Q&A: Your questions will be submitted to the staff and answered at the end of the webinar. Any questions we do not address during the webinar will be shared via email along with a recording of the webinar.

The audio is by default through your computer’s speakers. If you would like to call in, click “view audio options”
Who We Are

Conrad N. Hilton Foundation

The Ohio State University
- College of Social Work
- College of Pharmacy
- Office of Student Life

Collegiate Recovery Community

GenerationRx
Safe medication practices for life.
Each annual membership to the Higher Education Center provides **unlimited access to ScreenU Alcohol, Rx and Marijuana**. The cost includes all implementation, training, technical assistance and quality assurance materials.

Additional HECAOD Membership Benefits:

- Member Listserv
- Members only web portal
- Cannabis Learning Collaborative
- 12 webinars
- Recovery Ally Training (coming soon!)
- Technical Assistance

**Membership Rate: $2,500**
Dr. Molly Downing
Clinical Instructor
College of Pharmacy
The Ohio State University
By the end of this webinar, participants will be able to...

1. Discuss the main educational messages emphasized in the Generation Rx University resources.

2. Identify the Generation Rx University resources available to educate college students about medication safety and prescription drug misuse prevention.

3. Explain how to utilize the Generation Rx University resources, including best practices for delivery and participant engagement.
1. What is Generation Rx University?

2. The Generation Rx University resources
   - What resources are available?
   - How do I get started?
   - How do I use these resources?

3. Questions?
What is Generation Rx University?

• Generation Rx for college students and young adults

• Mission:
  o Educate young adults about the dangers of misusing prescription drugs
  o Enhance medication safety among individuals and campus communities
How do we support this mission?

- Through providing free, ready-to-use, age-appropriate, educational resources that emphasize the Generation Rx key messages.

What are these messages again?
The Generation Rx key messages:

1. Use medication as directed by a healthcare professional

2. Never share medication or use someone else’s medication

3. Secure medication through safe storage and disposal practices

4. Model safe medication practices for others
Updates to Generation Rx University

- **Messages emphasized:**
  - Safe Medication Practices
  - Skills to turn down invitations to misuse
  - Positive alternatives

- **Focuses on three themes:**
  1. General Medication Safety
  2. Prescription Opioid Pain Relievers
  3. Prescription Stimulants
Webinar Roadmap

1. What is Generation Rx University?

2. The Generation Rx University resources
   - What resources are available?
   - How do I get started?
   - How do I use these resources?

3. Questions?
Three themes, three types of resources

What types of educational resources are available?

_Three types of educational resources are provided:_

1. **Activities** — for use in live programming
2. **Videos** — for sharing through digital platforms or for use in live programming
3. **Visual Aids** — for posting in high-traffic areas

---

**Generation Rx University resources focus on three themes:**

1. **General Medication Safety Resources:** These resources educate young adults on how to safely use medications, with an emphasis on why incorporating these practices in their everyday lives is important.

2. **Resources Focused on Prescription Opioid Pain Relievers:** These resources discuss how prescription opioids can mediate dependency and addiction, and they provide guidance on how to safely use these medications as well as take action in a drug overdose situation.

3. **Resources Focused on Prescription Stimulants:** These resources address common misperceptions related to prescription stimulants, introduce skills for turning down invitations to misuse, and emphasize positive alternatives to facilitate academic success.
Resources organized by type on GenerationRx.org

1. Getting Started
   This section provides facilitators with a comprehensive guide that contains information to successfully present all of the university resources.
   - Facilitator's Guide
     This comprehensive facilitator guide contains information to successfully present the Generation Rx University resources, including a Getting Started guide, Activity Snapshots, and a Q&A session guide.
   - Introductory Letter
     A letter designed to assist facilitators in introducing the purpose of your educational program and the importance of presenting this information.

2. Activities for Live Programming
   Each activity listed in this section is designed to serve as a stand-alone resource. Along with each activity, we've included specific talking points for facilitators. Before implementing any activity, we encourage you to review the "Getting Started" and "Activity Snapshot" sections from the facilitator guide (see above).

