

R_x for Prevention:
Nonmedical Prescription
Drug Use on Campus



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Heartland Community College
February 6, 2013



Learning Objectives

- Demonstrate a grasp of the *research literature* with regard to non-medical prescription drug use on college and university campuses;
- Recognize *existing data* sets and tools with regard to non-medical prescription drug use;
- Identify *gaps* in your own campus understanding and assessment of non-medical prescription drug use;
- Consider the issue of non-medical prescription drug use in light of *specific populations* (e.g., prescribed students);
- Examine *promising practices* at other colleges and universities;
- Devise a *“first step” strategic plan template* to guide your own campus understanding, assessment, and strategies regarding non-medical prescription drug use.



Non-Medical Prescription Drug Use

When a prescription drug is used...

- For anything other than its **intended purpose** (e.g., to get high);
- By someone other than the **intended recipient**;
- In a **dosage** other than prescribed.



Why non-medical use?

- Cost
- Access
- Perceived safety
- Possession
- Effects





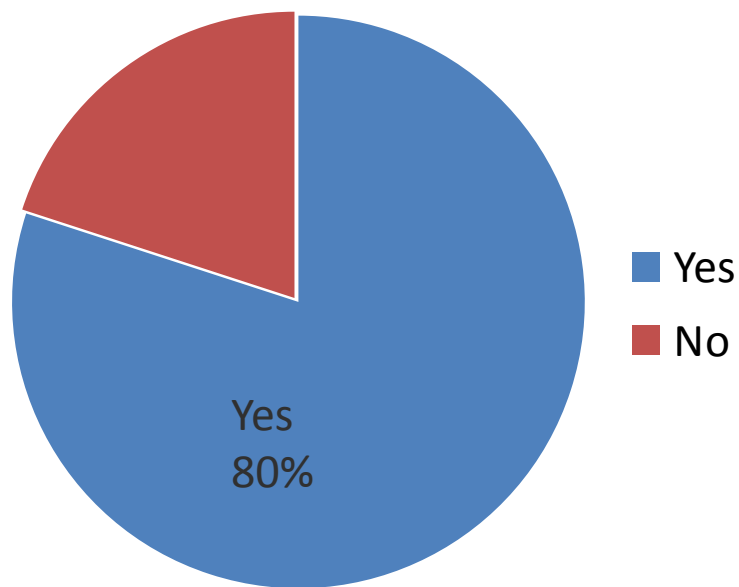
What do we know? What do we think we know? What do we need to know?

LITERATURE & DATA REVIEW

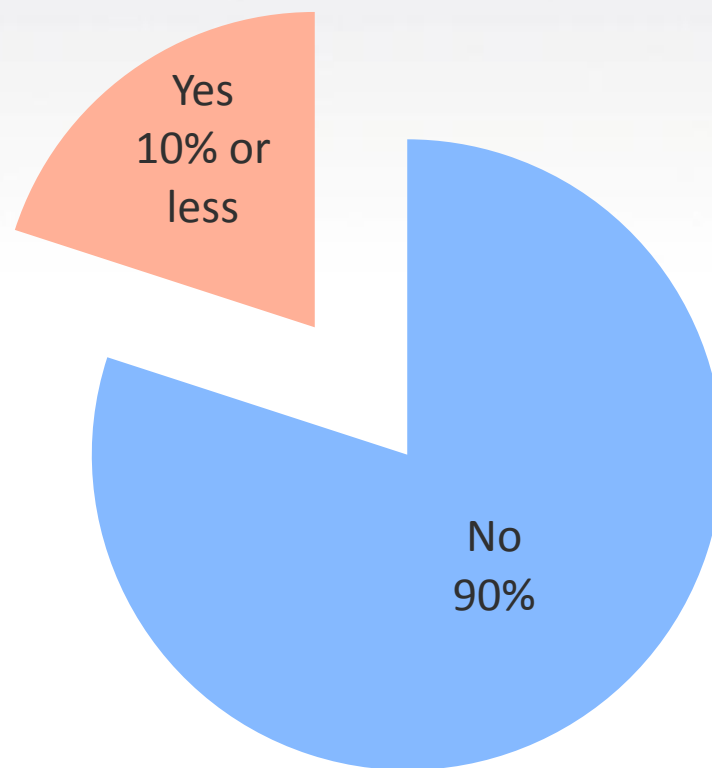


How many of your students do you believe use prescription drugs nonmedically?

