

Safe Kids WW: Childhood Injury Prevention Conference

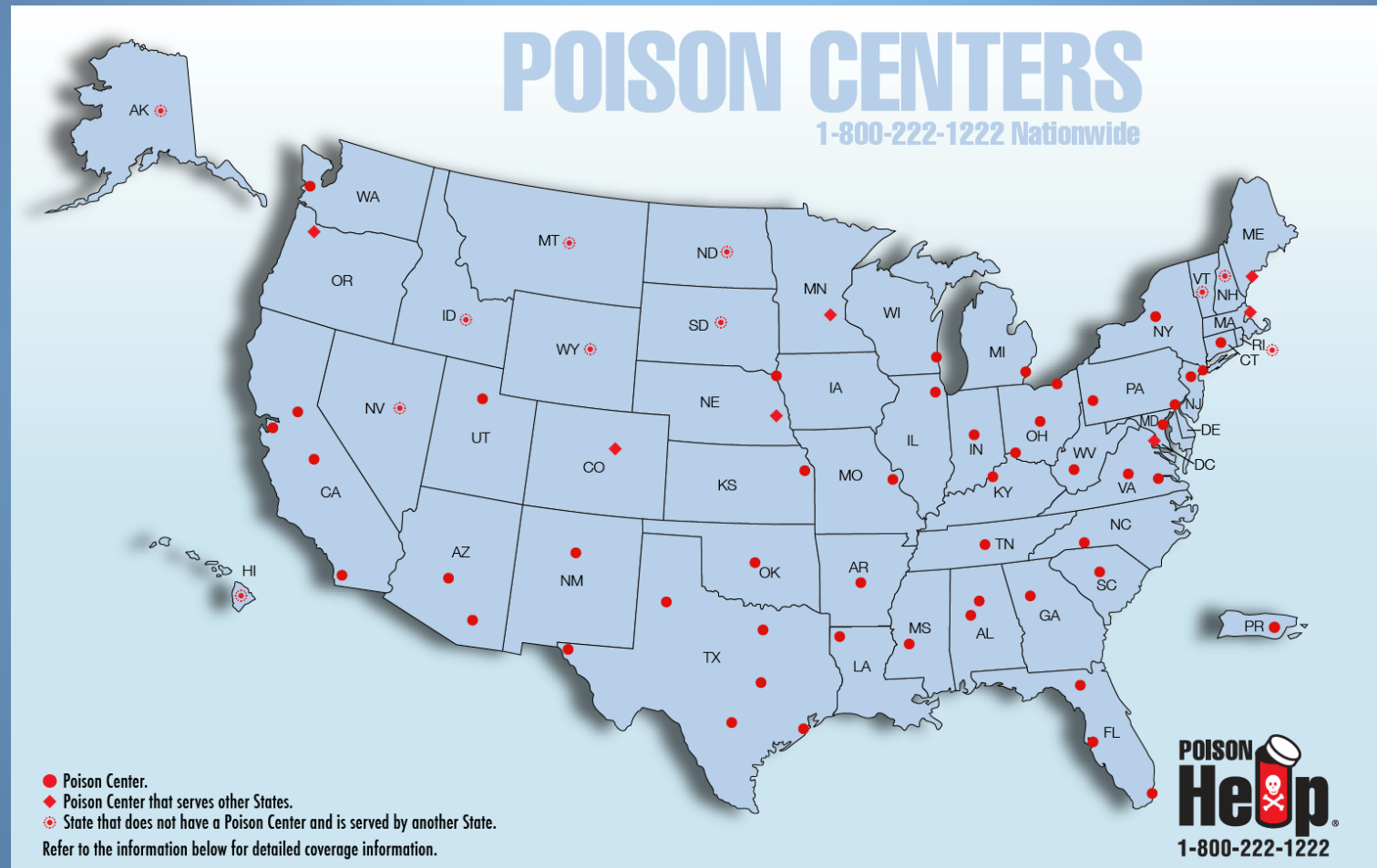
June 21, 2013

Educational Program on the Safe Use of Over-the-Counter
(OTC) Medicines targeting Middle School Children





