**Oxygen Administration with an Oxygen Tank**

**Skill Competency Documentation**

**Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade/Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Person trained: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initials:\_\_\_\_\_**

**Person training: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Position:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initials:\_\_\_\_\_**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Procedure Steps** | | **Initial Demonstration** | | **Return Demonstration** | | | | | | | |
| **Date:** | **Date:** | **Date:** | | **Date:** | | **Date:** | | **Date:** | |
| 1. Call for assistance, if needed |  | |  |  | |  | |  | |  | |
| 1. Wash hands, if possible |  | |  |  | |  | |  | |  | |
| 1. Position the student to provide as much privacy as possible |  | |  |  | |  | |  | |  | |
| 1. Explain procedure to student at a level they will understand |  | |  |  | |  | |  | |  | |
| 1. Review the health care provider’s order to determine: |  | |  |  | |  | |  | |  | |
| * + Dose of oxygen |  | |  |  | |  | |  | |  | |
| * + Route of administration |  | |  |  | |  | |  | |  | |
| * + Duration of administration |  | |  |  | |  | |  | |  | |
| 1. Review the six rights of medication administration to ensure it is: |  | |  |  | |  | |  | |  | |
| * 1. The right student |  | |  |  | |  | |  | |  | |
| * 1. The right medication |  | |  |  | |  | |  | |  | |
| * 1. The right dose |  | |  |  | |  | |  | |  | |
| * 1. Being given at the right time |  | |  |  | |  | |  | |  | |
| * 1. Being given by the right route |  | |  |  | |  | |  | |  | |
| * 1. Being given for the right reason |  | |  |  | |  | |  | |  | |
| 1. Ensure proper documentation of parent/guardian authorization to administer medication |  | |  |  | |  | |  | |  | |
| 1. Open the tank by turning the valve at the top counterclockwise until the needle on the pressure gauge moves |  | |  |  | |  | |  | |  | |
| * 1. When the oxygen tank is turned on and working properly the pressure gauge needle should be resting between 1800-2200 psi |  | |  |  | |  | |  | |  | |
| 1. Review the six rights of medication administration again to ensure it is: |  | |  |  | |  | |  | |  | |
| * 1. The right student |  | |  |  | |  | |  | |  | |
| * 1. The right medication |  | |  |  | |  | |  | |  | |
| * 1. The right dose |  | |  |  | |  | |  | |  | |
| * 1. Being given at the right time |  | |  |  | |  | |  | |  | |
| * 1. Being given by the right route |  | |  |  | |  | |  | |  | |
| * 1. Being given for the right reason |  | |  |  | |  | |  | |  | |
| 1. Set the flow meter to the prescribed rate (liters/minute) by turning the dial to the number or until the ball rises to the correct level on the scale |  | |  |  | |  | |  | |  | |
| 1. Connect the oxygen tubing to the oxygen tank |  | |  |  | |  | |  | |  | |
| **If using a nasal cannula:** | | | | | | |  | | | | |
| 1. Place prongs into nose so they follow the curve of the nostrils |  | |  |  | |  | |  | |  | |
| 1. Place tubing over and behind each ear with adjustor comfortably under the student’s chin |  | |  |  | |  | |  | |  | |
| * 1. When using nasal cannula, take care not to put undue pressure on the nasal tissue from tightening the attachment too much |  | |  |  | |  | |  | |  | |
| **If using a face mask (face masks are for short-term oxygen therapy):** | | | | | | |  | | | | |
| 1. Place mask over nose and mouth |  | |  |  | |  | |  | |  | |
| 1. Secure with elastic strap around the head and above the ears |  | |  |  | |  | |  | |  | |
| 1. The mask needs to be comfortably, but firmly against the face |  | |  |  | |  | |  | |  | |
| 1. Adjust the elastic strap so that the mask fits snugly but comfortably on the face |  | |  |  | |  | | |  |  | |
| **If using a tracheostomy mask:** | | | | | | | | | | | |
