

**Improving Over-the-Counter Medication Safety for Older Adults
Participatory Design: Pharmacy Personnel & Older Adults**

**Meeting 6
(April 30 2017)**

Part I. Welcome Statement and Introduction - 5 minutes (6:30-6:35)

Group 1 – A, L, J (Facilitator: Michelle – Silver recorder)

Group 2 – K, B, L (Facilitator: Jamie & Apoorva – Red recorder)

Group 3 – C, B, E, M (Facilitator: Corey & Nam – Black recorder)

Hello and welcome. Thanks for joining us again this week.

Last time, you talked about the pros and cons of the features within the prototype design. You then either discussed wording for signage or debated about what OTCs to include in the Senior Section.

Since our last meeting, we used all your feedback to create an improved, to-scale intervention. We used the pharmacy personnel's recommendations to create a list of OTC products for the Senior Section and we used the older adults' comments on signage to create new designs. We talked with K ... [Give update] and CARDS... [Give update].

This session, we are going to share the design with you and then discuss its strengths/weaknesses. We will look specifically at the signage, the OTC selection, and map out the steps involved in using the Senior Section.

Part II. Refocusing on Overall Goal - 5 minutes (6:35 – 6:40)

Let's remember the overall goal of this project: to sensitize older adults that not all OTCs are safe and to facilitate their interaction with the pharmacist in order to determine which one is safe.

The goal of this meeting is to get your feedback on full-scale mock-up.

Please remember throughout all our activities today that your input is critical to the success of the intervention. You each bring a unique and important perspective to this discussion.

[Present PowerPoint of Visio front-facing drawing, overhead image]

[Introduce full-scale mock-up]

- Describe actual counter depth: 14.5 in. deep shelf+5 in. protrusion

Part III. Role-Play - 60 minutes (6:40 – 7:40)

Now in the small groups you're sitting in, let's talk more about the features of the Senior Section and really focus on the process of using it in context with all the other features. Throughout this activity, we will have you discuss in small groups.

Cindy will be role-playing as an older adult looking for an OTC. We are using a scenario that you should recognize from the video we used at our 2nd focus group meeting. She will run through the entire scene once, and then she'll run through it a second time with stopping points at each step in her process of finding an OTC – at each stop (or freeze point) we will ask you some questions that you can discuss in your small groups.

Keep in mind:

- Individuals shopping for OTCs may...
 - Come with a specific product in mind that they want to purchase (something they've always taken, but may not be taking safely)
 - Come with a new problem (not sure what product they will purchase ahead of time)
 - Be very concerned about safety and already taking lots of medications
 - Be in a hurry
- West Town Mall participants:
 - Think about the redesigned pharmacy without thinking in terms of the structure of where you work. Think about Monona's set-up.
- As you're watching the scene, think about Cindy's decision-making process. Think about what you would do in Cindy's place.

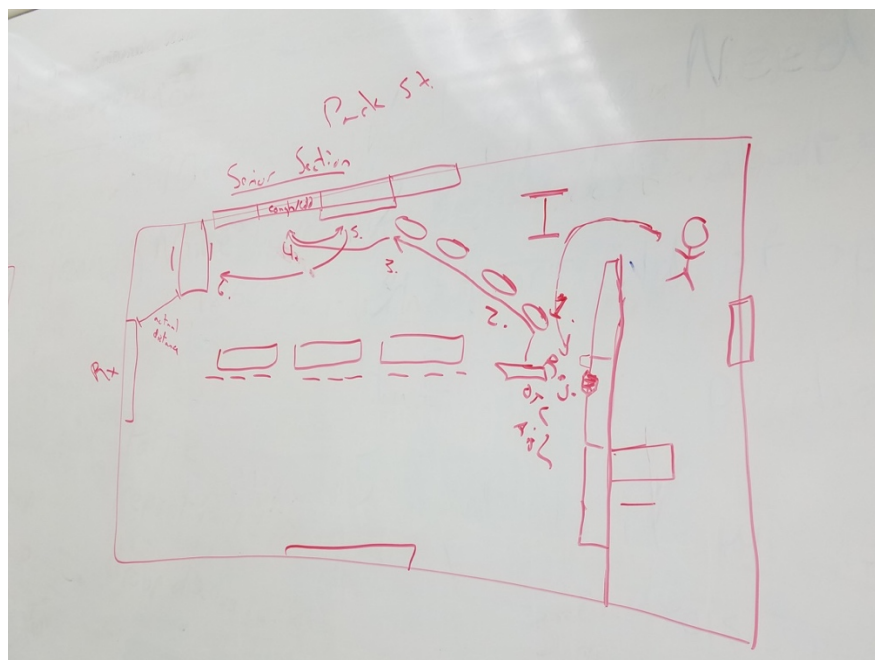


Figure 1: Sketch of park street room with mock-up of senior section and signage.

