

## Sample Emergency Contraceptive Pills Screening Checklist

### Essential question:

**1. Have you had unprotected sex during the last 5 days (120 hours)? Yes No**

– If “Yes”, then the client may be eligible for ECPs. It is important to take them as soon as possible after unprotected sex. After 120 hours (5 days) ECPs can no longer be considered to be effective.

### Recommended questions to find out if the woman is already pregnant:

**2. Was the last menstrual period less than 4 weeks ago? Yes No Don't Know**

– If “No,” the client may be pregnant.

**3. Was this period normal for you in both its length and timing? Yes No Don't Know**

– If “No,” the client may be pregnant.

**4. Is there reason to believe that you may be pregnant? Yes No Don't Know**

– If “Yes,” the client may be pregnant.

If the client is not pregnant, ECPs may be given. If the client's pregnancy status is unclear, ECPs may still be given, with the explanation that the method will not work if she is already pregnant and will not harm the fetus. If the woman's last menstrual period was over 4 weeks ago or unusually short, she may be pregnant. If the client might be pregnant, ECPs are not right for her and she should see a doctor.

### Recommended question to learn about drug interactions:

**5. Are you taking the any of these drugs: rifampicin, griseofulvin, Saint John's Wort, anticonvulsant drugs or ritonavir.**

Efficacy of ECPs could be affected by rifampicin, griseofulvin, Saint John's wort, certain anticonvulsant drugs and ritonavir. If the client is taking any of these drugs, advise her that the ECPs may be less effective for her, but will not cause her harm.

## Competency-based Skills Checklist for ECPs

Date of Assessment \_\_\_\_\_ Dates of Training \_\_\_\_\_

Place of Assessment: Facility \_\_\_\_\_ Classroom \_\_\_\_\_

Name of Facility \_\_\_\_\_

Type of Facility: ☐ MOH/Gov't ☐ NGO ☐ Other

Level of Facility: ☐ Primary ☐ Secondary ☐ Tertiary

Name of the Student \_\_\_\_\_

Name of the Assessor \_\_\_\_\_

This assessment tool contains the detailed steps that a student should follow in counseling and providing client instructions for emergency contraceptive pills (ECPs). The checklist may be used during training to monitor the progress of the student as s/he acquires the new skills and it may be used during the clinical phase of training to determine whether the student has reached a level of competence in performing the skills. It may also be used by the trainer or supervisor when following up or monitoring the student. The student should always receive a copy of the assessment checklist so that s/he may know what is expected of her/him.

### Instructions for the Assessor

1. Always explain to the client what you are doing before beginning the assessment. Ask for the client's permission to observe.
2. Begin the assessment when the student greets the client.
3. Use the following rating scale:  
**1= Needs Improvement.** Step or task not performed correctly or out of sequence (if necessary) or is omitted.  
**2= Competently Performed.** Step or task performed correctly in proper sequence (if necessary) but participant does not progress from step to step efficiently.  
**3= Proficiently Performed.** Step or task efficiently and precisely performed in the proper sequence (if necessary).  
**Not observed:** Step, task, or skill not performed by the student during evaluation by the trainer.
4. Continue assessing the student throughout the time s/he is with the client, using the rating scale.
5. Observe only and fill in the form using the rating numbers. Do not interfere unless the student misses a critical step or compromises the safety of the client.
6. Write specific comments when a task is not performed according to standards.
7. Use the same copy for several observations.
8. When you have completed the observation, review the results with the student. Do this in private, away from the client or other students.

TASK/ACTIVITY	CASES			COMMENTS
	1	2	3	
Shows respect and avoids judging client				
Maintains relaxed, friendly and attentive body postures and eye contact				
Uses simple, clear language				
Asks client about feelings (and show empathy)				
Encourages client participation				
Explains what will occur during visit				
Ensures client understanding and corrects misunderstandings				
Greets client in a friendly and respectful manner.				
Introduces self.				
Asks client why she has come to you or what makes her think she needs ECPs.				
Asks client what she has heard about ECPs.				
Ensures confidentiality and privacy and that the client is comfortable				
Maintains eye contact with the client.				
Concentrates fully on what the client is saying.				
Screens client for date of unprotected sex and last menstruation.				
Tells client about ECPs (how they work, effectiveness, possible side effects).				
Allows client to ask questions and asks client if he/she has any questions.				
Explains correct use of ECPs and asks client to summarize instructions.				
Shows ECPs to client and gives client correct number of pills.				
Advises the client not to take any extra ECPs, as these will likely increase the possibility of nausea or vomiting, but will not increase effectiveness.				