   Activity 1: Generation Rx University Trivia Game
     A competitive game that educates young adults on how to safely use medications, with an emphasis on why incorporating these practices in their everyday lives is important.
     - Trivia Game Activity
     - Trivia Game Facilitator Talking Points

   Activity 2: Rising Above the Opioid Epidemic Discussion-based activity
     - Rising Above the Opioid Epidemic Activity
     - Rising Above the Opioid Epidemic Facilitator Talking Points

   Activity 3: The Reality of Misusing Prescription Stimulants Skit-based activity
     - The Reality of Misusing Prescription Stimulants Activity with Facilitator Talking Points
     - The Reality of Misusing Prescription Stimulants Activity Scenes Only

3. Videos
   A unique video is provided for use with each activity above or for use as a stand-alone resource – consider sharing them with students through digital platforms, like email or social media.
   - Safe Medication Practices for Life (for use with Activity 1)
   - The Impact of Misusing Prescription Opioids (for use with Activity 2)
   - The Impact of Misusing Prescription Stimulants (for use with Activity 3)

4. Visual Aids
   We encourage you to print these resources and post them in high-traffic areas on campus. In total, there are eight visual aid posters. Please feel free to mix and match posters that support your desired message. We’ve included additional suggestions below for maximizing their use.

   Collection 1: Safe Medication Practices Visual Aids
   These four posters feature safe medication practices. As such, we encourage facilitators to hang these four posters together as a single collection. Consider adding the personalized visual aid, or complementing them with a poster from Collection 2.
   - Safe Medication Practices Visual Aids

   Collection 2: Stand-alone Visual Aids
   These three posters overview medication misuse, the misuse of prescription stimulants, and the misuse of prescription opioids, respectively. As such, these posters can be hung as stand-alone resources, or combined with any visual aid from the other collections.
   - Stand-alone Visual Aids

   Collection 3: Personalized Visual Aid for Getting Help
   This is an editable poster that identifies resources for getting help. We encourage you to personalize this poster with campus-specific resources for students to find help (e.g., campus wellness centers, academic advisors, etc.), and utilize it as needed.
   - Personalized Visual Aid
Webinar Roadmap

1. What is Generation Rx University?

2. The Generation Rx University resources
   - What resources are available?
   - How do I get started?
   - How do I use these resources?

3. Questions?
How do you get started?

- The Facilitator Guide – one guide, four sections
GETTING STARTED

Below is a brief discussion of guidelines containing featured questions to help plan your educational program.

Who is my audience?

Generation Rx University resources are appropriate for young adults and college-aged students (ages 18–21).

Who can present these resources?

These resources are designed for use in peer to peer education, but anyone can present them. Professional students in health, pharmacy, or medical fields are wonderful resources and are eager to discuss these important messages with others—consider partnering with one of them to present a live program.

Getting Started

Activities

Three activities are provided for use during live educational programs—an additional information for presenting these activities is included in this section.

Videos

A unique video is provided for use with each activity or as a stand-alone resource. Consider sharing it with students through digital platforms, such as social media.

Visual Aids

We encourage you to print these resources and post them in high-traffic areas on campus. Suggestions for maximizing their use are on GenerationRx.org.

Can these resources be customized for my college or university?

The following opportunities exist to customize content for your college or university:

- Customize the presenter information in the title slide of all PowerPoint®-based activities.
- Customize the visual aid, “Getting Help,” which is available as an editable file on GenerationRx.org. We encourage you to personalize this poster with campus-specific resources for students to find help (e.g., campus wellness centers, academic advisors, etc.).
- Similarly, a slide titled “Need Help? Use Campus Resources” is included in the PowerPoint®-based activities. Facilitators can customize this slide with campus-specific resources prior to their use in live programming.
- Be modified that any statistics presented will represent national data if available, we encourage you to show similar statistics specific to your college or university during these discussions as well.

