

ORGAN AND TISSUE DONATION EDUCATION INITIATIVE FOR HIGH SCHOOL YOUTH

A COLLABORATIVE EFFORT OF THE GIFT OF LIFE, MISSOURI DEPARTMENT OF HEALTH AND SENIOR SERVICES, DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION, MID-AMERICA TRANSPLANT AND THE GOVERNOR'S ORGAN DONATION ADVISORY COMMITTEE

HOSA STUDENT FOCUS GROUP RESULTS: MARCH 2017



BACKGROUND

The LifeSavers™ Program was developed by the Gift of Life (GOL), Kansas City and is a high school education program about organ, eye and tissue donation. The purpose of the program is to inform students and encourage families to discuss organ, eye and tissue donation, build public awareness and acceptance about the value of organ, eye and tissue donation, and ultimately reduce the number of patients waiting for a transplant.

When the LifeSavers™ Program was developed, technology that is available today was nonexistent, and while the program reached high school students in the counties of Adair, Benton, Cass, Clay, Jackson, Lafayette, Platte, and Ray counties, it is cost prohibitive to expand beyond these counties.

The Organ and Tissue Donor Program within the Department of Health and Senior Services (DHSS), the Governor's Organ Donation Advisory Committee (GODAC), Department of Elementary and Secondary Education (DESE) and the Health Occupations Students of America (HOSA) Missouri leadership, and Mid-America Transplant wants to expand the LifeSavers™ Program. The statewide strategic plan, *Saving and Enhancing Lives*, high school education priority goal is to “Educate and build awareness about organ, eye and tissue donation so people can make an informed decision.” The associated objective is to “increase the number of high schools implementing the Gift of Life program.”

In order to go beyond these eight counties, program materials need to be in a format that various subject matter teachers, student groups, facilitators/presenters, etc., can readily implement and that grab the students’ attention while being informative. Data is necessary to determine student perceptions across the state and teacher input is necessary in order to re-tool and expand the LifeSavers™ Program. This report focuses on student perceptions.

METHOD

In order to develop an effective program that provides a variety of options to Missouri’s autonomous school districts, data is required to make an informed decision. The student population targeted for focus groups was Missouri students that are members of HOSA and that plan to attend the spring HOSA conference in March 2017. The goal was to have 70-100 students of the nearly 1,000 expected to attend divided between seven focus groups. Actual number of students that signed up to participate and had permission from their parent(s) was 70. Of the 70 students, 44 participated in the focus groups. Facilitators had word that some students were not in attendance due to illness. It is also thought that some students who signed up to participate were unable to do so due to a possible conflict in their HOSA schedule or chose not to participate that day. Student participation was voluntary.

Students were recruited by DESE through HOSA Chapter Advisors (page 21). Focus group session size was limited to 15 students per focus group and each student that signed up and had a parental release form (page 22) was assigned a session time by DESE. Each session lasted 45 minutes. DESE provided parental release forms, organized by focus group, to the focus group facilitators and facilitators checked student attendance against the forms. Any student who did not have a parental release form was not allowed to participate. Release forms were returned to DESE. Facilitators met several times prior to the focus groups to discuss process. A tip sheet was provided to each to assure process consistency (page 23). The room number for focus group sessions were published in the HOSA program. In addition, an announcement was made during the opening session. No incentives were provided, though focus group facilitators did oblige students who asked for their HOSA participation card to be signed after each focus group session.

Facilitators were divided among the seven focus groups and an assistant was provided to take down information provided by the students. Facilitator tip sheet, qualitative questions (paper and cards), markers, and the data collection tool (pages 25-27) were provided to each facilitator/assistant in a packet. Each facilitator assistant was given a flip chart with the questions written out for ease of recording responses. Facilitators encouraged students to be open and honest and informed students that they were not required to answer questions if they did not want since participation was voluntary. The facilitator read each question or statement out loud and engaged the students in conversation and observed reactions and interactions to help facilitate discussion while the assistant wrote down the responses to the questions (pages 8-20). Responses and data collection did not jeopardize the student's identity, liability, financial situation or their reputation.

