



FIP Development Goals

FIP knowledge and skills reference guide for pharmacists supporting self-care

Adapted from the 2023 WHO Competency Standards for Health and Care Workers to Support People’s Self-care

2024



ADVANCING PHARMACY WORLDWIDE

Colophon

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Foreword

The healthcare landscape is evolving, with a growing emphasis on proactive, people-centred approaches that empower individuals to take greater control of their health. At the heart of this movement lies the concept of self-care, a practice that enables individuals, families, and communities to promote wellness, prevent disease, and manage illness independently, with or without the support of health or care workers. Self-care is not only about personal health; it is also a vital component of public health, reducing the demand on healthcare systems and enhancing the resilience of individuals and communities worldwide.

Pharmacists have a unique and pivotal role in this transformation. As highly trusted healthcare professionals positioned in the heart of communities, pharmacists are often the most accessible healthcare providers for people in need of advice, guidance and support. With this accessibility comes a responsibility to equip people with the knowledge and tools to make informed decisions about their health. Through the promotion of responsible and effective self-care, pharmacists can foster health literacy and informed health decisions.

Evidence-based self-care interventions for health and well-being are recommended by the World Health Organization (WHO) and are not only beneficial for individual health outcomes but are also essential for achieving universal health coverage (UHC). In many parts of the world, there are significant barriers to accessing healthcare services, be it due to geographical isolation, economic constraints, or workforce shortages. Self-care can bridge these gaps by empowering individuals to take preventive and corrective actions without always requiring the direct involvement of a healthcare provider. However, effective self-care needs to be provided in the context of safe, enabling environments so as not to add further burden on people. This often requires guidance from knowledgeable professionals who can ensure that individuals are choosing safe and appropriate products or interventions. Here, pharmacists play a crucial role in facilitating self-care as a pathway to UHC, fostering health equity and improved access for all.

This reference guide is designed to be a comprehensive resource for pharmacists, providing them with the knowledge and skills needed to support self-care effectively. The guide is adapted from the WHO self-care competency framework and covers five key domains: People-centredness; decision-making; collaboration; personal conduct; evidence-based practice; and communication. It also highlights the role of pharmacists in supporting patients to access safe and effective over-the-counter treatments, recognise symptoms that require medical attention, and making informed lifestyle choices that promote health and prevent disease.

This guide underscores the importance of a collaborative healthcare model, where pharmacists work alongside other healthcare professionals to create a supportive environment for self-care. By fostering partnerships, sharing resources, and building trust with patients, pharmacists can extend their impact beyond the dispensing of medicines; they become educators, advocates, and champions for healthier communities.

As you use this reference guide, I encourage you to view each interaction with individuals as an opportunity to promote health literacy, encourage proactive health behaviours, and offer compassionate support. Whether you are guiding individuals in selecting appropriate self-care treatments or helping them understand when professional care is needed, your role is invaluable. You are helping to shape a future where everyone has the opportunity to achieve the highest attainable standard of health.

In closing, I hope this guide will be a practical and useful tool for pharmacists who are committed to making a positive difference in their communities. Your dedication to supporting self-care not only enhances individual health outcomes but also contributes to the resilience and sustainability of healthcare systems globally. Together, let us continue to drive forward a vision of universal health coverage, where everyone—regardless of circumstances—has the support, knowledge, and resources they need to lead healthier lives.

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Background

Self-care in the context of primary healthcare and universal health coverage

Self-care is the ability of individuals, families and communities to promote health, prevent disease, maintain health, and to cope with illness and disability.² Self-care interventions complement and supplement traditional healthcare services, thus bridging gaps in care and allowing individuals to take charge of their health. Further, the achievement of universal health coverage (UHC) for all and the principle of 'leaving no one behind' is dependent upon strong health systems, with competent healthcare providers supporting individuals, families and communities to undertake self-care. While self-care can be undertaken independently of healthcare professionals, for many self-care interventions, the support of healthcare professionals is needed to facilitate its effectiveness.

Everyone has the fundamental right to the enjoyment of the highest attainable standard of health. Yet billions of people still lack access to essential health services. There are about 90 million displaced persons and a chronic shortage of health workers in countries at all levels of socioeconomic development.³ There is a crucial need for innovative strategies for health systems to address this challenge. Improving access to self-care interventions is one strategy to enable people to have a more engaged role in managing their own health, with or without the support of a healthcare professional.

Pharmacists remain the most accessible healthcare providers to the public. Individuals can access a community pharmacy free of charge and without an appointment.⁴ Pharmacists have demonstrated their ability to contribute to individuals' care through multiple services and interventions, including medication optimisation, disease prevention (including vaccination services), disease state management, the management of common ailments, health and wellness services, medication checkups, and educational consultations. As such, they are an ideal source of support for effective self-care.

World Health Organization Self-Care Competency Framework

To be able to effectively support and empower individuals, families and communities to undertake self-care, pharmacists need to be adequately equipped with the right knowledge and skills. These behaviour standards should be evidence-based and contextualised to their areas and scopes of practice. The World Health Organization (WHO) has developed competency standards and knowledge guides that can be used by healthcare professionals^a and workers^b to support self-care among people they meet.^{3,5,6} Thus, this guide has been adapted from the WHO self-care competency framework to be applicable to pharmacy practice.

FIP's commitment to supporting self-care

For FIP, the role of pharmacists in promoting self-care and the management of common ailments is at the heart of one of the federation's priority programmes of work. FIP's activities in this area aim to empower pharmacists and healthcare professionals to promote health literacy and support individuals in managing their health and wellness. This programme highlights the critical role of pharmacists in educating and guiding individuals on safe and effective self-care practices, thus promoting pharmacist-individual partnerships as a fulcrum for person-centred care, which may lead to:

- Empowered patients who can undertake self-care;
- Patient champions who are confident and can lead other patients;
- Expert patients who have acquired sufficient knowledge and expertise about their disease and can become patient activists for the purpose of enhancing patient care globally.

^a Health professionals study, advise on or provide preventive, curative, rehabilitative and promotional health services based on an extensive body of theoretical and factual knowledge in diagnosis and treatment of disease and other health problems.

^b Personal care workers provide direct personal care services in health care and residential settings, assist with health care procedures, and perform a variety of other tasks of a simple and routine nature for the provision of health services.

