
BOARD NOTICES • RAADSKENNISGEWINGS

BOARD NOTICE 314 OF 2022

THE SOUTH AFRICAN PHARMACY COUNCIL

PHARMACISTS PROVIDING FAMILY PLANNING SERVICES (REPRODUCTIVE HEALTH SERVICES)

The South African Pharmacy Council hereby publishes for **implementation**, the scope of practice for Pharmacists Providing Family Planning Services (Reproductive Health Services), the competency standards of such pharmacists and the criteria for the approval of a curriculum of a Family Planning Services (Reproductive Health Services) course.

SCHEDULE:

Part 1: Scope of practice for a pharmacist who provides family planning services (reproductive health services).

Part 2: Competency standards for a pharmacist who provides family planning services (reproductive health services).

Part 3: Criteria for the accreditation of family planning (reproductive health services) learning programmes.

In this notice "the Act" shall mean the Pharmacy Act, 53 of 1974 (as amended), and any expression to which a meaning has been assigned in the Act shall bear such meaning.



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PART 1: SCOPE OF PRACTICE FOR A PHARMACIST WHO PROVIDES FAMILY PLANNING SERVICES (REPRODUCTIVE HEALTH SERVICES)

In addition to the acts and services which form part of the scope of practice of a pharmacist as prescribed in terms of Regulations 3 and 4 of the *Regulations relating to the practice of Pharmacy* (GNR 1158, published on 20 November 2000), a pharmacist who has completed supplementary training on family planning (reproductive health) and has obtained a permit in terms of Section 22A(15) of the Medicines and Related Substances Act, 101 of 1975, may be allowed to prescribe and administer medicines for family planning (reproductive health) and perform consultations with patients at a pharmacy or in an approved setting, which includes the following:

- (a) comprehensive patient history taking;
- (b) physical examination (excluding breast examination, internal and external genitourinary examination);
- (c) decision on safe and appropriate family planning options;
- (d) prescribing and administration of appropriate medicines, therapy and/or other interventions for contraception and emergency post-coital contraception, in line with the Primary Health Care (PHC) Standard Treatment Guidelines (STG) and Essential Medicine List (EML) published by the Department of Health from time to time;
- (e) measurement and reporting of the outcomes of the medicine, therapy and/or other intervention selected;
- (f) providing supportive care for management of adverse events and side effects; and reporting thereof;
- (g) referral to another health care provider where necessary; and
- (h) record-keeping and maintaining confidentiality.

PART 2: COMPETENCY STANDARDS FOR PHARMACISTS WHO PROVIDES FAMILY PLANNING SERVICES (REPRODUCTIVE HEALTH SERVICES)

ACRONYMS

| | |
|------|-------------------------------------|
| DoH | Department of Health |
| EPC | Emergency post-coital contraception |
| EML | Essential Medicines List |
| HIV | Human Immunodeficiency Virus |
| PHC | Primary Health Care |
| SAPC | South African Pharmacy Council |
| STG | Standard Treatment Guidelines |
| STI | Sexually Transmitted Infection |

DEFINITIONS

Behavioural statement: Is a statement that describes the activity or outcomes prescribers should be able to demonstrate.

Competency: A quality or characteristic of a person related to effective or superior performance. Competency consists of aspects such as attitudes, motives, traits, and skills.

Domain: Represents an organised cluster of competencies within a framework and the domains, with associated competencies.

1. INTRODUCTION

The South African Pharmacy Council is committed to its mandate to ensure that pharmacists have the necessary knowledge and skills to deliver the best possible pharmaceutical services to the people of South Africa. Pharmacists are involved in ensuring the safe supply and of appropriate medicines, therapy and or other interventions for sexual and reproductive health, in line with the Primary Health Care (PHC) Standard Treatment Guidelines (STG) and the Essential Medicine List (EML) published by the National Department of Health (DoH) from time to time.

In recent years, competency mapping has been identified as a way of ensuring that pharmacy professionals are equipped with the specific skills, knowledge, abilities, and behaviours that are needed to work effectively.

