

# **Trainer's Manual for Accredited Drug Shop Sellers**

**Module 1: General Introduction to Drug  
Sales and Use**

**Module 2: Medicines Management**



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## INTRODUCTION

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This trainer's manual is intended for those who are responsible for facilitating the training of Accredited Drug Shop (ADS) sellers on proper dispensing and care of patients in the drug shop setting.

The manual will enable facilitators to thoroughly guide participants during the training and engage them in participatory learning activities that will help them acquire the knowledge and skills they need to be successful ADS sellers.

This manual provides the trainer with a step-by-step, organized approach to conducting the training. Each training session plan starts with a summary of the learning objectives, the training methodologies, the materials and supplies needed, the preparations required, and then details what the trainer should do and say to lead participants in examining, understanding, and practicing all the relevant aspects of proper dispensing and appropriate patient care. It includes specific references to explanations, descriptions, checklists, diagrams, and job aids in the ADS Seller's Manual so that the trainer can help participants become accustomed to using and referencing the document back on the job.

To ensure that the skills taught during the training are put into practice, follow up visits will be required by the supervisors during the one-week placement in the drug shops.

## **CONDUCTING THE COURSE**

The materials for this course consist of:

1. Presentation of information through PowerPoint (PPT) slides
2. Discussion
3. Small group work
4. Individual work

The PowerPoint (PPT) presentations are intended to provide participants with the information required to dispense and manage patients at the drug shops. Trainers are encouraged to invite participants to take turns reading the information on the slides out loud.

The section on treatments that can be initiated in the drug shop is intended to build the participant's skills in assessing patients for proper management and referral. This is a new concept in an ADS, and it is therefore important for the trainer to ensure that every participant can competently assess a client for any of the diseases managed at the shop. Practical, participatory exercises have been included in all of the sessions. The trainer is encouraged to circulate during group work to carefully observe each participant's efforts. In addition, some sessions incorporate use of peer review and feedback to help identify participants who may need extra support.

### ***How to Prepare Yourself to Use the Training Manual:***

- Read through the Seller's Manual.
- Read through this Trainer's Manual.
- Plan the seating arrangement and grouping of all participants, depending on the number.
- Make sure you have all the necessary materials and equipment for the course.
- Go over the administrative details ahead of time to minimize distractions.
- Think about sections that the participants might find difficult, common questions they may ask, and the answers you should give them.
- Visit a few of the participants' drug shops so that you have an idea of what they are like.
- Follow the Trainer's Manual to deliver the training. It has been designed to help you build and strengthen the participants' knowledge and skills in a step-wise fashion.
- Use plain and simple language! Avoid jargon! The clearer you are, the better and the faster the participants will learn.

## **Checklist for the Equipment and Materials Required During Training**

### ***Materials for each participant:***

- Pen and a pencil
- Notebook
- Name tag
- Participant's manual
- ADS Medicine Handbook

### ***Materials for the trainer:***

- Flip chart/Blackboard
- LCD projector and a laptop
- Masking tape/cello tape
- Markers
- Treatment charts e.g. sexually transmitted infections (STI) treatment charts and guidelines
- ADS Trainer's Manual
- ADS Seller's Manual
- ADS Medicine Handbook
- Integrated Community Case Management (ICCM) videos
- Job aids
  - ICCM job aid
  - Cleaning the ADS
  - Good Dispensing Practices in ADS
  - Receiving Medicines in ADS
  - Good Storage Practices
  - ADS extended list of medicines
  - Family Planning (FP) Flip Charts

## Overview of the Course

The success of the training will depend on your level of organization, communication style, and knowledge base. The seating arrangement should ensure uniform eye contact between the participants and the trainer. Ideally, participants will sit in table groupings. This will make it easier for them to look at their written materials and work in small groups.

As part of the registration process, ensure that each participant writes his or her name on a name tag and wears that name tag from the beginning of the course.

## Guidelines for Good Training

Explain the purpose of the pre-test to the participants (including why it is given at the beginning of the course).

Conduct each session in a manner that shows that you are guiding them and not just delivering a lecture.

Follow the steps of each session of the Trainer’s Manual to ensure that the learning is interactive, participatory, complete, and successful.

Use very simple language and explain new terms. Check whether participants have understood you.

## GENERAL INTRODUCTION TO THE COURSE

<b>PURPOSE:</b>	<ol style="list-style-type: none"> <li>1. To introduce the facilitators and participants.</li> <li>2. To determine participants’ expectations.</li> <li>3. To explain the course objectives, content structure, and duration.</li> <li>4. Explain the minimum qualifications required to attend the course.</li> </ol>	
<b>DURATION:</b>	2 hours 20 min.	
<b>METHODOLOGY:</b>	Lecture, question and answer (Q&A), discussion	
<b>MATERIALS:</b>	<b>For all participants:</b> <ul style="list-style-type: none"> <li>• ADS Seller’s Manual</li> <li>• ADS Handbook</li> <li>• Pre-test (printed copies)</li> <li>• Pen and pencil</li> <li>• Notebook</li> <li>• Name tags</li> </ul>	<b>For the trainer:</b> <ul style="list-style-type: none"> <li>• Flip chart/black board</li> <li>• Name tag</li> <li>• LCD projector</li> <li>• PowerPoint slides</li> </ul>
<b>PREPARE IN ADVANCE:</b>	<ul style="list-style-type: none"> <li>• Welcome remarks</li> <li>• Write course objectives on flipchart paper or blackboard</li> </ul>	

### Welcome Remarks (10 min.)

WELCOME	the participants to the training course.
SHOW	the participants your readiness to work with them for the next four weeks.
EXPLAIN	that the purpose of this course is to: <ol style="list-style-type: none"> <li>1. Introduce the ADS concept to the participants</li> <li>2. Build capacity of drug shop sellers in: business management</li> </ol>
EXPLAIN	that the training will have both practical and theory sessions.
EXPLAIN	that there will be activities in form of questions, scenarios, or role plays that will require their active participation.
ASK	for and respond to any participant questions.

### Introductions and Expectations (35 min.)

ASK	the participants to introduce themselves following the guidelines below: <ol style="list-style-type: none"> <li>1. Participant's name</li> <li>2. Training background</li> <li>3. Drug shop name and location</li> <li>4. Participant's role in the drug shop, i.e., owner or drug shop seller</li> <li>5. Work experience</li> <li>6. Expectations of the training</li> </ol>
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### Review of Course Program (20 min.)

SHOW	the course program on the screen.
REVIEW	the course program.
ASK	for and respond to any participant questions.

### Administrative Announcements (20 min.)

MAKE	<p>the following administrative announcements to the participants:</p> <ol style="list-style-type: none"> <li>1. Duration of the training</li> <li>2. Fees and mode of payment</li> <li>3. Accommodation status and meals</li> <li>4. Mode of assessment and frequency</li> <li>5. Issuing of certificates of attendance</li> <li>6. Expected behaviour at the institution</li> </ol>
ASK	<p>for and respond to any participant questions.</p>

### Pre-test (45 min.)

EXPLAIN	<p>the following reasons why the participants are taking the pre-test:</p> <ol style="list-style-type: none"> <li>1. To show what they know about medicines management and patient care at the beginning of the training.</li> <li>2. To help the facilitators modify learning objectives wherever necessary.</li> <li>3. To guide trainers to identify content areas on which to put more emphasis.</li> </ol>
EXPLAIN	<p>that they will take the test again at the end of training to measure how much knowledge they have gained/lost.</p>
ADMINISTER	<p>the pre-test, using the following steps:</p> <ol style="list-style-type: none"> <li>1. Give instructions on how to complete answers in the Pre-test.</li> <li>2. Help to clarify any concerns.</li> <li>3. Monitor participants while they take the test.</li> <li>4. Collect the papers when participants have finished the test.</li> </ol>
MARK and SHARE	<p>the results within the first two days of training.</p>



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**MODULE 1: GENERAL INTRODUCTION TO DRUG SALE AND USE**

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SESSION ONE: BACKGROUND TO ADS

LEARNING OBJECTIVES:	As a result of actively participating in this session, the individual will be able to: 1. Describe the pharmaceutical sector in Uganda. 2. Describe the ADS concept. 3. Explain the role of ADS in service delivery.	
DURATION:	1 hour 20 min.	
METHODOLOGY:	Lecture, Q&A, discussion	
MATERIALS:	<ul style="list-style-type: none"> <li>• PowerPoint slides</li> <li>• Projector</li> <li>• Flip charts</li> <li>• Notebook and pens</li> </ul>	<ul style="list-style-type: none"> <li>• ADS Seller’s Manual</li> </ul>
PREPARE IN ADVANCE:	None	

**The Pharmaceutical Sector in Our Country (10 min.)**

EXPLAIN	that this session focuses on the pharmaceutical sector in our country, specifically on how medicines are managed in both private and public institutions.
ASK	What do we mean by “public” institutions?
ENSURE	that they answer in their own words: institutions that are owned and run by the government.
ASK	What do we mean by “private” institutions?
ENSURE	that they answer in their own words: institutions that are owned and run by nongovernmental bodies (individuals, groups, companies, etc.).
ASK	participants to name some private institutions that provide health care services.
ENSURE	that their answers include: <ul style="list-style-type: none"> <li>• Private hospitals</li> <li>• Medical centres</li> <li>• Clinics</li> <li>• Pharmacies</li> </ul>

ASK	Are ADS public institutions or private institutions?
ENSURE	that they answer that they are <u>private</u> institutions.
EXPLAIN	that in this training, we will give most of our attention to the management of medicines in the <u>private</u> sector because that is what applies to the ADS sellers.

### **Background to ADS (30 min.)**

EXPLAIN	that you are going to do a short presentation about how and why accredited drug shops have been created.
PRESENT	the explanation using the PPT presentation, “Background to ADS”
ASK	what questions the participants have about how and why accredited drug shops have been created.
RESPOND	to their questions in one of three ways: <ol style="list-style-type: none"> <li>1. If you have already provided the answer to a question, ask other participants to repeat the answer you have given.</li> <li>2. If you will be answering a question later, explain that the answer will be coming later.</li> <li>3. If you will not be answering that question later, try to give the answer now.</li> </ol>

### **Current Practices in Drug Shops (30 min.)**

ASK	participants to mention the common sources of medicines for their drug shops.
LISTEN	to their answers without commenting.
ASK	about what you mentioned in your presentation about from where accredited drug shops are required to purchase their medicines.
ENSURE	that they answer that accredited drug shops are required to purchase their medicines from licensed whole sale pharmacies.