FIP ensures this is delivered through a variety of resources and formats, including policy and advocacy tools, data and intelligence reports, handbooks, and practice development resources. Advocacy resources include the FIP statement of policy “[Pharmacy: Gateway to Care](#)” (2017)⁷ and a joint statement with the Global Self-Care Federation on “[Responsible and Effective Self-care](#)” (2019).^{7,8}

Other resources on self-care include:

- [Pharmacy as a gateway to care: Helping people towards better health](#) (2017)⁷
- [Empowering self-care: A handbook for pharmacists](#) (2022)⁹
- [Health inclusivity, agency and empowerment: Developing solutions to help pharmacists drive better health outcomes: Report from an international insight board](#) (2023)¹⁰
- [Identifying pharmacy-led actions for improving health literacy: Report from an international advisory roundtable](#) (2023)¹¹
- [Education and training needs of early career pharmacists in self-care](#) (2023)¹²
- [Pharmacist-led common ailments schemes: A global intelligence report](#) (2023)¹³
- [Community pharmacy insights: Supporting the need for self-care. A FIP Multinational Needs Assessment Programme report](#) (2023)¹⁴

In addition, FIP has developed a range of resources on specific areas of self-care, such as digestive health, respiratory health, oral health, sexual health, pain management, nutrition, iron deficiency anaemia, and the use of natural health products. These resources include publications, professional development videos (FIP CPD Bites), webinars and other formats. All resources are available through the FIP micro-site on self-care: <https://selfcare.fip.org/>.

Knowledge and skills reference guide for pharmacists’ professional development in self-care

In addition to adapting the competencies and behavioural statements contained in the WHO Self-Care Competency Framework, this knowledge and skills reference guide includes additional competencies such as advocacy, preventive care, supply chain management, interprofessional collaboration and remuneration models, which are unique to pharmacists in patient-facing roles. These additional competencies are aligned with the distinctive roles that pharmacists play and ensure that all pharmacists can effectively support self-care interventions for all individuals and communities.

This publication is intended to guide pharmacists on the foundational knowledge and skills they need to effectively advocate for and support patient-centred self-care interventions. Furthermore, this publication provides a structure to support and enhance pharmacists’ continuous professional development (CPD) in self-care.

FIP global competency and professional development frameworks, and knowledge and skills reference guides

As medicines experts, pharmacists are essential members of the healthcare team. Through CPD, pharmacists are required to maintain and further their competence to practise and remain responsive to increasingly complex healthcare environments and requirements such as the recent COVID-19 pandemic. FIP defines CPD as “the responsibility of individual pharmacists for systematic maintenance, development and broadening of knowledge, skills and attitudes, to ensure continuing competence as a professional, throughout their careers”.

One approach to developing and maintaining competence is competency-based training and assessment, a structured method focused on achieving specific outcomes. As such, pharmacists must be assisted to acquire the skills and knowledge to enable them to perform a task to a specified standard under certain conditions, either by guidance, toolkits, CPD or professional development programmes. Competency-based training involves clear learning objectives, so that learners understand exactly what they need to accomplish, trainers are aware of the required training or learning to be provided, and organisations can identify the necessary skill levels. This approach emphasises practical application (“performing”) rather than theoretical knowledge (“knowing”).

With the wide acceptance of implementing competency-based training and education in health professions, competency frameworks are useful in organising educational curricula, regulating career entry, benchmarking standards of practice, and facilitating expertise development. FIP has developed two global frameworks that describe generic competencies for both foundation and advanced pharmacy practice:

- The [FIP Global Competency Framework](#) (GbCF), updated in 2020, is a set of competencies and core behavioural statements designed for the global pharmacy workforce, particularly targeting early-career (foundation-level) pharmacists. It includes 124 behavioural statements grouped under 23 competency domains and four broad competency clusters: pharmaceutical public health, pharmaceutical care, organisation and management, and professional and personal competencies.
- The [FIP Global Advanced Development Framework](#) (GADF), published in 2020, complements the GbCF by supporting professional development and recognition for pharmacists and pharmaceutical scientists. It maps broad-based stages of advanced practice across six developmental competency clusters: expert professional practice; working with others; leadership; management; education, training, and development; and research and evaluation.

Both the GbCF and GADF are intended to act as mapping tools to guide individuals towards achieving effective and sustained performance, paving the way for advanced and specialist practice. FIP recommends that pharmacists, pharmaceutical scientists and educators use the wide-ranging knowledge and skills reference guides in conjunction with the FIP competency and development frameworks to identify the knowledge, skills and behaviours relevant to their professional growth (see Figure 1). Pharmacists should draw on their existing knowledge, skills, attitudes and values, which may intersect with other competency areas, to deliver patient-centred services.

FIP reference guides offer specific guidance on the knowledge and skills required for particular topics, fostering cross-learning and the transfer of key competencies. These resources, including competency frameworks and knowledge and skills reference guides, support CPD, self-assessment for registration or licensing, professional development, and self-directed learning, as well as guidance for CPD and training programme providers.

To access FIP's collection of knowledge and skills reference guides, follow this [link](#).

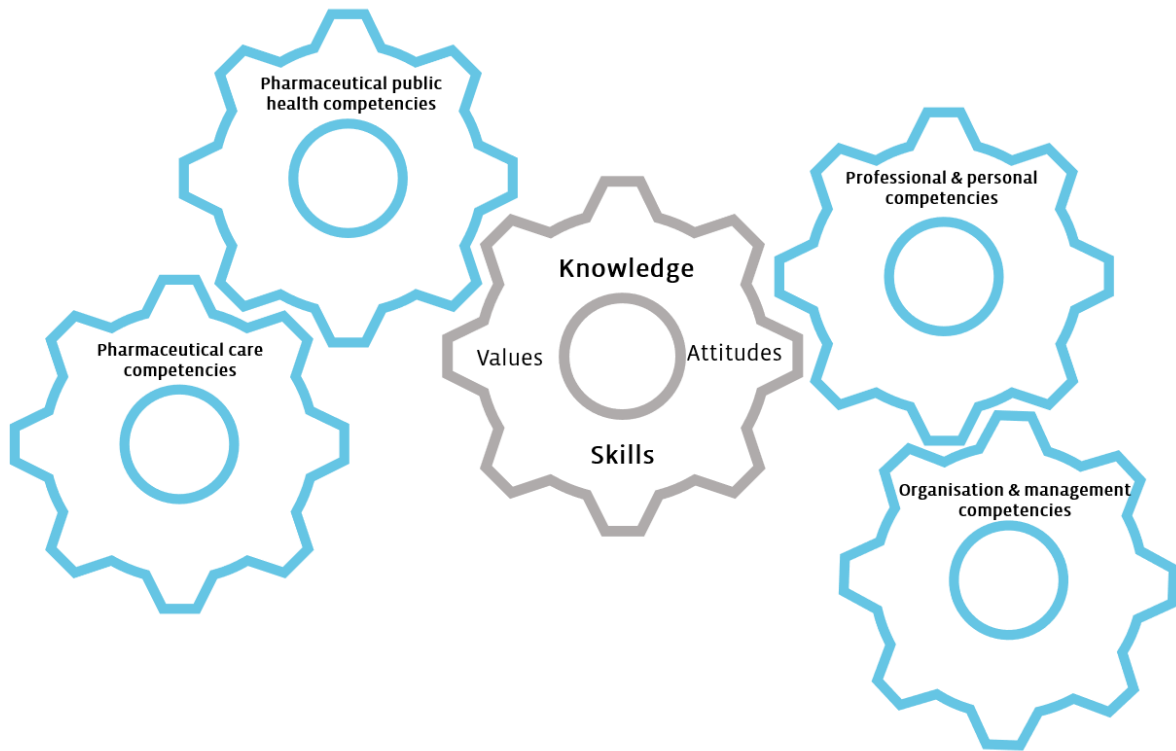


Figure 1: Competencies encompass an array of knowledge, skills, attitudes and values to enable effective performance. Competency clusters are based on the FIP Global Competency Framework¹

Knowledge and skills reference guide for pharmacists supporting self-care

What does the guide contain?

