

Certified Residential Medication Aide Recertification Course

1. CRMA Recertification Bridge Introduction


1.1 CRMA Bridge Recert Introduction



1.2 Why is Recertification Necessary?

..... **Why is Recertification Necessary?**

Medication errors jeopardize patient safety. Re-certifying ensures that you are up-to-date on important information related to safely administering medications. Change the channel to watch some TV and learn more. When the video finishes, change the channel again. Make sure to watch all 5 Channels.



Turn the dial clockwise.

The illustration shows a dark blue vintage television set with a large black screen. On the right side of the front panel, there is a prominent red circular dial with a white vertical bar in the center. Below the dial are three horizontal black lines. On top of the television, there are two silver antenna rods. The entire illustration is set against a dark blue background.

Notes:

Medication Errors - A Global Problem (Slide Layer)

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DHHS DLC Mission (Slide Layer)

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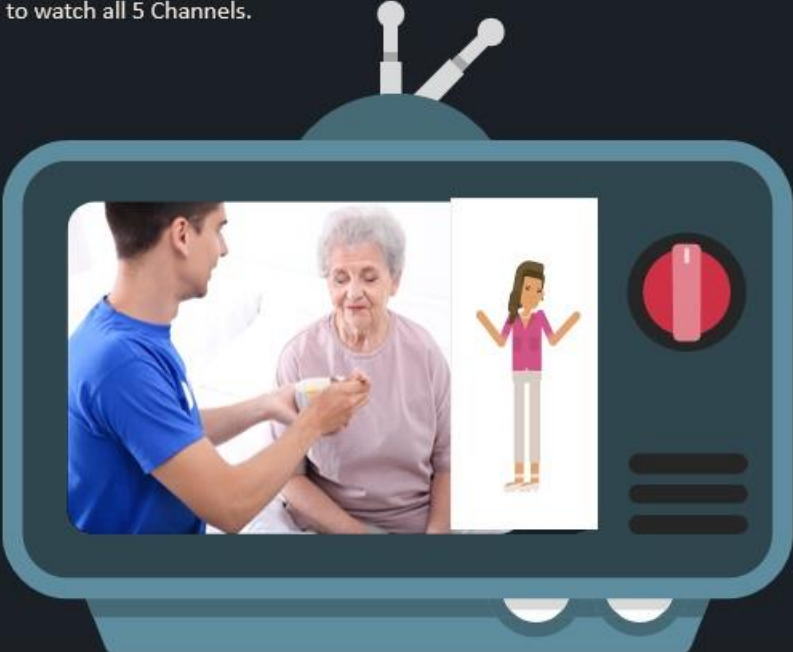


Turn the dial clockwise.

What does a CRMA do? (Slide Layer)

..... **Why is Recertification Necessary?**

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Turn the dial clockwise.

Course Learning Objectives (Slide Layer)

..... **Why is Recertification Necessary?**

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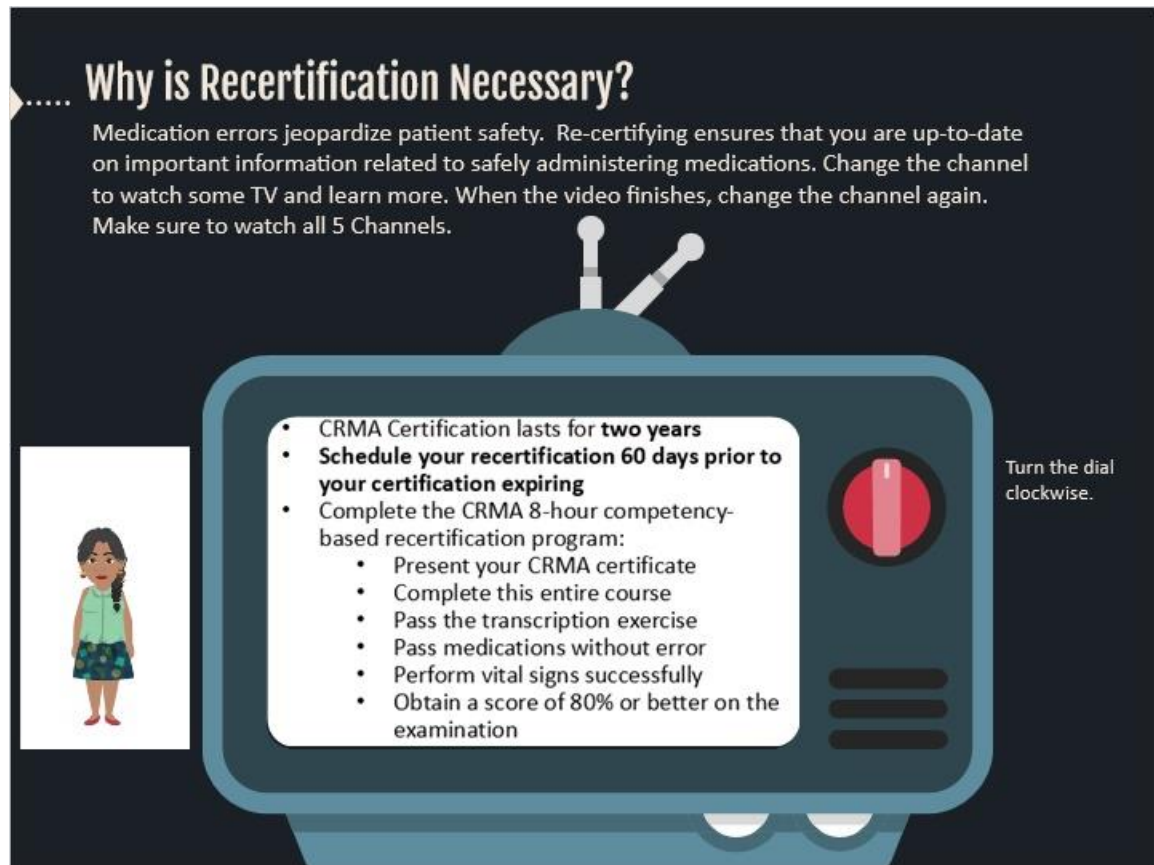
- Understand the ethics, laws, and regulations which govern the responsibilities of the CRMA
- Recognize the physical and emotional changes associated with the aging process
- Use common medication abbreviations
- Recognize medication measurements
- Describe the interpersonal skills necessary to serve as a medication support worker
- Explain medication classifications
- Use infection control practices
- Explain the medication administration process
- Access medication reference resources
- Handle medication emergency situations
- Take vital signs
- Transcribe practitioner orders
- Understand intended effects and common side effects of medications

Turn the dial clockwise.

Layer 05 (Slide Layer)

..... **Why is Recertification Necessary?**

Medication errors jeopardize patient safety. Re-certifying ensures that you are up-to-date on important information related to safely administering medications. Change the channel to watch some TV and learn more. When the video finishes, change the channel again. Make sure to watch all 5 Channels.



• CRMA Certification lasts for **two years**

• Schedule your recertification 60 days prior to your certification expiring

• Complete the CRMA 8-hour competency-based recertification program:

- Present your CRMA certificate
- Complete this entire course
- Pass the transcription exercise
- Pass medications without error
- Perform vital signs successfully
- Obtain a score of 80% or better on the examination


Turn the dial clockwise.

1.3 CRMA RECERTIFICATION

CRMA RECERTIFICATION

What is this course about?



 This course will cover:

State of Maine regulations, standard residential facility policies, common medications in the majority of drug classes, taking vitals, transcribing orders, safe medication administration, infection control, and proper documentation.

Notes:

1.4 Recertification Course Structure

Recertification Course Structure

The course will be divided into four units. On the next slide, you will be able to view the learning objectives for each of the units.



01

Roles, Responsibilities, and Professionalism

02

Laws and Ethics

03

Medication Safety

04

Medication Administration and Documentation

1.5 Learning Objectives

Certified Residential Medication Aide Recertification Course

Learning Objectives



By the end of this Recertification Course, students will be able to demonstrate knowledge and competency related to:



- Roles, Responsibilities, and Professionalism
- Laws and Ethics
- Medication Safety
- Medication Administration and Documentation



Mouse over each of the images at left to learn more about these learning objectives and the kinds of skills and competencies that are associated with each.

Roles, Responsibilities, and Professionalism (Slide Layer)

Roles and Responsibilities

In this recertification course, you will get a refresher on the following CRMA concepts related to Roles and Responsibilities. You will then have an opportunity to demonstrate your knowledge and understanding of these competencies:

- Identify what CRMAs can and cannot do (scope of practice)
- Explain the need for on-going professional development and certification
- Explain the role, key responsibilities, and range of functions for CRMAs
- Describe the key characteristics of a CRMA
- Communicate in a way that is respectful, culturally appropriate, and bias-free
- Understand the ways in which culture impacts communication
- Communicate across the support network and care team
- Define key roles within the care and support team
- Demonstrate how to measure and record vital signs, height, weights, and other patient data
- Explain the normal range for each vital sign
- Identify which observations should be reported immediately
- Itemize aspects of professionalism in the medication administration direct support role, including managing stress, burnout, and self-care

Laws and Ethics (Slide Layer)

Laws, Ethics, and Professionalism

In this recertification course, you will get a refresher on the following concepts related to Laws, Ethics, and Professionalism before demonstrating your knowledge and understanding of these competencies:

- Demonstrate how to maintain ethical and legal standards of confidentiality
- Define and apply HIPAA rules in the direct support role
- Explain informed consent
- Define ethical conduct for CRMAs
- Describe regulations for PRN Psychotropic administration
- Explain the rights of vulnerable people supported by CRMAs
- Identify CRMA actions that are crimes
- Explain abuse and neglect and describe what to do if you think either has occurred
- Explain how controlled substances are distributed
- Describe how to dispose of an unused portion of a controlled substance
- Describe the narcotics count process
- Define appropriate personal and professional boundaries

Medication Safety (Slide Layer)

Medication Safety

- Define steps necessary to prevent the spread of infection
- Practice correct hand hygiene with sanitizer and with soap and water
- Demonstrate proper application and removal of gloves
- Articulate special infection control considerations when working with older adults
- Define habits of work that increase support staff safety and reduce risk of an exposure incident
- Describe steps to take if an exposure incident occurs
- Identify common resources of drug information
- Differentiate between strength and dose
- Explain the Nine Rights of Drug Administration
- Identify common drug administration times
- Articulate the steps to take if a person refuses to take their medication
- Demonstrate safety checks before, during, and after medication administration
- Explain your role in self-directed medication management
- Explain the difference between side effects, adverse reactions, & allergic reactions
- Explain how drugs can interact with each other
- Explain four different types of drug orders
- Identify abbreviations commonly used in drug orders and prescriptions
- Describe the information on a prescription label
- Know the weights and measurements used in drug orders and prescriptions

Medication Administration (Slide Layer)

Medication Administration

- Define what constitutes a medication error
- Explain how to use the equipment for giving oral dose forms
- Explain how to give oral, sublingual, and buccal drugs
- Explain procedures and safety rules for giving eye, ear, nose, and inhaled medications
- Describe the procedures for applying medications to the eye
- Identify factors that affect absorption of topical medications
- Explain topical dose forms
- Describe the procedure for applying topical medications
- Explain how to apply nitroglycerine ointment
- Explain how to properly apply a transdermal patch
- Explain trauma-informed medication administration principles
- Define safety rules for giving vaginal and rectal medications
- Explain the procedure for giving vaginal and rectal medications
- Describe each part of a medication administration record.
- Describe each part of a PRN or unscheduled medication record.
- Identify which information to record when giving a PRN drug
- Explain the purpose of a Kardex.
- Explain how to accurately transcribe a drug order

1.6 Getting Started



Getting Started

There are X additional modules and a final knowledge check that must be completed. You cannot progress to the next module until all content is reviewed. When ready to move forward, click the “continue” button at the bottom of each module. You’ll be able to view your progress and revisit previously viewed content using the table of contents on the left-hand side.

You will have unlimited attempts to complete the final knowledge check but must achieve a score of 80% to pass. A unique certificate of completion will be generated upon successful completion of this training. You will not be able to revisit this page at a later date to re-print the certificate. Please remember to download this certificate and store it in a safe place for your records.

Per Maine State regulation, this recertification training must be completed by CRMAs every 2 years.

Notes:

1.7 Main Menu

Certified Residential Medication Aide

Recertification Course

One Unit 1 Roles, Responsibilities, and Professionalism. Click here to go to Unit 1	Two Unit 2 Laws and Ethics Click here to go to Unit 2
Three Title 03 Place your description of the third menu item here.	Four Title 04 Place your description of the fourth menu item here.

2. Unit 1: Roles, Responsibilities, and Professionalism

2.1 Roles, Responsibilities, and Professionalism



Recertification Course Unit 1

ROLES, RESPONSIBILITIES, & PROFESSIONALISM

This Unit is a recap of the following concepts presented in the 40-hour course:

- CRMA scope of practice
- Characteristics of professionalism in the CRMA role
- Professionalism and culturally appropriate communication
- Communicating across the care and support team
- Team member roles and responsibilities
- Measuring vitals and identifying normal ranges for each
- Identifying observations to report immediately

Notes:

2.2 Learning Objectives: Roles, Responsibilities, and Professionalism

Roles, Responsibilities, & Professionalism

Learning Objectives

Click each of the bullet points at right to view the learning objectives for each topic

- CRMA Roles
- CRMA Responsibilities
- Characteristics of Professionalism
- CRMA Scope of Practice and State of Maine Regulation

Objective 01: Roles del (Slide Layer)

Roles, Responsibilities, & Professionalism

Learning Objectives

Click each of the bullet points at right to view the learning objectives for each topic

- CRMA Roles
- CRMA Responsibilities
- Characteristics of Professionalism
- CRMA Scope of Practice and State of Maine Regulation

Objective 01: Roles (Slide Layer)

Roles, Responsibilities, & Professionalism

Learning Objectives

Click each of the bullet points at right to view the learning objectives for each topic

- CRMA Roles
Explain the CRMA's role in passing meds, checking and documenting vitals, height, and weight, and reporting concerns right away
- CRMA Responsibilities
- Characteristics of Professionalism
- CRMA Scope of Practice and State of Maine Regulation

Objective 02: Responsibilities (Slide Layer)

Roles, Responsibilities, & Professionalism

Learning Objectives

Click each of the bullet points at right to view the learning objectives for each topic

- CRMA Roles
- CRMA Responsibilities
Explain the scope of practice, key responsibilities, and range of functions for CRMAs and the roles of other members of the care and support team
- Characteristics of Professionalism
- CRMA Scope of Practice and State of Maine Regulation

Objective 03: Characteristics of Professionalism (Slide Layer)

Roles, Responsibilities, & Professionalism

Learning Objectives

Click each of the bullet points at right to view the learning objectives for each topic

- CRMA Roles
- CRMA Responsibilities
- Characteristics of Professionalism
Communicate in a way that is respectful, culturally appropriate, and bias-free, understand how culture impacts communication, describe professionalism in the medication administration direct support role
- CRMA Scope of Practice and State of Maine Regulation

Objective 04: Scope of Practice and Regulation (Slide Layer)

Roles, Responsibilities, & Professionalism

Learning Objectives

Click each of the bullet points at right to view the learning objectives for each topic

- CRMA Roles
- CRMA Responsibilities
- Characteristics of Professionalism
- CRMA Scope of Practice and State of Maine Regulation

CRMAs who are recertifying should be able to describe the regulatory agencies that provide CRMA oversight, and the scope of practice that these agencies define for CRMAs.

2.3 CRMA Key Activities



- Filling and refilling prescriptions
- Receiving and counting medications
- Practicing Quality Assurance procedures
- Administering medications and documenting on the MAR
- Taking vital signs
- Communicating with your coworkers and everyone on the person's care and support team

PUTTING IT ALL TOGETHER

CRMA Key Activities

Click each Key Activity to learn more and to move on in the course

Notes:

As a CRMA, you will engage in several key activities each day. You will fill and refill prescriptions for the people you support, receive and count medications, practice quality assurance procedures, administer meds and document them on the Medication Administration Record, take vital signs, check and record weights, and communicate with other healthcare providers on the care team. Let's take a closer look at each of these job functions:

Filling and Refilling Rx (Slide Layer)

Turn up your volume or use a headset to listen to the audio portion of this content

Filling and Refilling Prescriptions

An important part of the CRMA's roles and responsibilities is the ordering of medications. You will need to make sure that medications ordered by a licensed provider are available for the resident. Follow these steps:

- Make sure that there is at least a 5-day supply of the medication available for the person you support.
- If you have not ordered sufficient medication, this is a medication error. Notify your supervisor and determine how to get the person's meds in time to avoid missing a dose.
- When there is a 5-day supply remaining, you must order new medications. This includes all medications or treatments that they are receiving.
- Liquid medications should be reordered when there is a quarter of the bottle remaining.
- Medication in tubes such as creams and ointments should be reordered when there is a quarter of a tube remaining.
- Make sure you understand how many pills make up a one-day supply. For example, does the person take two tablets twice daily, or one tablet twice daily?

Remember that mail order medications take time to refill, and plan accordingly.

Make sure you understand your facility's policy for communicating with the pharmacy. It could be by fax, phone, or direct communication with the EHR.

And remember that it is your responsibility to follow up with the pharmacy and ensure that the meds are in supply when needed.

Click [HERE](#) to Test Yourself on Filling and Refilling Prescriptions

Receiving and Counting Meds (Slide Layer)

Receiving and Counting Medications

Each facility will have its own policy regarding your role in receiving and counting medications.

Some things to keep in mind:

- Verify the medication name, # of tablets, dosages, instructions, and original orders
- Follow your facility policy for putting the medication away after you have received it
- Know your facility's policy for backup supply storage (including OTC medications such as Tylenol, Ibuprofen)
- Remember that controlled substances have special requirements
- Know your medication count regulations and your facility's policies (i.e., daily counts, weekly counts)

Turn up your volume or use a headset to listen to the audio portion of this content

click the image of the pills below to return to the previous slide



Quality Assurance Procedures (Slide Layer)

Quality Assurance

“Quality Assurance” means making sure that the job is being done right.

Factors that contribute to a CRMA’s ability to provide quality assurance:

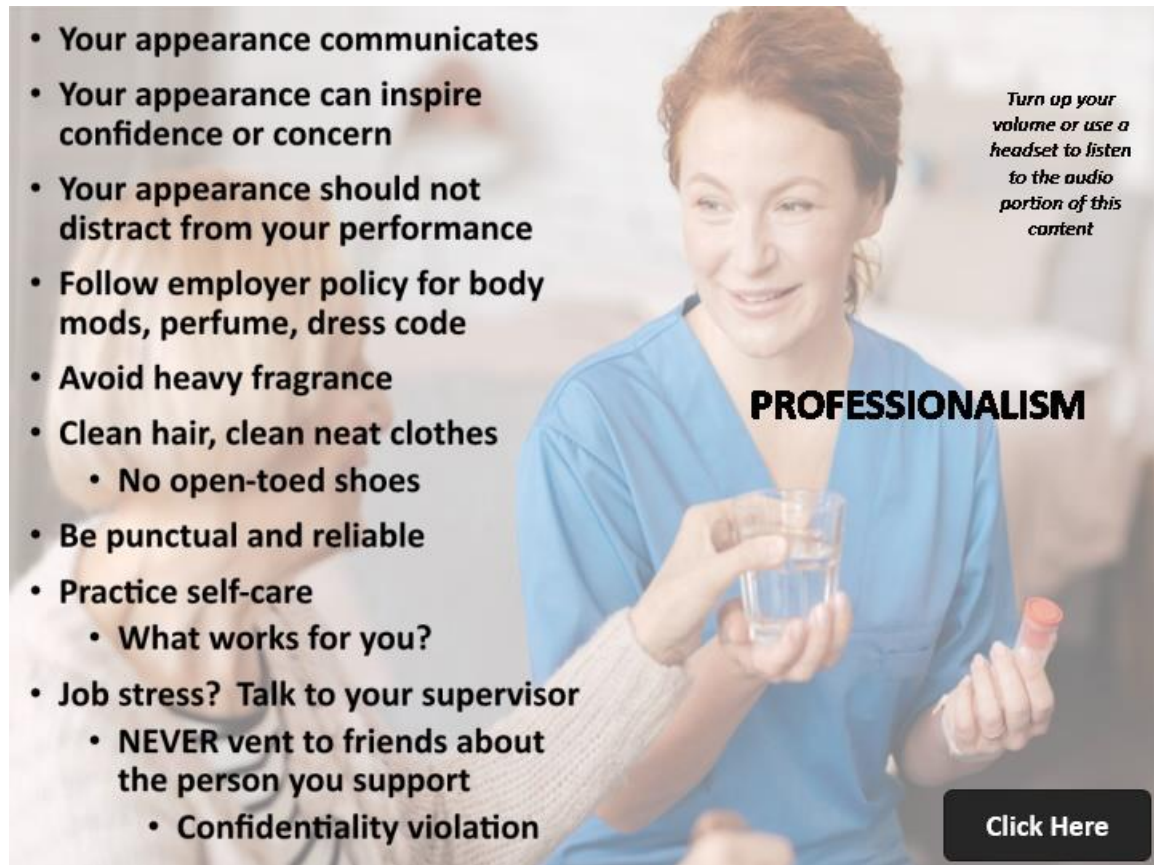
- Getting ongoing training whenever possible. This includes the required CRMA certificate renewal, any and all training related to professionalism, and any other trainings available through your employer and other sources. Increasing your knowledge of medication administration increases quality assurance.
- Knowing your facility’s policies and knowing federal and State of Maine regulations related to medication administration.
- Complete, error-free documentation.
- Reporting any and all errors. Reporting errors is for resident well-being. It is not intended to get someone in trouble, it is intended to provide the best quality of care and support.
- Knowing the roles and responsibilities of all of the members of the team.
- Always following the Nine Rights.
- Refusing to allow distractions during medication administration.

Turn up your volume or use a headset to listen to the audio portion of this content



click *HERE*

QA: Professionalism (Slide Layer)



PROFESSIONALISM

- Your appearance communicates
- Your appearance can inspire confidence or concern
- Your appearance should not distract from your performance
- Follow employer policy for body mods, perfume, dress code
- Avoid heavy fragrance
- Clean hair, clean neat clothes
 - No open-toed shoes
- Be punctual and reliable
- Practice self-care
 - What works for you?
- Job stress? Talk to your supervisor
 - NEVER vent to friends about the person you support
 - Confidentiality violation

Turn up your volume or use a headset to listen to the audio portion of this content

[Click Here](#)

QA: Personal Traits (Slide Layer)

Points to Ponder Quality Assurance: Traits of a CRMA

What character traits should a support worker have?

What character traits would not go well with a support role?

Turn up your volume or use a headset to listen to the audio portion of this content

Click here to return to the Key Activities slide, then click Administering Medications and Documenting on the MAR

Know and Avoid Medication Errors (Slide Layer)

Major job function: Preventing Medication Errors



Medication Errors

- What is a Medication Error?
 - Didn't follow the Nine Rights
 - **Preventable**
- Includes things such as wrong med pass routine, expired meds, missed dose, giving too much, wrong time, wrong rate, wrong med, etc.
- Can cause harm
- **Unsure? Ask!** It is always ok to ask.
- Avoid distractions

Listen to the audio, then click the **GREEN** spots above to learn more about preventing medication errors

Know and Avoid Medication Errors 2 (Slide Layer)

Major job function: Preventing Medication Errors

Central Mass
Medication Don'ts

Northern Mass
CRMA Saves Resident!

Southport
Medication Rights

Downeast
Medication Error Harms Mi

County News
The Wrong Dose - A True St

Medication Errors

- What is a Medication Error?
 - Didn't follow the Nine Rights
 - **Preventable**
- Includes things such as wrong med pass routine, expired meds, missed dose, giving too much, wrong time, wrong rate, wrong med, etc.
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- Avoid distractions

Click the **GREEN** spots above to learn more about preventing medication errors

Medication Errors are Preventable (Slide Layer)

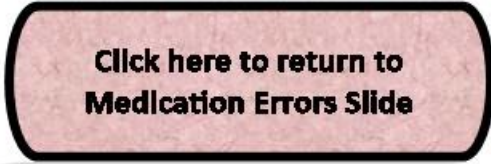
Turn up your volume or use a headset to listen to the audio portion of this content

A medication error occurs when a preventable event happens during the administration process.

