

**A<sub>Ph</sub>A2022**

A<sub>Ph</sub>A Academy of Student Pharmacists

# Over-the-Counter Medicine Safety Workshop

March 20<sup>th</sup>, 2022  
San Antonio, TX

# WELCOME!



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# Quick Poll



## Today's Agenda

- Roles and Responsibilities
- Resources
- Timeline of Key Events
- Event Ideas
- Helpful Tips/Engagement Strategies
- DEAI and SDOH

## Background

- Launched as an official APhA-ASP National Patient Care project in 2015
- Self-medicating begins around 11 years old
- 20,000+ kids need medical attention per year due to medication mistakes or misuse



## Outcomes from 2020-2021 APhA-ASP OTC Medicine Safety Program Year

- **5,801** student pharmacists participated
- **144** faculty and staff members participated
- **113** pharmacists participated
- **17,080** others educated including: other elementary, middle, and high school students, college students, and policy makers
- **6,614,781** individuals reached through public relations initiatives!

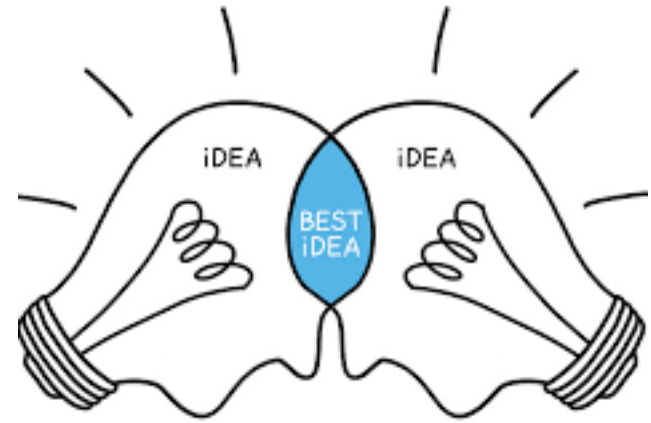
## Roles and Responsibilities

- Plan and organize the chapter's targeted OTC education programming under the direction of the Patient Care Vice President and the OTC Literacy Chair
- Educate 5th through 8th grade students and their families about the safe use and storage of over-the-counter medicines on:
  - Reading medicine directions
  - Following OTC label directions
  - Proper measurement of medicine
  - Safe storage and disposal of medicine
  - Consulting with parent or guardian before taking medications



# Collaborating and Communicating

- At the Chapter Level
  - Patient Care VP
  - Incoming/past chair
  - Other PCPs
  - Other pharmacy organizations
- At the National Level
  - MESC OTC Med Safety Liaison
  - Other schools



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# Resources

## Resources

Pharmacist.com

Chapter  
Operations  
Manual (COM)

Transition Guide

Event Check List

OTC Med Safety  
Chairs

Chapter Advisors

APhA-ASP Social  
Media

New Practitioner  
Network

Email  
Communications  
from SPC & CEU

Red Ribbon  
Campaign

Scholastic  
Medicine Safety  
Lessons

Mind Matters  
Series

## Resources

### Transition Guide

#### Purpose

- Aids in leadership transition between incoming and outgoing OSUD chair
- Provides essential tools and resources to understand position

#### Content

- Position specifics including roles and responsibilities
- Proposed timeline for the position
- Expansion on key events

#### Considerations

- Essential discussion points
- Ideas for the next year
- References and links including specific community resources

## Resources

### Event Checklist and Timeline



#### APhA-ASP Event Planning Checklist & Timeline

Proposed Event Title:	
Proposed Event Date:	
Proposed Event Description:	

#### 8 weeks before the event: Determine the goals

Event Type	<ul style="list-style-type: none"> <li>• Patient-care project</li> <li>• Educational</li> <li>• Fundraiser</li> <li>• Professional/Leadership training</li> <li>• Social gathering (networking)</li> </ul>
Main goals	
Target Audience	<ul style="list-style-type: none"> <li>• Student pharmacists on-campus</li> <li>• Student pharmacists outside of campus</li> </ul>