America's Poison Center Network

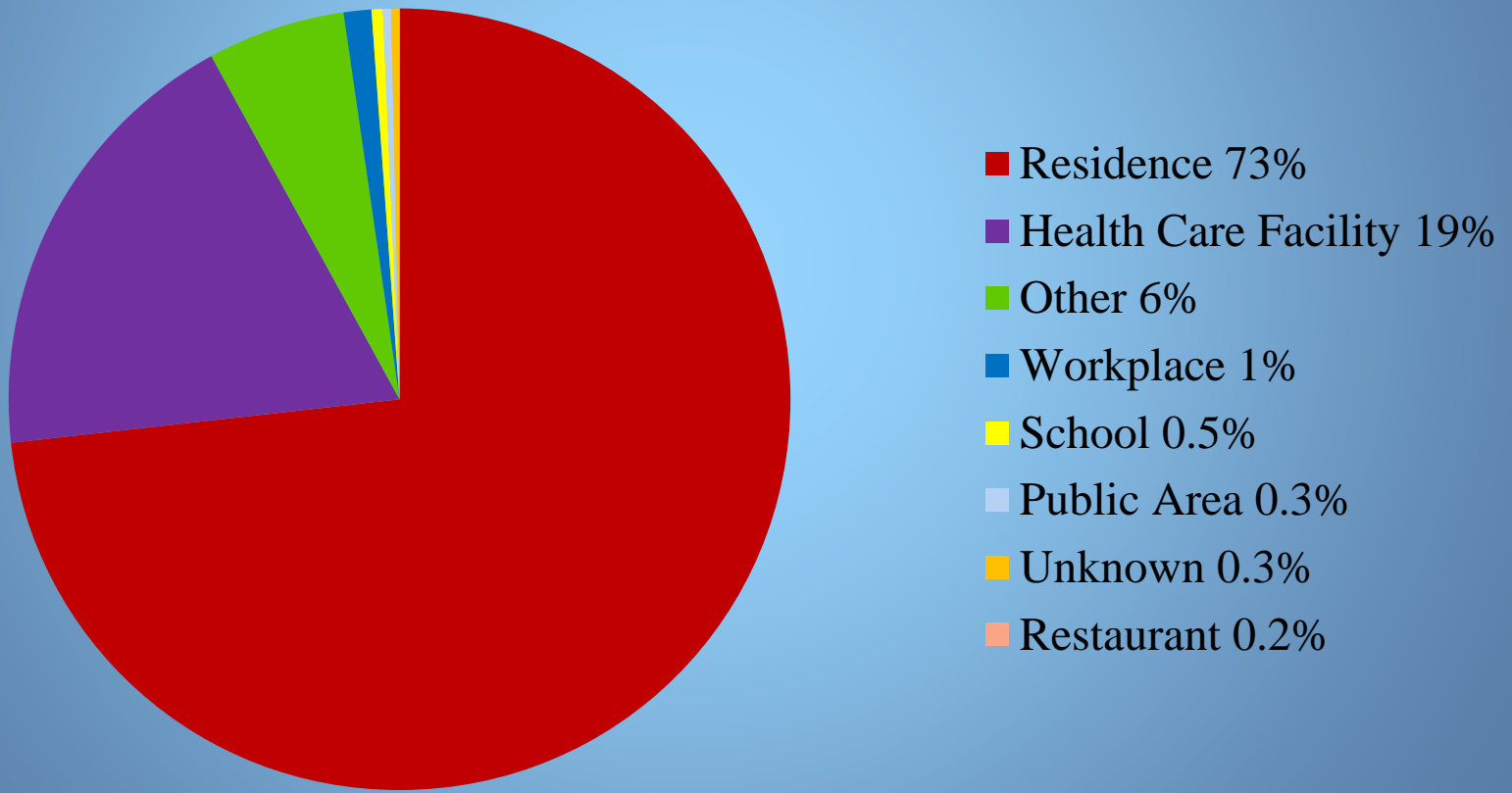




1-800-222-1222

Calls to Poison Centers

Call Site



Value of Poison Centers

Poison Centers Save Money!

Dollars Spent

\$1



Dollars Saved

\$13.39

Every dollar invested in the poison center system saves
\$13.39 in health care costs and lost productivity.

Funding Sources

(in millions)