This typically arises when a CRMA does not follow the nine rights of safe medication administration.

This could include errors such as following the wrong med pass routine, giving expired medications, giving too little or skipping a dose of medication, overdose (i.e., giving too much medication), giving the medication at the wrong time or at the wrong rate.

**Click here to return to
Medication Errors Slide**



Unsure? Ask! (Slide Layer)

Turn up your volume or use a headset to listen to the audio portion of this content

Medication errors are preventable and can harm the person you support. Following the nine rights of safe medication administration will help prevent you from making a medication error.

And remember, if you are ever unsure about what to do in any medication situation, it is always ok to ask. Never feel like you don't want to ask because you should already know the answer, don't worry that you're asking a "stupid question", don't just guess what you should do – always ask if you are unsure. This will help prevent medication errors.

And make sure to avoid distractions – distractions are a leading cause of medication errors.

[Click here to learn about your role in Medication Storage](#)

Medication Storage (Slide Layer)

Medication Storage

- How medication arrives at your facility
 - Delivered by pharmacy
 - Picked up by program staff
- When receiving medications, check label against order
 - Verify the amount received before signing any forms
- Residents who self-administer can keep meds in room (reg.7.3.1)
- Meds administered by staff must be stored in original containers in locked storage cabinet (reg. 7.3.2)
 - Cabinet must have separate cubicles, plainly labeled, for the storage of each resident's medication
 - Cabinet must be locked when not in use and key carried by person on duty in charge of medication administration
- Meds for external use shall be kept separate from meds taken internally
- Refrigerated meds must be kept separate from food.
 - They can be in the same refrigerator, but must be in special tray or container
- **Vaccines must be stored in a separate refrigerator that does not store food**
- Refrigeration must be 41 degrees or less and thermometer must be in use to ensure proper temp

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn about oral, sublingual, and buccal drugs](#)

Oral, Sublingual, and Buccal Drugs (Slide Layer)

Oral, Sublingual, and Buccal Drugs

Oral Drugs

Oral = by mouth

- Directly into GI tract
- Benefits
 - Common route, easy to administer
 - Noninvasive
- Limitations
 - Slow absorption
 - Might cause nausea
 - Can't be given in some situations
- Order for oral drug
 - PO, by mouth, orally



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about Oral Dose Forms](#)

Oral Dose Forms (Slide Layer)

Oral Dose Forms

- Capsule
 - Small cylindrical gelatin cap that holds powder, pellets, or liquid
- Tablet
 - Dried, compressed powdered drug
- Sublingual strip
 - Film that dissolves under tongue
- Lozenge
 - Slow-release candy-like disc that dissolves slowly in the mouth



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here more about equipment used with oral dose forms](#)

Oral Dose Form Equipment (Slide Layer)

Equipment

- Soufflé cup (paper medicine cup)
 - Solid tablets, caplets
 - Helps prevent contamination
- Medicine cup (plastic)
 - Liquid
 - Place on flat surface for accurate measure
- Medicine dropper
 - Only use the one from the manufacturer
- Teaspoon (measuring)
 - NOT a teaspoon for eating
- Oral syringe
 - No needle



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to read an important Medication Error Alert](#)

Medication Error Alert (Slide Layer)



Medication Error Alert – Oral Syringes

- Always use an oral syringe to give oral drugs by syringe
- Oral syringes cannot be connected to an IV port or catheter
- Medication errors arise if a parenteral syringe is use for an oral drug
- If oral drug is in parenteral syringe, it could be delivered by IV
- **AVOIDABLE ERROR**

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to read more about oral drug administration](#)

Oral Drug Administration (Slide Layer)



Oral Drug Administration

- Follow the Nine Rights of Medication Administration (see Medication Safety Module)
- Avoid distractions
- Prevent drug errors
- Prevent infection
- Follow the procedure outlined on the following slides

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn general rules for oral drug administration](#)

Oral Drug Admin General Rules (Slide Layer)



Oral Drug Administration General Rules

- Give the most important medication first (i.e., antibiotics, heart-related medication)
- Give solid drugs first, then liquid drugs
- Do not mix solid drugs with liquid drugs
- Stay with the person while they self-administer. Do not leave the drug at the bedside unless the doctor's order specifically says to do so
- Do not let the medication container touch any part of the administration equipment (the soufflé cup, medicine cup, or measuring spoon)
- Do not touch the inside of the medicine container or its cap, and set the cap down so that the inside of the cap is facing up to avoid contamination

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn about Quality of Life considerations](#)

Quality of Life (Slide Layer)

Dignity, Respect, and Quality of Life

- Knock before entering the person's room
- Address the person by name
- Introduce yourself by name and title
- Explain what you are about to do
- Protect the person's rights during the administration of medication
- Handle the person gently
- Remember the 9 Rights of Medication Administration
- Ask your supervisor if you have any questions
- Perform hand hygiene
- Collect the:
 - MAR
 - Water or other ordered liquid
 - Drinking Straw
 - Equipment (soufflé cup, medicine cup, oral syringe, measuring teaspoon, etc.)



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about solid form medication administration general rules](#)

Solid Form Administration General Rules (Slide Layer)

Solid Form Drug Administration General Rules

- Use the same soufflé or medicine cup for all of the person's tablets and capsules unless you have been instructed not to do so
- Use a separate cup for heart medication
- Use a separate cup for blood pressure medication
- If you are supporting a person who has trouble swallowing, verify that their medication can be crushed or cut or that their capsules can be opened
- To crush:
 - Wear gloves
 - Place in crusher and crush according to manufacturer instructions
 - Wash the crusher to remove any medication residue



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about General Rules for Solid Form Medication Administration](#)

Solid Form Administration General Rules Cont'd (Slide Layer)

Solid Form Drug Administration General Rules (cont'd)

- To cut a scored tablet:
 - Wear gloves
 - Use a disposable pill cutter
 - Labeled with person's name – do not use the person's pill cutter to cut anyone else's pills
 - Wash and dry the pill cutter to remove pill residue after use if it is not disposable
- Do not mix a drug into food or fluids unless ordered to do so
- Do not give a drug with food unless ordered to do so
- Let the person drink a small amount of water *before* taking the drug
 - Makes swallowing easier
- Remind the person to place the drug far back on the tongue
 - Wear gloves if assisting
- Give the person fluids to swallow the drug, encourage them to drink a full glass to help the drug reach the stomach and to reduce the risk of stomach irritation
- Remind the person that lozenges should not be chewed



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn about General Rules for Liquid Form Administration](#)

Liquid Form General Rules (Slide Layer)



Liquid Form Drug Administration General Rules

- Do not dilute (do not add water or other fluid) unless ordered to do so
- Do not mix liquid drugs together. Pour each into a separate medicine cup or measuring spoon. If using an oral syringe, use a different syringe for each liquid
- Give cough syrup last if administering more than one liquid drug. Cough syrup coats and soothes the throat
- If you pour too much, do not pour the extra back into the bottle. Dispose of the drug according to agency policy

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about oral medication, safety, and comfort](#)

Oral Meds Safety and Comfort (Slide Layer)



Oral Drug Administration: Safety and Comfort

- **Safety**
 - When crushed tablets or opened capsules are mixed with food, only mix it with a small amount of food. Use a teaspoon to give the drug (with food). The teaspoon should be about 1/3rd full with the food mixed with medicine (i.e., applesauce). This is a portion that is easy to swallow, although some people might need a smaller portion. The person must consume all of the food in order to get all of the drug that was mixed into it. If they don't eat all of the food that the drug was mixed with, they will receive a lower dose than what was ordered.
- **Comfort**
 - A crushed tablet or opened capsule does not have a pleasant taste. Mixing the drug with a small amount of food can help alleviate the discomfort of tasting an unpleasant medicine.

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about when NOT to give medications](#)

When Not to Give Medication (Slide Layer)



No physician's order

No MAR

Pharmacy label is not legible. Follow supervisor directions or agency policy to ensure that the proper medication is being administered

Resident exhibits dramatic change in status

Any doubt about right resident, right drug, right dose, right time, or right route, get another staff member or notify administrator on-call

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn how to handle emergency situations](#)

Emergency Situations (Slide Layer)

Emergency Situations

- When should I call the ambulance?
- Emergency = a **serious, unexpected** situation that **can be helped**, but something must be done **immediately** or the situation **will get worse**
- Examples:
 - Any respiratory condition where rate, rhythm, and depth of ventilations are too low
 - Any bleeding that cannot be controlled by direct pressure, elevation, ice, and immobilization. If pressure points or a tourniquet are necessary, a physician must evaluate the injury
 - Any seizure activity that is continuous or with short times between seizures
 - Any behavior that is harmful and/or dangerous to the resident, other residents, or staff
 - Ingestion of anything harmful, even if no symptoms are present

When in doubt, ship them out!

Turn up your volume or use a headset to listen to the audio portion of this content

Click learn about how to handle overdose and poisoning

Overdose and Poisoning (Slide Layer)

Overdose and Poisoning

- Maine Poison Control
 - 1-800-222-1222
- Be prepared to tell them
 - What was taken
 - How much was taken
 - How long ago it was taken
 - Any symptoms you might be observing
- You can always call 911 first if you are unsure of what to do
- **DO NOT INDUCE VOMITING** unless directed to do so by a qualified health care professional



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn about documentation](#)

Documentation Basics (Slide Layer)



Documentation and Written Communication

- Electronic Health Records (EHR)
- Facilitates communication across the health care and support teams
- Services provided
- Observations
- Inadequate documentation can cause harm
- What other kinds of things do we communicate through documentation in the person's record? Why is this important?
- More info in Documentation Unit

Turn up your volume or use a headset to listen to the audio portion of this content

Click [here](#) to test yourself on Medication Administration

Taking Vitals (Slide Layer)

Turn up your volume or use a headset to listen to the audio portion of this content

Vitals

- Temperature
- Pulse
- Respirations
- Oxygen saturation
- Blood pressure

- Height and Weight



Click [**HERE**](#) to get started

Observations (Slide Layer)

Observations

Objective data (signs)

- Using the senses
 - See how the person appears (flushed/pale, swollen, how are they walking)
 - Hear how they breathe, talk, cough, their heartbeat
 - Feel the skin – cold/hot, moist/dry
 - Smell odors related to breath, wounds, urine, bowel movement

Subjective data (symptoms)

- What the person tells you that they are experiencing
- Things you cannot observe yourself with your senses
- The person says, “this medicine makes me nauseous”
- The person says, “it hurts right here”

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn the kinds of observations you should report at once](#)

Report at Once - What do you think (Slide Layer)

Certain observations must be reported right away.

Points to Ponder

Can you think of some things that would need to be reported at once?

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about things to report at once](#)

Report at Once (Slide Layer)



Report At Once

- **Change**
 - Appearance, functioning
 - Ability to respond
 - Ability to move all or part of body
- Sudden, severe pain
- Sore, reddened, or hot skin
- Sudden vision change
- Difficulty breathing
- Abnormal respirations
- Difficulty swallowing
- Vomiting, bleeding, dizziness, diarrhea
- Vitals outside normal range

Turn up your volume or use a headset to listen to the audio portion of this content

Click here to return to the Vitals Assessment slide, then click Temperature to begin your refresher on vitals assessment

Taking Vitals - 2 (Slide Layer)

Turn up your volume or use a headset to listen to the audio portion of this content

Vitals

- Temperature
- Pulse
- Respirations
- Oxygen saturation
- Blood pressure

- Height and Weight



Click Temperature to learn about this vital sign

Temperature (Slide Layer)



Vitals:
Temperature

Normal Range:
97.8 F to 99.1

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn about the procedure for taking a temperature](#)

Temperature Procedure (Slide Layer)



Taking Temperatures: Basic Procedure

First determine:

- What site – oral, rectal, axillary, tympanic, temporal
- Which thermometer
- How long to leave thermometer in place
- When to take temperatures
- Whether person is at risk for elevated temperature
- Which observations to report and record
 - Changed from last measurement
 - Outside of normal range
- When to report observations
- Which specific resident concerns to report at once

Turn up your volume or use a headset to listen to the audio portion of this content

[Click Here to Learn About Safety](#)

Temperature Safety (Slide Layer)

Safety, Infection Control, and Comfort

Temperature-Taking Safety and Infection Control

- The rectum, ear, mouth, and axilla (underarm) contain microbes
- Some areas may contain blood
- Electronic thermometers should have a new probe cover for each use
- When taking rectal temperatures, your gloved hand may come in contact with feces
 - Remove gloves and perform hand hygiene
 - Then note temperature on notepad or assignment sheet
 - Put on clean gloves to complete the procedure

Comfort

- Remove the thermometer in a timely manner
- Leaving it in place longer than necessary affects the person's comfort

Turn up your volume or use a headset to listen to the audio portion of this content

[Click Here to Learn About Temporal Artery Temperature](#)

Temporal Artery Temperature (Slide Layer)

Vitals: Temporal Artery Temperature (Forehead)



- Non-invasive
- Choose the side of the head that is exposed
- Do not use the side covered by hair, a dressing, a hat, or any covering
- If the person was lying on their side, do not use the side that was on the pillow
- Place the thermometer at the side of the forehead between the hairline and eyebrows
- Slide the thermometer across the forehead
- Read temperature display

Turn up your volume or use a headset to listen to the audio portion of this content

[Click Here to Learn About Oral Temperature](#)

Oral Temperature (Slide Layer)



Vitals: Oral Temperature (by mouth)

- Not used if person
 - Is unconscious
 - Has surgery or injury to face, neck, nose, or mouth
 - Is receiving oxygen
 - Breathes through the mouth
 - Has a nasogastric tube
 - Is delirious, restless, confused, or disoriented
 - Is paralyzed on one side of the body
 - Has a sore mouth
 - Has a seizure disorder
- Ask the person to open their mouth and raise their tongue
- Place the covered probe at the base of the tongue and to one side
- Ask the person to lower their tongue and close their mouth to hold the thermometer in place
- Remind them not to talk or bite down on the thermometer

Turn up your volume or use a headset to listen to the audio portion of this content

[Click Here to Learn More About Axillary Temperature](#)

Axillary Temperature (Slide Layer)



Vitals: Axillary Temperature (underarm)

- Less reliable, used when another site cannot be used
- Help person remove an arm from their gown or shirt – but do not expose them
- Dry the axilla with a towel
- Place the covered probe in the axilla (underarm)
- Place the person's arm over the chest to hold the thermometer in place. You may need to hold the thermometer and help them hold their arm in place
- Remove thermometer from axilla after reading
- Help the person put their garment back on
- Normal range is 96.6-98.6

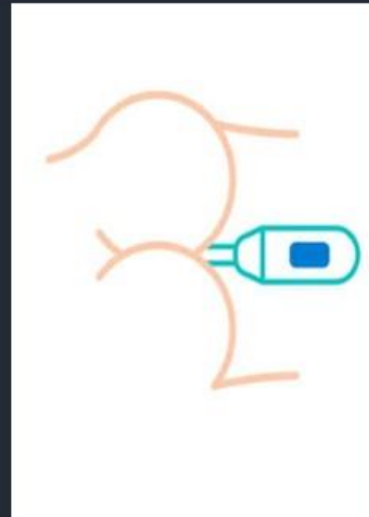
Turn up your volume or use a headset to listen to the audio portion of this content

[Click Here to Learn More About Rectal Thermometer](#)

Rectal Temperature (Slide Layer)

Vitals: Rectal Temperature

- Used when other sites are unavailable
- Rectal temperature should not be taken if the person has
 - Diarrhea
 - Rectal surgery, disorder, or injury
 - Heart disease
 - Is confused or agitated
- Have person lie on left side
- Apply gloves
- Put a small amount of lubricant on a tissue
- Lubricate the bulb end of the thermometer
- Raise the upper buttock to expose the anal area
- Insert the electronic thermometer $\frac{1}{4}$ " into the rectum (1" for glass). Do not force the thermometer. Do not let go of it while it is in the rectum
- Hold the thermometer in place or until it displays the temperature
- Remove thermometer from rectum
- Wipe the anal area to remove excess lubricant and any feces. Discard used toilet tissue
- A rectal temp higher than 100.6 or lower than 98.6 would be out of the normal range



Turn up your volume or use a headset to listen to the audio portion of this content

[Click Here to Learn More About Tympanic Temperature](#)

Tympanic Temperature (Slide Layer)



Vitals: Tympanic Membrane Temperature (ear)

- Used less often and typically on children
- You might not encounter this method in your work
- This site has fewer microbes than mouth or rectum, so risk of spreading infection is reduced
- Do not use if person has ear disorder or ear drainage
- Ask person to turn head so that ear is in front of you
- Pull up and back on ear to straighten ear canal
- Insert covered probe gently into ear canal
- Hold in place until temperature shows on display

Turn up your volume or use a headset to listen to the audio portion of this content

[Click Here to Learn More About Temperature Post-Procedure](#)

Post-Procedure (Slide Layer)



Vitals: Temperature-taking Post Procedure

- Provide for resident comfort and safety – complete safety check
- Unscreen person
- Perform hand hygiene
- Report and record temperature as per agency policy
- Make sure to include temperature site when reporting and recording
- Report an abnormal temperature at once

Turn up your volume or use a headset to listen to the audio portion of this content

Click Here to Return to Vitals Assessment
Then click Pulse to learn more about taking a pulse

Pulse (Slide Layer)



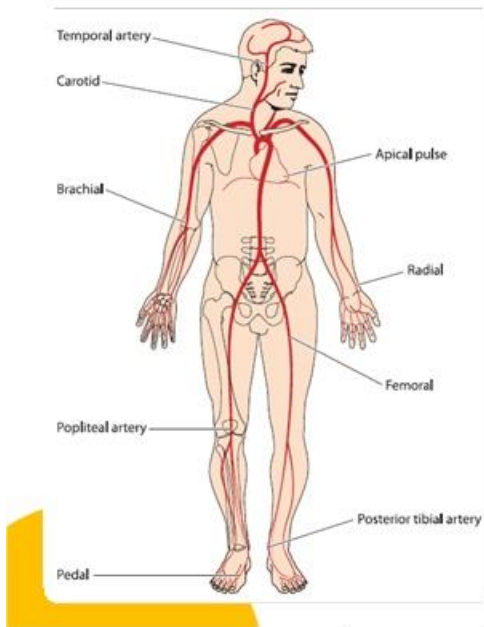
Vitals: Pulse

Normal Range:
60 to 100
beats per
minute

The image shows a teal-bordered slide. On the left, a white-bordered box contains a blue ECG waveform on a black background. To the right of this box, the text 'Vitals: Pulse' is displayed in white. Below that, the text 'Normal Range: 60 to 100 beats per minute' is also in white.

[Click here to learn more about pulse](#)

About Pulse (Slide Layer)



Vitals: Pulse

- The pulse is the heartbeat
- There are 9 pulse sites
- Radial (wrist) is used most often
- Apical is used in some cases
- We will look at the procedure for taking a Radial and Apical pulse
- Pulse rate = beats per minute
- Normal range 60-100 beats per minute
- Tachycardia = more than 100
- Bradycardia = less than 60
- Irregular = beats are not in an even pattern and are not evenly spaced

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about taking a radial pulse](#)

Pulse Pre-Procedure (Slide Layer)



Before Taking a Pulse

- Know whether to use apical or radial
- Know when to take pulse
- Know what other vital signs to measure
- Know how long to count the pulse (30 seconds or 1 minute)
- Know whether the nurse or other provider has concerns about this resident
- Know what to report and record
 - Pulse site
 - Pulse rate
 - Report if less than 60 or more than 100
 - Whether pulse is regular or irregular
 - Pulse force – strong, full, bounding, weak, thready, or feeble
- Know when to report pulse rate
- Know what specific resident concerns to report at once

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about safety, infection control, and comfort](#)

Safety, Infection Control, Comfort (Slide Layer)

Safety, Infection Control, and Comfort

Pulse-Taking Safety and Infection Control

- Do not use your thumb to take a pulse. The thumb has its own pulse. You could mistake the pulse in your thumb for the patient's pulse. Reporting and recording the wrong pulse could harm the patient.
- Use two or three fingers but not the thumb to take the patient's pulse.
- Stethoscopes are in contact with many residents and staff. To prevent infection, wipe the earpieces and diaphragm with antiseptic wipes before and after use.

Comfort

- Stethoscopes can be cold. Make sure to warm the diaphragm in your hand before placing it on the resident's skin. A cold diaphragm can startle the resident and can be very uncomfortable.

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about taking a radial pulse](#)

Radial Pulse Procedure (Slide Layer)



Radial Pulse

- Used for routine vital signs
- Place the first 2 or 3 fingers of one hand gently against the radial artery in the wrist
- Radial artery is on thumb side of wrist
- Count pulse for 30 seconds and multiply the number of beats by 2 to get beats per minute
- If heartbeat is irregular, count for full 60 seconds
- Follow agency policy – your employer might require you to always count for 60 seconds
- Note resident name and pulse rate on your notepad or assignment sheet

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about taking an apical pulse](#)

Apical Pulse (Slide Layer)



Apical Pulse

- Left side of chest slightly below nipple
 - 2-3 inches left of sternum (breastbone)
- Used if resident:
 - Has heart disease
 - Has irregular heart rhythm
 - Takes drugs that affect the heart
- Expose the are of the chest below the left nipple. **Do not** expose a woman's breasts.
- Clean the earpieces and diaphragm with antiseptic wipes
- Warm the diaphragm in your palm
- Place the earpieces in your ears
- Find the apical pulse . Place the diaphragm 2-3 inches to the left of the breastbone and below the left nipple
- Count the pulse for 1 minute. Note whether pulse is regular or irregular
- Cover person and remove earpieces
- Note resident name and pulse rate on your notepad or assignment sheet

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about Pulse Post-Procedure](#)

Pulse Post-Procedure (Slide Layer)



Vitals: Pulse-taking Post Procedure

- Provide for resident comfort and safety – complete safety check
- Unscreen person
- Clean the earpieces and diaphragm of the stethoscope with antiseptic wipes
- Return the stethoscope to its proper place
- Perform hand hygiene
- Report and record temperature as per agency policy
 - Record pulse rate and site
- Report an abnormal pulse rate at once

Turn up your volume or use a headset to listen to the audio portion of this content

Click here to return to the Vitals slide. Then click Respirations to learn more.

Respirations (Slide Layer)



Vitals: Respirations

- Respiration means breathing in (inhalation) and breathing out (exhalation)
- The chest rises and falls during respiration
- Normal respiratory rate is 12-20 respirations per minute
- Respirations should be quiet, effortless, and regular
- Both sides should rise and fall equally

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about counting respirations](#)

Counting Respirations (Slide Layer)



Vitals: Counting Respirations

- Count when person is at rest
- Do not tell person you are counting their respirations, as people sometimes alter their breathing patterns when they know they are being counted
- Count respirations right after taking the pulse and keep your fingers or stethoscope over the pulse site so that the person assumes you are still taking their pulse
- Watch the chest rise and fall for 30 seconds
- Multiply number of respirations times 2 to get number of respirations in one minute
- If an abnormal pattern is noted, count for one full minute
- Check your agency policy – some employers require you to always count for a full minute, not 30 seconds multiplied by 2
- Report abnormal respirations at once

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to return to the Vitals slide. Then click Oxygen Saturation to learn about pulse oximetry](#)

Pulse Oximetry (Slide Layer)



Pulse Oximetry

- Measures oxygen saturation (SpO₂)
- Pain-free, non-invasive way of measuring oxygen in blood
- Used routinely
 - Before during and after surgery
 - People on supplemental Oxygen
 - People on meds that reduce lung function
 - Assess lung function for people with conditions such as COPD
- Normal reading is 95%-100%
- Below 92% might be sign of hypoxia (not enough oxygen)
- Below 88% report immediately

Turn up your volume or use a headset to listen to the audio portion of this content

Click here to return to the Vitals slide. Then click Blood Pressure to learn more.

