

PRESCRIPTION DRUG SAFETY

Roundtable Discussion & Luncheon

November 16, 2017

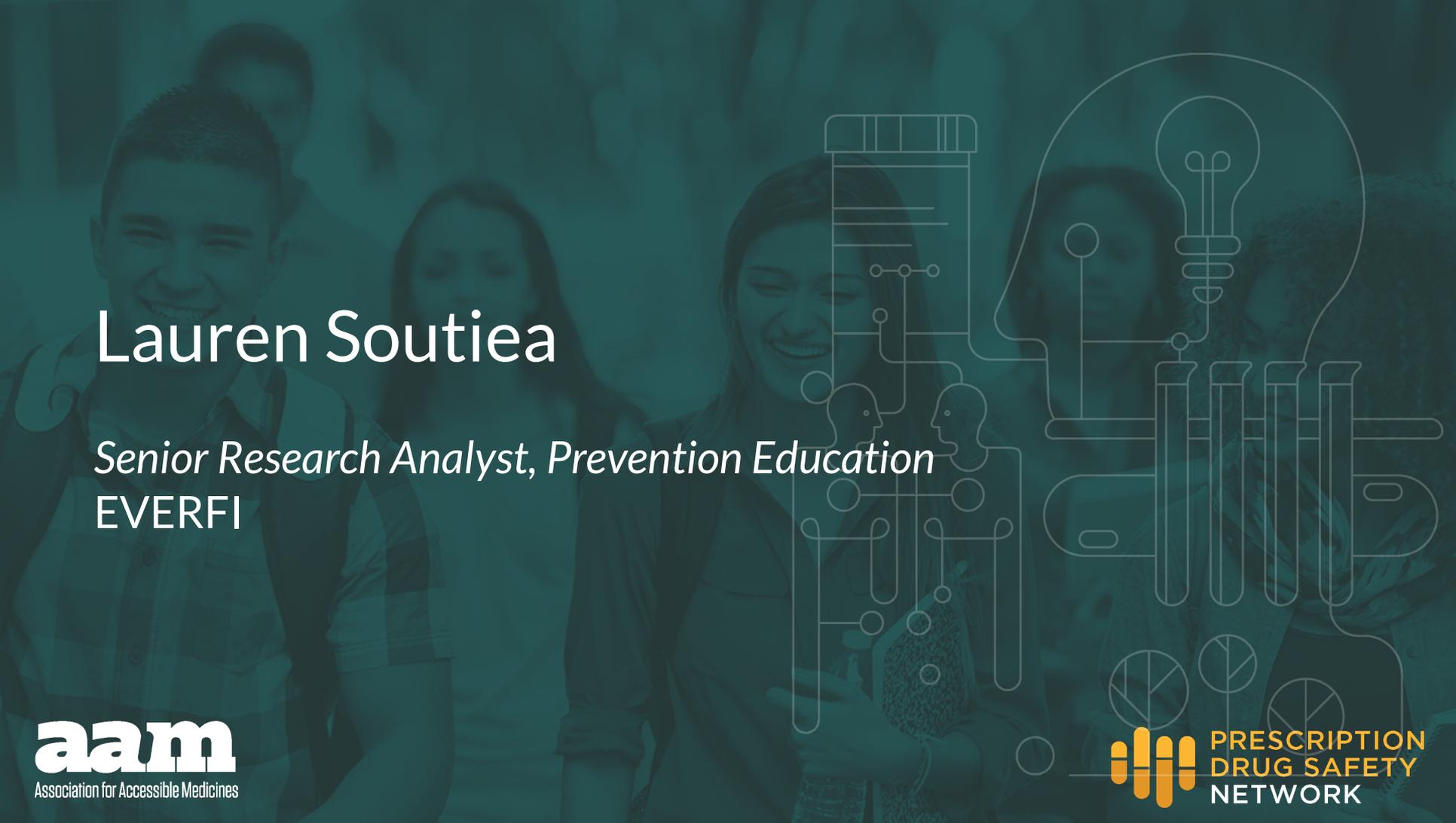
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Association for Accessible Medicines