This knowledge and skills guide provides an extensive reference list of knowledge, skills and attitudes in pharmaceutical and related care to support pharmacists to develop, upskill and refresh their knowledge and skills in supporting self-care. Adapted from the WHO Competency Standards for Health and Care Workers to Support People's Self-Care, this guide was developed in consultation with a global reference group (see [Acknowledgments](#)).

How is the information organised?

Based on the WHO framework, the information is organised into five key domains: people-centredness, decision-making, collaboration, personal conduct, and evidence-based practice (see Figure 2). This structure mirrors the WHO Competency Framework on Self-Care.³ Each domain contains several competency standards, along with corresponding behavioural statements and the relevant knowledge, skills and attitudes tailored to pharmacy practice in self-care.

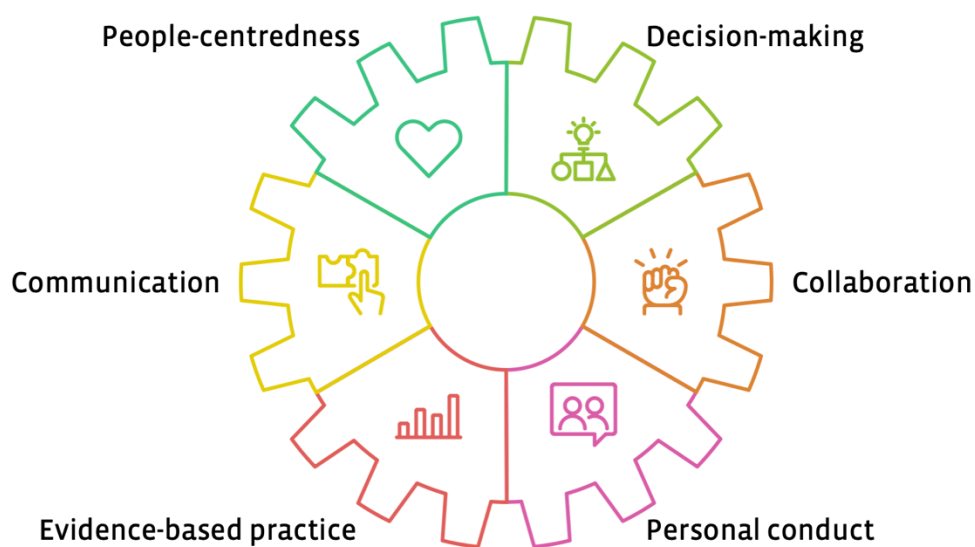


Figure 2: The five key domains within the knowledge and skills reference guide for pharmacists supporting self-care.

Who is this guide for?

This reference guide is designed to support the professional development of pharmacists by detailing the necessary knowledge, skills and attitudes that underpin essential behaviours for promoting self-care. It is relevant to pharmacists in patient-facing roles and can be used at any stage of professional development, depending on their scope of practice and responsibilities. The guide is intended to enhance pharmacists' capabilities in supporting self-care and serves as a resource for educators and providers of CPD programmes in this field.

How can the guide be used?

This reference guide can be used to:

- Support pharmacists in refreshing and developing skills to support individuals with their self-care.
- Assist pharmacists with an interest in supporting self-care in individuals and communities.
- Inform the design and delivery of education and training programmes by CPD providers.

How can the guide be used in the context of regulatory and training requirements?

It is crucial to recognise that pharmacists must adhere to local, national and jurisdictional requirements for training, certification, and regulatory, professional and ethical standards to fulfil their roles. These requirements may include:

- Completing training appropriate to scope of practice and level of specialisation in self-care.
- Adhering to codes of professional conduct and professional ethics.
- Participation in nationally developed certificate programmes, or board certification, registration or licensure.
- Maintaining membership in professional organisations and registration with a regulator.
- Complying with pharmacy regulations related to education, competencies and duties of pharmacists.

Domain 1: People-centredness

Competency standard 1: Promotes self-care by individuals, caregivers, families and their communities

Behaviours	Knowledge, skills and attitudes
<p>1.1 Supports the individual to adapt options for evidence-based self-care interventions, taking into account their personal situation, community, environment, gender, age, mental acuity, life stage, and the health system.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Outlines a range of self-care interventions relevant to the individual's specific health needs. • Describes the physical and cognitive capabilities required for the individual to use different self-care interventions. • Identifies a range of illnesses and conditions which can be managed through specific self-care interventions. <p>Skills</p> <ul style="list-style-type: none"> • Adapts self-care interventions to suit individual needs and characteristics. • Tailors self-care advice to individual needs by integrating medication reviews in relation to the individuals current medication regimen. • Assesses the individual's current medication regimen when suggesting self-care options to minimise risk of drug-drug interactions. <p>Attitudes</p> <ul style="list-style-type: none"> • Respectfully acknowledges the uniqueness of each individual when supporting self-care.
<p>1.2 Supports ongoing adjustment of self-care interventions, taking into account fluctuations in the individual's physical and mental health, their health-care needs, and their well-being.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Describes the impact of fluctuations in physical and mental health on self-care practices. • Identifies tools and mechanisms needed to assess an individual's ability to use self-care interventions, in the presence of complex, fluctuating health needs. <p>Skills</p> <ul style="list-style-type: none"> • Responds to the self-care needs of the individual, taking into consideration the characteristics, course of their illness and/or risk factors. <p>Attitudes</p> <ul style="list-style-type: none"> • Demonstrates motivation to support and adjust self-care interventions, taking into consideration the changing impacts of illness on, and changing risk factors for, the individual.
<p>1.3 Supports the development of health literacy in relation to self-care.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Outlines components of health literacy, including functional literacy and numeracy, necessary to access,