BP Intro (Slide Layer)



Vitals: Blood Pressure
Normal Range: 90/60 mm Hg -
120/80 mm Hg

- Measured in the brachial artery in the arm
- Two-step method requires a stethoscope and a blood pressure cuff
- Cuff wraps around upper arm
- Tube connects cuff to bulb and another tube connects to measuring device (manometer)
- Cuff inflates as bulb is squeezed
- Turn valve to deflate cuff,
- Use stethoscope to listen to sounds in artery
- If using an electronic BP monitor instead of two-step, only cuff is needed – no stethoscope

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about measuring blood pressure](#)

Measuring Blood Pressure (Slide Layer)

Vitals: Measuring Blood Pressure

- Perform hand hygiene
- Collect sphygmomanometer, stethoscope, antiseptic wipes
- Identify person and provide privacy
- Do not take blood pressure on an arm:
 - With an IV infusion
 - With a cast
 - With a dialysis access site
 - On the side of breast surgery
 - That is injured
- If unsure which arm to use, ask your supervisor
- Let the person rest for 10-20 minutes before measuring
- Person should be in sitting or lying position unless orders indicate standing position
- Apply cuff to bare upper arm – clothing can affect measurement
- Make sure cuff is snug – loose cuff can give inaccurate reading
- Use larger cuff if person is obese or has a large arm. Use a small cuff if person has small arm



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about the two-step method](#)

Two-step BP (Slide Layer)

- Wipe stethoscope earpieces and diaphragm with wipes.
- Warm diaphragm in your palm.
- Position person's arm level with heart with palm up.
- Stand no more than 3 feet from manometer.
- Expose the upper arm.
- Squeeze the cuff to expel any remaining air. Close the bulb valve.
- Find the brachial artery at the inner elbow with your fingertips.
- Place the arrow on the cuff over the brachial artery
- Wrap cuff evenly and snugly at least 1 inch above elbow



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about the difference between one-step and two-step methods](#)

One-Step Two-Step Difference (Slide Layer)

Vitals: Two Methods of Measuring Blood Pressure

One-Step Method

- Place stethoscope earpieces in your ears
- Find radial or brachial artery
- Inflate cuff until you can no longer feel pulse
- Note this point
- Inflate cuff 30 mm Hg beyond the point where you last felt the pulse

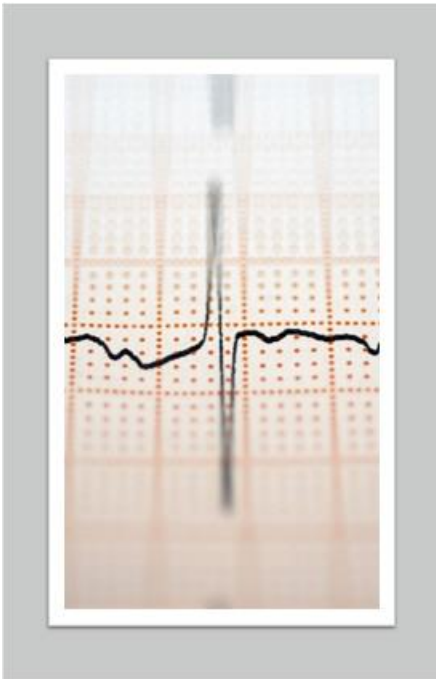
Two-Step Method

- Find radial or brachial artery
- Inflate cuff until you can no longer feel the pulse
- Note this point
- Inflate cuff 30 mm Hg beyond the point where you last felt the pulse
- Deflate the cuff slowly. Note the point when you feel the pulse
- Wait 30 seconds
- Place the stethoscope earpieces in your ears
- Inflate the cuff 30 mm Hg beyond the point where you felt the pulse return

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn how to complete the measurement](#)

BP: Complete the Procedure (Slide Layer)



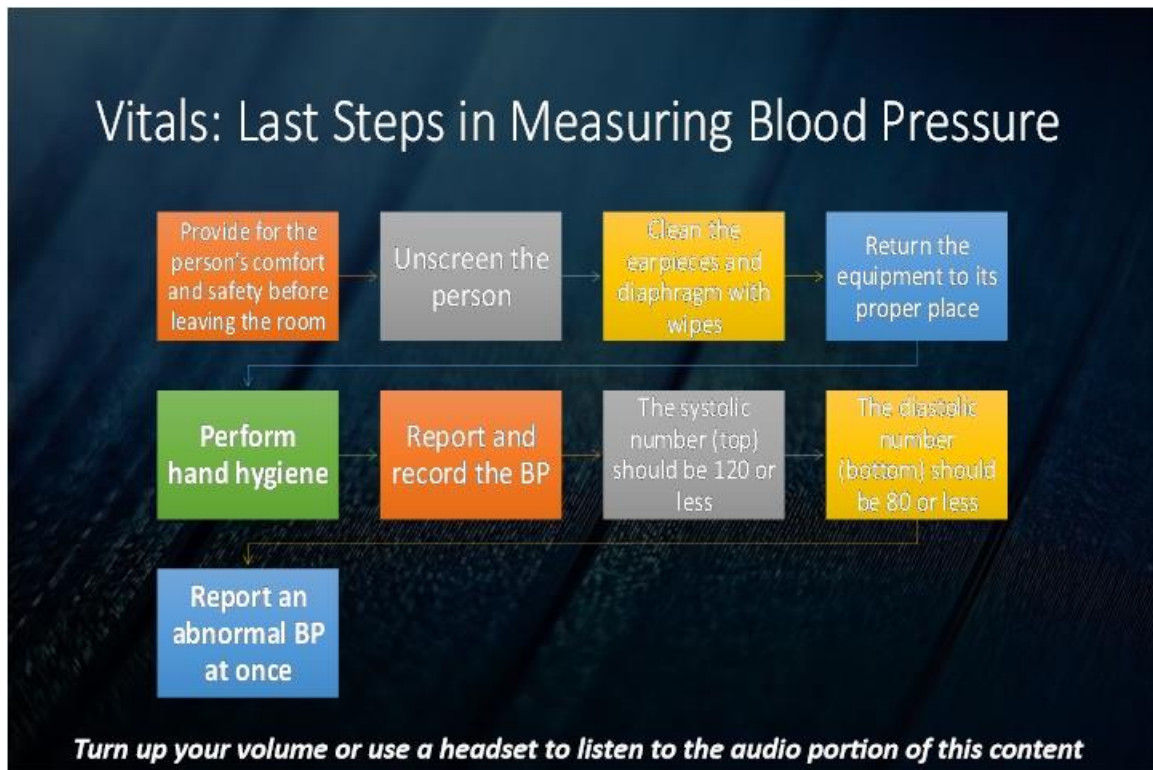
Vitals: Completing the Measurement

- After completing the steps in either the one-step method or the two-step method:
 - Place the diaphragm of the stethoscope over the brachial artery – not under the cuff
 - Deflate the cuff at an even rate of 2-4 mm per second by turning the valve counterclockwise
 - Note the point where you hear the first sound. This is the systolic (top number) reading
 - Continue to deflate the cuff. Note the point where the sound disappears. This is the diastolic (bottom number) reading
 - Deflate the cuff completely, remove it from the person's arm, and remove the stethoscope earpieces from your ears
 - Note the person's name and BP on your notepad or assignment sheet
 - Return the cuff to the case or wall holder

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn the last steps to take in completing a blood pressure check](#)

BP Last Steps (Slide Layer)



[Click here to return to the Vitals slide, then click Height and Weight to learn more](#)

Height and Weight (Slide Layer)

Measuring Height and Weight

Measuring Weight

- Place paper towels on scale platform for hygiene if agency policy says to
- Move the weights to zero. The pointer is in the middle
- Be sure the person is only wearing a gown or pajamas. Remove other clothing and footwear. Assist as needed.
- Help the person stand in the center of the scale with their arms at the sides
- Move the weights until the balance pointer is in the middle
- Note the weight on your notepad or assignment sheet
- Adjust weights to zero if agency policy says to
- Record weight
- Patient weights are measured frequently (typically daily, weekly, or monthly)

Measuring Height

- While person is still standing on scale platform, have them stand very straight
- Raise the height rod above the level of the person's head. Lower the height rod until it rests on top of person's head
- Note the height on your notepad or assignment sheet
- Raise the height rod and help the person step off the scale
- Help the person back to bed
- Lower the height rod
- Discard paper towel if they were used on scale platform
- Record height
- Height is typically only measured on admission and very infrequently thereafter

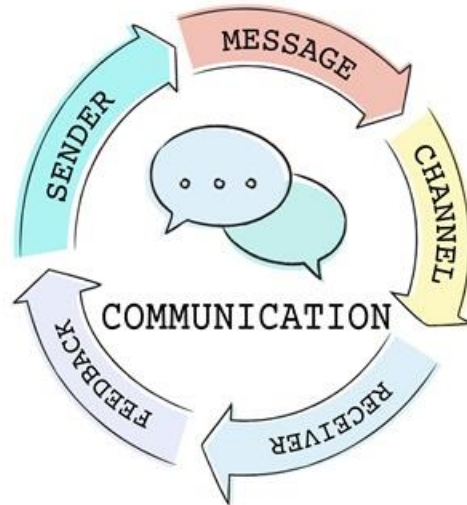
Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to test yourself on Vitals Assessment](#)

Communicating with the Team (Slide Layer)

What is Communication?

- Purpose
- At least 2 people
- Sender
- Message
- Channel
- Receiver
- Feedback



Turn up your volume or use a headset to listen to the audio portion of this content

[Click Here to learn tips to improve communication](#)

Tips to Improve Communication (Slide Layer)

Tips to Improve the Communication Process

- Simplify your message
- Pause for response
- Know your audience
- Be a good listener
- Ask questions
- Thoughtful feedback
- Attentive body language
- Maintain eye contact (when appropriate)
- Clarify as needed



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about verbal and nonverbal communication](#)

Verbal and Nonverbal Communication Skills (Slide Layer)

Components of Communication

- Verbal (words)
- Nonverbal (facial expression, tone of voice, body language)
- Values
- Expectations
- Senses
- Abilities to talk or vocalize
- Personal history
- Environment
- Communication knowledge

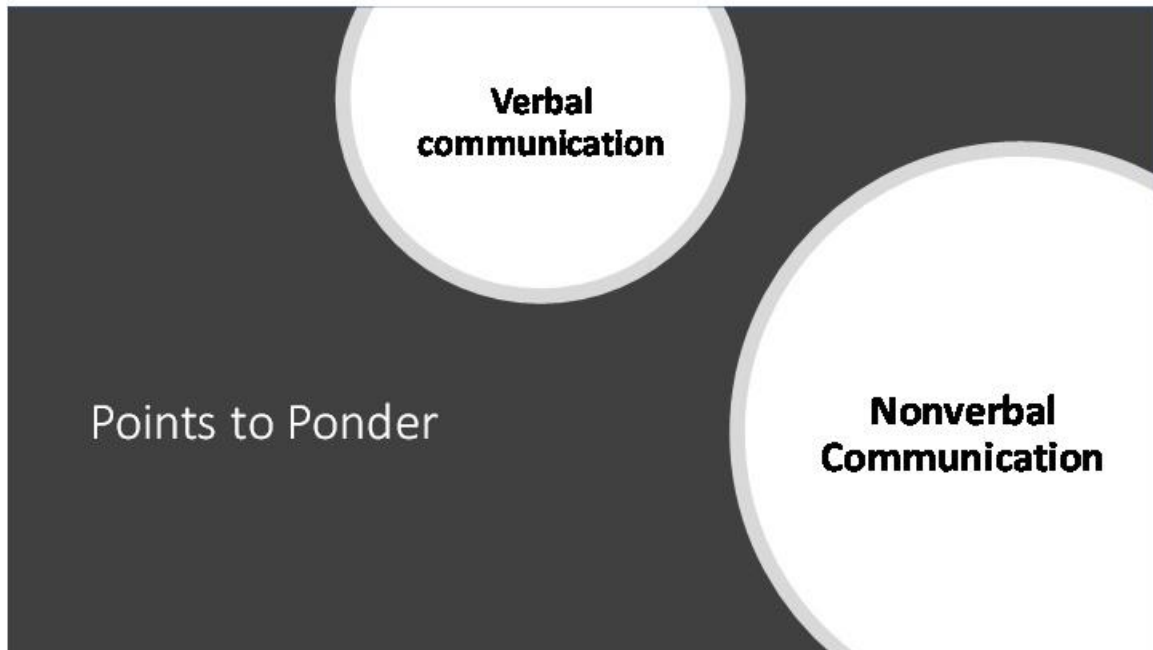
What non-verbal message is this person sending?



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about verbal and nonverbal communication](#)

Verbal and Nonverbal Communication (Slide Layer)



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about communication challenges](#)

Communication Challenges

- Hearing impairment
- Physical disability (i.e., cerebral palsy)
- Intellectual disabilities
- Dementia
- Autism Spectrum Disorder



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about ways of improving your communicating](#)

Talking Tips (Slide Layer)

Talking Tips

- If the person doesn't understand you, rephrase with shorter, more direct sentences
- Be aware of your own communication style
- Convey respect, sensitivity, and dignity
- Use communication to empower by giving choices and avoiding negative words, signs, or gestures
- Be sensitive to communication challenges
- Speak in your normal tone of voice. Don't talk down or shout.
- Do not talk over, interrupt, or finish their sentences
- Be patient, given them time to respond
- Be conversational



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about responsive communication](#)

Responsive Communication (Slide Layer)

Responsive Communication

- Empowering through choice
- Active listening skills
 - Be aware of the person's
 - Nonverbal communication
 - Tone and inflection
 - Seek to understand their meaning
 - All behavior communicates
 - Give them your full attention
 - Summarize your conversation
- Right to express emotions
 - Especially in their own living space
 - Be patient with difficult emotions
- What is the person in this image trying to communicate? Is the support person responding appropriately?



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about Communication Roadblocks](#)

Communication Roadblocks (Slide Layer)



Communication Roadblocks

- Your language and behavior choices can get in the way of trust and rapport
 - Giving orders
 - Giving warnings or threatening consequences
 - Giving commands
 - Physical posturing
- Instead, empower person to make choices and decisions
- Patience with emotions

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn more about communicating with your coworkers](#)

Team Communication (Slide Layer)



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to take a closer look at who is on the team](#)

Who Is On The Team? (Slide Layer)



Take a moment to think about all of the people on the care and support team. How many roles on the team can you think of?

[Then click here to review the role of the Administrator](#)

The Administrator (Slide Layer)



Administrator

- Runs the “business” of healthcare
- Might or might not have clinical experience
- Might be your direct supervisor
- Key decision maker, problem solver
- Needs to know about incident reports, medication errors, medication refusals, any safety issues

Turn up your volume or use a headset to listen to the audio portion of this content

Next, let's take a look at the role of the Director

The Director (Slide Layer)



Director

- Administrative director
- Coordinates day-to-day services
- In charge of scheduling
- Coordinates external service providers (dentist, doctor, etc.)
- Arranges transportation and external services from other agencies
- Assigns duties to other staff

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to review the role of Care and Support Staff](#)

Care and Support Staff (Slide Layer)



Care and Support Staff

- Provide direct care to residents or patients
- RN, LPN, CNA, CNA-M, etc.
- Depending on credentials they might:
 - Provide and oversee all aspects of resident care
 - Supervise other employees
 - Oversee some aspects of operations

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to review the role of the Pharmacist](#)

Pharmacist (Slide Layer)



Pharmacist

- Work as part of the care team
- Provide medication, treatment, equipment
- Evaluate and monitor patients
- Educate and counsel patients and caregivers
- Document and report

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to review the role of the Nurse Consultant](#)

Nurse Consultant (Slide Layer)



Nurse Consultants

- RNs
- On-call consultants
- Regulations governing the licensing and functioning of assisted housing programs

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to review the role of Facilities Staff](#)

Facilities Staff (Slide Layer)



- Food services
- Maintenance
- Custodial
- Records management

Facilities Staff

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to review the role of CRMAs on the team](#)

CRMAs (Slide Layer)



Certified Residential Medication Aide

- What is your role on the health care and support team?
- Support self-administration
- Administer Medication
- Document and communicate
- Other roles?
- Stay within scope of practice!

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to review Communicating with Coworkers](#)

Communicating With Coworkers (Slide Layer)



Communicating with Coworkers

- The person you support is at the center of the team
- Communicating with coworkers
- Communicating with employer and supervisor

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn how to communicate across the health care team](#)

Communicating Across the Team (Slide Layer)



Communicating Across the Care and Support Teams

- Communicating with the health care team
 - ISBARR
 - Introduce yourself, where you are calling from
 - Situation – person's name, why you are calling
 - Background – relevant history, diagnosis
 - Assessment – **NOT** a clinical assessment, just your observations and concerns
 - Request – what are you asking for? What needs to happen?
 - Repeat back – recap what the plan is to address the person's need
- Communicating with the person's support network

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to role play using the ISBARR Method of communicating information](#)

Role Play Scenario (Slide Layer)



Role Play

- You work for Down East Direct Service
- You are providing support for Alex Rodriguez
- When you arrived today, you noticed some things that were concerning
- Alex is restless, irritable, agitated, and pacing. This behavior is not normal for Alex
- You tried asking Alex questions to see if something upsetting happened, but Alex didn't provide coherent answers
- Alex had a medication change a few days ago, but you don't know if this is the problem
- Role play calling Alex's healthcare provider using the ISBARR method

Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn about communicating across cultures](#)

Communicating in a Cultural Context (Slide Layer)

Communicating in a Cultural Context

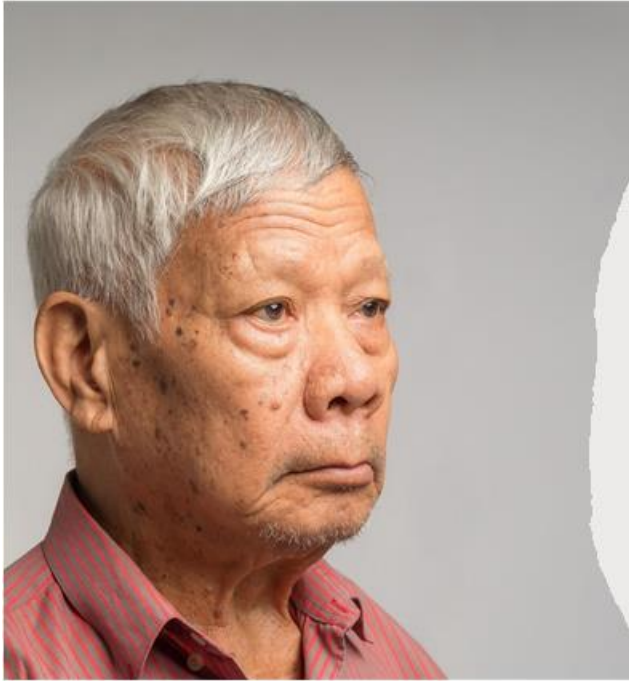
- Cultural humility
 - Recognize that you have more to learn
 - Personal reflection on your own biases and assumptions
 - Work to gain a deeper understanding of and respect for cultural differences
- Ethical and inclusive
- Everyone will make mistakes
 - Recognize them, learn, adapt
 - Builds trust and communication



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to learn about eye contact across cultures](#)

Eye Contact Across Cultures (Slide Layer)



Eye Contact

- When you are talking with someone about something important, do you prefer that they make eye contact with you?
- Do you *expect* eye contact?
- If they don't make eye contact, what message do you think this sends?
- How much eye contact is too much?
- How does this vary across cultures?
- How will cultural difference in the use and interpretation of eye contact impact your role in direct support?
- How might a trauma survivor experience eye contact?

Turn up your volume or use a headset to listen to the audio portion of this content


[Click here to learn more about communication across different people and cultures](#)

What do you think? (Slide Layer)



**Mouse over each image
to learn more. Then click
here to review some
communication basics**

Too loud (Slide Layer)



How loud or how softly a person talks can be a cultural or personal difference that affects communication.

Some people can find loud, fast talking to be unnerving and stressful.

Others find it difficult to communicate with someone who talks too softly or too slowly.

Remember to always communicate in the way that is most comfortable for the person you support, even if it is not the most comfortable for you.

[Click Here](#)

Table Manners (Slide Layer)



Close talker (Slide Layer)

How close together, or how far apart, a person should stand when talking to another person affects communication. This is a cultural and personal difference that affects a person's comfort during communication. Some cultures stand very close together when talking. Other cultures prefer to have personal space around them when talking.



Click Here

Some people make physical contact while communicating, and other people prefer not to be touched.

Trauma survivors often prefer to have physical space around them, and prefer not to be touched.

Remember to communicate in the way that is comfortable for the person you support, even if it isn't the most comfortable for you.

Personal Space (Slide Layer)

Your physical space, how close you stand to someone you know, and how close you stand to strangers are things that affect your communication.

Comfort with people in your space, whether they are strangers or people you know, is something that varies across cultures and individual preferences.

Some people are comfortable with a lot of people in their personal space.

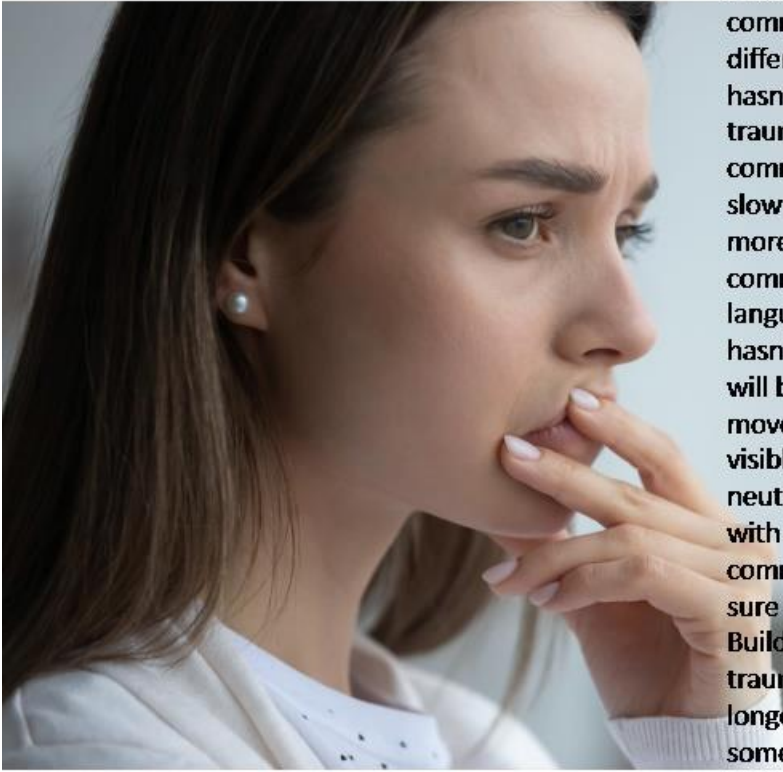
Some people need a lot of space around them.

Some people are comfortable in a loud, busy environment. Some people can't communicate in an environment that is loud and chaotic.

Be sensitive to the personal space needs of the person you administer medications to.

**Click
Here**

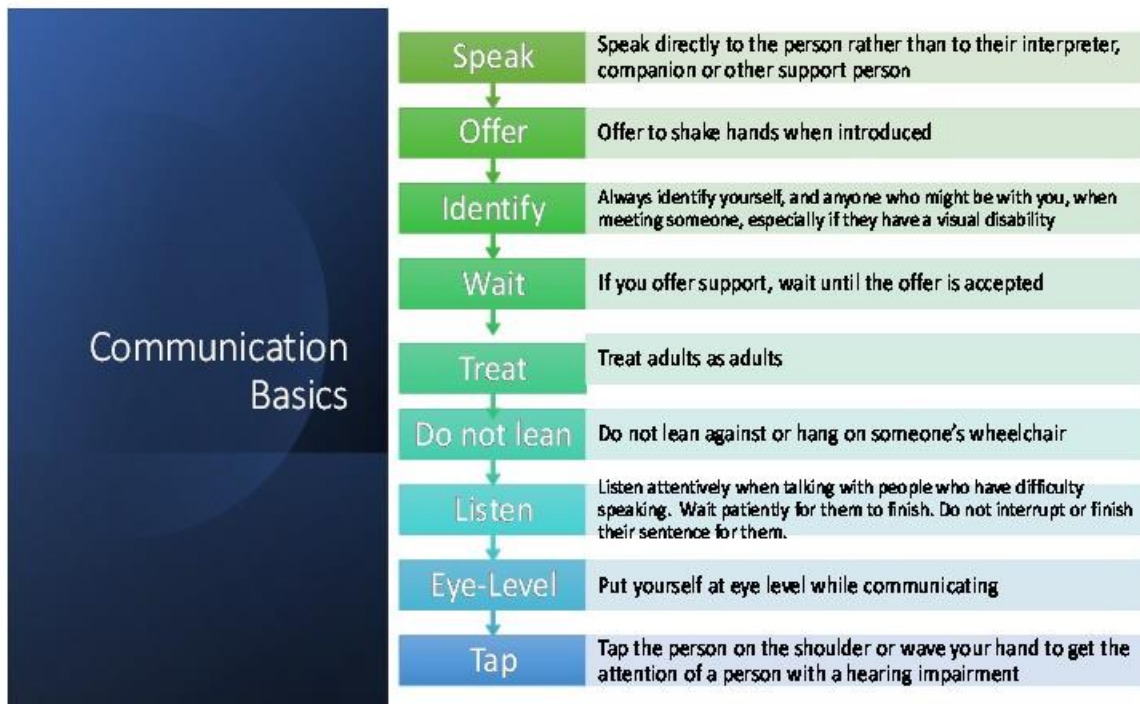
Trauma Survivor (Slide Layer)



A trauma survivor has communication needs that are different from someone who hasn't experienced trauma. A trauma survivor will need you to communicate in a way that is slow and calm. They might be more tuned in to your nonverbal communication and body language than someone who hasn't experienced trauma. It will be important for you to move slowly, keep your hands visible, and speak in a calm, neutral tone of voice. Check in with them as you are communicating. Check to make sure they understand you. Building trust and rapport with a trauma survivor might take longer than it does with someone who hasn't experienced trauma.