EXPLAIN	that this is where they will need to purchase their medicines from now on, now that they will be working in an ADS.
ASK	participants to mention the routine activities they carry out in their drug shops. (If they are working in drug shops. Those who are not should listen.)
LISTEN	to their answers without commenting.
ASK	participants to name some of the routine activities that they should carry out in their drug shop, based on the presentation you just made.
ENSURE	that their answers include the following activities: <ul style="list-style-type: none"> <li>• Proper storage of medicines.</li> <li>• Proper dispensing of medicines.</li> <li>• Management of selected illnesses in both children above 2 months and adults.</li> <li>• Early reporting of outbreaks.</li> <li>• Patient education and referral of patients with chronic conditions.</li> <li>• Referring in cases of danger signs.</li> <li>• Counselling and initiating mothers on FP.</li> <li>• Counselling mothers on newborn care, nutrition, and immunisation of children under 5 years.</li> </ul>
PROBE	to solicit any activities that they have not mentioned.
ASK	What diseases do you usually treat in your drug shops?
LISTEN	to their answers without commenting.
ASK	participants to name the diseases and conditions that they should expect to treat in their drug shops, based on the presentation you just made.
ENSURE	that their answers include the following diseases and conditions: <ul style="list-style-type: none"> <li>• Uncomplicated malaria in both adults and children</li> <li>• Upper respiratory tract infections</li> <li>• Common colds, allergic rhinitis (adults and children)</li> <li>• Non-severe pneumonia in children 2 months to 5 years only (with no danger signs or chest in-drawing, or stridor in calm child)</li> <li>• Diarrhoea and dysentery in children and adults, except in cases of severe diarrhoea or severe dehydration, or persistent diarrhoea</li> <li>• Ear infections, except in cases of tender swelling behind the ear (mastoiditis)</li> <li>• Anaemia and malnutrition in children 2 months to 5 years only, except for severe cases as defined in this manual</li> </ul>

	<ul style="list-style-type: none"> <li>• Minor skin conditions, like boils, ring worm, athlete's foot, scabies, chicken pox, nappy rash and minor cuts, skin allergies</li> <li>• Eye conditions only, including foreign bodies and sty</li> <li>• Lice</li> <li>• Selected STIs</li> </ul>
INVITE	participants to open their ADS Seller's Manual and to mention any conditions or diseases that they may not have already mentioned.

### **Regulatory Bodies for ADS (10 min.)**

ASK	What groups are responsible for making sure that the ADS staff follow the rules and regulations for maintaining the ADS?
ENSURE	that they respond: <ul style="list-style-type: none"> <li>• National Drug Authority (NDA)</li> <li>• Uganda Nurses and Midwives Council</li> <li>• Allied Health Professionals Council</li> <li>• Pharmaceutical Society of Uganda</li> </ul>
EXPLAIN	that many of the participants may belong to the Uganda Nurses and Midwives Council, or the Allied Health Professionals Council, or both.
EXPLAIN	that participants will find this information about the background of ADS and about the groups that are responsible for ensuring that ADS operate according to the established rules and regulations in Module One, Session One of their ADS Seller's Manual.

**SESSION TWO: LAWS, REGULATIONS AND ETHICS**

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<b>LEARNING OBJECTIVES:</b>	As a result of actively participating in this session, the individual will be able to: <ol style="list-style-type: none"> <li>1. State the laws governing the ADS.</li> <li>2. State the acceptable standards for setting up an ADS.</li> <li>3. State the required code of ethics of an ADS seller.</li> </ol>
<b>DURATION:</b>	1 hour 20 min.
<b>METHODOLOGY:</b>	Lecture, Q&A, discussion, small group work
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li style="width: 50%;">• PowerPoint slides</li> <li style="width: 50%;">• ADS Seller’s Manual</li> <li style="width: 50%;">• Projector</li> <li style="width: 50%;">• Flip charts</li> <li style="width: 50%;">• Notebooks and pens</li> </ul>
<b>PREPARE IN ADVANCE:</b>	None

**Laws and Regulations (30 min.)**

<b>EXPLAIN</b>	<p>that in the last session, we discussed that the NDA is responsible for making sure that the ADS staff follow the rules and regulations for maintaining the ADS.</p> <p>It is essential that you– as ADS sellers–know the rules, regulations, and ethics for maintaining the ADS. If you do not follow them, you will not be able to successfully operate your ADS.</p> <p>In this session, we are going to go over the rules, regulations, and ethics that will enable you to successfully operate an ADS.</p>
<b>EXPLAIN</b>	that you are now going to do a presentation about ADS laws, regulations, and ethics, and then you will ask the participants questions about each of these areas to ensure that they have understood them well.
<b>GIVE</b>	the PPT presentation titled, “Ethics, Laws, and Regulations.”

**Discussion (45 min.)**

ASK	What are <b>laws</b> ?
ENSURE	that they make the following points (in their own words): <ul style="list-style-type: none"> <li>• Laws are rules that govern human conduct.</li> <li>• All persons in a state or nation must follow the laws of that state or nation.</li> </ul>
ASK	What are <b>regulations</b> ?
ENSURE	that they make the following point (in their own words): <ul style="list-style-type: none"> <li>• Regulations are more specific rules controlling or restricting a specific exercise.</li> </ul>
ASK	What are <b>guidelines</b> ?
ENSURE	that they make the following point (in their own words): <ul style="list-style-type: none"> <li>• Guidelines are instructions on how to implement or to enforce the laws.</li> </ul>
ASK	What are <b>ethics</b> ?
ENSURE	that they respond in their own words that ethics are moral principles that we follow to ensure good behaviour.
ASK	What do you have to do to open an ADS?
ENSURE	that they respond that there is a three-step process: <ol style="list-style-type: none"> <li>1. Pre-inspection of premises by the NDA/District Assistant Drug Inspector (DADI)</li> <li>2. Training of ADS staff (seller and owner) by an authorized nursing school</li> <li>3. Re-inspection of premises by NDA/DADI</li> </ol>
ASK	What qualifications does an individual need to have to be trained as ADS staff?
ENSURE	that they respond that the individual needs to have attained: <ul style="list-style-type: none"> <li>• A minimum qualification of s.4</li> <li>• Nursing assistant training (at least 6 months)</li> </ul>

EXPLAIN	What body is responsible for regulating ADS?
ENSURE	that they state that the NDA is responsible for regulating ADS.
ASK	What bodies help the NDA enforce the laws and regulations?
ENSURE	that they state that the District Health Officer (DHO) and other bodies, such as local district authorities, help the NDA enforce the laws and regulations governing ADS.
ASK	What group will visit and supervise the ADS regularly, and how often will it visit?
ENSURE	that they respond that representatives from the Drug Sellers’ Association (DSA) visit and supervise the ADS at least every two months.
ASK	What tool will the DSA representatives use to do their supervision of the ADS?
ENSURE	that they respond that the DSA representatives will use a <b>supervision checklist</b> to do the supervision.
ASK	What activities will the DSA representatives carry out during the visit?
ENSURE	that participants mention the following activities: <ul style="list-style-type: none"> <li>• Assess whether the premises, stock management, and dispensing practices are being carried out according to ADS standards.</li> <li>• Share findings with drug sellers and owner (using the supervision checklist).</li> <li>• Provide on-site practical training, orientation, and mentoring.</li> </ul>
ASK	What are some of the <u>personal</u> qualities that an ADS seller must demonstrate in his or her work?
ENSURE	that they respond: <ul style="list-style-type: none"> <li>• Dress in a professional manner e.g., wear a clean white coat</li> <li>• Not work under the influence of alcohol or illicit drugs</li> <li>• Prominently display his/her ADS certificate in the accredited drug shop</li> <li>• Be of sound mind and in sound medical condition</li> <li>• Conduct him/herself in a manner that does not cause professional</li> </ul>



	<p>disrepute</p> <ul style="list-style-type: none"> <li>• Observe high standards of personal hygiene</li> </ul>
ASK	What is the minimum education that a seller must have?
ENSURE	<p>that they respond:</p> <ul style="list-style-type: none"> <li>• Nursing Assistant UCE certificate</li> <li>• Completion of the ADS training course</li> </ul>
ASK	What are the elements of the ADS Personnel Code of Ethics and Conduct?
ENSURE	<p>that they mention the following:</p> <ul style="list-style-type: none"> <li>• Honesty and integrity</li> <li>• Patient care</li> <li>• Special relationship with patients</li> <li>• Confidentiality</li> <li>• Do not condone low quality medical service</li> <li>• Collaborate with other health workers</li> <li>• Be responsible for assuring and improving competence</li> <li>• Owners not to require sellers to act illegally</li> <li>• Health promotion</li> <li>• No other businesses in the same premises</li> </ul>
EXPLAIN	<p>that there are four kinds of standards for operating an ADS:</p> <ol style="list-style-type: none"> <li>1. Personnel</li> <li>2. Premises</li> <li>3. Dispensing</li> <li>4. Record keeping and documentation</li> </ol> <p>These standards are listed in the ADS Seller’s Manual. Participants should open their manual to that page and use the lists to help them answer the following questions.</p>
ASK	What are the standards for <b>personnel</b> ?
ENSURE	<p>that they mention the following:</p> <ul style="list-style-type: none"> <li>• Trained ADS seller</li> <li>• Dress professionally</li> </ul>

	<ul style="list-style-type: none"> <li>• Not to work under the influence of alcohol</li> <li>• Observe high standards of personal hygiene</li> <li>• Be of sound mind</li> <li>• Behave professionally</li> <li>• Observe the guidelines set by the NDA</li> <li>• Drug seller must have written a commitment letter to operate with a particular ADS</li> <li>• Undergo regular continuing medical education</li> </ul>
ASK	What are the standards for <b>premises</b> ?
ENSURE	<p>that they mention the following:</p> <ul style="list-style-type: none"> <li>• Be of permanent nature.</li> <li>• The roof should not be leaking and should have a ceiling.</li> <li>• Space should be big enough (at least 16m<sup>2</sup>) to carry out proper dispensing.</li> <li>• The walls and floors should have smooth surfaces.</li> <li>• The walls should be painted white or any other bright colour.</li> <li>• Availability of water, latrine.</li> <li>• Availability of sign post for ADS.</li> </ul>
ASK	What are the standards for <b>dispensing</b> ?
ENSURE	<p>that they mention the following:</p> <ul style="list-style-type: none"> <li>• Availability of dispensing materials.</li> <li>• All medicines stocked must be registered with the NDA.</li> <li>• All medicines in the ADS should be stored according to the manufacturer's guidelines.</li> <li>• Should not dispense expired medicines.</li> <li>• Should be able to identify and refer complicated cases.</li> <li>• All prescription medicine to be dispensed on a written valid prescription.</li> <li>• Maintain proper records of dispensed medicine.</li> <li>• Medicine should be dispensed in a proper container and clearly</li> </ul>

	<p>labelled.</p> <ul style="list-style-type: none"> <li>• All medicines should be given with proper instructions.</li> </ul>
ASK	What are the standards for <b>record keeping</b> ?
ENSURE	<p>that they mention the following:</p> <ul style="list-style-type: none"> <li>• All invoices and receipts should be recorded in the purchases records book and the original receipts kept.</li> <li>• All prescriptions should be recorded in the ADS prescribing and dispensing log book and the records kept for at least two years.</li> <li>• A record of expired drugs should be kept.</li> <li>• Availability of the files of communications from the NDA and other regulatory authorities.</li> </ul>

### ADS Expanded Medicines List (10 min.)

EXPLAIN	<p>that the ADS can dispense medicines from Class C as well as from the “ADS Expanded Medicines List.”</p> <p>The expanded list includes medicines from the Uganda clinical guidelines (UCG), malaria treatment guidelines and STI guidelines.</p> <p>The list includes the key medicines needed to treat common diseases found in the community. The list is the same as the list of medicines available at Health Centres II except for <u>one</u> form of medicine.</p>
ASK	What is that form of medicine that Health Centres II can administer, but ADS cannot?
ENSURE	that they respond “injectable medicines.”
CONFIRM	that they are correct; ADS are not allowed to stock, dispense, or administer injectable medicines.
EXPLAIN	that the ADS Expanded Medicines List appears in their Seller’s Manual and that they should review that list on their own.

