responsible person/authorized representative and appropriate staff.

3. *A dosage is changed between refills:*

- Confirm with the physician. Obtain written documentation of the change from the physician or document the date, time, and person talked to in client’s/resident’s record.
- Prescription labels cannot be altered by facility staff.
- Have a facility procedure (i.e., card file/cardex, notebook, and/or a flagging system) to alert staff to the change.

- Discuss the change with client/resident and/or responsible person/authorized representative.
4. *Medication is permanently discontinued:*
- Confirm with the physician. Obtain written documentation of the discontinuation from the physician or document the date, time, and person talked to in client's/resident's record.
 - Discuss the discontinuation with the client/resident and/or responsible person/authorized representative.
 - Have a facility procedure (i.e., card file/cardex, notebook, and/or a flagging system) to alert staff to the discontinuation.
 - Destroy the medications. Medication must be destroyed by the facility administrator or designee and one other adult who is not a client/resident. (See destruction requirements for pre-packaged medications in section #17.)
 - Sign the medication destruction record/log. (The reverse side of LIC 622, Centrally Stored Medication Record, may be used for this purpose.)
5. *Medications are temporarily discontinued ("dc") and/or placed on hold:*
- Medications temporarily discontinued by the physician may be held by the facility.
 - Discuss the change with client/resident and/or responsible person/authorized representative.
 - Obtain a written order from the physician to HOLD the medication, or document in the client's/resident's file the date, time, and name of person talked to regarding the HOLD order.
 - Have a facility procedure (i.e., card file/cardex, notebook, and/or a flagging system) to alert staff to the discontinuation and restart date.
 - Without altering the label, mark or identify in a consistent manner medication containers that have HOLD orders.
 - Be sure to contact the physician after the discontinuation/hold order expires to receive new instructions regarding the use of the medication.
6. *Medication reaches expiration date:*
- Check containers regularly for expiration dates.
 - Communicate with physician and pharmacy promptly if a medication expires.
 - Do not use expired medications. Obtain a refill as soon as possible if needed.
 - Over-the-counter medications and ointments also have expiration dates (for ointments the expiration date is usually at the bottom of the tube).
 - Destroy expired medications according to regulations.
 - Log/record the destruction of prescription medications as required. The LIC 622 may be used for this purpose.
7. *Client/resident transfers, dies, or leaves medication behind:*
- All medications, including over-the-counter, should go with client/resident when possible.
 - If the client/resident dies, prescription medications must be destroyed.
 - Log/record the destruction as required. The LIC 622 may be used for this purpose.
 - Document when medication is transferred with the client/resident. Obtain the signature of the person accepting the medications (i.e., responsible person/authorized representative).
 - Maintain medication records for at least 3 years (RCFE) Title 22 § 87465 (h)(6),(i) or 1 year (CCF) Title 22 § 80075 (k)(7),(o).
8. *Client/resident missed or refused medications:*
- No client/resident can be forced to take any medication.
 - Missed/refused medications must be documented in the client's/resident's medication record and the prescribing physician contacted immediately.
 - Notify the responsible person/authorized representative.
 - Refusal of medications may indicate changes in the client/resident that require a reassessment of his/her needs. Continued refusal of medications may require the client's/resident's relocation from the facility.

Appendix 3-B (cont.)

9. Medications need to be crushed or altered:

- Medications may be crushed or altered to enhance swallowing or taste, but never to disguise or “slip” them to a client/resident without his or her knowledge.
- The following written documentation must be in the client’s/resident’s file if the medication is to be crushed or altered:
 1. A physician’s order specifying the name and dosage of the medication to be crushed;
 2. Verification of consultation with a pharmacist or physician that the medication can be safely crushed, identification of foods and liquids that can be mixed with the medications, and instructions for crushing or mixing medications;
 3. A form consenting to crushing the medication signed by the client/resident. If the client/resident has a conservator with authority over his/her medical decisions, the consent form must be signed by that conservator.