[Click Here](#)

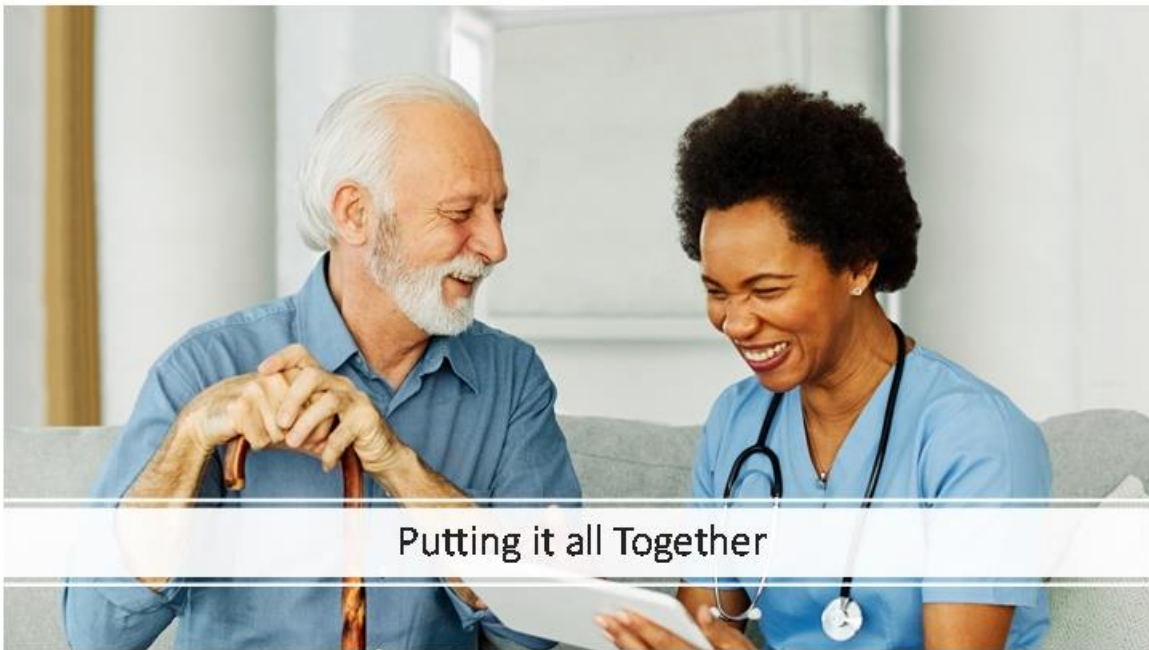
Communication Basics (Slide Layer)



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to test yourself on communication skills](#)

Putting it All Together (Slide Layer)



Turn up your volume or use a headset to listen to the audio portion of this content

[Click here to begin Unit 2](#)

Administering Meds and Documenting in MAR (Slide Layer)

**As a CRMA, your
main job function
is:**



**When the car comes to a
stop, click the nearest
stop sign to learn more
about your duties as a
CRMA**



Administering Meds and Documenting in MAR2 (Slide Layer)

**As a CRMA, your
main job function
is:**



2.4 Communication Basics

(Drag and Drop, 10 points, 2 attempts permitted)

Communication Basics

As a CRMA, the way that you communicate will either **help** or **hurt** the communication process. Which are examples of things that help, and which things hurt the process?

The diagram features two computer monitors on a light blue background. The left monitor is labeled 'Helpful communication' and the right monitor is labeled 'Hurtful communication'. Below the monitors are six white boxes with text, arranged in two rows of three. The first row contains 'Giving choices', 'Giving orders & commands', and 'Standing over the person looking down on them'. The second row contains 'Waiting for them to finish their sentence', 'Respecting their emotions', and 'Threatening to give consequences'.

Drag Item	Drop Target
Giving choices	Computer Left
Giving orders & commands	Computer Right
Standing over the person looking down on them	Computer Right
Waiting for them to finish their sentence	Computer Left
Respecting their emotions	Computer Left
Threatening to give consequences	Computer Right

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Free)
Delay item drop states until interaction is submitted

Feedback when correct:

That's right! You selected the correct response. Power and control hurt the communication process – and your relationship with the person. Empathy, respect, and giving choices help communication and strengthen trust.

Feedback when incorrect:

You did not select the correct response. Remember that demonstrations of power and control are damaging to communication and are damaging to your relationships. Empathy, respect, and giving choices help communication and build relationships.

Correct (Slide Layer)

Communication Basics

As a CRMA, the way that you communicate will either **help** or **hurt** the communication process. Which are examples of things that help, and which things hurt the process?



Correct

That's right! You selected the correct response. Power and control hurt the communication process – and your relationship with the person. Empathy, respect, and giving choices help communication and strengthen trust.

Continue

Giving choices

commands

looking down on them

Waiting for them to finish their sentence

Respecting their emotions

Threatening to give consequences

Incorrect (Slide Layer)

Communication Basics

As a CRMA, the way that you communicate will either **help** or **hurt** the communication process. Which are examples of things that help, and which things hurt the process?



Incorrect

You did not select the correct response. Remember that demonstrations of power and control are damaging to communication and are damaging to your relationships. Empathy, respect, and giving choices help communication and build relationships.

Continue

Giving choices

commands

looking down on them

Waiting for them to finish their sentence

Respecting their emotions

Threatening to give consequences

Try Again (Slide Layer)

Communication Basics

As a CRMA, the way that you communicate will either **help** or **hurt** the communication process. Which are examples of things that help, and which things hurt the process?

Incorrect

That is incorrect. Please try again. Remember that power and control are not helpful to communication or to relationship-building.

Try Again

Giving choices commands looking down on them

Waiting for them to finish their sentence Respecting their emotions Threatening to give consequences

2.5 Eye Contact

(Drag and Drop, 10 points, 2 attempts permitted)

Eye Contact

For some people, eye contact is a sign of respect. But this is not true for all people or for all cultures. Which statements about eye contact are true? Which are false?

The interface features two computer monitors. The left monitor has a dark blue screen with the word "True" in white. The right monitor has a light blue screen with the word "False" in white. Below the monitors are six white boxes with black text, each containing a statement about eye contact. The statements are:

- Eye contact can be distressing for trauma survivors
- Lack of eye contact is disrespectful
- Insist that the person makes eye contact with you
- Eye contact means different things in different cultures
- Some cultures avoid eye contact
- Eye contact is nonverbal communication

Drag Item	Drop Target
Eye contact can be distressing for trauma survivors	Computer Left
Lack of eye contact is disrespectful	Computer Right
Insist that the person makes eye contact with you	Computer Right
Eye contact means different things in different cultures	Computer Left
Some cultures avoid eye contact	Computer Left
Eye contact is nonverbal communication	Computer Left

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Free)
Delay item drop states until interaction is submitted

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response.

Correct (Slide Layer)

Eye Contact

For some people, eye contact is a sign of respect. But this is not true for all people or for all cultures. Which statements about eye contact are true? Which are false?



Correct

That's right! You selected the correct response.

Continue

Eye contact is a sign of respect for trauma survivors

Eye contact is disrespectful

Eye contact is a sign of respect. A person makes eye contact with you

Eye contact means different things in different cultures

Some cultures avoid eye contact

Eye contact is nonverbal communication

Incorrect (Slide Layer)

Eye Contact

For some people, eye contact is a sign of respect. But this is not true for all people or for all cultures. Which statements about eye contact are true? Which are false?



Incorrect

You did not select the correct response.

Continue

Eye contact
for trauma survivors

disrespectful

person makes
eye contact with you

Eye contact means different
things in different cultures

Some cultures avoid eye
contact

Eye contact is nonverbal
communication

Try Again (Slide Layer)

Eye Contact

For some people, eye contact is a sign of respect. But this is not true for all people or for all cultures. Which statements about eye contact are true? Which are false?

Incorrect

That is incorrect. Please try again.

Try Again

Eye contact for trauma survivors disrespectful person makes eye contact with you

Eye contact means different things in different cultures Some cultures avoid eye contact Eye contact is nonverbal communication

2.6 Pick Many

(Pick Many, 10 points, 2 attempts permitted)

Cultural Humility

Cultural humility is more than cultural awareness. A sense of cultural humility is essential for anyone working with people, especially vulnerable populations. What are some of the characteristics of cultural humility?



Cultural humility is self-reflection about your own background and biases.



When you practice cultural humility, you recognize that you are assuming things about other people.



You recognize that you do not know and understand another person's experiences.



You recognize that a person is an expert in their own culture and their own experience.

Correct	Choice
X	Item 01
X	Item 02
X	Item 03
X	Item 04

Feedback when correct:

Your answer is correct.

Feedback when incorrect:

Your answer is incorrect.

Congrats! (Slide Layer)

Cultural Humility

Cultural humility is more than cultural awareness. A sense of cultural humility is essential for anyone working with people, especially vulnerable populations. What are some of the characteristics of cultural humility?



- Cultural humility** is self-reflection about your own background and biases.
- When you practice cultural humility, you recognize that you are assuming things about other people.

You recognize that you do not know and understand another person's experiences.

Congrats!
Your answer is correct.

Continue

We can – and should – always seek to learn more and understand more in a way that respects and honors others' history and culture.

Sorry! (Slide Layer)

Cultural Humility

Cultural humility is more than cultural awareness. A sense of cultural humility is essential for anyone working with people, especially vulnerable populations. What are some of the characteristics of cultural humility?



- Cultural humility** is self-reflection about your own background and biases.
- When you practice cultural humility, you recognize that you are assuming things about other people.

Sorry!
Your answer is incorrect.

Continue

You recognize that you do not know and understand another person's experiences. We can – and should – always seek to learn more and understand more in a way that respects and honors others' history and culture.

Try Again (Slide Layer)

Cultural Humility

Cultural humility is more than cultural awareness. A sense of cultural humility is essential for anyone working with people, especially vulnerable populations. What are some of the characteristics of cultural humility?



- Cultural humility** is self-reflection about your own background and biases.
- When you practice cultural humility, you recognize that you are assuming things about other people.

Sorry!
Your answer is incorrect.

Try Again

You recognize that you do not know and understand another person's experiences.
We can – and should – always seek to learn more and understand more in a way that respects and honors others' history and culture.

2.7 Personal Characteristics

(Drag and Drop, 10 points, 2 attempts permitted)

Personal Characteristics

Some personality traits are a good fit for the role of CRMA, and some are not. Which personality traits should a CRMA have? Which are not suited for a CRMA?

The image shows an interactive learning environment. At the top, there are two computer monitors. The left monitor displays the text 'CRMA Traits' and the right monitor displays 'Traits that don't fit with the CRMA role'. Below the monitors, there are six white buttons with blue text, arranged in two rows of three. The top row contains 'Empathy', 'Inflexible', and 'Compassionate'. The bottom row contains 'Impatient', 'Detail-Oriented', and 'Reliable'.

Drag Item	Drop Target
Empathy	Computer Left
Inflexible	Computer Right
Compassionate	Computer Left
Impatient	Computer Right
Detail-Oriented	Computer Left
Reliable	Computer Left

Drag and drop properties
Return item to start point if dropped outside the correct drop target
Snap dropped items to drop target (Free)
Delay item drop states until interaction is submitted

Feedback when correct:

That's right! You selected the correct response.


Feedback when incorrect:

You did not select the correct response.

Correct (Slide Layer)

Personal Characteristics

Some personality traits are a good fit for the role of CRMA, and some are not.
Which personality traits should a CRMA have? Which are not suited for a CRMA?

 **Correct**

That's right! You selected the correct response.

[Continue](#)


Empathy Inflexible Compassionate

Impatient Detail-Oriented Reliable

Incorrect (Slide Layer)

Personal Characteristics

Some personality traits are a good fit for the role of CRMA, and some are not.
Which personality traits should a CRMA have? Which are not suited for a CRMA?

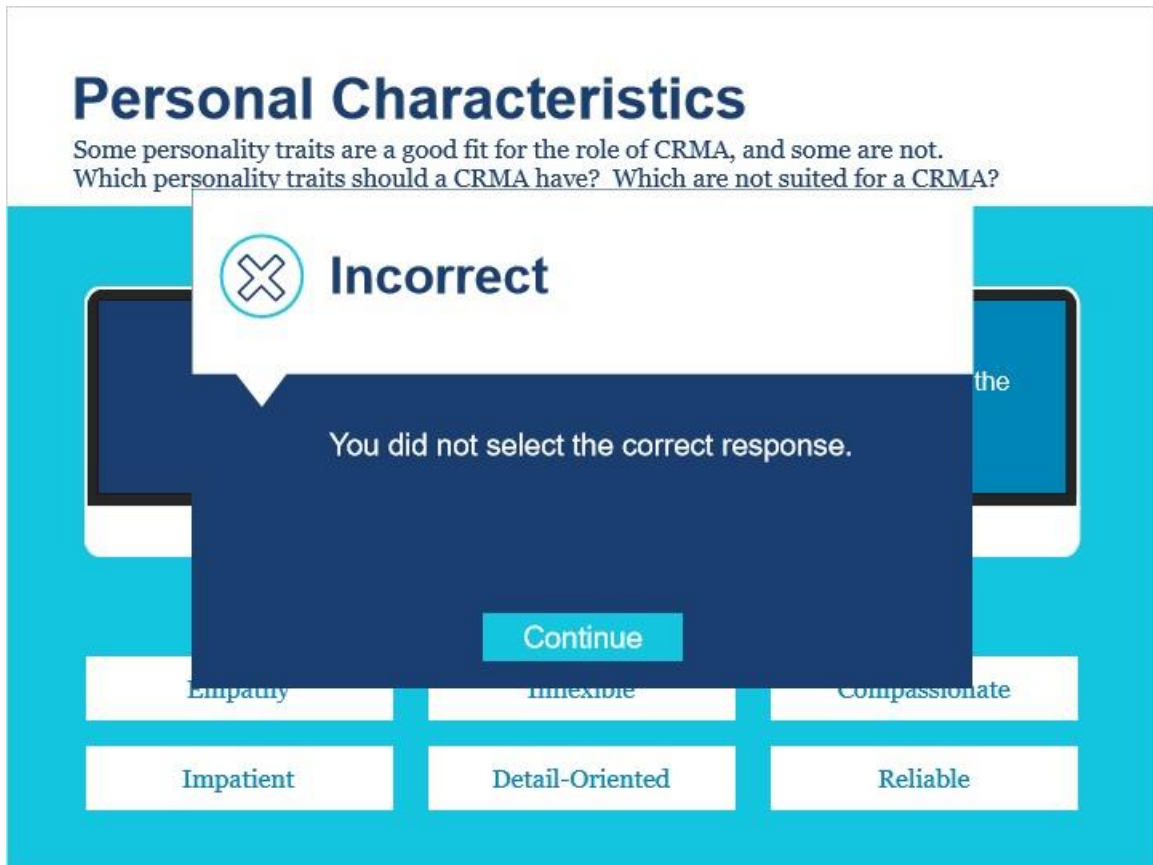
 **Incorrect**

You did not select the correct response.

[Continue](#)

Empathy Inflexible Compassionate

Impatient Detail-Oriented Reliable



Try Again (Slide Layer)

Personal Characteristics

Some personality traits are a good fit for the role of CRMA, and some are not.
Which personality traits should a CRMA have? Which are not suited for a CRMA?

Incorrect

That is incorrect. Please try again.

Try Again

Empathy Inflexible Compassionate

Impatient Detail-Oriented Reliable

The screenshot shows a quiz interface with a blue background. A white box with a blue border contains the text 'Incorrect' next to a blue 'X' icon. Below this, a dark blue box contains the message 'That is incorrect. Please try again.' and a blue 'Try Again' button. The quiz content is partially obscured by these boxes, showing a grid of personality traits: Empathy, Inflexible, Compassionate, Impatient, Detail-Oriented, and Reliable. The word 'the' is also visible on the right side of the grid.

2.8 Quality Assurance: Professionalism

(Pick One, 10 points, 2 attempts permitted)

Quality Assurance: Professionalism

Sarah stays up too late on Friday night, oversleeps Saturday morning, jumps out of bed, slides on her flip flops, and rushes to work. She arrives ten minutes late. What is wrong with this?

- A She is wearing open-toed shoes
- B She did not shower, comb her hair, and put on neat, clean clothes
- C She is late and her appearance does not inspire confidence
- D All of the above



Correct	Choice
	Choice A
	Choice B
	Choice C
X	Choice D

Feedback when correct:

That's right! You selected the correct response. Click Continue to return to the Key Activities slide.

Then click Putting it All Together to complete Unit 1.

Feedback when incorrect:

You did not select the correct response. Review the content on communication and professionalism.

Notes:

Correct (Slide Layer)

The image shows a presentation slide titled "Quality Assurance: Professionalism" with a background image of a woman. The slide text reads: "Sarah stays up too late on Friday night, oversleeps Saturday morning, jumps out of bed, slides on her slippers, and runs to work. She arrives 15 minutes late and her appearance is wrong with..." Below the text are four multiple-choice options: A: She is wearing open-toed shoes; B: She did not shower, comb her hair, and put on neat, clean clothes; C: She is late and her appearance does not inspire confidence; D: All of the above. A green feedback box is overlaid on the slide, containing the text: "Correct", "That's right! You selected the correct response. Click Continue to return to the Key Activities slide.", and "Then click Putting it All Together to complete Unit 1." with a "Continue" button.

Quality Assurance: Professionalism

Sarah stays up too late on Friday night, oversleeps Saturday morning, jumps out of bed, slides on her slippers, and runs to work. She arrives 15 minutes late and her appearance is wrong with...

Correct

That's right! You selected the correct response. Click Continue to return to the Key Activities slide.

Then click Putting it All Together to complete Unit 1.

Continue

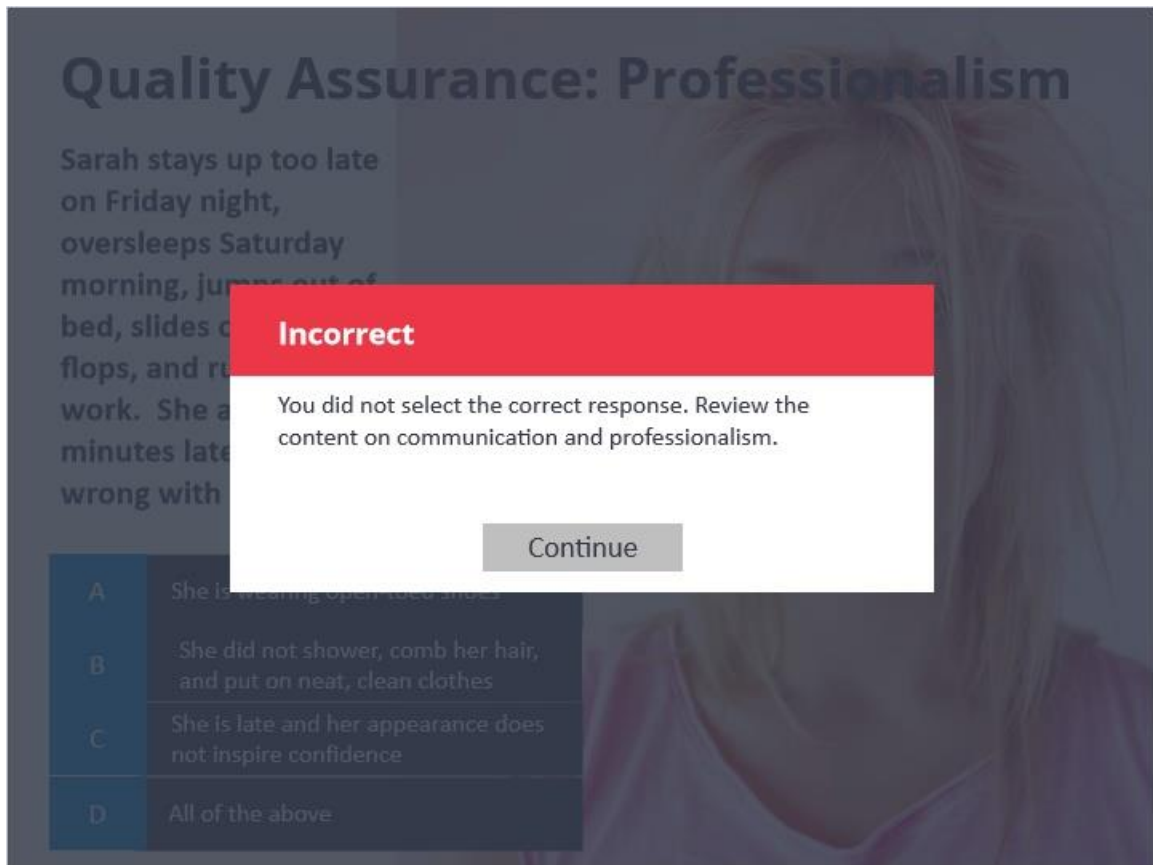
A She is wearing open-toed shoes

B She did not shower, comb her hair, and put on neat, clean clothes

C She is late and her appearance does not inspire confidence

D All of the above

Incorrect (Slide Layer)



Quality Assurance: Professionalism

Sarah stays up too late on Friday night, oversleeps Saturday morning, jumps out of bed, slides on her flops, and rushes to work. She arrives minutes late and is wrong with

Incorrect

You did not select the correct response. Review the content on communication and professionalism.

Continue

A	She is wearing open-toed shoes
B	She did not shower, comb her hair, and put on neat, clean clothes
C	She is late and her appearance does not inspire confidence
D	All of the above

Try Again (Slide Layer)

Quality Assurance: Professionalism

Sarah stays up too late on Friday night, oversleeps Saturday morning, jumps out of bed, slides on her slippers, and runs to work. She arrives 15 minutes late and is wrong with

Incorrect

That is incorrect. Please try again.

Try Again

A	She is wearing open-toed shoes
B	She did not shower, comb her hair, and put on neat, clean clothes
C	She is late and her appearance does not inspire confidence
D	All of the above

2.9 MULTIPLE CHOICE

(Multiple Choice, 10 points, 2 attempts permitted)

..... Test Yourself

Refrigerated Medication Storage

- Refrigerated meds must be kept separate from food. They _____ be in the same refrigerator, and _____ be in special tray or container.

- cannot, must
- cannot, do not need to
- can, must
- can, do not need to

Submit



Correct	Choice
	cannot, must
	cannot, do not need to
X	can, must
	can, do not need to

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Review the content then try again.

Correct (Slide Layer)

..... **Test Yourself**


Refrigerated Medication Storage

- Refrigerated meds must be kept separate from food. They _____ be

Correct That's right! You selected the correct response. **Continue**

- cannot, must
- cannot, do not need to
- can, must
- can, do not need to

Submit



Try Again (Slide Layer)

..... **Test Yourself**


Refrigerated Medication Storage

- Refrigerated meds must be kept separate from food. They _____ be

Incorrect That is incorrect. Please try again. **Try Again**

- cannot, must
- cannot, do not need to
- can, must
- can, do not need to

Submit



Incorrect (Slide Layer)

..... **Test Yourself**


Refrigerated Medication Storage

- Refrigerated meds must be kept separate from food. They _____ be

Incorrect You did not select the correct response. Review the content then try again. **Continue**

- cannot, must
- cannot, do not need to
- can, must
- can, do not need to

Submit



2.10 Multiple Choice

(Multiple Choice, 10 points, 2 attempts permitted)

Multiple Choice Question

Residents who self-administer their own medication can keep their medication in their room.