Freeze Points

*“Cindy is having knee pain after gardening all weekend. She doesn’t think it’s bad enough to call her doctor. She hasn’t taken any medication to help with this yet. She also has Cindy has diabetes and high blood pressure. She takes 10 different medications. She is at the store to look for a medication that can help her feel better. **Our goal is 1) for her to choose an OTC that is safe and 2) for her to feel confident in her decision.**”*

<p>(1) “Oh, ok, it looks like these are the pain medications.”</p> <p>“Geez, there are a lot of options.” (sounding overwhelmed) (looks up, around, and down)</p> <p><i>[looks at the different options, reaches out to look at one closer, puts it back down]</i></p>	<ul style="list-style-type: none"> • What is Cindy seeing and thinking? • How is the <i>shelf-talker</i> making Cindy’s task easier? How is it making it more difficult? • What might prevent Cindy from getting to the next “step”? <ul style="list-style-type: none"> ○ How could we ensure that she does? • If you were Cindy, what would you do?
<p>(2) <i>[Sees shelf-talker about senior section next to beginning of footprints]</i></p> <p>“This is new. A Senior Section?”</p>	<ul style="list-style-type: none"> • What is Cindy seeing and thinking? • How is <i>the footprints/sign</i> making Cindy’ task easier? How is it making it more difficult? • What might prevent Cindy from getting to the next “step”? <ul style="list-style-type: none"> ○ How could we ensure that she does? • If you were Cindy, what would you do?
<p>(3) <i>[Follows footprints to senior section. Takes in view of senior section as a whole.]</i></p> <p>“Wow this looks interesting.”</p>	<ul style="list-style-type: none"> • What is Cindy seeing and thinking? • How is <i>the area in front of the Senior Section</i> making Cindy’s task easier? How is it making it more difficult? • What might prevent Cindy from getting to the next “step”? <ul style="list-style-type: none"> ○ How could we ensure that she does? • If you were Cindy, what would you do?
<p>(4) <i>[Looks more closely at OTC shelves]</i></p> <p>“Where are the pain relief medications?”</p>	<ul style="list-style-type: none"> • What is Cindy seeing and thinking? • How are the <i>senior section OTC shelves</i> making Cindy’s task easier? How is it making it more difficult? • What might prevent Cindy from getting to the next “step”? <ul style="list-style-type: none"> ○ How could we ensure that she does? • If you were Cindy, what would you do?
<p>(5) <i>[Stands in front of Pain relief section]</i></p> <p>“I take Tylenol for everything. It should be somewhere here</p>	<ul style="list-style-type: none"> • What is Cindy seeing and thinking? • How is the <i>Pain relief section</i> making Cindy’s task easier? How is it making it more difficult? • What might prevent Cindy from getting to the next “step”?

<p>in the pain relief section...Where is it?"</p>	<ul style="list-style-type: none"> ○ <i>How could we ensure that she does?</i> ● <i>If you were Cindy, what would you do?</i>
<p><i>(6) [Looks at bullet points on Pain Relief sign]</i></p> <p>"It looks like some of these [OTCs] aren't safe for me."</p> <p>"There's even a warning specifically about Tylenol. I wonder if Advil is better."</p> <p><i>[Starts to look at boxes to compare]</i></p>	<ul style="list-style-type: none"> ● <i>What is Cindy seeing and thinking?</i> ● <i>How are the Category Specific Warnings making Cindy's task easier? How is it making it more difficult?</i> <ul style="list-style-type: none"> ● NOTE We will look at this in more detail in Part IV. ● <i>What might prevent Cindy from getting to the next "step"?</i> <ul style="list-style-type: none"> ○ <i>How could we ensure that she does?</i> ● <i>If you were Cindy, what would you do?</i>
<p><i>(7)[Has a hard time reading the boxes. Takes them over to the countertop]</i></p> <p><i>[Uses magnifier to look at the back of Tylenol and Advil]</i></p> <p>"It says Tylenol is acetaminophen...I wonder if any of my prescriptions have acetaminophen."</p> <p>"The sign says I should talk to the pharmacist. Really?" (with skepticism)</p>	<ul style="list-style-type: none"> ● <i>What is Cindy seeing and thinking?</i> ● <i>How are the countertop and magnifier making Cindy's task easier? How is it making it more difficult?</i> ● <i>What might prevent Cindy from getting to the next "step"?</i> <ul style="list-style-type: none"> ○ <i>How could we ensure that she does?</i> ● <i>If you were Cindy, what would you do?</i>
<p><i>(8) [Goes back toward pain section and looks at products]</i></p> <p>"Oh look! They have Tylenol PM here too."</p> <p><i>[Reaches for Tylenol PM]</i></p> <p>"That could help me sleep better. It kills two birds with one stone!"</p> <p><i>[Holds Tylenol PM placeholder]</i></p>	<ul style="list-style-type: none"> ● <i>What is Cindy seeing and thinking?</i> ● <i>How are the placeholders making Cindy's task easier? How is it making it more difficult?</i> ● <i>What might prevent Cindy from getting to the next "step"?</i> <ul style="list-style-type: none"> ○ <i>How could we ensure that she does?</i> ● <i>If you were Cindy, what would you do?</i>