### Exercise 1: Drug Shop Seller Scenario (15 min.)

EXPLAIN	that participants will now work in small groups to read and comment
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	on a scenario about the behaviour of a drug shop seller.
DIVIDE	participants into groups of 3 to 5 individuals.
GIVE	all participants the handout for this exercise (see below).
INVITE	participants to look at the handout and ask one participant to read the instructions for the exercise out loud.  NOTE: The scenario and questions appear below.
TELL	participants that they will have 15 minutes to complete the exercise, and after 15 minutes you will call them together and ask some of the groups to share their answers to the two questions that are asked.
CALL	participants together after 15 minutes.
INVITE	two or three groups to report their answers to the two questions.
ASK	other groups to mention any answers that are different (not to repeat what has already been stated).
ASK	participants how long they think that Mr. Mutema will be able to keep his drug shop going ... and why?
WRAP UP	the session with these observations: <ul style="list-style-type: none"> <li>• This session has introduced the participants to the legal requirements, standards, and ethical code of conduct for operating an ADS.</li> <li>• The NDA will enforce these legal requirements and standards and will be supported by the DHO’s office in their respective districts.</li> <li>• For smooth running of the ADS, sellers will need to follow the guidelines and abide by the ethical code of conduct. If they do not, their ADS license can be withdrawn.</li> </ul>
THANK	participants for their work and their insights.

## TRAINER'S VERSION

### Module 1: Session 2

#### Handout

#### Drug Shop Seller Scenario

*Instructions:*

1. Read the following short description.
2. Discuss with your group how the drug shop owner handled the situation that is described.
3. Talk amongst yourselves to prepare to answer the two questions below.

*Scenario:*

Mr. Mutema owns a drug shop in Mpigi. He is fond of drinking and bragging about his academic success and abusing his village mates as failures.

One day Mr. Nkurunziza, a village mate to Mr. Mutema, comes to the drug shop complaining of stomach pain. Nkurunziza says that his wife and one of his children have similar complaints.

Mutema tells him that he is suffering from ulcers and gives him a dose of Ciprofloxacin for two days. Ciprofloxacin is the only medicine in tablet form available at the drug shop because the rest are out of stock.

Mutema charges Nkurunziza 6,000, tells him that that is the best treatment for ulcers, and by evening he will be fine. Nkurunziza pays promptly because he is in such horrible pain.

A day later Nkurunziza comes back in a worse condition, this time unable to stand upright. Mutema gives him more Ciprofloxacin and tells him to go back home. Nkurunziza objects and says he wants a different treatment. An argument erupts and Nkurunziza leaves the drug shop a dejected man, vowing never to seek care from any drug shop.

*Questions:*

1. What kind of behaviour does Mr. Mutema (the drug shop seller) display?
  - He displays unprofessional and inappropriate behaviour. He does not take the time to understand what Mr. Mutema's problem really is and gives him a medicine that he has on hand (rather than the exact medicine he may need).
2. How should Mr. Mutema have dealt with Nkurunziza's case?
  - He should have taken the time to understand what Mr. Mutema's problem really is, asking him questions and thinking carefully about what medicine would be right to give.
  - He should be sure to give Mr. Mutema just the right medicine.
  - He should advise the patient about how to take the medicine.

## **PARTICIPANT'S VERSION**

### **Module 1: Session 2**

#### **Handout**

#### **Drug Shop Seller Scenario**

*Instructions:*

1. Read the following short description.
2. Discuss with your group how the drug shop owner handled the situation that is described.
3. Talk amongst yourselves to prepare to answer the two questions below.

*Scenario:*

Mr. Mutema owns a drug shop in Mpigi. He is fond of drinking and bragging about his academic success and abusing his village mates as failures.

One day Mr. Nkurunziza, a village mate to Mr. Mutema, comes to the drug shop complaining of stomach pain. Nkurunziza says that his wife and one of his children have similar complaints.

Mutema tells him that he is suffering from ulcers and gives him a dose of Ciprofloxacin for two days. Ciprofloxacin is the only medicine in tablet form available at the drug shop because the rest are out of stock.

Mutema charges Nkurunziza 6,000, tells him that that is the best treatment for ulcers, and by evening he will be fine. Nkurunziza pays promptly because he is in such horrible pain.

A day later Nkurunziza comes back in a worse condition, this time unable to stand upright. Mutema gives him more Ciprofloxacin and tells him to go back home. Nkurunziza objects and says he wants a different treatment. An argument erupts and Nkurunziza leaves the drug shop a dejected man, vowing never to seek care from any drug shop.

*Questions:*

1. What kind of behaviour does Mr. Mutema (the drug shop seller) display?
2. How should Mr. Mutema have dealt with Nkurunziza's case?

## MODULE 2: MEDICINES MANAGEMENT

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**SESSION ONE: MEDICINES MANAGEMENT**

<b>LEARNING OBJECTIVES:</b>	<p>As a result of actively participating in this session, the individual will be able to:</p> <ol style="list-style-type: none"> <li>1. State the factors to consider when selecting medicines to be stocked.</li> <li>2. Accurately estimate quantities of medicines to be stocked.</li> <li>3. State the steps followed when receiving medicines.</li> <li>4. Describe the proper storage of medicines in ADS.</li> <li>5. State the factors that influence how medicines should be stored.</li> </ol>	
<b>DURATION:</b>	3 hours	
<b>METHODOLOGY:</b>	Lecture, Q&A, discussion, small group work	
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• PowerPoint slides</li> <li>• Projector</li> <li>• Flip charts and markers</li> </ul>	<ul style="list-style-type: none"> <li>• Notebooks and pens</li> <li>• ADS Seller’s Manual</li> <li>• Standard operating procedures (SOP)</li> </ul>
<b>PREPARE IN ADVANCE:</b>	<ul style="list-style-type: none"> <li>• Tins of medicines with different expiry dates.</li> <li>• Empty shelves or big empty box to be used as a cupboard (see preparations needed for Exercise #2)</li> <li>• Make copies of Medicines Management Cycle slide for participants</li> </ul>	

**Medicines Management (15 min.)**

<b>EXPLAIN</b>	that this session is an overview of medicines management.
<b>ASK</b>	What do we mean by “medicines management?”
<b>LISTEN</b>	to several answers.
<b>SUMMARIZE</b>	by stating that medicines management involves many of the things they have mentioned; it means selecting, purchasing, storing, and dispensing medicines so that they are available to the people that need them.
<b>PRESENT</b>	the first part of the PPT presentation: slides 1-4.
<b>ASK</b>	What do we mean by the Medicines Management Cycle?
<b>ENSURE</b>	that they respond (in their own words) that it is a series of procedures and



	techniques used to ensure that the right kinds and quantities of medicines and other commodities are available on a regular basis.
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### Selection of Medicines (20 min.)

PRESENT	Slides 5-9
ASK	What does it mean that the ADS seller selects the right medicines to purchase?
ENSURE	<p>that they make the following points (in their own words):</p> <ul style="list-style-type: none"> <li>✚ Selecting medicines that are needed by the community.</li> <li>✚ Selecting medicines that the ADS is allowed to carry.</li> <li>✚ Estimating correctly the quantities of each medicine to purchase.</li> <li>✚ Selecting medicines from approved whole sale pharmacies.</li> <li>✚ Keeping track of medicine stock to avoid stock-outs.</li> </ul>
ASK	What are the factors that help determine what medicines you buy for the shop and how many you buy?
ENSURE	<p>that their responses include the following factors:</p> <ul style="list-style-type: none"> <li>✚ Demand created by prescriptions from the prescribers.</li> <li>✚ Demand created by patients through the purchase of over- the- counter (OTC) medicines.</li> <li>✚ Demand created by the ADS seller through treating conditions that are allowed to be managed at the ADS.</li> <li>✚ Environmental factors (e.g., outbreaks like cholera that need more JIK (chlorine bleach) to be stocked).</li> <li>✚ Availability of finance to purchase medicines.</li> <li>✚ ADS Extended List of Medicines.</li> </ul>
EXPLAIN	that the proper selection of medicines to be purchased ensures that your drug shop will have a continuous availability of stock and it helps minimize loss due to expiries.

## Procurement of Medicines (2 hours)

### Introduction (20 min.)

PRESENT	Slides 10-28
ASK	What are the two things a drug shop seller needs to be sure she or he has <b>before</b> purchasing medicines and other commodities?
ENSURE	that they make the following points (in their own words): <ul style="list-style-type: none"> <li>• List of medicines to be purchased and their quantities.</li> <li>• Total amount of money required to purchase the medicines.</li> </ul>

### Quantifying Medicines (40 min.)

ASK	What are the steps to take when procuring (purchasing) medicines?
ENSURE	that they name the following steps (write them on flipchart paper as they name them): <ol style="list-style-type: none"> <li>a. Estimating the quantity of medicine for procurement</li> <li>b. Quantifying the medicines to be purchased</li> <li>c. Selecting the sources of medicines</li> <li>d. Receiving the medicines</li> </ol>
ASK	participants to open their ADS Seller's Manual to page 35 and following, where they will find these same steps discussed.
REMIND	them that they can always refresh their memory about these steps (and other important details) by consulting their ADS Seller's Manual.
EXPLAIN	that now they are going to do an exercise together to estimate the <u>quantity</u> of a particular medicine to procure (which is steps 1 and 2, above).
ASK	participants to open their ADS Seller Manuals to page 36, where they will find Exercise 1.
LEAD	Exercise 1 (below)  NOTE: Lead participants in solving additional examples of quantifying

	medicines needs until everyone can do so successfully.
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**Exercise 1 - Quantifying the amount of medicines needed for one week**

Situation:

- KN drug shop sells an average of 6 packets of Coartem adult daily.
- The owner buys the medicines for the drug shop every Monday.

Question:

- How much Coartem adult should the owner stock for 1 week?

Process:

- Multiply the average number of packets sold daily by the number of days in a typical work week (6 packets x 6 work days = 36 packets).

Answer:

- 36 packets for 1 week

**Selecting the Sources of Medicines (20 min.)**





ASK	participants to open their ADS Seller’s Manual to page 37.
EXPLAIN	that on that page, in a box titled, “ <i>Advantages of purchasing from licensed suppliers,</i> ” there is a list of reasons why it is good to purchase medicines from licensed suppliers.
INVITE	<p>participants to read the reasons out loud.</p> <p>The reasons are:</p> <ul style="list-style-type: none"> <li>✚ The products can be obtained at competitive prices.</li> <li>✚ Minimizes the chances of buying counterfeit medicines or items.</li> <li>✚ In case of any fault in the product, it can be replaced with a new one.</li> <li>✚ Licensed suppliers provide receipts for record keeping and for any legal requirement.</li> </ul>
ASK	Why would a drug shop seller purchase medicines from a supplier that is NOT licensed?

LISTEN	to their answers.
EXPLAIN	that you hope that all of the participants choose to purchase their medicines from licensed suppliers.

**Receiving Medicines (15 min.)**

ASK	participants how they can make sure that when they receive medicines, they are the correct medicines in the correct amounts, form, etc.?
ENSURE	that they respond that they can use the “Receipt of medicine checklist.”
ASK	participants to open their ADS Seller Manuals to page 38.
REVIEW	the checklist with participants, inviting individuals to read items out loud.