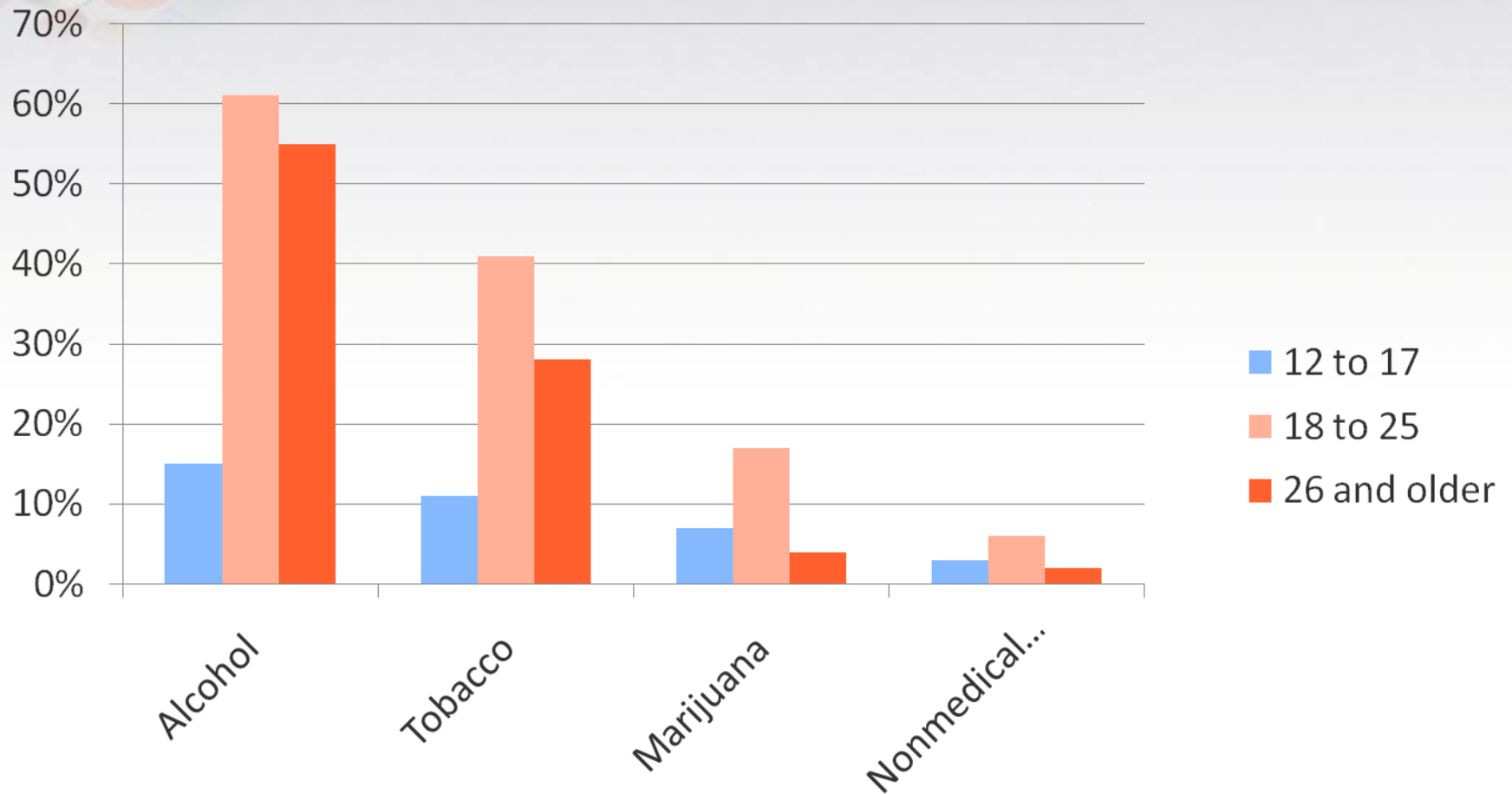
Perceived Rates of NMPDU



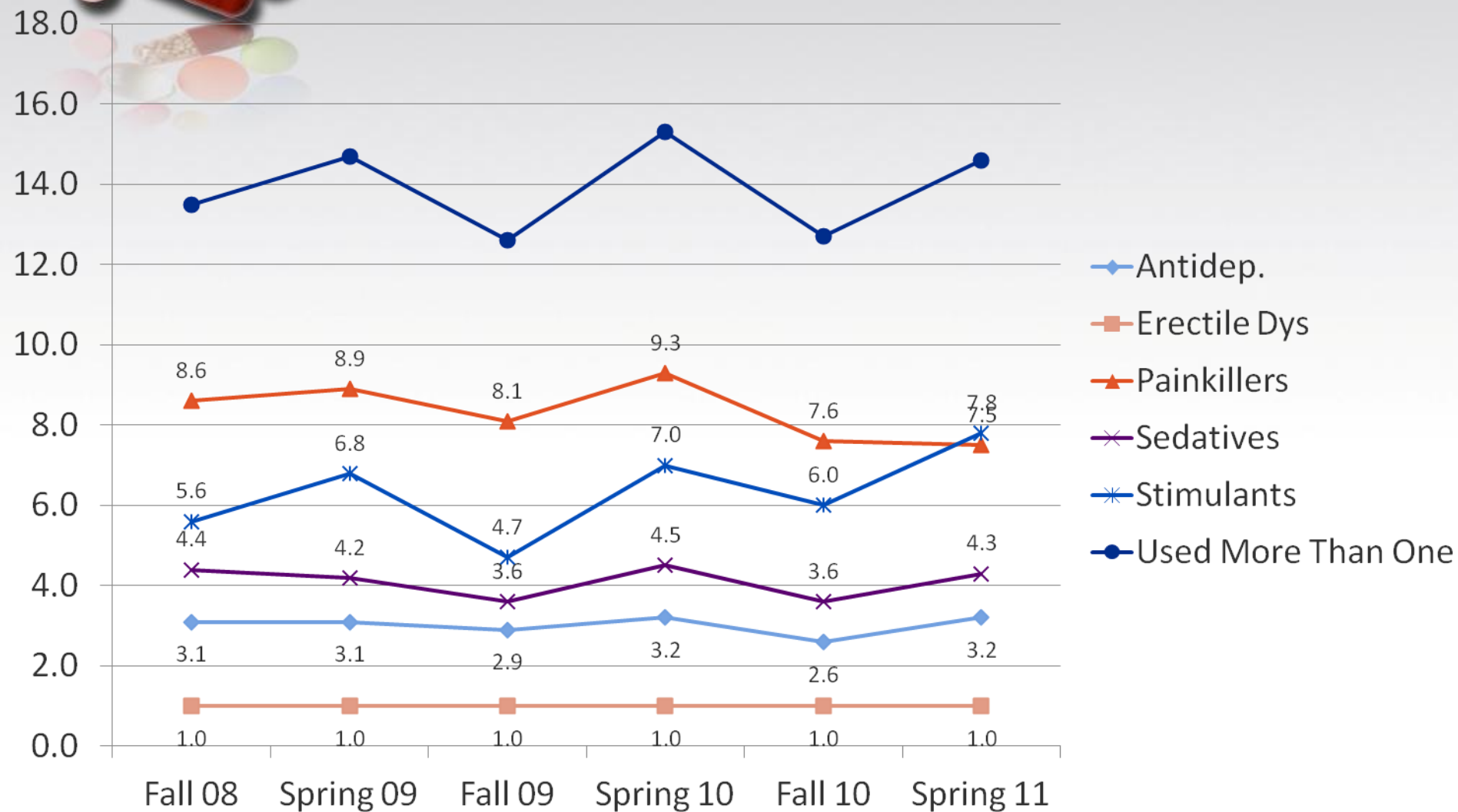
Rates of NMPDU



Most Prevalent Substances Used in the Past Month by U.S. Residents, by Age Group

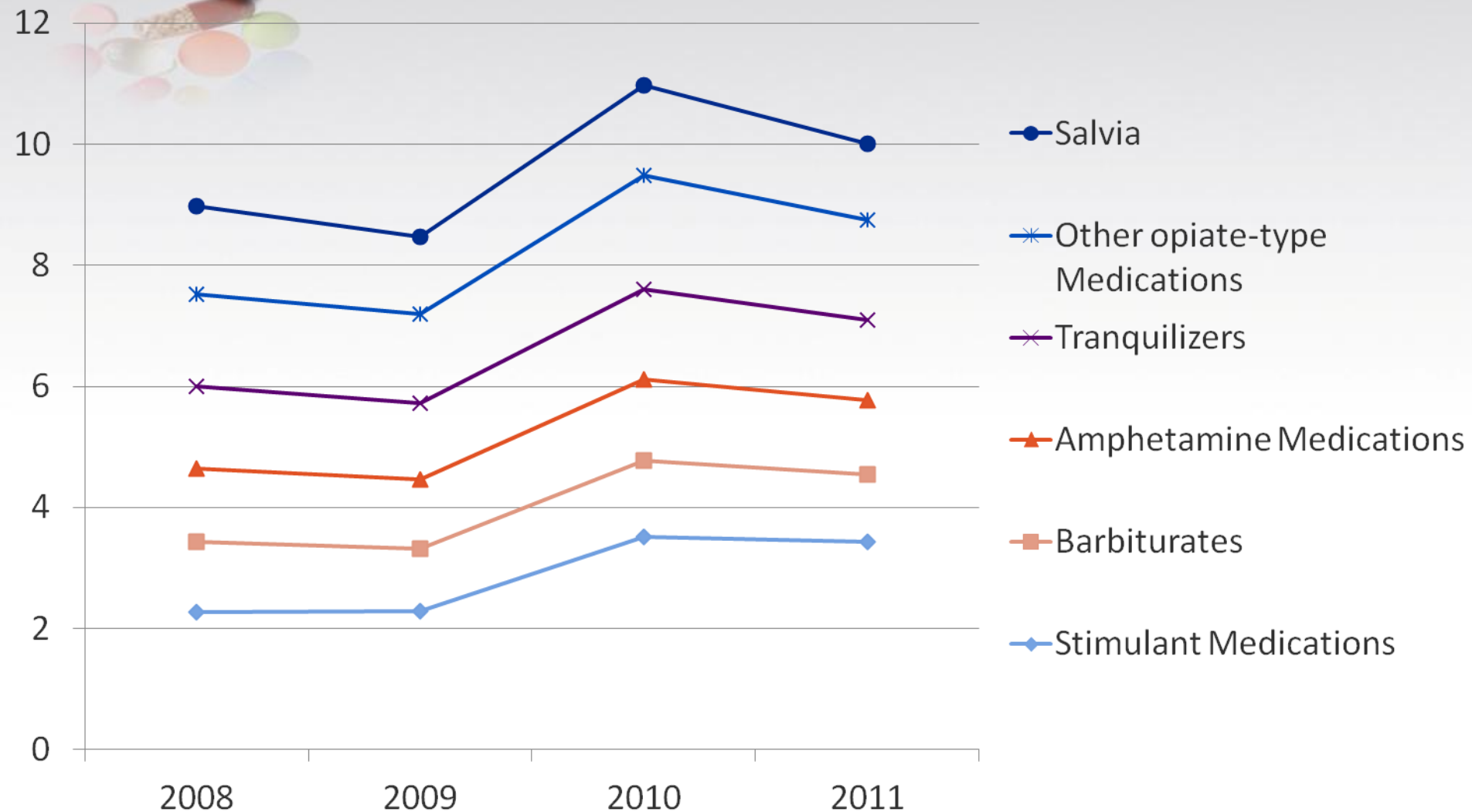


Nonmedical Prescription Drug Use – Last 12 months

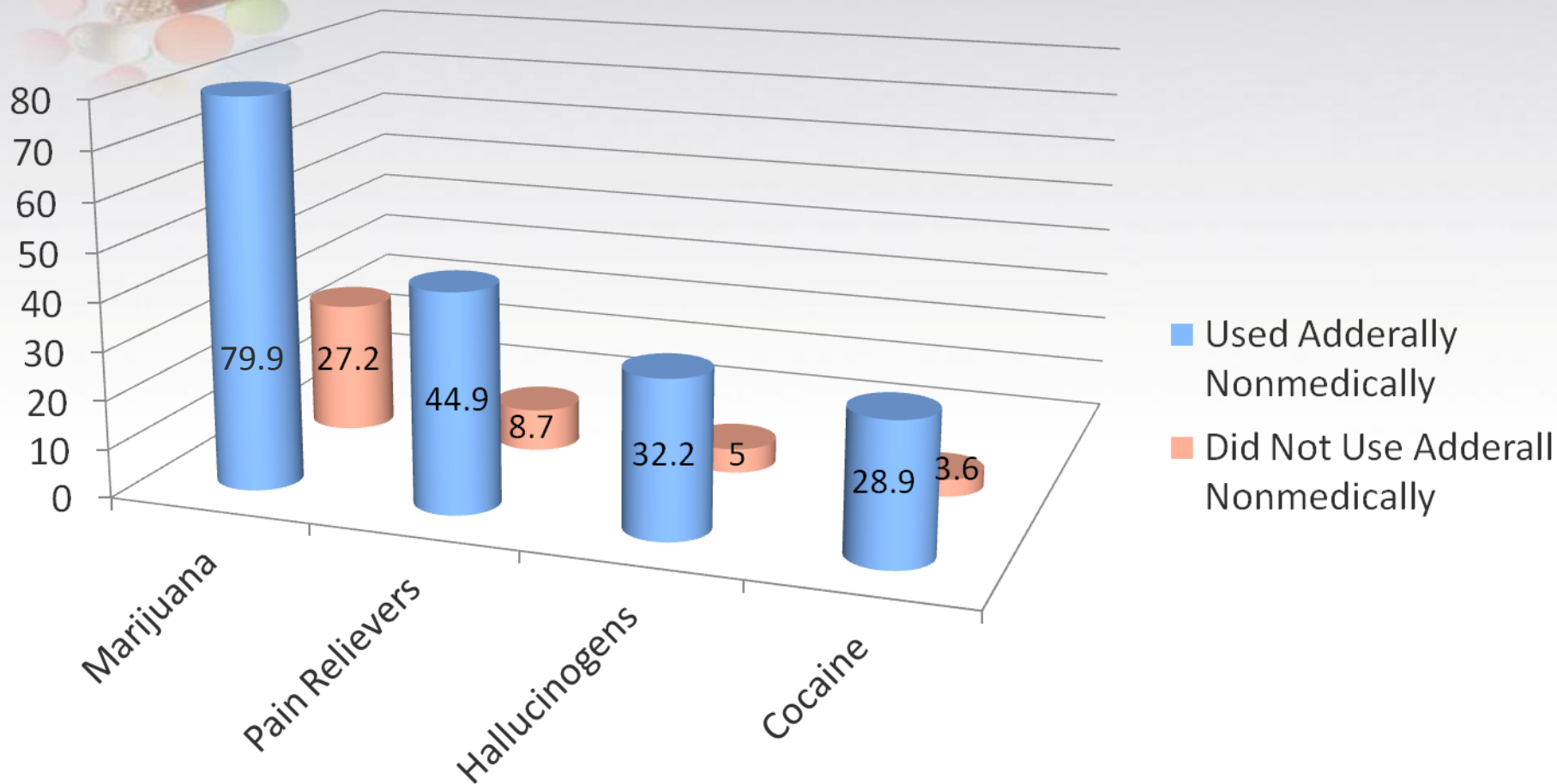




AlcoholEdu[®] for College Data