Activity Snapshots

1. Generation Rx University Trivia Game

Before the Program:
- Download and print the facilitator talking points (1 copy/facilitator)

During the Program:
- Ensure the computer you are presenting from is connected to the Internet
- Access the video, “The Impact of Misusing Prescription Stimulants,” on GenerationRx.org

2. Raising Above the Opioid Epidemic discussion-based activity

Before the Program:
- Download and print the facilitator talking points (1 copy/facilitator)

During the Program:
- Deliver the activity using the talking points as a guide—the talking points will prompt you to play the video at a specific point during the activity.
- Access the video, “The Impact of Misusing Prescription Stimulants,” on GenerationRx.org

3. The Impact of Misusing Prescription Stimulants skill-based activity

Before the Program:
- Download and print the facilitator talking points (1 copy/facilitator)

During the Program:
- Download and print the “The Impact of Misusing Prescription Stimulants” source (1 copy/facilitator)
- Deliver the activity using the talking points as a guide—the talking points will prompt you to play the video at a specific point during the activity.
- Access the video, “The Impact of Misusing Prescription Stimulants,” on GenerationRx.org

GenerationRx.org
INTRODUCTORY LETTER

Dear [Insert leader's name],

Greetings! My name is [Insert name] and I am a student at [Insert college or university], as well as an advocate for Generation Rx—a nation-wide educational initiative to promote safe medication practices in an effort to prevent the misuse of prescription drugs. Generation Rx is offered through a partnership between the Cardinal Health Foundation and The Ohio State University College of Pharmacy. As an ambassador for this initiative, I am writing to open the lines of communication and request permission to present an educational program to the students in your organization on how to use medications safely.

Why is it important to teach college students how to safely use medications? It’s true that prescription medications can help us live longer and healthier lives, but any medication has the potential to do harm—especially when misused. The misuse of prescription medications is one of our country’s most pressing public health problems, with drug overdoses being the leading cause of accidental death. Young adults may misuse prescription medications to manage their lives, with little understanding of the potential physical, academic, financial, and legal consequences of doing so. While the majority of college students do not misuse prescription medications, research indicates the average age of first misuse falls within the traditional college years. As a result, now is the time to cultivate a campus environment for the safe use of medications.

The educational program includes engaging, hands-on activities that focus on teaching college students safe medication practices, as well as techniques for turning down the invitation to misuse and engaging in positive alternatives. I also plan to provide an opportunity for the audience to engage in a Q&A session.

Will you help me cultivate a campus environment for the safe use of medications? I’ve included my contact information below. Please contact me at your earliest convenience to further discuss this opportunity. For more information on Generation Rx, please visit GenerationRx.org.

Contact Information: [Insert contact information]

I look forward to hearing from you.

Thank you in advance for your time and support.

Best,
[Insert signature]
Webinar Roadmap

1. What is Generation Rx University?

2. The Generation Rx University resources
   - What resources are available?
   - How do I get started?
   - How do I use these resources?

3. Questions?
How do I use these resources?

Select the type of program:
- Live programming using activities
- Post Visual Aids
- Share resources through digital platforms

What types of educational resources are available?

Three types of educational resources are provided:

1. **Activities** — for use in live programming
2. **Videos** — for sharing through digital platforms or for use in live programming
3. **Visual Aids** — for posting in high-traffic areas
Live programming using activities

### Activities for Live Programming

Each activity listed in this section is designed to serve as a stand-alone resource. Along with each activity, we’ve included specific talking points for facilitators. Before implementing any activity, we encourage you to review the “Getting Started” and “Activity Snapshot” sections from the facilitator guide (see above).

**Activity 1: Generation Rx University Trivia Game**
A competitive game that educates young adults on how to safely use medications, with an emphasis on why incorporating these practices in their everyday lives is important.