10. Medications are PRN or “as needed:”

- Facility staff may assist the client/resident with self-administration of his/her **prescription and nonprescription** PRN medication, when:
 - The client’s/resident’s physician has stated in writing that the client/resident *can determine and clearly communicate* his/her need for a prescription or nonprescription PRN medication.
 - The physician provides a signed, dated, written order for the medication on a prescription blank or the physician’s business stationery which is maintained in the client’s/resident’s file.
 - The physician’s order and the PRN medication label identify the specific symptoms that indicate the need for use of the medication, exact dosage, minimum hours between doses, and maximum doses to be given in a 24-hour period. Most nonprescription labels display this information.
- Facility staff may also assist the client/resident with self-administration of his/her **nonprescription** PRN medication

if the client/resident *cannot* determine his/her need for a nonprescription PRN medication, but can communicate his/her symptoms clearly, when:

- The client’s/resident’s physician has stated in writing that the client/resident cannot determine his/her need for nonprescription medication, but can communicate his/her symptoms clearly.
- The client’s/resident’s physician provides a signed, dated, written order on a prescription blank or the physician’s business stationery which is maintained in the client’s/resident’s file.
- The written order identifies the name of the client/resident, the name of the PRN medication, instructions regarding when the medication should be stopped, and an indication when the physician should be contacted for re-evaluation.
- The physician’s order and the PRN medication label identify the specific symptoms that indicate the need for use of the medication, exact dosage, minimum hours between doses, and maximum doses to be given in a 24-hour period. Most nonprescription medication labels display this information.
- A record of each dose is maintained in the client’s/resident’s record and includes the date, time, and dosage taken, and the client’s/resident’s response.
- Facility staff may also assist the client/resident with self-administration of his/her **prescription or nonprescription** PRN medication if the client/resident *cannot* determine his/her need for a prescription or nonprescription PRN medication, and *cannot* communicate his/her symptoms when:
 - Facility staff contact the client’s/resident’s physician before giving each dose, describe the client’s/resident’s symptoms, and receive permission to give the client/resident each dose.
 - The date and time of each contact with the physician and the physician’s directions are documented and maintained in the client’s/resident’s facility record.

Appendix 3-B (cont.)

- The physician provides a signed, dated, written order on a prescription blank or the physician’s business stationery which is maintained in the client’s/ resident’s file.
 - The physician’s order and the PRN medication label identify the specific symptoms that indicate the need for use of the medication, exact dosage, minimum hours between doses, and maximum doses to be given in a 24-hour period.
 - A record of each dose is maintained in the client’s/resident’s records and includes the date, time, and dosage taken, and the client’s/resident’s response.
 - **SMALL FAMILY HOMES AND CERTIFIED FAMILY HOMES**
Small Family Home staff may assist a child with **prescription or nonprescription** PRN medication without contacting the child’s physician before each dose if the child *cannot* determine and/ or communicate his/her need for a prescription or nonprescription PRN medication when (Title 22 § 83075(d)):
 - The child’s physician has recommended or prescribed the medication and provided written instructions for its use on a prescription blank or the physician’s letterhead stationery.
 - Written instructions include the name of the child, the name of the PRN medication, instructions regarding when the medication should be stopped, and an indication when the physician should be contacted for re-evaluation.
 - The physician’s order and the PRN medication label identify the specific symptoms that indicate the need for use of the medication, exact dosage, minimum hours between doses, and maximum doses allowed in a 24-hour period. Most nonprescription medication labels display this information.
 - The date, time, and content of the physician contact made to obtain the required information is documented and maintained in the child’s file.
 - The date, time, dosage taken, symptoms for which the PRN medication was given and the child’s response are documented and maintained in the child’s records.
- 11. Medications are injectables:*
- Injections can **ONLY** be administered by the client/resident or by a licensed medical professional. Licensed medical professional includes Doctors of Medicine (M.D.), Registered Nurses (R.N.), and Licensed Vocational Nurses (L.V.N.) or a Psychiatric Technician (P.T.). P.T.s can only administer subcutaneous and intramuscular injections to clients/residents with developmental or mental disabilities and in accordance with a physician’s order.
 - Family members are not allowed to draw up or administer injections in CCFs or RCFEs unless they are licensed medical professionals.
 - Facility personnel who are not licensed medical professionals *cannot* draw up or administer injections in CCFs or RCFEs.
 - Licensed medical professionals may not administer medications/insulin injections that have been pre-drawn by another licensed medical professional.
 - Injections administered by a licensed medical professional must be provided in accordance with the physician’s orders.
 - The physician’s medical assessment must contain documentation of the need for injected medication.
 - If the client/resident does administer his/ her own injections, physician verification of the client’s/resident’s ability to do so must be in the file.
 - Sufficient amounts of medications, test equipment, syringes, needles, and other supplies must be maintained in the facility and stored properly.
 - Syringes and needles should be disposed of in a “container for sharps,” and the container must be kept inaccessible to clients/residents (locked).
 - Only the client/resident or the licensed medical professional can mix medications to be injected or fill the syringe with the prescribed dose.