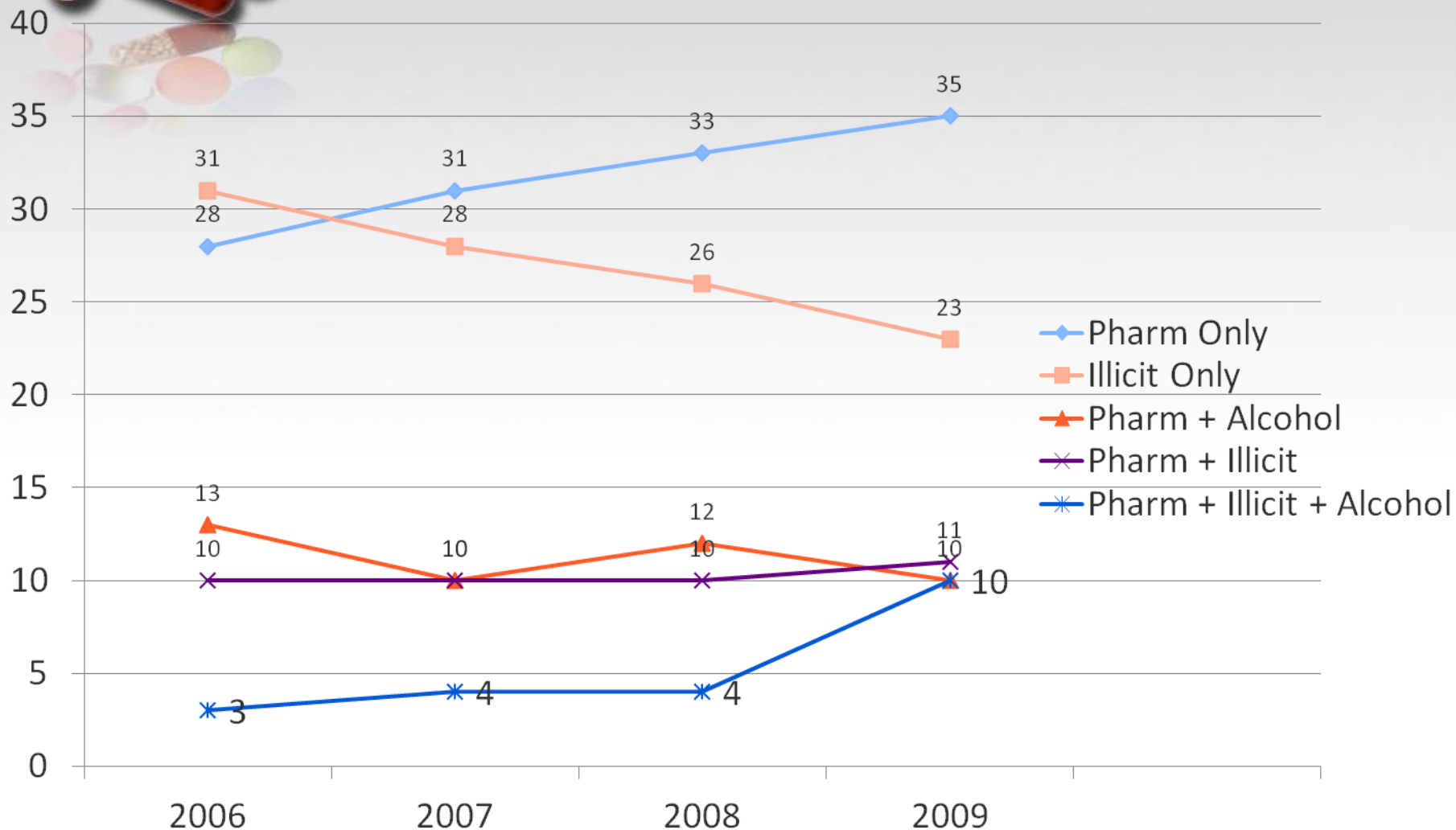


Past Year Drug Use by Past Year Nonmedical Use of Adderall®

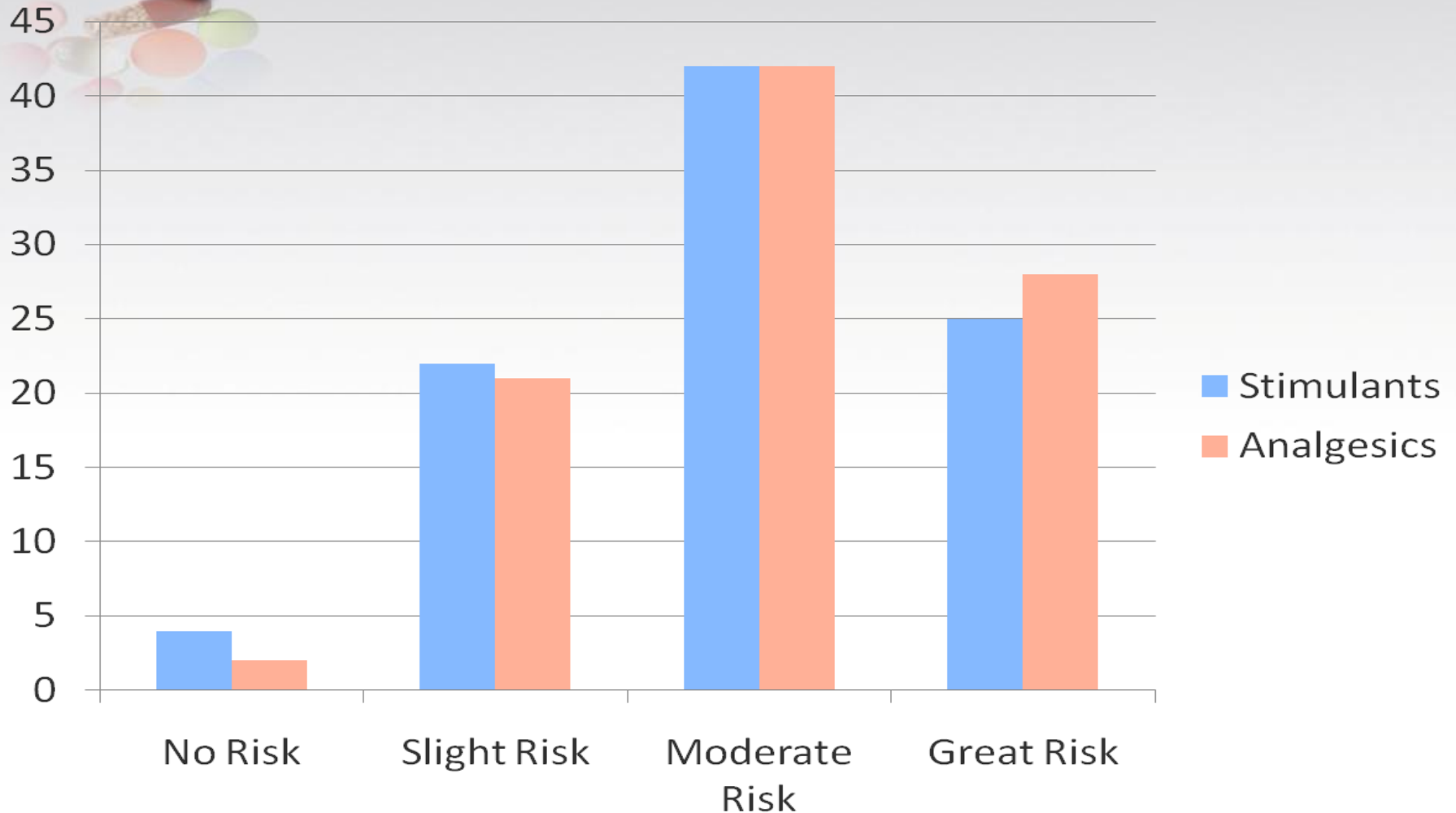




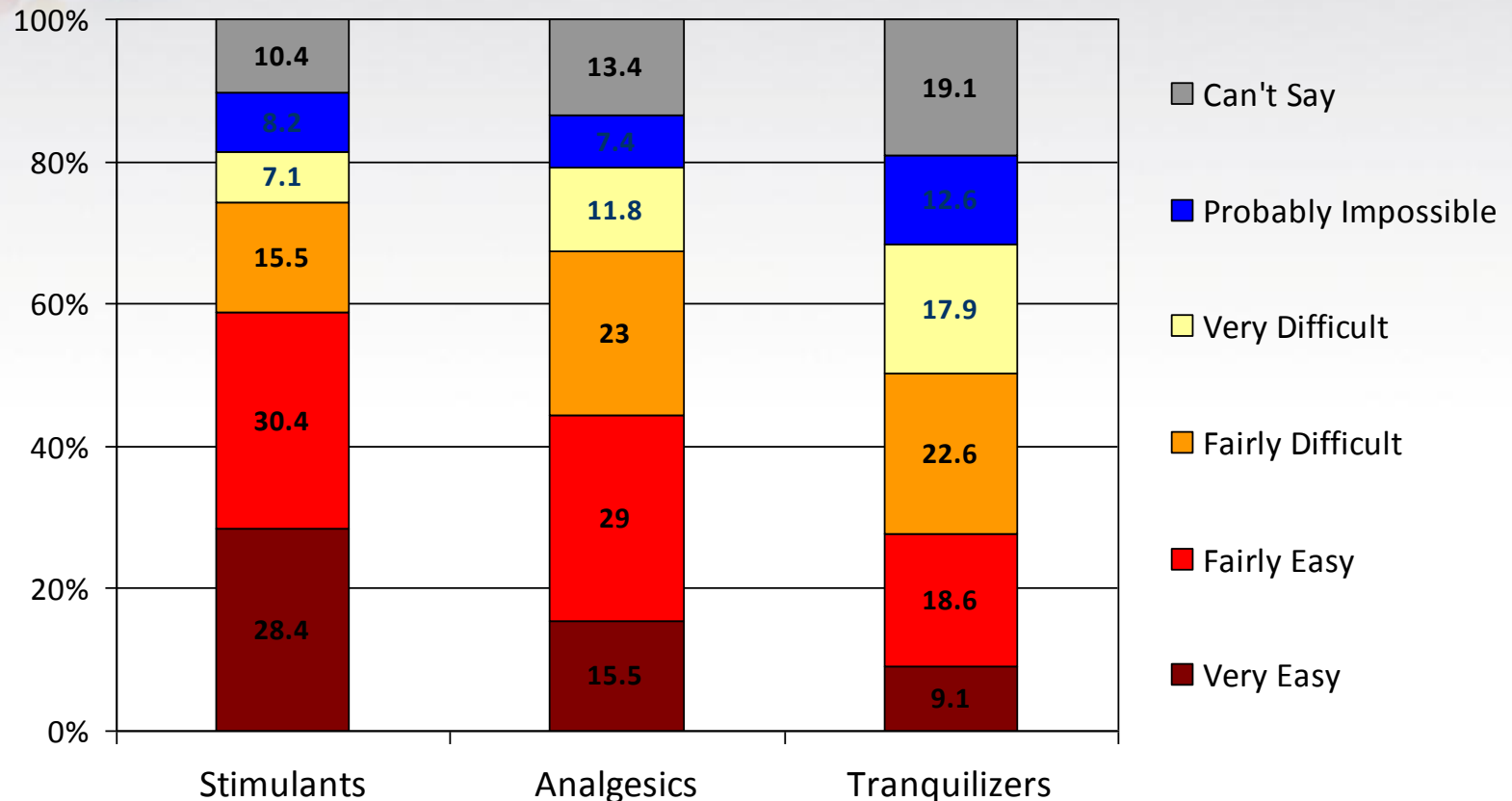
Drug Abuse Warning Network



Perceived Harmfulness & Non-Medical Prescription Drug Use



How difficult is it obtain prescription medications on college campuses?



Source of Prescription Drugs Among Those Who Used in Last Year



	Opioids (n=787)	Stimulants (n=458)	Sedatives (n=249)	Sleeping meds (n=166)
PEERS	57.8%	67.7%*	58.2%	51.2%
FAMILY	12.2%	3.1%	9.6%	17.5%
OTHER	30%	29.3%	32.1%	31.3%

Random survey of 9,161 undergraduate students at large Midwestern Public Research University.

*Garnier et al (2009) reported that 61% of students with ADHD diverted their medication, mostly to friends.



