

Welcome to the NH Bureau of Developmental Services Training

The purpose of this training is to provide you with the information you need to:

1. Coordinate and advocate for effective health care,
and
2. Administer medications safely.

Section I

When you are finished with this section, you will be able to:

- Describe the system of supports and services for individuals receiving community-based developmental services (p 3)
- List the basic components of effective health care coordination and advocacy (p5)
- Describe your role and responsibilities as an authorized provider (p10)
- Describe the history of medication administration by providers in the NH Developmental Services System (p13)
- List the training requirements for becoming “authorized” as a provider to administer medications (p14)
- Define the role of the legal guardian (p15)
- Define confidentiality and privacy (p16)
- List the rights of individuals receiving medications (p17)
- Describe how to help individuals become independent with their own medications (p18)

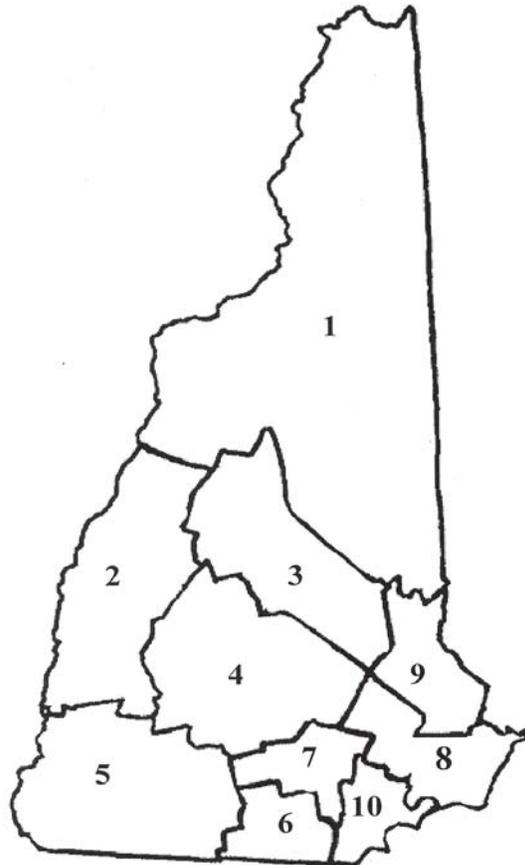
System of Supports and Service

In New Hampshire, **providers** (including staff and home care providers) **are the backbone** of quality community based services for adults in the NH Bureau of Developmental Service (BDS) system. You are our “eyes and ears” of service provision to individuals with developmental disabilities and acquired brain disorders, **and have an important role in our system.**

You may be curious about how the system works and how it is set up. There are 10 **Area Agencies** or Regions in NH that are responsible for providing supports and services to individuals and families. You may hear the Area Agency referred to by the “region number” or by its actual name.

NH BDS Regions/Area Agencies

- Region 1: Northern Human Services
- Region 2: PathWays of the River Valley
- Region 3: Lakes Region Community Services Council
- Region 4: Community Bridges, Inc.
- Region 5: Monadnock Developmental Services
- Region 6: Gateways Community Services.
- Region 7: Moore Center Services, Inc.
- Region 8: One Sky Community Services, Inc.
- Region 9: Community Partners
- Region 10: Community Support Services, Inc.



The Area Agency has the primary responsibility for making sure that the individual receives the supports that he or she is supposed to get.

The table below includes **some** of the provider agencies that work with Area Agencies across the state:

Work Opportunities Unlimited	Crotched Mountain Community Services	Nashua Center for the Multiply Handicapped	New Hope/New Horizons	Community Services Council
Easter Seal Society	Granite Bay Connections	Residential Resources, Inc.	Community Strategies	Visions
Kimi Nichols Center	Monadnock Worksource	Independent Services Network	Perfect Peace	Lutheran Social Services
Home and Community Living Innovations	Community Alliance of Human Services	North Country Independent Living	Toward Independent Living and Learning	Richie McFarland Children’s Center
The PLUS Company	Independent Services Network	Souhegan Valley Resources	Rose Meadow Farm	Pathways Training Associates
Lifeshare	Coastal Employment Associates	Lakeview Neuro Rehab Center	Institute of Professional Practice	Farmsteads of NH
Great Bay Services	Career Resources	CHESCO	Robin Hill Farm	Brock Home

As a provider, you may work for or contract directly with an Area Agency or with one or more of its provider agencies.

Which do you work for - an Area Agency or a provider agency? _____

Each individual has a **Service Agreement** with goals and objectives, and a **Service Coordinator** (sometimes known as a case manager) who is responsible for making sure that supports are provided according to the individual’s Service Agreement.

