Promoting Organ Donation on College and University Campuses

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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

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• 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.

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

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

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 transplantation.
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, discussions
2. Online module, standardized patients
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

- OPO Educators
- Student Groups or Classes
  - Educational Methods (lectures, SPs)
  - Communication and Outreach (social media, tabling)
- Salient Others
  - General Student Population
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

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

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"

Like

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

Like

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

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