2. BACKGROUND

Pharmacists have a professional and social responsibility to educate the public on sexual and reproductive health matters and contribute to efforts aimed at the improvement of fertility and prevention of unplanned pregnancies by improving access to family planning services. Pharmacists are well placed and accessible to provide advice on contraception, fertility, pregnancy, and menopause and prescribe medicines for contraception. The pharmacy is a stigma-free environment that is frequented by the public for other goods and services, thus making it easy for individuals to seek confidential and professional assistance from the pharmacist on matters such as termination of pregnancy services and sexual and gender-based violence. Pharmacists are ideally positioned to assist in addressing these needs. It is recommended that the following package of services be available to all individuals requesting access to family planning services:

- (a) Reproductive Health Counselling
- (b) Hormonal and non-hormonal contraception
- (c) Condoms and lubricants
- (d) Fertility screening and referral
- (e) Pregnancy screening
- (f) Emergency post-coital contraception (EPC)

3. DEVELOPMENT OF COMPETENCY STANDARDS FOR PHARMACIST PROVIDING FAMILY PLANNING SERVICES

The following documents form the basis for the development of competency standards for family planning services provided by a pharmacist:

- The scope of practice of a Pharmacist.
- The competency standards for pharmacists.
- The minimum standard for family planning services provided by pharmacists.

These competency standards were developed to supplement the competency standards for pharmacists at an advanced level of practice pertaining to family planning services.

4. SUMMARY OF COMPETENCY STANDARDS FOR A PHARMACIST PROVIDING FAMILY PLANNING SERVICES

| DOMAIN | COMPETENCY STANDARD |
|---|--|
| 1. Public Health | 1.1 Professional and health advocacy 1.2 Promotion of health and wellness 1.3 Medicine and medical devices information |
| 2. Safe and rational use of medicines and medical devices | 2.1 Patient consultation 2.2 Medicine and medical device safety 2.3 Pharmacist Initiated Therapy 2.4 Pharmacovigilance |
| 3. Supply of medicines and medical devices | 3.1 Medicine prescribing 3.2 General housekeeping and administrative tasks |
| 4. Organisational and management skills | 4.1 Quality assurance 4.2 Record keeping |
| 5. Professional and personal practice | 5.1 Professional practice 5.2 Ethical and legal practice 5.3 Continuing professional development 5.4 Collaborative practice |

DOMAIN 1: PUBLIC HEALTH

INTRODUCTION

Domain 1 covers public health and includes competencies that are required in both the public and private healthcare sectors to promote family planning through the provision of healthcare information and education to the public and other members of the healthcare team.

The public health domain competencies are:

- 1.1 Professional and health advocacy
- 1.2 Promotion of health and wellness
- 1.3 Medicine and medical devices information

| DOMAIN 1: PUBLIC HEALTH | |
|---|--|
| COMPETENCIES | BEHAVIOURAL STATEMENTS |
| 1.1 Professional and health advocacy | 1.1.1 Contribute to the development and review of policies related to family planning. 1.1.2 Act as a patient advocate to ensure that family planning (reproductive health) services are optimised. 1.1.3 Play an advisory role in family planning campaigns. |
| 1.2 Promotion of health and wellness | 1.2.1 Advise on reproductive health matters and the prevention of unplanned pregnancies, Sexually Transmitted Illnesses (STIs), HIV and Hepatitis, and promote healthy lifestyles. |
| 1.3 Medicine and medical device information | 1.2.2 Contribute to the development and implementation of family planning services. 1.3.1 Present patient with pharmaceutical and non-pharmaceutical family planning options. 1.3.2 Provide adequate opportunities to access reproductive health services and advocate for and promote the provision of health information and other related promotional materials. 1.3.3 Provide information to the patient about their medicines. 1.3.4 Ensure that the patient is informed about what to do if there are any concerns regarding the use of contraceptives and/or their reproductive health. 1.3.5 Encourage and support patients to take responsibility for their medicines and self-manage their reproductive health. |

DOMAIN 2: SAFE AND RATIONAL USE OF MEDICINES AND MEDICAL DEVICES

INTRODUCTION

Domain 2 covers competencies that are required to ensure the safe and rational use of medicines and medical devices. In this domain, effective verbal and non-verbal methods of communication with patients are essential competencies to ensure that patients make informed choices on family planning methods suitable for them.