The high school student focus group qualitative data was reviewed by the facilitators for completeness and analyzed by DHSS Organ and Tissue Donor Program staff. Student demographic data collected was age, race/ethnicity, gender, school type, grade and county of residence. No student names or other personal identifiers were collected as part of the focus groups. The data collection tool used protected the students' identity. No audio recordings were made. No individual school data was collected. All data in this report are aggregated and become the shared property of GOL and the DHSS Organ and Tissue Donor Program. Data will not be published; rather, the data shared will be used for public health practice (e.g., the development of a program for high school students).

SUMMARY

The HOSA student focus groups data collection is part of a collaborative effort of GOL, DHSS, DESE, Mid-America Transplant and GODAC to expand the LifeSavers™ Program. Utilizing focus groups to collect self-reported organ, eye and tissue donor related information about attitudes, beliefs and educational learning styles of high school students was recommended by DESE. Data collected is being utilized to inform program decisions, resource development and implementation of a high school education program for school districts throughout the State of Missouri.

Students that participated in the March 2017 focus groups are interested in health occupations. On more than one occasion a student would say “we know more than the average student,” and heads would nod in agreement around the room. While most statements provided by these students were accurate and indicate they are knowledgeable about organ, eye and tissue donation; there still appear to be some myths that need to be addressed as program expansion development continues. In other instances, they had the information partially correct. Many of the students were directly affected by organ, eye or tissue donation, aware of someone in their school that was directly affected, or had a close friend that was directly affected. It is unclear if the average student, that is students not pursuing a medical career, would respond in the same manner to the focus group questions as the HOSA students.

Nearly half of the students in the HOSA focus groups indicated they have discussed their wishes about organ, eye and tissue donation with their family or a loved one. These students wanted their loved ones to know in the event of an accident; they did not want their parents to be surprised. Those students who have not spoken with their family either did not respond or, had a variety of reasons not to engage in conversation (page 14). This is an opportunity for the team to incorporate how to discuss the topic of organ, eye and tissue donation in a non-threatening way. Only eight, or 18 percent, of the students indicated they did not learn about organ, eye and tissue donation prior to obtaining their driver license. It appears that students who have enough information choose to be donors and document that decision at the local license office.

Students were adamant that education needs to begin in the 8th and 9th grades. HOSA students thought broadly and outside of the box when asked in which class would they want to discuss organ, eye and tissue donation. Students provided multiple ideas, including social studies, sociology, debate, English, etc., which needs to be taken into account when developing the LifeSavers™ Program expansion. Other suggestions included community centers, sporting events, blood drives, the HOSA conference and Facebook. Multiple avenues have been suggested by students to assure that they are educated about organ, eye and tissue donation. While 18 students want the learning format to be by a rally with speaker, the traditional way the LifeSavers™ Program is taught, the majority of the focus group members, 26 students, choose other options, including assembly and peers (page 18). This is an indicator that program expansion needs to be comprehensive and flexible to fit a variety of learning venues.

Forty-four HOSA conference students participated in one of the seven voluntary focus group sessions in March 2017. The student demographics, pages 6-7, indicate that the largest student group was adults (age 18), with the second largest age group being 17. Forty of the 44 students were either in grade 11 or 12; two years older than the age group that the high school education project plans to target in order for students to speak with their family and make an informed decision about donation prior to obtaining a driver permit/license. The majority of the students were white with some representation from other race/ethnic groups, except for Native Hawaiian or other Pacific Islander. All but one student was from the public school setting and more females than males participated. Consideration should be given to surveying the general student population vs. HOSA students in order to get a clearer understanding of what the average Missouri high school student knows and expects in a learning experience. The following pages contain the HOSA student demographics, focus group responses and a summary for each focus group question. Large portions of Missouri's youth were not represented in the focus groups. Thirteen, or 29.3 percent, of focus group students reside in a county already receiving the LifeSavers™ Program, which may have skewed the focus group results. Areas not represented include Northeast, Northwest, City of St. Louis, and Southeast Missouri; and to some extent Central and Southwest Missouri.