Past-Year Opportunity for Non-medical Use of Prescription Stimulants

	Freshmen	Sophomores	Juniors	Seniors	Cumulative
Offered	36.0%	38.5%	41.1%	32.0%	61.8%
Used	13.3%	17.9%	20.1%	16.1%	31.0%

*Cumulative refers to being offered or used at any during college.



Risk Profile for NMPDU

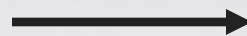
- Excessive alcohol and other drug use
- Lower GPA
- Low perceived harmfulness*
- Attention difficulties*
- Psychiatric distress or depressed mood*
- Skipping classes*
- Demographic factors: Caucasian, male, institutions of higher education in the Northeast, affiliation with a Greek organization

*indicates risk for non-medical prescription stimulant use



Linking Non-Medical Use of Prescription Drugs with Illicit Other Drug Use

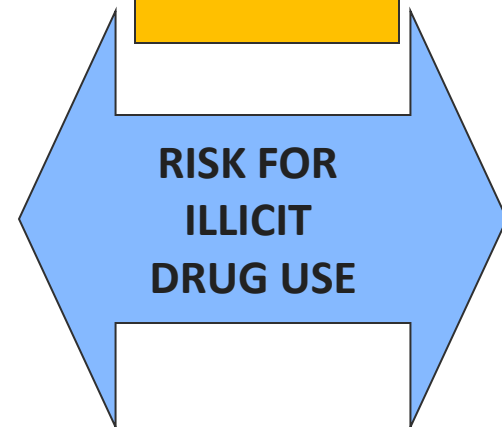
Nonmedical Use



Medical Overuse



Medically Supervised Use





Cultural Context

- “Operation Sudden Fall”
San Diego State University, 2008
- “Operation Ivy League”
Columbia University, 2010





Cultural Context





Where do I start? How do I get a handle on this issue?

IDENTIFYING EXISTING DATA SOURCES



National College Health Assessment (ACHA-NCHA)

- Added a question in 2008 with the updated NCHA-II survey
- Within the last 12 months, have you taken any of the following prescription drugs that were not prescribed to you?
 - Antidepressants (e.g., Celera, Lexapro, Prozac, Wellbutrin, Zoloft)
 - Erectile dysfunction drugs (e.g., Viagra, Cialis, Levitra)
 - Pain killers (e.g., OxyContin, Vicodin, Codeine)
 - Sedatives (e.g., Xanax, Valium)
 - Stimulants (e.g., Ritalin, Adderall)

National Surveys on Drug Use and Health (NSDUH)



- Lifetime, past year and past month non-medical psychotherapeutic (tranquilizers, sedatives, and stimulants) and pain reliever use
- Lifetime use of all specific prescription drug use (e.g., Valium, Codeine)



Monitoring the Future (MTF)

- Lifetime, past year and past month non-medical psychotherapeutic (tranquilizers, sedatives, and stimulants) and pain reliever use
- Perceived harmfulness of periodic (once or twice) non-medical use (own your own without a doctor telling you to take them)
- Disapproval of periodic non-medical use
- Access to prescription drugs (scale of impossible to very easy)
- Diversion source

Drug Abuse Warning Network (DAWN)



DAWN relies on a nationally representative sample of hospitals with oversampling of hospitals in selected metropolitan areas. The hospitals eligible for DAWN include:

- non-federal,
- short-stay,
- general medical and surgical facilities in the United States that
- operate 24 hour EDs.



Youth Risk Behavior Survey

- During your life, how many times have you taken a prescription drug without a doctor's prescription?
 - A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
- During the past 30 days, how many times have you taken a prescription drug without a doctor's prescription?

Alcohol and Alcohol Problems Science Database



- PubMed: 11,000,000 biomedical journal citations
- National Clearinghouse for Alcohol and Drug Information (NCADI)
- Alcohol and Other Drug-Related Databases
- Research journal titles for alcohol and other drug-related information
- College and University alcohol and other drug-related Web sites (e.g., CASA, Harvard Alcohol Study)

Center for Substance Abuse Research (CESAR)



- Provides three primary information services:
 - The weekly *CESAR Fax*, a one-page publication on a timely substance abuse issue.
 - The CESAR web site, www.cesar.umd.edu, provides substance abuse-related information.
 - The CESAR library serves as a clearinghouse of information on substance abuse and related topics.



The College Life Study

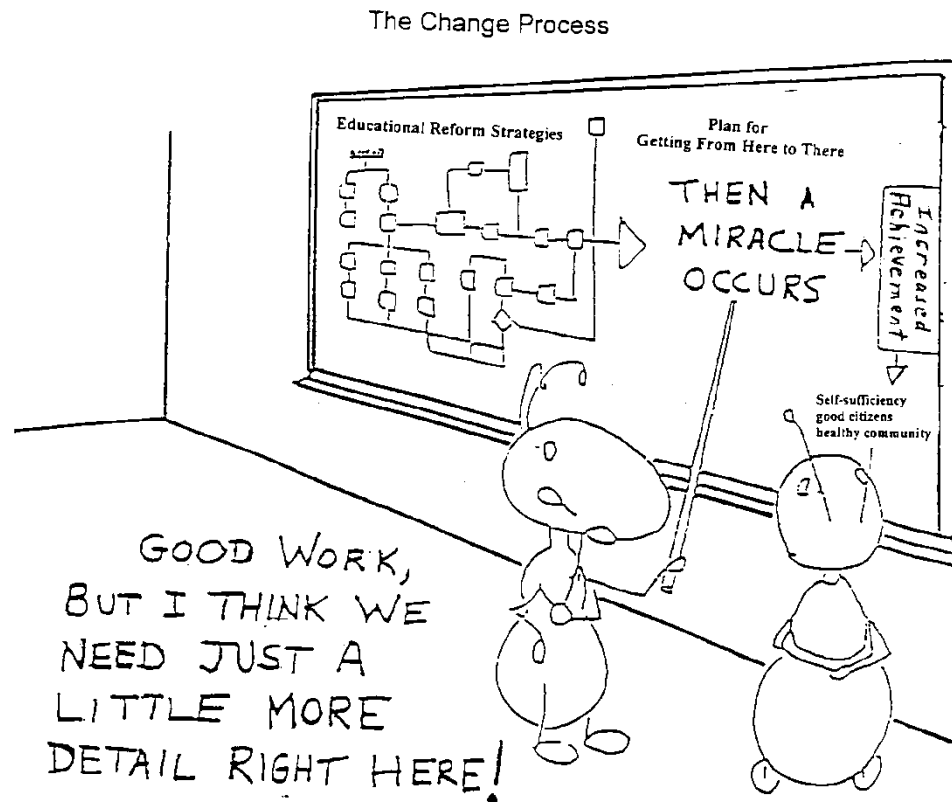
- National Institutes of Health-funded
- Longitudinal prospective study
- Study began in 2004 at The University of Maryland



I have little to no money. I am a one-person show. I can only do one survey every few years.

DATA COLLECTION WITH LIMITED FUNDS

Are we making a difference?



(author unknown)



Primary Sources of Campus Data

- National surveys (e.g., NSDUH, MTF)
- College student health surveys (e.g., NCHA)
- Homegrown college student surveys
- Focus groups



Survey Research

- Types of surveys
 - By scope: Census versus sample survey
 - By time frame: Longitudinal versus cross-sectional
 - By mode of data collection: face to face, mail, telephone, Web
- Advantages of surveys
 - Can collect information not available from other sources
 - Can address a wide range of topics
- Disadvantages of surveys
 - Unable to probe questions
 - Lack of personal contact



Steps & Guiding Questions

- Planning: research question & current literature
- Sampling and population
- Developing the instrument (survey)
- Implementing the survey
- Analyzing data
- Reporting and using the survey data



Planning

- Trends
 - Prescription and non-prescription medications are non-medically used at higher rates than illicit drugs.
 - Perceptions of safety cloud student decisions with regard to non-medical prescription drug use.
 - The culture of “pharmacological optimism” on college campuses further confounds the issue of non-medical prescription drug use.
- Research Question
 - What are students’ perceptions of non-medical use of prescription drugs on my campus?