The competencies required in the domain for the safe and rational use of medicines and medical devices for family planning are:

- 2.1 Patient consultation
- 2.2 Medicine and medical device safety
- 2.3 Pharmacist Initiated Therapy
- 2.4 Pharmacovigilance

| DOMAIN 2: SAFE AND RATIONAL USE OF MEDICINES AND MEDICAL DEVICES | |
|---|---|
| COMPETENCIES | BEHAVIOURAL STATEMENTS |
| 2.1 Patient consultation | 2.1.1 Explain and obtain informed consent from the patient. |
| | 2.1.2 Take an appropriate medical, social and medication use history including allergies and intolerances. |
| | 2.1.3 Encourage the patients to notify their partners if they had engaged in risky sexual behaviour, or they have been diagnosed with a sexually transmitted disease or are pregnant (or any other applicable reason for notification). |
| | 2.1.4 Conduct an appropriate reproductive health consultation. |
| | 2.1.5 Interpret all available and relevant patient records to date, for effective patient reproductive health management. |
| | 2.1.6 Provide advice in case of actual/potential medicine, therapy and/or intervention failure. |
| | 2.1.7 Discuss the need for proper storage of contraceptives, condoms, and lubricants with the patient. |
| | 2.1.8 Provide information on contraceptives and condom storage, and utilisation. |
| | 2.1.9 Provide information on how to determine condom safety and how to appropriately dispose-off used condom(s). |
| | 2.1.10 Discuss the need for dual protection against STIs and HIV, and the prevention of unplanned pregnancies. |
| | 2.1.11 Provide information on the different contraceptive medicines, therapies and/or other interventions. |
| | 2.1.12 Conduct health outcomes measurement and reporting. |
| 2.2 Medicine and medical device safety | 2.2.1 Store medicines and medical devices appropriately. |
| 2.3 Pharmacist-initiated therapy | 2.3.1 Provide fertility screening. |

| | |
|-----------------------|---|
| | 2.3.2 Screen the patient for pregnancy and STIs and refer to the relevant health care professional if necessary. |
| | 2.3.3 Screen the patient for any possible contraindications and/or other intolerances. |
| | 2.3.4 Address any misconceptions pertaining to any aspect of reproductive health e.g., infertility, contraceptive failure. |
| 2.4 Pharmacovigilance | 2.4.1 Understand the potential adverse effects and/or other intolerances and take steps to avoid/minimise, recognise and, manage them and refer where needed. |
| | 2.4.2 Report adverse effects where applicable. |
| | 2.4.3 Advise patients on the actions to take in case of contraindications, adverse effects, and other intolerances. |
| | 2.4.4 Offer adequate counselling regarding any contraindications, adverse effects, and other intolerances |

DOMAIN 3: SUPPLY OF MEDICINES AND MEDICAL DEVICES

INTRODUCTION

Domain 3 includes competencies required to address the supply of medicines to patients, the behavioural statement in this domain includes dispensing of contraceptives, and supply of condoms and lubricants.

The competencies required for the supply of medicines domain are:

- 3.1 Medicine prescribing
- 3.2 General housekeeping and administrative tasks

| DOMAIN 3: SUPPLY OF MEDICINES AND MEDICAL DEVICES | |
|--|--|
| COMPETENCIES | BEHAVIOURAL STATEMENTS |
| 3.1 Medicine prescribing | 3.1.1 Prescribe medicines for contraception and EPC in line with the STG and EML approved list for pharmacists. |
| | 3.1.2 Consider patient needs and diversity. |
| | 3.1.3 Prescribe medicines for a patient who he or she has assessed and consulted with personally. |
| | 3.1.4 Administer injectable contraceptives in line with PHC STG and EML, where applicable and within the approved scope of practice. |
| 3.2 General housekeeping and administrative tasks | 3.2.1 Take appropriate action in the event of body fluids spillage and/or contamination. |
| | 3.2.2 Dispose of medical waste and other consumables and devices safely according to applicable protocols. |
| | 3.2.3 Ensure proper safety protocols, sanitation, and hygiene. |

DOMAIN 4: ORGANISATIONAL AND MANAGEMENT SKILLS

INTRODUCTION

Domain 4 includes competencies required to ensure effective and efficient delivery of family planning services ensuring the quality of the provided services and proper record keeping.

The competencies required are:

- 4.1 Quality assurance
- 4.2 Record keeping

| DOMAIN 4: ORGANISATIONAL AND MANAGEMENT SKILLS | |
|---|--|
| COMPETENCIES | BEHAVIOURAL STATEMENTS |
| 4.1 Quality assurance | 4.1.1 Ensure periodic review of work systems and SOPs. |
| | 4.1.2 Develop processes that support rational prescribing practices. |
| | 4.1.3 Record prescribing errors and critical incidents, and review practice to prevent a recurrence. |
| | 4.1.4 Ensure regular analysis of applicable data. |
| 4.2 Record keeping | 4.2.1 Generate and maintain accurate, legible, and unambiguous records of patient care. |
| | 4.2.2 Document and record adverse reactions where applicable. |

DOMAIN 5: PROFESSIONAL AND PERSONAL PRACTICE

INTRODUCTION

Domain 5 includes behavioural statements that focus on professional practice, code of conduct and adhering to legal requirements and ability to work collaboratively with other healthcare professionals.