Appendix 3-B (cont.)

- Insulin and other injectable medications must be kept in the original containers until the prescribed single dose is measured into a syringe for immediate injection.
 - Insulin or other injectable medications may be packaged in pre-measured doses in individual syringes prepared by a pharmacist or the manufacturer.
 - Syringes may be pre-filled under the following circumstances:
 - Clients of Adult Residential, Social Rehabilitation, Adult Day and Adult Day Support Centers can self-administer pre-filled syringes prepared by a registered nurse, pharmacist or drug manufacturer.
 - Residential Care Facilities for the Elderly, Group Homes, and Small Family Homes must obtain exceptions from the licensing office for clients/residents to use pre-filled syringes prepared by a registered nurse.
 - The registered nurse (R.N.) must not set up insulin syringes for more than seven days in advance.
 - Injectable medications that require refrigeration must be kept locked.
- 12. Over-the-counter (OTC) medications, including herbal remedies, are present:*
- OTC medications (e.g., aspirin, cold medications, etc.) can be dangerous.
 - They must be centrally stored to the same extent that prescription medications are centrally stored (see criteria for central storage in section 80075 (m) for CCFs and section 87575 (h) for RCFEs).
 - Over-the-counter medication(s) that are given on a PRN basis must meet all PRN requirements. (See section #10)
 - Physicians must approve the use of all OTC medications that are or may be taken by the client/resident on a regular basis (e.g., aspirin for heart condition, vitamins, etc.) as well as those used on a PRN basis. Have documentation.
 - Client's/resident's name should be on the over-the-counter medication container when: (1) it is purchased for that individual's sole use; (2) it is purchased by client's/resident's family or (3) the client's/resident's personal funds were used to purchase the medication.
- 13. You "set up" or "pour" medications:*
- Have clean, sanitary conditions (i.e., containers, counting trays, pill cutters, pill crushers, and storage/setup areas).
 - Pour medications from the bottle to the individual client's/resident's cup/utensil to avoid touching or contaminating medication.
 - Medications must be stored in their original containers and not transferred between containers.
 - The name of the client/resident should be on each cup/utensil used in the distribution of medications.
 - Have written procedures for situations such as spillage, contamination, assisting with liquid medication, interactions of medications, etc.
 - Have written procedures for facility staff regarding assisting with administration of medication, required documentation, and destruction procedures.
- 14. Assisting with medications (passing):*
- Staff dispensing medications need to ensure that the client/resident actually swallows the medication (not "cheeking" the medication); mouth checks are an option for staff.
 - Cups or envelopes containing medications should not be left unattended in the dining room, bathrooms, bedrooms, or anywhere in the facility.
- 15. You designate staff to handle medications:*
- Have written policies and procedures.
 - Train all staff who will be responsible for medications.
 - Ensure that staff know what they are expected to do (i.e., keys, storage, set up, clean-up, documentation, notification, etc.).
 - Ensure designated staff know what procedures can and cannot be done (i.e., injections, enemas, suppositories, etc.).
- 16. Medications are received or destroyed:*
- Every prescription medication that is centrally stored or destroyed in the facility must be logged.
 - A record of prescription medications that are disposed of in the facility must be maintained for at least 3 years in a

Appendix 3-B (cont.)

Residential Care Facility for the Elderly and 1 year in a Community Care Facility (Group Homes, Adult Residential Facilities, etc.).