#### 7 weeks before the event: Determine the details

Site Selection	<input type="checkbox"/> On-campus: <input type="checkbox"/> Off-campus:
Who are some potential partners?	Potential Collaborators:
Are you contracting with a performer or a speaker for the event?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Expenses	<input type="checkbox"/> Performer/Speaker Fee: <input type="checkbox"/> Food: <input type="checkbox"/> Decorations and set-up supplies: <input type="checkbox"/> Transportation: <input type="checkbox"/> Advertisement:
Funding Sources	• Are you selling tickets? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how much are you going to bring in? \$ _____

	• Do you have fundraised dollars? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how much are you contributing? \$ _____ • Are you asking for funds from the Student Government Association (SGA) on-campus? <input type="checkbox"/> Yes <input type="checkbox"/> No
Total budget	Expenses: \$ _____ - Ticket Sales: \$ _____ - Previously Fundraised Dollars: \$ _____ = Amount needed to ask from SGA

## Resources

### Event Checklist and Timeline

**3-6 weeks before the event:** Determine the agenda

Order and length of time for all events	
Event Logistics	<input type="checkbox"/> Fill out a required event proposal form or funding form to the Student Government Association (SGA) on-campus <input type="checkbox"/> Confirm a selected site is reserved <input type="checkbox"/> Confirm food is ordered <input type="checkbox"/> Confirm chapter advisors or other chaperone (licensed pharmacists) are available for the event
Advertisement	<input type="checkbox"/> Make flyers and table tents <input type="checkbox"/> Advertise on social media (Facebook event, Instagram post) <input type="checkbox"/> Contact target audiences
Collaborators and Performer/Speaker	<input type="checkbox"/> Meet and plan out the collaborative elements <input type="checkbox"/> Provide any resources/directions that they need

Ticket Sales and Tabling	<input type="checkbox"/> Reserve a table and tablecloth to sell tickets or to promote the event <input type="checkbox"/> Recruit volunteers to staff the table
Event Staff and Volunteers	<ul style="list-style-type: none"> <li>• How many volunteers needed for the event set-up? _____</li> <li>• At what time are volunteers needed for the event set-up?</li> <li>• How many volunteers needed during the event? _____</li> </ul>
	<ul style="list-style-type: none"> <li>• How many volunteers needed for the event clean-up? _____</li> <li>• At what time are volunteers needed for the event clean-up?</li> <li>• What will the volunteers wear? Are white coats needed for student pharmacists?</li> </ul>

## Resources

### Event Checklist and Timeline

#### **1 week before the event:** Confirm last minute tasks

- ☐ Finalize the event schedule. Do you have an event script?
- ☐ Purchase all supplies and decorations for the event. Create any signs needed for the event, such as welcome signs and directional signs.
- ☐ Ensure all event registration and financial paperwork have been submitted.
- ☐ Send an email reminder to all event volunteers with details, expected tasks, and required attire.
- ☐ Confirm with your collaborators and performer/speaker. Prepare a speaker bio and introduction.
- ☐ Confirm with your advisor/chaperone. If needed, get emergency contact information for your advisor/chaperone.
- ☐ Last push for marketing. Advertise again on social media, hang more flyers, and place table tents.

#### **Day of the event**

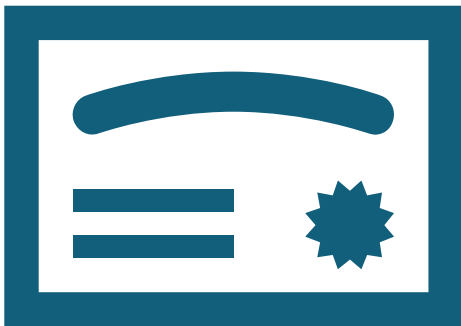
- ☐ Arrive early to set-up the room and give direction to volunteers.
- ☐ Secure cash-box for at door ticket sales or money collection.
- ☐ Pick up or greet performer/speaker.

