

**HEALTH SHOPS DISPENSERS’ AND OWNERS’**

**TRAINING CURRICULUM**

**MARCH 2017**





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# FOREWORD

The Ministry of Health through the Zambia Medicines Regulatory Authority is implementing the Health Shop Project to improve access to essential medicines and health services through a community-based private and public sector partnership platform for public health interventions in Zambia. The Medicines and Allied Substances Act of 2013 provides for the establishment of a Health Shop, a place or premises permitted to sell a list of prescribed list of medicines by the Authority, under the control of an authorized person.

One of the key focus areas of the implementation is the development of personnel that can effectively carry out this critical pharmaceutical and public health function of dispensing medicines and providing patient counselling services. Therefore, it is vital that the required competences and skills are built to serve the health needs of the populations we are trying to reach.

The curriculum document is therefore a useful tool through which the Health Shop dispensers are trained. The dispenser interfaces with the patient and therefore provides health care services.

Health Shop outlets will be complementing the health care services that are provided through the public health care system thus contributing to universal access to health care.

This curriculum also provides for training in business management and entrepreneurship and is intended to equip the shop owners with the required skills set to run the outlets profitably and sustainably to improve the incomes and health status of communities.

It is my hope that this curriculum is effectively applied to train the required personnel to deliver the much needed health services to our underserved populations.

Author TBA

# ACKNOWLEDGEMENTS

The Zambia Medicines Regulatory Authority (ZAMRA) is grateful to the LaunchDSI partnership for the support given for the implementation of the Health Shops (HS) Project. ZAMRA also wishes to thank the Ministry of Health, Management Sciences for Health, The Pharmaceutical Society of Zambia and the Melinda & Bill Gates Foundation for their collaboration.

The development of the curriculum for the Health Shops Owners and Dispensers was achieved through the participation of many professional individuals and organizations. ZAMRA acknowledges the valuable contributions from the following organizations: Ministry of Health, Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA), Health Professions Council of Zambia (HPCZ), Pharmaceutical Society of Zambia (PSZ), University of Zambia – School of Pharmacy, Evelyn Hone College (EHC), Medical Stores Limited (MSL) and representation from the business fraternity.

The training course has been adapted from the Uganda Accredited Drug Shops (ADS) dispensers’ and sellers’ training, (which itself drew on the lessons and best practices from the Tanzania Accredited Drug Dispensing Outlets (ADDO) pilot), the integrated community case management (iCCM) manual, and the training manual for training drug shop sellers for the Zambia Access to ACT Initiative (ZAAI) Accredited Health Shops pilot of 2010. The curriculum has also drawn information from Zambian laws, regulations, and guidelines specific to the management and operation of the Health Shops. Additionally, policies and guidelines about the diagnosis and management of common diseases have been referenced extensively throughout the curriculum, as well as other materials including the Zambia Standard Treatment Guidelines, the Zambia National Formulary, and Managing Drug Supply.

# INTRODUCTION

The Government of the Republic of Zambia, through the Ministry of Health is committed to improving health service delivery at all levels of care through the provision of equitable access to cost effective, quality health care as close to the family as possible. In a bid to further increase access to quality, efficacious and cost-effective medicines, Zambia’s health policy calls for provision of free health services at health centres and hospitals. However, these are often far from outlying communities, and essential medicines are not always available in these centres and patients have to source commodities from retail pharmacies. The distribution of these facilities is higher in the urban areas with almost 150 pharmacies registered in the urban areas, servicing around 35% of Zambia’s total population, and some rural districts having none.

Access to commodities was further increased with the enactment of the Medical and Allied Substances Act (MASA) No 3 of 2013, which saw the inclusion of the health shops (HS) as an additional place or premises permitted to sell a prescribed list of medicines, regulated by the Zambia Medicines Regulatory Authority (ZAMRA). The Health Shops Project is a ZAMRA-led strategy to improve access to medicines and services through a community-based private and public sector partnership platform for public health interventions. The project can further be described as an accredited drug seller initiative to improve access to affordable, quality medicines and pharmaceutical services in retail drug outlets. The societal benefit of the health shops is the capacity to improve the income, health status of communities and their health outcomes.

The ZAMRA, with the support of key stakeholders, designed the Health Shops Training Curriculum to guide a training program aimed at equipping candidates with the necessary knowledge and skills to enable them operate the health shops. The training program is designed to develop health shop owners’ business skills and entrepreneurship acumen, and to equip the health shop dispensers with the knowledge and skills on how to manage the prescribed medicines according to set standards, and also to manage certain conditions as well as provide selected services in the health shops. The curriculum was designed drawing on lessons learnt, and key successes and best practices from the 2010 MOH’s Zambia Access to ACT Initiative (ZAAI) whose key objective was to increase the access to ACT’s. The lessons learnt from that pilot served as strong for the cause of the introduction of health shops, leading to the enactment of the MASA No 3 of 2013.

The strategy used to develop the curriculum was the modified Delphi approach where experts in the respective areas were consulted and engaged to provide input into the materials developed. This was done through their participation at two consultative stakeholders’ meetings, and further, through one on one discussions/consultations with individual experts or teams. RM Hardens’ ten questions when planning a course or curriculum were addressed, and these questions included consideration of the needs in relation to the product of the training program, project aims and objectives, training content and the way that it is organized, the educational strategies to be used for the training, the teaching methods, assessment methods, dissemination of the curriculum, considerations for the most conducive educational environment and the training process.

A Trainer of Trainers (TOT) was held to equip would-be lecturers with training skills relevant and useful for the adult learning environment. The participant spread was wide with representation across all departments in the MOH healthcare structure, and well as from the business forum and training institutions. The materials comprising the curriculum (PowerPoint presentations, trainer manuals and trainee manuals) were then reviewed by the TOT participants. The materials were reviewed for adequacy, accuracy and relevance, as well as ascertaining whether the time allocated per session was adequate to achieve the desired outcome, as well as the teaching methodology proposed for use to deliver the content. The feedback from the review was then incorporated into the training materials bringing them to the current package that they are.

The participant lists for the stakeholders’ meetings, the TOT, and the list of other experts consulted for this development process can be found in Annex I to IV.

Following the adoption of the curriculum, this training will be institutionalized and the HS training can commence following mobilization of candidates and sensitization of the communities on the health shops training. This document presents the full curriculum for the HS owners and dispensers training. It is hoped that this will guide various institutions for years to come to train and equip candidates while achieving MOH’s vision of providing quality health services as close to the family as possible.

# OVERVIEW OF THE HEALTH SHOPS TRAINING CURRICULUM

**Competences of the Health Shops Dispensers and Owners**

On completion of the HS course, the trainee shall be expected to exhibit the following competences: evaluating, managing, and referring patients; correctly reading, interpreting, and dispensing prescriptions; effectively communicating with patients; counselling clients on optimal medicines use; advising on care for newborns and family planning; providing first aid; managing children under five years using the Integrated Community Case Management (ICCM) approach; maintaining compliance with regulations and keeping required legal and requisite records; managing medicines inventory; properly storing medicines; and demonstrating professional conduct and health-related ethics.

**Structure and Design of the Curriculum**

To empower a HS dispenser with the requisite competences, the health shops curriculum is divided into four themes. Themes 1 and 2 are interrelated and will be taught together, and themes 3 and 4 will be taught independently, totalling to seven weeks of intensive training, followed by a two-week practicum, and then a one-week assessment upon returning to the respective institution. This brings the full course duration to ten weeks.

The themes are designed in a spiralling manner—that is, knowledge of one theme helps the trainee to understand the next one. Theme 1 consists of general and legal aspects of medicines sale and use, theme 2 focuses on medicines management, theme 3 is dedicated to actual management of common illnesses that affect the community, and theme 4 consists of business essentials. Such an arrangement allows for well-sequenced and coordinated learning.

The design of the curriculum has also been intentionally organized to respond to the actual needs of the HS dispensers and the target community they serve. It is also designed in line with the disease burden in the country and accepted management guidelines for Zambia. This will ensure that after completion of the training, HS dispensers will be conversant with the health needs of the community, will be able to manage common ailments, will understand the most commonly used drugs, and will be able to empower themselves by improving their quality of life and that of the communities they serve. The design and structure of the curriculum emphasizes the attainment of practical competences and skills in health care. The course aims to foster the ability of the trainee to participate in HS-appropriate patient care and above all to practice with great dedication to ethics, integrity, and professionalism.

**Teaching and Learning Strategies**

The curriculum focuses on development of competences and skills through the following approaches: participant-cantered learning; small group learning; role play, demonstrations, presentations, and discussions with facilitator guidance; themes stimulating competence and skills development; and competencies and skills obtained through self-directed learning.