- Trivia Game Activity
- Trivia Game Facilitator Talking Points

**Activity 2: Rising Above the Opioid Epidemic Discussion-based activity**
- Rising Above the Opioid Epidemic Activity
- Rising Above the Opioid Epidemic Facilitator Talking Points

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- The Reality of Misusing Prescription Stimulants Activity with Facilitator Talking Points
- The Reality of Misusing Prescription Stimulants Activity Scenes Only

### For a live program, what is the program itinerary?

Three activities are available for live programming—each activity also includes viewing an accompanying video. We encourage you to select one activity from the table below and follow this outline for the program itinerary:

1. Introduce facilitators
2. If possible, ask participants to introduce themselves
3. Conduct the selected activity (consult the “Activity Snapshots” for help)
4. Wrap-up with a Q&A session (consult the “Q&A Session Guide” for help)

In Facilitator Guide…
“General Medication Safety” Activity

**Generation Rx University Trivia Game**

**BEFORE THE PROGRAM:**
- Download and print the facilitator talking points (1 copy/facilitator)

**DURING THE PROGRAM:**
- Ensure the computer you are presenting from is connected to the internet
- Access the video, **Safe Medication Practices for Life**, on GenerationRx.org
- Access the PowerPoint® presentation, **Generation Rx University Trivia Game**
- Deliver the activity using the talking points as a guide—the talking points will prompt you to play the video at a specific point during the activity.
“General Medication Safety” Activity

1. Generation Rx University Trivia Game

BEFORE THE PROGRAM:
- Download and print the facilitator talking points (1 copy/facilitator)

DURING THE PROGRAM:
- Ensure the computer you are presenting from is connected to the internet
- Access the PowerPoint® presentation, *Generation Rx University Trivia Game*
- Deliver the activity using the talking points as a guide—the talking points will prompt you to play the video at a specific point during the activity.
“General Medication Safety” Activity

1. Generation Rx University Trivia Game

BEFORE THE PROGRAM:
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DURING THE PROGRAM:
- Ensure the computer you are presenting from is connected to the internet
- Access the video, Safe Medication Practices for Life, on GenerationRx.org
- Access the PowerPoint® presentation, Generation Rx University Trivia Game
- Deliver the activity using the talking points as a guide—the talking points will prompt you to play the video at a specific point during the activity.
Let’s play!

Game Rules
1. Divide into teams of 4-6 participants. Identify a team name.
2. Each team takes turns choosing a category and point value.
3. After the statement is read, each team will write an answer on their answer sheet.
4. Points will be awarded for correct answers only.

<table>
<thead>
<tr>
<th>Just Say “Know”</th>
<th>#KeepForYourself</th>
<th>Myth Busters</th>
<th>Life Management 101</th>
</tr>
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</tr>
</tbody>
</table>

Just Say “Know”, 300pts:

Use the chat box to discuss an answer!
Let’s play!

### Game Rules

1. Divide into teams of 4-6 participants. Identify a team name.
2. Each team takes turns choosing a category and point value.
3. After the statement is read, each team will write an answer on their answer sheet.
4. Points will be awarded for correct answers only.

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</tbody>
</table>

**Just Say “Know”, 300pts:**

It seems that I’m supposed “to follow the instructions given by my healthcare provider”. Why is that important?

![Image of prescription medication]
Other examples...

#keepforyourself, 300pts:

Create a hashtag that completes this statement:

Share your relationship status, not your #____________.

#medication
#toothbrush
#underwear

Life Management 101, 100pts:
Live programming using activities

Activities for Live Programming
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A competitive game that educates young adults on how to safely use medications, with an emphasis on why incorporating these practices in their everyday lives is important.
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For a live program, what is the program itinerary?
Three activities are available for live programming—each activity also includes viewing an accompanying video. We encourage you to select one activity from the table below and follow this outline for the program itinerary:

1. Introduce facilitators
2. If possible, ask participants to introduce themselves
3. Conduct the selected activity (consult the “Activity Snapshots” for help)
4. Wrap-up with a Q&A session (consult the “Q&A Session Guide” for help)
“Prescription Opioid” Activity