The competencies required are:

- 5.1 Professional practice
- 5.2 Ethical and legal practice
- 5.3 Continuing professional development
- 5.4 Collaborative practice

| DOMAIN 5: PROFESSIONAL AND PERSONAL PRACTICE | |
|---|---|
| COMPETENCIES | BEHAVIOURAL STATEMENTS |
| 5.1 Professional practice | 5.1.1 Practise in a pharmacy that has a private consultation room. |
| | 5.1.2 Diagnose conditions and prescribe or administer hormonal contraceptive medicines according to the Primary Health Care (PHC) Standard Treatment Guidelines (STG) and Essential Medicines List (EML). |
| | 5.1.3 Responsible for their own safe and efficient practice and are bound by Good Pharmacy Practice standards, ethical rules and the code of conduct. |
| | 5.1.4 Behave with integrity and honesty, and do not engage in any behaviour or activity likely to bring the profession into disrepute and undermine public confidence in the profession. |
| | 5.1.5 Act in the interest of patients and other members of the public and seek to provide the best possible family planning services for the community, in partnership with other health professionals. |
| 5.2 Ethical and legal practice | 5.2.1 Promote safe and efficient practice bound by Good Pharmacy Practice standards, ethical rules, and the code of conduct. |
| | 5.2.2 Practice within legal and regulatory frameworks affecting prescribing and administration of medicines. |
| 5.3 Continuing professional development | 5.3.1 Keep abreast with clinical and professional developments. |
| | 5.3.2 Keep abreast with evidence-based medicine and best practices in the provision and management of family planning services and related conditions. |
| 5.4 Collaborative practice | 5.4.1 Practise in collaboration with other health care professionals and refer patients to other members of a health care team when necessary. |
| | 5.4.2 Collaborate with other healthcare professionals in the planning, development, and implementation of community sexual health campaigns. |
| | 5.4.3 Establish peer review, support and mentoring arrangements to enable him/her an opportunity for reflection on prescribing, as well as other aspects of practice. |

5. REFERENCES

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IntegratE (2020); "The Effects of a family planning training on community pharmacist and patent and proprietary medicine vendors 'knowledge in Nigeria'".

The Department of Health (2012), National Contraceptive clinical guidelines; department of health, Republic of South Africa. (Accessed on 01 June 2021).

The South African Pharmacy Council (2021), Minimum standard for sexual and reproductive health services provided by pharmacists (Accessed on 03 August 2021).

PART 3: CRITERIA FOR ACCREDITATION OF FAMILY PLANNING (REPRODUCTIVE HEALTH) LEARNING PROGRAMME

LIST OF ABBREVIATIONS

| | |
|---------------|---|
| BBT | Basal Body Temperature |
| BPharm | Bachelor of Pharmacy |
| COCs | Combined Oral Contraceptives |
| EPC | Emergency Post-coital Contraception |
| GPP | Good Pharmacy Practice |
| LGBTQI | Lesbian, gay, bisexual, transgender, queer and intersex persons |
| NDOH | National Department of Health |
| POPs | Progestogen-Only Contraceptive Pills |
| SAPC | South African Pharmacy Council |
| STIs | Sexual Transmitted Infections |

RATIONALE FOR TRAINING ON FAMILY PLANNING (REPRODUCTIVE HEALTH)

Pharmacists are accessible, as they are well placed within communities as the first point of contact with the health care system. Pharmacists are also well trained, offer cost-effective pharmaceutical services to the public, and hence play a pivotal role in the delivery of primary health care services.

Pharmacists can promote public health through the provision of Family Planning (Reproductive Health) services. The family planning (reproductive health) training will be designed to equip pharmacists with the theoretical knowledge and practical expertise that is necessary to provide family planning (reproductive health) services as intended in the relevant framework documents and policies of the National Department of Health (NDOH).

PURPOSE OF THE FAMILY PLANNING (REPRODUCTIVE HEALTH) TRAINING

The purpose of the supplementary training on family planning (reproductive health) is to equip pharmacists with the knowledge and expertise necessary to provide family planning (reproductive health) services. Training would provide pharmacists with an expanded scope of practice which will enable them to provide different family planning (reproductive health) services to the public. This would require pharmacists that provide family planning (reproductive health) services to have in-depth knowledge of reproductive health anatomy and physiology, be able to take a complete patient history, clinically evaluate relevant patient characteristics, have specialised knowledge of the various contraceptive methods,

conceptualise different family planning interventions for different patient needs, and to monitor the outcomes of such interventions. These services should be provided in compliance with the relevant legal and regulatory standards, and in collaboration with other healthcare professionals where interaction and referral is required.