**PRESCRIPTION
DRUG SAFETY
NETWORK**

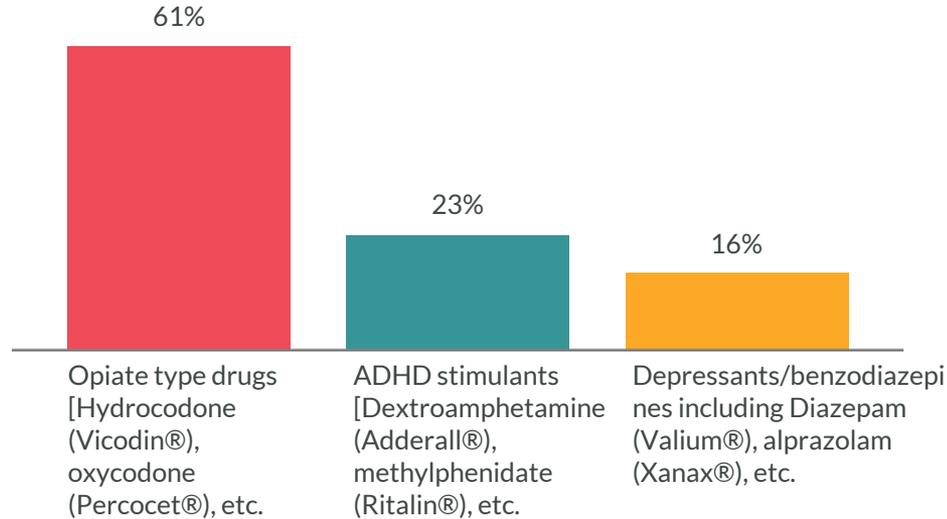
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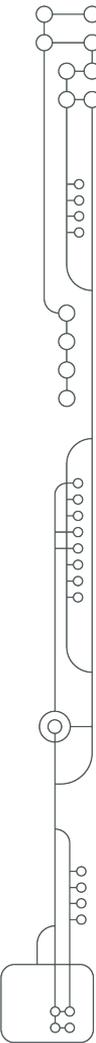
Students' Experience With Prescription Drugs

Percentage of students who have used the following under a physician's order:



Identifying the Extent of Misuse and Abuse

- The majority of students have never misused or abused prescription drugs.
- **2%** of students report misusing **opiates**.
- **4%** of students report misusing **stimulants**.



Prescription Drug Abuse Prevention Course Outcomes

77%

“The course taught me how to be an informed consumer of prescription drugs.”

75%

“The course increased my understanding of institutional policies & consequences related to sharing, selling, and non-medical use of prescription drugs.”

75%

“The course helped me understand various ways to refuse to participate in the misuse of prescription drugs.”

73%

“The course taught me where to find resources for drug abuse at my institution.”

78%

“The course helped me identify the signs of prescription drug abuse and misuse.”

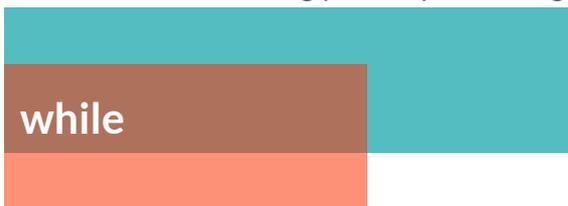
75%

“The course made me more confident in my ability to intervene when I feel a friend may be misusing prescription drugs.”

Change in Actual vs. Perceived Support for Intervening

PRE-COURSE

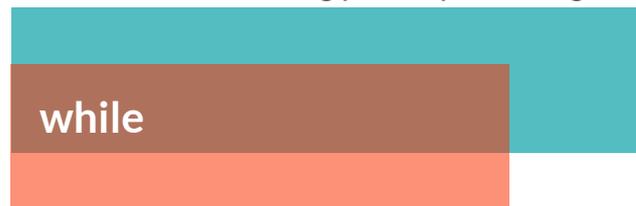
67% Of students would step in to discourage someone from sharing or selling prescription drugs.



43% Think most students at their school would do the same.

POST-COURSE

75% Of students would step in to discourage someone from sharing or selling prescription drugs.



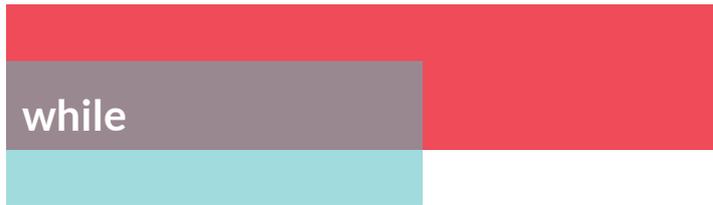
59% Think most students at their school would do the same.

KEY TAKEAWAY: There was a relative increase of 12% in personal perspective from pre- to post-course, while perceptions of peer perspective increased by 37%.

Change in Actual vs. Perceived Support for Safe Rx Drug Use

PRE-COURSE

83% Of students support only using prescription drugs as prescribed.



49% Think most students at their school would do the same.

POST-COURSE

83% Of students support only using prescription drugs as prescribed.



73% Think most students at their school would do the same.

KEY TAKEAWAY: Personal perspectives from pre- to post-course remained steady, while perceptions of peer support increased by 49%.