Demonstrations, when utilized, provide a better understanding and a holistic approach to patient care, while role plays provide guidance in scope and depth to broaden the trainees’ understanding.

It is also recommended that the trainer uses other adult-learning techniques to further enhance the training experience and engage the trainees at a deeper level. These include strategies like the use of flip-charts, the use of sticky notes, the ‘window-pane’, gallery walk, run and write, boomerang technique, problem solving, etc. and should be determined as appropriate for the session.

**Target Group for the Training**

Persons intending to enroll for the health shops training should have attained a **minimum** qualification of a Grade 12 certificate from the Examinations Council of Zambia with 5 'O levels with a minimum of a credit in English, Sciences and Mathematics. In screening participants, the training institution needs to pay close attention to academic qualifications, the minimum requirements being as stated above.

**Duration of the Training**

The training shall cover a period of ten weeks (258 hours (approximately seven weeks) of theory/institutionalized training, 80 hours (two weeks) of practical training during attachment, and 40 hours (one week) for final assessment). The first six weeks are to focus on the medical component, with the seventh week focusing on the business component. Weeks eight and nine are for practical attachment to a health facility, located in the catchment area of the local training institution for ease of supervision and mentorship, and during the tenth week, the students return to the institution for final assessment (exams).

**Cost of the Training**

The training institutions will budget for the trainings and determine the appropriate cost for the training. It is recommended that the training institutions do not charge exorbitantly high fees to disadvantage members of society with limited resources who would like to undergo this training. The cost should be determined in order to ensure that training is affordable to the HS dispensers and owners. Price may vary with inflation.

**Assessment Plan**

At the beginning of the training, trainees will be given a pre-test to assess the level of knowledge and competence that they are entering the course with. In addition, during each week, trainees will be engaged in continuous assessments related to the theme being studied to assess knowledge gain, behaviour change, and progress. The trainees will take a post-test and final assessments covering the various topics and issues discussed during the eight weeks. These assessments will be in the form of a written exam. The business training final assessment will be done on a separate day to allow participants to concentrate on the key technical areas. At the end of the training, all participants who pass the final exams and satisfy the examiners will be awarded certificates of attendance/completion of training. The pass mark for the tests and exams shall be 75%. For participants who do not achieve the pass mark, the procedure for re-sits in that institution would apply. Participants who completely fail the exam should be advised to retake the course when next offered at the institute.

# THE HEALTH SHOPS CURRICULUM

## THEME ONE: Overview of the health care delivery system, specifically the pharmaceutical sector, and legal aspects in the operation of health shops.

**MODULE 1**

**AIM**

To introduce the learner to the health shops concept and how it fits into the health care system in Zambia

**CORE COMPETENCES**

1. Identifies the role of a health shop in the health care system in Zambia
2. Identifies systems for collaboration and networking within the pharmaceutical sector
3. Understands the principles and standards that should be applied in the health shops
4. Maintains compliance with regulations and keeps required legal and requisite records

Demonstrates professional conduct and health-related ethics and adheres to the code of conduct for health shops dispense

**MODULE ONE, SESSION ONE: BACKGROUND TO HEALTH SHOPS IN ZAMBIA**

**OBJECTIVES**

At the end of the session the learner should be able to:

1. Describe the pharmaceutical sector of Zambia.
2. Describe the Health Shops concept.
3. Describe the role of health shops in service delivery.

**CONTENTS**

1. The Pharmaceutical Sector in Zambia

* 1. Structure and Hierarchy
1. Distribution of Pharmaceuticals
2. Pharmaceutical Services
	1. Retail Pharmacies
3. The health shops model
4. The case for health shops in Zambia
5. Requirements for accreditation of the health shops
6. Other requirements
	1. Premises
	2. Documentation and records
	3. Reference materials
7. Expected practices at the health shops
8. Conditions that can be managed at the health shops
9. Services that can be offered at the health shops
10. Benefits of health shops

**Teaching Methods**

* Lecture – 3 hours
* Group discussion

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

* TBD

**Field Visit - x Hours**

**Assessment**

* Post Test – 20%
* Practicum – 20%
* Final Examination – 60%

**Prescribed Reading/Reference Material**

1. Medicines and Allied Substances Act (No.3) of 2013;
2. Health Professions Act No. 24 of 2009;
3. Guidelines for Health Shops;
4. Standards of pharmacy practice;
5. Health Shop regulations, 2016;

**Recommended Reading/Reference Material**

1. Standard Treatment Guidelines;
2. Current list of General Sales Medicines registered by ZAMRA

### **MODULE ONE, SESSION TWO: ETHICS, LAWS AND REGULATIONS IN HEALTH SHOPS IN ZAMBIA**

**OBJECTIVES**

At the end of the session the learner should be able to:

1. Explain the laws governing the health shops.
2. Describe the acceptable standards for setting up a health shop.
3. Describe the required code of ethics of health shop dispensers/owner

**CONTENTS**

1. Definitions
2. Laws
3. Regulations
4. Guidelines
5. Policy
6. Regulation of Medicines
7. Why Regulate Medicines?
8. Aim of Regulating Medicines
9. What Products Are Regulated?
10. Regulation of Health Shops
11. ZAMRA Functions
12. Regulation: Role of District Authorities
13. Affiliations of the Health Shops
14. Regular Monitoring and Supportive Supervision
15. Procedures for Routine Supportive Supervision
16. The HS Dispenser’s Role during Supervision
17. Standards
18. For Operating Health Shops
19. For personnel
20. Code of ethics for health shops
21. Ethical Violations in Medicines Management
22. Offences and Penalties
23. Standards for Documentation and Recording
24. Purchase records logs
25. Expired medicines register
26. Inspectors log book
27. Prescription/Dispensing log book
28. Health Shop Accreditation Process
29. Standards for Dispensing
30. Standards for Premises
31. Resources to Keep at the Health Shop

**Teaching Methods**

* Lecture – 2 hours, 20 minutes
* Group discussion – 2 hours
* Exercise – 40 minutes

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Medicines and Allied Substances Act (No.3) of 2013;
2. Health Professions Act No. 24 of 2009;
3. Guidelines for Health Shops;
4. Standards of pharmacy practice;
5. Health Shop regulations, 2016;

**Recommended Reading/Reference Material**

1. Current list of General Sales Medicines registered by ZAMRA

## THEME TWO: Medicines management and rational dispensing.

**MODULE 2**

**AIM**

**To introduce the learner to the best practices for medicines management in the health shops and to orient them on aspects of rational dispensing promoting rational use of medicines.**

**CORE COMPETENCES**

1. Effectively manages medicines inventory, and applies principles of good storage of medicines.
2. Correctly reads, interprets, and dispenses medicines according to prescriptions.
3. Communicates effectively with patients/clients.
4. Correctly and appropriately counsels clients on optimal medicines use maintaining compliance with regulations.
5. Keeps the required legal and requisite records.

### **MODULE TWO, SESSION ONE: BASIC PRINCIPLES OF MEDICINES MANAGEMENT**

**OBJECTIVES**

At the end of the session the learner should be able to:

1. State the factors to consider when **selecting** medicines to be stocked.
2. Accurately estimate the **quantities** of medicines to be stocked.
3. State the steps followed when **receiving** medicines.
4. Describe the proper **storage** of medicines in a health shop.
5. State the factors that influence the storage of medicines.

**CONTENTS**

1. Overview of Medicines Management
	1. Medicines Management Cycle
2. Selection of medicines and appropriate selection practices/criteria
3. Procurement of medicines
	1. Estimating the quantity of medicine for procurement
	2. Quantifying the medicines to be purchased
	3. Selecting the sources of medicines
	4. Receipt of medicines
	5. Receipt of medicine checklist
	6. Transport of medicines
	7. Pricing of medicines
4. Distribution of medicines
5. Storage of medicine
	1. Arrangement of medicines on the shelves
	2. Importance of proper arrangement
	3. Factors that influence the storage of medicines
		1. Temperature
		2. Moisture
		3. Direct sunlight
		4. Cleanliness
6. Record keeping
	1. Out of stock book
	2. Purchase order book
	3. Receipt book
	4. Debtor’s book
	5. Expired drug book
	6. Dispensing log

**Teaching Methods**

* Lecture – 6 hours
* Role play
* Group discussions – 2 hours

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Guidelines for Health Shops;
2. Standards of pharmacy practice;
3. Health Shop regulations, 2016;
4. Current list of General Sales Medicines registered by ZAMRA
5. Standard Treatment Guidelines (current edition)

**Recommended Reading/Reference Material**

1. Managing Drug Supply
2. Zambia National Formulary (current edition)

### **MODULE TWO, SESSION TWO: APPROPRIATE MEDICINES USE: THE DISPENSING PROCESS**

**OBJECTIVES**

At the end of the session the learner should be able to:

1. Name the five RIGHTS of dispensing medicines.
2. Explain the eight steps of good dispensing.
3. Demonstrate how to correctly read, interpret, and process a prescription.
4. Describe the minimum environmental requirements to ensure good dispensing practice.