TARGET GROUP FOR FAMILY PLANNING (REPRODUCTIVE HEALTH) TRAINING

Practicing Pharmacists as defined in the Regulations relating to Continuing Professional Development.

MINIMUM ENTRANCE CRITERIA TO THE FAMILY PLANNING TRAINING (REPRODUCTIVE HEALTH)

Pharmacists who wish to enrol for the training on family planning (reproductive health) must:

- be in possession of a Bachelor of Pharmacy (BPharm) degree, or recognised equivalent qualification; and
- be registered with the SAPC as a Pharmacist, with the designation as practising.

DURATION OF THE FAMILY PLANNING TRAINING (REPRODUCTIVE HEALTH)

The recommended duration of the training is a minimum of 180 notional hours.

FAMILY PLANNING (REPRODUCTIVE HEALTH) TRAINING RULES

To successfully complete the training on family planning (reproductive health), a learner must participate in, and complete all training activities and achieve all objectives. After successful completion of the training on family planning (reproductive health), a pharmacist must:

- Record their family planning (reproductive health) certificate with the SAPC by completing and submitting the application form for family planning (online or printable form available at: <http://www.pharmcouncil.co.za>) together with a certified copy of the pharmacist's ID, certified copies of the pharmacist's certificate(s) of successful completion of the training on family planning (reproductive health) and proof of payment of the SAPC registration fee (refer to SAPC application form)
- After receiving the recording certificate from the SAPC, apply for a Section 22(A)15 permit at the NDoH (the application form can be obtained by sending an e-mail to permits@health.gov.za),
- Upon receipt of the Section 22(A)15 permit from the NDoH, record the permit on family planning (reproductive health) at the SAPC (form available on the website of the SAPC (<http://www.pharmcouncil.co.za>)).

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning is not applicable to the short course.

OUTCOMES AND THE ASSOCIATED ASSESSMENT CRITERIA

| TOPICS | SPECIFIC OUTCOMES | ASSESSMENT CRITERIA | No. of hours |
|---|--|--|-----------------|
| <p>An introduction to NDoH Contraception Policies, Guidelines and Protocols</p> | <p>The learner should demonstrate knowledge of and be able to apply the current and relevant contraception policies, guidelines and protocols specific to population demographics and clients that need special consideration.</p> | <ul style="list-style-type: none"> • Define the basic principles of population demographics • List and define basic indicators related to population demographics, clients requiring special consideration, and family planning (reproductive health) | <p>2 hours</p> |
| <p>The normal anatomy, physiology as well as pathophysiology of the human reproductive system</p> | <p>The learner should have in-depth knowledge of human reproductive physiology and be able to identify and prescribe relevant and common pathophysiological states and conditions.</p> | <ul style="list-style-type: none"> • Understand, explain, and describe male and female reproductive physiology • Recognise, identify, explain, and describe the pathophysiology of common reproductive health conditions. • Name and describe the signs and symptoms of said conditions. • Differentiate between reproductive health conditions and normal variances in reproductive physiology in different age population groups. | <p>40 hours</p> |
| <p>History taking and patient interviewing</p> | <p>Learners should have the ability to collect relevant patient information and compile appropriate patient history.</p> | <ul style="list-style-type: none"> • Demonstrate effective communication skills. • Demonstrate the correct use of a patient information and history form. • Distinguish between relevant and irrelevant information. • Ask appropriate questions which are necessary for the completion of a patient information and history form, including considering special populations and age groups. • Compile a complete patient history of aspects related to family planning (reproductive health) services. • Appropriately record and store patient information according to GPP. | <p>10 hours</p> |