True

False

Submit

Correct	Choice
X	True
	False

Feedback when correct:

Your answer is correct.

Feedback when incorrect:

Your answer is incorrect.

Congrats! (Slide Layer)

Multiple Choice Question

Residents who self-administer their own medication can keep their medication in their room.



True

False

Congrats!
Your answer is correct.


[Continue](#)

Yes! Residents who self-administer **can** keep their medication in their room. However, remember that you should still observe the person self-administering. You will need to make sure that they are self-administering on the correct schedule.

Sorry! (Slide Layer)

Multiple Choice Question

Residents who self-administer their own medication can keep their medication in their room.



True

False

Sorry!
Your answer is incorrect.


Continue

Residents who self-administer **can** keep their medication in their room. However, remember that you should still observe the person self-administering. You will need to make sure that they are self-administering on the correct schedule.

Try Again (Slide Layer)

Multiple Choice Question

Residents who self-administer their own medication can keep their medication in their room.



True

False

Sorry!
Your answer is incorrect.

[Try Again](#)

Residents who self-administer **can** keep their medication in their room. However, remember that you should still observe the person self-administering. You will need to make sure that they are self-administering on the correct schedule.

2.11 MULTIPLE CHOICE QUESTION

(Multiple Choice, 10 points, 2 attempts permitted)

Medication Storage
Test Yourself

Storing Vaccines

Vaccines:

- Can be kept in the same refrigerator with food and other medications.
- Must be stored in a separate refrigerator that does not store food.

Submit



Correct	Choice
	Can be kept in the same refrigerator with food and other medications.
X	Must be stored in a separate refrigerator that does not store food.

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response.

Correct (Slide Layer)

Medication Storage

Test Yourself


Storing Vaccines

Vaccines:

- Can be kept in the same refrigerator with food and other medications.
- Must be stored in a separate refrigerator that does not store food.

 **Correct**
That's right! You selected the correct response.

[Continue](#)



Incorrect (Slide Layer)


Medication Storage

Test Yourself


Storing Vaccines

Vaccines:

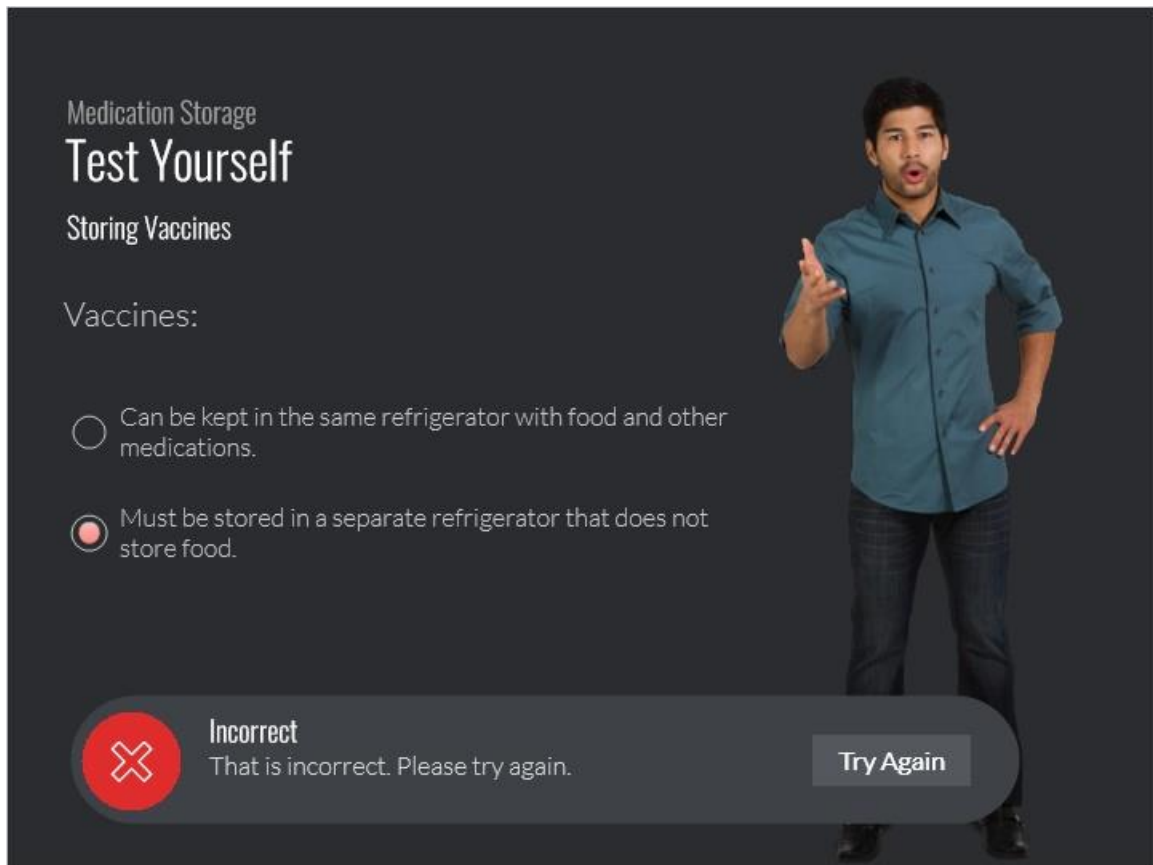
- Can be kept in the same refrigerator with food and other medications.
- Must be stored in a separate refrigerator that does not store food.

 **Incorrect**
You did not select the correct response.

[Continue](#)



Try Again (Slide Layer)



Medication Storage
Test Yourself
Storing Vaccines

Vaccines:

- Can be kept in the same refrigerator with food and other medications.
- Must be stored in a separate refrigerator that does not store food.

Incorrect
That is incorrect. Please try again.

Try Again

2.12 MULTIPLE CHOICE QUESTION

(Multiple Choice, 10 points, 2 attempts permitted)

Medication Administration

Test Yourself

Route of administration

If a medication order says PO, the medication should be administered:

- intravenously
- topically
- rectally
- orally

Submit



Correct	Choice
	intravenously
	topically
	rectally
X	orally

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Review the content and try again.

Notes:

Correct (Slide Layer)


Medication Administration

Test Yourself


Route of administration

If a medication order says PO, the medication should be administered:

- intravenously
- topically
- rectally
- orally

 **Correct**
That's right! You selected the correct response.

[Continue](#)



Incorrect (Slide Layer)


Medication Administration

Test Yourself


Route of administration

If a medication order says PO, the medication should be administered:

- intravenously
- topically
- rectally
- orally

 **Incorrect**
You did not select the correct response. Review the content and try again.

[Continue](#)



Try Again (Slide Layer)


Medication Administration

Test Yourself


Route of administration

If a medication order says PO, the medication should be administered:

- intravenously
- topically
- rectally
- orally

 **Incorrect**
That is incorrect. Please try again.

[Try Again](#)



2.13 MULTIPLE CHOICE

(Multiple Choice, 10 points, 2 attempts permitted)

Test Yourself

When administering oral medications:

- Administer liquid medications first, then solid medications.
- It is acceptable to mix solid and liquid medications together.
- Give solid drugs first, then liquid drugs.
- Leave the person alone while they self-administer their medication, and return when they have finished.

SUBMIT



Correct	Choice
	Administer liquid medications first, then solid medications.
	It is acceptable to mix solid and liquid medications together.
X	Give solid drugs first, then liquid drugs.
	Leave the person alone while they self-administer their medication, and return when they have finished.

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response.

Stay with the person while they self-administer.

Do not mix liquid and solid medication together.

Administer solid medication before liquid.


Correct (Slide Layer)

Correct
That's right! You selected the correct response.

CONTINUE

- Administer liquid medications first, then solid medications.
- It is acceptable to mix solid and liquid medications together.
- Give solid drugs first, then liquid drugs.
- Leave the person alone while they self-administer their medication, and return when they have finished.

SUBMIT

A woman with dark hair, wearing blue scrubs, is smiling and raising her right fist in a celebratory gesture. She is positioned on the right side of the slide, partially overlapping the list of options.

Incorrect (Slide Layer)

Incorrect

You did not select the correct response.
Stay with the person while they self-administer.
Do not mix liquid and solid medication together.
Administer solid medication before liquid.

CONTINUE

- Administer liquid medications first, then solid medications.
- It is acceptable to mix solid and liquid medications together.
- Give solid drugs first, then liquid drugs.
- Leave the person alone while they self-administer their medication, and return when they have finished.

SUBMIT




Try Again (Slide Layer)

Incorrect
That is incorrect. Please try again.

TRY AGAIN

- Administer liquid medications first, then solid medications.
- It is acceptable to mix solid and liquid medications together.
- Give solid drugs first, then liquid drugs.
- Leave the person alone while they self-administer their medication, and return when they have finished.

SUBMIT



2.14 Multiple Choice

(Multiple Choice, 10 points, 2 attempts permitted)

Test Yourself



Liquid Medication Administration

When administering liquid medications:

- Mix all liquid medications together in the same cup
- Dilute liquid medications with water before administering
- Give cough syrup first if administering more than one liquid medication
- If you pour too much, do not pour the extra medication back into the bottle. Dispose of it according to agency policy.

Correct	Choice
	Mix all liquid medications together in the same cup
	Dilute liquid medications with water before administering
	Give cough syrup first if administering more than one liquid medication
X	If you pour too much, do not pour the extra medication back into the bottle. Dispose of it according to agency policy.

Feedback when correct:

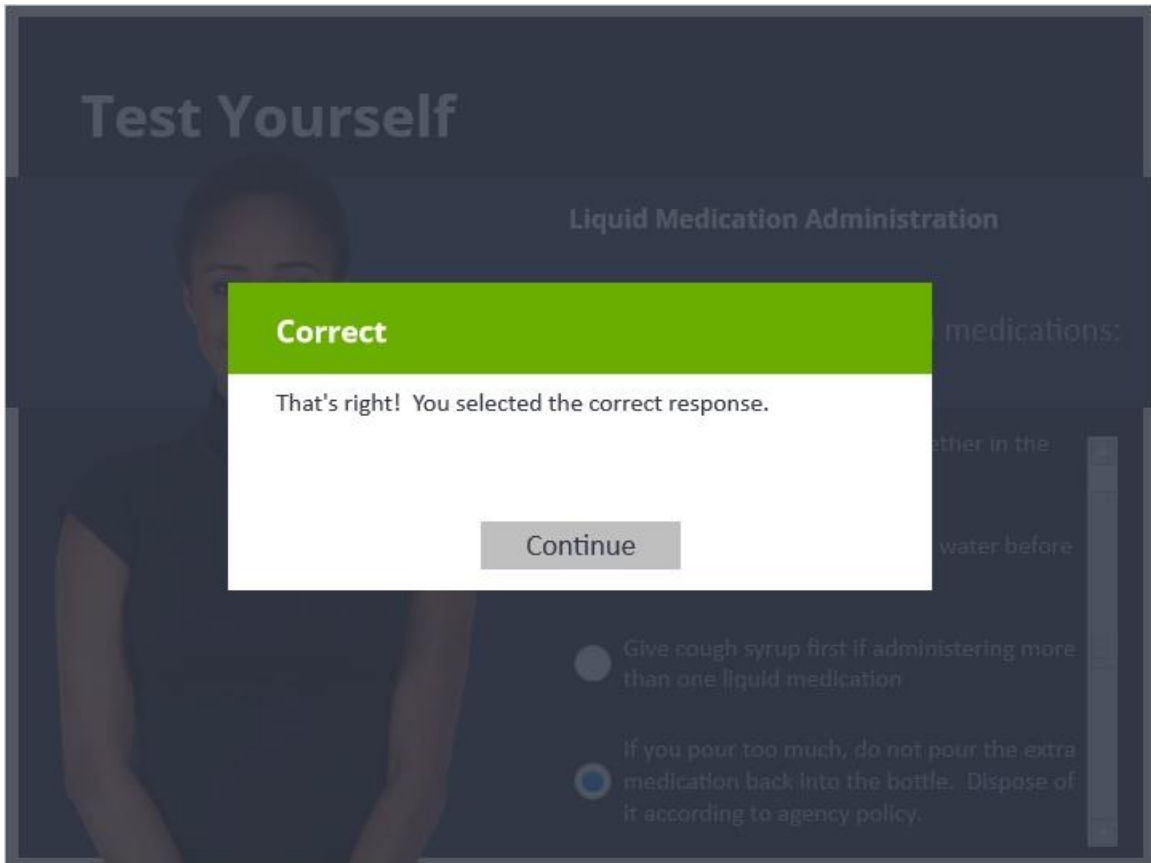
That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response.

Give cough syrup last. Do not dilute liquid medication unless ordered to do so. Do not mix liquid medications together.

Correct (Slide Layer)



The image is a screenshot of a presentation slide titled "Test Yourself" with the subtitle "Liquid Medication Administration". A green notification box in the center reads "Correct" and "That's right! You selected the correct response." Below this box is a "Continue" button. In the background, a list of options is visible, with the second option selected. The options are:

- Give cough syrup first if administering more than one liquid medication
- If you pour too much, do not pour the extra medication back into the bottle. Dispose of it according to agency policy.

Other visible text in the background includes "medications:", "together in the", and "water before".

Incorrect (Slide Layer)

Test Yourself

Liquid Medication Administration

Incorrect

You did not select the correct response.
Give cough syrup last. Do not dilute liquid medication unless ordered to do so. Do not mix liquid medications together.

Continue

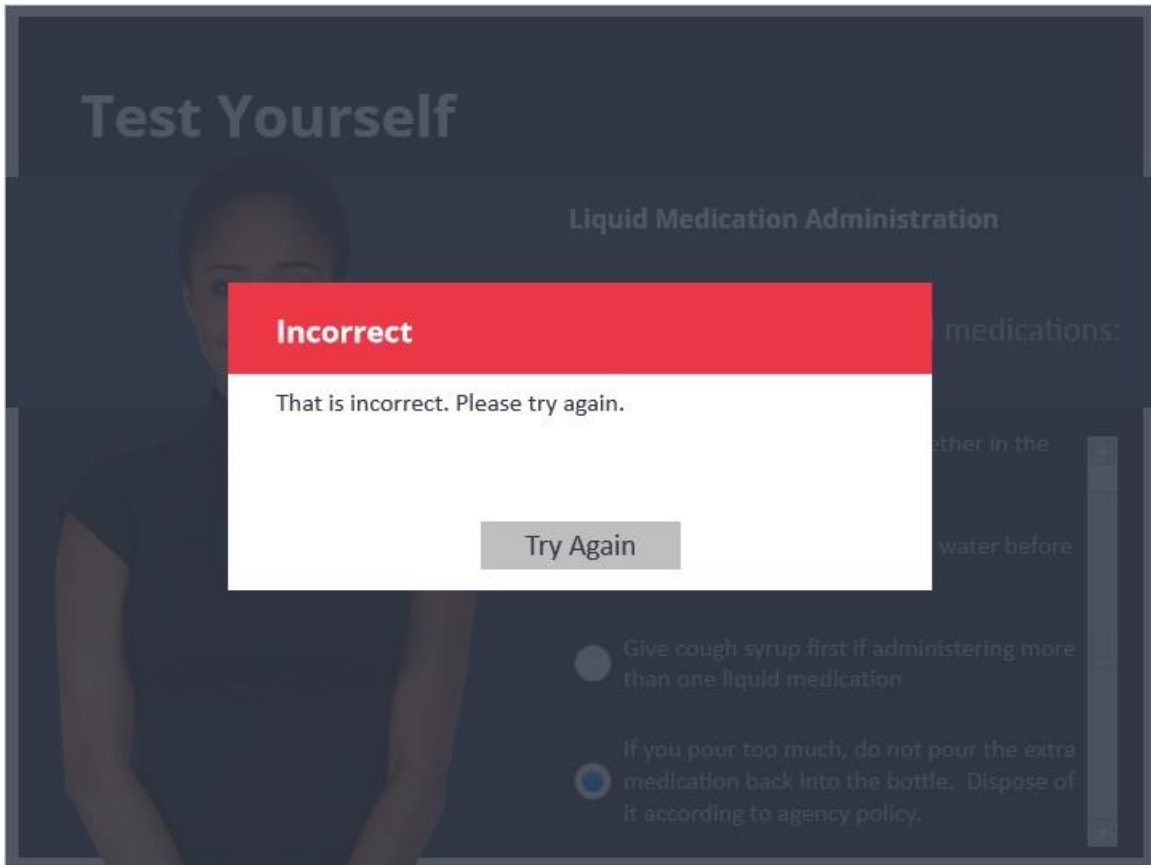
medications:

ether in the

water before

- Give cough syrup first if administering more than one liquid medication
- If you pour too much, do not pour the extra medication back into the bottle. Dispose of it according to agency policy.

Try Again (Slide Layer)



2.15 Multiple Choice

(Multiple Choice, 10 points, 2 attempts permitted)

Multiple Choice Question

Do **not** administer medication if:



- You cannot locate the MAR.
- The Pharmacy label is not legible.
- The resident exhibits a dramatic change in status.
- If there is any doubt that you have the right resident, the right medication, or the right route.
- All of the above.

Submit

Correct	Choice
	There is no physician's order.
	You cannot locate the MAR.
	The Pharmacy label is not legible.
	The resident exhibits a dramatic change in status.
	If there is any doubt that you have the right resident, the right medication, or the right route.
X	All of the above.

Feedback when correct:

Your answer is correct.

Feedback when incorrect:

Your answer is incorrect.

Congrats! (Slide Layer)

Multiple Choice Question

Do **not** administer medication if:

- You cannot locate the MAR.
- The Pharmacy label is not legible.
- The resident exhibits a dramatic change in status.

If there is any doubt that you have the right resident, the right medication, or the right dose, do not administer the medication.


Congrats!
Your answer is correct.
[Continue](#)

REMEMBER: This does NOT mean you should skip the dose! Solve the problem, then give the dose.
DO NOT SKIP THE DOSE!

Sorry! (Slide Layer)

Multiple Choice Question

Do **not** administer medication if:



- You cannot locate the MAR.
- The Pharmacy label is not legible.
- The resident exhibits a dramatic change in status.

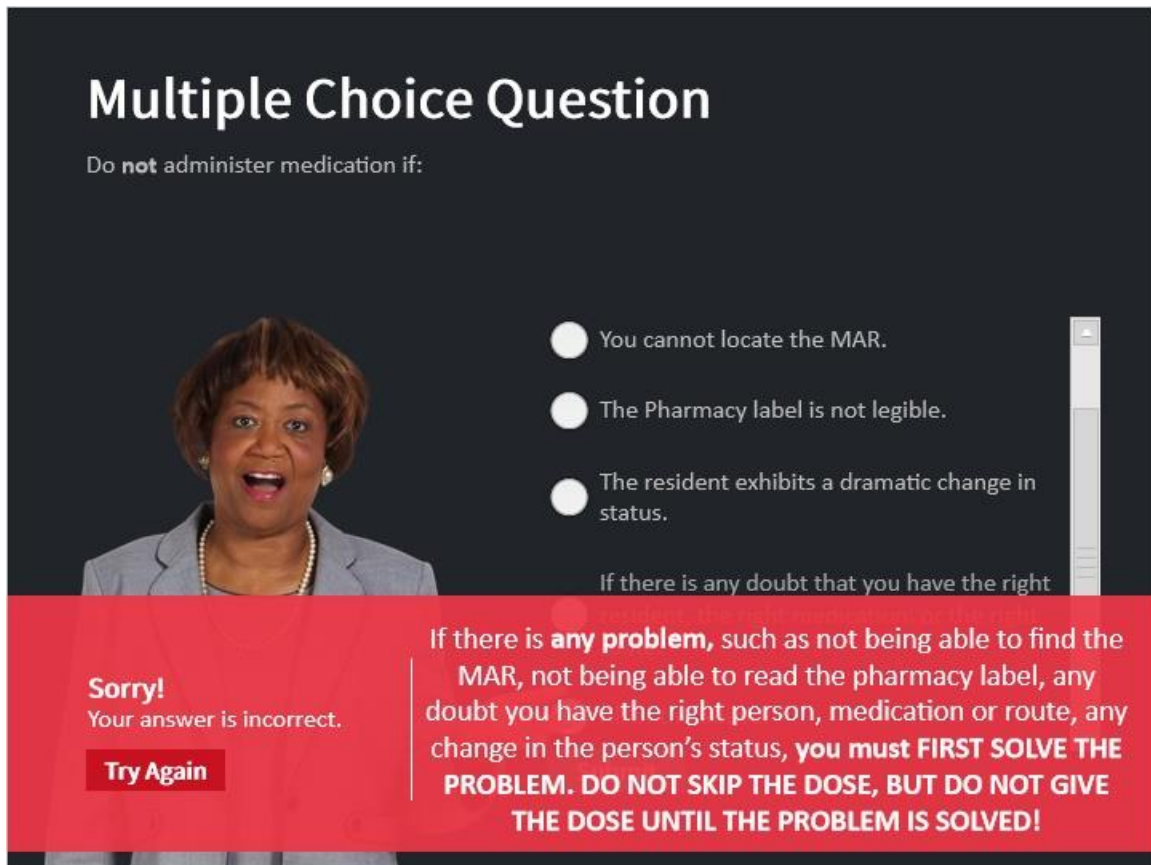
If there is any doubt that you have the right

Sorry!
Your answer is incorrect.

Continue

You should not administer the medication under any of these circumstances. **Solve the problem FIRST**, then administer the medication. **DO NOT SKIP THE DOSE!**

Try Again (Slide Layer)



Multiple Choice Question

Do **not** administer medication if:

- You cannot locate the MAR.
- The Pharmacy label is not legible.
- The resident exhibits a dramatic change in status.

If there is any doubt that you have the right

Sorry!
Your answer is incorrect.

Try Again

If there is **any problem**, such as not being able to find the MAR, not being able to read the pharmacy label, any doubt you have the right person, medication or route, any change in the person's status, **you must FIRST SOLVE THE PROBLEM. DO NOT SKIP THE DOSE, BUT DO NOT GIVE THE DOSE UNTIL THE PROBLEM IS SOLVED!**

2.16 Pick Many

(Pick Many, 10 points, 2 attempts permitted)

Calling for Help

When to call an ambulance can be a difficult decision. If there is an emergency, call for help. What is an emergency? An emergency is a **serious, unexpected** situation that **can be helped**, but something must be done **immediately** or the situation **will get worse**. Which of the following are emergencies?



Any respiratory condition where rate, rhythm, and depth of ventilations are too low



Any bleeding that cannot be controlled by direct pressure, elevation, ice, and immobilization



Any seizure activity that is continuous or with short times between seizures



Ingestion of anything harmful, even if no symptoms are present

Correct	Choice
X	Item 01
X	Item 02
X	Item 03
X	Item 04

Feedback when correct:

Your answer is correct.


Feedback when incorrect:

Your answer is incorrect.

Congrats! (Slide Layer)

Calling for Help

When to call an ambulance can be a difficult decision. If there is an emergency, call for help. What is an emergency? An emergency is a **serious, unexpected** situation that **can be helped**, but something must be done **immediately** or the situation **will get worse**. Which of the following are emergencies?



Any respiratory condition where rate, rhythm, and depth of ventilations are too low

Any bleeding that cannot be controlled by direct pressure, elevation, ice, and immobilization

Any seizure activity that is continuous or w

Any alteration of any vital sign

Congrats!
Your answer is correct.


[Continue](#)

Remember:
When in doubt, ship them out!
Next, click the Taking Vital Signs button to review vitals assessment.

Sorry! (Slide Layer)

Calling for Help

When to call an ambulance can be a difficult decision. If there is an emergency, call for help. What is an emergency? An emergency is a **serious, unexpected** situation that **can be helped**, but something must be done **immediately** or the situation **will get worse**. **Which of the following are emergencies?**



- Any respiratory condition where rate, rhythm, and depth of ventilations are too low
- Any bleeding that cannot be controlled by direct pressure, elevation, ice, and immobilization
- Any seizure activity that is continuous or with short times between seizures
- Ingestion of any pills

Sorry!
Your answer is incorrect.