An unexpected outcome of the focus groups was that the information gathered can help direct future HOSA conference workshops and competitions; students made several suggestions on how organ, eye and tissue donation can be incorporated. The DESE has a unique opportunity to incorporate student ideas into future HOSA conference educational experiences.

Does the average student, not pursuing a career in health care, know as much about organ, eye and tissue donation? Did the focus groups reach the right age group? According to some of the students, the answer is no to the average student. With nearly 30 percent of the focus group students already being exposed to the LifeSavers™ Program, HOSA student feedback, age of focus group participants, and geographic gaps, some of the facilitators question whether enough data has been collected from students in order to develop LifeSavers™ Program materials that will meet educational needs across Missouri. To assure that a more global understanding of what the average Missouri high school student knows, how to learn, and wants to learn about organ, eye and tissue donation, the DHSS recommends additional student input be sought through focus groups, online survey or by other means. To determine the best method of reaching additional students, DHSS recommends seeking counsel from DESE on how to obtain additional data.

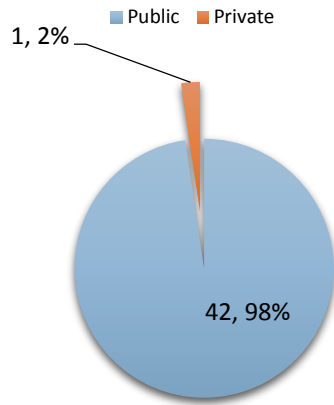
What has been learned from the participating HOSA students is that they expect accurate information delivered in a simple manner; they want the facts so that they can decide if they want to be a donor or not and what to donate. Also learned is that information presentation styles varied. The DHSS recommends that the high school education project team consider a comprehensive program that contains a variety of learning options. By doing so, schools, teachers and students may have more of an opportunity to participate and learn about organ, eye and tissue

donation prior to obtaining a drivers permit/license. The project team should also consider collecting additional student opinions and thoughtfully and carefully consider each suggestion/response provided prior to the development phase. Information gathered to date should be very helpful and serve as a first step in understanding how to expand and implement the LifeSavers™ Program in high schools throughout Missouri.

