Table 4: Standard Operating Procedure

Steps for Instructors and Students 1st, 2nd & 3rd Years

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| **Students Administering Medications** | **Students Not Administering Medications** |
|  Student and instructor **review** patient’s medication administration record (MAR).   Student and instructor verify medications that student will be administering with provider orders.   Student evaluates assessment information (vital signs; lab results; tests).   Student demonstrates knowledge of patient’s medications (e.g., purpose, side effects, lab monitoring,) verbally and/or in writing to instructor.   Instructor **observes** medication preparation (for one patient at a time).   Instructor & student request a nurse (RN or RPN) complete **independent double check** on high alert medications.   Instructor observes student matching patient with MAR before administering medication using **2 identifiers** (full name and birth date).   Instructor observes student opening pre-packaged medication at bedside and **educating** patient.   Student **documents:** medications on all appropriate forms with the exact time given and patient/family education. Instructor **co-signs or validates** (indicating observation of all steps in administration process).   Student ***assesses*** the patient’s response to medications (& reports/ documents any abnormal observations).   Instructor guides/observes student’s **hand-off communication** ofmedications given/not given to staff nurse. |  Student **reviews** patient’s medication administration record (MAR).   Student **verifies** all medications with providers’ orders.   Student **evaluates** assessment information (vital signs; lab results; tests).   Student **demonstrates knowledge** of patient’s medications (e.g., purpose, side effects, lab monitoring) verbally and/or in writing to instructor.   Student **educates** patient on medications (assesses knowledge; provides education; uses techniques such as “teach back” to evaluate learning).   Student **assesses** the patient’s response to medications (& reports/ documents any abnormal observations).   Student **documents** patient/family education. |

Preceptor’s Assessment of Medication Administration Competency of 4th Year Students (until deemed competent to administer independently)

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|  Student and preceptor **review** patient’s medication administration record (MAR). |
|  Student and preceptor **verify** medications that student will be administering with most recent providers’ orders. |
|  Student **evaluates** assessment information (vital signs; lab results; tests). |
|  Student ***demonstrates knowledge*** of patient’s medications (e.g., purpose, side effects, lab monitoring) verbally to preceptor. |
|  Preceptor observesmedication preparation. This observation will continue until the student is deemed competent to prepare meds independently. |
|  Preceptor & student complete **independent double checks** on high alert medications with another nurse (RN or RPN). |
|  Preceptor observes student matching patient with MAR before administering medication using **2 identifiers** (full name and birth date). |
|  Preceptor observes student opening pre-packaged medications at bedside and **educating** patient. |
|  Student **documents:** medications on all appropriate forms with the exact time given and patient/family education. |
|  Student ***assesses*** the patient’s response to medications. (& reports/ documents any abnormal observations). |
|  Student performs **hand-off communication** ofmedications given/not given to nurse. |