**Transporting Medicines (10 min.)**

EXPLAIN	that sometimes participants will go pick up their medicines from the licensed supplier who is selling them, and other times the items will be delivered to the drug shop.
ASK	when you are transporting medicines from the supplier’s place of business to your own, what do you need to do to <b>protect</b> the medicines?
ENSURE	that they respond that they need to properly <b>package</b> the medicines to protect them from: <ul style="list-style-type: none"> <li> direct sunlight</li> <li> high temperatures</li> <li> water</li> <li> dust</li> </ul>

**Pricing Medicines (15 min.)**

EXPLAIN	that you will need to take many things into consideration when you set the prices of medicines and other commodities that you sell in your shop.
ASK	What are those things you must take into consideration?
ENSURE	that they mention the following things:

	<ul style="list-style-type: none"> <li>✚ Cost of the medicine</li> <li>✚ Transportation cost</li> <li>✚ Rent of premises</li> <li>✚ Electricity/water</li> <li>✚ Salaries/allowances for the workers</li> <li>✚ Taxes</li> </ul>
EXPLAIN	that participants should familiarize themselves with this list of things to take into consideration when pricing medicines and other commodities, but they don’t have to <u>memorize</u> the list because they also have it on page 40 of their ADS Seller’s Manual.

## Distribution (3 hours)

### Storage of Medicines (2 hours)

PRESENT	Slides 29-47
ASK	What are two important factors in storing medicines?
ENSURE	that their responses indicate that medicines should be stored: <ol style="list-style-type: none"> <li>1. In a secure place to prevent theft.</li> <li>2. Suitably to prevent deterioration (loss of effectiveness).</li> </ol>
ASK	How should medicines be <u>arranged</u> in the shop?
ENSURE	that their responses indicate that although there are various ways to organize medicines, the most important thing to know is: “Medicines should be arranged in such a way that they can easily be located during dispensing.”
ASK	participants to open their ADS Seller’s Manuals to page 41.
LEAD	a review of the special section, “Arrangement of medicines on the shelves,” inviting participants to take turns reading and also to read some of the elements yourself.
ASK	What are some of the ways you can arrange medicines on the shelves?
ENSURE	that the following ways are mentioned: <ul style="list-style-type: none"> <li>✚ Alphabetical order (using generic names)</li> <li>✚ According to dosage forms (e.g., all medicines for oral use can be</li> </ul>

	<p>placed in the same section)</p> <ul style="list-style-type: none"> <li>✚ According to their clinical uses (i.e., antibiotics, antimalarials, pain killers, etc.)</li> </ul>
MENTION	that storing medicines according to their clinical uses is the most practical way and the easiest to apply.
ASK	participants to open their ADS Seller’s Manuals to page 42.
LEAD	a review of the table, “Proper shelving of medicines, inviting participants to read the guidelines listed there.
REMIND	participants that they can consult this table and other information about the storage of medicines in their Manual at any time.
ASK	participants to name four important factors that influence how to store medicines.
ENSURE	<p>that they mention:</p> <ul style="list-style-type: none"> <li>✚ Temperature</li> <li>✚ Moisture</li> <li>✚ Direct sunlight</li> <li>✚ Cleanliness</li> </ul>
REMIND	participants that they can also find a “Summary of storage guidelines” on page 44 of the Manual.
ASK	participants to open their ADS Seller’s Manuals to page 44, where they will find exercise 2.
LEAD	Exercise 2, which appears below.

### **Exercise 2 – Preparing and arranging medicines and other stock in a drug shop**

Set up:

- **Ahead of time** set up a sample layout of a drug shop (or use a large box to serve as a medicine cupboard with shelves where different items can be arranged).

→ Gather sample commodities (medicines and other stock) ahead of time. Be sure you have medicines of the same type with different expiry dates and some expired ones. Also include some liquids.





**Facilitator explains:**









→ “We are going to practice preparing and arranging medicines in a drug shop.”

**Process:**

1. Facilitator distributes the SOP: “Good Storage Practices for ADS Commodities” to all participants.
2. Facilitator leads a review of the SOP (inviting participants to take turns reading the various sections of the SOP out loud).
3. Facilitator invites a participant to demonstrate where to place one medicine and to explain why it should be placed there.
4. Participant places the medicine and explains why it should go there.
5. Facilitator asks other participants to comment: Do they agree? If not, where should it go and why?
6. Facilitator and participants repeat this several times until all of the sample medicines and other commodities have been properly stored.

**Record Keeping (2 hours)**

PRESENT	Slides 48-55
ASK	What are four record keeping actions you need to take to keep accurate records for your drug shop?
ENSURE	<p>that they name the following four actions:</p> <ul style="list-style-type: none"> <li> Keep a proper record of medicines <i>dispensed</i>, whether on a prescription or not.</li> <li> Keep a record of all the medicines <i>purchased</i>.</li> <li> Monitor stock levels.</li> <li> Reconcile current stock with what is expected to be in stock according to the records on a regular basis (at least monthly).</li> </ul>
ASK	participants to explain how to reconcile current stock with what is expected to be in stock (according to the records).

ENSURE	<p>that they name the following steps (in their own words):</p> <ol style="list-style-type: none"> <li>1. Count current stock.</li> <li>2. Compare amounts with the records of what should be in stock.</li> <li>3. Identify any differences and determine why there is a difference.</li> </ol>
ASK	<p>Participants to name the stock management tools that they need to run their drug shop effectively.</p>
ENSURE	<p>that they name the following tools:</p> <ul style="list-style-type: none"> <li> Out of stock book</li> <li> Purchase order book</li> <li> Receipt books</li> <li> Debtor’s book</li> <li> Expired drug book</li> <li> Dispensing log</li> </ul>
ASK	<p>participants to open their ADS Seller Manuals to page 46.</p>
REVIEW	<ul style="list-style-type: none"> <li> The stock management tools listed there and the purposes of each tool.</li> <li> The sample tools that are provided.</li> </ul>

### Exercise 3 – Group work

Divide the class into small groups:

Facilitator explains:

→ “We are going to discuss how the Medicines Management Cycle applies to your shop.”

Process:

7. Facilitator passes out copies of the Medicines Management Cycle slide



to participants.

8. Facilitator asks the small groups to discuss amongst themselves “What problems do you face during the different stages of the Medicines Management Cycle and how can they be solved?”
  - a. When choosing which medicines to buy?
  - b. When buying medicines?
  - c. When storing medicines?
  - d. When dispensing medicines?
9. Facilitator invites a volunteer from each group to summarize some issues raised in the groups' discussion.

**SESSION TWO: DISPENSING**

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<b>LEARNING OBJECTIVES:</b>	<p>As a result of actively participating in this session, the individual will be able to:</p> <ol style="list-style-type: none"> <li>1. Name the five RIGHTS of dispensing medicines.</li> <li>2. Explain the eight steps of good dispensing.</li> <li>3. Demonstrate how to correctly read, interpret and, process a prescription.</li> <li>4. Describe the minimum environmental requirements to ensure good dispensing practice.</li> </ol>	
<b>DURATION:</b>	6 hours	
<b>METHODOLOGY:</b>	Lecture, Q&A, discussion, small group work	
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• PowerPoint slides</li> <li>• Projector</li> <li>• Flip charts and markers</li> <li>• Notebooks and pens</li> <li>• ADS Seller’s Manual</li> <li>• SOPs</li> </ul>	<ul style="list-style-type: none"> <li>• Medicines samples:                             <ul style="list-style-type: none"> <li>○ Suspensions for reconstitution (e.g., amoxicillin)</li> <li>○ Liquids for dilution (e.g., hydrogen peroxide)</li> </ul> </li> <li>• Written prescriptions</li> <li>• Counting tray</li> <li>• Plate and spoon</li> <li>• Dispensing envelopes</li> </ul>
<b>PREPARE IN ADVANCE:</b>	<ul style="list-style-type: none"> <li>• Handout for Exercise 1</li> <li>• Cards for Exercise 2</li> </ul>	

**Introduction (15 min.)**

<b>PRESENT</b>	Slides 1-7
<b>ASK</b>	What do we mean by the term, “dispensing medicines?”
<b>ENSURE</b>	that participants answer (in their own words) that dispensing is the process of giving out medicines to the patient or caregiver.
<b>ASK</b>	participants to explain what steps they take in their current practice to dispense medicines to patients/clients.







WRITE	their answers on flipchart paper.
EXPLAIN	that you are going to set this list to one side while this session continues, and at the end of the session, you will all review the list to see whether you have any changes to make to it.
PLACE	the flipchart paper with the list to one side (where it can be seen).

### **The Five RIGHTS of Dispensing Medicines (20 min.)**

ASK	participants to name the 5 RIGHTS of dispensing medicines.
WRITE	their answers on flipchart paper.
ENSURE	that they name the following 5 rights: <ol style="list-style-type: none"> <li>1. Right medicine</li> <li>2. Right dose</li> <li>3. Right quantity</li> <li>4. Right container</li> <li>5. Right instructions</li> </ol>
EXPLAIN	that although it is important to know the 5 rights of dispensing medicines by heart, if the participants need to remind themselves once in a while, they can consult their ADS Seller's Manual.
ASK	What are the two situations in which an ADS seller can initiate dispensing of medicine?
ENSURE	that participants respond that the two situations are: <ul style="list-style-type: none"> <li> When a client presents a prescription that has been written by a medical professional.</li> <li> When a client presents with an illness or problem that the ADS seller is allowed to treat.</li> </ul>
EXPLAIN	that you are now going to review the important factors related to dispensing from a prescription that has been written by a medical professional.

### **Medicine Names: Generic and Brand (45 min.)**

PRESENT	Slides 8-15
ASK	What information does a prescription have to include?
ENSURE	<p>that participants mention all of the following:</p> <ul style="list-style-type: none"> <li>✚ Name of the unit from where the prescription is coming</li> <li>✚ Name of the patient and age (especially if a child)</li> <li>✚ Date</li> <li>✚ Prescriber's signature and name</li> <li>✚ Generic name of the medicine</li> <li>✚ Dosage form of the medicine</li> <li>✚ Dose</li> <li>✚ Frequency of administration</li> <li>✚ Duration of treatment</li> <li>✚ Any other instructions considered important for the patient</li> </ul>
ASK	What is the difference between the GENERIC name of a medicine and the BRAND name of a medicine?
ENSURE	<p>that their answers include the following points:</p> <ul style="list-style-type: none"> <li>• The GENERIC name of a medicine is the name of that medicine, no matter what company manufactures it.</li> <li>• The BRAND name of a medicine is the name that a specific manufacturer gives and under which that manufacturer sells it.</li> </ul>
ASK	Why should a prescription give the GENERIC name of the medicine and not the brand name?
ENSURE	that participants respond that providing the generic name of the medicine helps make sure that the correct medicine is dispensed, because the generic name of the medicine is the same, no matter what manufacturer has manufactured it.
ASK	participants to mention the names of some generic medicines.
ENSURE	<p>that their responses are all names of generic medicines, such as:</p> <ul style="list-style-type: none"> <li>✚ Paracetamol</li> <li>✚ Diclofenac</li> </ul>

	<ul style="list-style-type: none"> <li> Metronidazole</li> <li> Ciprofloxacin</li> <li> Quinine</li> <li> Mebendazole</li> <li> Artemether/lumefantrine</li> <li> Gentamycin</li> </ul>	
ASK	<p>What are some brand names for Paracetamol? (Possible answers are listed to the right.)</p>	<p>Panadol® Cetamol® Kamadol®</p>
ASK	<p>What are some brand names for Artemether/lumefantrine? (Possible answers are listed to the right.)</p>	<p>Coartem® Lumartem® Artefan®</p>
EXPLAIN	<p>that ADS sellers have another very important and helpful book that they can consult about medicines,– besides their ADS Seller's Manual. The other book is the ADS Handbook.</p>	
ASK	<p>participants to open their ADS Handbook to the Table of Contents.</p>	
REVIEW	<p>the table of contents with the participants.</p>	
EXPLAIN	<p>that they are now going to do an exercise about generic and brand names of medicines.</p>	

**Exercise 1 – Generic names and brand names (20 min.)**

DIVIDE	participants into small groups of 3-4 each,
GIVE	each small group the list of medicines you have printed out ahead of time, but give it to them FACE DOWN and tell them not to look at the list until you tell them to start the exercise.
EXPLAIN	<ol style="list-style-type: none"><li>1. The paper you have given them has a table with a list of medicines in the first column; the other column is blank.<sup>1</sup></li><li>2. The members of each group will work together to determine whether the name of each medicine is its GENERIC name or its BRAND name. They will do so with the help of their ADS Handbook!</li><li>3. One person in each group will write whether the name is generic or brand in the right-hand column, next to the medicine's name.</li><li>4. When a group has determined whether each of the medicines listed is its GENERIC name or its BRAND name, they should all raise their hands.</li></ol>
DEMONSTRATE	how this should be done, step-by-step
TELL	everyone to stop when the members of one group raise their hands.
ASK	them to present their answers.
INVITE	others to comment – agree or disagree – in the case of each answer.
ENSURE	that all of the answers are correct.
CONGRATULATE	everyone for good work and the winning team for quick work.