- A record of centrally stored medications for each client/resident must be maintained for at least 1 year.

17. Medications are prepackaged:

- Prepackaged medications (bubble packs, trays, cassettes, etc.) are allowed if they are packed and labeled by a pharmacy.
- Licensees and/or facility staff cannot remove discontinued medications from customized medication packages.
- Multi-dose packages must be returned to the pharmacy for changes in doses or discontinuation of a medication.
- Facilities should have procedures in case one dose is contaminated and must be destroyed.
- Facilities (EXCEPT RCFEs) utilizing prepackaged medications must obtain a waiver from the licensing office if medications are to be returned to the pharmacy for disposal.
- RCFEs do not need to obtain a waiver if the medications are returned to the issuing pharmacy or disposed of according to the approved hospice procedures.

18. Sample medications are used:

- Sample medications may be used if given by the prescribing physician.
- Sample medications must have all the information required on a regular prescription label except pharmacy name and prescription number.

19. Transferring medications for home visits, outings, etc.

- When a client/resident leaves the facility for a short period of time during which *only one dose of medication* is needed, the facility may give the medications to a responsible person/authorized representative in an envelope (or similar container) labeled with the facility's name and address, client's/resident's name, name of medication(s), and instructions for administering the dose.

- If client/resident is to be gone for *more than one dosage period*, the facility may:
 - a. Give the full prescription container to the client/resident, or responsible person/authorized representative, or
 - b. Have the pharmacy either fill a separate prescription or separate the existing prescription into two bottles, or
 - c. Have the client's/resident's family obtain a separate supply of the medication for use when the client/resident visits the family.
- If it is not safe to give the medications to the client/resident, the medications must be entrusted to the person who is escorting the client/resident off the facility premises.
- If medications are being sent with the client/resident off the facility premises, check the Physician's Report (LIC 602 or 602a) to ensure that they are given only to clients/residents whose doctors have indicated that they may control their own medications.
- Always have the person entrusted with the medications sign a receipt which identifies the number and type of medications sent out and returned.

20. House medications/stock supplies of over-the-counter medications are used:

- Centrally stored, stock supplies of over-the-counter medications may be used in CCFs and in RCFEs.
- Licensees cannot require clients/residents to use or purchase house supply medications.
- Clients/residents may use personal funds to purchase individual doses of OTC medications from the licensee's stock if each dose is sold at the licensee's cost and accurate written records are maintained of each transaction.
- All regulations regarding the use of OTC medications must be followed (see section #12).
- Be sure to verify that the client's/resident's physician has approved the use of the OTC before giving him/her a dose from the house supply.

Appendix 3-B (cont.)

21. *Clients/residents use emergency medication(s) (e.g., nitroglycerin, inhaler, etc.):*

Clients/residents who have a medical condition requiring the immediate availability of emergency medication may maintain the medication in their possession if all of the following conditions are met:

- The physician has ordered the PRN medication and has determined and documented in writing that the client/resident is capable of determining his/her need for a dosage of the medication and that possession of the medication by the client/resident is safe.
- This determination by the physician is maintained in the individual's file and available for inspection by Licensing.
- The physician's determination clearly indicates the dosage and quantity of medication that should be maintained by the client/resident.
- Neither the facility administrator nor the Department has determined that the medications must be centrally stored in the facility due to risks to others or other specified reasons.

If the physician has determined it is necessary for a client/resident to have medication immediately available in an emergency but has also determined that possession of the medication by the client/resident is dangerous, then that client/resident may be inappropriately placed and may require a higher level of care.

22. *Blood pressure and pulse readings are taken:*

The following persons are allowed to take blood pressure and pulse readings to determine the need for medications:

- The client/resident when his/her physician has stated in writing that the client/resident is physically and mentally capable of performing the procedure.
- A physician or registered nurse.
- A licensed vocational nurse under the direction of a registered nurse or physician.
- A psychiatric technician under the direction of a physician, surgeon, psychiatrist, or registered nurse. Psych Techs may take blood pressure and pulse readings of

clients/residents in any community care licensed facility. The Psych Tech injection restrictions noted in section #11 do not apply to taking vital signs.