#### **Post-Event:** Event evaluation

- ☐ Send thank you letters or emails to your collaborators, performer/speaker, advisor/chaperone, and all event volunteers.
- ☐ Evaluate within the chapter executive board or committee if you met the event goals. Discuss what went well and what can be improved.

## Resources

### Chapter Achievement Report (CAR)



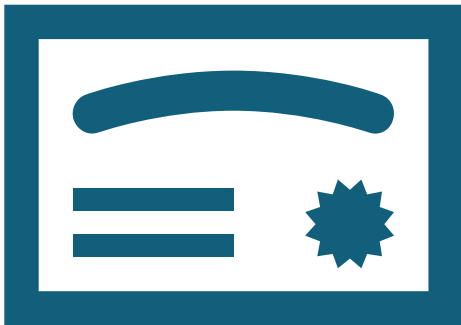
Total number of:

- Events
- Hours planning
- Hours conducting
- Individuals educated
- 5<sup>th</sup>-8<sup>th</sup> graders educated
- Individuals reached through public relations
- Student pharmacist participants



## Resources

### Chapter Achievement Report (CAR)



#### Essays

- Most innovative event
- How an event benefited your members
- An interaction with a patient
- Implementation, innovation, involvement, and impact for all OTC Med Safety events

# Resources

## Websites

- Scholastic Lessons
- Mind Matters Series
- Red Ribbon Campaign



## Resources

Pharmacist.com

Step One



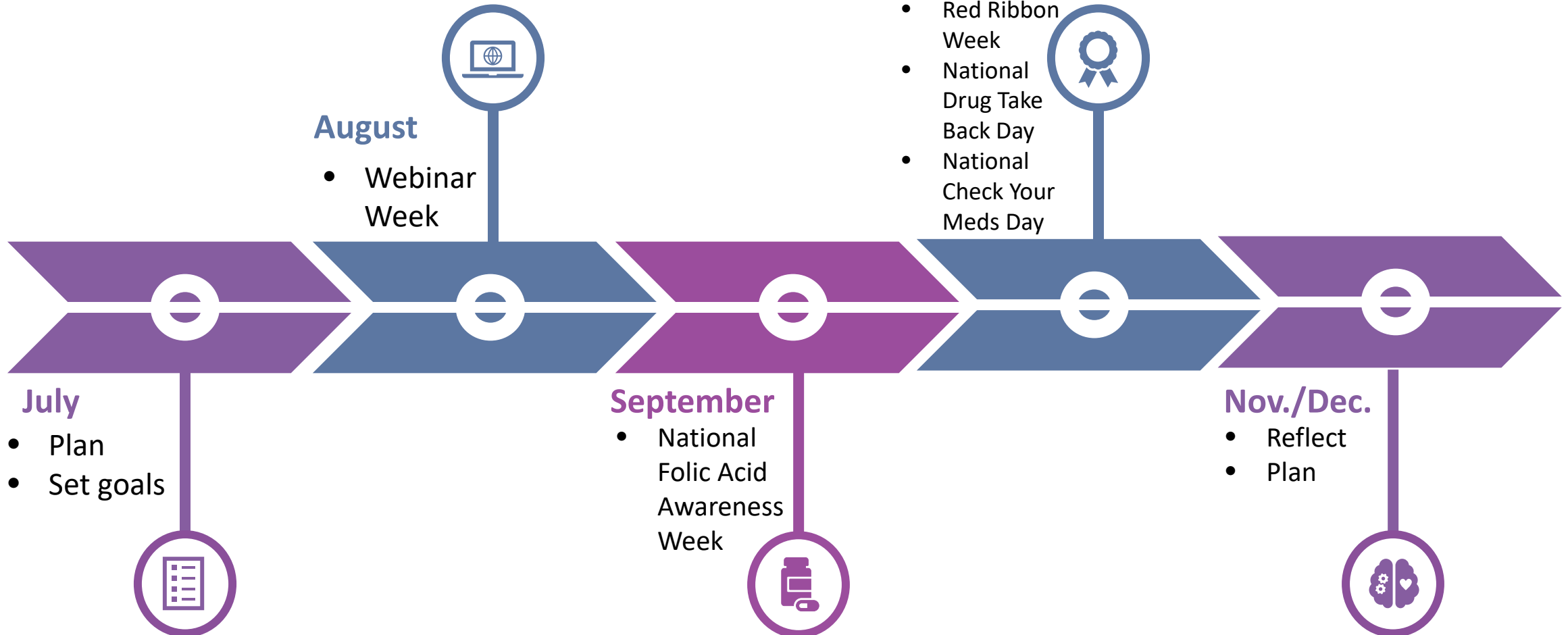
Step Two →



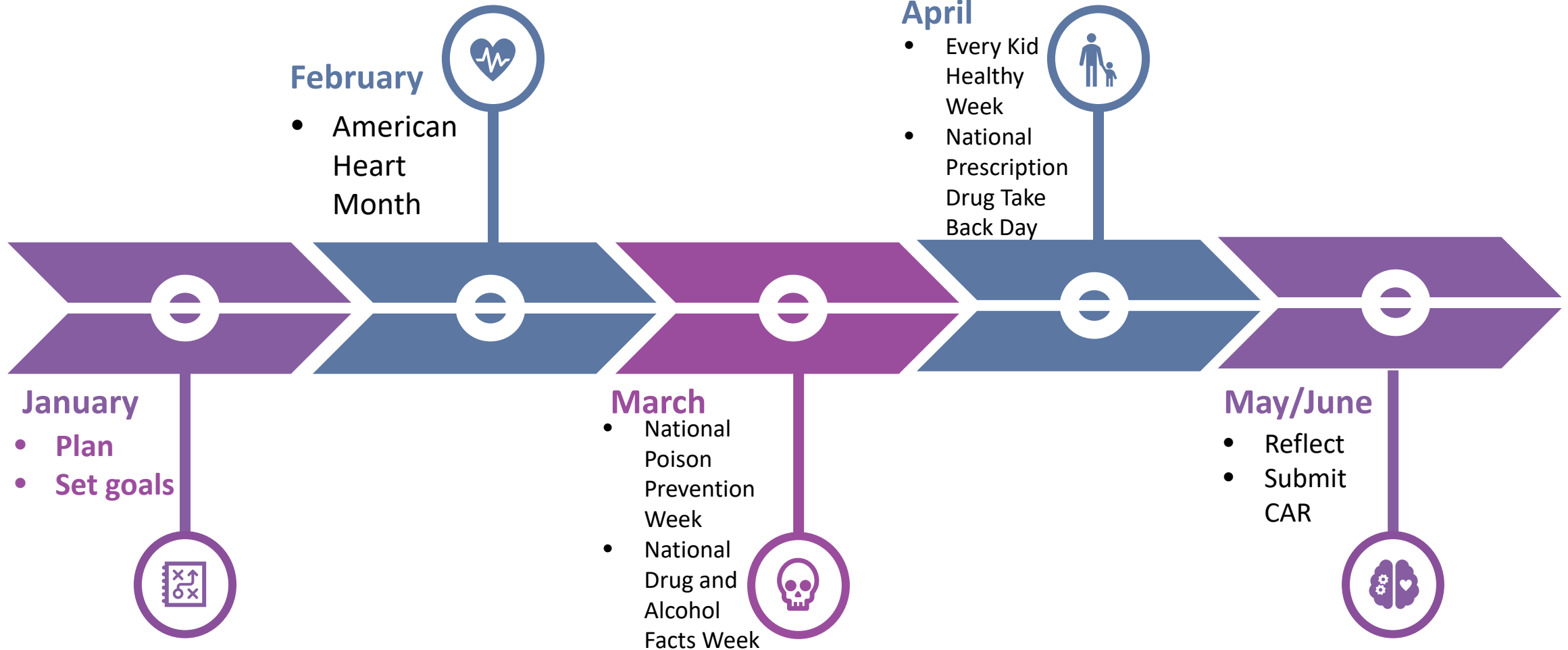
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# Events