**CONTENTS**

1. Overview of the dispensing process
2. Definition of terms related to dispensing
3. Good dispensing practice requirements (5 R’s)
	1. right medicine
	2. right dose
	3. right quantities
	4. right container.
	5. right instructions
4. Qualities of a good seller
5. The Dispensing Process
	1. Read and interpret the prescription
		1. Prescription checklist
		2. Definition of terms related to PRESCRIPTIONS
		3. Generic names and brand names for medicines
	2. Prepare/collect the medicine for issue
		1. Collecting the medicine checklist
	3. Label the envelope
		1. Labelling checklist
	4. Calculate quantity, cost, or measure the correct amount of medicine
	5. Pack the medicine
	6. Re-read the prescription
	7. Deliver the medicine and counsel the client
		1. Client instruction checklist
	8. Record the prescription
6. Abbreviations used in prescriptions
	1. Abbreviations related to DOSE
	2. Abbreviations used in prescriptions related to DOSAGE FORM
	3. Abbreviations used in prescriptions related to DOSAGE (frequency of medicine administration)
	4. Abbreviations used in prescriptions related to DURATION of treatment
7. Dilution
	1. How to make a dilution
8. Reconstitution
	1. How to re-constitute dry powders
	2. How to prepare oral rehydration solution (ORS)

**Teaching Methods**

* Lecture – 5 hours, 15 minutes (include plenary/group discussions)
* Role play/Exercise – 2 hours, 45 minutes

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Guidelines for Health Shops;
2. Standards of pharmacy practice;
3. Health Shop regulations, 2016;
4. Current list of General Sales Medicines registered by ZAMRA
5. Standard Treatment Guidelines (current edition)

**Recommended Reading/Reference Material**

1. Managing Drug Supply
2. Zambia National Formulary (current edition)

### **MODULE TWO, SESSION THREE: MEDICINE ADMINISTRATION**

**OBJECTIVES**

At the end of the session the learner should be able to:

1. Describe the three different routes of administering medicines.
2. Name at least four common medicine dosage forms.
3. Given a common medicine dosage form, describe it.
4. Define “drug interaction.”
5. Locate a list of common drug interactions in the health shop dispenser’s manual.

**CONTENTS**

1. Definition and overview
2. Three major categories
	1. Enteral route
	2. Parenteral route
	3. Topical route
3. Enteral route
	1. Oral route
		1. Advantages of oral route administration
		2. Disadvantages of oral route administration
	2. Buccal/Sublingual route
		1. Advantages of buccal/sublingual route
		2. Disadvantages of buccal/sublingual route
	3. Rectal route
		1. Advantages of rectal route
		2. Disadvantages of rectal route
	4. Parenteral route
		1. Intravenous route
		2. Intramuscular route
4. Topical route
5. Medicine Dosage Forms
6. Common dosage forms
	1. Tablets
		1. Chewable tablets
		2. Effervescent tablets
		3. Slow release (SR) tablets
		4. Enteric coated tablets
		5. Sugar-coated tablets
		6. Film-coated tablets
	2. Capsules
		1. Hard gelatin capsules
		2. Soft gelatin capsules
	3. Granules
	4. Mouthwash
	5. Lozenges
	6. Suppositories
		1. Procedure for inserting suppositories
	7. Pessaries
		1. Procedure for inserting a vaginal pessary
	8. Oral suspension
		1. Dry powder for oral suspension
		2. Liquid oral suspension
	9. Topical preparations
	10. Eye preparations
	11. Inhaler
7. Drug Interactions
8. Effect of drug interactions
9. Common drug–drug interactions
10. Drug–food interactions

**Teaching Methods**

* Lecture – 3 hours, 30 minutes (include Plenary/Group discussions)
* Exercises – 1 hour, 30 minutes

**Assessment criteria**

* Theory
* Practical (Identification and demonstration)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Standard Treatment Guidelines (current edition)
2. Zambia National Formulary (current edition)

**Recommended Reading/Reference Material**

1. Current list of General Sales Medicines registered by ZAMRA
2. Prescribed list of medicines for health shops (SI No.12 of 2016)

### **MODULE TWO, SESSION FOUR: MAINTAINING GOOD QUALITY MEDICINES AT THE HEALTH SHOP**

**OBJECTIVES**

At the end of the session the learner should be able to:

1. State at least two effects of poor quality medicines on clients.
2. Name at least three causes of poor quality medicines.
3. For each of the following, name at least two signs of poor/bad quality: packaging, labels, tablets/capsules, and liquids.
4. Name at least four of the six things to check for to detect counterfeit medicines.
5. State where to report counterfeit medicines.
6. Name at least five ways to maintain the quality of medicines in the health shop.

**CONTENTS**

1. Quality of medicines
	1. Effects of Poor Quality Medicines on a Client
	2. Effects of Poor Quality Medicines on the Health Shop
2. Causes of Poor Quality Medicines
3. Some signs of poor quality medicines
	1. Packaging:
	2. Labels:
	3. Tablets or capsules:
	4. Liquids:
	5. dampness insides packages
	6. torn packages
4. Counterfeit medicines
	1. How to detect counterfeit medicines
	2. Consequences of stocking counterfeit medicines
		1. Effects on the client
		2. Effects on the business
	3. Where to report counterfeit medicines
5. Maintaining the Quality of Medicines in the Health Shop

**Teaching Methods**

* Lecture – 3 hours (include plenary/group discussions)
* Group exercises – 1 hour

**Assessment criteria**

* Theory
* Practical (Identification and demonstration)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Guidelines for Health Shops;
2. Standards of pharmacy practice;
3. Health Shop regulations, 2016;

**Recommended Reading/Reference Material**

1. Managing Drug Supply

### **MODULE TWO, SESSION FIVE: ADVERSE MEDICINE REACTION DETECTION AND REPORTING**

**OBJECTIVES**

At the end of the session the learner should be able to:

1. Explain what an adverse medicine reaction (AMR) is.
2. Explain what the health shop dispenser should do once he or she has detected an AMR.

**CONTENTS**

1. Side Effects
	1. Definition and examples
2. Adverse Medicine Reactions
	1. Definition of AMR
	2. Results of AMRs
	3. Consequences of AMRs
	4. Examples of AMRs
	5. Who is at Risk of AMRs
	6. Role of Health Shops in AMR Reporting
	7. The AMR Reporting Form

**Teaching Methods**

* Lecture – 3 hours (include plenary discussions)
* Group exercises – 2 hours

**Assessment criteria**

* Theory
* Practical (Identification and demonstration)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. ZAMRA Pharmacovigilance Training Material
2. The Adverse Medicine Reaction Reporting form and instructions

**Recommended Reading/Reference Material**

1. Managing Drug Supply

### **MODULE TWO, SESSION SIX: COMMUNICATION AT THE HEALTH SHOP**

**OBJECTIVES**

At the end of the session the learner should be able to:

1. Name at least three qualities of effective communication.
2. Name at least three barriers to effective communication.
3. Explain how to overcome each of the barriers.

**CONTENTS**

1. Introduction
2. Effective Communication
3. Types of Communication
	1. Verbal communication
	2. Nonverbal communication
4. Qualities of a Good Communicator
	1. Maintaining confidentiality/ privacy
	2. Ability to use simple and clear messages
	3. Empathy (putting yourself in the client’s situation)
	4. Active listening
	5. Have a positive (caring) attitude
	6. Good counselling skills
	7. Using appropriate body language
	8. Good questioning skills
5. Barriers to Communication
	1. How to Overcome Barriers to Effective Communication
6. How to Handle an Angry Client

**Teaching Methods**

* Lecture – 2 hours (include plenary discussions)
* Role play – 1 hour

**Assessment criteria**

* Theory
* Practical (Identification and demonstration)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Standards of pharmacy practice

**Recommended Reading/Reference Material**

1. Managing Drug Supply

## THEME THREE: Management of common illnesses that affect the community

**MODULE 3**

**AIM**

To provides a foundation to the learner on the management of common minor illnesses in the community, with a particular focus on the symptomatic approach

**CORE COMPETENCES**

1. Evaluates, manages, and refers patients according to the guidelines provided in this module;
2. Advises on care for newborns and family planning;
3. Provides first aid;
4. Understands, and is able to apply, the basic of managing children under five years using the Integrated Community Case Management (ICCM) approach;
5. Provides services in the health shop as outlined in session one of this module
6. Dispenses medicines according to prescriptions received in the health shop

### **MODULE THREE, SESSION ONE: INTRODUCTION – CONDITIONS THAT CAN BE MANAGED AND SERVICES OFFERED AT THE HEALTH SHOP**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Identify whether a specific condition can be managed at a health shop.
2. Identify whether a specific service can be offered at a health shop.