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<sup>1</sup> The sample table is included at the end of this session.

### Interpreting a Prescription – Part 1 (25 min.)

EXPLAIN	that you are now going to examine how prescriptions are written and how a seller can interpret or understand them.
PRESENT	Slides 16-26
EXPLAIN	that you are going to do a matching exercise to be sure that everyone is clear about the meaning of: <ul style="list-style-type: none"> <li>• DOSE</li> <li>• DOSAGE</li> <li>• DOSAGE FORM and</li> <li>• DURATION OF TREATMENT</li> </ul>
ADD	that not only does the prescription tell you what medicine to dispense, it also tells you what form of medicine to dispense, how much medicine the patient should take each time, how often it should be taken, and how much medicine to dispense in all.
EXPLAIN	that participants will now do an exercise in the form of a game.

#### Exercise 2 – Terms used in prescriptions (20 min.)

DIVIDE	participants into small groups of 3-4 each.
GIVE	each small group a set of the cards you have prepared ahead of time for this exercise, <sup>2</sup> telling them NOT to look at the cards yet.
EXPLAIN	<ol style="list-style-type: none"> <li>1. The members of each group should work together to MATCH the cards so that every TERM is matched with its correct DEFINITION.</li> <li>2. When a group has completed the matching, they should</li> </ol>

<sup>2</sup> The list of terms and definitions is included at the end of this session plan.

	raise their hands.
	3. You will then tell everyone to stop, and the group that has finished first will share their matches with everyone.
	4. When they have finished, you will invite the others to comment.
INVITE	them to start.
TELL	everyone to stop when the members of one group raise their hands.
ASK	them to present their matches.
INVITE	others to comment (once they have finished presenting their matches).
ENSURE	that all of the matches are correct.

**Interpreting a prescription – Part 2 (45 min.)**

EXPLAIN	that prescriptions are also written using <u>abbreviations</u> , which the seller needs to be able to interpret.  You are all going to examine those abbreviations now.
ASK	participants to open their ADS Seller’s Manuals to Session Two: Dispensing (page 50), where they will find definitions and abbreviations related to dispensing medicines.
ASK	participants to read the first two tables – “Definition of terms related to dispensing” (page 50) and “Definition of terms related to prescriptions” (page 54) silently to themselves (because you have already gone over several of them).  Each participant should look up when she or he has finished reading them.
LEAD	a review of “Abbreviations used in dispensing”:  <ul style="list-style-type: none"> <li>• Those related to DOSE</li> <li>• Those related to DOSAGE FORM</li> <li>• Those related to DOSAGE</li> </ul>



	<ul style="list-style-type: none"> <li>• Those related to DURATION OF TREATMENT</li> </ul>
INVITE	participants to take turns reading each of the tables out loud.
EXPLAIN	that they are going to do an exercise to practice interpreting abbreviations used in prescriptions.

**Exercise 3 – Abbreviations used in prescriptions (25 min.)**

DIVIDE	participants into small groups of 3-4 each.
GIVE	each small group a set of the cards you have prepared ahead of time for Exercise 3, <sup>3</sup> telling them NOT to look at the cards yet.
EXPLAIN	<ol style="list-style-type: none"> <li>1. The members of each group should work together to MATCH the cards so that every ABBREVIATION is matched with its correct TERM or MEANING.</li> <li>2. The groups may consult their ADS Seller's Manual to do the matching.</li> <li>3. As each group completes the matching, the members should raise their hands.</li> <li>4. When all groups have finished, each will present its matches to everyone else.</li> </ol>
INVITE	them to start.
ASK	them to present their matches, one group at a time, when all the groups have finished the matching.
INVITE	others to comment (once they have finished presenting their matches).
ENSURE	that all of the matches are correct.

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<sup>3</sup> The list of terms and abbreviations is included at the end of this session plan.

## Good Dispensing Practice – Dispensing Environment (30 min.)

EXPLAIN	that you are going to examine several aspects of good dispensing practice.
PRESENT	Slides 27-40
ASK	participants to name, one by one, the characteristics of a good dispensing environment.
ENSURE	<p>that they mention the following characteristics:</p> <p>The dispensing environment must be:</p> <ul style="list-style-type: none"> <li>• Clean</li> <li>• Hygienic</li> <li>• Tidy</li> <li>• Quiet</li> <li>• Adequately lit</li> <li>• Have good air circulation</li> <li>• Conducive for interaction between the patient and the medicine seller</li> </ul>
ASK	participants to explain what would make the dispensing environment conducive for interaction between the patient and the medicine seller.
ENSURE	that they mention that it provides privacy so that others cannot hear what the patient and the medicine seller are discussing.
ASK	participants to open their ADS Seller’s Manual to page 52, “The Dispensing Process.”
INVITE	participants to take turns reading out loud the eight steps of the Dispensing Process.

## Good Dispensing Practice – Collecting, packing, and labelling the medicine (20 min.)

EXPLAIN	that you are now going to review and examine how to package and label medicines.
ASK	participants to open their ADS Seller’s Manual to page 58 and to look at the table called, “Collecting the medicine check list.”
INVITE	participants to take turns reading out loud each of the steps AND the reason for checking.
REMIND	participants that important checklists like this one are provided throughout the ADS Seller’s Manual, and that they should consult it often to be sure that they are following all the right steps to provide the best service possible to their clients.
ASK	Which do you do first – count or measure the medicine or write the label?
ENSURE	that they answer “write the label.”
ASK	Why is it better to write the label before counting or measuring the medicine?
ENSURE	that they respond: <ol style="list-style-type: none"> <li>1. It is easier to write on the packaging if there is nothing inside.</li> <li>2. If you are dispensing more than one medicine, labelling before counting or measuring will help you keep from mixing up the medicines and writing the wrong label.</li> </ol>
ASK	participants to open their ADS Seller’s Manual to page 59 and to look at the table called, “Labelling checklist.”
INVITE	participants to take turns reading out loud each of the parts of the label AND the reason for checking.
ASK	participants to look at the “Sample of medicine envelope label” on the following page and tell you whether all of the necessary information has been written there.

**Good Dispensing Practice – Dilution and reconstitution of medicines (20 min.)**

EXPLAIN	that you are now going to review and examine how to dilute and reconstitute medicine.
ASK	participants to open their ADS Seller’s Manual to page 66 and following and read along as you read out loud, “Dilution” and “How to make a dilution.”
ADVISE	participants to consult this guidance when they need to dilute hydrogen peroxide for the uses listed there.
ASK	participants to read along as you read out loud, “Reconstitution” and “How to reconstitute dry powders.”
ADVISE	participants to consult this guidance when they need to reconstitute dry powders.
EXPLAIN	that you are going to spend some time now on how to prepare oral rehydration solution (ORS).
PRESENT	Slide 41-43
ASK	participants to open their ADS Seller’s Manual to page 68, where they will find these same instructions.
INVITE	participants to take turns reading the instructions out loud.
ASK	participants how they can ensure that the patient will understand and remember how to prepare the ORS.
LISTEN	to their responses.
INVITE	them to consider demonstrating how to prepare the ORS. For example, they could help the patient prepare the ORS there in the shop (if a clean container and clean water are available).

### Good Dispensing Practice – Counselling the patient (20 min.)

ASK	Why is it important to counsel the patient about the medicine that is being dispensed?
ENSURE	<p>that participants mention the following reasons:</p> <ul style="list-style-type: none"> <li>• Not all patients know how to read very well.</li> <li>• Not all patients know that it is very important for medicine to be taken/given in the proper way.</li> <li>• Some patients may not understand the importance of taking the whole course of a medicine (and may stop taking it once symptoms have disappeared).</li> <li>• Patients may not know how to deal with side effects of the medicine and therefore may stop taking it.</li> </ul>
REMIND	participants that their ADS Seller’s Manual contains lots of helpful information, and in this case, on page 61, they will find a list of the kinds of instructions that the seller should give the patient.
ASK	participants to take turns reading out loud each of the instructions listed in the box, “Client’s instructions.”
MENTION	<p>that participants should review on their own:</p> <ul style="list-style-type: none"> <li>• The “Client Instruction Check List” on page 62, which includes specific reasons why the different instructions should be given.</li> </ul>
ASK	participants to look at page 60 of their ADS Seller’s Manual, where they will find a table titled, “Packaging medicines.”
ASK	participants to take turns reading out loud the “Form” and “Notes” for each form.
ASK	What is the final step in the dispensing process, once you have counselled the patient?
ENSURE	that they respond that “recording the prescription” is the final step.
ASK	participants to turn to page 63 of their ADS Seller’s Manual, where they will find a sample page from the ADS Dispensing Log.
REVIEW	the form with them.

## Demonstration

EXPLAIN	that you are now going to demonstrate how to fill a prescription, following the 8 steps of the Dispensing Process, and then they are going to practice doing the same in their small groups.
DEMONSTRATE	<p>how to fill a prescription, following the 8 steps of the Dispensing Process and using the sample prescription from page 57 [SAMPLE PRESCRIPTION] of the ADS Seller's Manual (see below)</p> <p>NOTE: If there are two facilitators, one should play the role of the medicine seller and the other, the role of the patient. If there is only one facilitator, she or he should invite one of the participants to play the role of the patient.</p>

### Demonstration of the Dispensing Process (20 min.)

#	Step	Notes (for the trainer's use)
1	Read and interpret the prescription	
2	Prepare/collect the medicine for issue	
3	Label the envelope	
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 patient	
8	Record in Dispensing Log	

### Exercise 4 – Dispensing practice (1 hour 15 min.)

DIVIDE	participants into pairs.
GIVE	each pair the materials and supplies needed to dispense the medicine (or medicines) you have chosen for the practice. <sup>4</sup>
EXPLAIN	<ol style="list-style-type: none"><li>1. One member plays the role of the <i>Seller</i> and the other the role of the <i>Patient</i>.</li><li>2. The <i>Patient</i> brings a prescription to the <i>Seller</i>.</li><li>3. The <i>Seller</i> follows the 8 steps of good dispensing.</li><li>4. The <i>Patient</i> acts like a normal patient (not causing undue drama or complications).</li><li>5. The role play ends.</li><li>6. The <i>Patient</i> give the <i>Seller</i> helpful feedback about what he or she has done well and what she or he should improve.</li><li>7. They switch roles – the <i>Seller</i> becomes the patient and the <i>Patient</i> become the <i>Seller</i> – and they repeat steps 1 through 6 listed above.</li></ol>
EXPLAIN	this role play exercise is meant to ensure that each participant has mastered the 8 steps in dispensing. They should not pay much attention to the actual information that is to be given to the patient or the content of the instructions, because we have not yet examined them in detail. What they are really practicing here are the steps to take in good dispensing.
INVITE	them to start.
CIRCULATE	during the practice to ensure that everyone understands what they are supposed to be doing and are doing it.
CALL	the whole group together when they have finished.
INVITE	them to comment on what they learned from the exercise.
PRESENT	Slide 45 – “Conclusion” to wrap up the session.