The licensee must ensure that the following items are documented when the client's/resident's vital signs are taken to determine the need for administration of medications:

- The name of the skilled professional who takes the reading.
- The date and time and name of the person who gave the medication.
- The client's/resident's response to the medication.

Lay staff may perform vital sign readings as long as the readings are not used to determine a need for medication.

23. *Clients/residents need assistance with the administration of ear, nose, and eye drops:*

- The client/resident must be unable to self-administer his/her own eye, ear or nose drops due to tremors, failing eyesight, or other similar conditions.
- The client's/resident's condition must be chronic and resistant to sudden change (stable), or temporary in nature and expected to return to a condition normal for the client/resident.
- The client's/resident's Needs and Services Plan (CCF), Pre-Admission Appraisal (RCFE), or Individual Services Plan (RCF-CI) must state that he/she cannot self administer his/her own drops and specify how staff will handle the situation.
- The client's/resident's physician must document in writing the reasons that the client/resident cannot self-administer the drops, the stability of the medical condition and must provide authorization for the staff to be trained to assist the client/resident.
- Staff providing the client/resident with assistance must be trained by a licensed professional and names of trained staff must be maintained in the staff files. This training must be completed prior to providing the service, must include hands-on instruction in general and client/resident specific procedures, and must be reviewed and updated by the licensed professional at least annually or more often if the condition changes.

Appendix 3-B (cont.)

- Staff must be trained by a licensed professional to recognize objective symptoms observable by a lay person and to respond to the client's/resident's health problem.
- Staff must be trained in and follow universal precautions and any other procedures recommended by the licensed professional.
- Written documentation outlining the procedures to be used in assisting the client/resident with the drops and all aspects of care to be performed by the licensed professional and facility staff must be maintained in the client's/resident's file.

Prior to providing ongoing client/resident assistance with drops, facility staff should consider the use of assistive devices, such as an eye cup, which would enable the client/resident to self-administer the drops.

24. Medications need to be stored:

- All medications, including over-the-counters, must be locked at all times.
- All medications must be stored in accordance with label instructions (refrigerate, room temperature, out of direct sunlight, etc.).
- Medication in refrigerators needs to be locked in a receptacle, drawer, or container, separate from food items. (Caution should be used in selecting storage containers as metal may rust.)
- If one client/resident is allowed to keep his/her own medications, the medications need to be locked to prevent access by other clients/residents.

25. Miscellaneous:

- Medications are one of the most potentially dangerous aspects of providing care and supervision.
- Educate yourself and staff (signs, symptoms, side effects).
- Train staff.
- Develop a plan to evaluate staff's ability to comply with the facility's medication procedures.
- Communicate with physicians, pharmacists, and appropriately skilled professionals.

- Develop a system to communicate changes in client/resident medications to staff and to the client/resident.
- Staff should be trained on universal precautions to prevent contamination and the spread of disease.
- Document.
- Know your clients/residents.
- Be careful.

Appendix 3-C

Tegretol (Carbamazepin) Information Sheet

What is carbamazepine?

- Carbamazepine is a drug that affects the nerves and brain. It works by decreasing impulses in nerves that cause seizures and pain.
- Carbamazepine is used to treat seizures and nerve pain such as trigeminal neuralgia and diabetic neuropathy.
- Carbamazepine may also be used for purposes other than those listed in this medication guide.

Who should not take carbamazepine?

- Do not take carbamazepine without first talking to your doctor if you have ever had an allergic reaction to a tricyclic antidepressant; have taken a monoamine oxidase (MAO) inhibitor in the past 14 days; or have a bone marrow disease or a history of bone marrow suppression.

Before taking carbamazepine, tell your doctor if you have:

- kidney disease;
- liver disease;
- heart disease;
- a low level of red blood cells in your body (anemia); or
- glaucoma.

You may not be able to take carbamazepine, or you may require a dosage adjustment or special monitoring during treatment if you have any of the conditions listed above.

- Do not take this medication without first talking to your doctor if you are pregnant or breast-feeding a baby.

How should I take carbamazepine?