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Ronald Nowaczyk

President
Frostburg State University

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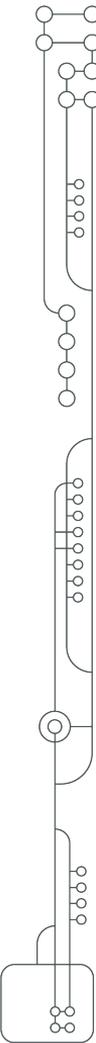
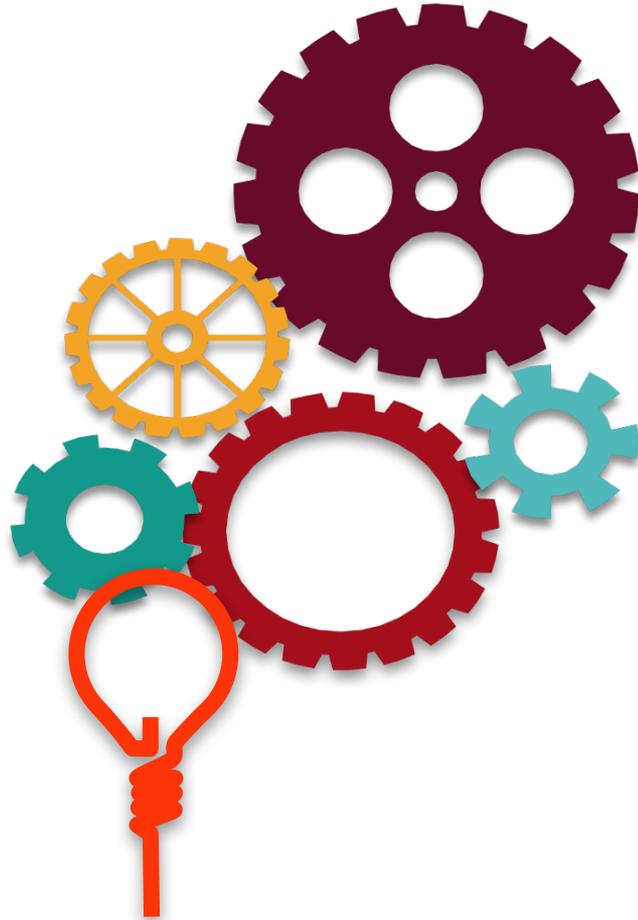
Roundtable Discussion & Luncheon

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Roundtable Discussion

FORMAT

- Prevention Framework
- Case study
- Discussion question



Campus Prevention Network: Pillars of Prevention



PROGRAMMING

The intentional development, theory-based, and targeted delivery of prevention programs and messages that will maximize impact

POLICY

The values and expectations of the institution and its community, and the system of accountability to uphold and enforce them

CRITICAL PROCESSES

The strategic, collaborative, and data-driven translation of resources (staff/budget) into effective policies and programs

INSTITUTIONALIZATION

The degree of system-wide buy-in, visible commitment, and meaningful investment in effective prevention initiatives

Campus Prevention Network: Pillars of Prevention

Discussion questions:

What elements from Frostburg State's work demonstrate institutionalization of preventing prescription drug misuse? What message does this send to students and the community from the institution?

- Engage senior leadership in the process of building consensus around how to best prevent and respond to prescription drug misuse and abuse.
- Ensure sufficient funding to develop and implement effective prescription and other drug prevention initiatives.
- Demonstrate that leadership cares and is committed to this issue

INSTITUTIONALIZATION

The degree of system-wide buy-in, visible commitment, and meaningful investment in effective prevention initiatives



Campus Prevention Network: Pillars of Prevention

Discussion questions:

How can institutions get a handle on what is happening on their campus with regards to opioid misuse and leverage data insights to stay in front of this issue?

- Use a variety of assessment methods to determine the prevalence of Rx drug misuse and abuse on campus.
- Share data and build relationships with both on and off-campus community resources, including local drug-free coalitions, treatment services, and law enforcement.

CRITICAL PROCESSES

The strategic, collaborative, and data-driven translation of resources (staff/budget) into effective policies and programs



Campus Prevention Network: Pillars of Prevention

Discussion questions:

Would a policy that includes “the unauthorized use of prescription medication to enhance academic performance” work at your institution? What values and expectations does your institution uphold that could be tied to use of prescription drugs?

- Ensure clear policies on substance use, diligent enforcement, and effective response.
- Develop policies on the provision or sales of prescription medications to non-medical users.
- Consider policies that reduce access, including drug take-back and disposal programs.

POLICY

The values and expectations of the institution and its community, and the system of accountability to uphold and enforce them



Campus Prevention Network: Pillars of Prevention

Discussion questions:

Would this type of programming work at your institution? How would you modify or expand upon this idea? What type of information would need to be included?

Provide education and skill-building strategies to address factors driving misuse and abuse.

- Correct myths and misperceptions.
- Educate on proper use of Rx drugs.
- Provide info on how to get help.
- Incorporate Rx drugs in bystander training programs.
- Provide time management and academic skills training.
- Teach skills for how to refuse sharing medication.
- Train physicians and medical staff on appropriate prescribing practices and sensitivity.
- Create environments to facilitate social connectedness.



Campus Prevention Network: Pillars of Prevention



PROGRAMMING

The intentional development, multi-modal design, and targeted delivery of prevention programs and messages that will maximize impact

POLICY

The values and expectations of the institution and its community, and the system of accountability to uphold and enforce them

CRITICAL PROCESSES

The strategic, collaborative, and research informed translation of resources (staff/budget) into effective policies and programs

INSTITUTIONALIZATION

The degree of system-wide buy-in, visible commitment, and meaningful investment in effective prevention initiatives