**CONTENTS**

1. Why Do Clients Visit Health Shops?
2. Elements of Successful Treatment
3. Conditions That The Health Shop Can Manage
4. Services That The Health Shop Can Offer
5. Additional Responsibilities

**Teaching Methods**

* Lecture – 1 hour, 30 minutes (include plenary discussions)
* Exercises – 2 hours

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Standard Treatment Guidelines
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION TWO: FIRST AID IN THE HEALTH SHOP**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. State the purpose of first aid.
2. Define five common terms used in first aid.
3. Name the six steps for management of an emergency.
4. Explain how to carry out the five initial assessment priorities (i.e., DR ABC).

**CONTENTS**

1. Overview/definition of First Aid and who can give it
2. Goals of First Aid
3. Definition of Terms
	1. Emergency
	2. Casualty
	3. First Aider
	4. Good Samaritan
	5. First aid box/kit
4. Qualities of a Good First Aider
5. Steps in Management of an Emergency
	1. Management of a Casualty using DR ABC:
		1. Danger
		2. Response
		3. Airway
		4. Breathing
		5. Circulation
		6. Resuscitation of the Casualty
6. First Aid for Some Common Conditions
	1. Choking
	2. Fainting
	3. Wounds and bleeding
		1. Minor bleeding
		2. Major bleeding
		3. Nose bleeding
	4. Burns and scalds
		1. Classifications and actions to take and NOT to take
	5. Fractures
		1. Open fractures (compound fractures)
		2. Closed fractures (simple fractures)
	6. Dislocations
	7. Poisoning
		1. Inhaled poisons
		2. Swallowed poisons
		3. Skin contact poisons
	8. Stings and bites
		1. Insect stings
		2. Animal bites
		3. Snake bites

**Teaching Methods**

* Lecture – 9 hours (include plenary discussions)
* Exercises and demonstrations and role plays – 7 hours

**Assessment criteria**

* Theory
* Practical (Demonstrations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION THREE: CLIENT ASSESSMENT**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Demonstrate the steps that a health shop dispenser can use to accurately diagnose and manage selected disease conditions in clients

**CONTENTS**

1. Client assessment
2. Information needed
3. Skills needed
4. Client assessment steps
	1. Greet
	2. Ask and examine
	3. Evaluate
	4. Explain and treat or refer
5. Factors that have an impact on client assessment
	1. Health beliefs and practices
	2. Family relationships
	3. Communication

**Teaching Methods**

* Lecture – 1 hour, 30 minutes
* Demonstrations and role plays – 1 hour, 30 minutes

**Assessment criteria**

* Theory
* Practical (Demonstrations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION FOUR: ASSESSMENT AND CARE FOR A SICK CHILD UNDER FIVE**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Demonstrate the steps that a health shop dispenser can use to accurately diagnose and manage selected disease conditions in children under five years of age.

**CONTENTS**

1. Assessing a sick child that is younger than 5 years of age
	1. Refer to the iCCM job aid
2. Some common presenting symptoms in children
	1. Cough
	2. Diarrhoea
	3. Fever
	4. Pus discharge from the ear
	5. Itching and skin rash
	6. Running nose and sneezing
	7. Sores in the mouth
3. General checklist for sick children
	1. Guidelines on questions to ask
	2. Identification of danger signs

**Teaching Methods**

* Lecture/review of job aids – 5 hours
* Demonstrations and role plays – 3 hours

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Integrated community case management
2. Integrated management of childhood illnesses
3. Health shops dispenser’s training manual
4. Standard Treatment Guidelines

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

**MODULE THREE, SESSION FIVE: SKIN DISEASES IN CHILDREN**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Match the signs and symptoms of common skin diseases affecting children with those diseases.
2. Locate the guidelines for management of those common skin diseases in the Health Shop Dispenser’s Manual.
3. Demonstrate how to advise the caregiver about treatment for the child’s skin disease.

**CONTENTS**

1. Introduction
2. Skin rash
	1. Common causes of skin rash
		1. Eczema
		2. Scabies
		3. Ringworm of the head
		4. Nappy rash
		5. Lice infestation
		6. Chicken pox
3. Causes of skin rash and itching flow chart
	1. Key questions to ask a caregiver or a mother with a child who has a skin rash
4. Eczema
	1. Signs and symptoms
	2. General measures
	3. Drug treatment
	4. Guidelines for referral
5. Nappy rash
	1. Signs and symptoms
	2. General measures
	3. Drug treatment
	4. Guidelines for referral
6. Lice (pediculosis)
	1. Signs and symptoms
	2. General measures
	3. Preventive measures
	4. Drug treatment
7. Ringworm of the head
	1. Signs and symptoms
8. Fungal infection of the scalp
	1. Drug treatment
	2. Guidelines for referral
9. Scabies
	1. Signs and symptoms
	2. General measures
	3. Drug treatment
	4. Prevention
10. Chicken pox
	1. Signs and symptoms
	2. General measures
	3. Drug treatment
	4. Guidelines for referral

**Teaching Methods**

* Lecture and job aids – 3 hours
* Exercises – 1 hour, 30 minutes

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Integrated community case management
2. Integrated management of childhood illnesses
3. Health shops dispenser’s training manual
4. Standard Treatment Guidelines

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION SIX: SKIN DISEASES IN ADULTS**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Match the signs and symptoms of common skin diseases affecting adults with those diseases.
2. Locate the guidelines for management of those common skin diseases in the Health Shop Dispenser’s Manual.
3. Demonstrate how to advise the client about treatment for the skin disease.

**CONTENTS**

1. Common Skin Diseases in Adults
2. Athlete’s foot
	1. Definition and Overview
	2. How you get athletes foot
	3. Signs and symptoms
	4. General measures
	5. Drug treatment
	6. Guidelines for referral
3. Body ringworm
	1. Definition and Overview
	2. How you get body ringworm
	3. Signs and symptoms
	4. General measures
	5. Drug treatment
	6. Guidelines for referral
4. Pimples (acne)
	1. Definition and Overview
	2. People most at risk for acne
	3. Signs and symptoms
	4. General measures
	5. Drug treatment
	6. Guidelines for referral
5. Herpes zoster
	1. Definition and Overview
	2. How you get athletes foot
	3. Signs and symptoms
	4. General measures
	5. Supportive drug treatment
6. Boils
	1. Definition and Overview
	2. Signs and symptoms
	3. General measures

**Teaching Methods**

* Lecture/job aids – 2 hours
* Exercises – 1 hour, 30 minutes

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION SEVEN: FEVER AND PAIN MANAGEMENT IN THE HEALTH SHOP**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. State the three goals of fever management.
2. Given short case descriptions, recommend the medicine and dosage regimen that may be used to treat each client.
3. State at least 3 reasons to refer a client with fever.
4. State 3 supportive therapies that are useful for managing fever.

**CONTENTS**

1. Fever
	1. Definition and overview
	2. Causes of Fever
		1. In Adults
		2. In Children
	3. Signs/Symptoms of fever
		1. In Adults and Children Older than 6 Years
		2. In Infants and Children 2 Months to 5 Years
	4. Client Assessment Checklist
	5. Management of Fever: Goals
		1. Children 2 Months-5 Years
		2. Older Children and Adults
	6. Treating the Cause of Fever
	7. Supportive Therapies
	8. When to Refer a Client With Fever
2. Pain and Inflammation
	1. Definition and overview
	2. Causes of Pain
	3. Management of Pain and Inflammation
	4. Guidelines for referral

**Teaching Methods**

* Lecture – 3 hours, 30 minutes
* Exercises/Role plays – 1 hour

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION EIGHT: MALARIA CASE MANAGEMENT**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Explain how to determine whether a client has malaria.
2. Given descriptions of clients with malaria symptoms, classify each case of malaria as uncomplicated or severe.
3. Describe how to refer a client with severe malaria, including pre-referral treatment.
4. Describe how to manage uncomplicated malaria.
5. Name at least 3 ways to prevent malaria.