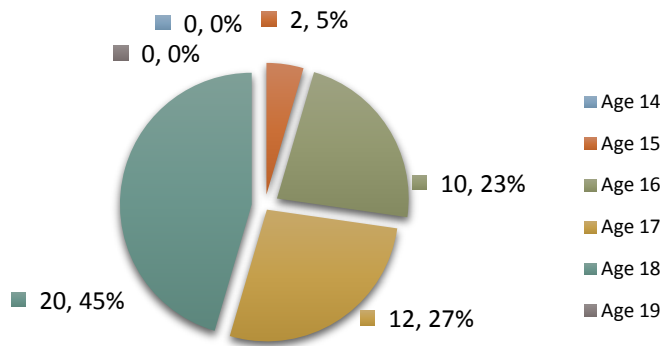
LifeSavers™ Program Expansion Project

March 2017 HOSA Student Focus Groups Demographics

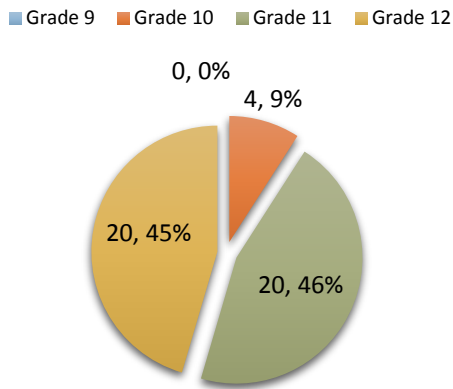
Student School Type



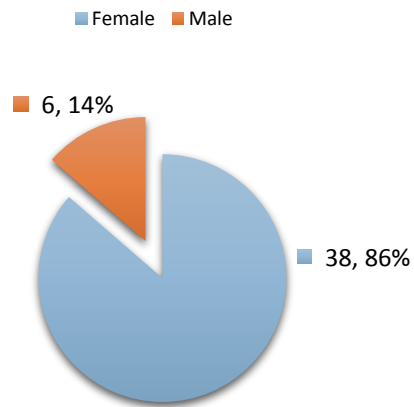
Student Age



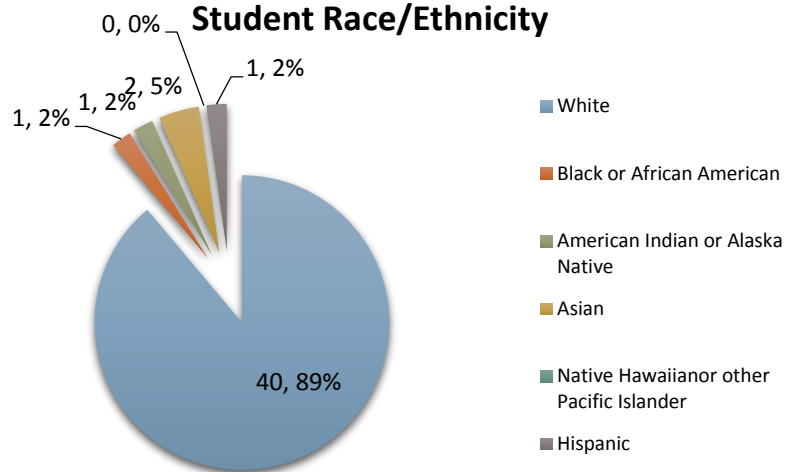
Student Grade



Student Gender

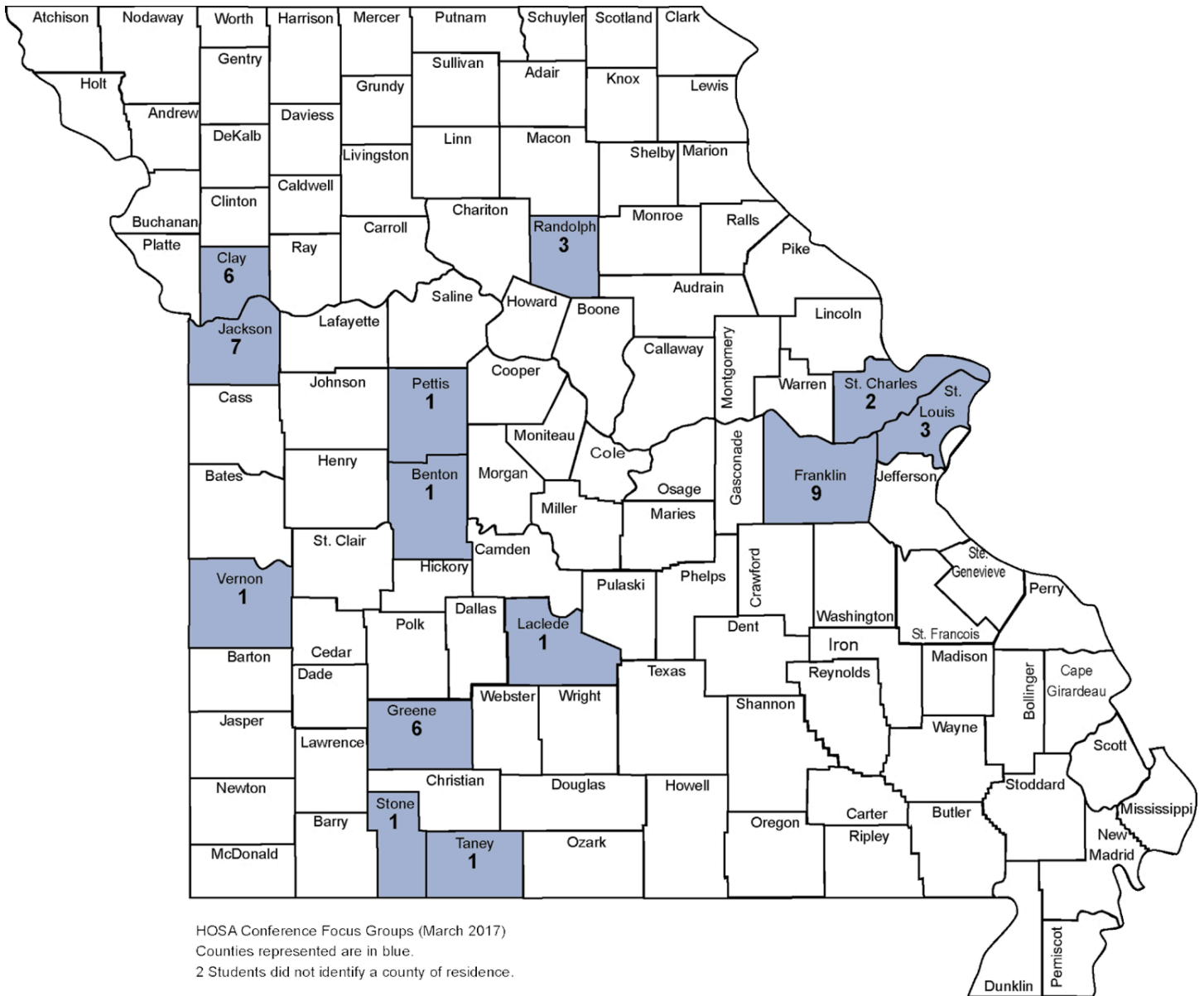


Student Race/Ethnicity



LifeSavers™ Program Expansion Project

March 2017 HOSA Focus Groups Student Geographic Distribution



HOSA Conference Focus Groups (March 2017)
 Counties represented are in blue.
 2 Students did not identify a county of residence.

LifeSavers™ Program Expansion Project March 2017 HOSA Student Focus Groups Feedback

Highlighted are statements of interest and should help guide material development.

Focus Group 1	Focus Group 2	Focus Group 3	Focus Group 4	Focus Group 5	Focus Group 6	Focus Group 7
1. What have you heard about organ, eye and tissue donation?						
<ul style="list-style-type: none"> • People don't like to donate eyes • Don't like to donate face • Have to be brain dead to donate • Issues with cardiac vs. brain death • Lawsuits • Meet donor families • Parents don't want kids to be donors; worried recovery takes place prior to actual death • Whole body can be donated for education 	<ul style="list-style-type: none"> • Icon on driver's license • Didn't like hearing about it at DMV for the first time 	<ul style="list-style-type: none"> • Don't have to