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<sup>4</sup> Sample prescriptions are included at the end of this session plan.

### Exercise 1: Generic or Brand Names?

#### Trainer's version

**Instructions:** For each medicine listed in the first column, indicate whether it is the medicine's Generic Name or Brand Name by placing an X in the appropriate column to the right.

Medicine	Generic Name	Brand Name
1. Diclomol		X
2. Doxycycline	X	
3. Curamol		X
4. Ciprofloxacin	X	
5. Paracetamol	X	
6. Coartem		X
7. Clamoxyl		X
8. Mebendazole	X	



### Exercise 1: Generic or Brand Names?

#### Participant's version

**Instructions:** For each medicine listed in the first column, indicate whether it is the medicine's Generic Name or Brand Name by placing an X in the appropriate column to the right.

Medicine	Generic Name	Brand Name
1. Diclomol		
2. Doxycycline		
3. Curamol		
4. Ciprofloxacin		
5. Paracetamol		
6. Coartem		
7. Clamoxyl		
8. Mebendazole		

## Exercise 2: Matching game

### Trainer's version

*Instructions: Create two sets of cards – on one set, write all of the TERMS and on the other set all of the DEFINITIONS. If possible, use one colour card for the TERMS and another colour card for the DEFINITIONS.*

TERM	DEFINITION
Brand name	The name of a pharmaceutical product given by the manufacturer.
Course of treatment	How long a medicine has to be taken for complete treatment or management of the health problem.
Seller	A qualified person authorized to give out medicines or medical sundries to the patient or caregiver.
Dispensing	The process of issuing medicines to a patient.
Dosage	How often a medicine has to be taken,
Dosage form/Formulation	The form of a medicine, i.e., tablet, capsule, injection, powder, syrup, solution, ointment, cream.
Dose	The amount of medicine administered to the patient at a time.
Expiry date	The date found on all medicines after which they are believed to have lost potency (effectiveness).
Generic name	Name given to a medicine that will be recognized all over the world.
Manufacturing date	The date on which the medicine was manufactured.
Prescription	A written instruction from a prescriber to the seller ordering the giving out of medicines.
Prescriber	A qualified medical person authorized by law to prescribe.
Medicine	Any substance administered to a patient to prevent or treat disease.
Medical sundries	Items used during diagnosis and treatment (e.g., gloves, syringes).
Over-the-counter	Medicines that can be dispensed to a patient without a prescription.

<b>TERM</b>	<b>DEFINITION</b>
medicines	
Prescription medicines	Medicines that can only be dispensed upon presentation of a valid prescription.
Side effects	The effects of a medicine other than those the medicine is intended to produce in a patient.
Toxic dose	The amount of a given medicine that causes serious unwanted effects.
Water for preparation	Water that is freshly boiled and cooled.

**Exercise 3: Matching game****Trainer's version**

*Preparation: Create two sets of cards – on one set, write all of the TERMS and on the other set all of the ABBREVIATIONS. If possible, use one colour card for the TERMS and another colour card for the ABBREVIATIONS.*

<b>ABBREVIATION</b>	<b>TERM/MEANING</b>
Kg	1 kilogram
G	1 gram
Mg	1 milligram
Mcg	1 microgram
L	1 litre
mL	1 millilitre
Tab.	Tablet
Cap.	Capsule
Gutt.	Eye drop
Oint.	Ointment
Syr.	Syrup
Supp.	Suppository
Pess.	Pessary
Inj.	Injection
IM	Intramuscular injection
IV	Intravenous injection
o.d.	Once daily
b.d or b.i.d	Twice daily
Tds or t.i.d	Thrice/three times daily
Qid	Four times daily
Stat.	Single dose

ABBREVIATION	TERM/MEANING
Prn	Take the medicine whenever necessary (i.e., when symptoms occur)
Noct	Take medicine at night
5/7	Medicine is to be used for 5 days
10/7	Medicine is to be used for 10 days
1/52	Medicine is to be used for 1 week
6/52	Medicine is to be used for 6 weeks
2/12	Medicine is to be used for 2 months

## Exercise 4: Sample Prescriptions

### #1

Notes:

- The amoxicillin caps in stock is 250 mg and paracetamol is 500 mg.
- The cost of amoxicillin caps is 100/= and paracetamol is 50/= each tablet.

### Prescription

#### Namwendwa Medical Centre

Name: Ajope J

Date: 12<sup>th</sup> Nov 2013

Address: Kiryandongo

Age: 42 years

Diagnosis: Pneumonia

Treatment:

Caps Amoxicillin 500 mg tds for 5 days

Tabs Paracetamol: 1 g tds for 3 days

Come back after 1 week.

Doctor: Kenje

### #2

Notes:

- The co-trimoxazole caps in stock are 240 mg and 360 mg and paracetamol is 500 mg.
- The cost of co-trimoxazole caps is 150/= and paracetamol is 50/= each tablet.

**Prescription**

**Namwendwa Medical Centre**

Name: Maija A

Date: 10<sup>th</sup> Mar 2013

Address: Bugalobi

Age: 10 years

Diagnosis: acute ear infection

Treatment:

Caps Co-trimoxazole 360 mg bid for 5 days

Tabs Paracetamol: 1 g tds for 3 days

Come back after 1 week.

Doctor: Kenje

**#3**

Notes:

- The clotrimazole cream in stock is 1% strength.
- The cost of one tube of clotrimazole cream is 850/=.

**Prescription**

**Namwendwa Medical Centre**

Name: Lubowa N

Date: 8<sup>th</sup> June 2013

Address: Kiryandongo

Age: 20 years

Diagnosis: Ringworm

Treatment:

Apply clotrimazole 1% cream bid for 14 days after lesions have healed.

Doctor: Kenje

**SESSION THREE: MEDICINE ADMINISTRATION**

<b>LEARNING OBJECTIVES:</b>	As a result of actively participating in this session, the individual will be able to: <ol style="list-style-type: none"> <li>1. Describe the three different routes of administering medicines.</li> <li>2. Name at least four common medicine dosage forms.</li> <li>3. Given a common medicine dosage form, describe it.</li> <li>4. Define “drug interaction.”</li> <li>5. Locate a list of common drug interactions in the ADS Seller’s Manual.</li> </ol>
<b>DURATION:</b>	3 hours
<b>METHODOLOGY:</b>	Lecture, Q&A, discussion, small group work
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• PowerPoint slides</li> <li>• Projector</li> <li>• Flip charts and markers</li> <li>• Notebooks and pens</li> <li>• ADS Seller’s Manual</li> <li>• SOPs</li> </ul>
<b>PREPARE IN ADVANCE:</b>	None

**Medicine Administration Routes (1 hour)**

<b>ASK</b>	What is a route of administration for a medicine?
<b>ENSURE</b>	that participants respond (in their own words) that it is the path by which a medicine is introduced onto or into the body.
<b>PRESENT</b>	PPT Module 2: Session 3: “Routes of administration”, Slides 1-14
<b>ASK</b>	What are the three routes of administration of a medicine?
<b>ENSURE</b>	that they answer: <ol style="list-style-type: none"> <li>1. Enteral route</li> <li>2. Parenteral route</li> <li>3. Topical route</li> </ol>



ASK	When a medicine is administered through the enteral route, where is it going in the body?
ENSURE	that they answer that it goes to the gastrointestinal tract.
ASK	What are the four kinds of enteral routes?
ENSURE	that they respond: <ol style="list-style-type: none"> <li>1. Oral</li> <li>2. Buccal</li> <li>3. Sublingual</li> <li>4. Rectal</li> </ol>
ASK	What are some of the advantages of the <b>oral</b> route?
ENSURE	that their answers include the following: <ul style="list-style-type: none"> <li>• Safety</li> <li>• Convenience</li> <li>• Cost savings</li> <li>• Some can only be given that way</li> </ul>
ASK	What are some of the <u>dis</u> advantages of the oral route?
ENSURE	that their answers include the following: <ul style="list-style-type: none"> <li>• Slow acting</li> <li>• Not for patients with nausea or vomiting</li> <li>• Not for unconscious patients</li> <li>• Not for uncooperative patients</li> <li>• Not for medicines that are destroyed by stomach juices</li> <li>• Absorption is not predictable</li> <li>• May irritate or damage the stomach lining</li> </ul>
ASK	What are some of the advantages of the <b>rectal</b> route?
ENSURE	that their answers include the following: <ul style="list-style-type: none"> <li>• Used for children</li> <li>• Used for a patient who is vomiting</li> </ul>

	<ul style="list-style-type: none"> <li>• Used for unconscious patients</li> <li>• Faster onset of action than oral route</li> </ul>
ASK	What are some of the <u>dis</u> advantages of the rectal route?
ENSURE	that their answers include the following: <ul style="list-style-type: none"> <li>• Inconvenient for the patient</li> <li>• Embarrassing for the patient</li> <li>• May cause irritation of the rectal mucosa (anus)</li> <li>• Variation in drug absorption</li> </ul>
ASK	What does the <b>parenteral</b> route involve?
ENSURE	that they answer that it involves administering medicine using a needle and syringe.
ASK	Are ADS allowed to stock injectable medicines?
ENSURE	that they answer NO.
ASK	What does the <b>topical</b> route involve?
ENSURE	that they answer that it involves: <ul style="list-style-type: none"> <li>• Creams, gels, lotion, ointments, or powders.</li> <li>• These are applied directly to the skin or mucus membrane.</li> </ul>
TELL	the participants the following short scenario (Exercise 1): A mother brings her child, who is convulsing, to the ADS of a man named Musa. Musa chooses to administer diazepam to the child. 1. Which route of administration should he choose – oral or rectal? 2. Why?
ENSURE	that the answers to these two questions are: <ol style="list-style-type: none"> <li>1. He should choose the rectal route to administer the diazepam to the child.</li> <li>2. For the following reasons: <ol style="list-style-type: none"> <li>a. It will be rapidly absorbed and therefore quick-acting.</li> <li>b. It will be easier to administer to a child that is convulsing (and therefore cannot cooperate).</li> </ol> </li> </ol>

ASK	participants where they can find information about routes of medicine administration, should they need to refresh their memories.
ENSURE	that they respond that the information is in their ADS Seller's Manual, starting on page 69.

### **Dosage Forms (1 hour 30 min.)**

ASK	What does “dosage form” mean?
ENSURE	that they respond in their own words that it means the way the medicine is presented for use by the patient.
PRESENT	PPT Module 2: Session 3: “Dosage forms”, Slides 15-60
ASK	participants to name some common dosage forms.
WRITE	the names on flipchart paper.
ENSURE	that the following forms are mentioned: <ul style="list-style-type: none"> <li>• Tablets</li> <li>• Capsules</li> <li>• Syrups</li> <li>• Oral suspensions</li> <li>• Eye drops</li> <li>• Ear drops</li> <li>• Suppositories</li> <li>• Pessaries</li> <li>• Creams and ointments</li> </ul>
EXPLAIN	that you are now going to do an exercise in which the participants are going to help each other review key information about dosage forms.