**CONTENTS**

1. Definition and overview of Malaria
	1. Malaria Burden
	2. Groups Vulnerable to Malaria
2. Classification of Malaria
	1. Uncomplicated malaria
	2. Severe malaria
3. Assessing for malaria
	1. Reasons for Doing an RDT
4. Management of malaria in the health shop
	1. Guidelines for Referral
	2. Pre-referral Treatment
	3. Management of Uncomplicated Malaria
	4. Management of Fever
5. Counselling Clients with Malaria
6. How Malaria Spreads From One Person to Another
7. Control and Prevention of Malaria

**Teaching Methods**

* Classroom lecture on case management and diagnosis – 2 hours
* Role plays/group discussion – 30 minutes
* Exercise – 2 hours, 30 minutes

**Assessment criteria**

* Theory
* Practical (Checklists to assess field visit assignments)

**Practicum Sites**

TBD

**Field Visit - x Hours** (Field visits to health facilities to practice history taking, examination, RDT procedure and prescription interpretation)

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management

**Recommended Reading/Reference Material**

1. ZAAI training materials (2009)
2. Standards of pharmacy practice;
3. Health Shop regulations, 2016

### **MODULE THREE, SESSION NINE: THE USE OF AN RDT (RAPID DIAGNOSTIC TEST) FOR MALARIA**

**NOTE:** *this session is a generic format for training in use of an RDT. It is recommended that the package leaflet of the actual RDT in use in the facilities at the time of conducting this training be used to refer during this session***.**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Demonstrate the RDT testing process.

**CONTENTS**

Step-by-step procedure on how to conduct a rapid diagnostic test for malaria.

**Teaching Methods**

* Classroom demonstration and practical sessions on use of the RDT
* Exercises
* Role plays
* Field visits to health facilities to practice doing the RDT procedure
* Total time for this session is one day (8 hours)

**Assessment criteria**

* Theory
* Practical (Correct demonstration of the RDT procedure)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Current RDT package insert

**Recommended Reading/Reference Material**

1. ZAAI training materials (2009)

2. Standards of pharmacy practice;

3. Health Shop regulations, 2016

### **MODULE THREE, SESSION TEN: DISORDERS OF THE EAR**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Name at least three signs and symptoms of middle ear infection.
2. Name at least three signs and symptoms of outer ear infection.
3. Demonstrate how to assess a client for an ear disorder.
4. Describe how to advise the caregiver or client about treatment for middle ear infection.
5. Describe how to advise the caregiver or client about treatment for outer ear infection.

**CONTENTS**

1. Introduction and Overview
	1. Structure of the Ear
2. Client Assessment
3. Infection of the Middle Ear
	1. Definition and Overview
	2. Signs and symptoms
	3. General Measures
	4. Drug treatment
	5. Guidelines for referral
4. Inflammation of the Outer Ear
	1. Definition and Overview
	2. Signs and symptoms
	3. General Measures
	4. Drug treatment
	5. Guidelines for referral

**Teaching Methods**

* Lecture – 4 hours
* Exercises, including role play (administering the checklist) – 2 hours

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION ELEVEN: CONDITIONS OF THE NOSE, MOUTH, AND THROAT**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Describe how to assess a client for running nose and sneezing.
2. Describe how to assess a client for a sores in the mouth.
3. Describe how to assess a client for tonsillitis.
4. Demonstrate how to advise a client/caregiver for treatment of these conditions of the nose, mouth, or throat.

**CONTENTS**

1. Overview of diseases of the nose, throat, and mouth
2. Nose
	1. Running nose and sneezing
		1. Definition and overview
	2. Allergic rhinitis
		1. Definition and Overview
		2. Signs and symptoms
		3. Causes of allergic rhinitis
		4. General Measures
		5. Drug treatment
		6. Guidelines for referral
	3. Common cold and flu
		1. Definition and Overview
		2. Signs and symptoms
		3. General Measures
		4. Drug treatment
		5. Guidelines for referral
	4. Client checklist – Nose diseases
3. Mouth
	1. Sores in the mouth
		1. Definition and overview
	2. Oral thrush
		1. Definition and Overview
		2. Signs and symptoms
		3. Causes of oral thrush
		4. General Measures
		5. Drug treatment
		6. Guidelines for referral
	3. Cold sores
		1. Definition and Overview
		2. Signs and symptoms
		3. Causes and mode of transmission
		4. General Measures
		5. Drug treatment
		6. Guidelines for referral
	4. Client checklist – mouth diseases
4. Throat
	1. Sore throat
		1. Definition and Overview
		2. Management and referral
	2. Tonsillitis
		1. Definition and Overview
		2. Signs and symptoms
		3. General Measures
		4. Drug treatment
		5. Guidelines for referral

**Teaching Methods**

* Lecture – 3 hours
* Exercises including role play (administering the checklists) – 3 hours

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION TWELVE: CONDITIONS OF THE EYE**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. State which eye conditions the health shop dispenser can treat and which she or he should refer.
2. Match the signs and symptoms of selected eye conditions with their conditions.
3. Describe the treatment to recommend for each of those eye conditions.

**CONTENTS**

1. Introduction
2. Structure of the eye
3. Common eye conditions
	1. Red eye (conjunctivitis)
		1. Client assessment for red eye
		2. Management of red eye
	2. Foreign body (FB) in the eye
		1. Management of FB in the eye
	3. Stye
		1. Management of stye
	4. Ophthalmia of the newborn
4. Eye Conditions That MUST Be Referred Immediately
	1. Keratitis
		1. Signs and symptoms
		2. Causes
	2. Cataract
		1. Signs and symptoms
		2. Causes
	3. Xerophthalmia
		1. Signs and symptoms
		2. Causes

**Teaching Methods**

* Lecture – 3 hours, 30 minutes
* Exercises including role play (administering the checklists) – 1 hour, 30 minutes
* Exercises

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management
5. Integrated Management of Childhood Illness

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION THIRTEEN: DISEASES AFFECTING THE RESPIRATORY TRACT**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Explain the difference between:
	1. acute cough and chronic cough
	2. productive cough and dry cough
2. Describe how to assess and manage an adult with cough.
3. Describe how to assess and manage a child five years or younger with cough.
4. Describe how to count the breathing rate of a child five years or younger.
5. State the pre-referral treatment of a child five years or younger with cough and chest in-drawing.

**CONTENTS**

1. Respiratory Tract Infections – Definition and overview
	1. The Respiratory System
2. Cough
	1. Productive cough
	2. Dry cough
3. Cough in Adults
	1. Assessing an Adult with Cough
	2. Managing an Adult’s Cough
	3. Guidelines for referral
4. Cough in Children 5 Years and Younger
	1. Breathing rates
	2. Assessing for Chest In-Drawing
	3. Management of Cough
	4. Guidelines for Referral
	5. Pre-Referral Treatment of Cough With Chest In-Drawing in Child
5. Prevention of Respiratory Tract Infections

**Teaching Methods**

* Lecture and video show – 5 hours
* Role plays and demonstrations for breathing rates and chest in-drawing – 2 hours
* Exercises – 1 hour

**Assessment criteria**

* Theory
* Practical (Ability to assess clients with cough and determine next steps appropriately)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management
5. Integrated Management of Childhood Illnesses

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION FOURTEEN: DISEASES AFFECTING THE GASTROINTESTINAL TRACT**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Explain how to assess and manage an adult’s diarrhoea (including when to refer).
2. Explain how to assess and manage a child’s diarrhoea (including when to refer).
3. Explain how to assess and manage an adult’s heartburn at the health shop (including when to refer).
4. Explain how to assess and manage an adult’s constipation (including when to refer).

**CONTENTS**

1. Introduction to diseases of the gastrointestinal tract (GIT)
2. Diarrhoea
	1. Definition and overview
	2. Causes of diarrhoea
		1. Viral Diarrhoea
			1. Signs and Symptoms
			2. Management
		2. Bacterial Diarrhoea
			1. Signs and Symptoms
			2. Management
	3. Dehydration
		1. Concerns and management
	4. Diarrhoea in Children Under 5 years
		1. Assessment of Diarrhoea in Children Under 5 years
		2. Assessment of Dehydration in Children Under 5 years
		3. Management of Mild Dehydration in a Child Under 5 years
		4. Guidelines for Referral of Diarrhoeal Cases in Children
	5. Prevention of diarrhoea
3. Heartburn
	1. Definition and overview
	2. Causes of heartburn
	3. Factors that contribute to heartburn
	4. General preventive measures
	5. Drug treatment
	6. Guidelines for referral
4. Constipation
	1. Definition and overview
	2. Causes
	3. Signs and symptoms
	4. Management
	5. Guidelines for referral

**Teaching Methods**

* Lecture – 6 hours
* Exercises plus role play (administering the checklists) – 2 hours

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management
5. Integrated Management of Childhood Illnesses

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION FIFTEEN: MALNUTRITION**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Match the following conditions of malnutrition with their signs and symptoms: wasting, stunting, bilateral oedema, anaemia, and over-nutrition.
2. Refer children under 5 years who have signs of malnutrition.
3. Refer clients, especially pregnant women, who have signs of anaemia.