- Take carbamazepine exactly as directed by your doctor.
- Take each dose with a full glass of water.

- The Tegretol, Tegretol XR, and Epiol brands of carbamazepine should be taken with food.
- Do not crush, break, or chew any extended-release (Tegretol XR) formulations of carbamazepine. Swallow them whole. They are specially formulated to release slowly in the body.
- The tablet coating of the Tegretol XR formulation is not absorbed in the body and may be found in the stool.
- Your doctor may want you to have blood tests during treatment with carbamazepine. It is important for your doctor to know how much carbamazepine is in your blood and how well your liver is working. A complete blood count (CBC) and liver function (SGOT) should be checked 1-2 months after Tegretol is started. Thereafter levels should be checked every six months or so.
- It may take a few weeks or longer before you feel the full benefit of carbamazepine.
- Carry or wear a medical identification tag to let others know that you are taking this medicine in the case of an emergency.
- Do not stop taking carbamazepine even if you feel better. It is important to continue taking carbamazepine to prevent your seizures from recurring.
- Grapefruit and grapefruit juice may interact with carbamazepine. The interaction could lead to potentially adverse effects. You should discuss the use of grapefruit and grapefruit juice with your doctor. Do not increase or decrease the amount of grapefruit products in your diet without first talking to your doctor.

- Avoid prolonged exposure to sunlight. Use sunscreen and wear protective clothing
- Store carbamazepine at room temperature away from moisture and heat.

What happens if I miss a dose?

Take the missed dose as soon as you remember. However, if it is almost time for the next dose, skip the missed dose and take only the next regularly scheduled dose. Do not take a double dose of this medication.

What happens if I overdose?

- Seek emergency medical treatment.
- Symptoms of a carbamazepine overdose include irregular or decreased breathing, muscle twitches, restlessness, seizures, tremors, slurred speech, staggering walk, dizziness, large pupils, back-and-forth motion of the eyes, nausea, vomiting, and decreased urine production.

What are the possible side effects of carbamazepine?

If you experience any of the following serious side effects, contact your doctor immediately or seek emergency medical attention:

- an allergic reaction (difficulty breathing; closing of your throat; swelling of your lips, tongue, or face; or hives);
- liver damage (yellowing of the skin or eyes, nausea, abdominal pain or discomfort, severe fatigue);
- chest pain, high blood pressure (headache, flushing), or congestive heart failure (shortness of breath, swelling of ankles);
- numbness or tingling in the hands, feet, arms, or legs;
- body or muscle jerks;
- confusion, slurred speech, or fainting;

- continuing headache, hallucinations, or depression;
- severe nausea or vomiting;
- back- and- forth movements of the eyes;
- blurred or double vision; or
- decreased urination.
- Rarely, carbamazepine may cause serious blood problems. Notify your doctor immediately if you develop any of the following symptoms, which may be early signs of potential blood problems: fever, sore throat, rash, sores in the mouth, easy bruising, or red or purple bruising.

Other, less serious side effects may be more likely to occur. Continue to take carbamazepine and talk to your doctor if you experience

- mild nausea, vomiting, diarrhea, constipation, or decreased appetite;
- dry mouth;
- impotence; or
- joint or muscle aches or pains.

Side effects other than those listed here may also occur. Talk to your doctor about any side effect that seem unusual or are especially bothersome.

What other drugs will affect carbamazepine?

- Carbamazepine can interact with many other medicines and many medications may affect your condition. Do not take any other prescription or over-the-counter medicines or herbal products without first talking to your doctor or pharmacist.

Where can I get more information?

Your pharmacist has additional information about carbamazepine written for health professionals that you may read.

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Appendix 3-D

Medication Safety Questionnaire

Name _____			
Brand: _____ Generic: _____	Dose (e.g., mg) and form (e.g., tabs)	When to take each dose?	For how long?

1. What is the medication supposed to do?
2. How long before I will know it is working or not working?
3. What about serum (blood) levels? Other laboratory work? How often? Where? Standing order?
4. If the individual misses a dose, what should I do?

.....
INTERACTIONS?

