

ADVANCED PHARMACY PRACTICE EXPERIENCE OPIOID STEWARDSHIP & SERVICE DEVELOPMENT ELECTIVE

This rotation parallels the Opioid certificate Program offered by NCAP. The opioid certificate program consists of four online learning modules and a community outreach project. You may have completed some or all the learning modules, however if you have not, you may still complete this elective rotation. There will be time to complete the online modules during the month. The rotation itself will count as the community outreach project to earn your certificate.

Course Description: This elective is an Advanced Pharmacy Practice Experience that will utilize the student pharmacist, to work with an assigned community pharmacy, to implement harm reduction services to address opioid and substance use disorders. This rotation will develop skills to assist in expanding the students' network of professional contacts, project management, leadership and analytical skills, opioid stewardship knowledge and best practices for opioid-related risk mitigation principles and best practices. During this month-long rotation, student pharmacists will provide the framework for an opioid-related initiative, chosen by the local pharmacy, to meet the needs of the pharmacy's community. This rotation will be a hybrid experience. Your interaction with NCAP will be 100% remote; and your interaction with the assigned community pharmacy will involve both onsite and remote work. This rotation is not a typical community rotation. Instead, the student's time will be focused on assisting the pharmacy staff in developing a clinical service.

Precepting Site of Record:

North Carolina Association of Pharmacists
1101 Slater Road, Suite 110
Brighton Hall
Durham, NC
(984) 439-1646
<https://www.ncpharmacists.org/>

Preceptor (Primary)

Cheryl Viracola

Email: cheryl@ncpharmacist.org

Preceptor (secondary): TBD pursuant to selected/ assigned pharmacy

Important Student Attributes:

Due to the unique structure of this elective, it is important for student pharmacists, who choose to conduct this elective, that they: be self-motivated, easily adapt to new work environments, take initiative, work independently, have good time management skills, have good communication skills, can integrate seamlessly into teams.



Student pharmacists who should consider conducting this rotation are:

- Those with interest in substance use disorders,
- Dual majors (MSPH or MBA) * *see other NCAP opportunities for dual students,*
- Those pursuing a residency and desire 'service development skills', and
- Those interested in progressive or advanced community practice.

General steps for how this elective works:

- Student chooses to conduct this elective and gets approved for a specific month.
- NCAP, the school of pharmacy and the student choose from a list of interested pharmacies to determine the assigned pharmacy.
- NCAP/school prepares the assigned pharmacy site for this special experience.
- When it is time for your rotation, you will report to NCAP first (remotely) to meet with the primary preceptor.
- A detailed plan of activities will be shared, along with expectations, deliverables and a timeline of events that should take place throughout the month.
- You will work with a contact at the assigned pharmacy to develop a framework for the opioid-related clinical service.
- A midpoint evaluation by NCAP will provide feedback on your service development progress and strategies to help overcome any identified barriers.
- After completion of the rotation, NCAP will seek feedback from the pharmacy (secondary preceptor) and will conduct a virtual final evaluation with the student pharmacist.

Learning Objectives:

During this elective the student pharmacists will:

1. Apply opioid-related risk mitigation principles and best practices.
2. Identify the specific opioid-related, clinical service needs, and analyze the available resources for the assigned community pharmacy.
3. Develop a plan for clinical service implementation that fits the pharmacy's needs and resources.
4. Select or produce materials needed by the pharmacy staff for providing the clinical service.
5. Write up your plan, including processes and procedures, and present the plan to the primary preceptor and pharmacy staff.

General Activities & Timeline

Week 1:

-Review or complete the opioid stewardship learning modules and other reference readings. Modules and readings should be completed during the first three days of the rotation and one day should be spent at the pharmacy to determine the pharmacy's needs and interests in available interventions.



- Assess the assigned pharmacy's opioid population by collecting opioid statistics and determining the magnitude of high-risk patients. Produce a report to illustrate findings.
- Student will receive a list of the types of interventions that NCAP is looking for pharmacies to implement. Some examples include but are not limited to naloxone distribution, patient screenings for opioid-related risks, non-discriminatory sale of syringes, pain agreements, SSP collaborations, fentanyl test strips, and buprenorphine best practices.
- Student and secondary preceptor will discuss the needs of the pharmacy, staff support, workflow, and current climate of the pharmacy.
- Scheduled weekly debrief with primary preceptor to discuss progress, barriers, troubleshooting ideas. As needed discussion with primary preceptor via email or phone call.

Week 2:

- This week the student pharmacist will develop a plan and teach the staff their roles for the clinical service(s) to be implemented.
- By the end of week 2, begin beta test of intervention with 1-3 patients.
- if time permits, interpret beta test results, and discuss with pharmacy staff what worked well and what could be changed to improve efficiency.
- Scheduled weekly debrief with primary preceptor to discuss progress, barriers, troubleshooting ideas. As needed discussion with primary preceptor via email or phone call.

Week 3:

- Complete beta testing and discuss with staff. Make any necessary adjustments to the intervention(s), as needed.
- Retest intervention(s) with changes that were made after beta testing.
- Once the process and procedures for the clinical service(s) are finalized, use the information to write a policy and procedures for the pharmacy.
- Scheduled weekly debrief with primary preceptor to discuss progress, barriers, troubleshooting ideas. As needed discussion with primary preceptor via email or phone call.

Week 4:

- Prepare a presentation to share the developed clinical service. Information that may be relevant to include in your presentation:
 - Initial findings during week 1.
 - List of implemented service/s with rationale for selection
 - Beta test findings
 - Number of patients served during the month of implementation
 - Workflow algorithm
 - Written policies and procedures
 - Other ancillary materials for carrying out the service (ex. screening questionnaire, patient education flyer, etc.).
- Document barriers that they come across throughout process and how they overcame them.



- Scheduled weekly debrief with primary preceptor to discuss progress, barriers, troubleshooting ideas. As needed discussion with primary preceptor via email or phone call.