**Exercise 2 – Dosage forms (20 min.)**

DIVIDE	participants into 5 groups.
EXPLAIN	<p>That each group will be responsible for leading a review of the dosage form that it is assigned.</p> <ul style="list-style-type: none"><li>• They will find the information they need about their dosage form in the ADS Seller's Manual.</li><li>• They will have 15 minutes to get organized.</li><li>• Each group will have 10 minutes to lead its review.</li><li>• The other participants will have a couple of minutes to ask the group questions about their dosage form.</li><li>• This should NOT be a fancy review. Participants may want to use the same review approach that the facilitator has used when leading reviews of other materials in this training.</li></ul>
ASSIGN	one or two dosage forms to each small group.
ASK	them to start
TELL	<p>everyone to stop when 15 minutes are up. (It is up to you whether to give them more time.)</p>
INVITE	one group to lead a review of its dosage form.
INVITE	the other participants to ask questions when they have finished.
REPEAT	until all of the groups have led their reviews and answered questions that others have raised.
ENSURE	that all of the information that is provided is correct.

### Drug Interactions (30 min.)

EXPLAIN	that now you are going to examine drug interactions.
PRESENT	Slides 61-67
ASK	What do we mean by “drug interaction?”
ENSURE	that their answers include the following points: <ul style="list-style-type: none"> <li>• When what a medicine is supposed to do is changed by the presence of another substance.</li> <li>• The other substance may be another medicine (prescribed or OTC), a food, a drink, etc.</li> </ul>
ASK	What may happen when there is a drug interaction?
ENSURE	that their answers include the following points: <ul style="list-style-type: none"> <li>• It may reduce the effectiveness of the treatment.</li> <li>• It may create harmful effects to the patient.</li> <li>• It may increase harmful effects of the medicine.</li> </ul>
EXPLAIN	That they are going to do a short exercise about drug interactions.

<b>Exercise 3 – Drug interactions (15 min.)</b>	
DIVIDE	participants into 5 groups.
EXPLAIN	that each group will be responsible for answering questions about two kinds of drug interactions: drug-drug interactions and drug-food interactions. <ul style="list-style-type: none"> <li>• They have already heard about examples of these interactions during the PPT presentation.</li> <li>• The facilitator will read questions out loud, and each group should work together to find the answers.</li> <li>• When a group has the answer, they should all raise their hands, and the facilitator will call on them to give their answer.</li> <li>• They will find the information they need about drug</li> </ul>

	interactions in the ADS Seller's Manual, page 83 and following.
ASK	Question 1: What advice will you give a patient who will take Ciprofloxacin and magnesium antacids, so that the patient will get the best outcome?
ENSURE	that the correct answer is given: <b>Take ciprofloxacin first, then wait 2 hours to take the magnesium antacids.</b>
ASK	Question 2: What advice will you give a woman who is taking the combined pill and is going to take Amoxicillin?
ENSURE	that the correct answer is given: <b>She should use extra protection, such as condoms, during sexual relations because Amoxicillin will reduce the effectiveness of the combined pill.</b>
ASK	Question 3: What advice about eating will you give a patient who is taking Coartem?
ENSURE	that the correct answer is given: <b>Advise the patient to eat fatty foods while taking Coartem, because the fatty foods will improve absorption and effectiveness of the medicine.</b>
ASK	Question 4: What advice about drinking will you give a patient taking metronidazole?
ENSURE	that the correct answer is given: <b>Avoid having alcoholic drinks during the course of treatment and for 48 hours afterwards.</b>

**SESSION FOUR: MAINTAINING GOOD QUALITY MEDICINES AT THE ADS**

<b>LEARNING OBJECTIVES:</b>	<p>As a result of actively participating in this session, the individual will be able to:</p> <ol style="list-style-type: none"> <li>1. State at least two effects of poor quality medicines on patients.</li> <li>2. Name at least three causes of poor quality medicines.</li> <li>3. For each of the following, name at least two signs of poor/bad quality: packaging, labels, tablets/capsules, and liquids.</li> <li>4. Name at least four of the six things to check for to detect counterfeit medicines.</li> <li>5. State where to report counterfeit medicines.</li> <li>6. Name at least five ways to maintain the quality of medicines in the ADS.</li> </ol>
<b>DURATION:</b>	1 hour 30 min.
<b>METHODOLOGY:</b>	Lecture, Q&A, discussion, small group work
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• PowerPoint slides</li> <li>• Projector</li> <li>• Flip charts and markers</li> <li>• Notebooks and pens</li> <li>• ADS Seller’s Manual</li> <li>• SOPs</li> </ul>
<b>PREPARE IN ADVANCE:</b>	<ul style="list-style-type: none"> <li>• For Exercise 1, two sets of cards, as follows:             <ol style="list-style-type: none"> <li>1. What to check for to detect counterfeit medicines.</li> <li>2. Remarks about what to check for.</li> </ol> </li> </ul>

**Quality of Medicines (45 min)**

<b>ASK</b>	Who is responsible for the quality of medicines from the time they arrive in the ADS to the time the patient takes them?
<b>ENSURE</b>	<p>that participants make the following points:</p> <ul style="list-style-type: none"> <li>• The ADS seller is responsible for the quality of medicines as long</li> </ul>

	<p>as they are in the ADS.</p> <ul style="list-style-type: none"> <li>• The patient or caregiver is responsible for maintaining the quality of medicines from the time he or she takes them from the ADS and takes them or gives them to someone in his or her care.</li> </ul>
EXPLAIN	<p>that in this session, participants are going to learn about the following aspects of the quality of medicines:</p> <ul style="list-style-type: none"> <li>• Causes of poor quality medicines</li> <li>• Signs of poor quality medicines</li> <li>• How to detect counterfeit medicines and where to report them</li> <li>• How to maintain the quality of medicines (some reminders)</li> </ul>
PRESENT	Slides 1-7
ASK	What are some possible effects of poor quality medicines on patients who take them?
ENSURE	<p>that the participants’ responses include the following:</p> <ul style="list-style-type: none"> <li>• Resistance to disease by some antibiotics.</li> <li>• Worsening of the disease and possibly death.</li> <li>• Increased chance of developing adverse drug reactions, which may lead to permanent disability.</li> <li>• Poor quality contraceptives (e.g., pills and condoms) may lead to unwanted pregnancies, which may progress to unsafe abortions and death.</li> </ul>
ASK	What effect can the poor quality of medicines have on the ADS seller?
ENSURE	<p>that participants’ responses include the following:</p> <ul style="list-style-type: none"> <li>• Client’s lack of confidence in the drug shop.</li> <li>• Loss of income as a result of fewer clients.</li> <li>• Loss of practicing license as a result of unethical conduct.</li> <li>• Closure of the drug shop by the police or NDA.</li> </ul>
ASK	What are some of the causes of the poor quality of medicines?
ENSURE	<p>that the participants’ responses include the following:</p> <ol style="list-style-type: none"> <li>1. Poor manufacturing conditions</li> </ol>



	<ol style="list-style-type: none"> <li>2. Poor packing</li> <li>3. Poor transportation</li> <li>4. Poor storage conditions</li> <li>5. Poor dispensing methods</li> <li>6. Counterfeiting medicines</li> </ol>
ASK	What are some signs of poor quality medicines?
ENSURE	<p>that participants’ responses include the following:</p> <ul style="list-style-type: none"> <li>• Broken or ripped <b>packaging</b></li> <li>• Missing, incomplete, or unreadable <b>labels</b></li> <li>• Discoloured, sticky, crushed, or crumbled <b>tablets or capsules</b></li> <li>• Tablets or capsules with an unusual smell</li> <li>• <b>Liquids</b> that: <ul style="list-style-type: none"> <li>○ Are discoloured</li> <li>○ Have sedimentation</li> <li>○ Are cloudy</li> <li>○ Have an unusual smell</li> <li>○ Have a broken seal on the bottle</li> <li>○ Have cracked bottles</li> <li>○ Have dampness inside packages</li> </ul> </li> </ul>
ASK	What should you do if you discover you have damaged or expired medicines?
ENSURE	<p>that the participants’ responses include the following:</p> <ul style="list-style-type: none"> <li>• Keep a record of all expired or damaged medicines.</li> <li>• Report the poor quality medicines to any of the following: <ul style="list-style-type: none"> <li>○ The NDA representative (DADI, police, supplier) in their area.</li> <li>○ District Health Officer</li> </ul> </li> </ul>
REMIND	<p>participants that they have the following job aids that they can consult to help them in their work:</p> <ul style="list-style-type: none"> <li>• For receiving medicines</li> </ul>

	<ul style="list-style-type: none"> <li>• Storing medicines</li> <li>• Dispensing medicines</li> <li>• Cleaning the ADS</li> <li>• ICCM job aid</li> <li>• Family planning flip chart</li> </ul>
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### Counterfeit Medicines (30 min.)

PRESENT	Slides 8-13
ASK	What are counterfeit medicines?
ENSURE	<p>that the participants' responses include the following:</p> <ul style="list-style-type: none"> <li>• Medicines that are falsely labelled regarding their identity or source.</li> <li>• Medicines that are similar in appearance to an existing medicine that is in demand, but are not the same.</li> <li>• Counterfeit medicines may be contaminated.</li> <li>• Counterfeit medicines may also contain little or no active ingredients.</li> </ul>
ASK	To whom should you report that you have found counterfeit medicines?
ENSURE	<p>that the participants' responses include the following:</p> <ul style="list-style-type: none"> <li>• The NDA representative (DADI, police, supplier) in your area.</li> <li>• District Health Officer</li> </ul>
EXPLAIN	that because it is important for an ADS seller to recognize medicines that are counterfeit, participants are going to do an exercise about what signs to look for to detect counterfeit medicines.

**Exercise 1 – Detecting counterfeit medicines (15 min.)**

- DIVIDE** participants into 5 groups.
- EXPLAIN**
1. Each group is going to receive a set of cards.
  2. There are 2 kinds of cards in that set – one set of “What to check for to detect counterfeit medicines” and the other, “Remarks about what to check for.”
  3. The cards are all mixed up.
  4. The first group to correctly match the “what to check for” cards with the “remarks” cards should raise their hands.
  5. The facilitator will invite that group to present its matches.
  6. The facilitator will give the other participants time to comment on the matches.
- ANSWER** any questions the participants may have about the exercise.
- HAND OUT** a set of cards to each group, asking them not to turn them over to look at them until you give the signal.
- INVITE** them to begin!
- ASK** everyone to stop when one group raises their hands.
- INVITE** that group to present its matches.
- INVITE** the other participants to comment on their matches (e.g., agree? Disagree?)

**Maintaining the Quality of Medicines in Your ADS (15 min.)**

<b>ASK</b>	What are some ways that we have already discussed in this training that you can help maintain the quality of medicines in your ADS?
<b>LISTEN</b>	to their responses.
<b>PRESENT</b>	Slides 14-16
<b>POINT OUT</b>	while you are presenting the slides, where the participants’ answers have

	duplicated or differed from the answers given in the slides.
<b>REMIND</b>	participants that they will find information about quality of medicines and counterfeit medicines in their ADS Seller's Manual.
<b>EXPLAIN</b>	that in the next session, participants will learn about handling adverse drug reactions.