## Timeline of Key Events



## Timeline of Key Events



## Other Event Ideas

- Provide education to:
  - After school programs, boy scouts, girl scouts, 4H groups, homeschool programs, homeless shelters
- Boys and Girls Club Health Fair
- Boo at the Zoo
- Poison Control guest speaker
- OTC trivia
- Red Ribbon Week



# Scholastic Lessons





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# Activities

# Are OTC Meds Dangerous?

**Yes, No, Maybe**



# Drug Facts Label

**SCHOLASTIC**

## OVER-THE-COUNTER MEDICINE SAFETY

### UNDERSTANDING THE LABEL

The Drug Facts label helps you understand the medicines that you take and how to take them safely. All medicines should be taken with the direct supervision of a parent or trusted adult.

- USE:** Read the directions that the medicine says.
- ACTIVE INGREDIENTS:** The ingredients in the medicine that make it work.
- WARNINGS:** Safety information including side effects, the quantity you should not exceed, and other medicines to avoid using at the same time.
- OTHER INFORMATION:** How to store the medicine.
- DIRECTIONS:** Tells you the amount or dose of medicine to take, how often to take it, and how long you will use it for.
- INACTIVE INGREDIENTS:** Ingredients used to make the medicine, like preservatives, flavors, and colors.
- QUESTIONS OR COMMENTS?** Call the company if you have questions about a specific medicine.

### MEASURE IT CORRECTLY

To get an exact measurement, it's important to only use the dosing device that is provided with the medicine. The Drug Facts label tells you how much medicine you should take based on your weight and age. Never use one medicine with the same kind of active ingredients as a dose.

**FACT:** Household spoons come in various shapes and sizes, which means they hold different amounts of liquid.

### ASK FOR HELP

Always talk with a parent or trusted adult to learn more about the responsible use of all medicines. Other resources include doctors, nurses, and pharmacists as well as your local poison control center.

In 2016, America's poison control centers managed about **630,000** medicine exposures (some involving children, teens, and dogs).

**Poison Help**  
**1-800-222-1222**

### DID YOU KNOW?

Poison control centers are staffed with experts, including doctors, nurses, and pharmacists who can help answer questions about medicines or can provide help over the phone if you come in contact with a poison. Calls are free and private.

- Leave your OTC bottle/box at your desk
- Work with a partner to walk around the room and look at other OTC Drug Fact Labels for the Scavenger Hunt

<b>Drug Facts</b>	
<b>Active ingredient (in each tablet)</b> Chlorpheniramine maleate 2 mg	<b>Purpose</b> Antihistamine
<b>Uses</b> Temporarily relieves these symptoms due to hay fever or other upper respiratory allergens: ■ sneezing   ■ runny nose   ■ itchy, watery eyes   ■ itchy throat	
<b>Warnings</b> Ask a doctor before use if you have: ■ glaucoma   ■ a breathing problem such as emphysema or chronic bronchitis ■ trouble urinating due to an enlarged prostate gland Ask a doctor or pharmacist before use if you are taking tranquilizers or sedatives When using this product: ■ You may get drowsy   ■ avoid alcoholic drinks ■ alcohol, sedatives, and tranquilizers may increase drowsiness. ■ be careful when driving a motor vehicle or operating machinery ■ excitability may occur, especially in children If pregnant or breast-feeding, ask a health professional before use. Keep out of reach of children. In case of overdose, get medical help or contact a Poison Control Center right away.	
<b>Directions</b> adults and children 12 years and over   take 2 tablets every 4 to 6 hours, not more than 12 tablets in 24 hours children 6 years to under 12 years   take 1 tablet every 4 to 6 hours, not more than 6 tablets in 24 hours children under 6 years   ask a doctor	
<b>Other information</b> store at 20°-25° (68°-77° F) ■ protect from excessive moisture	
<b>Inactive ingredients</b> D & C yellow no. 10, lactose, magnesium stearate, microcrystalline cellulose, pregelatinized starch	