5. Should this medication be taken with food? Yes No
 At least one hour before or two hours after a meal? Yes No
6. Are there any foods, supplements (such as, herbs, vitamins, minerals), drinks (alcoholic, for example), or activities that should be avoided while taking this medication?
 Yes (Which ones?) _____
 No
7. Are there any other prescription or over-the-counter medications that should be avoided?
 Yes (Which ones?) _____
 No

.....
SIDE EFFECTS? IF SO, RESPONSE?

8. What are common side effects?
9. If there are any side effects, what should I do?
10. If the drug is being prescribed for a long period of time, are there any long-term effects?

MEDICATION LOG

Molina Family Home

123 Main Street, Any City, CA 90000

(123) 456-7890

Facility Name

Address

Phone Number

Name: **Jordan Bird**

Insurance:

Medi-Cal

Medicare

Insurance No. **000111**

Drug/Strength/Form/Dose

ABC Pharmacy
1017 25th St., Sacramento, CA
Phone: (123) 555-7890 Fax: (123) 555-7890

Rx: 10387 Dr. Diaz Patient: Jordan Bird 9/30/16
TEGRETOL 400mg #60 tablets
TAKE 2 TABLETS ORALLY EVERY AM AND PM FOR SEIZURES
(8:00 a.m., 4:00 p.m.)

Expires: 3/31/17 Filled by: BRS
Mfg: Many Medications Refills: 0

ABC Pharmacy
1017 25th St., Sacramento, CA
Phone: (123) 555-7890 Fax: (123) 555-7890

Rx: 10387 Dr. Diaz Patient: Jordan Bird 9/30/16
AMOXICILLIN 250mg #30 tablets
TAKE 1 TABLET 3X PER DAY ORALLY FOR 10 DAYS
FOR INFECTION
(12:00 AM, 8:00 PM, 4:00 PM)

Expires: 3/31/17 Filled by: BRS
Mfg: Many Medications Refills: 0

XYZ Pharmacy
4321 Road Lane, Sacramento, CA
Phone: (123) 555-7890 Fax: (123) 555-7890

Rx: 10484 Dr. Smith Patient: Jordan Bird 10/1/16
ROBITUSSIN: TAKE 5CC ORALLY EVERY 4 HOURS FOR COUGH
(12 AM, 4 AM, 8 AM, 12 PM, 4 PM, 8 PM, 12 AM)

Discard by: 8/30/17 Filled by: BRS
QTY: 100cc Refills: 0
Mfg: Many Medica Liquid

Primary Care Physician: **Dr. Diaz**

Pharmacy: **ABC Pharmacy**

Staff Signatures & Initials: **SL** for **Susan Lyons**

for

for

notes: * Staff initials date and time medication is taken
* If medication is taken at another time, use:
D = Day Program R = Relative or friend's home

E = Elsewhere

Allergies:
None

Hour	Month & Year (MM/YY)																														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
8am	SL	SL	SL	SL	SL	SL	SL	SL																							
4pm																															
					</																										

Errors and Omissions

Date	Time	Medication Involved	Description of what happened (How discovered, effect upon person, sequence of events and individuals)	Who was notified, e.g. Doctor, Administrator, Emergency Services, etc.	Initials

Primary Care Physician: _____ Pharmacy: _____
 Staff Signatures & Initials: _____ for _____ for _____

notes: • Staff initials date and time medication is taken
 • If medication is taken at another location, use:
 D= Day Program R= Relative or friend's home E= Elsewhere

Allergies: **None**

Assisting Individuals with Self-Administration of Tablets, Capsules, and Liquid Medications

SKILL CHECK #1

Directions: Partner with another member of the class. Each partner should have a Skill Check #1 Worksheet. Using the Worksheet, practice all the steps in this skill. Have your partner check off each step you correctly complete (PARTNER CHECK). When you are comfortable that you are able to correctly complete all the steps without using the Worksheet, ask the trainer to complete the Trainer Check.