Continue

All of these are emergencies. Return to this area in the course and review the material presented there. It is important for you to know when to call for help.

Try Again (Slide Layer)

Calling for Help

When to call an ambulance can be a difficult decision. If there is an emergency, call for help. What is an emergency? An emergency is a **serious, unexpected** situation that **can be helped**, but something must be done **immediately** or the situation **will get worse**. Which of the following are emergencies?



- Any respiratory condition where rate, rhythm, and depth of ventilations are too low
- Any bleeding that cannot be controlled by direct pressure, elevation, ice, and immobilization
- Any seizure activity that is continuous or with short times between seizures
- Any situation where there is a possibility of any injury

Sorry!
Your answer is incorrect.

Try Again

Review the definition of emergency. Which of these scenarios are serious and unexpected? Which will get worse unless something is done immediately?

2.17 MULTIPLE CHOICE

(Multiple Choice, 10 points, 2 attempts permitted)

MULTIPLE CHOICE QUESTION

Failure to reorder medication in time is a medication error. Make sure that there is at least a _____-day supply of the medication available for the person you support.

- 1
- 14
- 3
- 5

SUBMIT



Correct	Choice
	1
	14
	3
X	5

Feedback when correct:

You selected the correct response.

Feedback when incorrect:

You did not answer correctly. You must review the content on Ordering and Reordering Medication and try again.

CORRECT (Slide Layer)

MULTIPLE CHOICE QUESTION

Failure to reorder medication in time is a medication error. Make sure that there is at least a _____-day supply of the medication available for the person you support.

- 1
- 14
- 3
- 5



CORRECT

You selected the correct response.

CONTINUE

INCORRECT (Slide Layer)

MULTIPLE CHOICE QUESTION

Failure to reorder medication in time is a medication error. Make sure that there is at least a _____-day supply of the medication available for the person you support.

- 1
- 14
- 3
- 5



INCORRECT

You did not answer correctly. You must review the content on Ordering and Reordering Medication and try again.

CONTINUE

Try Again (Slide Layer)


MULTIPLE CHOICE QUESTION

Failure to reorder medication in time is a medication error. Make sure that there is at least a _____-day supply of the medication available for the person you support.

- 1
- 14
- 3
- 5

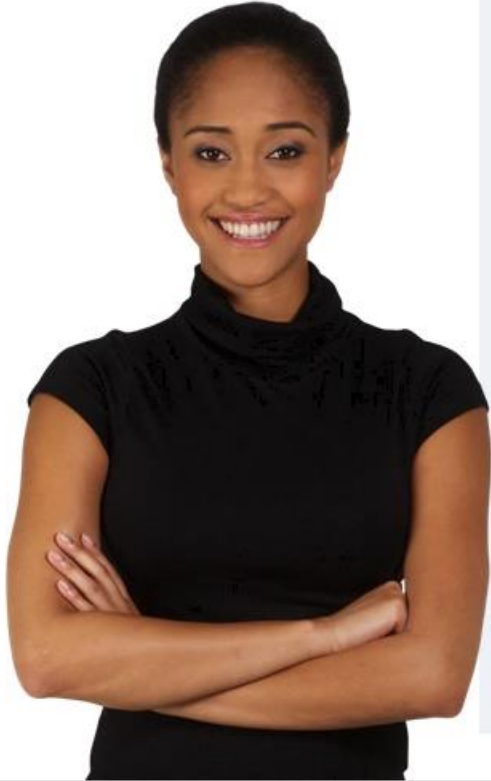
INCORRECT
You did not answer correctly.

TRY AGAIN



2.18 Multiple Choice Question

(Multiple Choice, 10 points, 2 attempts permitted)



Reordering Medication

Test Yourself

Failure to reorder medication in time is a medication error. For liquid medication, reorder when there is:

- 1 teaspoon remaining
- 1/4 of the bottle remaining
- 1/2 of the bottle remaining
- 3/4 of the bottle remaining

Submit

Correct	Choice
	1 teaspoon remaining
X	1/4 of the bottle remaining
	1/2 of the bottle remaining
	3/4 of the bottle remaining

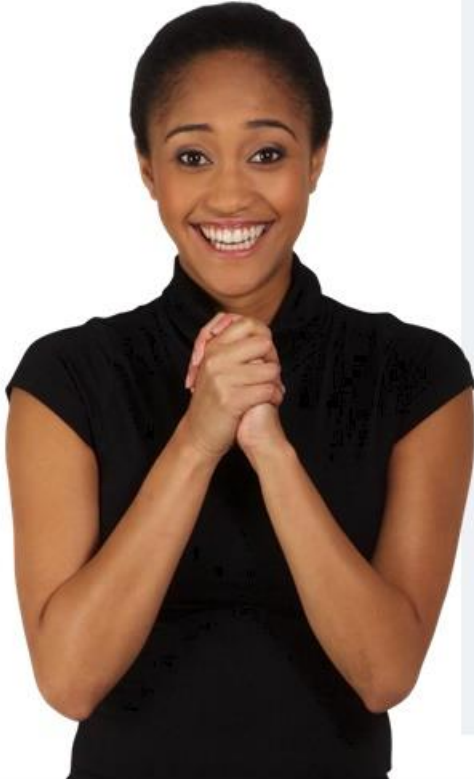
Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. You must review the content on ordering and reordering medication and try again.

Correct (Slide Layer)



Reordering Medication

Test Yourself

Failure to reorder medication in time is a medication error. For liquid

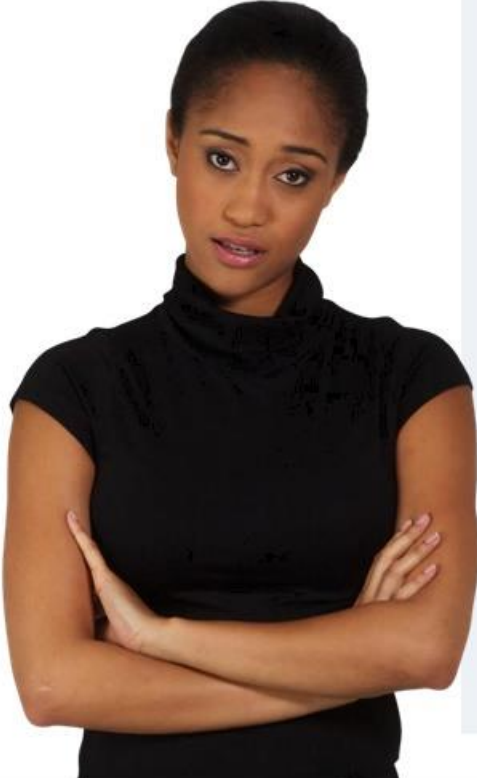
..

Correct

That's right! You selected the correct response.

[Continue](#)

Incorrect (Slide Layer)



Reordering Medication

Test Yourself

Failure to reorder medication in time is a medication error. For liquid

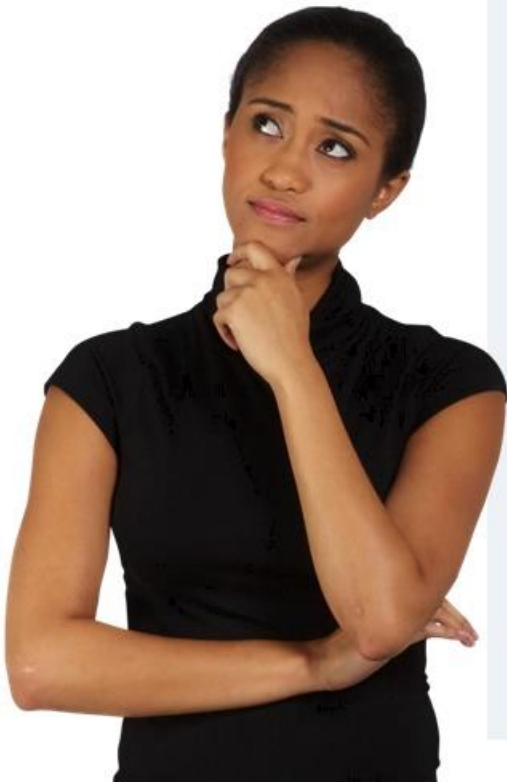
.. .. .

Incorrect

You did not select the correct response. You must review the content on ordering and reordering medication and try again.

[Continue](#)

Try Again (Slide Layer)



Reordering Medication

Test Yourself

Failure to reorder medication in time is a medication error. For liquid

.....

Incorrect

That is incorrect. Please try again.

[Try Again](#)

2.19 Multiple Choice

(Multiple Choice, 10 points, 2 attempts permitted)

Test Yourself



Ordering and Reordering Medication

Failure to reorder medication in time is a medication error. Medication in tubes such as creams and ointments should be reordered when there is a _____ tube remaining.

- 3/4
- 1/4
- 1/8
- 1/2

Correct	Choice
	3/4
X	1/4
	1/8
	1/2

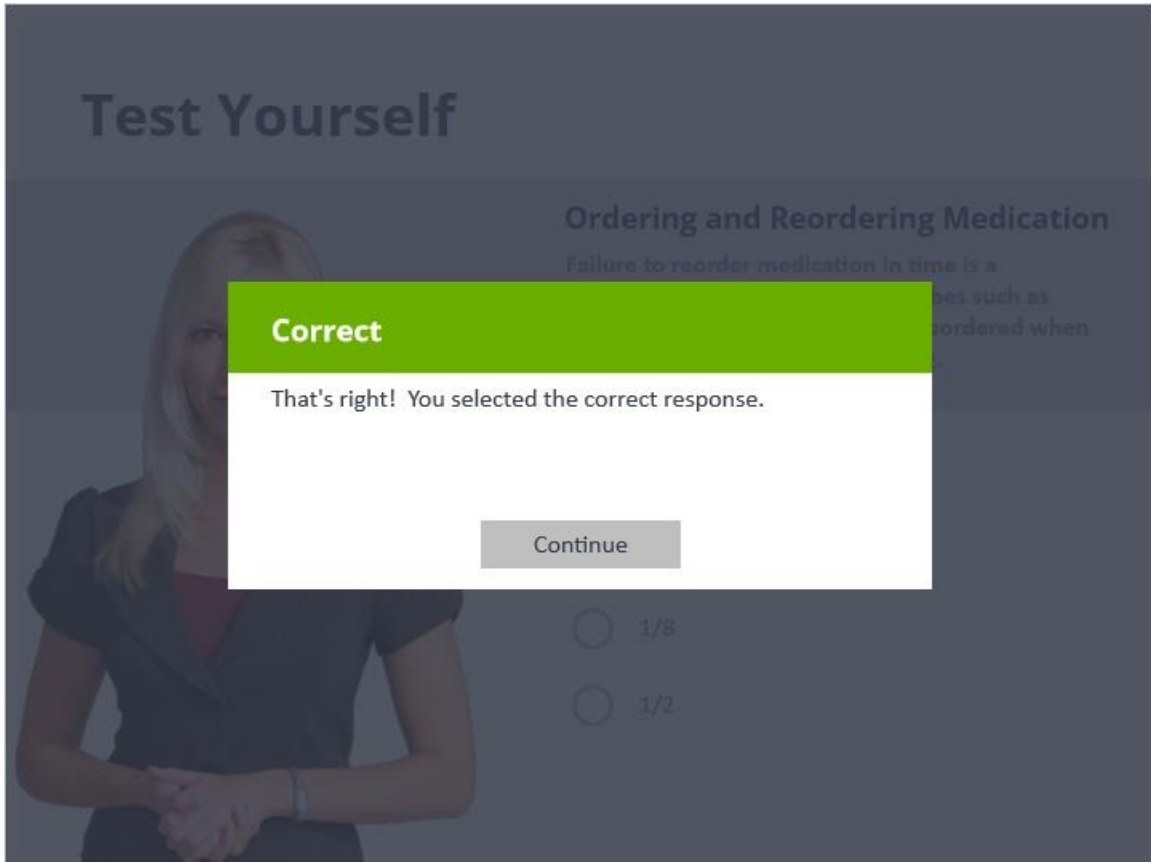
Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. You must review the content on Filling and Refilling medications and try again.

Correct (Slide Layer)



The image shows a screenshot of a presentation slide titled "Test Yourself" with the subtitle "Ordering and Reordering Medication". The slide content is dimmed. A white feedback box with a green header is overlaid on the slide. The feedback box contains the text "Correct" in white on the green background, followed by "That's right! You selected the correct response." in black. Below this text is a grey button labeled "Continue". In the background, a woman is visible on the left, and two radio button options are visible on the right: 1/8 and 1/2.

Test Yourself

Ordering and Reordering Medication

Failure to reorder medication in time is a ...
... such as ...
... ordered when ...

Correct

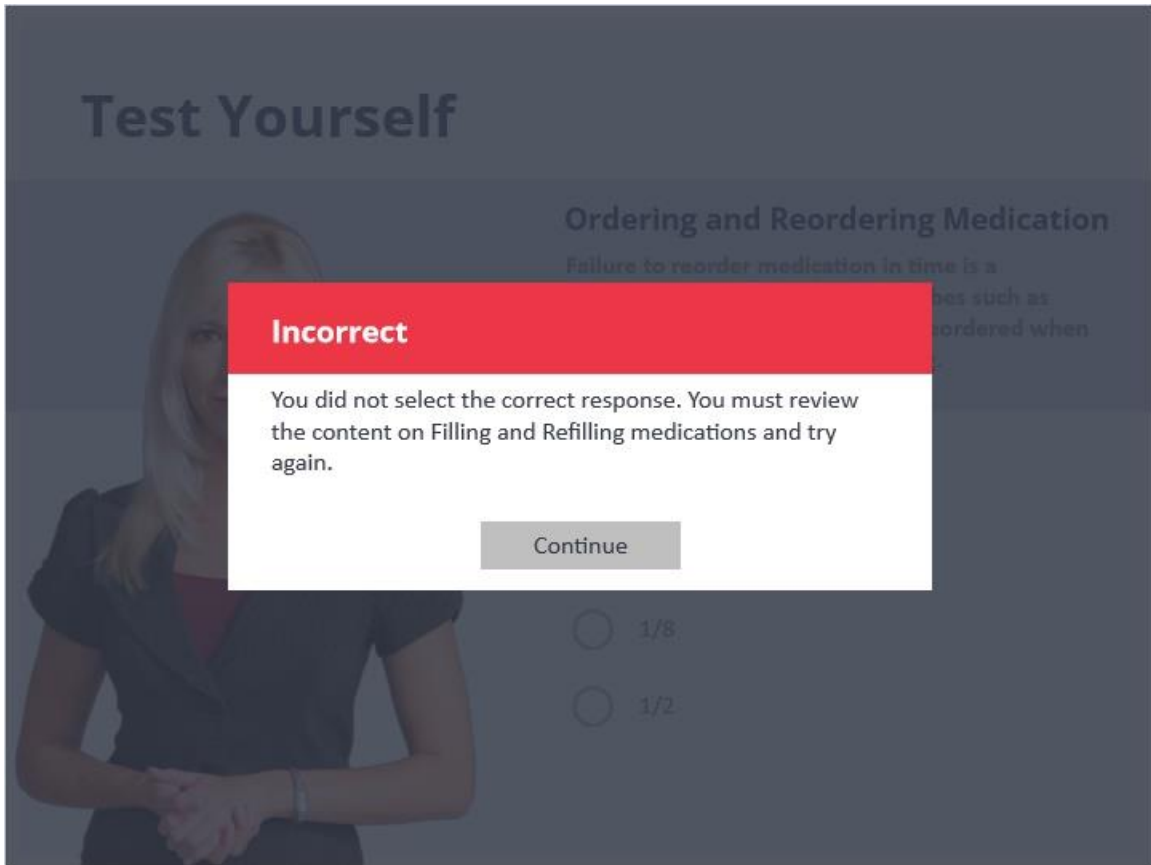
That's right! You selected the correct response.

Continue

1/8

1/2

Incorrect (Slide Layer)



The image shows a screenshot of a presentation slide titled "Test Yourself" with a sub-heading "Ordering and Reordering Medication". The slide background features a woman with blonde hair. A red feedback box is overlaid on the slide, containing the text "Incorrect" and a message: "You did not select the correct response. You must review the content on Filling and Refilling medications and try again." Below the message is a "Continue" button. In the background, two radio button options are visible: 1/8 and 1/2. The text "Failure to reorder medication in time is a" and "bes such as" is also visible in the background.

Test Yourself

Ordering and Reordering Medication

Failure to reorder medication in time is a

bes such as

ordered when

Incorrect

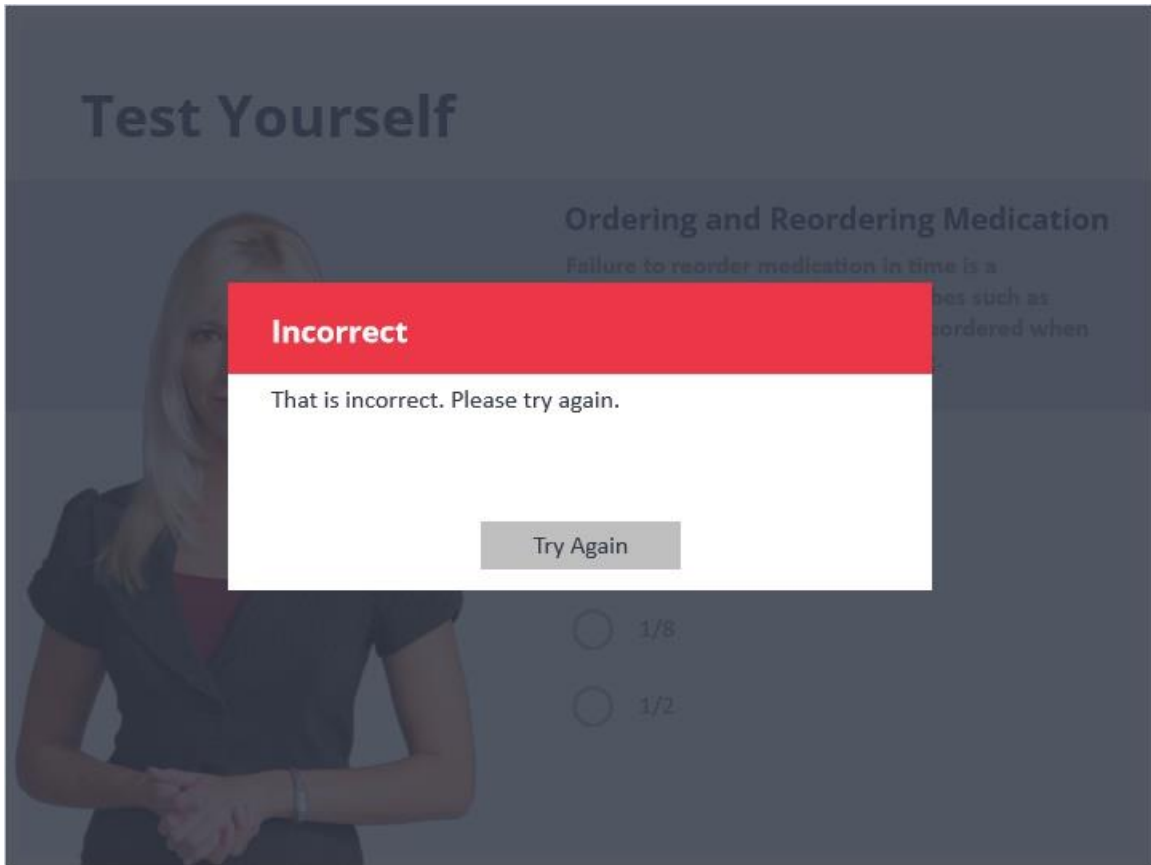
You did not select the correct response. You must review the content on Filling and Refilling medications and try again.

Continue

1/8

1/2


Try Again (Slide Layer)



2.20 Multiple Choice

(Multiple Choice, 10 points, 2 attempts permitted)

Test Yourself



What is a normal range for blood pressure?

- Anything under 200/100 mm Hg is normal
- 90/60 mm Hg - 120/80 mm Hg
- 60/90 mm Hg - 80/120 mm Hg
- 120/80 mm Hg - 165/100 mm Hg

Submit

Correct	Choice
	Anything under 200/100 mm Hg is normal
X	90/60 mm Hg - 120/80 mm Hg
	60/90 mm Hg - 80/120 mm Hg
	120/80 mm Hg - 165/100 mm Hg

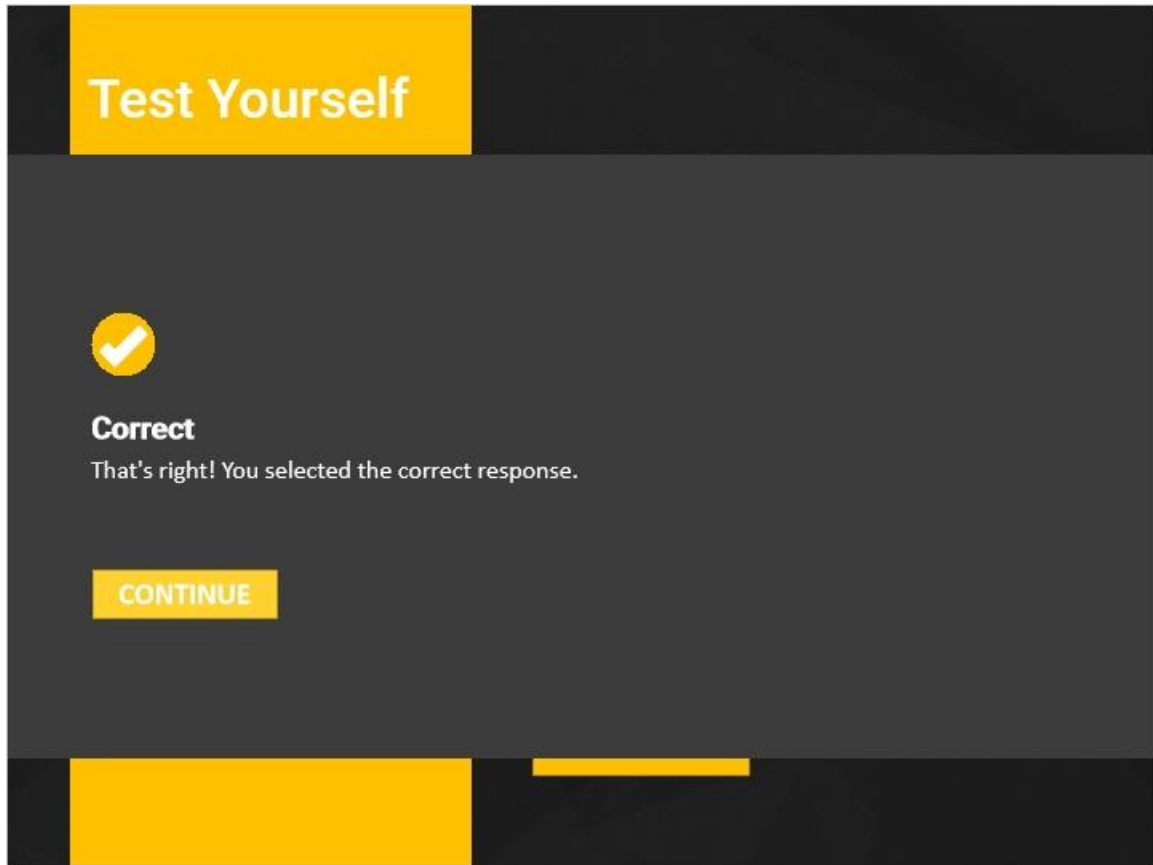
Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

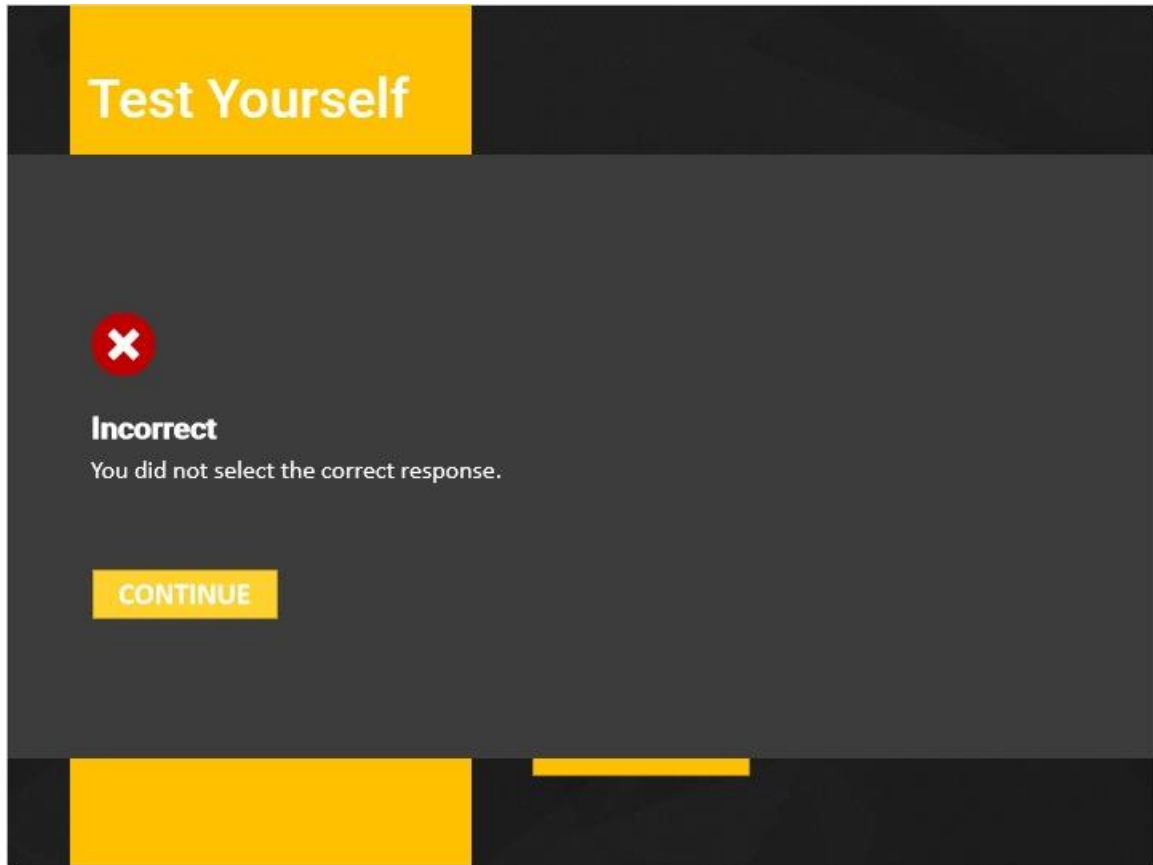
You did not select the correct response.