	<p>understand, appraise and apply information to make effective decisions about health and self-care.</p> <ul style="list-style-type: none"> • Describes specific elements of health literacy and health systems literacy that support an individual's ability to assess when to practice effective self-care and when to seek healthcare, across a range of settings and for different health conditions. <p>Skills</p> <ul style="list-style-type: none"> • Evaluates the health literacy and health systems literacy of the individual, caregiver and family member(s), as relevant to the individual's self-care. • Supports the development of health literacy of the individual, caregiver and/or family member(s) in relation to self-care, including the use of technology such as health apps, wearables, and point-of-care testing (POCT), in a culturally sensitive manner that respects individual beliefs, values and experiences. <p>Attitudes</p> <ul style="list-style-type: none"> • Responds without judgement to the expressed levels of health literacy of individuals, caregivers and family members. • Demonstrates motivation to support the development of health literacy of individuals, caregivers and family members.
<p>1.4 Identifies self-care interventions that have been previously undertaken by the individual, their caregiver, family and community.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Outlines self-care interventions that may have been undertaken by the individual for a range of conditions or to maintain good health in the local context <p>Skills</p> <ul style="list-style-type: none"> • Identifies which evidence-based self-care interventions have been undertaken by the individual, their caregivers or their family members for specific conditions and acknowledges the individual's self-care efforts. <p>Attitudes</p> <ul style="list-style-type: none"> • Maintains an attitude of respectful enquiry about self-care interventions nominated by the individual, their caregiver or family member(s). • Shows curiosity about community norms and practices relating to self-care interventions for specific conditions.
<p>1.5 Supports the individual, their caregiver and their family to access and continue using evidence-based self-care interventions, taking into account individual, social and system-level barriers.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Articulates the universal right to health. • Identifies social and system-level barriers that may constrain access to, and continuation of, self-care interventions for the individual in the local context.

	<p>Skills</p> <ul style="list-style-type: none"> • Provides care that supports the individual to overcome barriers to accessing quality self-care interventions, where possible. • Advocates for individuals by liaising with healthcare systems, health and care providers or community resources to overcome barriers (e.g., cost, access to medicines).
	<p>Attitudes</p> <ul style="list-style-type: none"> • Fosters the ability of the person to access quality self-care interventions in support of their universal right to health.
<p>1.6 Demonstrates an awareness of the risk of harm that can be linked to self-care practices, including violence, coercion, stigma, discrimination and harassment, which reflect institutional, cultural, gender and racial biases.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Articulates the range of harms an individual may face when seeking to engage in self-care in the local setting, including discrimination, stigma, violence and coercion.
	<p>Skills</p> <ul style="list-style-type: none"> • Identifies and seeks to mitigate risks faced by the individual, their caregiver and/or family members when accessing and using self-care interventions. • Understands potential risks associated with self-care interventions, with a particular focus on vulnerable populations, such as the elderly, children, displaced persons, people living with chronic conditions, and both visible and invisible disabilities. • Provides a safe, private space for conversations about self-care practices that might involve coercion or stigma, acknowledging a range of practices, including traditional or culturally significant approaches. • Signposts individuals to specialised services for issues related to discrimination or violence.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Facilitates access to self-care interventions in a safe, private, and unbiased environment, ensuring inclusivity and respect for privacy. • Offers adaptive spaces with wheelchair accessibility and private consultation areas, including referrals to NGOs or governmental organisations for further social assistance, when necessary.
<p>1.7 Guides the individual to recognise signs and symptoms of recurrent conditions, offers self-management strategies for self-limiting issues (e.g., sore throat or headache), and advises when a referral may be necessary.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Outlines the significance of identifying common signs and symptoms amenable to self-care in recurrent diseases and conditions, while leveraging the pharmacist’s expertise in evaluating health literacy and its influence on the appropriate use of medicines, particularly non-prescription medicines (NPM) and products.

	<p>Skills</p> <ul style="list-style-type: none">• Educates the individual on recognising common signs and symptoms and early signs of recurrence and discusses evidence-based self-management strategies.• Supports an individual's self-efficacy in managing recurrences.• Promotes the importance of medication adherence.• Monitors medication adherence and symptom recurrence.• Supports an individual to develop strategies, including medication management, for chronic conditions as part of ongoing self-care. <p>Attitudes</p> <ul style="list-style-type: none">• Educates the individual on self-managing and monitoring recurrent conditions and guides when to seek further medical care.• Enhances awareness of the need to consult healthcare professionals when symptoms persist.• Promotes healthy lifestyles and dietary choices, focusing on risk prevention and mitigation.• Educates on self-management with NPM for common self-limiting conditions.• Encourages regular review of medicines.
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Competency standard 2: Provides people-centred support for self-care by individuals, caregivers and families

Behaviours	Knowledge, skills and attitudes
<p>2.1 Ascertains each individual’s priorities for self-care interventions, taking into account physical, psychological, emotional, social, literacy, religious, cultural, and economic factors and values, including issues of intra-familial agency and power.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Describes ethical principles of autonomy, self-determination, agency, consent, confidentiality, equity, non-maleficence, and beneficence
	<p>Skills</p> <ul style="list-style-type: none"> • Identifies the individual’s priorities for self-care interventions, taking into consideration physical, social, emotional, psychological, literacy, religious, cultural, and economic factors and values. • Identifies an individual’s priorities in the context of multimorbidity. • Uses motivational interviewing techniques, such as open-ended questions and reflective listening, to better understand the individual’s priorities.¹⁶
	<p>Attitudes</p> <ul style="list-style-type: none"> • Demonstrates respect for the autonomy, self-determination and agency of the individual. • Values the individual’s priorities for self-care interventions.
<p>2.2 Demonstrates awareness and sensitivity about the ways in which beliefs, values, gender, mental acuity, availability of support systems, and legal, financial and cultural considerations may impact upon an individual’s self-care choices and practices.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Identifies ways in which beliefs, values, gender, mental acuity, availability of support systems, and legal, financial and cultural considerations may intersect to impact upon an individual’s self-care choices and practices. • Identifies ways in which factors like displacement, war, famine, climate change, and natural or man-made disasters may impact an individual’s ability to engage in self-care.
	<p>Skills</p> <ul style="list-style-type: none"> • Models cultural and gender sensitivity in supporting an individual to choose and use self-care interventions. • Models sensitivity in helping an individual to navigate self-care in challenging environmental contexts, including offering strategies to maintain care during periods of instability or displacement.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Recognises the intersectional impacts of various factors – including age, race, culture, social class, sex, gender, gender identity, general health status, disability, religion, socio-economic status, health

	<p>literacy levels, mental acuity, and the availability of support systems – on self-care choices and practices.</p> <ul style="list-style-type: none"> • Considers the influence of environmental stressors, such as displacement, war or unrest, climate change, natural and man-made disasters, famine, fasting, and limited access to healthcare, particularly in remote areas, on an individual's self-care decisions.
<p>2.3 Identifies individuals, caregivers and families that may have difficulties affording self-care interventions.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Identifies the ways in which individuals, caregivers and families may be at risk of financial exploitation in relation to self-care.
	<p>Skills</p> <ul style="list-style-type: none"> • Identifies and acknowledges risks of the financial burden of self-care interventions. • Signposts the individual to more affordable self-care interventions.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Demonstrates sensitivity to the vulnerabilities of individuals, caregivers and families to financial risks in relation to self-care.