2. Rising Above the Opioid Epidemic discussion-based activity

BEFORE THE PROGRAM:
- Download and print the facilitator talking points (1 copy/facilitator)

DURING THE PROGRAM:
- Ensure the computer you are presenting from is connected to the internet
- Access the video, The Impact of Misusing Prescription Opioids, on GenerationRx.org
- Access the PowerPoint® presentation, Rising Above the Opioid Epidemic
- Deliver the activity using the talking points as a guide—the talking points will prompt you to play the video at a specific point during the activity.
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DURING THE PROGRAM:
- Ensure the computer you are presenting from is connected to the internet
- Access the video, *The Impact of Misusing Prescription Opioids*, on GenerationRx.org
- Access the PowerPoint® presentation, *Rising Above the Opioid Epidemic*
- Deliver the activity using the talking points as a guide—the talking points will prompt you to play the video at a specific point during the activity.
Let’s discuss!

Scenario 2: Invitation to misuse

If invited to misuse:
1. Is it legal to possess or take medications without a prescription?
2. Is mixing drugs a big deal?
3. How do you say “no”?
4. What are positive alternatives to misusing medication?

Use the chat box to discuss Question #2!
Let’s discuss!

Scenario 2: Invitation to misuse

If invited to misuse:
1. Is it legal to possess or take medications without a prescription?
2. Is mixing drugs a big deal?
3. How do you say “no”?
4. What are positive alternatives to misusing medication?

Mixing Rx opioids with alcohol or with Rx sedatives can cause dangerously slow breathing

Need help saying “no”?

Give a Reason:
No way...that’s illegal!
I don’t want a drug-related offense on my record.

Suggest an alternative:
No...these pills can cause some serious side effects. Instead, how about we go to the football game?

Leave the situation:
If you feel uncomfortable, leave the situation and seek a safe way to have fun.

Try these positive alternatives...

travel watch a movie
go to a concert take a hike
attend a sporting event
host a game night volunteer
enjoy your hobbies
Other examples…

**Scenario 1:**
A healthcare provider prescribed you a prescription opioid pain reliever…

**Scenario 1: Legitimate Rx**

**How do you:**
1. Store the medication?
2. Respond if your pain isn't being relieved?
3. Dispose of the medication?

**Scenario 3:**
You suspect someone has overdosed on an opioid drug…

**How do you take action?**

**Take action in a drug overdose situation:**
1. Call 9-1-1
2. Move individual to recovery position
3. If available, administer naloxone
4. Stay with the person until help arrives
Live programming using activities

Activities for Live Programming

Each activity listed in this section is designed to serve as a stand-alone resource. Along with each activity, we’ve included specific talking points for facilitators. Before implementing any activity, we encourage you to review the “Getting Started” and “Activity Snapshot” sections from the facilitator guide (see above).

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“Prescription Stimulant” Activity

The Impact of Misusing Prescription Stimulants

**STUDENT TALKING POINTS**

The Impact of Misusing Prescription Stimulants is a skit-based activity designed to equip college students with the skills to turn down invitations to misuse prescription stimulants and identify safe, sustainable approaches for achieving academic success. Participants will first watch a video that introduces issues relating to the misuse of prescription stimulants as study aids and then complete a skit-based activity according to the instructions below.

**INSTRUCTIONS**

**Before the performances (i.e., the skit-based activity):**

1. Introduce the program: Welcome to today's program, "Generation Rx University: The Impact of Misusing Prescription Stimulants." You may be thinking, What is Generation Rx University? Generation Rx University is a series of drug abuse prevention programs that provide college students with the skills to turn down invitations to misuse prescription stimulants and identify safe, sustainable approaches for achieving academic success. Today's program focuses on prescription stimulants. We will watch a video that introduces common misconceptions related to prescription stimulants, and then we'll conduct a skit-based activity that emphasizes skills for turning down invitations to misuse and identify positive alternatives for achieving academic success.