As a provider, you are responsible for assisting the individual to achieve the goals and objectives in the Service Agreement.

Basic Components of Effective Health Care Coordination and Advocacy

Advocating and Communicating for Health

Before you learn how to give medications, you need to know how to support individuals and advocate for them when they have an appointment with their health care provider.

Some families and guardians prefer to be the ones to represent individuals at health care appointments. Some individuals are able to represent themselves. Other individuals will require your help.

In order to successfully support individuals at health care appointments, it is important to understand how to prepare for a health care appointment and how to communicate with health care providers.

Please view the video, “Communicating For Health”, developed by the Eunice Kennedy Shriver Center in Waltham, MA. Although it is out-of-date, it still has very valuable information. Please consider the three essential components of successful health care coordination:

Preparation

Communication

Follow-through

As you watch the video, write down the three essential components of successful health care coordination and what to support individuals with during health care visits:

- 1.**
- 2.**
- 3.**



Effective Health Care Coordination

**Effective Health Care Coordination is based on three concepts:
Preparation, Communication, and Follow-through**

1. Preparation:

- a. **Collect and write down relevant information about acute medical conditions** (meaning symptoms or problems that the person has now, such as flu symptoms) **and chronic medical conditions** (meaning symptoms or problems that are long term such as a seizure disorder). This information can be collected by talking to the individual, family members or others who know him/her.
- b. **Take a written list of questions** so that they can be asked and answered at the appointment. Why is the individual going to the appointment? What lab work or diagnostic test results need to go with the individual?
- c. **Make a copy of the individual's current medication log** or write out all of the medications that the person is taking. Often individuals have more than one health care provider. It is essential that you present this information to each health care provider.
- d. **Write down** any known allergies, including allergies to foods, medications or other substances on the same page as the current medications.
- e. **Make sure** that you know what information you need to bring! You may need results from blood sugar testing, lab results, x-ray results, or any other diagnostic information fore health care provider.
- f. **Prepare the individual** for where he/she will be going, what you will be doing there, what to expect if a medical procedure is planned.
- g. **Encourage the individual** to participate as much as possible in the preparation for the visit and during the visit.
- h. **Plan ahead to be on time** and to have a plan for what you will do if there is a wait, such as magazines, radio with headphones, video

games or activities, taking a walk, having a snack, drink or needing a change of clothes.

- i. **Have a plan for administering medications** in case the appointment runs late.
 - j. **Plan to have others available to help** if the person needs assistance with getting on the examination table or in and out of a wheelchair.
 - k. **Know the guardianship status** Some individuals are their own guardian. Others have had a guardian appointed for them by the court. This is a legal arrangement and it is important for you to let the health care provider know about this because **only the legal guardian can give consent for medications and/or medical procedures**. You do not have the authority to give consent for any procedure or medication for an individual. You must get the consent of the guardian, if there is one appointed, before any medical procedure or medication change.
 - l. **Have the current health insurance information:** You should have the individual's insurance card or a copy of the card with you at every appointment. Some individuals have more than one type of medical insurance. If this is the case, you should bring both or a copy of both cards to each health care appointment.
2. **Communication: You and/or the individual must give the health care provider information about the purpose of the health care visit.**
- a. Clearly state, in writing and orally, the reason for the visit.
 - b. Model good interactions with the individual by encouraging the individual to speak for him/herself and by directing the health care providers questions to the individual. Make every attempt to include the individual in the discussion and to ask for his/her input whenever possible.
 - c. Be ready to answer any questions about the individual's current and past health status.

- d. Make sure that you understand the information that the health care provider has given to you and to the individual. Ask the health care provider to write down all recommendations and medication orders.

3. Follow-through: It is your responsibility to make sure that all recommendations, medication orders, follow up laboratory studies and/or follow up consultations are clearly communicated and documented.

- a. Make sure that the individual understands, to the extent possible, what the health care provider said and answer any questions that he or she may have.
- b. Share information about the visit with those who need it and who are authorized to receive it. Make copies of the information that was written down at the visit and distribute them.
- c. Start collecting any information that has been requested by the health care provider.
- d. Support the individual in making and keeping any necessary appointments to return for follow-up as requested by the health care provider.



Providers who are accompanying an individual to a non-emergent medical appointment are required to have the following information:

- (1) The reason(s) or purpose for seeking non-emergent care;**
- (2) A list of the individual's current medications, allergies, and any recent diagnostic or laboratory testing, as applicable; and**
- (3) The individual's current health status.**



Please answer the following questions:

1. Why is preparation for health care appointments important?
2. Why is communication about health care important?
3. Why is follow-through on health care and appointments important?