Developing the Instrument

- Our focus
 - Painkillers
 - Sedatives
 - Stimulants
- What do we want to know?
 - Frequency of use
 - Reasons for use
 - Perceived consequences of use



Can We Answer These Questions about our Students?

- How many first year students are **coming to campus** with prescribed medication(s)?
- How frequently are your students being **solicited** for their medication(s)?
- How frequently are your students **sharing** their medication(s)?
- How do your students **perceive** non-medical prescription drug use on your campus?
- How **accurate** are their perceptions?



Can We Answer These Questions about our Students?

- How **difficult** is it for your student(s) to obtain a prescription medication without a prescription on your campus?
- How many of your students perceive non-medical prescription drug use as **harmful**?
Illegal with clear consequences?
- How many alcohol and other drug-related **incidents** on and off-campus involve prescription drug use?
- How are they **taking** the prescription drug (e.g., oral, intranasal, co-ingestion with other drugs)?



Implementing

- Audience response system or “clicker” technology
- Guerilla surveying
- Research or capstone projects
- Online & PDA surveying tools
- First year student & senior surveys
- Health records & clinical notes
- BASICS survey tools & feedback forms
- Social networking site scans
- Institutional surveys
- State-wide consortium data



Using & Sharing the Data

- Data-informed program development
 - RA training
 - Wellness coaches
 - Support groups
 - Academic advising training & referral
- Continued dissemination of information
 - College of Pharmacy
 - Departments in Student Life
 - Student Leaders
- Perceived versus actual use
 - Opportunity for social norms marketing



Importance of Program Evaluation

- ...for your organization
 - Document success and outcomes
 - Program design and improvement
 - Promotes clarification of program objectives
 - Market your programs/services
- ...for the funder
 - Helps determine whether funds were appropriately spent
 - Public relations and advertising
 - Helps in the creation of future funding possibilities/objectives



Process Evaluation

- Answers: *how* did you achieve the result?
- Gathers feedback on strengths and weaknesses of program design to use for improvement planning
 - Number of participants and demographics
 - Number of fliers distributed and to whom
 - Description of the process of how the program was implemented
 - Description of whether or not all activities were completed and if they were implemented with fidelity



Outcome Evaluation

- Answers: *did* you achieve the result?
- To what extent did you meet your goals and objectives?
- Key questions:
 - Decrease reported non-medical use on campus
 - Increase resourcefulness of students who need support with regard to study, stress, and time management
 - Increase knowledge of:
 - How to reduce access to prescription drugs
 - How to properly dispose of prescription drugs
 - Consequences of non-medical use



Think About...

- Your goals and objectives (outcomes)
- Your activities and their linkage to desired outcomes
- Both process and outcome evaluation methods
- Determine your data sources
- Who will collect the data? When?
- How will the data be analyzed and used to inform process and outcome improvements?



Post-Lunch Coma Activity

10.5% of Illinois students report generally using prescription drugs that were not prescribed to them in the last year – **25.3%** in their lifetime.

However, surveyed students estimated that **86.3%** of Illinois students generally used prescription medications that were not prescribed for them in the last year.

Your mission, if you choose to accept it:

Craft a short message that conveys this data and one key prevention message to your students. List the communication outlets you plan to use to disseminate your message. And, if you are feeling particularly creative, incorporate a direct reference to pop culture that will resonate with students.

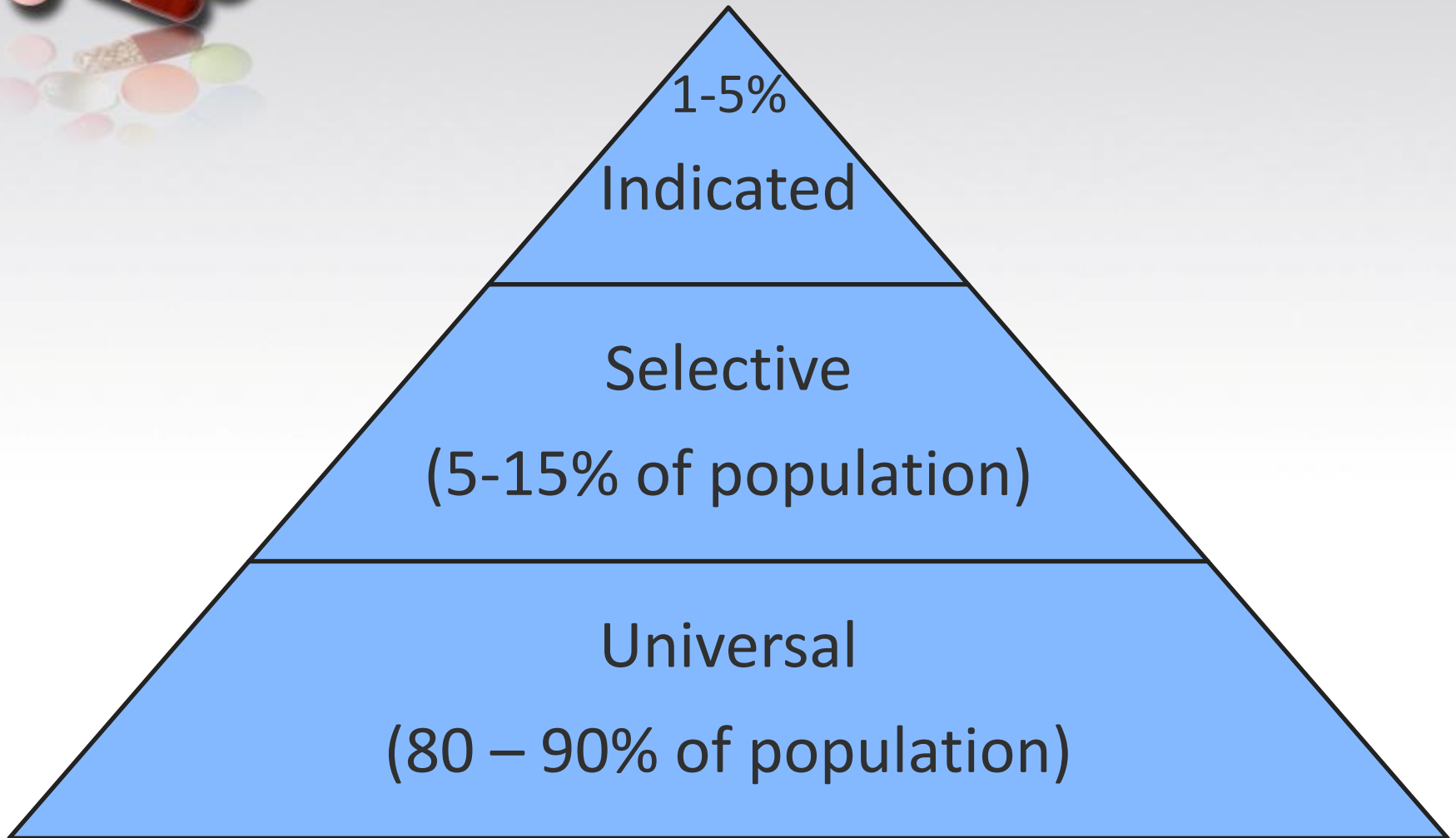


Should I address non-medical use of ALL prescription drugs? Do I address them all in the same way? What about students who are abusing other drugs?