Correct (Slide Layer)



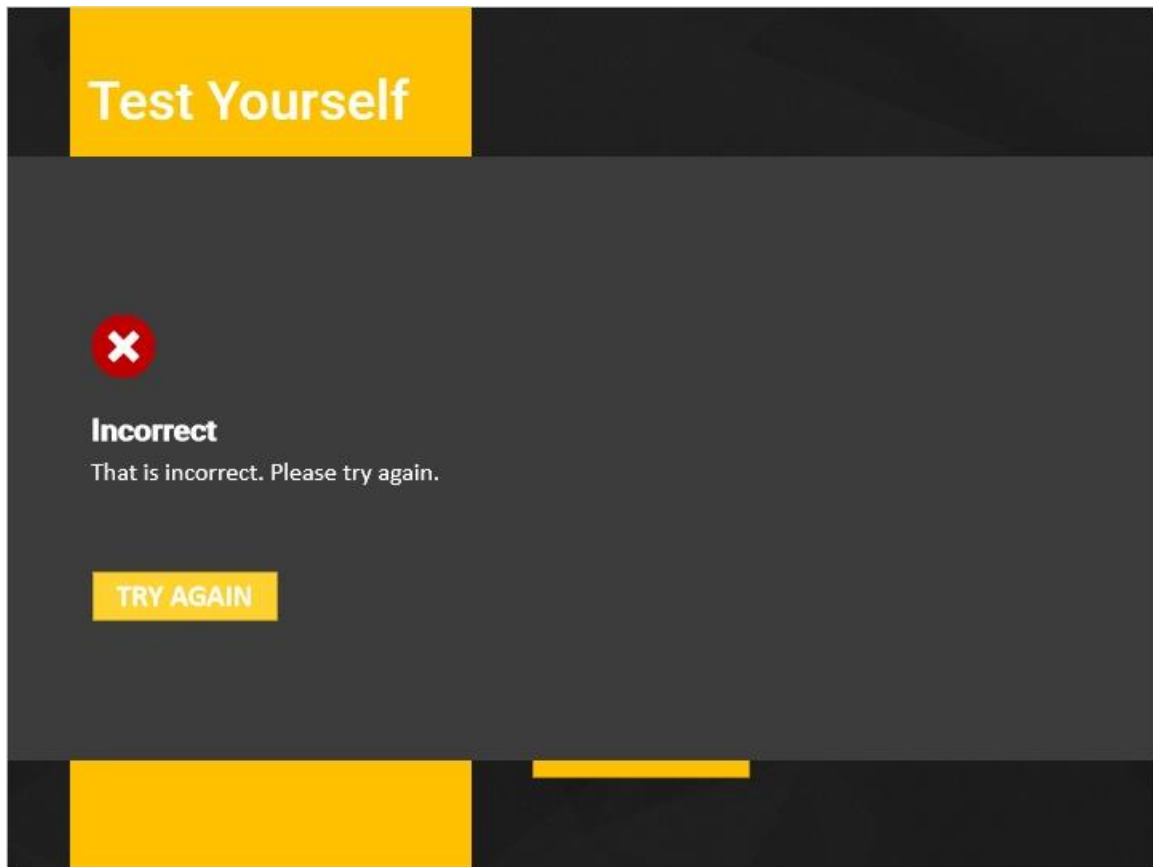
The screenshot shows a dark grey slide with a yellow header bar on the left containing the text "Test Yourself". In the center-left, there is a yellow circular icon with a white checkmark. Below the icon, the word "Correct" is displayed in bold white text, followed by the message "That's right! You selected the correct response." in a smaller white font. At the bottom left, there is a yellow rectangular button with the word "CONTINUE" in white capital letters. The slide has a dark grey background with yellow accents.

Incorrect (Slide Layer)



The screenshot shows a dark grey slide with a yellow header bar on the left containing the text "Test Yourself". In the center, there is a red circle with a white 'X' icon. Below the icon, the word "Incorrect" is written in bold, followed by the text "You did not select the correct response." At the bottom left, there is a yellow button with the text "CONTINUE".

Try Again (Slide Layer)



2.21 Test Yourself

(Pick One, 10 points, 2 attempts permitted)

23

Vitals Assessment Test Yourself

A normal respiratory rate is _____ respirations per minute.

- 20-40
- 10-40
- 12-20
- 95-100



Correct	Choice
	Item 01
	Item 02
X	Item 03
	Item 04

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Review the Vitals content and try again.

Correct (Slide Layer)

23

Vitals Assessment
Test Yourself

A normal respiratory rate is _____ respirations per minute.



Correct

That's right! You selected the correct response.

Continue



Incorrect (Slide Layer)

23

Vitals Assessment
Test Yourself

A normal respiratory rate is _____ respirations per minute.



Incorrect

You did not select the correct response.
Review the Vitals content and try again.

Continue




Try Again (Slide Layer)

23 Vitals Assessment
Test Yourself

A normal respiratory rate is _____ respirations per minute.

✘
Incorrect
That is incorrect. Please try again.
Try Again



2.22 MULTIPLE CHOICE

(Multiple Choice, 10 points, 2 attempts permitted)

Test Yourself

Pulse oximetry measures oxygen saturation (SpO_2). This is often referred to as O_2 SAT. What is a normal range for SpO_2 ?

- 95% - 100%
- 80% - 100%
- 90% - 100%
- 85% - 100%

SUBMIT



Correct	Choice
X	95% - 100%
	80% - 100%
	90% - 100%
	85% - 100%

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response.


Correct (Slide Layer)

Correct
That's right! You selected the correct response.

CONTINUE

- 95% - 100%
- 80% - 100%
- 90% - 100%
- 85% - 100%

SUBMIT

A woman with long dark hair, wearing blue scrubs, is smiling and raising her right fist in a celebratory gesture. She is positioned on the right side of the slide, partially overlapping the dark grey content area.


Incorrect (Slide Layer)

Incorrect
You did not select the correct response.

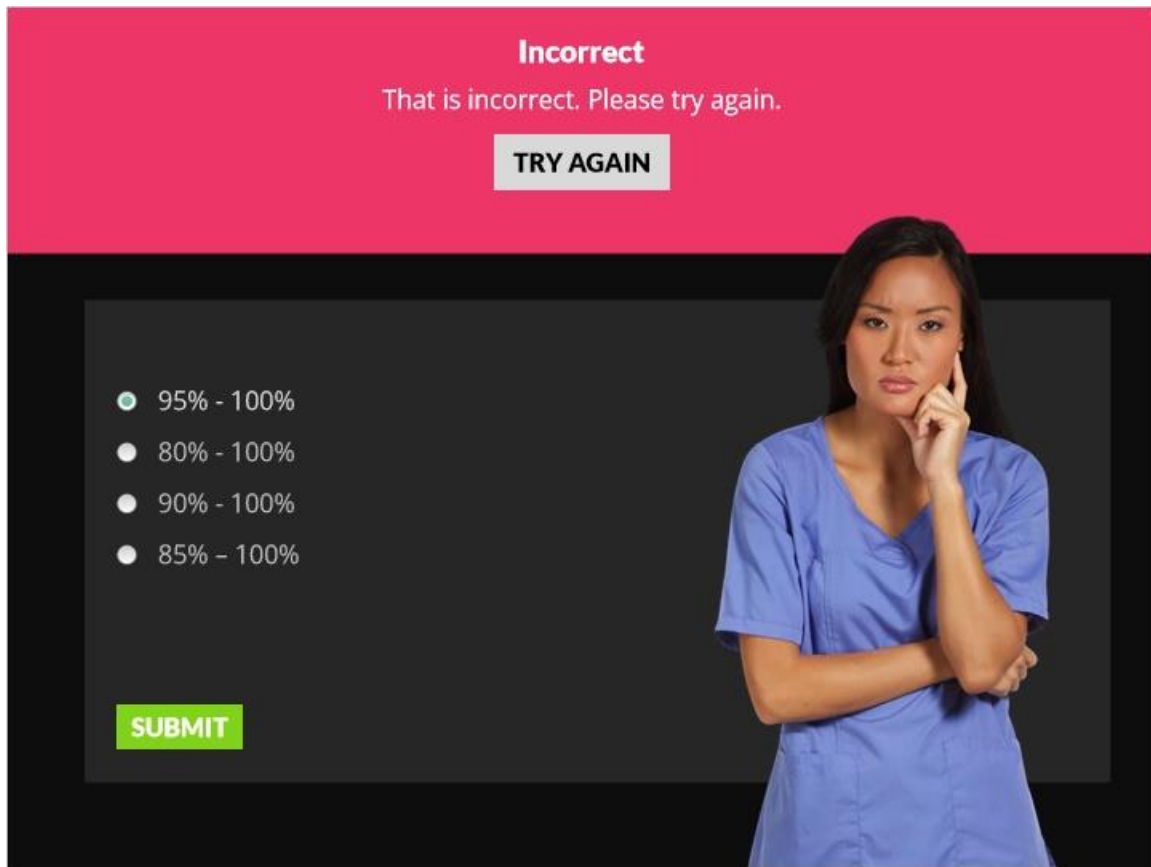
CONTINUE

- 95% - 100%
- 80% - 100%
- 90% - 100%
- 85% - 100%

SUBMIT

A woman with dark hair, wearing blue scrubs, stands with her right hand held up in a stop gesture. She is positioned on the right side of the slide layer, partially overlapping the dark grey background.

Try Again (Slide Layer)



The screenshot shows a quiz interface with a pink header. The text 'Incorrect' is displayed in white, followed by 'That is incorrect. Please try again.' Below this is a white button with the text 'TRY AGAIN'. The main content area is dark grey and contains a list of four radio button options: '95% - 100%', '80% - 100%', '90% - 100%', and '85% - 100%'. A green button with the text 'SUBMIT' is located at the bottom left of the options. On the right side of the main content area, there is a photograph of a woman in blue scrubs, looking thoughtful with her hand on her chin.

2.23 MULTIPLE CHOICE QUESTION

(Multiple Choice, 10 points, 2 attempts permitted)

Test Yourself

Pulse Rate

What is a normal range for pulse rate?

- 75-125 beats per minute
- 60-100 beats per minute
- 40-80 beats per minute
- 60-130 beats per minute

Submit



Correct	Choice
	75-125 beats per minute
X	60-100 beats per minute
	40-80 beats per minute
	60-130 beats per minute

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response.

Notes:

Correct (Slide Layer)

The image shows a quiz slide with a white background. On the left, there is a list of four radio button options for pulse rate ranges. The second option, '60-100 beats per minute', is selected and highlighted with a blue dot. To the right of the options is a large green rectangular area containing a white checkmark icon, the word 'Correct', and the text 'That's right! You selected the correct response.' Below this green area is a dark green button labeled 'Continue'. At the bottom left of the slide is a grey button labeled 'Submit'. On the right side of the slide, a woman in a black suit and glasses is standing with her right arm raised in a celebratory fist pump.

Test Yourself

Pulse Rate

What is a normal range for pulse rate?

- 75-125 beats per minute
- 60-100 beats per minute
- 40-80 beats per minute
- 60-130 beats per minute

Correct

That's right! You selected the correct response.

Continue

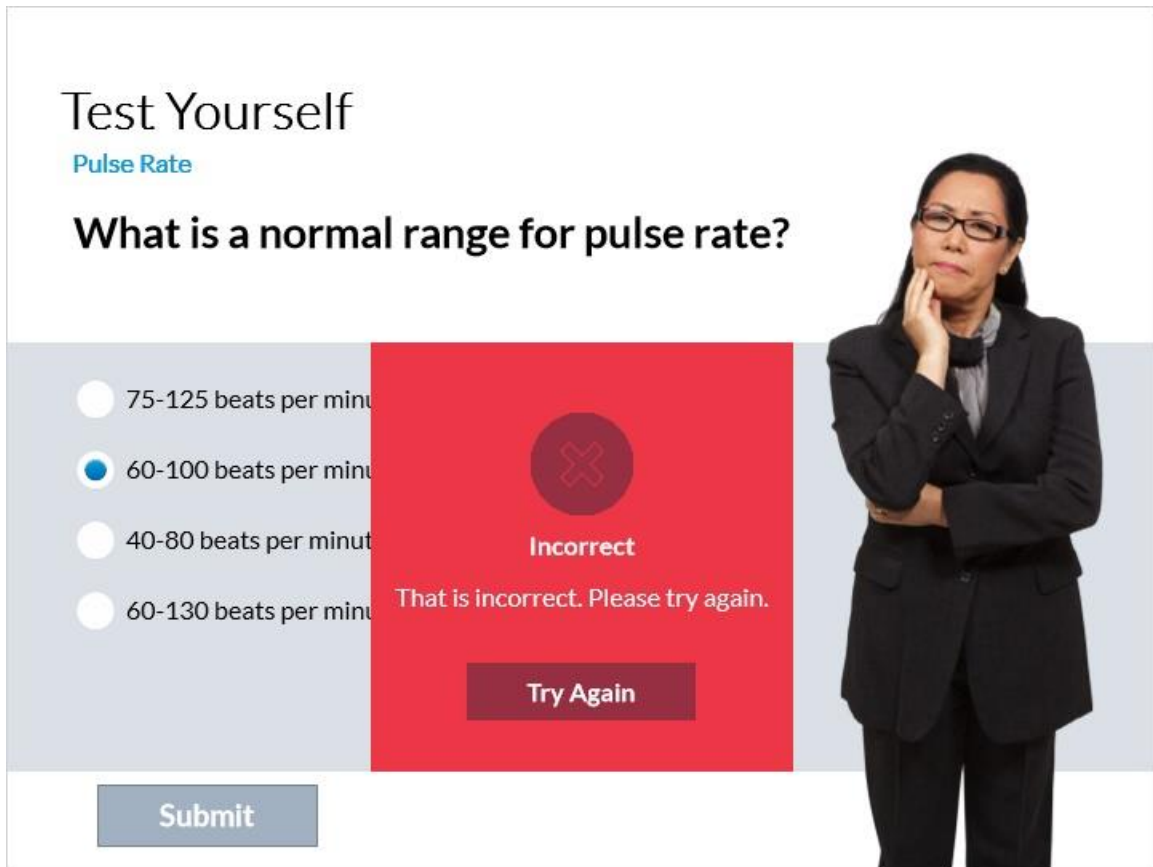
Submit

Incorrect (Slide Layer)

The screenshot shows a quiz interface with the following elements:

- Section Header:** "Test Yourself" in a large, dark font.
- Topic:** "Pulse Rate" in a smaller, blue font.
- Question:** "What is a normal range for pulse rate?" in a bold, black font.
- Options:** Four radio button options are listed on the left:
 - 75-125 beats per minute
 - 60-100 beats per minute
 - 40-80 beats per minute
 - 60-130 beats per minute
- Feedback:** A large red overlay on the right side contains:
 - A red circle with a white 'X' icon.
 - The word "Incorrect" in white text.
 - The message "You did not select the correct response." in white text.
 - A dark red button labeled "Continue" in white text.
- Submit Button:** A grey button labeled "Submit" is located at the bottom left of the slide.
- Image:** A woman in a black business suit and glasses stands on the right side of the slide with her hands on her hips.

Try Again (Slide Layer)



The image shows a quiz interface with a woman in a black suit standing to the right, looking thoughtful. The quiz content is as follows:

Test Yourself
Pulse Rate

What is a normal range for pulse rate?

- 75-125 beats per minute
- 60-100 beats per minute
- 40-80 beats per minute
- 60-130 beats per minute

Incorrect
That is incorrect. Please try again.

Try Again

Submit

2.24 Pick Many

(Pick Many, 10 points, 2 attempts permitted)

Report at Once

As a CRMA, a big part of your job is making observations. You observe signs, and make note of the person's reported symptoms. Which signs and symptoms should you report right away?



Change in appearance, functioning, ability to respond, or ability to move any part of body



Sudden severe pain, sudden change in vision, difficulty swallowing, difficulty breathing, or abnormal breathing



Vomiting, dizziness, bleeding, diarrhea, or skin that is sore, reddened or hot



Any vitals outside of the normal range

Correct	Choice
X	Item 01
X	Item 02
X	Item 03
X	Item 04

Feedback when correct:

Your answer is correct.

Feedback when incorrect:

Your answer is incorrect.

Congrats! (Slide Layer)

Report at Once

As a CRMA, a big part of your job is making observations. You observe signs, and make note of the person's reported symptoms. Which signs and symptoms should you report right away?



Change in appearance, functioning, ability to respond, or ability to move any part of body

Sudden severe pain, sudden change in vision, difficulty swallowing, difficulty breathing, or abnormal breathing

Vomiting, dizziness, bleeding, diarrhea, or skin that is sore, reddened or hot

Congrats!
Your answer is correct.

[Continue](#)

All of these are things that should be reported right away.

Sorry! (Slide Layer)

Report at Once

As a CRMA, a big part of your job is making observations. You observe signs, and make note of the person's reported symptoms. Which signs and symptoms should you report right away?



Change in appearance, functioning, ability to respond, or ability to move any part of body



Sudden severe pain, sudden change in vision, difficulty swallowing, difficulty breathing, or abnormal breathing



Sorry!

Your answer is incorrect.

Continue

Vomiting, dizziness, bleeding, diarrhea, or skin that is sore, red/irritated or hot
any vital outside of normal

Think carefully about each one and determine whether they represent a ***change in patient status, which should be reported right away.***

Try Again (Slide Layer)

Report at Once

As a CRMA, a big part of your job is making observations. You observe signs, and make note of the person's reported symptoms. Which signs and symptoms should you report right away?



- Change in appearance, functioning, ability to respond, or ability to move any part of body
- Sudden severe pain, sudden change in vision, difficulty swallowing, difficulty breathing, or abnormal breathing

Sorry!
Your answer is incorrect.

[Try Again](#)

Think carefully about each one and determine whether they represent a **change in patient status, which should be reported right away.**

2.25 Vitals Assessment: Pulse Rate

(Pick One, 10 points, 2 attempts permitted)

Vitals Assessment: Pulse Rate

Which of the following pulse rates must be reported *right away*?



A 58

B 99

C 95

D 64

Correct	Choice
X	Choice A
	Choice B
	Choice C
	Choice D

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Review the content on pulse rate. It is very important that you know the pulse rate that should be reported right away.

Notes:

Correct (Slide Layer)

Vitals Assessment: Pulse Rate

Which of the following pulse rates must be reported *right away*?

A	58
B	99
C	95
D	64

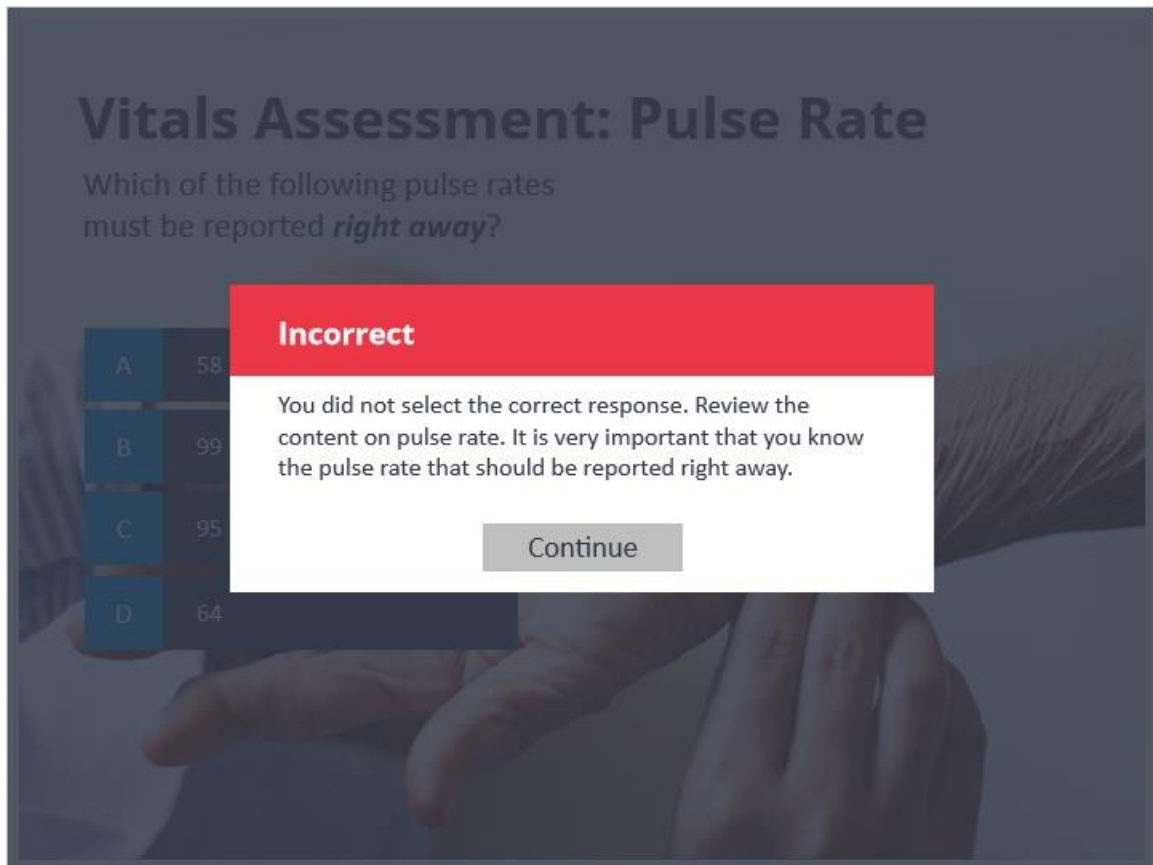
Correct

That's right! You selected the correct response.

Continue

The image shows a quiz slide with a dark background. At the top, the title "Vitals Assessment: Pulse Rate" is displayed in a large, bold, white font. Below the title, a question asks "Which of the following pulse rates must be reported *right away*?". A list of four options (A, B, C, D) with corresponding pulse rates (58, 99, 95, 64) is shown in a table. A green notification box with the word "Correct" in white text is overlaid on the table. Below the notification, a white box contains the text "That's right! You selected the correct response." and a "Continue" button.