Reminders for Assisting With Self-Administration

- **Always** store medication in a locked cabinet and/or refrigerator.
- **Never** leave medication unattended once it has been removed from the locked storage area.
- **Always** check for known allergies.
- **Always** read the medication label carefully and note any warning labels.
- **Assist** only with medication from labeled containers.
- **Assist** only with medication that you have prepared.
- **Review** Self-Administration Guidelines (see page S-20)

HELPFUL HINT

- When completing this skill check, remember that you are checking the **Five Rights three times** by reading the medication label and comparing it to the Medication Log.
- The first check is when you remove the medication from the locked storage area or storage container.
- The second check is when you remove the medication from its original labeled container.
- The third check is just before you assist the individual with self-administration.

COMPETENCY: Each student is required to complete Skill Check #1 Worksheet, Assisting Individuals With Self-Administration of Tablets, Capsules, and Liquid Medications, with no errors.

TEACHER

STUDENT

DATE

Appendix 3-F (cont.)

Assisting Individuals with Self-Administration of Tablets, Capsules, and Liquid Medications

Scenario: *The time is 8:00 a.m. The date is the day of the class. The DSP is assisting Jordan Bird with self-administration of medication.*

Please initial each step when completed correctly.

STEPS	Partner Check	Teacher Check		
		Attempt #1 Date	Attempt #2 Date	Attempt #3 Date
1. Help the individual whom you are assisting to wash his or her hands.				
2. Wash your hands.				
3. Get the Medication Log for the individual you are assisting.				
4. Gather supplies:				
□ The labeled medication storage unit with the medication containers				
□ Paper cups for tablets and capsules, plastic calibrated measuring cup, or medication spoon for liquid				
□ Glass of water				
□ Tissues				
□ Pen				
5. As you take each medication container from the individual's storage unit, read the medication label and compare to the Medication Log for the:				
□ Right person				
□ Right medication				
□ Right dose				
□ Right time (check the time on your watch or clock)				
□ Right route				

Assisting Individuals with Self-Administration of Tablets, Capsules, and Liquid Medications

Please initial each step when completed correctly.

STEPS	Partner Check	Teacher Check		
		Attempt #1 Date	Attempt #2 Date	Attempt #3 Date
6. Again, as you prepare the medications, read the medication label and compare to the Medication Log for the:				
▫ Right person				
▫ Right medication				
▫ Right dose				
▫ Right time (check the time on your watch/clock)				
▫ Right route				
7. For tablets or capsules, pour the correct dose into the lid of the container and then into a small paper cup.				
8. For bubble packs, push tablets/capsules from the bubble pack into a small paper cup.				
9. For liquid medication, pour the correct dose into the plastic measuring cup held at eye level.				
▫ View the medication in the cup on a flat surface.				
▫ Pour away from the medication label to avoid spills.				
▫ If any spills on the bottle, wipe away.				
or				
When using a measuring spoon:				
▫ Locate the marking for the dose.				
▫ Hold the device at eye level and fill to the correct dosage marking.				
▫ Pour away from the medication label to avoid spills.				
▫ If any spills on the bottle, wipe away				

Appendix 3-F (cont.)

Assisting Individuals with Self-Administration of Tablets, Capsules, and Liquid Medications

Please initial each step when completed correctly.

STEPS	Partner Check	Teacher Check		
		Attempt #1 Date	Attempt #2 Date	Attempt #3 Date
10. Talk with the individual you are assisting about what you are doing and about why he or she is taking each medication.				
11. Again, just before putting the medication within the individual's reach, read the medication label and compare to the Medication Log for the:				
<input type="checkbox"/> Right person				
<input type="checkbox"/> Right medication				
<input type="checkbox"/> Right dose				
<input type="checkbox"/> Right time (check the time on your watch/clock)				
<input type="checkbox"/> Right route				
12. Place the medication within the individual's reach.				
13. Offer a glass of water.				
14. Make sure that the individual takes the medication and drinks water.				
15. Record that the individual took his or her medication by initialing the date and time in the proper box on the Medication Log.				
16. Return the medication containers and bubble pack to the individual's storage unit. As you do so, read the labels to check that the individual's name on the medication container label is the same as the name on the storage unit.				

Certification



This is to certify that

(Name of Student)

*Correctly completed all of the steps for
Assisting Individuals with Self-Administration of
Tablets, Capsules, and Liquids.*

Teacher Signature

Date

Comments