Savings per Funding Source

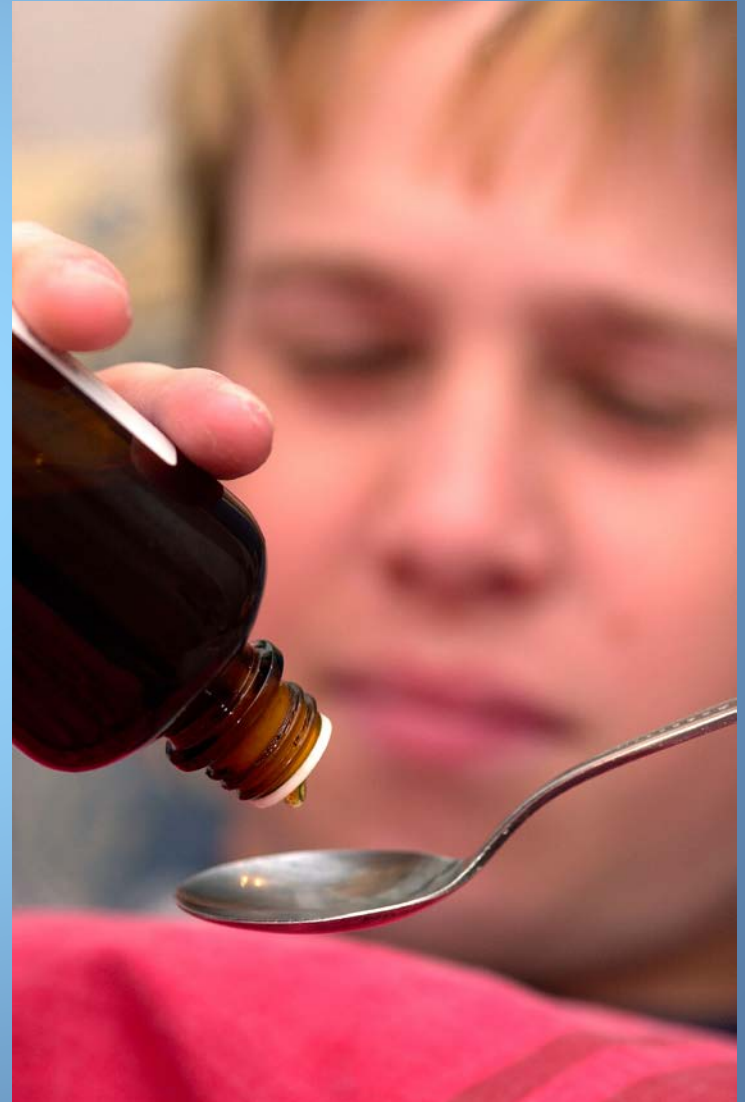
(in millions)



Children and Medicine

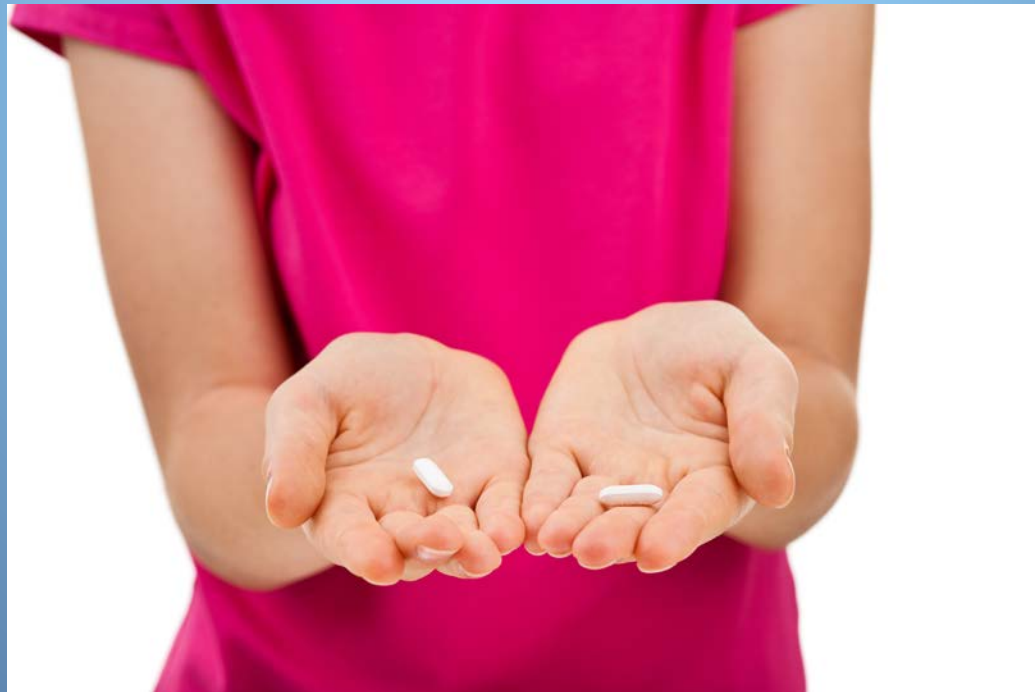
- 2011 – 300,000 exposures (ages 6 to 19)
- About 130,000 were exposures to medications