Domain 2: Decision-making

Competency standard 3: Takes an adaptive and collaborative approach to decision-making about self-care by individuals

Behaviours	Knowledge, skills and attitudes
<p>3.1 Supports the individual to make informed decisions about using self-testing and self-management tools and devices, including medication supplementation, monitoring technologies, home-based testing and self-prevention.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Categorises self-testing and self-management tools and devices that are relevant for particular diseases and conditions.
	<p>Skills</p> <ul style="list-style-type: none"> • Undertakes needs assessment with the individual for self-care interventions. • Supports the individual in identifying suitable tools and devices to meet their self-care needs.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Maintains openness to learning about self-testing and self-management tools and devices.
<p>3.2 Ensures self-care decision-making is supported by the individual’s nominated substitute decision-maker in situations where the individual’s decision-making capacity is reduced or fluctuates.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Describes the criteria that would indicate that an individual does or does not have the capacity for decision-making. • Outlines the functions of a substitute decision-maker.
	<p>Skills</p> <ul style="list-style-type: none"> • Determines the decision-making capacity of the individual, recognising that this may vary in different contexts and for different types of decisions. • Collaborates with the nominated substitute decision-maker to ensure self-care decisions are in the best interests of the individual.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Balances respect for self-determination with assurance of safety in decision-making in situations where capacity may be reduced or fluctuate.
<p>3.3 Supports the individual to identify goals and desired outcomes of effective and acceptable self-care, including through digital self-care.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Outlines elements of shared decision-making for self-care, including goal setting and identifying desired outcomes. • Identifies strategies to overcome barriers to achieve goals and desired outcomes. • Is aware of and understands individual engagement techniques, including motivational interviewing and

	<p>shared decision-making that promotes awareness of self-care interventions.</p> <p>Skills</p> <ul style="list-style-type: none"> Integrates shared decision-making into consultations about self-care, including goal setting and individually determined desired outcomes and strategies to overcome potential barriers. Effectively employs individual engagement techniques, such as motivational interviewing and the teach-back method to improve the individual's self-awareness of self-care interventions. Uses these techniques to encourage the individual to take an active role in managing their health, particularly when considering self-care options. <p>Attitudes</p> <ul style="list-style-type: none"> Prioritises the individual's goals and desired outcomes when supporting them to undertake self-care interventions.
<p>3.4 Anticipates and collaboratively plans for the individual's changing needs for self-testing and self-management tools throughout the continuum of care.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Outlines the continuum of care in relation to self-care needs. Identifies early warning signs that require the individual to return for a follow-up consultation for adjustments in treatment or referral for further medical advice. <p>Skills</p> <ul style="list-style-type: none"> Plans for changes in self-care needs along the continuum of care, as appropriate for specific acute and chronic illnesses. Communicates to the individual the monitoring parameters and situations that would require the individual to seek further medical help. <p>Attitudes</p> <ul style="list-style-type: none"> Proactively anticipates future changes in an Individual's self-care needs as relevant to their specific illnesses and conditions.
<p>3.5 Demonstrates, in a non-judgemental way, respect for the individual's decision not to undertake self-prevention, self-testing and self-management or to choose an option that is different from the one recommended, provided the decision does not increase risk or compromise the individual's safety.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Describes ethical principles of autonomy, agency, self-determination, confidentiality, informed consent, equity, non-maleficence and beneficence. <p>Skills</p> <ul style="list-style-type: none"> Demonstrates openness to an individual's decision to decline self-care interventions or to choose an option that is different from the one recommended, provided the

	<p>decision does not increase risk or compromise the individual's safety.</p> <ul style="list-style-type: none"> Where possible, provides safe alternatives to self-care interventions if the individual declines self-care.
<p>3.6 Supports informed consent for self-care activities.</p>	<p>Attitudes</p> <ul style="list-style-type: none"> Respects the individual's autonomy to decline self-care interventions or to choose an option that is different from the one recommended. Maintains an ongoing commitment to providing safe health care if the individual declines self-care interventions. Maintains an openness to encourage individuals' involvement in self-care, practices empathy, and includes scheduled follow-up to support ongoing engagement. <p>Knowledge</p> <ul style="list-style-type: none"> Outlines the principles of informed consent, including for minors, considering relevant legislation. <p>Skills</p> <ul style="list-style-type: none"> Appraises the individual's ability to provide informed consent to self-care interventions, including minors and people with cognitive or other impairments. <p>Attitudes</p> <ul style="list-style-type: none"> Values autonomy in decision-making.
<p>3.7 Provides informed advice to support the individual's decision-making about self-care interventions, particularly where evidence is limited.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Identifies areas where evidence on self-care interventions is limited. <p>Skills</p> <ul style="list-style-type: none"> Compares self-care intervention options in terms of their safety and potential intended and unintended impacts. Uses respectful curiosity to explore why self-care interventions for which evidence is lacking or limited, are preferred by the individual. Provides referral to other health specialties. Provides information in a transparent way with objective discussion about the quality use of the intervention and the ultimate health outcome. Explains to the individual the risks and benefits of the new intervention and the potential alternative choices. <p>Attitudes</p> <ul style="list-style-type: none"> Recognises one's clinical responsibility to provide informed advice on self-care interventions for which the evidence base may still be developing.

Domain 3: Communication

Competency standard 4: Communicates effectively with individuals, caregivers and families

Behaviours	Knowledge, skills and attitudes
<p>4.1 Uses appropriate verbal and non-verbal communication methods to support self-care, including the use of interpreters where appropriate.</p> <p>4.2 Uses a non-judgemental and open communication style.</p> <p>4.3 Uses appropriate visual, language and literacy communication aids.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Is aware of effective communication techniques, including questioning and listening techniques. • Understands motivational interviewing as a counselling technique for enhancing motivation for behavioural change. • Describes types of communication aids. • Outlines situations where interpreters should be engaged. <p>Skills</p> <ul style="list-style-type: none"> • Communicates clearly, checking understanding throughout, and adapts the content and style to the individual's literacy level and cultural background, avoiding medical jargon and technical terms. • Employs appropriate communication techniques, including open-ended questions and active listening, to assess the individual's care needs and facilitate the selection of suitable self-care interventions and/or support.¹⁷ • Uses appropriate communication aids, such as pictograms, based on the individual's preferences and likelihood of responsiveness. • Works effectively with interpreters in person and remotely. <p>Attitudes</p> <ul style="list-style-type: none"> • Practices cultural humility through ongoing self-reflection and a commitment to honouring the individual's beliefs, customs and values. • Responds receptively to the individual's need for communication assistance. • Demonstrates willingness to collaborate with interpreters and cultural mediators. • Strives to use clear, non-technical language. • Respects the role of the interpreter.
<p>4.4 Uses communication approaches that address motivation and support the self-efficacy of the individual, their caregiver and family.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Understands communication approaches such as motivational interviewing that address motivation for behavioural change and support self-efficacy. • Understands the stages of change in adopting a new behaviour. <p>Skills</p> <ul style="list-style-type: none"> • Assesses and addresses the individual's motivation and self-efficacy.