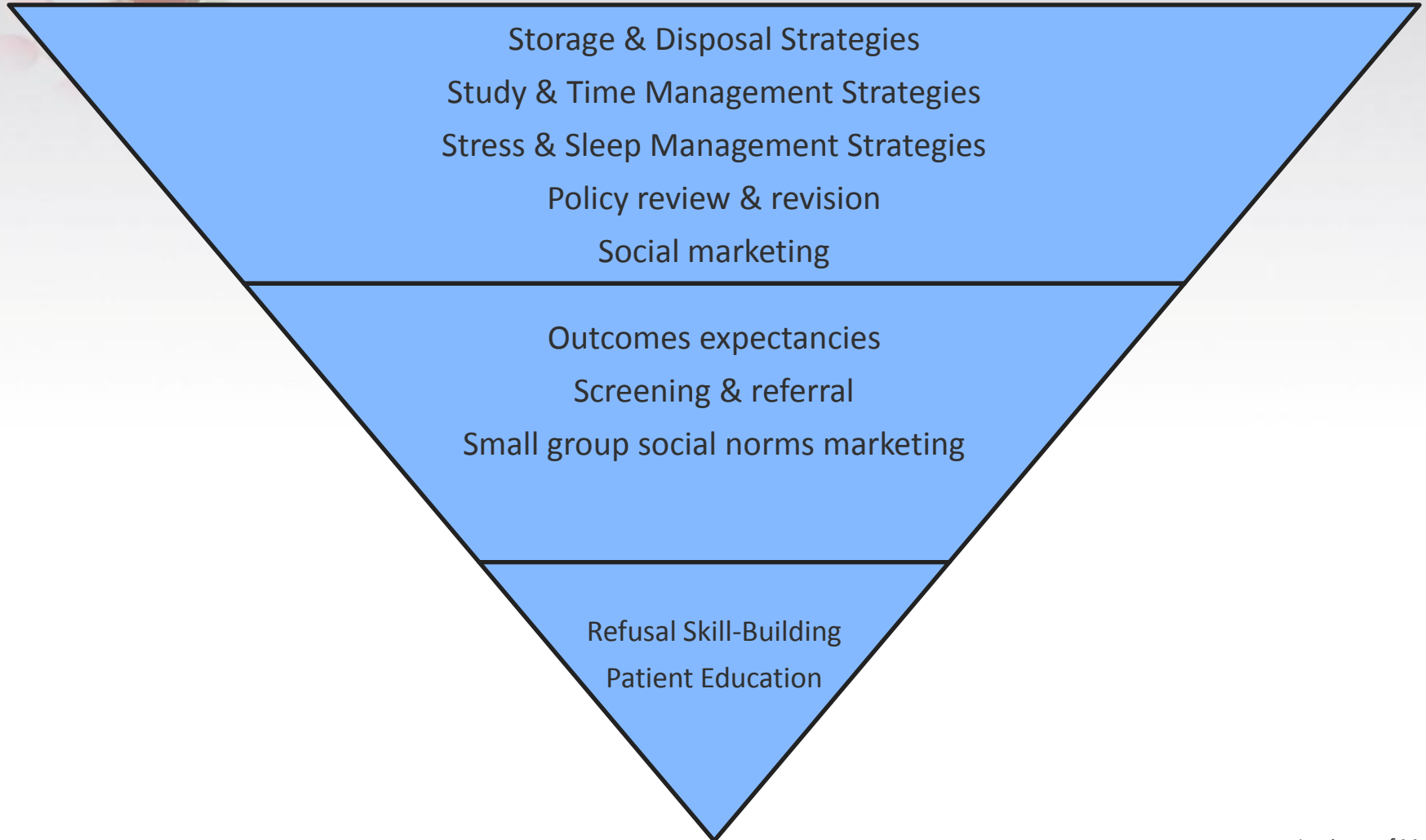
CONSIDERING THE CONTEXT



Continuum of Care



Prevention Strategies Along the Continuum of Care





Considering Stimulants

- Perceived ubiquity of stimulant abuse
- Functional use versus recreational use
- Stimulants increase “perceived self-efficacy”

Note: Non-medical users of prescription stimulants *and analgesics* had **significantly lower GPAs** in high school, and in college, **skipped 21% of their college classes**. Non-medical users of prescription drugs in high school comprise a **high-risk group** of first-year college students.



“Superhero Stories”

- “When I first took it, it was amazing. It was incredible how well I studied. And then I’d have to try a little harder to keep the focus after awhile.”
- “It turned me from like a C+ paper to a A-, B+ paper.”
- “I didn’t have to study at all until the last two days and I got an A, so it’s kind of like I didn’t have to study for those four or five weekens, and then in two days I was fine.”
- “When it first hits me, for the first maybe three to four hours is when it’s most intense, when it’s most like I’m focused, I can do anything.”



Psychological Dependence

- “I had a friend whose GPA was high. He was always like the valedictorian. He’s a good friend of mine...he’s a very smart guy, but he started to get like, literally dependent on Adderall. He’s not prescribed it or anything like that. Anytime he wants to study or anything, he’s dependent on Adderall. I feel like it’s unfortunate, because he’s a really smart guy but his brain needs something else. His dose has increased...so, I don’t know if it is going to backfire on him, and it’s going to be years off his life, or – I’m sure, right now, it’s going to be worth it, because he’s going to get into one of the best schools, so year. I don’t really know.”



Psychological Dependence

- “I actually know some people who’ve become dependent on it, not so much because it’s addictive, but just because they’re like “Wow. I accomplished so much in one night,” and then they get into this cycle where every midterms and finals, they just start taking Adderall...they lose the ability to study without it, because like your mind just – it shapes itself from your experiences.”



Perception is Key

- **Amanda:** I heard from my friends that they took Adderall. This one kid who is a pre-med science major, like a really good kid. Didn't drink or anything. He's like, yeah, to study I take Adderall. And I was like, okay, well I guess it's not that bad. So then I got some from him...I had heard of it before but I wasn't really into taking it until I realized that I had a few friends who were taking it. And then my one friend who was a good kid, you know, he wasn't afraid to take it.
- **Interviewer:** What do you mean like good kid?
- **Amanda:** I mean, he never really partied and smoked and stuff...it's like he did drugs all the time...and he still took Adderall.
- **Interviewer:** And that was sort of comforting?
- **Amanda:** Yeah. I was like, all right, well, I do those other things so I guess it's okay.



Self-Medication

- Many students are self-medicating.
 - Licit/illicit use is not dichotomous.
 - Misinformation persists:
 - “If I take Adderall, and then I get really focused that means that I don’t have to ADHD, right?”
 - “I heard that it had reverse effects on people who don’t have ADD, that it could often make you more prone to distraction.”
 - “I just heard some stuff like [Adderall] kills brain cells and stuff...on the Internet...I don’t know if it’s true or not.”



Stigma-free Use

- Stigma is not a barrier for this behavior.
 - Unique appeal problematizes prevention.
 - “I think it is seen in a much more positive light than other, especially illegal drugs, because there is a perceived fit, and it’s very academic. Whereas, illegal drugs, a lot of people don’t see any benefit to those.”
 - “I think opioids are perceived as worse just because of the purposes behind it. Like if you’re taking Adderall to help you study, that’s one thing, but if you’re just trying to take all these crazy prescription drugs and drink and mix – that can get really bad, and if you’re just doing that to get really messed up, then that’s different.”



Sleep Aid Strategies

- Evaluation of situational depression versus clinical depression
- Evaluation of short-term versus long-term prescriptive responses to sleep problems
- Patient education
- Sleep-promoting strategies
 - Breathing and meditation techniques
 - Sleep assessment & personalized feedback



Pain Management Strategies

- Outcomes expectancies strategies
 - Patient education
 - Brief motivational interviewing (BMI)
 - BASICS
- Recovery services & resources
- Athletics
 - Personal trainers & physical therapists
- Health Services
 - Physical therapist services & referrals
 - Rationing, storage & disposal of medications



Depression Management Strategies

- Outcomes expectancies strategies
- Crisis review committees
- Counseling Services
 - Sees students for both situational and clinical depression
 - Prescription medication monitoring
 - Patient education
- Resident Assistant
 - Letter of concern



Subtypes of NMPDU

- Recreational (13%)
 - Characterized by recreational motives, oral & non-oral routes of administration, and co-ingestion with alcohol
 - More common among men
- Self-treatment (39%)
 - Characterized by appropriate use motives, oral ingestion & no co-ingestion with alcohol
 - More common among women
- Mixed (48%)
 - Characterized by both recreational and self-treatment motives, routes and co-ingestion
 - More common among men



How do I make evidence-informed decisions with regard to this issue?
What are other campuses already doing?