**CONTENTS**

1. Overview and definition
2. The Cycle of Malnutrition
3. Consequences of Malnutrition
4. Common Signs of Malnutrition in Children
	1. Wasting
		1. Signs and symptoms
	2. Bilateral Oedema
		1. Signs and symptoms
	3. Stunting
		1. Signs and symptoms
	4. Anaemia
		1. Definition and consequences
		2. Signs and symptoms
		3. Causes
		4. Management
5. Over-nutrition
	1. Contributing factors and consequences
6. Risk groups for malnutrition

**Teaching Methods**

* Lecture – 1 hour
* Exercises including role play (administering the checklists) – 2 hours

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management
5. Integrated Management of Childhood Illnesses

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION SIXTEEN: CONDITIONS AFFECTING THE REPRODUCTIVE AND URINARY SYSTEMS**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Explain how to assess and manage the listed reproductive and urinary tract conditions.

**CONTENTS**

1. Overview
2. Pain in the Lower Abdomen in Females
	1. Dysmenorrhoea
		1. Definition and overview
		2. Classification of dysmenorrhoea
			1. Primary dysmenorrhoea
				1. Signs and symptoms
				2. General measures
				3. Drug treatment
			2. Secondary dysmenorrhoea
				1. Guidelines for referral
			3. Premenstrual syndrome
				1. Signs and symptoms
				2. General measures
			4. Pelvic inflammatory disease
				1. Definition
				2. Signs and symptoms
				3. Factors that increase the risk of PID
				4. Management
	2. Checklist – assessment of Female Client with Lower Abdominal Pain
3. Vaginal discharge
	1. Characteristics of Vaginal Discharge
	2. Abnormal Vaginal Discharge Causes
		1. Vaginal candidiasis
			1. Definition and overview
			2. Signs and symptoms
			3. Drug treatment
			4. Conditions that Increase a Woman’s Chances of Getting Candidiasis
		2. Trichomoniasis
			1. Definitions and overview
			2. How it is contracted
			3. Signs and symptoms
			4. Drug treatment
		3. Mycoplasma and chlamydia
			1. Definitions and overview
			2. Signs and symptoms
			3. Referral and treatment guidelines
	3. Checklist – Client Assessment for Abnormal Vaginal Discharge
4. General Advice for All Females With Abnormal Discharge or Itching
	1. Guidelines for referral
5. Pus Discharge from the Penis (Urethral Discharge)
	1. Introduction
	2. Signs and symptoms
	3. Checklist – client assessment with urethral discharge
	4. General measures
	5. Drug treatment
6. Urinary tract infection
	1. Overview
	2. Signs and symptoms
	3. Checklist – Client Assessment For Pain on Urination
	4. Drug treatment for UTI
	5. General measures
	6. Guidelines for referral

**Teaching Methods**

* Lecture – 5 hours, 15 minutes
* Exercises & Role play (administering the checklists) – 2 hours, 45 minutes

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION SEVENTEEN: FAMILY PLANNING METHODS**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Name their tasks in providing family planning (FP) counselling and methods to their clients.
2. Describe each of the following FP methods: male condoms, female condoms, combined oral contraceptives (COC), and progestin-only pills (POP).
3. Explain the need for screening clients for COCs and POPs.
4. Explain how to use the pregnancy screening and COCs checklists.
5. Demonstrate the ability to give accurate instructions for use of the oral pills, COCs, and POPs.
6. Demonstrate the ability to give accurate instructions for use of male and female condoms.
7. Demonstrate the ability to submit clinic returns to the appropriate authority.
8. Know about other FP methods that require referral to a health centre

**CONTENTS**

1. Health Shop Dispenser Tasks in Family Planning
	1. Inform clients about FP methods.
	2. Screen clients for use of oral pills.
	3. Manage clients who use oral pills and condoms.
2. Key Points to Share About Family Planning Methods
3. Condoms
	1. Definition and Overview
	2. How Do They Work
	3. Advantages of Using Condoms
	4. Disadvantages of Using Condoms
4. Oral Contraceptive Methods
	1. Why Screen Clients For Oral Pills
	2. Screening Clients For Possible Pregnancy
5. Combined Oral Pills (COC)
	1. How to Screen Clients Who Want to Use COCS
	2. Women Who Can Use COCS
	3. Women Who Should Not Use COCS
	4. When a Woman Can Initiate COCS
	5. Instructions For Clients Starting to Use COCS
	6. Minor Side Effects of COCS
	7. Examples of COCS
6. Progestin Only Pills (POPs)
	1. Who Can Use POPs
	2. Who Should Not Use POPs
	3. Advantages of Using POPs
	4. Disadvantages of Using POPs
	5. When a Woman Can Initiate POPs
	6. Instructions For Clients Starting to Use POPs
	7. Danger signs
	8. Examples of POPs
7. Pills and Medical Care
8. Pills and Emergency Contraception
9. Other Family Planning Methods Requiring Referral

**Teaching Methods**

* Lecture – 5 hours, 45 minutes
* Exercises and role play (administering the checklists and demonstrations) – 2 hours, 15 minutes

**Assessment criteria**

* Theory
* Practical (Ability to counsel clients and share information on contraceptive methods)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice
2. Health Shop regulations, 2016

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### **MODULE THREE, SESSION EIGHTEEN: CARE FOR PREGNANT WOMEN AND NEWBORNS**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Describe the role of the health shop dispenser in caring for new-borns and pregnant women in the community.
2. Describe danger signs in a new-born that require URGENT REFERRAL.
3. Describe danger signs in a pregnant woman that require URGENT REFERRAL.
4. Describe the benefits of antenatal and postnatal care.
5. Explain how to manage minor disorders that occur during pregnancy.

**CONTENTS**

1. HS Role in New-born and Maternal Care
2. Impact of Some Maternal and New-born Practices in the Community
3. Antenatal Care
	1. Advice for the Pregnant Woman
	2. Antenatal Care Visits
	3. The Role of the Health Shop in ANC
	4. Management of Minor Disorders During Pregnancy
	5. Danger Signs in Pregnancy
4. Postnatal Care and New-borns
	1. New-borns at Risk
	2. Postnatal Care
	3. Danger Signs for New-borns
	4. Danger Signs for Mothers
5. National Recommendations for Breastfeeding Babies
6. Guidelines for referral

**Teaching Methods**

* Lecture – 6 hours
* Exercises – 2 hours

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION NINETEEN: CHRONIC CONDITIONS (NON-COMMUNICABLE DISEASES – NCD’S)**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Name at least three signs or symptoms of each of the following chronic conditions: hypertension (high blood pressure), diabetes mellitus, and asthma.
2. Locate the complete list of signs and symptoms of each of these chronic conditions in the Health Shop Dispenser’s Manual.
3. REFER all new clients who have signs and/or symptoms of any of the three conditions, and all old clients who have signs and symptoms of increased severity of the three conditions.
4. Advise clients on how to prevent hypertension/high blood pressure, diabetes mellitus, and asthma.
5. Advise clients on how to manage hypertension/high blood pressure, diabetes mellitus, and asthma.

**CONTENTS**

1. Chronic Conditions: Definition
2. Responsibilities of the health shop
3. Hypertension
	1. Definition and Overview
	2. Signs and Symptoms
	3. Risk Factors for High Blood Pressure
	4. Responsibilities of HS Operators
	5. Advice for High Blood Pressure
4. Diabetes Mellitus
	1. Definition and Overview
	2. Signs and Symptoms
	3. Risk Factors for Diabetes
	4. Advice for Clients
5. Low Blood Sugar
	1. Definition and Overview
	2. Signs and Symptoms of Low Blood Sugar
	3. Management of Low Blood Sugar
	4. Prevention of Low Blood Sugar
6. Asthma
	1. Definition and Overview
	2. Signs and Symptoms
	3. What Happens During an Attack of Asthma
	4. Causes of Asthma
	5. Client Information
	6. Drug Treatment
7. Guidelines for referral

**Teaching Methods**

* Lecture – 4 hours, 30 minutes
* Role plays
* Exercises – 2 hours

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION TWENTY: NOTIFIABLE DISEASES**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. State the common notifiable diseases.
2. State their mode of transmission.
3. State the signs and symptoms.
4. Know how to manage suspected cases.
5. Outline basic preventive measures.
6. Know who to contact in case of an outbreak.