Source: 2011 AAPCC NPDS Annual Report

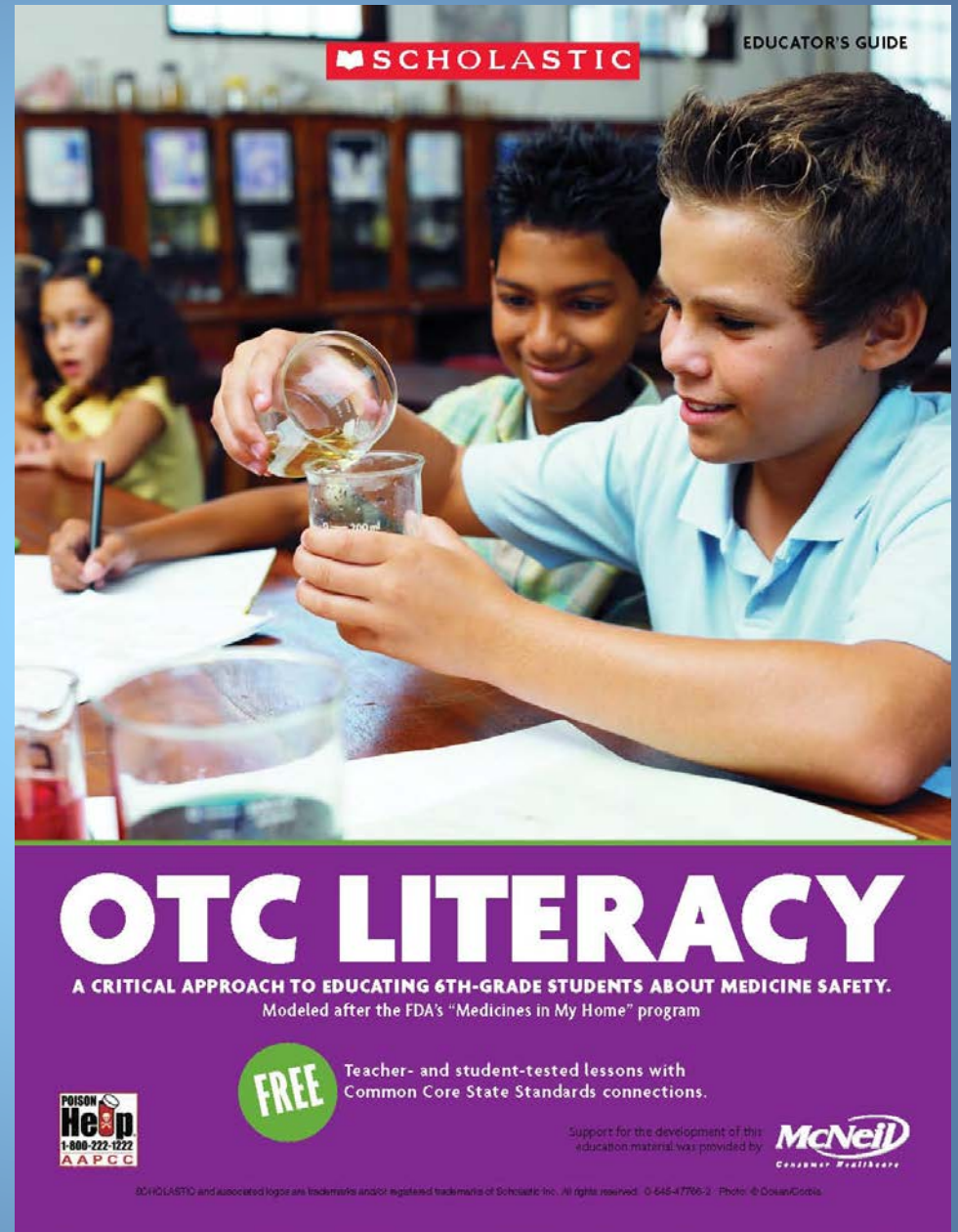


Adolescents:

- Begin to self-medicate at age 11
- Many think OTC drugs safer than prescription drugs
- ~35,000 ER visits per year for medicine overdose in individuals younger than 18
 - 34% or 10,000/year were caused by adolescents self-administering OTC medicines



We need to teach
safe medicine
use **BEFORE**
self-medication
behavior starts!



The image is a promotional graphic for a Scholastic program. The top half features a photograph of three students in a classroom setting. A boy in the foreground is pouring liquid from a small glass bottle into a beaker, while a girl behind him watches. Another student is visible in the background. The Scholastic logo and 'EDUCATOR'S GUIDE' are in the top right corner. The bottom half has a purple background with the title 'OTC LITERACY' in large white letters. Below the title is the subtitle 'A CRITICAL APPROACH TO EDUCATING 6TH-GRADE STUDENTS ABOUT MEDICINE SAFETY.' and a note that it is modeled after the FDA's 'Medicines in My Home' program. Logos for Poison Help and AAPCC are on the bottom left. A green circle with the word 'FREE' is next to text describing the lessons. The McNeil Consumer Healthcare logo is on the bottom right, along with a note about their support for the program. A small copyright notice is at the very bottom.

SCHOLASTIC EDUCATOR'S GUIDE

OTC LITERACY

A CRITICAL APPROACH TO EDUCATING 6TH-GRADE STUDENTS ABOUT MEDICINE SAFETY.
Modeled after the FDA's "Medicines in My Home" program

POISON Help
1-800-222-1222
AAPCC

FREE Teacher- and student-tested lessons with
Common Core State Standards connections.

Support for the development of this
education material was provided by
McNeil
Consumer Healthcare

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SCHOLASTIC'S ROLE

For over 92 years, Scholastic has been encouraging the intellectual and personal growth of all children.