| TOPICS | SPECIFIC OUTCOMES | ASSESSMENT CRITERIA | No. of hours |
|---|---|--|--------------|
| Clinical examination | Learners should be able to perform physical examinations related to conditions of reproductive health (excluding physical breast and genitourinary examination) and be able to name, identify and describe the signs and symptoms of common STIs. | <ul style="list-style-type: none"> • Demonstrate relevant and necessary knowledge of human reproductive anatomy and physiology. • Identify and describe the processes of performing the relevant physical examinations. • Describe the procedures to be followed and the principles underlying the relevant tests/assessments. • Demonstrate knowledge of the relevant clinical conditions, including definitions, classification, etiopathology, signs and symptoms. • Correctly perform the relevant physical examinations. • Perform appropriate screening tests, e.g. ovulation testing and pregnancy screening. • Interpret the results of the relevant screening tests. • Know when to refer clients to other healthcare practitioners. | 20 hours |
| The pharmacological and basic principles of different family planning (reproductive health) options | The learner should be able to explain and describe the pharmacological and other mechanistic principles of the different family planning (reproductive health) options. | <ul style="list-style-type: none"> • Describe and characterise the contraceptive and sterilisation methods listed below based on: <ul style="list-style-type: none"> ○ product identification ○ mechanism of action ○ indicators of effectiveness ○ side- and adverse effects ○ non-contraceptive benefits ○ eligibility criteria, and ○ interventions to be made in case of intolerance, side- or adverse effects: • Male contraceptive methods <ul style="list-style-type: none"> • Barrier methods • New contraceptive technology, where applicable • Female contraceptive methods <ul style="list-style-type: none"> • Barrier methods • New contraceptive technology, where applicable • Natural methods, e.g. lactational amenorrhea method, basal body temperature method • Oral contraceptives, both progesterone alone and combination formulas • Injectable intramuscular contraceptives | 40 hours |

| TOPICS | SPECIFIC OUTCOMES | ASSESSMENT CRITERIA | No. of hours |
|---|---|---|-----------------|
| <p>Evaluation, interpretation, and decision making</p> | <p>Learners should be able to critically evaluate and interpret various scenarios related to reproductive health conditions and the need for family planning (reproductive health) and decide on an appropriate method or intervention.</p> | <ul style="list-style-type: none"> • Subdermal implants • IUD (copper bearing and levonorgestrel IUS) <p>Emergency post-coital contraception</p> <ul style="list-style-type: none"> • Emergency contraception <p>Sterilisation methods</p> <ul style="list-style-type: none"> • Tubal ligation • Ablation and other intrauterine techniques • Vasectomy • New sterilisation techniques, where applicable <ul style="list-style-type: none"> • Based on the patient interview and clinical examination, determine, and select an appropriate family planning (reproductive health) method (within the framework provided in the NDOH), for specific individuals. • Identify relevant clinically significant drug-drug and drug-disease interactions and suggest alternative interventions where needed. • Demonstrate the necessary skills to advise clients on how to use hormonal and non-hormonal contraception • Know when to refer clients to other healthcare practitioners. | <p>15 hours</p> |
| <p>Administration of specific family planning (reproductive health) interventions</p> | <p>Learners should be able to safely administer specific family planning (reproductive health) options to patients, i.e. injectables and subdermal implants.</p> | <ul style="list-style-type: none"> • Identify principles which should be adhered to in practice, to prevent any parenteral administration error related adverse event following administration. • Demonstrate the steps involved in the preparation the selected family planning (reproductive health) formulation, i.e. <ul style="list-style-type: none"> ○ Identify the correct route of administration and specific injection site. ○ Identify/choose/select the appropriate needle-, and syringe size for the selected formulation. ○ Check the expiry date of the formulation and all products used. ○ Prepare (reconstitute where applicable) the selected formulation as per the manufacturer's specifications. • Position the client in an enabling and comfortable position. • Demonstrate appropriate preparation of the injection site. • Demonstrate the ability to safely administer the different types of parenteral family planning (reproductive health) formulations as per the manufacturer's specifications. | <p>30 hours</p> |

| TOPICS | SPECIFIC OUTCOMES | ASSESSMENT CRITERIA | No. of hours |
|--|---|--|--------------|
| Monitoring and evaluation of family planning (reproductive health) interventions | Learners should be able to adequately monitor and evaluate the outcomes of the selected family planning (reproductive health) options | <ul style="list-style-type: none"> • Demonstrate how to safely discard needles, syringes, and other administration consumables into a sharps container and medical waste receptacle. • Differentiate between adverse events resulting from the parenteral formulation or its administration, and other non-associated coincidental events. • Describe potential underlying causes for each type of adverse event following administration and understand the link between the adverse event and its cause. • Distinguish between minor and severe (serious and non-serious) adverse event following administration . • Identify and describe local and systemic signs and symptoms of adverse event following administration and the appropriate management thereof. | 15 hours |
| | | <ul style="list-style-type: none"> • Develop a plan to monitor and evaluate therapeutic outcomes and make recommendations regarding potential amendments to the selected interventions, where necessary. • Identify and anticipate potential medicine- or other related problems and conceptualise strategies to prevent and solve problems that may arise. • Identify, describe and explain potentially severe adverse reactions, e.g. anaphylaxis • Provide supportive care for severe adverse reactions, e.g. anaphylaxis (Important: Administration of injections can be done where immediate access to a nursing or medical practitioner is available. In the absence thereof, the pharmacist should have appropriate qualifications to handle anaphylactic shock and adverse events following administration). • Analyse and evaluate any prior or current family planning (reproductive health) interventions for the following: medicine or other general efficacy, safety and rationale for use. • Monitor the outcomes and make recommendations regarding potential amendments to the intervention, where necessary. • Analyse and evaluate the relevant therapeutic progress reports and construct correct and concise recommendations in the form of a written report. | |