2. **Play the video: ConnectedRx.org.** The video explains why prescription stimulants are not a sustainable approach for improving your grades or achieving long-term academic success. However, research indicates that the time college students spend on non-prescription stimulants is approximately 3 hours per week. The video aims to increase the awareness of prescription stimulants and encourage participants to consider safer alternatives for achieving academic success.

3. **Facilitate group discussions:** After the video, participants will engage in group discussions to share their thoughts on the issues presented in the video. They will discuss the potential consequences of misusing prescription stimulants and brainstorm positive alternatives for achieving academic success.

4. **Deliver the activity:** The activity is designed to be delivered in either small or large groups. Ensure that the appropriate amount of individuals participate in the activity. The facilitator will provide a detailed overview of the activity, including the objectives and steps.

5. **Conduct the skit-based activity:** The skit-based activity involves participants role-playing scenarios related to prescription stimulant misuse. The activity aims to help participants develop the skills to turn down invitations to misuse prescription stimulants and identify positive alternatives for achieving academic success.

6. ** debriefing:** After completing the skit-based activity, participants will have an opportunity to share their experiences and reflections. They will discuss the effectiveness of the strategies used in the activity and identify areas for improvement.

**During the program:**

- Ensure the computer you are presenting from is connected to the internet.
- Access the video, **The Impact of Misusing Prescription Stimulants**, on ConnectedRx.org.
- Deliver the activity using the talking points as a guide—the talking points will prompt you to play the video at the beginning of the activity.
- After each performance:
  - Discuss the approach for turning down the invitation to misuse prescription stimulants and identify positive alternatives for achieving academic success.
  - Consider interacting with participants to discuss the role of the suggested talking points and discussion questions following each scene.

- **Download and print the facilitator talking points (1 copy/facilitator).**
- **Download and print the The Impact of Misusing Prescription Stimulants scenes—see facilitator talking points for determining the appropriate number of copies.**
“Prescription Stimulant” Activity

3 unique scenes

The Impact of Misusing Prescription Stimulants

skil-based activity

BEFORE THE PROGRAM:

- Download and print the facilitator talking points (1 copy/facilitator)

- Download and print the **The Impact of Misusing Prescription Stimulants** scenes—see facilitator talking points for determining the appropriate number of copies.

DURING THE PROGRAM:

- Ensure the computer you are presenting from is connected to the internet

- Access the video, **The Impact of Misusing Prescription Stimulants**, on GenerationRx.org

- Deliver the activity using the talking points as a guide—the talking points will prompt you to play the video at the beginning of the activity.
“Prescription Stimulant” Activity

3 The Impact of Misusing Prescription Stimulants skit-based activity

BEFORE THE PROGRAM:
- Download and print the facilitator talking points (1 copy/facilitator)
- Download and print the The Impact of Misusing Prescription Stimulants scenes—see facilitator talking points for determining the appropriate number of copies.

DURING THE PROGRAM:
- Ensure the computer you are presenting from is connected to the internet
- Access the video, The Impact of Misusing Prescription Stimulants, on GenerationRx.org
- Deliver the activity using the talking points as a guide—the talking points will prompt you to play the video at the beginning of the activity.
Let’s perform!

**Scene 3**

**SET THE SCENE**

Casey and Andy are friends, hanging out in Andy’s dorm room and studying for mid-terms. They are studying quietly, until...

**CASEY:** Hey, Andy, do you have any idea what Professor Taylor really wants us to know for the exam? I just feel like there’s so much that we need to study, and it’s an exam tomorrow morning.

**ANDY:** Yeah, I know what you mean. I think mid-term exams cover way too much material. I really should have started studying earlier. Oh man...

**CASEY:** Yeah, and you’re even using your Adderall® to help you study, right? If you can’t do it, what’s there to hope for the rest of us.

**ANDY:** What? No, I take my Adderall® every day for my ADHD, not just to help me study. It helps me stay focused and with friends, too. Without it, I can hardly stay focused on anything. It just makes me feel like everybody else.