TASK/ACTIVITY	CASES			COMMENTS
Suggests that the client take the ECPs while she is still with you.				
Explains how to manage possible side effects and tells client to return or go to a clinic or hospital if there are any problems or concerns.				
Explains that the dosage needs to be repeated if the client vomits within 2-3 hours of taking ECPs.				
Tells client the menstrual period is likely to be a few days earlier or later than the expected date.				
Explains that there is still a chance of pregnancy even after treatment with ECPs.				
Explain that ECPs will not harm the fetus should they fail to prevent pregnancy.				
Advises the client to use condoms for the remainder of her cycle.				
Ensures that the client understands that ECPs will not protect her from pregnancy if she engages in unprotected intercourse in the days or weeks following treatment.				
Advises the client to return if her menstruation is delayed for more than a week after it is due.				
Advises the client to return if she has any concerns.				
Asks about plans to have children, desire for FP (e.g., spacing, limiting)				
Asks client about ongoing contraceptive method, and asks if she would like to begin a contraceptive now.				
Discusses her experience with other contraceptive methods.				
Gives correct information about contraceptives				
Asks about client's partner(s), children, family, sexual behavior and health				
Explores STI risk and what client does to avoid STIs				
Advises on preventing STIs				

**Comments:** \_\_\_\_\_

## ECP Role Play Scenarios

### Provider Instructions for Role Plays

Pretend that you are meeting the client for the first time. Ask the client for his or her name and age. Pretend that there is a health center nearby to which you can refer the client, if needed.

Remember to:

- Address the reasons for the client's visit
- Facilitate the client's decision-making process
- Integrate information and services related to other RH issues as appropriate
- Help the client act on her or his decision(s)

Apply your prior experience along with what you have learned from the training and use job aids and tools as appropriate to address the client's concerns.

### Observer Instructions for Role Plays

Prior to the start of the interaction:

- Review the Role Play Observation Checklist so that you are familiar with the behaviors that you are observing and where they appear on the checklist
- Review the case-specific issues on the observer information sheet for the role play

While observing the interaction between the provider and client, remember to:

- Use the observation checklist to take notes on what happens during the interaction
- Record how well the provider addresses the case-specific issues in the space provided
- Be prepared to give feedback to the provider regarding how well he or she addressed the client's needs

Pay particular attention to whether the provider:

- Helped the client deal with anxiety
- Facilitated communication with a partner
- Allowed the client to make an informed decision
- Verified that the client understood instructions
- Helped the client carry out her decision

### Client Instructions for Role Plays

Prior to the start of the interaction:

- Read the client information sheet and make sure you understand your character's situation
- Pick a name for your character. Tell the provider your name, age, and whether you are male or female

During the interaction, offer information *only* when the provider asks relevant questions. Use the information given in your client information sheet to respond to the provider's questions. Feel free to ask questions of the provider.

### Role Play Scenario 1

ECPs Scenario 1—Client Information Sheet	ECPs Scenario 1—Observer Information Sheet
<p><b>Client Description</b></p> <p>You are a 21-year old woman who is seeking ECPs today. You had unprotected sex with your new boyfriend the night before last, and your best friend told you to go to a provider and ask about pills that can prevent you getting pregnant. The first day of your last menstrual period was two weeks ago. You usually use condoms, but this time you didn't have any around and hadn't expected to have sex. You'd like to know if the provider can give you some of these pills to keep at home in case this ever happens to you again.</p> <p><b>Offer this information <i>only</i> when the provider asks relevant questions:</b></p> <p>You don't know very much about your new boyfriend and don't know whether he has ever had an STI.</p> <p>Your periods are usually very regular.</p> <p>You have never used a contraceptive other than condoms</p>	<p><b>Make note of whether the provider performs these case-specific tasks:</b></p> <p>Asks client why he/she has come to you or what makes him/her think he/she needs ECPs.</p> <p>Asks client what she has heard about ECPs.</p> <p>Tells client about ECPs (how they work, effectiveness, and possible side effects).</p> <p>Uses open-ended and probing questions appropriately</p> <p>Listens carefully to client (paraphrase and reflect)</p> <p>Explains what will occur during visit</p> <p>Asks all of the screening questions</p> <p>Shows the client how to use ECPs</p> <p>Tells client the menstrual period is likely to be within one week before or after the normal expected date.</p> <p>Provides the client with ECPs to take home but also provides information about available contraceptive methods which are effective and cost less.</p> <p>Ensures client understanding and corrects misunderstandings</p>

Emergency Contraceptive Pills  
Role Play Scenario 2

ECPs Scenario 2—Client Information Sheet	ECPs Scenario 2—Observer Information Sheet
<p><b>Client Description</b></p> <p>You are a young woman. Several days ago you were assaulted and raped, and you think you may need ECPs to prevent you from pregnancy. You go to the clinic to find out more information. The provider asks screening questions. You begin to feel nervous and are reluctant to tell the provider that you have been raped.</p> <p><b>Offer this information <i>only</i> when the provider asks relevant questions:</b></p> <p>You were assaulted. This happened 48 hours ago The first day of your last period was two weeks ago Your periods are usually very regular</p>	<p><b>Make note of whether the provider performs these case-specific tasks:</b></p> <p>Asks client why he/she has come to you or what makes him/her think he/she needs ECPs. Asks client what she has heard about ECPs. Tells client about ECPs (how they work, effectiveness, possible side effects). Uses open-ended and probing questions appropriately Listens carefully to client (paraphrase and reflect) Explains what will occur during visit Asks all of the screening questions Shows the client how to take the ECPs Tells client the menstrual period is likely to be within one week before or after the normal expected date. Ensures client understanding and corrects misunderstandings *Note: Use local guidelines for post-rape counseling and prevention of STDs</p>