| 1. Follow the same procedure as a facemask, except cover the tracheostomy cannula with the mask and secure it around the neck |  | |  |  | |  | | |  |  | |
| **If using an Ambu Bag:** | | | | | | | | | | | |
| **This is considered an advanced procedure and should be performed by someone who has been trained in advanced care** | | | | | | | | | | | |
| 1. Turn oxygen flow rate to 10-15 L/min |  | |  |  | |  | | |  |  | |
| 1. Ensure that the mask is connected to the bag device, the oxygen tubing is connected to the oxygen source |  | |  |  | |  | | |  |  | |
| * 1. This can be done by visualizing or listening to the open end of the reservoir or tail |  | |  |  | |  | | |  |  | |
| * + 1. If air is heard flowing the oxygen tubing is attached an is turned on |  | |  |  | |  | | |  |  | |
| 1. If possible and not contraindicated, slightly hyperextend the student’s neck |  | |  |  | |  | | |  |  | |
| 1. If unable to hyperextend, use jaw-thrust maneuver to open the airway |  | |  |  | |  | | |  |  | |
| 1. Place mask over the student’s face with opening over oral cavity |  | |  |  | |  | | |  |  | |
| 1. If mask is teardrop-shaped, the narrow portion should be placed over the bridge of the nose |  | |  |  | |  | | |  |  | |
| 1. Use the thumb and index finger of one hand to make a “C” on the side of the mask, pressing the edges of the mask to the face to form a seal around the student’s face. |  | |  |  | |  | | |  |  | |
| 1. Use the remaining three fingers on the same hand to lift the angles of the jay to open the airway and press the mask to the face |  | |  |  | |  | | |  |  | |
| 1. Using the remaining hand, squeeze the bag to give a breath over 1 second, watching the chest for symmetric rise |  | |  |  | |  | | |  |  | |
| 1. Deliver the breaths with the student’s own inspiratory effort, if present |  | |  | |  | |  | |  |  | |
| 1. Avoid delivering breaths when the student exhales |  | |  | |  | |  | |  |  | |
| 1. Deliver one breath every 5 to 6 seconds if student’s own respiratory effort is absent |  | |  | |  | |  | |  |  | |
| 1. Continue delivering breaths until the student’s respiratory rate returns or until rescue personnel arrive and take over care |  | |  | |  | |  | |  |  | |
| **Procedure to Close the Tank:** | | | | | | | | | | | |
| 1. Disconnect oxygen from the student |  | |  | |  | |  | |  |  | |
| 1. Turn the valve clockwise until it cannot go any further. The flow meter should steadily decrease to zero, indicating that no oxygen is flowing (or leaking) from the tank (referred to as “bleeding” the tank off) |  | |  | |  | |  | |  |  | |
| 1. Turn the flow meter dial to zero |  | |  | |  | |  | |  |  | |
| 1. A tank is turned off when the pressure gauge needle turns to zero |  | |  | |  | |  | |  |  | |
| 1. Tank needs to be stored in a secured upright position to prevent it from falling or tipping over |  | |  | |  | |  | |  |  | |
| * 1. The company that supplies the oxygen tank can provide specific storage instructions |  | |  | |  | |  | |  |  | |
| 1. Storage area for oxygen tank must be free of petroleum products |  | |  | |  | |  | |  |  | |
| **Post Procedure Instructions:** | | | | | | | | | | | |
| 1. Dispose of all used materials in proper receptacles |  | |  | |  | |  | |  |  | |
| 1. Remove gloves and wash hands |  | |  | |  | |  | |  |  | |
| 1. Follow up with the parent or guardian and health care provider, as needed |  | |  | |  | |  | |  |  | |
| 1. Document medication administration in the student’s medication administration log |  | |  | |  | |  | |  |  | |
| 1. Check student’s health care orders or discuss with health care provider regarding how often oxygen tubing is replaced |  | |  | |  | |  | |  | |  |

**Plan for monitoring oxygen management:**

**School Nurse Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Trainee’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School Nurse’s signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**