Incorrect (Slide Layer)



Vitals Assessment: Pulse Rate

Which of the following pulse rates must be reported *right away*?

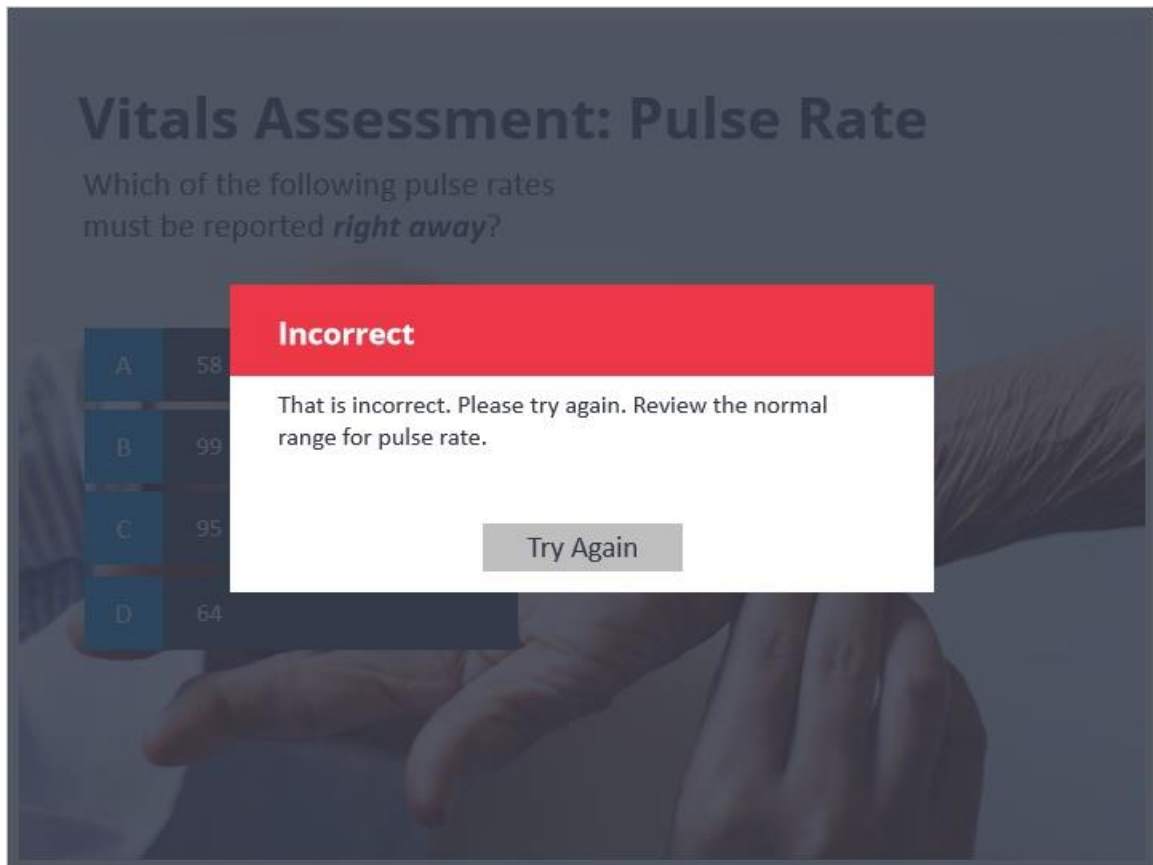
A	58
B	99
C	95
D	64

Incorrect

You did not select the correct response. Review the content on pulse rate. It is very important that you know the pulse rate that should be reported right away.

Continue

Try Again (Slide Layer)



Vitals Assessment: Pulse Rate

Which of the following pulse rates must be reported *right away*?

A	58
B	99
C	95
D	64

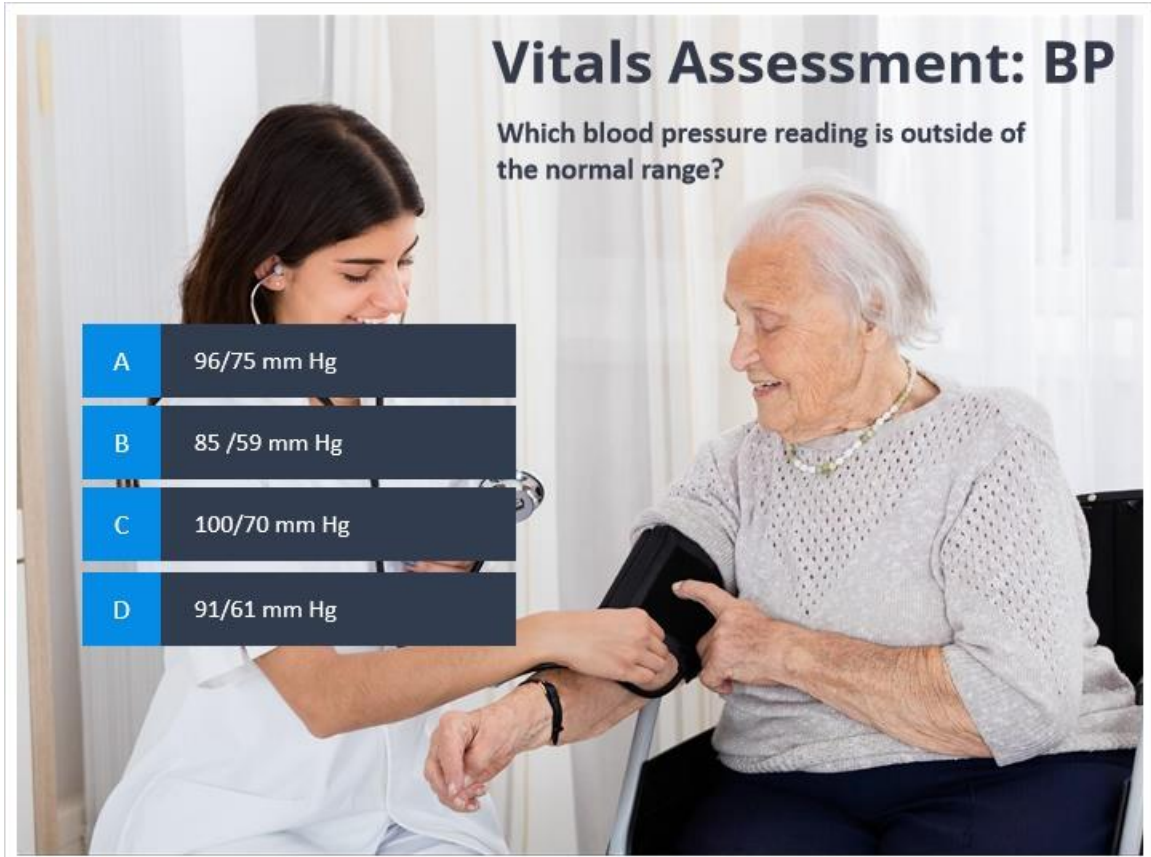
Incorrect

That is incorrect. Please try again. Review the normal range for pulse rate.

Try Again

2.26 Vitals Assessment: BP

(Pick One, 10 points, 2 attempts permitted)



Correct	Choice
	Choice A
X	Choice B
	Choice C
	Choice D

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Review the content on normal blood pressure range. It is important that you are able to identify an abnormal blood pressure reading.

Notes:

Correct (Slide Layer)

Vitals Assessment: BP
Which blood pressure reading is outside of the normal range?

A 96/66 mm Hg
B 85/55 mm Hg
C 100/70 mm Hg
D 91/61 mm Hg

Correct
That's right! You selected the correct response.

Continue

The image shows a quiz interface with a question about blood pressure. The question asks which reading is outside the normal range. The options are A (96/66 mm Hg), B (85/55 mm Hg), C (100/70 mm Hg), and D (91/61 mm Hg). A green feedback box indicates that the user's selection was correct. The background shows a healthcare professional measuring a patient's blood pressure.

Incorrect (Slide Layer)

Vitals Assessment: BP

Which blood pressure reading is outside of the normal range?

Incorrect

You did not select the correct response. Review the content on normal blood pressure range. It is important that you are able to identify an abnormal blood pressure reading.

Continue

A 96/66 mm Hg
B 85/55 mm Hg
C 100/60 mm Hg
D 91/61 mm Hg

The image shows a quiz slide with a dark background. At the top right, the title 'Vitals Assessment: BP' is displayed in a large, bold, white font. Below the title, the question 'Which blood pressure reading is outside of the normal range?' is written in a smaller white font. On the left side, there is a list of four multiple-choice options, each with a letter and a blood pressure reading: A 96/66 mm Hg, B 85/55 mm Hg, C 100/60 mm Hg, and D 91/61 mm Hg. The options are listed vertically. A red feedback box is overlaid in the center of the slide. The top part of the box is red with the word 'Incorrect' in white. The bottom part of the box is white with black text providing feedback: 'You did not select the correct response. Review the content on normal blood pressure range. It is important that you are able to identify an abnormal blood pressure reading.' Below the feedback text is a grey button with the word 'Continue' in white. The background of the slide is a blurred image of a healthcare professional in a white coat measuring a patient's blood pressure.

Try Again (Slide Layer)

Vitals Assessment: BP

Which blood pressure reading is outside of the normal range?

A 96/60 mm Hg

B 85/55 mm Hg

C 100/60 mm Hg

D 91/61 mm Hg

Incorrect

That is incorrect. Please try again.

Try Again

The image shows a quiz interface for 'Vitals Assessment: BP'. The question asks for the blood pressure reading outside the normal range. Four options are listed: A (96/60 mm Hg), B (85/55 mm Hg), C (100/60 mm Hg), and D (91/61 mm Hg). A red feedback box indicates the selected answer is incorrect and prompts the user to try again.

2.27 Vitals Assessment: SpO2

(Pick One, 10 points, 2 attempts permitted)



Correct	Choice
	Choice A
	Choice B
X	Choice C
	Choice D

Feedback when correct:

That's right! You selected the correct response. SpO₂ under 88 must be reported right away.

Feedback when incorrect:

You did not select the correct response. Review the content on oxygen saturation. It is important for you to know which vitals assessments must be reported right away.

Notes:

Correct (Slide Layer)

The image shows a quiz slide titled "Vitals Assessment: SpO₂". The question is "Which SpO₂ reading must be reported right away?". There are four multiple-choice options: A (95%), B (100%), C (87%), and D (96%). A green overlay box with the word "Correct" in white text is positioned over the options. Below the overlay, a white box contains the text: "That's right! You selected the correct response. SpO₂ under 88 must be reported right away." At the bottom of this white box is a grey button labeled "Continue".

Vitals Assessment: SpO₂

Which SpO₂ reading must be reported right away?

A	95%
B	100%
C	87%
D	96%

Correct

That's right! You selected the correct response. SpO₂ under 88 must be reported right away.

Continue

Incorrect (Slide Layer)

Vitals Assessment: SpO₂

Which SpO₂ reading must be reported right away?

A	95
B	100
C	87
D	96

Incorrect

You did not select the correct response. Review the content on oxygen saturation. It is important for you to know which vitals assessments must be reported right away.

Continue

The image shows a quiz slide with a feedback overlay. The slide title is 'Vitals Assessment: SpO₂' and the question is 'Which SpO₂ reading must be reported right away?'. There are four multiple-choice options: A (95), B (100), C (87), and D (96). A red feedback box is overlaid on the slide, indicating an incorrect answer. The feedback text says: 'Incorrect. You did not select the correct response. Review the content on oxygen saturation. It is important for you to know which vitals assessments must be reported right away.' A 'Continue' button is located at the bottom of the feedback box. The background of the slide shows a blurred image of a healthcare professional in blue scrubs.

Try Again (Slide Layer)

Vitals Assessment: SpO₂

Which SpO₂ reading must be reported right away?

A	95
B	100
C	87
D	96

Incorrect

That is incorrect. Please try again.

Try Again

2.28 Vitals Assessment: Respiration

(Pick One, 10 points, 2 attempts permitted)

Vitals Assessment: Respiration

Which respiratory rate should be reported right away?

A 19

B 11

C 12

D 14

Correct	Choice
	Choice A
X	Choice B
	Choice C
	Choice D

Feedback when correct:

That's right! You selected the correct response. A respiratory under 12 or over 20 is outside of the normal range.

Feedback when incorrect:

You did not select the correct response.

Notes:

Correct (Slide Layer)

Vitals Assessment: Respiration

Which respiratory rate should be reported right away?

A	19
B	11
C	12
D	14

Correct

That's right! You selected the correct response. A respiratory under 12 or over 20 is outside of the normal range.

Continue

Incorrect (Slide Layer)

Vitals Assessment: Respiration

Which respiratory rate should be reported right away?

A	19
B	11
C	12
D	14

Incorrect

You did not select the correct response.

Continue

The image shows a quiz slide with a dark background. At the top, the title 'Vitals Assessment: Respiration' is displayed in a large, bold, white font. Below the title, a question asks 'Which respiratory rate should be reported right away?'. To the left of the question, there is a list of four options: A (19), B (11), C (12), and D (14). A red notification box is overlaid on the right side of the slide, containing the text 'Incorrect' in white, followed by 'You did not select the correct response.' in a smaller white font. At the bottom of the notification box is a grey button labeled 'Continue'.

Try Again (Slide Layer)

Vitals Assessment: Respiration

Which respiratory rate should be reported right away?

A	19
B	11
C	12
D	14

Incorrect

That is incorrect. Please try again. Review the content on respiratory rate. It is important that you can identify a respiratory rate outside of the normal range.

Try Again

2.29 Vitals Assessment: BP

(Pick One, 10 points, 2 attempts permitted)

Vitals Assessment: BP

Which blood pressure is outside of the normal range?

A 120/80 mm Hg

B 100/70 mm Hg

C 110/80 mm Hg

D 150/94 mm Hg

Correct	Choice
	Choice A
	Choice B
	Choice C
X	Choice D

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Review the content on normal blood pressure range. It is important that you are able to identify a BP reading outside of the normal range.

Notes:

Correct (Slide Layer)

The image is a screenshot of a quiz slide titled "Vitals Assessment: BP". The question asks, "Which blood pressure is outside of the normal range?". There are four multiple-choice options: A (120/80 mm Hg), B (100/60 mm Hg), C (110/70 mm Hg), and D (150/94 mm Hg). A green notification box is overlaid on the slide, indicating that the user's selection was correct. The notification text reads: "Correct" followed by "That's right! You selected the correct response." and a "Continue" button.

Vitals Assessment: BP

Which blood pressure is outside of the normal range?

- A 120/80 mm Hg
- B 100/60 mm Hg
- C 110/70 mm Hg
- D 150/94 mm Hg

Correct

That's right! You selected the correct response.

Continue

Incorrect (Slide Layer)

The image shows a quiz slide titled "Vitals Assessment: BP" with the question "Which blood pressure is outside of the normal range?". The options are A (120/80 mm Hg), B (100/60 mm Hg), C (110/70 mm Hg), and D (150/94 mm Hg). A red feedback box is overlaid on the slide, indicating an incorrect answer and providing a message: "You did not select the correct response. Review the content on normal blood pressure range. It is important that you are able to identify a BP reading outside of the normal range." A "Continue" button is also visible.

Vitals Assessment: BP

Which blood pressure is outside of the normal range?

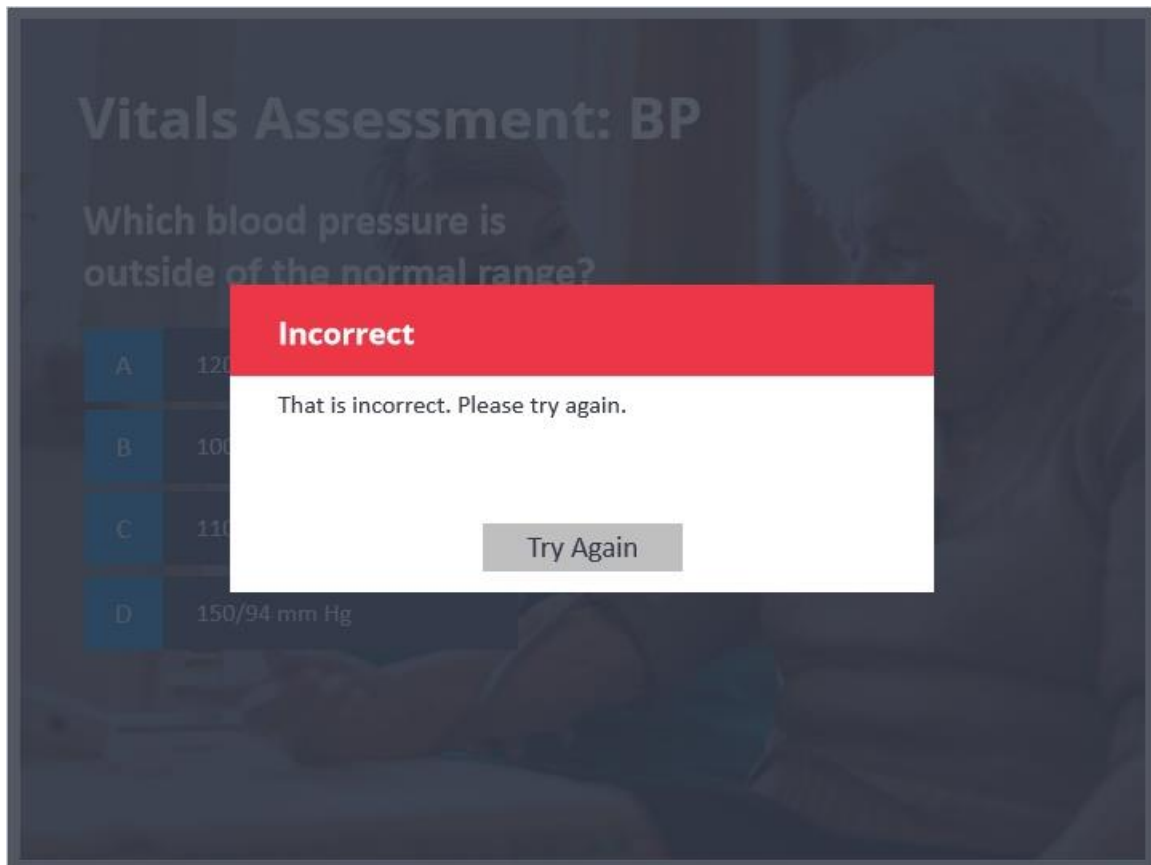
- A 120/80 mm Hg
- B 100/60 mm Hg
- C 110/70 mm Hg
- D 150/94 mm Hg

Incorrect

You did not select the correct response. Review the content on normal blood pressure range. It is important that you are able to identify a BP reading outside of the normal range.

Continue

Try Again (Slide Layer)



The screenshot shows a quiz question titled "Vitals Assessment: BP" with the text "Which blood pressure is outside of the normal range?". Below the question are four multiple-choice options: A (120/80 mm Hg), B (100/60 mm Hg), C (110/70 mm Hg), and D (150/94 mm Hg). A red feedback box is overlaid on the screen, displaying the word "Incorrect" in white text. Below this, the message "That is incorrect. Please try again." is shown in black text. A grey button labeled "Try Again" is positioned at the bottom of the feedback box.

Vitals Assessment: BP

Which blood pressure is outside of the normal range?

- A 120/80 mm Hg
- B 100/60 mm Hg
- C 110/70 mm Hg
- D 150/94 mm Hg

Incorrect

That is incorrect. Please try again.

Try Again

2.30 Vitals Assessment: Respiration

(Pick One, 10 points, 2 attempts permitted)

Vitals Assessment: Respiration

Which respiratory rate should be reported at once?

A 31

B 20

C 14

D 19

Correct	Choice
X	Choice A
	Choice B
	Choice C
	Choice D

Feedback when correct:

That's right! You selected the correct response. A respiratory rate lower than 12 or higher than 20 is abnormal.

Feedback when incorrect:

You did not select the correct response. Review the content on respiratory rate. It is very important that you can identify an abnormal respiratory rate.

Notes:

Correct (Slide Layer)

The image shows a quiz slide with a dark background and a faint image of a healthcare professional. The slide title is "Vitals Assessment: Respiration". The question is "Which respiratory rate should be reported at once?". There are four multiple-choice options: A (31), B (20), C (14), and D (19). A green feedback box is overlaid on the slide, indicating a correct answer. The feedback text reads: "Correct. That's right! You selected the correct response. A respiratory rate lower than 12 or higher than 20 is abnormal." A "Continue" button is located at the bottom of the feedback box.

Vitals Assessment: Respiration

Which respiratory rate should be reported at once?

A	31
B	20
C	14
D	19

Correct

That's right! You selected the correct response. A respiratory rate lower than 12 or higher than 20 is abnormal.

Continue

Incorrect (Slide Layer)

The image shows a quiz slide with a dark background and a faint image of a doctor. The title is "Vitals Assessment: Respiration". The question is "Which respiratory rate should be reported at once?". There are four options: A (31), B (20), C (14), and D (19). A red "Incorrect" feedback box is overlaid on the slide, containing the text: "You did not select the correct response. Review the content on respiratory rate. It is very important that you can identify an abnormal respiratory rate." and a "Continue" button.

Vitals Assessment: Respiration

Which respiratory rate should be reported at once?

A	31
B	20
C	14
D	19

Incorrect

You did not select the correct response. Review the content on respiratory rate. It is very important that you can identify an abnormal respiratory rate.

Continue

Try Again (Slide Layer)

The screenshot shows a quiz question titled "Vitals Assessment: Respiration" with the text "Which respiratory rate should be reported at once?". Below the question is a list of four options: A (31), B (20), C (14), and D (19). A red feedback box is overlaid on the options, displaying the word "Incorrect" in white text. Below this, the message "That is incorrect. Please try again." is shown in black text. At the bottom of the feedback box is a grey button labeled "Try Again".

Vitals Assessment: Respiration

Which respiratory rate should be reported at once?

A	31
B	20
C	14
D	19

Incorrect

That is incorrect. Please try again.

Try Again

2.31 Test Yourself

(Pick One, 10 points, 2 attempts permitted)



Test Yourself

What is a normal body temperature range?



- A 97.8-99.1 (or 98.6-100.6 if rectal)
- B 97.8-101.5
- C It must be exactly 98.6
- D 94-102

Correct	Choice
X	Choice A
	Choice B
	Choice C
	Choice D

Feedback when correct:

That's right! You selected the correct response.

Feedback when incorrect:

You did not select the correct response. Return to the Vitals section and review the material.

Notes:

Correct (Slide Layer)

The screenshot shows a presentation slide titled "Vitals Assessment" with a sub-header "Test Yourself". The main question is "What is a normal body temperature (rectal)". A blue feedback box is overlaid on the slide, containing the text "Correct" and "That's right! You selected the correct response." Below this text is a dark grey "Continue" button. In the bottom right corner of the slide, there is a red square with the letter "D" and the number "94-102". A woman in a black blazer is partially visible in the bottom left corner of the slide.

Vitals Assessment

Test Yourself

What is a normal body temperature (rectal)

Correct

That's right! You selected the correct response.

Continue

D 94-102

Incorrect (Slide Layer)

The screenshot shows a slide titled "Vitals Assessment" with the sub-header "Test Yourself". The main question is "What is a normal body temperature (rectal)". A red overlay box indicates an incorrect response with the text: "Incorrect. You did not select the correct response. Return to the Vitals section and review the material." A "Continue" button is visible below the message. In the bottom right corner, there is a red square with the letter "D" and the number "94-102". A woman in a black blazer is partially visible in the lower-left corner of the slide.

Vitals Assessment

Test Yourself

What is a normal body temperature (rectal)

Incorrect

You did not select the correct response. Return to the Vitals section and review the material.

Continue

D 94-102

Try Again (Slide Layer)

Vitals Assessment

Test Yourself

What is a normal body temperature (rectal)

Incorrect

That is incorrect. Please try again.

Try Again

D 94-102

The image shows a woman in a dark suit standing in front of a presentation slide. The slide has a white background with a dark blue sidebar on the right. A large red overlay covers the center of the slide, displaying the text 'Incorrect' and 'That is incorrect. Please try again.' with a 'Try Again' button. The sidebar contains a red square with the letter 'D' and the number '94-102'. The slide title is 'Vitals Assessment' and the main heading is 'Test Yourself'. The question text is partially obscured by the red overlay.