



Medication Aide

Course Description

A course of instruction in which an individual receives training in administering medications, this course has minimum requirement of 40 hrs and students must be 18 yrs of age in order to sit for the written exam administered by the state board of Health and Human Services. This course must be taught by an R.N. licensed in QMA.

Course Code: 077401

Program(s) of Study to which this course applies:

- Medication Aide

Course Content	Crosswalk to Common Core Academic Standards	Crosswalk to Nebraska Academic Standards	Crosswalk to Nebraska Career Readiness Standards	Crosswalk Clarification
Standard 1. Students will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role.				
Benchmark 1.1 Perform the physical act of giving or applying a medication. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> • Identify the routes of medication of delivery. • Design a poster depicting the Five Rights. • Demonstrate ability to follow given directions either oral or written. 	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
Benchmark 1.2 Evidence proper record-keeping of the physical act. <u>Sample performance indicators:</u> <ul style="list-style-type: none"> • Identify and abbreviate the correct dosage as prescribed. • Chart time and dosage for patient for a shift. 	ELA.RST.11-12.4	LA.12.2.2.b SC.12.1.1.f	CR.1.A.4 CR.2.B.2 CR.3.B.2 CR.9.A.3	Alignment presumes that students collect and record dosage data (NE: SC.12.1.1.f).



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<p>Benchmark 1.3. Observe and monitor taking appropriate action regarding, desired effects, side effects, interactions, and contraindications associated with the medication.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Job shadowing patients to determine side effects or other effects of medication. • Compare and contrast generic versus formulary drugs. 	ELA.RST.11–12.3	LA.12.1.6.k LA.12.3.2	CR.1.A.4 CR.4.A.1-3 CR.4.B.1-3	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11–12.3; NE: LA.12.1.6.k, LA.12.3.2).
<p>Standard 2. Students will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.</p>				
<p>Benchmark 2.1 Interpret verbal and nonverbal communication.</p>	N/A	N/A	CR.2.A.2	This benchmark potentially requires a wide spectrum of English skills, including reading and listening.
<p>Benchmark 2.2 Recognize barriers to communication.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Role plays communication to include end of shift reporting. • Role plays communication with the angry or violent patient. • Role play communication with the patient family to include culture and ethnic diversity. • Give examples of appropriate and inappropriate communication with patient, patient’s family, supervisor, and team members. 	ELA.L.11–12.3	LA.12.3.1. b	CR.4.A.2 CR.8.C.3	
<p>Benchmark 2.3 Report subjective and objective information.</p>	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12.2.1.b LA.12.3.1.a SC.12.1.1.f	CR.2.B.1 CR.2.C.1	When students report subjective or objective information, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12.2.1.b, LA.12.3.1.a).



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Benchmark 2.4 Recognize the elements of communication using a sender-receiver model.	N/A	N/A	N/A	
<p>Benchmark 2.5 Apply speaking and active listening skills.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Role plays communication to include end of shift reporting. • Role plays communication with the angry or violent patient. • Role play communication with the patient family to include culture and ethnic diversity. • Give examples of appropriate and inappropriate communication with patient, patient’s family, supervisor, and team members. 	<p>ELA.SL.11–12.1 ELA.SL.11–12.6</p>	<p>LA.12.3.1 LA.12.3.2</p>	<p>CR.2.A.4</p>	
<p>Standard 3. Students will understand how employability skills enhance their employment opportunities and job satisfaction. Students will demonstrate key employability skills and will maintain and upgrade skills, as needed.</p>				
<p>Benchmark 3.1 Investigate and relay the personal Traits of the Healthcare Professional.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Demonstrate the standards of professional appearance and personal hygiene as they apply to uniform, shoes, nails, hair, jewelry, and make-up. • Construct a list of personal characteristics of healthcare professionals. • Create a personal collage/description of yourself why you display at least six of the personal characteristics desired in a healthcare worker. 	<p>ELA.WHST.11–12.7-9</p>	<p>LA.12.4.1.a–c LA.12.1.6.j</p>	<p>CR.10.D.2</p>	<p>The depth of students’ investigations, and thus the research standards that apply, will be determined by the nature of the task (CC: ELA.WHST.11–12.7–9; NE: CR.5.B.1, CR.9.A.2, LA.12.4.1.a-c, LA.12.1.6.j).</p>
<p>Standard 4. Students will understand the legal and ethical responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.</p>				