**CASEY:** In Professor Taylor’s lecture on Wednesday, I overheard a student next to me talking about how they took their friend’s Adderall® before the last exam, and it helped them pass. They said they would’ve failed for sure without it. How would you feel taking Adderall® every day, help you feel normal, but don’t you think it could help people who are not diagnosed with ADHD study better?

**ANDY:** Ugh... I’m not sure. It’s considered a controlled substance, so I’m not sure if that’s a good idea to take it for a different reason than it’s intended by a healthcare professional when they prescribe it.

**CASEY:** We both need to pass this class in order to graduate with our declared major. What if we fail this exam tomorrow because we couldn’t focus enough while studying? My parents are already on my case about getting a 3.0 chemistry last semester, it can’t afford to fail this time. Maybe taking Adderall® just what I need to pass this exam and get back on track in this class. Could you help me out?

**ANDY:** Ugh...

**HOW WOULD YOU HANDLE THIS SITUATION?**

If you were Andy, how do you tell Casey “no”—that you will not share or still your prescription stimulant for use as a study aid? How could you helpfully respond or disavow their medication to ensure others don’t access it? And, consider Andy’s position—how do you think Casey’s request makes him/her feel?

Think through these questions. Be prepared to perform the written portion of the kit (you can read the lines) and perform how you would handle this situation. Try to include a positive alternative for studying and achieving academic success without misusing prescription stimulants.
Let's perform!
Other examples...

SCENE 2 SET THE SCENE

Jamie and Alex are at a large house party together, searching for their friend Taylor.

JAMIE: What, when Addison told me about the party I had no idea it was going to be so big. Do you see Taylor anywhere? She isn’t answering my texts.

ALEX: Whoa, no idea! This place is so crowded that she probably can’t even hear the phone. This party is off the hook! Where can we find a drink? Oh, I see a fridge over there... I’ll go check it out.

JAMIE: Taylor! Finally, did you get my texts?

TAYLOR: Hey! Oh, sorry! No, it’s just too noisy in here. Are you enjoying the party?

JAMIE: So far, it’s still too loud. I just got here and don’t really know a lot of people. My friend is just grabbing us some drinks.

TAYLOR: Good to hear you know, if you want to have a really good time, I’ve got some stimulants with me. It’ll give you all the energy you need to stay up all night and enjoy the party.

JAMIE: Stimulation? As in the prescription medication my roommate takes for ADD/ADHD?

TAYLOR: Yeah! That’s what’s so great about it. It’s a prescription, so it’s WAY safer than the stuff that they sell you on the street to stay awake. I wouldn’t even do anything illegal like that. But these pills are great! I can get you one for free if you want. It’s not that big of a pill and it’ll last you all night. Like, half the people here have taken it already.

JAMIE: Uh...

HOW WOULD YOU HANDLE THIS SITUATION?

If you were Jamie, what would you do? How would you handle this situation? Is it dangerous to mix alcohol with other drugs? Is it legal to sell prescription medications? Could the individual selling the prescription stimulants be held liable if anyone was harmed after taking it?

Think through these questions. Be prepared to perform the written portion of the drill (you can read the lines) and perform how you would handle this situation. Try to include a positive alternative to these fun without misusing medications or mixing alcohol with other substances.

SCENE 3 SET THE SCENE

Chris just graduated from college and is working on an important project for his/her job at an advertising agency, but she is having a difficult time focusing. The deadline for the project is tomorrow. Chris is desperate and calls a friend, Jordan, for help.

CHRIS: I can’t get this project done, they’ll fire me if it’s not done by the end of the month. This is so stressful!

JORDAN: Didn’t you have those weeks to work on it?

CHRIS: Yeah, but I just couldn’t get distracted. I was looking for a new apartment, and there’s hardly anything for my friend’s wedding.

JORDAN: But didn’t you always meet project deadlines in college? How did you do that?