<p>“Why is there a card here instead of a box?”</p> <p><i>[Begins to read placeholder]</i></p>	
<p>(9) “Maybe I should talk to the pharmacist about this.”</p> <p><i>[Takes placeholder and walks to consult desk.]</i></p> <p><i>[Pharmacist enters scene]</i></p>	<ul style="list-style-type: none"> • <i>What is Cindy seeing and thinking?</i> • <i>How is the consult desk making Cindy’s task easier? How is it making it more difficult?</i> • <i>What might prevent Cindy from getting to the next “step”?</i> <ul style="list-style-type: none"> ○ <i>How could we ensure that she does?</i> • <i>If you were Cindy, what would you do?</i> • <i>What do you think of the “OTC Help Desk” sign?</i> • <i>Do you think older adult would sit down at a consult desk?</i>

Part IV. Placeholder Messages - 15 minutes (7:40 – 7:55)

Problem Example:

- What we found when we asked people to choose a cough/cold product is that they often picked Nyquil - but Nyquil isn’t safe for older adults because it contains a drug that causes dizziness, which can cause older adults to fall.
- We are concerned that if they don’t see Nyquil in the Senior Section they will go back to the main OTC aisle. Therefore, we want something in the Senior Section to educate older adults on why a product may not be in the senior section and to encourage them to question their initial choice and talk to a pharmacist.

How could we present placeholder products to convey the message that the product they are looking at may not be safe for an older adult to take?

Our solution: Empty box with fixed card on back (tethered to shelf)

- *Does this type of strategy do what we want it to do?*
 - *Strategy = Having placeholder instead of product*
 - *How is it successful? How is it not?*
- *What do you think of the wording/layout/colors?*
- *Does it need to be tethered/affixed to shelf?*

Part V. OTC Selection Feedback in full Group - 15 minutes (7:55 – 8:10)

Now let’s review the selection of OTCs present in each category. We will present pictures of each category of OTCs, but you can also walk up to the mock-up for reference.

[Present PowerPoint with pictures of Mock-up and hand out OTC catalog]

In order to decide on these...

- Nam made a list of the active ingredients for all the OTC products
- We looked at pharmacy staff feedback to find the ingredients that were considered safe
- We went to ShopKo and had Amy decide which of those “safe” products to include
- Our pharmacotherapy experts reviewed the final list

Let’s review the pain OTCs first:

- *What do you think of this selection of OTCs?*
- *Is there anything you think we are missing?*
- *Is there something missing that you think would cause an older adult to go back to the OTC aisles?*
 - *If it’s unsafe, we could add it as a placeholder*
- *What would make an older adult want or NOT want to come to this section based on this selection?*
 - *Probe: concerned about safety, taking lots of meds, poor eyesight, want pharmacist consult, in a hurry*

Ask same questions for:

- Pain relief
- Cough/Cold & Allergy
- Sleep aids

Time permitting:

- Heart Health

Part VI. Category-Specific Warnings - 15 minutes (8:10 – 8:25)

Let’s review the wording and design of the Category-Specific Warnings.

- *No warnings for GI/Vitamins/Eye & Ear/heart health sections*
- *Would this set of warnings be read by an older adult?*
- *How do you interpret this warning/statement? What do you think it means? Is there a clearer/better way to state this?*
- *Who do you think it applies to?*
 - *Scenarios where they might use it?*
 - *Probe: very concerned about safety, taking lots of meds, poor eyesight, in a hurry, can’t read/understand it*
- *How would you interpret “drug interaction”? What do you think is the difference between a side effect and a drug interaction?*
- *Would the warnings help an older adult purchase a safe OTC?*
- *Would this set of warnings encourage an older adult to consult a RPh?*
- *How do you feel about the location of the warnings?*
- *What do you think of the “houses” for each OTC category?*
 - *What do you think of color coordination for “side of the house” and category sign?*

- Guidance Questions/Criteria
 - **Wording**
 - Readability - *Can you see the words?*
 - Understandability - *Can you recognize/understand the words?*
 - Credibility - *Would you believe the source of the words?*
 - **Design**
 - Suggestions for color, graphical design, contrast, placement
 - **Effectiveness**
 - *Is the message of the sign clear?*
 - *Would an older adult read & heed the advice?*
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Part VII. Wrap Up - 5 minutes (8:25-8:30)

Thank you for your participation in the past 6 sessions. Your contribution has been invaluable to this project.

We would like to ask for permission to contact you when the mock-up goes live at [beta] ShopKo so you can see the final product of our discussions.