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<p>Benchmark 4.1 Apply standards for Health Insurance Portability and Accountability Act (HIPAA).</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Define HIPAA and explain how it provides confidentiality for health care information. Assess proficiency of HIPAA rules and regulations (AHEC test). 	ELA.RST.11-12.3	LA.12.3.2.a LA.12.1.6.k	CR.1.A.4 CR.9.C.1-3	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11-12.3; NE: LA.12.3.2, LA.12.1.6.k).
<p>Benchmark 4.2 Summarize the patient’s Bill of Rights.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> List at least six rights of a patient who is receiving health care. Search for a complete copy of the Patient’s Bill of Rights and compare and contrast the different bills of rights. Role play of a patient’s right to refuse medication. 	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12.1.6.d LA.12.2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1 CR.3.B.4 CR.3.C.3	When students <i>summarize</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written and oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.1.6.d, LA.12.2.1.b, LA.12.3.1.a).
<p>Benchmark 4.3. Explaining laws governing harassment, abuse and neglect.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> Research and report on a case study involving neglect, abuse or harassment. Emphasizing correct reporting requirements. Research a current event article involving abuse, neglect, harassment and misuse of property. Identifying laws that were violated. 	ELA.WHST.11–12.2.b ELA.SL.11–12.4	LA.12.2.1.b LA.12.3.1.a	CR.2.B.1 CR.2.C.1 CR.3.B.4 CR.3.C.3 CR.7.B.1-2	When students <i>explain</i> information or ideas, they communicate their knowledge through either speaking or writing. To demonstrate full knowledge on the topic, students’ written or oral presentations must include all the main ideas and relevant details on the subject (CC: ELA.WHST.11–12.2.b, ELA.SL.11–12.4; NE: CR.2.B.1, CR.2.C.1, LA.12.2.1.b, LA.12.3.1.a).
<p>Standard 5. Students will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.</p>				
<p>Benchmark 5.1 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.</p>	ELA.RST.11-12.3	LA.12.1.6.k LA.12.3.2.a	CR.1.A.4 CR.3.B.2 CR.3.B.4	Alignment presumes that students must comprehend oral or written instructions to complete the task (CC: ELA.RST.11-12.3; NE: LA.12.3.2, LA.12.1.6.k).



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<p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Demonstrate the proper hand washing technique. • Demonstrate putting on and removing personal protective equipment and its disposal. • Analyze the pros and cons of documenting and reporting accidents according to OSHA. • Design and create a scenario when it would be appropriate to intervene when unsafe conditions exist and medications should not be given. 		SC.12.1.1.d	CR.3.C.3	Alignment presumes that students will use appropriate health and safety tools and techniques for personal safety procedures (NE: SC.12.1.1.d).
<p>Benchmark 5.2 Comply with safety signs, symbols, and labels in the work environment.</p> <p><u>Sample performance indicators:</u></p> <ul style="list-style-type: none"> • Distinguish among common safety symbols and their meanings. • Design a safety poster using five or more safety symbols. 	ELA.RST.11-12.4	N/A	CR.3.B.4	

Reference Standards Sources

- KS = Career Clusters Knowledge and Skills Statements. Revised 2008. National Career and Technical Education Foundation, Silver Spring, MD. www.careerclusters.org.
- <http://www.hhs.state.ne.us/crl/nursing/ma/ma.htm#Rules>
- http://www.sos.state.ne.us/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-95.pdf
- http://www.sos.state.ne.us/rules-and-regs/regsearch/Rules/Health_and_Human_Services_System/Title-172/Chapter-96.pdf
- NHFS = National Healthcare Foundation Standards and Accountability Criteria

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