

Promoting Organ Donation on College and University Campuses

Thomas Hugh Feeley, Ph.D.

Communication, Family Medicine, & Nursing

University at Buffalo, The State University of New York

Phone: 716-645-1160

Email: thfeeley@buffalo.edu

Presenter's Experience in donation

- College Campaigns
- New Media Campaigns
- Content Analysis of Newspaper Coverage
- Message Testing
- Intervention on Living Liver Donation
- Study on communication strategies enacted by coordinators
- Transplant tourism focus groups & review
- Religious leaders and donation

Experience and Goal Setting for Today's Presentation

- Five projects promoting organ donation on campuses in New York State
 - (1) 7 Campuses from 2003-2006
 - (2) 3 Medical Schools 2005-2008
 - (3) 10 Campuses in NYC from 2007-2009
 - (4) 12 Campuses in NYC from 2009-2011
 - (5) Social Campaigns Campaigns from 2009-2011
- Today's Goal: *To teach you my experiences and lessons learned through conducting campaigns on college campus with goal of audience members adopting a campaign in your region.*

Acknowledgement

- These studies presented today were funded by grants from the Health Resources and Services Administration (HRSA), Healthcare Systems Bureau, Division of Transplantation. Its contents are solely the responsibility of the author and do not necessarily represent the official views of HRSA.
- A special thanks to New York Alliance for Donation (NYAD), New York Organ Donor Network (NYODN), and other 3 OPOs in NYS.
- Extra special thanks to Bobbie Watkins of NYODN

The two aims of college campaigns

Aim #1: Educate students about the transplantation process and inform students of the benefits and need for organ donors.

Background: Students are open to donation but know little about process of donation and how to register.¹

Aim #2: Encourage students to think openly and discuss their beliefs and intentions regarding donation with family.

Background: Registering or participation in campaign are methods of engaging in family conversation.²

Campaign at Hostos Community College in Bronx, NYC



Why students? At least 5 reasons...

1. They are captive audience.
2. They are open to concept of donation and find topic interesting.
3. Students have positive attitudes toward donation and do not have hardened beliefs about transplantation⁵
4. Students are potentially ‘opinion leaders’ on social and public health topics
5. Students have dense social networks and have ability to share information efficiently (e.g., facebook)