**CONTENTS**

1. Introduction and general overview
2. What to do in case of a notifiable disease
3. Notifiable diseases
	1. Cholera
		1. Introduction
		2. Modes of transmission
		3. Signs and symptoms
		4. Management and Prevention
	2. Meningitis
		1. Introduction
		2. Modes of transmission
		3. Signs and symptoms
		4. Management and Prevention
	3. Measles
		1. Introduction and general overview
		2. Modes of transmission
		3. Signs and symptoms
		4. Management and Prevention
	4. Yellow Fever
		1. Introduction and general overview
		2. Countries at risk
		3. Modes of transmission
		4. Signs and symptoms
		5. Management and Prevention
	5. Ebola
		1. Introduction and general overview
		2. Modes of transmission
		3. Signs and symptoms
		4. Management
		5. Prevention and special precautions

**Teaching Methods**

* Lecture – 6 hours
* Exercises – 2 hours

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice
2. Health Shop regulations, 2016

### **MODULE THREE, SESSION TWENTY-ONE: HIV & AIDS**

**OBJECTIVES**

At the end of the session, the learner should be able to:

1. Understand basic facts of HIV and AIDS;
2. Describe the signs and symptoms of HIV & AIDS;
3. Understand how HIV is transmitted
4. Learn how to prevent the spread of HIV
5. Learn aspects about the treatment of HIV/AIDS
6. Understand his role in the provision of HIV services

**CONTENTS**

1. Introduction
2. Signs and Symptoms of HIV & AIDS
3. Transmission of HIV
	1. Types of HIV transmission
	2. Clarifications on myths about HIV transmission
4. Prevention of HIV & AIDS
	1. Prevention of MTCT of HIV
5. Treatment of HIV/AIDS – Antiretroviral Therapy
	1. Benefits of ART
6. Role of a health shop dispenser in HIV/AIDS management
7. Key practices and messages
8. HIV testing practicum

**Teaching Methods**

* Lecture – 3 hours, 30 minutes
* Exercises/Role play – 1 hour
* National HIV testing training – 3 days

**Assessment criteria**

* Theory
* Practical (Identification of specific symptoms, demonstration of correct evaluations)
* Practicum

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops dispenser’s training manual
2. Standard Treatment Guidelines
3. Zambia National Formulary (current edition)
4. Integrated Community Case Management

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice
2. Health Shop regulations, 2016

## THEME FOUR: The Health Shops business skills development

The health shop business training is aimed at equipping health shop owners with business skills in order to sustain their businesses. The development of this section of the training curriculum has been particularly inspired by the realization that whilst health shops businesses provide products and services that treat ailments and save lives, they also need to be run profitably for their survival and growth. It is expected that by the end of this course, participants will have gained an understanding of the health shops concept and will be equipped with the knowledge and skills necessary to operate a health shop profitably.

The Business Skills course lasts five days and can be delivered to potential owners, and to dispensers too.

**AIM**

The goal of this Business Skills Course is to equip health shop owners with transferable business management knowledge and skills to run profitable and sustainable health shops businesses.

**CORE COMPETENCIES**

1. Assesses their business environment and the status of their business performance.

2. Creates a draft business plan and a draft financial plan for their HS.

3. Manages their health shops well.

4. Carries out recordkeeping and business financial management.

5. Manages the dynamics of a family business.

**STRUCTURE OF THE BASIC BUSINESS SKILLS COURSE**

The training curriculum is divided into six main modules that are presented in order of recommended delivery, with each module building on the preceding one. Each module contains session building blocks as presented below.

### **MODULE ONE: UNDERSTANDING YOUR HEALTH SHOP BUSINESS**

**OBJECTIVES**

As a result of actively participating in this module, the individual will be able to:

1. State the ideal qualities of a business entrepreneur.
2. State the responsibilities of a business entrepreneur.
3. Assess the status of a business entrepreneur.
4. Identify the stakeholders of a business entrepreneur.

#### **SESSION 1: THE BUSINESS ENTREPRENEUR**

**CONTENTS**

1. The Entrepreneur: Definition and overview
2. Business Person’s Characteristics
3. Actions of an Entrepreneur
4. The Health Shop and Keys to Business Success

#### **SESSION 2: ASSESSING YOUR BUSINESS**

**CONTENTS**

1. SWOT Analysis
2. Identification of:
	1. Strengths
	2. Weaknesses
	3. Opportunities
	4. Threats

#### **SESSION 3: STAKEHOLDERS OF THE HEALTH SHOPS**

**CONTENTS**

1. Business Stakeholders
	1. Expectations of various stakeholders
	2. Roles of various stakeholders

**Teaching Methods**

* Lecture – 3 hours 40 minutes
* Plenary discussions
* Exercises

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops owners’ training manual
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE TWO: LIFE GOALS AND PERSONAL FINANCIAL PLANNING**

**OBJECTIVES**

As a result of actively participating in this module, the individual will be able to:

1. Give at least two reasons why setting life goals is important to personal success.
2. Give at least two reasons why setting personal financial goals is important to personal success.
3. State at least two benefits of personal financial planning.
4. State your personal financial goals.

**CONTENTS**

1. Vision
2. Mission
3. Goal
4. Importance of setting life goals
5. Process of setting life goals
6. Setting Personal Financial Goals
7. Benefits of Personal Financial Planning

**Teaching Methods**

* Lecture – 2 hours
* Plenary discussions
* Exercises

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops owners’ training manual
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE THREE: RUNNING A FAMILY BUSINESS**

**OBJECTIVES**

As a result of actively participating in this module, the individual will be able to:

* + - 1. Name at least two challenges a family business is likely to face.
			2. For each challenge, state one way to deal with it.
			3. State at least two reasons why succession planning is important to the success of family businesses.
			4. Name at least two critical success factors for a family business.

**CONTENTS**

1. Family Business
	1. Introduction
	2. Examples
	3. Challenges
	4. Succession planning
	5. Critical success factors

**Teaching Methods**

* Lecture – 4 hours
* Plenary discussions
* Exercises

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops owners’ training manual
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE FOUR: HEALTH SHOP BUSINESS PLANNING**

**OBJECTIVES**

As a result of actively participating in this module, the individual will be able to:

1. Give a list of the key components of a business plan, briefly explain the purpose of each component.
2. Give an outline of a business financing strategy for an HS, explain what should go into each section.
3. Create a draft of a business plan for his or her health shop.
4. Create a draft of a business financing strategy for her/his health shop.

**CONTENTS**

1. What Is Business Planning
2. Vision and Mission
	1. Health Shop Vision
	2. Health Shop Mission
3. Health Shop Strategic planning
	1. Benefits of a Business Plan
	2. Business Plan Components
	3. Background
	4. Sales and marketing strategy
	5. Supply or procurement plan
	6. Stock management plan
	7. Staff plan
	8. Business growth and expansion plan
	9. Community responsibility plan
	10. The Business Financing Plan
		1. Key objectives and financial review
		2. Financial projections
		3. Sources of business finance

**Teaching Methods**

* Lecture – 4 hours 30 minutes
* Plenary discussions
* Exercises

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops owners’ training manual
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE FIVE: BUSINESS MANAGEMENT**

#### **SESSION ONE: COSTING AND PRICING**

**OBJECTIVES**

As a result of actively participating in this session, the individual will be able to:

1. Name the six steps of “cost plus” pricing.
2. Explain how to use “cost plus” pricing to determine the price at which to sell a product in a health shop.

**CONTENTS**

1. Business Pricing
2. Fixed Costs
3. Variable Costs
4. The “Cost Plus” Method of Pricing
	* Costing Statement
5. Tips for Successful Pricing
6. Pricing of Medicines
	* Costing Statement

**Teaching Methods**

* Lecture – 2 hours 40 minutes
* Plenary discussions
* Exercises

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops owners’ training manual
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

#### **SESSION TWO: BUYING, RECEIVING, AND TRANSPORTING MEDICINES**

**OBJECTIVES**

As a result of actively participating in this session, the individual will be able to:

1. State at least two reasons why it is better to buy medicines from licensed pharmacies.
2. State the five things to check when receiving medicines.
3. Explain why it is best to transport medicines in licensed wholesaler vans.