| TOPICS | SPECIFIC OUTCOMES | ASSESSMENT CRITERIA | No. of hours |
|---|---|---|--------------|
| Providing patient information | The learner should be able to communicate with their patients regarding the different family planning (reproductive health) options, patient uncertainties and the need for safe-sex practices. | <ul style="list-style-type: none"> • Demonstrate a sensitive and non-judgmental consultation style • Apply effective and culturally sensitive communication skills in family planning (reproductive health) counselling • List the basic steps on counselling in reproductive health, focusing on family planning (reproductive health) counselling including clients requiring special considerations (e.g. adolescents, women approaching menopause, LGBTQI+, etc.) • Explain the importance of safe sex practices and the risks associated with irresponsible sexual practices. • Explain the importance of fertility awareness and annual gynaecological examination by a medical practitioner. • Communicate relevant information to the patient relating to the family planning (reproductive health) option prescribed/proposed, and other relevant topics, e.g. lifestyle modification. | 5 hours |
| Documentation and record keeping | Learners should be able to keep accurate record and draft appropriate documentation. | <ul style="list-style-type: none"> • Document and keep records of all aspects of the consultation session, including patient feedback regarding the information provided. • Draft appropriate referral letters and/or any other relevant documentation. • Develop appropriate informed consent forms and ensure proper documentation thereof. | 1 hour |
| Legal, professional, and ethical practice | Learners should be able to act in a legal, professional and ethical manner. | <ul style="list-style-type: none"> • Act in a professional and ethical manner when providing any of the family planning (reproductive health) services. • Characterise and describe the principles of reproductive rights and gender issues related to family planning (reproductive health) • Understand and apply the law relating to individual's choices regarding family planning (reproductive health) • Identify and critically reflect on factors around crisis pregnancy • Discuss and reflect on the medico-legal and ethical considerations specific to sexual health care and family planning (reproductive health) | 2 hours |

CRITICAL CROSS-FIELD OUTCOMES

- (a) Identifying and solving problems in which the responses of pharmacists display that responsible decisions using critical and creative thinking, have been made.
- (b) Working effectively with others as a member of a team, group, organisation, community.
- (c) Organising and managing oneself and one's activities responsibly and effectively.
- (d) Collecting, analysing, organising and critically evaluating information.
- (e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.
- (f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- (g) Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- (h) Contributing to the full personal development of each learner and the social and economic development of society at large, by making it the underlying intention of any programme of learning to make an individual aware of the importance of:
 - (i) reflecting on and exploring a variety of strategies to learn more effectively,
 - (ii) participating as responsible citizens in the life of local, national and global communities,
 - (iii) being culturally and aesthetically sensitive across a range of social contexts.

QUALIFICATIONS AND EXPERIENCE OF PRESENTERS/FACILITATORS

The presenters of the family planning course –

- (a) must have an undergraduate pharmacy qualification i.e., Bachelor of Pharmacy (BPharm) degree, or recognised equivalent, plus a relevant postgraduate qualification;
- (b) must be registered as a Practising Pharmacist with the SAPC;
- (c) must have a minimum of 5 years' experience as a Practising Pharmacist and a minimum of three years' experience in the field of study at a higher education training institution, and
- (d) may collaborate with a qualified clinician for practical training i.e., medical practitioner, professional nurse (registered with the relevant professional body) with a minimum of three years' practical experience in the practical skills training offered.

STANDARDS FOR PRESENTATION OF THE FAMILY PLANNING TRAINING (REPRODUCTIVE HEALTH)

The training on family planning (reproductive health) must be presented by a Higher Education Institution accredited by the South African Pharmacy Council to offer the short course.