**Find a Drug Facts label that... (Write the name of the medicine in the appropriate box.)**

Includes a warning about allergic reactions  _____	Says to take the medicine every 4 to 6 hours  _____	Instructs you to ask a doctor before use  _____	Says to use the medicine to relieve minor aches and pains  _____
Warns that you may get drowsy when using this medicine  _____	Has different instructions for adults and children under 12  _____	Says to store the medicine away from excessive moisture  _____	Lists more than one active ingredient  _____
Says to take the medicine every 8 hours  _____	Includes a sore throat warning  _____	Says to keep the medicine out of reach of children  _____	Says to use the medicine to relieve heartburn  _____



## Accurate Medicine Dosing

**Directions** Below is a sample dosing table for an over-the-counter (OTC) medicine, similar to the information you can find on a Drug Facts label. Use the table and your knowledge about medicine safety to answer the questions below.

<b>Children under 6 years of age</b>	Ask a doctor
<b>Children 6 to under 12 years of age</b>	<ul style="list-style-type: none"> <li>• 2.5 mL (<math>\frac{1}{2}</math> teaspoonful) two times per day.</li> <li>• Dosage may be repeated every 12 hours while symptoms last.</li> <li>• Do not give more than 5 mL (1 teaspoonful) in 24 hours.</li> </ul>
<b>Adults and children 12 years of age and over</b>	<ul style="list-style-type: none"> <li>• 5 mL (1 teaspoonful) two times per day.</li> <li>• Dosage may be repeated every 12 hours while symptoms last.</li> <li>• Do not take more than 10 mL (2 teaspoonfuls) in 24 hours.</li> </ul>
<b>Adults 65 years of age and over</b>	<ul style="list-style-type: none"> <li>• 5 mL (1 teaspoonful) two times per day.</li> <li>• Dosage may be repeated every 12 hours while symptoms last.</li> <li>• Do not take more than 10 mL (2 teaspoonfuls) in 24 hours.</li> </ul>

### Think It Through

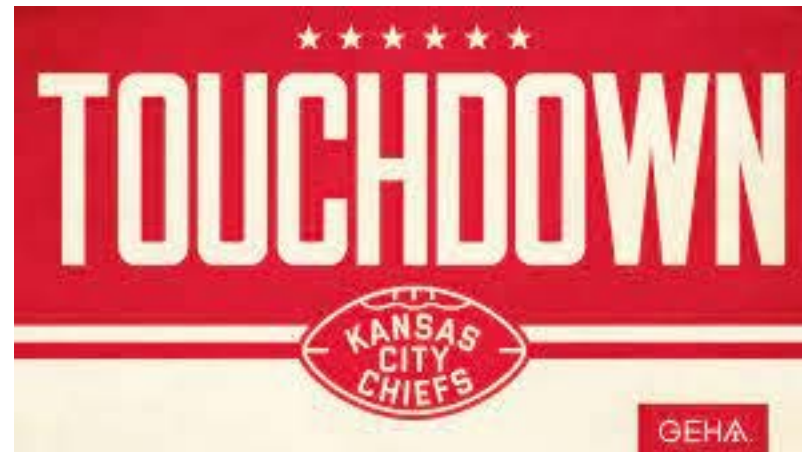
- Olivia is 13 years old. Yesterday, she took her first dose of medicine at 9 a.m. and took a second dose at 9 p.m. She wakes up at 5 a.m. because she is still not feeling better. She talks to her parents and says she should take another dose of medicine since a new day has started. Explain the error in Olivia's reasoning. Use evidence to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_
- Miguel is 11 years old. He and his parents are reading the directions in the dosing table above. Miguel says that since it is safe to take 2.5 mL twice a day, then he can take 5 mL once a day instead. Explain the error in Miguel's reasoning. Provide facts to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_
- Khadjah is reading the dosing table with her grandmother in the kitchen. Khadjah's grandmother says that the dosing cup that came with the medicine is in a cabinet upstairs. Khadjah says that they can use a household kitchen spoon to measure 1 teaspoonful of medicine instead. Explain the error in Khadjah's reasoning. Provide facts to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_

**Did you know?** Nearly 90,000 kids annually, ages 19 and under, need medical help due to medicine mistakes or misuse.

Accredited by the National Patient Safety System (NPSS) as a national patient safety organization. © 2022 American Pharmacists Association. All rights reserved. For more information, visit [apha.org](https://www.apha.org).