CHRIS: How did everything in college... I ran out of sleep. My roommate was diagnosed with ADHD, but would allow me to use some medication when I needed to cram for an exam or complete a big project. I’d buy some drinks afterwards to celebrate – it was a great relief.

JORDAN: Hmm... Interesting. Didn’t your roommate move out of state last month?

CHRIS: Correct—that’s why I have no idea what to do. I can’t just call and ask her if she had the prescription from which she purchased the medication.

JORDAN: That’s really unfortunate... what are you going to do?

HOW WOULD YOU HANDLE THIS SITUATION?

How could Chris handle this situation? If Chris could go back in time, would you encourage him/her to make similar or different choices with regards to relying on prescription stimulants for academic success? What approaches could Chris have taken in college to better prepare for long-term academic and professional success?

Think through these questions. Be prepared to perform the written portion of the drill (you can read the lines) and perform how you would handle this situation. Try to identify safe, sustainable approaches for academic and professional success.
Live programs: generating discussion

**Is there anything that I shouldn’t do?**

- Do not simply “lecture” to college students—engage participants in your program by asking them questions and encouraging audience participation. To maximize discussion, try implementing these tactics:
  - **Think/Pair/Share**—encourage participants to first think about each posed question by themselves. Then, pair-up and discuss the question with a peer or small group. Lastly, ask a participant to share their group’s consensus with the larger audience.
  - **Notecard Swapping**—purchase a set of small index cards. Distribute several index cards to each participant. After you ask a question, encourage each participant to write their answer on one notecard. Each participant should then exchange their notecard with another individual—this “swapping” should occur 3–4 times in succession. After the exchange is complete, encourage participants to form small groups and discuss the answers on their notecards. Do they agree or disagree with these written thoughts? Encourage small groups to share their thoughts with the larger group. This approach works best with questions that generate different opinions or responses.
How do I use these resources?

• Select the type of program:
  o Live programming using activities
  o Post Visual Aids
  o Share resources through digital platforms

What types of educational resources are available?

Three types of educational resources are provided:

1. **Activities** — for use in live programming
2. **Videos** — for sharing through digital platforms or for use in live programming
3. **Visual Aids** — for posting in high-traffic areas
Post Visual Aids

- Post in high-traffic areas
- 8 posters – mix and match to suit your needs
General Medication Safety Visual Aids

**HELP REDUCE RISK**

**DRUG DEPENDENCY & ADDICTION**

Amphetamine

DANGEROUS INTERACTIONS

Some medications aren’t as safe as you think!

**SECURE MEDICATIONS in lockable spaces & safely dispose**

**DISPOSAL**

BEST OPTION:
Place the medication in a drug drop box or take advantage of a drug take-back event

drugdropbox.org

AT HOME:

- No pets and no unattended substances
- Throw away the unused medication
- Remove locked medication cabinets

**STORAGE**

Consider lock-boxes, medication safes, or a locked desk drawer

**EVERYONE IS DIFFERENT**

Never share or take someone else’s meds

1. You wouldn’t share your toothbrush or underwear so why share your medication?
   Some things just belong to YOU!

2. When you ask for my medication, you ...
   ... use our friendship to get drugs ...
   ... disrespect my health needs ...
   ... put me at risk for trouble

3. Sharing or taking medication without a prescription is illegal
   How would a drug-related offense impact your future?

**HOW TO SAFELY MANAGE STRESS:**

prioritize tasks

yoga eat ice cream

take a nap watch a movie

exercise laugh talk to friends

make a plan
Stand-Alone Aids: Prescription Stimulants

Consider pairing with:

Personalize me!
Stand-Alone Aids: Prescription Opioids

Consider pairing with:

Personalize me!
How do I use these resources?

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• Select the type of program:
  o Live programming using activities
  o Post Visual Aids
  o Share resources through digital platforms
Webinar Roadmap

1. What is Generation Rx University?

2. The Generation Rx University resources

3. Questions?
Questions?

- Email: downing.211@osu.edu
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