- As McNeil's and the AAPCC's **education partner**, Scholastic is tasked to develop, deliver, and promote the OTC education program in schools.
- Our partnerships leverage Scholastic's high-impact brand name, **exclusive** distribution channels and proven resources.

Scholastic provides quality, engaging educational content in digital and print formats for the next generation of learners, and the families and educators who guide them.



SCHOLASTIC'S MULTIPLE TOUCH POINTS

Scholastic's Reach

- Scholastic has the largest and most accurate database of teachers' contact information
- Scholastic's educational materials reach through teachers to students and their families



In the Classroom

95% of teachers who receive Scholastic supplemental education materials use them.*



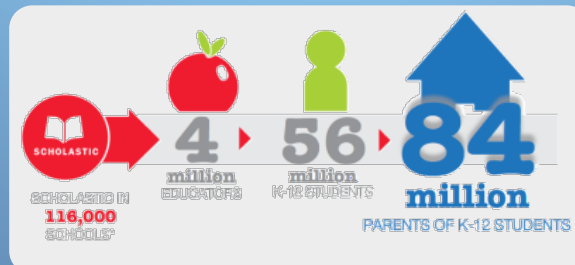
At Home

92% of parents review information sent home from school on the day it is received.



On Scholastic.com

#1 Teacher Website (QED/MDR)
#1 Website for "Power Moms" (Nielson)
#6 Mom's Top 100 Most Loved Brands (Momfinity)
Top 10 Kids Entertainment Site (comScore)



WHY OTC MEDICINE EDUCATION?

Research shows:

- In 2011, there were about 300,000 calls to poison control centers in the U.S. involving children six years old to nineteen years old.
- About 130,000 of these calls were exposures to medications. Many involve medicine errors such as:
 - Inadvertently taking more than recommended dose
 - Dosing the medication too frequently
 - Confusing the units of measure
 - Taking multiple medicines containing the same or similar active ingredient at the same time
- Literature shows that children begin to self-medicate around 11 years old.
- Key educational gaps in medicine safety identified as part of McNeil's pilot program "Medicines and Me" which was launched and researched in NJ and PA in 2010 and 2011.



THE DEVELOPMENT OF “OTC LITERACY”

Started with a strong model and evolved with iterative research.

The OTC Literacy program is modeled after the FDA’s Medicines in My Home program.

Employed learnings from a McNeil Consumer Healthcare pilot, “Medicines and Me.” Overall:

- In-classroom pilot program was shown to be effective in educating 5th and 6th grade students on the proper use of OTC medicines.
- Differences existed in outcomes between urban and suburban schools in terms of student participation, basic knowledge before program, and improvement after program.
- This pilot project demonstrated that there is a need for educational programs geared towards 5th and 6th grade students to educate them on the responsible use of OTC medicines.

Guided by industry experts – a roundtable panel of more than 10 professional and consumer advocacy groups helped to shape the final product.

Refined based on qualitative research with teachers and students.

Overall program effectiveness is being evaluated as part of an IRB approved research study – results are being targeted for publication in a peer-reviewed journal in 2014.

“OTC LITERACY” – GOALS

What are the goals?

1. Provide teachers and school nurses nationwide with **quality education materials** on responsible medicine use that aligns with **common core standards**.
2. Encourage children to talk to their **parents, grandparents, and families** about what they learned.
3. Educate students about responsible medicine use and **guide responsible medicine decisions** including:
 - ✓ How to use a Drug Facts Label to get the information they need to use medicine responsibly
 - ✓ Importance of reading and understanding the Drug Facts Label
 - ✓ Not using medicines with the same active ingredient at the same time
 - ✓ The dangers of taking medicine irresponsibly
 - ✓ Storing medicines safely



“OTC LITERACY” – LEARNING OUTCOMES

What are the learning outcomes?

1. Differentiate between prescription and OTC medicines
2. Understand the informational text on the Drug Facts Label
3. Recognize unsafe situations involving OTC medicines
4. Encourage communication with parents and trusted adults about OTC medicines
5. Generate awareness of the **poison help number**, 800-222-1222



“Educating children about medicine safety is essential and can potentially have a life-saving impact as they start to take more responsibility for their health and medications later in life.”

– Debbie Carr, Executive Director at American Association of Poison Control Centers

ABOUT THE EDUCATION MATERIALS

Based on research that students begin self-medicating around 11 years old, the OTC Literacy program targets **5th & 6th grade classroom, health & PR teachers** in addition to school nurses.

TEACHERS introduced the content via **common core ready lesson plans**, student activities, culminating activities, and **assessment tools**.

SCHOOL NURSES supported educators in teaching the content as well as displaying the **“What’s on the Label?” mini-poster** in health offices.

PARENTS/GUARDIANS reinforced the learning at home with **resources in the family newsletter**.