MODE OF DELIVERY

The training on family planning (reproductive health) should be presented to practising pharmacists who are employed full-time or part-time. The interactive lessons of the training can be presented using an online platform that allow for flexible study hours. There should be face-to-face contact sessions for practical sessions. The Higher Education Institution must have a reliable electronic platform that makes provision for the sharing of study material and resources. This platform must have access control and at a minimum allow for the following:

- General announcements,
- Communication with students,

- Resources and training material (including study guides, PowerPoint® presentations, video's),
- Submission of work assignments;
- Online assessments;
- A comprehensive study guide. The study guide must guide the student through the learning process and should integrate all the topics which forms part of each module; and
- Additional textbooks and references, where possible and applicable.

ASSESSMENT OF THE FAMILY PLANNING (REPRODUCTIVE HEALTH) TRAINING

The methods of assessment for the course must include both formative and summative assessments, i.e. formative assessments in the form of work assignments and a formal summative assessment by means of an examination at the end of the course. The examination at the end of the theory part of the course must be in the form of a written/online examination. The summative assessment at the end of the practical session of the course must be in the form of a practical examination i.e., an objective structured clinical examination. Assessments should accurately reflect the number of hours allocated to each study topic. A learner should obtain an average of 70% across formative assessments to be able to write the summative assessment. The final mark for the summative assessment should also be 70% to pass the supplementary training on family planning (reproductive health).

PROCESS OF APPEAL

A process must be in place in cases where students disagree with the outcome of an assessment (written or practical). Appeals against assessment decisions on the demonstration of competence by candidates must be described in the study guide of the course.

PROCESS IN CASE OF DISHONESTY AND PLAGIARISM

Students must be warned against dishonesty and plagiarism. A procedure must be in place to address this kind of misconduct and in serious cases, it should be reported to the South African Pharmacy Council.

STANDARDS FOR ADMINISTRATION AND RECORD KEEPING

A student administration system must be available for maintaining and updating detailed information about each enrolled student. Information must include but not be limited to the following:

Student's full names and surname
Maiden name (if applicable)
Identification or passport number
Contact numbers (cell phone and landline)
E-mail address
Postal address
Qualifications

Past employment (indicating work experience in a clinical environment)

The system must include a functionality to generate a document that can be used as "Proof of Registration" for each enrolled student.

The student administration system must also allow for record keeping of the marks that each student has obtained in each of the assessments.

CERTIFICATION METHODS AND PROCEDURES

Procedures must be in place to ensure that certification of students is managed in a secure and safe manner. The security and accuracy of certificates during printing, filing and distribution must be assured. The following minimum information is required for certification of the family planning (reproductive health) modules/course:

- Provider name and/or logo
- Name of the module/course
- Student's full name (first names followed by surname)
- Student identification
- Date of issue of the certificate
- Signatories

FACILITIES AND EQUIPMENT

The physical facilities must be adequate to deliver the theoretical and practical components of the training. For the theoretical training, facilities must include an online teaching and learning platform. For the practical training, facilities must include a skills laboratory adequate in size to accommodate the number of learners trained per session. The venue must be suitable to be able to practice and demonstrate competence in the education and counselling of patient. The skills laboratory must also provide adequate storeroom facilities for keeping equipment and consumables and must include an area(s) for practice simulations and an area(s) where practical assessments can be conducted.

The equipment in the skills laboratory to deliver practical training must include adequate numbers of the following:

- Intramuscular medical device/medicine administration training pads
- Subcutaneous/subdermal medical device/medicine administration training pads
- Emergency tray
- Different needles and syringes suitable for family planning services;
- Alcohol swabs, cotton wool balls, gauze swabs, plasters
- Biohazardous materials and sharps disposal containers and medical waste receptacle
- Scale and height measure
- Condom trainer, female, and male condoms
- Pregnancy and ovulation tests
- Thermometer and an ovulation thermometer to measure basal body temperature (BBT)
- A diaphragm (optional)
- Examples of the different pill packs (COCs and POPs)
- Contraceptive patches (placebos if possible)
- Vaginal ring
- Examples of the two main types of IUDs (and a device to illustrate where an IUD is placed in the uterus)
- Example of the hormonal implant
- Urine collection containers
- Examples of injectable contraceptives
- Pamphlets and posters on family planning
- Examples of EPC
- Personal protective equipment, i.e. masks and gloves
- Chlorine or alcohol-based disinfectant for cleaning vaccine spills

APPENDIX A- MEDICINE LIST

All pharmaceutical products available for contraceptive purposes as provided by the National Department of Health.

Note: Consult with the Department of Health Standard Treatment Guidelines and Essential Medicines List for the latest updates