**SESSION FIVE: HANDLING ADVERSE DRUG REACTIONS (ADR) AT THE ADS**

<b>LEARNING OBJECTIVES:</b>	As a result of actively participating in this session, the individual will be able to:  1. Explain what an adverse drug reaction (ADR) is. 2. Explain what the ADS seller should do once he or she has detected an ADR.
<b>DURATION:</b>	1 hr. 30 min.
<b>METHODOLOGY:</b>	Lecture, Q&A, discussion, small group work
<b>MATERIALS:</b>	<ul style="list-style-type: none"> <li>• PowerPoint slides</li> <li>• Projector</li> <li>• Flip charts and markers</li> <li>• Notebooks and pens</li> <li>• ADS Seller’s Manual</li> <li>• SOPs</li> </ul>
<b>PREPARE IN ADVANCE:</b>	<ul style="list-style-type: none"> <li>• Sample entries for the exercise of filling out NDA forms for ADR reporting.</li> </ul>

**Definitions: Side Effect and Adverse Drug Reaction (ADR) (30 min.)**

<b>ASK</b>	What do we mean when we talk about the <i>side effects</i> of a medicine?
<b>LISTEN</b>	to a few answers.
<b>ENSURE</b>	that the following points emerge: <ul style="list-style-type: none"> <li>• A <i>side effect</i> of a medicine is an unwanted effect the medicine may cause in a patient who takes it in the right dose.</li> <li>• Although a <i>side effect</i> is unwanted, it is not surprising.</li> </ul>
<b>ASK</b>	What do we mean when we talk about an <i>adverse drug reaction</i> or ADR?
<b>LISTEN</b>	to a few answers.
<b>ENSURE</b>	that the following points emerge: <ul style="list-style-type: none"> <li>• An <i>adverse drug reaction</i> is a harmful and noxious reaction to a medicine that has been taken in the right dose.</li> </ul>

	<ul style="list-style-type: none"> <li>• An <i>adverse drug reaction</i> is surprising.</li> <li>• An <i>adverse drug reaction</i> may have a major impact on the patient.</li> </ul>
PRESENT	Slides 1-10. (Stop before slide 11, which you will present at the end of the session.)
ASK	Who in this group has seen ADRs and what happened when they occurred?
LISTEN	to a few answers.
ASK	Who is at <i>highest</i> risk of ADRs?
ENSURE	<p>that participants mention the following kinds of patients:</p> <ul style="list-style-type: none"> <li>• People older than 60 years.</li> <li>• A person taking many medicines at the same time.</li> <li>• A person using a newly discovered medicine (e.g., medications for HIV).</li> <li>• Pregnant women</li> <li>• Alcoholics</li> <li>• Drug abusers</li> </ul>
ADVISE	participants that <u>every</u> time they dispense medicine to a female patient, they should ask whether she is pregnant or breastfeeding so that they can ensure that the medicine is safe before dispensing it.

### Role of the ADS Seller in Reporting ADRs (45 min.)

ASK	What is your role as an ADS seller in ADR reporting?
ENSURE	<p>that participants make the following points:</p> <ul style="list-style-type: none"> <li>• Every time they dispense medicines, they should inform the patient or caregiver about any <i>side effects</i> the medicine may have and what to do about them.</li> <li>• Every time they dispense medicines, they should advise the patient or caregiver to report back about any <i>adverse drug reactions</i> (surprising and harmful reactions) immediately.</li> <li>• Refer all cases of ADRs to the nearest health unit.</li> </ul>

	<ul style="list-style-type: none"> <li>Record ADRs in the NDA forms and send them to the DHO's office or the representative of the NDA.</li> </ul>
HAND OUT	NDA forms for ADR reporting.
REVIEW	with participants how to fill out the form, step by step.
EXPLAIN	that they are going to do Exercise 1 together to practice how to handle an ADR.

**Exercise 1 (15 min.)**

PRESENT	Slide 11
EXPAIN	<p>that participants will work <i>individually</i> to list the steps they would take in this situation.</p> <p>They have 5 minutes to make their list. They can write it in their notebooks.</p> <p>You will call on a few individuals to present their lists.</p>
GIVE	<p>them 5 minutes to write their lists.</p> <p>After 5 minutes ...</p>
ASK	a participant to share his or her list.
INVITE	other participants to comment on the list.
ENSURE	<p>that the following 4 key points are included (in their own words):</p> <ol style="list-style-type: none"> <li>1. Every time they dispense medicines, they inform the patient or caregiver about any <i>side effects</i> the medicine may have and what to do about them.</li> <li>2. Every time they dispense medicines, they advise the patient or caregiver to report back about any <i>adverse drug reactions</i> (surprising and harmful reactions) immediately.</li> <li>3. They refer all cases of ADRs to the nearest health unit.</li> <li>4. They record ADRs in the NDA forms and send them to the DHO's office or the representative of the NDA.</li> </ol>

SESSION SIX: BASIC COMMUNICATION SKILLS IN THE ADS

LEARNING OBJECTIVES:	As a result of actively participating in this session, the individual will 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.
DURATION:	1 hour 30 min.
METHODOLOGY:	Lecture, Q&A, discussion, small group work
MATERIALS:	<ul style="list-style-type: none"> <li>• PowerPoint slides</li> <li>• Projector</li> <li>• Flip charts and markers</li> <li>• Notebooks and pens</li> <li>• ADS Seller’s Manual</li> </ul>
PREPARE IN ADVANCE:	None

**Effective Communication (30 min.)**

EXPLAIN	that you want the participants to imagine for a moment that they are clients or patients who are consulting a health worker about a problem.
ASK	How would you like the health worker to treat you?
WRITE	their (short) answers on a flipchart.
ENSURE	that the following answers emerge: <ul style="list-style-type: none"> <li>• Respectfully</li> <li>• Attentively</li> <li>• Thoroughly</li> <li>• In a private setting</li> </ul>
ASK	How should the health worker show <b>respectfulness</b> ?
ENSURE	that the following points emerge: <ul style="list-style-type: none"> <li>• Ask questions.</li> </ul>



	<ul style="list-style-type: none"> <li>• Listen to the answers.</li> <li>• Check to make sure understanding is clear.</li> <li>• Not interrupt you while you are speaking.</li> </ul>
ASK	How should the health worker show <b>attentiveness</b> ?
ENSURE	that the following points emerge: <ul style="list-style-type: none"> <li>• Look at you when you are talking.</li> <li>• Pay attention to what you are saying (no cell phone, no distractions).</li> <li>• Nodding head once in a while.</li> </ul>
ASK	How does the health worker demonstrate <b>thoroughness</b> ?
ENSURE	that the following points emerge: <ul style="list-style-type: none"> <li>• The health worker keeps asking questions until she or he understands your situation.</li> <li>• He or she does not act impatient or hurried.</li> <li>• He or she ensures that understanding is clear.</li> </ul>
ASK	What should the health worker do to ensure <b>privacy</b> ?
ENSURE	that the following points emerge: <ul style="list-style-type: none"> <li>• Stand or sit close enough to you that you can both speak quietly and yet hear each other clearly.</li> <li>• Ask other patients/caregivers to stand a little way's away so that they cannot hear what you are saying.</li> <li>• <u>Never</u> share information about a patient with other people (unless it is with a caregiver for a patient).</li> </ul>
ASK	How would you react if the health worker shared information about you and your situation with other people?
LISTEN	to their responses. NOTE: We can expect that they would be angry and would not wish to return to see that health worker again.
ASK	Now imagine that you are in your ADS and are receiving patients and caregivers there. How will you treat them?




LISTEN	to their answers.
ENSURE	that their responses indicate how they will treat their patients/caregivers with: <ul style="list-style-type: none"> <li>• Respect</li> <li>• Attentiveness</li> <li>• Thoroughness</li> <li>• As much privacy as possible</li> </ul>
ASK	Why is it important to treat patients and caregivers in this way?
ENSURE	that their responses include the following points: <ul style="list-style-type: none"> <li>• So that the patient/caregiver understands the information you are providing.</li> <li>• So that the patient/caregiver is satisfied with the information you are providing.</li> <li>• So that the patient/caregiver will comply with the instructions you have provided.</li> <li>• So that the patient/caregiver is satisfied with your services and continues to use them.</li> </ul>
PRESENT	Slides 1-10
POINT OUT	that the participants have already raised many of the points made in these slides, and so you anticipate that they will try hard to be effective communicators in their work as ADS sellers.

**Overcoming Barriers to Effective Communication (1 hr.)**

SUMMARIZE	The qualities they have mentioned, including (at least): <ol style="list-style-type: none"> <li>1. Respectfulness</li> <li>2. Attentiveness</li> <li>3. Thoroughness</li> <li>4. Providing for privacy</li> </ol>
EXPLAIN	that you are now going to share with the participants several <b>BARRIERS</b> to good communication between an ADS seller and a patient or caregiver.

	You are going to review the barriers together and identify ways to overcome each one.
PRESENT	Slides 11 and 12
LEAD	<p>An identification of ways to overcome barriers using the following steps:</p> <ol style="list-style-type: none"> <li>1. Read the first barrier (“Use of complex medical terms”).</li> <li>2. Ask why that is a barrier.</li> <li>3. Ask what an ADS seller can do to overcome that barrier.</li> <li>4. Repeat this process with all the barriers on slide 11.</li> <li>5. Then do the same with slide 12.</li> </ol> <p>NOTE: See the list of “Barriers and ways to overcome them” at the end of this session.</p>
EXPLAIN	that you are going to show some ideas that others have had about how to overcome barriers to effective communication, and participants can see whether they are the same or different from what they mentioned.
PRESENT	Slides 13-16
SHOW	the ICCM video about communication (if you have it).
EXPLAIN	that participants are going to practice using effective communication skills for assessment and treatment of patients later in the training, once they have completed sessions on how to assess and treat patients.
ADD	that participants will find additional information about communication skills in their ADS Seller’s Manual, Session 6.

### NOTES FOR THE TRAINER

Barrier	Ways to overcome the barrier
1. Use of complex medical terms	 Use simple, everyday terms.
2. Noise in the background	 Try to eliminate the noise or move to another space.
3. Lack of privacy	 Ask other patients/caregivers to stand or sit away from you while you are assessing and counselling a patient/caregiver.

<b>Barrier</b>	<b>Ways to overcome the barrier</b>
4. Lack of concentration by the seller	✚ Eliminate the distractions that are keeping him or her from concentrating.
5. Seller's inability to speak the language the patient understands best	✚ Ask someone who speaks both the seller's and the patient's/caregiver's language and who can be trusted to keep private the information she or he learns to help translate between the two individuals.
6. Poor attitude of the seller	✚ If the seller cannot improve his or her attitude, he or she should find another job.
7. Hearing problem of the patient	✚ If the patient/caregiver knows how to read and write, write explanations and instructions for him or her.
8. Reluctance of the patient to discuss sensitive issues	<p>✚ Find out why the patient/caregiver is reluctant to discuss the issues.</p> <p>✚ Encourage him or her to feel confident that you (the ADS seller) will be respectful and sensitive about the information he or she shares, and that you will keep it confidential.</p>
9. Misleading beliefs/myths	<p>✚ Try to persuade the patient/caregiver of the truth and steer him or her away from the misleading belief/myths.</p> <p>✚ Ask someone whom the patient/caregiver trusts (with permission of the patient/caregiver) to confirm what you have said about the misleading belief/myths.</p>
10. Poor listening skills	✚ Listen as you would like others to listen to you.
11. Use of unclear signs and symbols	✚ Write all instructions in clear, simple language.