(At least) two campaign methods

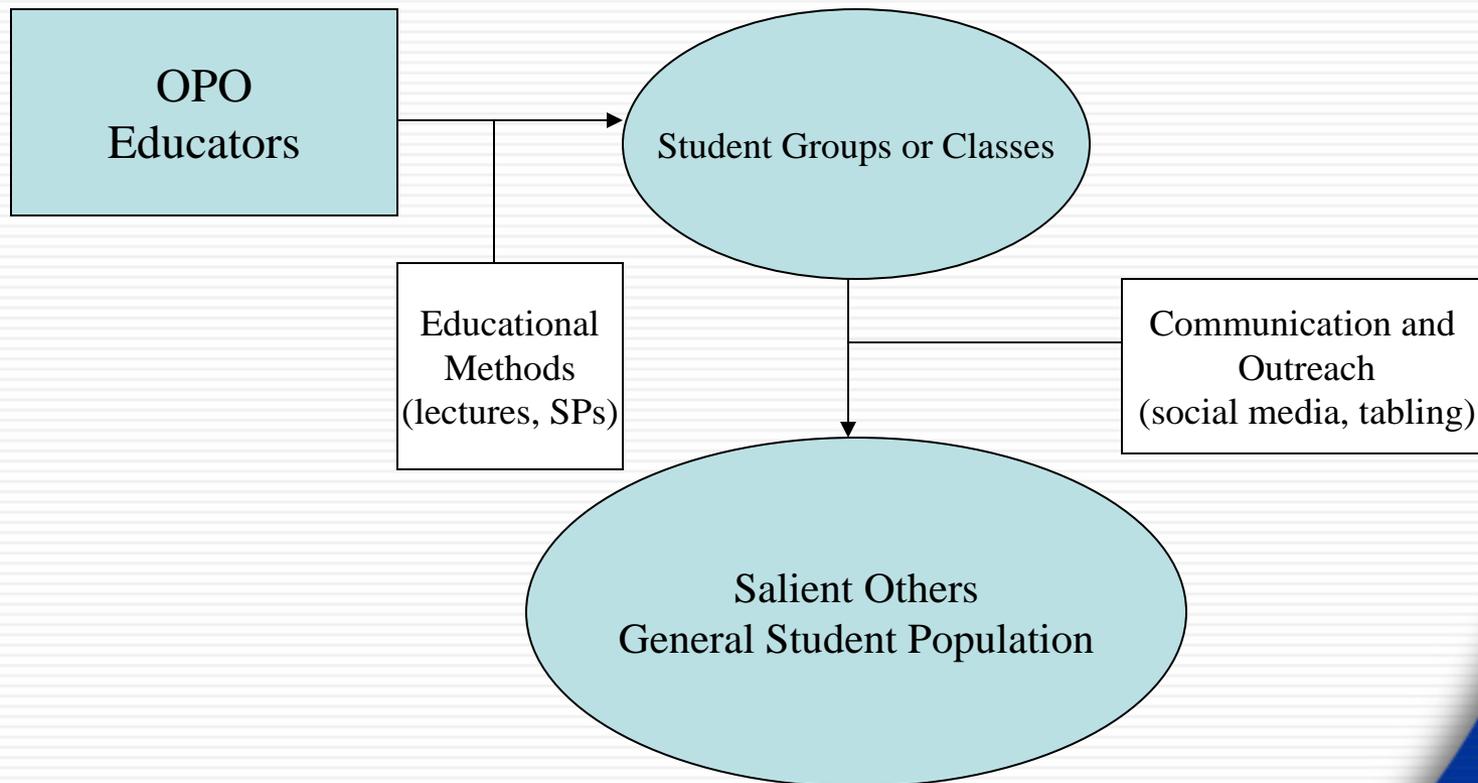
Method 1: *Direct Campaign* where you educate students directly through pedagogy, mass media, or through their curricula.

1. Classroom lecture, videos, discussions³
2. Online module, standardized patients⁴
3. Use of traditional and social media

Note: the more intimate or interpersonal the larger the impact and unfortunately the shorter the reach.

Method 2: The two-step approach

Using student classes or organized groups



*Stonybrook Campaign on Long Island –
‘Campus walk for life’ (2010)*



More on two-step approach

- Peer-to-Peer strategy
- Promotes discussion
- Deadlines and roles are helpful
- Setting goals, creating challenges
- Student creativity

Recent Results from New York City

College	Undergraduate Population	Number of Participating Semesters	Estimated Current Signers (20%)	Donor Registrations Obtained	Percent Increase
City College of New York	14,536	4	2,907	200	6.9%
Downstate Medical Center	1,609	2	322	38	11.8%
Fashion Institute of Technology	6,601	4	1,320	517	39.2%
Hostos Community College	4,452	4	890	388	43.6%
John Jay College	12,943	3	2,589	213	8.2%
Long Island University	8,051	1	1,610	103	6.4%
Marymount Manhattan College	2,000	4	400	95	23.8%
Monroe College – Bronx	4,297	1	859	16	1.9%
New York University	19,255	3	3,851	101	2.6%
Pace – Manhattan	8,030	2	1,606	397	24.7%
Stony Brook University	15,525	1	3,105	14	0.5%

Note: Current donors are estimated at 20% of the undergraduate population, based on research by [Feeley \(2007\)](#)

Comparing the direct approach and two-step approaches

Direct:

- Important to stress value of signing and family notification and bring registration materials
- Can reach large audience with message but may be more difficult to achieve high signing rates
- Top-down approach with organization to student appeal

Two-Step Approach:

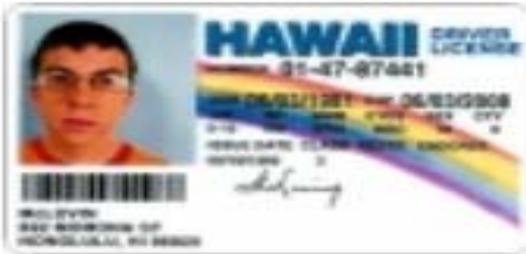
- Create advocates of message
- Benefits from peer-to-peer message influence
- Allows student creativity and ingenuity
- Mixed results due to student motivation
- Requires preparation and integration with curriculum efforts

