Intent of Hispanic/Latino Adolescents toward Tissue and Organ Donation: A Pilot Study of a Culturally Sensitive Educational Intervention.

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Story
The purpose of this study was to examine the outcomes of a culturally sensitive educational intervention on organ donation among Hispanic/Latino students in three urban high schools.
122,457 individuals are waiting for an organ of which 23,112 are Hispanic/Latino (UNOS, 2015).

Hispanic/Latino need for suitable organs has increased 260% (Alvaro et al, 2006).

Hispanics/Latinos are 60% less likely to donate vs non-Hispanics (Frates & Bohrer, 2002).
Adolescents are an important target population for organ and tissue donation education as they are faced with this decision when applying for driver license or permit with little or no education on this end of life topic.

According to Donate Life California (DLC) data, young drivers (between the ages 15-19) are less likely to register as organ and tissue donors than 20-49 year olds.
Theoretical Framework

This study seeks to explore the impact of applying Prochaska’s Transtheoretical Model (TTM) to the willingness, attitudes and knowledge of Hispanic/Latino adolescents regarding tissue and organ donation.

Targeting adolescent Hispanics/Latinos at all five of these stages may increase the number of potential donors both directly as well as second-hand, by increasing discussion of the issue among families.
Methods

- Fresno State University and Kaiser Permanente Committee for the Protection of Human Subjects performed a full review and approval was granted to proceed with this study.

- A quasi-experimental design was conducted with students from 3 high schools grades 9th-12th with a predominantly Hispanic population.

- All participating participants had signed parental consent and completed self-reported demographic characteristics with the pre-intervention surveys prior to a 40 minute educational intervention given by the principle investigator.
Methods

- Post intervention surveys were administered by the study team 10-14 days after the educational intervention.

- Changes in survey responses on knowledge and intent from pre to post intervention were compared using paired t-test and two sample t-test as a sensitivity analysis among study participants.

- All statistical analysis was performed using SAS Systems for Windows, version 9.3.
Data analysis

Gender

Males: 133
Females: 146

Religious

Yes: 175
No: 78

Grade

9th: 33
10th: 108
11th: 63
12th: 23
Data Analysis

Ethnicity
Outcomes

➢ To access the effect of educational pre and post intervention a univariate analysis was done to identify demographics, ethnicity and religion.

➢ A total of 301 students participated of which 68% were Hispanic.

➢ The percent increase in knowledge questions that were correctly answered following the intervention ranged from 9% to 35% (all p-values <0.001).
**Outcome Intent**

Discuss with Family Members

**Intent**

**Males**
Pre-16% to Post-41%

**Females**
Pre-33% to Post-46%
Outcomes

- 26% of participants expressed intent to donate pre-intervention; this increased by 18% (95 CI: 12%-25%) to 44% post–intervention (p<0.0001).

- At baseline, intent to donate was 26% and 22% among Hispanic and non-Hispanic.

- Post-intervention, 51% of Hispanic and 28% non-Hispanic expressed intent to donate (p=0.001).
Pre-intervention, females were more likely to discuss organ donation with family compared to males (33% vs 16%, p=0.001).

Post intervention, the prevalence increased in both groups (46% to 41%, in females and males, respectively).
Data Analysis
Qualitative
One minute paper students comments

“You can trust doctors, nurses, and emergency people to keep me alive—donor”.

“The presentation was really great and now has me thinking about donation of my organs. Today I learned that you can save lives if you donate”.

“It was pretty cool to learn all about organ and tissue donation”.
The presentation was very good, it changed my mind about becoming a organ donor. I do not need any of my body parts after I die, so I should save some lives. Thank you”

“I liked the presentation it was very informative and made me sure of what I want to do. I don’t think my mom will agree with me, but she will now know my wishes”.

“Being a donor YES!”
Conclusion

- This study demonstrates that a culturally appropriate, single classroom intervention can correct misinformation and promote communication tissue/organ donation among high school students.

- The intervention appeared particularly effective among Hispanics a group traditionally underrepresented among tissue and organ donors.
Partnering with Brandon’s Cross Foundation Inc. a community nonprofit organization provided the opportunity to create a culturally sensitive educational curriculum.
Limitations

- Missing data
- Predominate Hispanic/Latino Adolescents
- Low socioeconomic demographics
- Pre-Post test design
- No control group
What's Next

- Advocacy schools
- Continue to build Brandon’s Crossroads Foundation Inc. community presence.
- Future research
Current research in progress

Intent to Donate a comparison of 2 high school curriculums
Who is our audience?
All 320 million of us in the United States
The need for transplantation knows no boundaries
Not Age….Not gender…Not Race….Not Income
Not Religion
It’s Universal
WE all have a lot of work to do to end this Healthcare Crises
Everything we do has the potential to help all humanity. This project will challenge how adolescents receive educational information on organ and tissue donation.

How one challenges this is by creating an innovative educational program.
References


Brandons Crossroads Foundation Inc
Raising Youth Awareness on the Importance of Tissue and Organ Donation