[>> Play Video About OTC Literacy](#)

TEACHER LESSON PLANS

A Closer Look at the Content

GOAL: to create **turnkey, common-core-ready, lesson plans** that teachers could build into their existing curriculum.

Each lesson plan includes **teacher instructions** that outline a step-by-step recommendation for how to present the lesson/worksheet, in addition to **learning objectives**, and classroom **discussion prompts**.

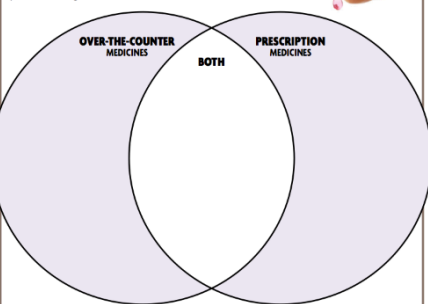
All lessons are tied to a **CCSS chart** that clearly indicates standards connections.

SKILLS LEARNED: compare/contrast information • critical thinking

Student Name: _____

STUDENT WORKSHEET 1

Directions: Sort the "About Medicines" phrases by number in the correct place in the Venn diagram.



About Medicines

- Children should use only with permission of a parent or trusted adult.
- The medicine label, including the directions, must be read and followed carefully before use.
- Prescribed by a doctor for one person.
- Can buy without a doctor's prescription.
- A doctor, pharmacist, or nurse can answer questions.
- Dangerous to misuse or abuse.
- Dispensed by a pharmacist.
- Should be used by only one person, the person for whom the medicine was ordered.

SKILLS LEARNED: analytical thinking

Student Name: _____

STUDENT WORKSHEET 2

Directions: Cut out each definition and mix in a small bag. Work with your partner to match the definitions to the correct sections of the Drug Facts Label.

This is what makes the medicine work. This section of the Drug Facts Label tells you the names of the active ingredients in the medicine and what they do (e.g., pain reliever, fever reducer).

Tells you what symptoms the medicine treats.

Sometimes there are things you shouldn't eat, drink, or do while taking a medicine. This part of the label tells you what things to avoid and when to stop taking the medicine and talk to a doctor. It also tells you if you should not take this medicine.

Tells you how to use the medicine: How much should you take? When can you take the next dose? How many days can you take it? When measuring medicine, you should only use the dosing device that comes with the product.

Provides important information on how to store the medicine when you aren't using it.

These are used to make the medicine, but are not what treats your symptoms. They can be colors (dyes), flavors, preservatives, etc.

Gives a phone number or website in case you have questions about the medicine or need to report an unexpected reaction to the medicine.

SKILLS LEARNED: critical thinking • reading informational text

Student Name: _____

STUDENT WORKSHEET 3

Directions: Below is a sample dosage table, similar to the information you can find on a Drug Facts Label. Use the table as well as your knowledge about medicine safety to answer the questions below.

Children under 6 years of age	Ask a doctor
Children 6 to under 12 years of age	½ teaspoonful (2.5 mL) once daily; do not give more than 1 teaspoonful (5 mL) in 24 hours
Adults and children 12 years of age and over	1 teaspoonful (5 mL) do not take more than 2 teaspoonfuls (10 mL) in 24 hours
Adults 65 years of age and over	1 teaspoonful (5 mL) once daily; do not take more than 1 teaspoonful (5 mL) in 24 hours

Questions

- Why do different age groups have different dosing instructions?
- What might happen if someone taking this medicine used a household teaspoon or tablespoon to dose?
- What are some reasons a Drug Facts Label might include instructions for certain groups to ask a doctor before using the medicine?
- Why is it important to always discuss medicine dosage with a parent or trusted adult?
- How can you use what you've learned today about dosing to help your family use over-the-counter (OTC) medicines more safely?

Did you know?

It wasn't until 1999 that the FDA standardized the Drug Facts Label found on all OTC medicines to ensure that consumers can easily and quickly identify how to take a medicine, who should take the medicine, the purpose of the medicine, and more.

Read about it at: www.fda.gov/Drugs/Resources/forYou

SKILLS LEARNED: persuasive writing • analytical thinking • researching a topic

Student Name: _____

STUDENT WORKSHEET 4

Directions: Use this outline to start planning the content for your Public Service Announcement (PSA). Your PSA should inform people about safe medicine storage.

PSA MESSAGE GOAL: What is the purpose of the PSA? What message are you trying to communicate?

AUDIENCE: Who are you trying to reach with your message?

SCENARIO: Summarize the scenario of your PSA. (This should be where you present the problem.)

CHARACTERS: Who are the characters in your PSA? How are they connected to the problem?

ACTION: What is happening in the PSA to communicate the message goal?

SOLUTION/FACTS: How does your PSA offer facts about the problem people addressing and a solution?

FOR MORE INFORMATION: What resource (website, phone number, etc.) will you provide for viewers to learn more?