Please list the three things you need to have to take an individual to a non-emergent medical appointment:

- 1.
- 2.
- 3.

Your Role as a Provider in Health Care Advocacy and Medication Administration

Your role is critical in terms of individual health and safety. Individuals rely on you to provide quality supports every day and you are an important link to the quality of life enjoyed by individuals.

In order to meet the needs of those you support, you must become informed and educated. When it comes to health care and medications, this is especially critical.

Some individuals are able to independently advocate for their health and take their own medications. Others will require your help to make sure that they receive the appropriate health care they need and the medications that are prescribed for them.

Now you are going to watch a video, developed by the NH Bureau of Developmental Services, that will help you to understand the role of the individual and the provider in the medication administration process.

As you watch the video, consider the following questions and write down your answers:

1. What were the most important points made by the providers in the video?
2. Were there any points that both of the providers stressed as being very important?
3. Do you have any questions or concerns about being authorized to administer medications?



It is important for you to fully understand your role and responsibilities in advocating for optimal health care AND medication administration.

Individuals, families and guardians rely on you to make sure that you:

- **Communicate** information effectively with health care providers
- **Keep** a record of all health care appointments, including documentation that you had the right information when taking an individual to a non-emergent appointment.

- **Give** health care providers the information they need to deliver optimal health care and safely order medications
- **Get** the information that you need from the health care providers to help individuals maintain optimal health care and for you to safely give medications

- **Know** about laboratory tests that may be required for monitoring of selected medications
- **Report** changes in health status and medication orders to the nurse trainer!

- **Notify** your supervisor immediately and the health care provider if there is a concern about health care or medications
- **Notify** your supervisor immediately if you make a mistake with medications

- **Are competent** to administer medications and have completed the training that you need **to advocate** for health **and administer** medications safely
- **Assist** individuals to be as independent as possible with medications

- **Take** medication administration **seriously** and pay attention at all times when you are administering medications
- **Ask** questions before you administer medications if you are unsure about something
- **Keep** an adequate supply of medications at all times
- **Complete** documentation of medication administration

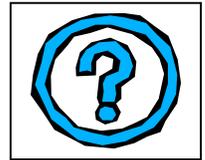
List 5 different examples of your role and responsibilities in health care advocacy:

- 1.
- 2.
- 3.
- 4.
- 5.



List 5 different examples of your role and responsibilities in medication administration:

- 1.
- 2.
- 3.
- 4.
- 5.



The History of Medication Administration by Providers in New Hampshire

Providers have been administering medications successfully to individuals in the Developmental Services System for many years. In the 1980's staff of the Laconia State School received training to administer medications to individuals who lived there.

In the late 1980's and early 1990's, when the State School was closing and as individuals moved into the community, state laws and regulations were adopted to allow providers to be trained by nurses to administer medications to individuals living in the community.

Today, state laws and regulations define the way providers are trained to administer medications.

These are:

The New Hampshire Nurse Practice Act: The Nurse Practice Act and the Nursing Rules written to support the Act allow for delegation of medication administration by Licensed Nurses to providers.

State Regulation He-M 1201: The He-M 1201 Regulation is the rule that defines the process for training, authorizing and supervising providers who coordinate health care and administer medications to individuals in the Developmental Services System.

Training Requirements

As a provider, in order to be “authorized” to administer medications, you must complete the following steps:

- 1.** Attend the classroom training conducted by a Nurse Trainer (a minimum of 8 hours).
- 2.** Take a standardized, state required, written test and pass with a score of 80% or higher.
- 3.** Be able to explain what effective health care coordination and health care advocacy is, why the individual is taking medication, and information that you need to administer each medication safely.
- 4. Physically and verbally** demonstrate to the Nurse Trainer that you have the **knowledge, skills and judgment** required to read and follow medication orders and the medication log, and to administer the medications to the individual(s) that you support. This is accomplished with a face-to-face visit with you, the Nurse Trainer, and the individual to whom you are administering medications.

When you have completed the training and have shown the nurse trainer you are competent to advocate for effective health care and to administer medications to the individual(s) you support, you will be an authorized provider. A certificate of authorization will be completed and signed by the Nurse Trainer. It is your responsibility to maintain this certificate.

Your continued authorization is based on your ability to maintain **competency** in health care advocacy and medication administration. This means that you must be able to show that you have the **knowledge, skills and judgment** to advocate for health and administer medications safely **at all times**.