**CONTENTS**

1. Sources of Medicines
2. Why Buy From Licensed Suppliers
3. Choosing a Licensed Supplier
	1. Factors to consider
4. Sources of Other Products
5. Receiving Medicines
	1. Receiving Medicines Checklist
6. Transporting Medicines

**Teaching Methods**

* Lecture – 2 hours 10 minutes
* Plenary discussions
* Exercises

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops owners’ training manual
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

#### **SESSION THREE: STOCK MANAGEMENT**

**OBJECTIVES**

As a result of actively participating in this session, the individual will be able to:

1. Explain how the fill rate helps determine the quantities of medicines to stock.
2. Explain the FEFO rule.
3. Explain the FIFO rule.
4. Match what to record in each of the following recordkeeping documents with the correct document:
	1. Purchase order book
	2. Receipt book
	3. Debtors’ book
	4. Prescribing and dispensing log book
	5. Expired medicines book

**CONTENTS**

1. Survival and Growth of Health Shops
2. Definition of Stock Management
3. Three Goals of Stock Management
	1. Medicines are available in the drug shop in the right quantity.
	2. Medicines are available at the right cost.
	3. Medicines are available at all times without stock-outs.
4. How Much of Each Type to Stock
	1. Re-ordering Stock
	2. Stock Rotation
	3. FEFO and FIFO rules
5. Record keeping
	1. Record keeping documents
		1. Purchase order book
		2. Receipt books
		3. Debtors’ book
		4. Expired medicines book
		5. Prescribing and dispensing log book
6. Stock Control System
	1. Stock control problems
	2. Stock control system steps
	3. Stock control steps for success
		1. Ordering stock
		2. Stock taking
		3. Space management
7. Getting and keeping customers

**Teaching Methods**

* Lecture – 2 hours 30 minutes
* Plenary discussions
* Exercises

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops owners’ training manual
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

#### **SESSION FOUR: MARKETING AND CUSTOMER CARE IN MEDICINES BUSINESS**

**OBJECTIVES**

As a result of actively participating in this session, the individual will be able to:

1. Name the four Ps of marketing.
2. Name three ways of advertising your business.
3. Name at least three ways to keep customers.
4. Name the four key factors in a marketing plan.

**CONTENTS**

1. Marketing: Definition and overview
2. Marketing Plan
3. The 4 Ps of Marketing
	1. Product
	2. People
	3. Place
	4. Price
4. Advertising Your Business
	1. Keeping Customers
		1. Tips for Keeping Customers
5. Key Marketing Facts

**Teaching Methods**

* Lecture – 45 minutes
* Plenary discussions
* Exercises

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops owners’ training manual
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

#### **SESSION FIVE: BUSINESS LEADERSHIP AND ETHICS**

**OBJECTIVES**

As a result of actively participating in this session, the individual will be able to:

1. Name two things that the health shop owner must provide for the business to grow and be successful.
2. Give at least two reasons why business ethics is essential for health shop success.

**CONTENTS**

1. Business Leadership
2. Qualities of a Good Business Leader
3. Business Ethics
	1. Ethical Business Practices in the Health Shop
	2. Business owner responsibility

**Teaching Methods**

* Lecture – 30 minutes
* Plenary discussions
* Exercises

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops owners’ training manual
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

#### **SESSION SIX: PEOPLE MANAGEMENT**

**OBJECTIVES**

As a result of actively participating in this session, the individual will be able to:

1. Explain each of the five steps of managing people effectively.
2. Identify examples of effective people management actions in real-life scenarios.

**CONTENTS**

1. People Management: Definition and overview
2. Managing People Effectively
	1. Communicate your expectations
	2. Analyse your team to learn the strengths and weaknesses of each team member
	3. Assign responsibilities to maximize the strengths and minimize the weaknesses of your team
	4. Meet with your team regularly
	5. Keep track of team activities

**Teaching Methods**

* Lecture – 1 hour 30 minutes
* Plenary discussions
* Exercises

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops owners’ training manual
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

### **MODULE SIX: RECORDKEEPING AND BUSINESS FINANCIAL MANAGEMENT**

**OBJECTIVES**

As a result of actively participating in this module, the individual will be able to:

1. State the guidelines for setting up a simple bookkeeping system for his or her health shop.
2. Explain how to carry out the four steps of reconciling your bank account balance.
3. Explain how to record monthly income and expenditures.
4. Explain how to calculate whether a health shop has made a profit or had a loss that month.
5. Name the four key elements of a credit management strategy.

**CONTENTS**

1. Bookkeeping
	1. Purpose of Bookkeeping
	2. Bookkeeping Records
	3. Setting Up a Simple Bookkeeping System
		1. Invoices
		2. Expenses
		3. Income
		4. Petty cash
		5. Account balance
2. Income and Expenditure Control
3. Books of Accounts
	1. Cash Book
	2. Debtors’ book
	3. Creditors’ book
4. Calculating Profit and Loss
5. Buying and selling on credit

**Teaching Methods**

* Lecture – 4 hours 30 minutes
* Plenary discussions
* Exercises

**Assessment criteria**

* Theory
* Practical

**Practicum Sites**

TBD

**Field Visit - x Hours**

**Assessment**

Post Test – 20%

Practicum – 20%

**Final Examination – 60%**

**Prescribed Reading/Reference Material**

1. Health shops owners’ training manual
2. Guidelines for Health Shops;

**Recommended Reading/Reference Material**

1. Standards of pharmacy practice;
2. Health Shop regulations, 2016

# Annex I: *Attendance List for the Health Shops Curriculum Development Stakeholders Meeting held on September 20, 2017 at Hotel Intercontinental*

|  |  |
| --- | --- |
| **Name** | **Organization** |
| Bernice Mwale | ZAMRA |
| David C Banda | Pharmaceutical Society of Zambia |
| Stanely Muwowo | TEVETA |
| Namuchindo Chikoti | TEVETA |
| Oliver Hazemba  | Management Sciences for Health  |
| John Mthetwa | Business Consultant |
| Anne Zulu | MSL |
| Ephraim Phiri | EHC |
| Dr L T Muungo | UNZA Pharmacy Department |
| Luke Alutuli | MOH |
| Gail Bryan-Mofya  | Consultant |
| Wesley Mwambazi | ZAMRA |
| Morton Khunga | MOH |
| Ivin Chibanda | PSZ/EQUIP Zambia |
| Crispin Moyo | MOH |
| B B Bwalya  | HPCZ |
| Matthews Banda | ZAMRA |
| Maleya C K Phiri | ZAMRA |

# Annex II: *Attendance List for the Health Shops Curriculum Development Stakeholders Meeting held on October 26, 2017 at Sun International Hotel*

|  |  |
| --- | --- |
| **Name** | **Organization** |
| Bernice Mwale | ZAMRA |
| Moses Mukosha | Pharmaceutical Society of Zambia |
| Stanely Muwowo | TEVETA |
| Oliver Hazemba  | Management Sciences for Health  |
| John Mthetwa | Business Consultant |
| S. Sakala | MSL |
| Mutinta Mudenda | NMCC |
| Ellah Zingani | UNZA Pharmacy Department |
| Gail Bryan-Mofya  | Consultant |
| Wesley Mwambazi | ZAMRA |
| Morton Khunga | MOH |

# Annex III: *Attendance List for the Health Shops Training of Trainers Workshop held from January 23 – 27, 2017 at Robert Kapasa Makasa University, Chinsali*

|  |  |
| --- | --- |
| **Name** | **Organization** |
| Ivin Chibanda | PSZ / EQUIP Zambia |
| Andrew Chulu | MOH |
| Kayombo Sakutaha | Chinsali District Hospital |
| Oliver Hazemba  | Management Sciences for Health  |
| Makokwa Mbangweta | Chinsali YRC |
| Obby Kalulu | MOH Chinsali |
| Peter Phiri | CDH - Chinsali |
| Masialeti Namataa | Mongu DHO |
| Gail Bryan-Mofya  | Consultant |
| Wesley Mwambazi | ZAMRA |
| Morton Khunga | MOH |
| Victor Shabukali  | Mongu DHO |
| Frank Laban  | ZAMRA |
| Chibesa Costain | Mongu DHO |
| Nyambe Situtu | Mongu Trades Institute |
| Jones Zulu | Nakonde MOH |
| David Silukolwe | Senanga MOH |
| Mwamba Banda | Senanga MOH |
| Roy Mutale | Nakonde MOH |
| Faith G Banda | Senanga MOH |
| Obby Kalulu | Chinsali MOH |
| Tarvaris Ngalande | CBU Campus |
| Brian Washburn | MSH (Training Consultant) |

# Annex IV: *Other Experts Consulted during the Health Shops Curriculum Development Process*

|  |  |
| --- | --- |
| **Name** | **Organization** |
| Chikuta Mbewe | MOH |
| Eliphace Mukumbo | MSH, Tanzania |
| Dr Suleiman Kimatta | MSH, Tanzania |
| Rachel Lieber | MSH, USA |
| Keith Johnson | MSH, USA |
| Dr A Yeta | NMCC (MOH) |
| Dr Namasiku Siyumbwa  | MOH  |
| Zaliwe Banda | MOH |
| Clement Phiri | MOH |
| Dr Caroline Phiri | MOH |
| Dr Mary Nambao | MOH |
| Dr A Mwiche  | MOH |
| Angela Mwaba  | MOH |
| Dr Stephen Mupeta | UNFPA |
| Dyness Kaluba | MOH |
| Justine Chongo | UNFPA |
| Collins Muke | Chitambo DHO |
| Phoebe Kenney | USAID |
| Maxwell Kasonde | MOH |