Active Ingredients for Success

- Present facts and data and whenever possible anecdotal reports from donor or recipient families
- Arm students with easy to digest information for responding to students' queries
- Increase ease of signing and value of signing
- Present common myths and inoculate student campaigners against these myths
- Most students are positive and wish to sign
- Make it real and make it fun

Student Facebook Ads

Mclovin Donates



Why don't you? Sign up to become an organ donor at NY Donates Life, "Because its like...way better"



Ny Donates likes this.

I want your organs



Sign up as an organ donor and get your friends to sign up with you for a chance to win a \$500 visa gift card



Ny Donates likes this.

The Use and Misuse of Social Media to Promote Donation and Registration

- Provides good reach of networks
- Need quick impact image or message
- Works best with motivated senders or seeders of message
- Works best if your state allows electronic signature and relatively painless online registration
- The more competitive and ‘challenging’, the better the results
- Students confuse reach with impact

Data from recent campaign online

Impressions = number of times ads appear on user page

Clicks = how many users click on ads

CPC = cost per click

CPM = cost for impression

Market	Impressions	Clicks	CPC	CPM	Cost
State-wide ads	68,607,563	12,131	1.01	0.19	\$13,277.74
Buffalo	6,610,194	1,612	1.45	0.35	\$2,341.7
Rochester	9,390	0	0	0	\$0
Syracuse	290,530	51	1.24	0.22	\$63.22
Albany	182,112	29	1.27	0.2	\$36.97
New York City	6,323,854	2,115	0.94	0.31	\$1,989.25
Total	82,023,643	15,938	.98	.21	\$17,708.88

Getting Started: Getting onto a campus

- Understand value of college campaign and potential benefits of participation: (1) “real” campaign with “real” client [OPO], (2) colleges espouse the value of active learning where students are doing campaigns rather than learning about campaigns others have done, (3) provide real budget for advertising and outreach, and (4) university participation within larger community.
- Use networks to identify contact or advocate for cause within college (administrator, faculty member)
- Identify ‘public communication’ departments and courses and email faculty to set up appointments
- Showcase past successes via handbook (!)

Outcomes from Campaigns

- Students learn about conduct of campaigns
- Learning & Awareness
- Increase self-efficacy (can, so what?)
- Increase number of individuals on registry
- Increase communication and advocacy for donation
- Future leaders and advocates for cause

More on getting started

- thfeeley@buffalo.edu
- <http://www.alliancefordonation.org/current-projects/hrsa-grants/college-campaigns/>
- Handbook
- See references for academic articles on campaigns

References Cited

1. **Feeley, T.H., & Servoss, T.J.** (2005). College students as potential organ donors: Reasons for low signing rates. *Journal of Health Communication, 10*, 237-250.
2. **Feeley, T.H., Anker, A.E., Williams, C.R., & Vincent, D.E.** (2010). A multi-campus classroom intervention to promote organ and tissue donation. In E. Alvaro & J. Siegel (Eds.). *Applied psychology and organ donation: Implementing and evaluating health behavior interventions*. Lawrence Erlbaum Associates.
3. **Feeley, T. H., Tamburlin, J., & Vincent, D. E.** (2008). An Educational Intervention for First-Year Medical Students on Organ and Tissue Donation. *Progress in Transplantation, 18*, 103-108.
4. **Feeley, T.H., Anker, A.E., Soriano, R., & Friedman, E.** (2010). Using Standardized Patients to Train Medical Students about Organ Donation. *Communication Education, 59*, 249-262.
5. **Feeley, T.H.** (2007). College students' knowledge, attitudes, and behaviors regarding organ donation. *Journal of Applied Social Psychology, 37*, 243-271.
6. **Feeley, T.H., Anker, A.E., Watkins, B. Rivera, J., Tag, N., & Volpe, L.** (2009). A peer-to-peer campaign to promote organ donation among racially diverse college students in New York City. *Journal of National Medical Association, 101*, 1154-1162.