	<ul style="list-style-type: none"> • Supports the individual in moving through the different stages of change in adopting new behaviour(s). <p>Attitudes</p> <ul style="list-style-type: none"> • Appreciates the importance of the individual’s motivation to undertake self-care. • Supports the self-efficacy of the individual.
<p>4.5 Uses a range of verbal and practical communication techniques to ensure that the individual, their caregiver or family can use and respond to self-testing and self-management tools (when appropriate).</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Outlines a range of communication techniques (verbal and non-verbal) to support self-testing and self-management, such as teach-back and paced instruction. • Describes the varying levels of an individual’s functional literacy and numeracy needed to use particular self-testing and self-management tools. <p>Skills</p> <ul style="list-style-type: none"> • Consider the individual’s apparent health literacy skills. • Uses teach-back for self-testing and self-management tools. • Uses paced instruction for self-testing and self-management tools. <p>Attitudes</p> <ul style="list-style-type: none"> • Maintains a non-judgemental attitude towards an Individual's level of functional literacy and numeracy. • Responds flexibly to the needs of the individual, their caregiver(s) and family for different learning or communication methods used to explain and support self-care (e.g., wording or examples are tailored to the local context, visual aids are adapted appropriately).
<p>4.6 Advocates and actively participates in campaigns and initiatives to promote the adoption of evidence-based self-care interventions.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Outlines the benefits of health promotion campaigns in the adoption of self-care approaches. • Adapts or creates advocacy messages to suit the needs of individuals, caregivers and families of the target community. <p>Skills</p> <ul style="list-style-type: none"> • Actively participates in health promotion campaigns that advocate for the adoption of evidence-based self-care interventions and are locally relevant. <p>Attitudes</p> <ul style="list-style-type: none"> • Responds receptively to the needs and preferences of the individual to engage in campaigns and initiatives. • Proactively engages in community outreach activities supporting self-care.

4.7 Promotes and applies health-related behavioural change approaches to facilitate the adoption of self-care interventions.	Knowledge <ul style="list-style-type: none">• Is aware of and understands the influence of social and behavioural change (habits, intrinsic and extrinsic motivation) on seeking and adopting self-care behaviours and interventions.• Is aware of strategies or frameworks for effecting health-related behavioural change, including behaviour determinants, such as knowledge, beliefs, general and behavioural attitudes, emotions, general and specific skills, and habits.¹⁸
	Skills <ul style="list-style-type: none">• Demonstrates the ability to effectively combine motivation and the different stages of change to self-care approaches.• Employs holistic approaches that include aspects of health determinants to assess the self-care needs of individuals, caregivers and families.• Employs relevant strategies or frameworks for creating health-related behavioural change (e.g., Transtheoretical Model of Change).¹⁹
	Attitudes <ul style="list-style-type: none">• Approaches and respects an individual's choice of habits without judgement or bias and encourages change by creating a supportive environment.

Domain 4: Collaboration

Competency standard 5: Collaborates with other health and care workers and community workers to support self-care

Behaviours	Knowledge, skills and attitudes
<p>5.1 Shares support regarding self-management, self-testing and self-awareness with other health and care workers and community workers.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Outlines the benefits of working with other health and care workers and community workers on self-care.
	<p>Skills</p> <ul style="list-style-type: none"> • Works collaboratively with other health and care workers and community workers to support self-care.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Values the diverse skill sets of other health and care workers and community workers to support self-management, self-testing and self-awareness.
<p>5.2 Refers to other health or community services that can support self-management, self-testing and self-awareness.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Identifies a range of health and community services that can support self-care. • Is aware of referral pathways to or from other health and care professionals, and of methods and processes for the follow-up of referred individuals.
	<p>Skills</p> <ul style="list-style-type: none"> • Navigates between relevant health and community services to source appropriate support for self-care in a holistic manner. • Leverages or signposts healthcare seekers to local providers for non-medical services that support self-management of conditions²⁰ (e.g., social prescribing).^c • Effectively leverages follow-up tools and cross-team (interdisciplinary) referral pathways to enhance support to self-care interventions.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Actively maintains and updates the networks of health and community services that support self-care. • Values the roles of other professionals in promoting holistic care. • Values timely two-way communication in the collaboration with other professionals. • Encourages other healthcare providers to integrate and facilitate self-care in their practice.

^c Social prescribing is a means of connecting individuals to a range of non-clinical services in the community to improve their health and well-being.¹⁸

Competency standard 6: Promotes trust, agency and collaboration among individuals, caregivers and families with regard to self-care

Behaviours	Knowledge, skills and attitudes
<p>6.1 Encourages and supports the individual to use their own social and community networks to support their self-care.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Describes social and community networks that can support self-care needs for different health conditions. • Outlines the benefits for an individual of using their own social and community networks to support self-care.
	<p>Skills</p> <ul style="list-style-type: none"> • Identifies the individual's social and community networks relevant to their self-care needs for their specific health condition(s). • If invited, collaboratively appraises without judgement the suitability of the individual's social and community networks – including social media and digital communities – for supporting their self-care.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Fosters effective engagement between the individual and their social and community networks to support their self-care.
<p>6.2 Refers the individual to peer support opportunities to support their self-care, as needed.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Outlines a range of relevant peer support opportunities for different health conditions and self-care needs.
	<p>Skills</p> <ul style="list-style-type: none"> • Supports the individual to engage with peer support opportunities, as needed.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Fosters effective engagement with peer support opportunities.
<p>6.3 Refers families and caregivers to appropriate services to help them support the individual with their self-care.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Outlines the benefits of support opportunities for the caregivers and families of the individual needing support for their self-care.
	<p>Skills</p> <ul style="list-style-type: none"> • Identifies relevant support opportunities for the individual's caregiver(s) and family, in relation to supporting self-care.
	<p>Attitudes</p>



	<ul style="list-style-type: none">• Appreciates the value of the tailored support opportunities available for caregivers and families, in relation to supporting self-care.
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Domain 5: Evidence-based practice

Competency standard 7: Supports evidence-informed self-care practices by individuals, caregivers and families encompassing prevention, detection, and the management of minor ailments and chronic disease