PROMISING PRACTICES

Lessons Learned from Alcohol Abuse Prevention



- Research strongly supports use of comprehensive, integrated programs
- Education alone = behavior change
- Components should target:
 - individual at-risk and dependent students
 - population as a whole
 - surrounding community



Maximize Partnerships

- Alignment is critical – look for synergies.
- Identify your champions, not just likely partners.
- Don't try to boil the ocean.
- Invest the time.





The Ohio College Initiative

- College Presidents asked to sign a letter of commitment
- Originally convened as an alcohol-focused coalition but has expanded to include other drugs
- 19 colleges & universities (1996) → 46 (2012)
 - 4 community colleges
 - Public, private, large, small, rural and urban campuses represented

The Ohio State University: Generation Rx



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Resources:

[Community Presentation Toolkit](#)

[Elementary age group](#)

[Resources for K-12 Teachers](#)

[Middle School age group](#)


[High School age group](#)

[College-aged](#)

[Resources for Pharmacies](#)

[Other Resources](#)

The Generation Rx Initiative



This website provides medication safety and prescription drug abuse prevention resources for schools, colleges and communities. The goal of the Generation Rx Initiative is to enhance the public's understanding of medication safety issues in general, and those relating to prescription drug abuse in particular. The material to follow includes links to various external resources, as well as materials developed at the Ohio State University College of Pharmacy. Others are encouraged to use any of these materials that may be helpful. We are also interested in partnering with other groups to enhance medication safety and prescription drug abuse prevention.

Medication Safety and Prescription Drug Abuse Prevention Resources

Gen Rx News

Operation Medicine Cabinet Drug Disposal Drop-Off at

Quick Links

- o [Admissions](#)
- o [Directory](#)
- o [Experiential Program](#)
- o [Technology Services](#)
- o [Pharmacy Library](#)
- o [Student Affairs](#)
- o [Office of the Dean](#)
- o [Central Business Office](#)

Contact

Dr. Kenneth Hale
452 Parks Hall
500 West 12th Ave.
Columbus, OH 43210
Phone: (614) 292-4717
hale.3@osu.edu



Policy Language at Ohio State

- *Old*: use, production, distribution, sale or possession of drugs in a manner prohibited under law.
- *New*: use, production, distribution, sale or possession or drugs in a manner prohibited under law. This includes, but is not limited to, the misuse of prescription drugs.



Social Norms at Ohio State

Do you know that most OSU students choose to study safely?



90%

of OSU students surveyed
have **NEVER** abused
stimulants (Adderall/Ritalin)*

**Based on the results of the 2008 pilot study*



How can you get help?

*For prescription drug abuse help, visit:
<http://www.prescription-drug-abuse.org>
or call (888)-484-1043*

*Counseling and Consultation Services also
offers help at the Younkin Success Center.
Visit <http://www.ccs.ohio-state.edu>
or call (614) 292-5766*



Social Norms at Ohio State

84.8%
of **OSU**
students have
NEVER
MISUSED
prescription drugs.*

**Based on the results of the 2008 pilot study*

It is against federal law to dispense any prescription drug to someone who does not have a legitimate prescription.

Store YOUR medication in a safe, secure place!

Need help or information?

- **Counseling & Coordination Services:**
Wine Hall 3100, Suite 401
(614) 292-8789
- **GenerationRx:**
<http://pharmacyrx.osu.edu>
rxweb@osu.edu

Or simply take "Gen Rx" to OSU
Marion Hall 122 (614) 292-8789!

 Student Wellness Center
1943 W. Franklin St.

 USG



Social Norms at Ohio State



CardinalHealth

**KEEP
CALM
AND
TAKE
A
NAP**

85% of Ohio State students report **never** using sedatives or sleeping medications (like Xanax & Ambien) without a prescription in their **entire life**.

THE OHIO STATE UNIVERSITY • OFFICE OF STUDENT LIFE • STUDENT WELLNESS CENTER
swc.osu.edu • www.facebook.com/OSUwellness • @OSUwellness



CardinalHealth

**KEEP
CALM
AND
TREAT
YO
SELF**

But skip the drugs. 75% of Ohio State students report **never** using prescription pain killers (like Vicodin) without a prescription in their **entire life**.

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Social Media Outreach at Ohio State

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STUDENT WELLNESS
The Ohio State University

OSU Student Wellness

@OSUwellness FOLLOWS YOU

The OSU Student Wellness Center is located in the RPAC. We offer a variety of wellness services to students! Hours: MWF 9-5, TR 9-7.
Columbus, Ohio · <http://swc.osu.edu>

1,341 TWEETS 158 FOLLOWING 582 FOLLOWERS Following

Tweets

futurelink **ASC Career Services** @ASCcareer 8m
The ASC Career Services Daily is out! bit.ly/AcbVDh ▶ Top stories today via @DL_Jobs @InternMatch @OSUwellness
Retweeted by OSU Student Wellness
Expand

STUDENT WELLNESS @OSUwellness 29m
RT if you have tattoos and/or piercings from a reputable salon!
Expand

STUDENT WELLNESS @OSUwellness 45m
#FollowFriday @OSURec @OSU_SWAT @OhioStateFYE @usgoso @presidentgee @ohiounion @OSUWexMed
Expand

STUDENT WELLNESS @OSUwellness 15h
Reduce your chances of contracting HIV and STIs by using barriers during sex! Join the Condom Club to learn more. ow.ly/e6H3x
Expand

Tweets | **Following** | **Followers** | **Favorites** | **Lists**

Tweet to OSU Student Wellness

@OSUwellness

Similar to OSU Student Wellness

- Anooj Bhandari** @Anooj00000j Follow
- Baker West** @BakerWest Follow
- WiredOut** @OSU_WiredOut Follow

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Social Media Outreach at Ohio State

STUDENT WELLNESS
The Ohio State University

Ohio State Student Wellness Center

Community Page about The Ohio State University

Like Message

About Photos Likes Map Events

HIV

266

Map: Dublin, Hilliard, Columbus, Reynolds, Bahanna, Arlington

STUDENT WELLNESS

Highlights

Post Photo / Video

4 Friends
Like Ohio State Student Wellness Center

cebook.com/?ref=logo



Social Media Outreach at Ohio State

Search

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STUDENT WELLNESS

Ohio State Student Wellness Center

The OSU Student Wellness Center is committed to providing resources and opportunities for each student to explore the many facets of wellness. Located in B130 RPAC. Hours listed on website!

Columbus, Ohio

Repins from

- Tinisha Brown
- Julie Tan
- Jessica Wall

6 Boards 123 Pins 0 Likes Activity [Edit Profile](#)

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WHETHER IT IS A 14 MINUTE MILE OR A 7 MINUTE MILE IT IS STILL A MILE.

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University of Michigan Student Life Survey

- Determine prevalence of AOD use among undergraduates
- Identify sub-groups of students at greatest risk for substance abuse
- Compile information on perceived norms and attitudes about drug use on campus
- Evaluate past and current prevention efforts
- Compare UM data with national data & with prior years of SLS data
- Compare and contrast modes of survey administration (web versus US mail)

Villanova University



Toolkit includes:

- Executive Summary of the data
- Data Sources & Tools
- Primary, Secondary & Tertiary Strategies
- Supplemental Handouts on:
 - Commonly used medicines, misuse & interactions
 - Time, stress, & study strategies
 - Refusal strategies for students prescribed medication(s)
 - Questions to ask a healthcare provider
 - Smart disposal strategies





National Council on Patient Information & Education

- *Taking Action to Prevent & Address Prescription Drug Abuse: A Resource Kit or College Campuses* (web-based; free)
- *Recovery Opens Doors: An Online Resource for Young People in Recovery*
www.recoveryopensdoors.org
- *National Council on Patient Information and*
- *Education You Tube Channel* – vignettes and User's Guide

Professional Association Resources



- ACHA, Alcohol, Tobacco and Other Drug Coalition
(acha.org/info_resources/ATOD_resources.cfm)
- ACPA Commission for Alcohol and Other Drug Issues
(myacpa.org/comm/aod/)
- NASPA Alcohol and Other Drug Knowledge Community
(naspa.org/kc/aod/default.cfm)



Creating a timeline

STRATEGIC PLANNING EXERCISE: PART IV



Questions?

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