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Role Play Scenario 3

ECPs Scenario 3—Client Information Sheet	ECPs Scenario 3—Observer Information Sheet
<p><b>Client Description</b> You are 15 years old. You had never had sex until 3 nights ago. That night, you had sex with your boyfriend for the first time. You had not planned to have sex and neither of you had a condom. You are worried that you might be pregnant.</p> <p><b>Offer this information <i>only</i> when the provider asks relevant questions:</b></p> <ul style="list-style-type: none"><li>• Your periods are not regular. Sometimes they vary between 3 weeks and 5 weeks.</li><li>• You don't think that you need contraception because you and your boyfriend will not have sex again. This was a mistake and you want to be married before you have sex again.</li></ul>	<p><b>Make note of whether the provider performs these case-specific tasks:</b></p> <p>Asks client why he/she has come to you or what makes him/her think he/she needs ECPs.</p> <p>Asks client what she has heard about ECPs.</p> <p>Tells client about ECPs (how they work, effectiveness, possible side effects).</p> <p>Uses open-ended and probing questions appropriately</p> <p>Listens carefully to client (paraphrase and reflect)</p> <p>Explains what will occur during visit</p> <p>Asks all of the screening questions</p> <p>Shows the client how to take the ECPs</p> <p>Tells client the menstrual period is likely to be within one week before or after the normal expected date, but that she should return to the clinic if her menstruation has not occurred after 2 weeks.</p> <p>Ensures client understanding and corrects misunderstandings</p>



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Role Play Scenario 4

ECPs Scenario 4: Client Information Sheet	ECPs Scenario 4: Observer Information Sheet
<p><b>Client Description</b></p> <p>You are a 41-year-old woman with three teenage boys and a two-year-old girl (who was a surprise baby following the removal of an IUD). You and your husband have been using condoms every time you had sex, but the night before last, you were out of condoms and had sex without a condom. You are concerned that you might become pregnant. It has been 2 weeks since your last menstrual period.</p> <p><b>Offer this information <i>only</i> when the provider asks relevant questions:</b></p> <ul style="list-style-type: none"><li>• You have no serious health problems and have a regular menstrual cycle.</li><li>• You used the IUD in the past but were not pleased with the heavy bleeding and cramping.</li></ul>	<p><b>Make note of whether the provider performs these case-specific tasks:</b></p> <p>Asks client why he/she has come to you or what makes him/her think he/she needs ECPs.</p> <p>Asks client what she has heard about ECPs.</p> <p>Tells client about ECPs (how they work, effectiveness, possible side effects).</p> <p>Uses open-ended and probing questions appropriately</p> <p>Listens carefully to client (paraphrase and reflect)</p> <p>Explains what will occur during visit</p> <p>Asks all of the screening questions</p> <p>Shows the client how to take the ECPs</p> <p>Tells client the menstrual period is likely to be within one week before or after the normal expected date.</p> <p>Provides the client information about contraceptive methods and either provides the method or refers the client to a place where contraceptive methods are available.</p>

## Role Play Scenario 5

ECPs Scenario 5—Client Information Sheet	ECPs Scenario 5—Observer Information Sheet
<p><b>Client Description</b></p> <p>You have heard about ECPs from friends and think you might need it, but you are scared to take them because you think they might make you infertile and that it might not be safe because you smoke. You had unprotected sex last night (you were not expecting to have sex with your new boyfriend and did not have any contraceptive protection nearby). Your last menstrual period ended 5 days ago and was normal. You are a smoker and have herpes but no other health problems. You have been pregnant once before and had an abortion and are scared of having another one. You are interested in learning more about ongoing contraception.</p> <p><b>Offer this information <i>only</i> when the provider asks relevant questions:</b></p> <ul style="list-style-type: none"><li>• You think that you might have an STD.</li></ul>	<p><b>Make note of whether the provider performs these case-specific tasks:</b></p> <p>Asks client why he/she has come to you or what makes him/her think he/she needs ECPs.</p> <p>Asks client what she has heard about ECPs.</p> <p>Tells client about ECPs (how they work, effectiveness, possible side effects).</p> <p>Uses open-ended and probing questions appropriately</p> <p>Listens carefully to client (paraphrase and reflect)</p> <p>Explains what will occur during visit</p> <p>Asks all of the screening questions</p> <p>Shows the client how to take the ECPs</p> <p>Tells client the menstrual period is likely to be within one week before or after the normal expected date.</p> <p>Discusses contraceptive options</p> <p>Ensures client understanding and corrects misunderstandings</p>