Behaviours	Knowledge, skills and attitudes
<p>7.1 Integrates current best available evidence into advice and communications with the individual, their caregiver and family about self-care interventions.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Identifies a range of evidence-informed sources of information about self-care interventions and practices. Identifies key behavioural change interventions, including theories and techniques, to support the individual in making and sustaining positive health behaviour changes.²¹ <p>Skills</p> <ul style="list-style-type: none"> Applies evidence-informed guidelines, standards and tools appropriately. <p>Attitudes</p> <ul style="list-style-type: none"> Values and promotes evidence-informed practice.
<p>7.2 Promotes the ability of an individual to access and apply reliable, evidence-based information about self-care, including information from the internet.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Describes a range of evidence-based sources of information about self-care. Outlines the components of digital health literacy. <p>Skills</p> <ul style="list-style-type: none"> Considers an individual's digital health literacy levels and refers them to reliable sources of information about self-care. <p>Attitudes</p> <ul style="list-style-type: none"> Encourages the use of reliable information.
<p>7.3 Identifies, discusses and challenges misinformation about self-care.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Defines and contrasts disinformation and misinformation. Is aware of legitimate sources of medical information and understands how to verify the credibility of any information received. <p>Skills</p> <ul style="list-style-type: none"> Identifies instances of misinformation about self-care. Contests and challenges misinformation. Empowers individuals to critically assess the quality and validity of information on self-care interventions or to

	<p>interpret with caution and check with health professionals if unsure.</p> <ul style="list-style-type: none"> Identifies instances of misconceptions about self-care and promotes health literacy to address the misconception. Raises awareness that there are several myths and misconceptions regarding self-care. <p>Attitudes</p> <ul style="list-style-type: none"> Advocates against the use of unreliable information and unreliable sources of information. Anticipates common misconceptions and provides accurate evidence-based information to the individual with empathy and respect.
<p>7.4 Employs evidence-based clinical decision making.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Is aware of clinical decision-making approaches (e.g., analytical decision-making and intuitive decision-making) and how these can be applied in practice to support self-care. Is aware of the presentation of common minor illnesses that can be resolved with appropriate self-care as well as red flags of relevant life-threatening differentials. Is aware of the presentation of drug-related toxicities and adverse reactions. Is aware of quality resources available to support clinical decision-making and how to access, gather and interpret these resources in a timely manner to support self-care. <p>Skills</p> <ul style="list-style-type: none"> Uses available evidence on self-care interventions to make appropriate clinical decisions and recommendations, and provides informed advice to the individual or their caregiver on the most appropriate self-care intervention options. Employs analytical decision-making to systematically rule out underlying life-threatening differentials or drug-related toxicities and adverse reactions when assessing an individual's symptoms and presentation for suitability of self-care. <p>Attitude</p> <ul style="list-style-type: none"> Values an individual's autonomy to make decisions about their healthcare based on the evidence provided.
<p>7.5 Integrates technology and digital solutions to support self-care interventions.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Is aware of verified or approved digital health tools that can be integrated into self-care and how they can complement conventional therapy. Has a clear understanding of the capabilities and limitations of digital health tools in initiating or supporting self-care interventions.

	<p>Skills</p> <ul style="list-style-type: none"> • Recognises the growing use of digital health tools as a preferred method for seeking self-care interventions and educates individuals on the appropriate, safe, and ethical use of these tools. • Appropriately integrates the use of suitable digital health tools that support self-care and ensures that these tools are used correctly to deliver the desired outcome.
<p>7.6 Promotes and integrates evidence-based lifestyle interventions.</p>	<p>Attitudes</p> <ul style="list-style-type: none"> • Embraces a proactive and open-minded attitude towards the adoption of technology and digital solutions, valuing innovation as a means to enhance self-care support and improve outcomes.
	<p>Knowledge</p> <ul style="list-style-type: none"> • Understands how lifestyle choices and behaviours can serve as risk factors for both communicable and non-communicable diseases. • Is aware of evidence-based healthy lifestyle practices such as healthy eating, good hygiene, physical activity, mental well-being, mindfulness, avoidance of harmful behaviours and substances, meditation and relaxation techniques.
	<p>Skills</p> <ul style="list-style-type: none"> • Educates the individual on appropriate evidence-based lifestyle interventions and supports them in attaining and maintaining these lifestyle habits.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Proactively supports and empowers the individual with tools necessary to take an active role in their own health.
<p>7.7 Supports appropriate self-medication.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Is aware of non-prescription medicines and self-treatable indications or conditions. • Is aware of self-medication practices and the pharmacotherapeutic profile of non-prescription medicines used for managing common minor ailments and symptoms, including indications, dosing, side effects and interactions. • Is aware of the key properties of complementary and alternative medicines and healthcare products used for self-care, including possible beneficial effects and safety issues.
	<p>Skills</p> <ul style="list-style-type: none"> • Effectively guides the individual on the safe and appropriate use of non-prescription medicines.

	<p>Attitude</p> <ul style="list-style-type: none"> Remains vigilant, and guides and partners with the individual in helping them select the safest and most appropriate over-the-counter medicine for their condition.
<p>7.8 Supports appropriate self-management of medication therapy.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Understands the principles of medication therapy management, including indications, dosage, side effects, and potential interactions, to ensure safe and effective self-management.
	<p>Skills</p> <ul style="list-style-type: none"> Educates the individual on proper medication use, self-monitoring techniques, and adherence strategies, while identifying and addressing barriers to effective self-management of medication therapy.
	<p>Attitude</p> <ul style="list-style-type: none"> Values the individual's autonomy in managing their own medication therapy and fosters a supportive environment which encourages them to take an active role in their treatment plan.
<p>7.9 Engages in health screening and point-of-care testing.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> Engages in the identification of health and care problems and accurately assesses those at risk in the community through health screening. Understands how to identify medical conditions through health screenings, and which conditions are candidates for self-care management. Is aware of and understands the value of in-vitro diagnostic and point-of-care testing and decision support tools and devices to support clinical decision-making and self-care interventions.
	<p>Skills</p> <ul style="list-style-type: none"> Effectively identifies health risks and recommends or provides health screening in a culturally sensitive way. Where screening is provided, interprets the screening results and provides the relevant self-care recommendations and referrals for further formal medical assessment and diagnosis. Facilitates access to point-of-care testing services to individuals. Continuously monitors previously tested individuals to prevent progression of existing health issues. Refers individuals to other professionals for testing services which cannot be performed by the pharmacist.
	<p>Attitude</p> <ul style="list-style-type: none"> Approaches screening with sensitivity towards any anxieties and concerns of the individual.