ASSESSMENT & CULMINATING ACTIVITIES

A Closer Look at the Content

GOAL: to provide **assessment tools** and **summative activities** for teachers to employ at the start and end of the unit.

The **pre and post assessment quizzes** provide insight into the knowledge and misconceptions that students may have about OTC medicine safety.

The **culminating activities** enable students to apply what they have learned to **critical thinking scenarios** and **social role-playing situations**.

Student Name: _____

CULMINATING STUDENT ACTIVITY 2 ROLE-PLAYING

Directions: Select one or more of these situations to act out with your group. Review the characters, situations, and tasks as you prepare to present to your classmates. Your teacher will quiz your classmates with the follow-up questions about each situation.

The Unwell Friend

CHARACTERS

- Sarah: A student who lives in the house where the scene is set.
- Emma: A friend who doesn't live in the house and isn't feeling well.
- Mrs. Mason: Parent who lives in the house.
- Mrs. Watson: Parent of friend who doesn't feel well.

SITUATION

- Your friend is visiting you and develops a bad headache, so she asks for some medicine she usually takes at home.
- Include discussion about whether the medicine she takes is prescription (Rx) or over-the-counter (OTC), and how to tell the difference.

TASKS

- Act this scene out twice. Once, showing the wrong or unsafe way to handle this situation, then showing the safe and responsible way to address the problem.
- Decide how to handle the situation with the adults.

QUESTIONS

1. Did you think the way your classmates acted this scene out seemed believable? Why or why not?
2. Name one thing you remember about the differences/similarities between prescription and OTC medicines that your classmates didn't address in the skit.
3. Do you have any other suggestions for safe ways to

OTC MEDICINE SAFETY PRE-ASSESSMENT

Welcome! This survey will be asking you questions about medicines. Before we start, we want to know a little more about you.

Q1 Are you...

☐ A boy
☐ A girl

Q3 What are your initials?

Q2 What is the name of the teacher who gave you this survey?

Q4 What month and day were you born?
Example: March 17 would be 03 17

TYPE OF MEDICINE

Which type of medicine is best described by each statement below?

Q5 This is medicine a doctor orders for you, and is available only from a pharmacist. Check one.

☐ Prescription medicine
☐ Over-the-counter (OTC) medicine
☐ Not sure

Q6 This is medicine bought in a drugstore, pharmacy, or supermarket without having to get a doctor's permission. Check one.

☐ Prescription medicine
☐ Over-the-counter (OTC) medicine
☐ Not sure

TRUE OR FALSE QUESTIONS: Please let us know if you feel the following statements are True or False.

	Definitely False	Probably False	Not Sure	Probably True	Definitely True
Q7 Check one answer per row.					
If you use a household spoon or a utensil like a tablespoon or teaspoon to measure liquid medicines, you can be sure you will get the right dose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
You can't be harmed by over-the-counter medicines, after all, you can buy them without a doctor's prescription.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's okay to take two medicines with the same active ingredient at the same time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's okay to use someone else's prescription medicine if you have the same symptoms they had when they got it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's okay to take your leftover prescription medicine later if you get sick again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is okay to take more medicine than what is directed on the label if you are very sick.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructions on over-the-counter medicine labels are guidelines; it's okay to not follow them exactly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children your age can take medicine prescribed to them without telling their parent or a trusted adult as long as they follow directions listed on the label.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCHOOL NURSES & FAMILIES

A Closer Look at the Content

GOALS:

- to support school nurses with a **mini poster** for school wellness centers and **at-home hand-out**, “OTC Literacy for Your Family” that identifies **safety tips and resources**
- To reach **parents/guardians** and **grandparents** at home with a mini **Drug Facts Label** poster for the refrigerator along with key **dosage and storage facts and tips**

WHAT'S ON THE LABEL?

Drug Facts provide information for families to follow when using over-the-counter medicines. Take a closer look at this sample label and review the terms.

Drug Facts*

Active Ingredients
Medicine 100 mg
Medicine 100 mg

Purpose
cough suppressant
nasal decongestant

Uses Temporarily relieves:
• coughing due to minor throat and bronchial irritation
• nasal congestion

Warnings
Do not use if you have ever had an allergic reaction to this product or any of its ingredients.
Ask a doctor before use if you have liver or kidney disease. Your doctor should determine if you need a different dose.

When using this product
• you may get drowsy • be careful when driving a motor vehicle or operating machinery • irritability may occur, especially in children

Stop use and seek medical help right away if allergic reaction occurs.

Keep out of reach of children. In case of overdose, get medical help or call 1-800-234-3333.

The Active Ingredients
Section of the label tells you the names of the active ingredients in the medicine and how much they do (e.g., relieve pain, reduce fever, or suppress cough). Some medicines may have more than one active ingredient.

In the Other Information
Section of the label you'll find other things you need to know such as how to store the medicine.