You must be **re-authorized** on an annual basis by the Nurse Trainer. In order to be re-authorized, you must demonstrate that you are competent in health care advocacy and medication administration. It is your responsibility to maintain your authorization!

Guardianship

Some individuals have a **legal guardian**, usually referred to as “the guardian”. This is someone who has been legally appointed by the Court to make decisions for an individual.

Some individuals do not need a guardian and make their own decisions.

The individual’s guardian may be a family member or a friend or they may have a **public guardian**, someone whose job it is to make decisions for the individual.

It is important for you to know if an individual has a guardian, because the legal guardian must give permission, also called **consent**, for: medical or health-related treatments, sharing of medical or health-related information, medications to be given.

The legal guardian must also give consent **before** any **medication changes** can be made. This means that you must ask the guardian for consent **before** you: start a medication, stop a medication, or change a medication order in any way.

The legal guardian should also be notified about any changes in health status. This means the guardian should be contacted about health care appointments.

Your agency will have policies or procedures about contacting guardians, including what to do in the event a guardian cannot be reached and a new medication is prescribed. FOR DISCUSSION: What would you do in the event that an antibiotic is prescribed and the guardian cannot be contacted? You must know your agency’s policy. If you have any questions about an individual’s guardianship, ask your supervisor or the individual’s service coordinator/case manager.

When must you contact the individual’s legal guardian for consent about medications or health care?

- 1.
- 2.
- 3.
- 4.



Confidentiality and Privacy

We all have the right to **confidentiality** of our health-related information. This means that information about our health; medications and personal care cannot and must not be shared without our permission.

Information about an individual's health, medications and personal care must not be shared with people who are not entitled to have the information. The individual or their guardian must give consent in order for you to share this information with others, including health care professionals.

This means that you should NEVER:

Communicate about an individual's health, medications or personal care with other staff that do not support the individual, other individuals, your friends, family members or other professionals who are not entitled to have the information.

Even though you may be talking about it because you are concerned about the person or because you care about them, you may be violating their right to confidentiality of their health-related information.

If you are not sure if you should share an individual's health-related information, you must consult with your supervisor, the individual's service coordinator or with their guardian.

We all share the same right to **privacy** about our health related information, medications and personal care.

This means that you should NEVER:

Provide health-related supports or personal care in common areas of the individual's home (such as the kitchen or living room) or in any other place that does not provide for privacy.

Talk about an individual's health, medications or personal care in common areas of the home or in public areas (such as waiting rooms) when other people, including other providers and individuals, can hear.

Rights of Individuals Receiving Medications

It is important for you to fully understand the rights of individuals receiving medications.

As a provider who is authorized to advocate for effective health care and administer medications, your understanding of the rights of individuals receiving medications is critical.

Individuals have the right to:

- Be free from disparate health care provision.
- Advocacy for appropriate medical treatment.
- Receive information, or if applicable, for their guardian to receive information about how a medication works and the potential side effects
- Receive only those medications for which there is an order from a prescribing practitioner and, if applicable, the consent of their guardian
- Receive medications privately and in a dignified manner from authorized providers who are competent
- Receive medications that are labeled and dispensed correctly
- Avoid receiving unnecessary medications
- Refuse medications
- **Receive medications, especially antibiotics, the day the order is written for them!! It could be considered NEGLECT if you do not ensure an individual gets their medications in a timely manner!**

Helping Individuals To Learn About and Become Independent With Medications

Some individuals are capable of taking their medications independently and have been authorized to do this by the guardian and by the Nurse Trainer.

Others rely on you to make sure that they receive their medications.

When you are administering medications to an individual, you should always include the individual in the process as much as possible.

Some examples of how to do this include:

- Supporting and encouraging the individual to represent him/herself when talking to the health care provider or pharmacist,
- Ask the individual to help re-order and pick up refills at the pharmacy,
- Ask the individual to prepare a drink or ask what they would like to drink with their medications.
- Allow the individual to place the medications in his/her own mouth or to apply, with your help, topical or other medications.

Teach the individual about the medications that he/she is receiving.

Some examples of how to do this include:

- Assisting the individual with goals and objectives in the service agreement about self-medication.
- Follow the self-medication training plan if there is one in place.
- When giving medications, talk to the individual about what the specific medications are and why they are taking them.
- Link routines such as mealtimes or bedtime with taking medications.

Each individual will participate in a different way, but all individuals should be given the greatest amount of choice, control and involvement in the process of medication administration.

Opportunities for individual involvement increase the individual's sense of control rather than being a passive participant in the process.

List 5 different examples of how you can teach and include the individual in the medication administration process:

- 1.
- 2.
- 3.
- 4.
- 5.