	<ul style="list-style-type: none"> • Promotes screening to optimise self-care practices and to identify individuals who need further referral to other health and care providers. • Recognises and values point-of-care testing as a valuable tool in self-care.
7.10 Manages the supply of self-care products and devices.	<p>Knowledge</p> <ul style="list-style-type: none"> • Understands procurement processes, regulatory compliance, and quality assurance to ensure that all products meet safety and efficacy standards. • Understands counterfeit, falsified, and substandard medicines and devices and their potential impact and risks on health. • Is aware of supply chain management approaches for self-care non-prescription medicines and devices.
	<p>Skills</p> <ul style="list-style-type: none"> • Is proficient in inventory management, demand forecasting, and ensuring the availability of over-the-counter products, devices, and self-care essentials while minimising stockouts and wastage. • Effectively stores self-care non-prescription medicines and devices under appropriate conditions. • Identifies and verifies the quality and safety of self-care non-prescription medicines and devices. • Increases awareness of counterfeit, falsified, and substandard medicines and devices. • Reports counterfeit, falsified, and substandard medicines and devices to relevant authorities. • Encourages and educates individuals on the appropriate use of self-care non-prescription medicines and devices.
	<p>Attitude</p> <ul style="list-style-type: none"> • Values appropriate, safe, efficacious and judicious use of non-prescription medicines and medical devices. • Embraces a proactive, individual-centred approach that focuses on ensuring timely access to essential self-care products while maintaining ethical practices in sourcing and distribution.

Domain 6: Personal conduct

Competency standard 8: Demonstrates high standards of ethical conduct

Behaviours	Knowledge, skills and attitudes
8.1 Upholds legal and ethical principles relevant to self-care, including confidentiality, conflict of interest, duty of care, dignity, privacy and safeguarding the best interests of individuals.	Knowledge <ul style="list-style-type: none"> Articulates legal and ethical principles relevant to self-care.
	Skills <ul style="list-style-type: none"> Behaves in ways consistent with legal and ethical principles relevant to self-care.
	Attitudes <ul style="list-style-type: none"> Values and reflects upon legal and ethical principles relevant to self-care.
8.2 Consults with others (e.g., peers, other health or care workers) in situations where ethical concerns arise with regard to self-care.	Knowledge <ul style="list-style-type: none"> Outlines a range of situations in which ethical concerns may arise in relation to self-care.
	Skills <ul style="list-style-type: none"> Consults with others (e.g., peers, other health or care workers) when in need of ethical advice.
	Attitudes <ul style="list-style-type: none"> Recognises complex situations that may give rise to ethical concerns relating to self-care. Values collegial advice.
8.3 Upholds data protection, privacy and confidentiality.	Knowledge <ul style="list-style-type: none"> Is aware of local and international data protection, privacy and confidentiality laws and regulations (e.g., the European Union's General Data Protection Regulations – GDPR) and how these apply regarding patient records, patient communications, and digital tools and resources that support self-care.
	Skills <ul style="list-style-type: none"> Adheres to local and international data protection, privacy and confidentiality laws in supporting self-care practice. Educates and empowers individuals to safeguard their personal data privacy, particularly when using digital health tools and self-care technologies.
	Attitudes

	<ul style="list-style-type: none"> • Prioritises a responsible, ethical and proactive approach, maintaining the individual's trust and confidentiality, while fostering a culture of privacy in their practice. • Maintains transparency with the individual on the intended use of any obtained data while supporting self-care.
8.4 Maintains patient records.	<p>Knowledge</p> <ul style="list-style-type: none"> • Is aware of the patient record systems (paper-based or electronic) available within their jurisdiction, and the authority and access rights (reading and writing) of pharmacists to those records.
	<p>Skills</p> <ul style="list-style-type: none"> • Actively keeps and updates patient records on recommended and adopted self-care interventions or tools, including medicines, medical devices, digital solutions, lifestyle interventions, or practices.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Appreciates the sensitive nature of patient information and practises confidentiality towards accurately handling records of individuals undertaking self-care interventions. • Openly takes responsibility for managing record systems within their jurisdiction and granted authority.
8.5 Supports appropriate reporting of adverse events from self-care products and devices.	<p>Knowledge</p> <ul style="list-style-type: none"> • Is aware of vigilance and reporting channels for adverse events from self-care products and devices
	<p>Skills</p> <ul style="list-style-type: none"> • Effectively identifies suspected adverse events with self-care products and devices and promptly reports them to appropriate authorities. • Raises awareness about potential adverse events with self-care products and devices and the appropriate reporting mechanisms.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Remains committed to individual and product safety by following established protocols for assessing, reporting and addressing adverse effects and reactions to any self-care intervention.

Competency standard 9: Undertakes reflective learning and practice about self-care

Behaviours	Knowledge, skills and attitudes
9.1 Seeks to address any negative impact of their own attitudes, behaviours and gaps in knowledge or skills.	Knowledge <ul style="list-style-type: none"> Describes the concept of reflexivity.^d
	Skills <ul style="list-style-type: none"> Applies reflexivity to personal practice to avoid expressing bias, insensitivity or cultural judgement. Identifies gaps in one's own knowledge or skills.
	Attitudes <ul style="list-style-type: none"> Recognises one's own potential cultural and other biases. Recognises the limits of one's own experience and knowledge.
9.2 Demonstrates continued commitment to ongoing learning about self-care interventions and practices.	Knowledge <ul style="list-style-type: none"> Advocates for continuing education to improve self-care.
	Skills <ul style="list-style-type: none"> Assesses ongoing learning needs relevant to self-care interventions and practices. Undertakes continuing education to learn about self-care interventions.
	Attitudes <ul style="list-style-type: none"> Values continuing education about self-care, ensuring ongoing learning to stay up to date with the latest evidence and guidelines across a range of self-care interventions. Actively seeks out and engages with emerging evidence and advancements, particularly in complementary medicine and innovative self-care interventions, to provide individuals with informed and accurate guidance.

^d Reflexivity refers to the process of critically reflecting on one's own beliefs, values, and actions and understanding how they influence and shape research or social interactions. In academic or professional contexts, reflexivity involves acknowledging how personal background, cultural biases, and positionality impact one's perspectives and interpretations. Reflexivity encourages ongoing self-examination to minimise bias and ensure ethical engagement.

Competency standard 10: Manages own health and well-being

Behaviours	Knowledge, skills and attitudes
<p>10.1 Engages in one's own self-care practice to maintain one's own health, emotional well-being and resilience.</p>	<p>Knowledge</p> <ul style="list-style-type: none"> • Describes self-care practices to build resilience.
	<p>Skills</p> <ul style="list-style-type: none"> • Identifies self-care practices suited to one's own needs. • Identifies circumstances in which one would use these self-care practices. • Implements self-care practices proactively.
	<p>Attitudes</p> <ul style="list-style-type: none"> • Is aware of one's own potential vulnerabilities and recognises the signs that one may be becoming overwhelmed, and the limits of one's own experience and knowledge.

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