You'll find a list of any preservatives, food coloring, flavoring, or other ingredients not included in your symptoms in the inactive ingredients section on the Drug Facts Label. These can be important if you or someone in your family has an allergy.

1. Multiple-dose oral suspension, 100 mg/5 mL, NDC 100-100-1000.

2. Take multiple doses unless told by doctor, pharmacist, or pharmacist.

3. OTC medicines should be put up and away out of sight, immediately after use.

Help

WHAT YOUR FAMILY NEEDS TO KNOW ABOUT MEDICINE

Here's how to make sure your family knows how to safely use and store over-the-counter (OTC) medicines. Inform your child that he or she should never take medicine without the direct supervision of a parent or trained adult.

Prescription or Over-the-Counter?	Rx	OTC
Can only be bought with a doctor's prescription.	✓	
Prescribed for a specific person.	✓	
Dangerous to misuse or abuse.	✓	✓
Can buy without a prescription in the drugstore, pharmacy, or supermarket.		✓
Administer using only the dosing device that comes with the medicine.	✓	✓
Should be used by only one person, the person for whom the medicine was ordered.	✓	✓
Children should only use with permission of a parent or trained adult.	✓	✓
A doctor, pharmacist, or nurse can answer questions.	✓	✓

Medicine Cabinet: One of the Worst Places to Store Medicines

Follow these steps to protect your family:

1. Pick a safe place to store medicines that your children can not reach.
2. Lock for the child to make sure the safety cap is locked.
3. Talk to your children about medicine safety.
4. Do not leave medicines, vitamins, or supplements on the kitchen counter or in a low, accessible place.
5. Visit the CDC's "Tip and Away" website to learn more: www.ugandaway.org.

Think about it. Bathrooms are humid and moist and often contain steam. Medicines can react to moisture, which can change their efficacy. Plus, your children can reach them. Instead, select a spot that is up and away—not of reach and out of sight.

Go online for more FREE resources: www.scholastic.com/OTCLiteracy

Ask Questions
Post these numbers in a prominent place in your home. Remember to also program them into your cell phone in case of emergency.

Family Doctor:

Pharmacy:

Non-emergency:
1-800-234-3333
Open 24 hours a day every day of the year. Calls are free, free, and confidential.

Measurement is an Exact Science

Have you ever used a teaspoon or tablespoon to dispense medicine? Did you know that these spoons do not dispense the same amount of medicine as the dosing device that comes with the medicine?

Let's prove it. Try this quick experiment. Take a teaspoon of water and pour it into a plastic dosing cup. Does the water reach the teaspoon line on the cup?

Accuracy is key when it comes to giving medicine to your family. When the dosing is not followed, medicines may not work the way they are meant to, or can even hurt you. Remember to only use the dosing device that comes with the medicine.

Help

TESTED BY TEACHERS & STUDENTS

Qualitative Research: The “Educator Phase”

- Initiated during the creative development of the program, the qualitative research involved **teacher focus groups** that were conducted by Crux Research Inc., with participation from Scholastic and AAPCC.
- Groups of educators were recruited to provide suggestions for improving the program, critique the lesson plans, and offer feedback on other elements of the campaign.
- In order to gather feedback on the **effectiveness** and **general impressions** of the lesson plans, the “Student Phase” of the qualitative research included **student focus groups**.

Quantitative and Qualitative Research: The “Classroom Phase”

- Initiated after the implementation of the educational materials, the qualitative research provided **evaluative information on measuring the success** of *OTC Literacy*, as well as informed the development of the content for the 2013–2014 program.
- It involved an online teacher bulletin board for participating educators, a **pre- and post-program parent study**, and **pre- and post-program questionnaires** given to students.
- Quantitative research results are being targeted for publication in a peer-reviewed journal in 2014.

THE FUTURE

What's planned for the 2013/2013 school year?

October 2013

68,000 fifth and sixth grade teachers, students, and their families nationwide will receive the OTC Literacy program.

Optimized and New Program Components

- Refresh to year one content based on quantitative learnings, including **lesson plans** on the teacher site
- **NEW!** Parent **microsite** to specifically communicate with families + 4 new downloadable family activities
- **NEW!** Education **video** with self-directed activity for families
- **NEW!** Digital **student magazine**
- **NEW!** Digital interactive **assessment quiz**

SUMMARY & CONTACT US

Teaching safe and responsible use of medicines is an important education gap in today's schools.

Opportunities exist to leverage the OTC Literacy program through Safe Kids local coalition efforts in or outside of schools.

Learn More: scholastic.com/OTCliteracy

Questions?? Visit us at the **Exhibit Hall (Table #49)** or email **KRecchiu@its.jnj.com**

Kristin Recchiuti is the Director of Medical Affairs, Advocacy and National Partnerships at McNeil Consumer Healthcare