

Epinephrine Auto-Injector Medication Skills Competency Check-Off

Annual skill verification is recommended by a registered nurse, medical provider or a skilled and willing parent.

Student's name: _____ Grade/Teacher: _____

Person trained: _____ Position: _____ Initials: _____

Person training: _____ Position: _____ Initials: _____

1.

Skills	Initial Demonstration		Return Demonstration				
	Date:	Date:	Date:	Date:	Date:	Date:	Date:
1. Identify symptoms of severe allergic reaction (as indicated on Emergency Action Plan, if available).							
2. Have another school personnel call 911 or emergency medical services and notify parent. Remove other students from the area, as necessary.							
3. Gather needed supplies and place on a clean surface.							
4. Quickly talk to student and evaluate the situation. Prepare the student.							
5. Position student, providing as much privacy as possible. The auto-injector can be given through clothing in most circumstances. Depending on the age of the student and his/her cooperation level, you may need to stabilize the leg before injecting, so that the child does not kick or move the leg during injection. You may need to ask someone else to assist you with this.							
6. Quickly review the authorization forms/record							
a. Medication Administration Student Specific Record (optional).							
b. Medical provider order or district protocol/plan form							
c. Parent/guardian consent (optional)							
7. Check for the Five Rights							
a. Identify the right child .							
b. Right medicine -verify medicine container matches authorization forms							

Medication Competency Test For Nurses

Yan Bai



Medication Competency Test For Nurses:

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"Code of Massachusetts regulations, 2014", 2014 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 Critical Thinking in Nursing Sandra K. Lipe, Sharon Beasley, 2004 This text introduces nursing students to the cognitive skills or thought processes required of professional nurses Using a practical approach and a nursing process framework throughout the book provides a bridge between the theory and the application of these skills Cognitive skills are presented in a competency based clinically oriented format with emphasis on teaching critical thinking Chapters end with a workbook section to provide students with real world applications of what they have learned Case studies and checklists throughout aid the student in applying content The book is written at an accessible reading level **"Code of Massachusetts regulations, 2016"**, 2016 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

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