## Take Off/Touch Down

- Take off (stand up) if you think the substance is a medicine.
- Touch down (sit down) if you think the substance is candy.





## Take Off (medicine) - Touch Down (candy)



Take Off (medicine) - Touch Down (candy)



Take Off (medicine) - Touch Down (candy)



## Take Off (medicine)



Take Off (medicine) - Touch Down (candy)



## Touch Down (candy)



Take Off (medicine) - Touch Down (candy)



## Touch Down (candy)





Take Off (medicine) - Touch Down (candy)



## Take Off (medicine)



Take Off (medicine) - Touch Down (candy)



## Take Off (medicine)



Take Off (medicine) - Touch Down (candy)

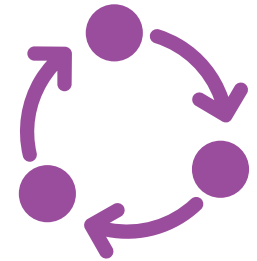


## Take Off (medicine)



## Summary of Engagement Strategies

- What Do You Meme?
- Round/Rally Robin
- Thumbs response
- Take Off/Touch Down
- Four Corners



# **Membership Engagement**



# Membership Engagement

## **Tip #1: Know your audience!**

Consider the following:

- What audience is this event intended to reach?
- What value does this event have to said audience?
- How can I successfully reach said audience?

# Membership Engagement

## **Tip #2: Build a Community**

Consider the following:

- What attributes are APhA members looking for in a community of their peers?
- How are you connecting with chapter members? Chapter leaders?
- What common activities or experiences would help to foster these connections?
- How do you recognize those who contribute greatly to the community?

# Membership Engagement

## **Tip #3: Establish a common goal**

Consider the following:

- What are your chapter goals for the year?
- How does your OTCMS programming support these goals?
- What additional, OTCMS-specific goals do you have?
- How can student members get involved in achieving these goals?

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# **DEAI & SDOH**

## DEAI

- Diversity: **Representation** of different backgrounds and identities, including but not limited to: race, ethnicity, sexual orientation, socioeconomic status, beliefs
- Equity: refers to **fairness and justice** in treating people individually according to their needs, recognizing differences in privilege and opportunity
- Accessibility: curating a **culture of belonging** by actively inviting the thoughts, contributions, and participation of diverse groups of individuals.
- Inclusion: refers to the intentional, ongoing effort to ensure that **diverse individuals fully participate** in all aspects of organizational work, including decision-making processes.

## DEAI – Student Pharmacists' Roles

- Education
- Engagement with all people
  - Peers
  - Faculty
  - Patients
  - Co-workers
- Organizational leadership



# Social Determinants of Health (SDOH)

“The conditions in the environments where people are born, live, work, play, worship, and age that affect a wide range of health functioning and quality of life outcomes and risks”

## Social Determinants of Health



# Social Determinants of Health (SDOH)

- Economic stability
- Education access and quality
- Health care access and quality
- Neighborhood and built environment
- Social and community context

## Social Determinants of Health





## SDOH – OTC Chairs' Roles

- Learn, learn, learn!
- Resource awareness
- Policy and advocacy
- Training for student pharmacists
- Provide patient-friendly education

### Social Determinants of Health



**Questions?**

## Four Corners

### Directions:

1. Label 4 corners of the room
2. Provide directions and prompt to audience
3. Allow think time
4. Let them walk to their chosen corner
5. High five, fist bump, or elbow tap someone you don't know well
6. Introduce yourselves
7. Answer the prompt
8. Have volunteers share what their partner said



**Thank you for joining!**

# Over-the-Counter Medicine Safety Workshop

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