donate all, can choose what is donated • Long process to get organs (wait list) • More willing to donate organs than tissue • Family decides if you haven't specified a choice • Family can decide even if you said you wanted to donate 	<ul style="list-style-type: none"> • Important; time is crucial • Learned from "Grey's Anatomy" • More than 40 parts can be donated • Some religions think it's wrong • Doctors won't try to save you • DMV clerk applied pressure to say "yes" • Long waiting lists • Possibility of rejection • Peer pressure to say "no" 	<ul style="list-style-type: none"> • Had people come to school (GOL) • Nothing at school • Marked on license • Opt in, not opt out; foreign countries have to choose not to be a donor, U.S. you have to sign up; opt out saves more lives • Annual Green Out Game (Zac's Challenge); signed up over 1,000 over 1.5 years • Get in an accident to donate, can't be too hurt • Living donation; portion of liver, bone marrow, plasma (learned from Aunt and movie) 	<ul style="list-style-type: none"> • Driver's license • Parents are both nurses and talked about it at home • Asked at the DMV • Science class 	<ul style="list-style-type: none"> • Motorcycles are called organ donors/organs on wheels • Invaluable to donate; need is high, supply is low • Business of organ donation hurts third world countries (black market) • Misinformed about risk associated with organ donation • Pressured to be a donor or not be a donor • Kidney donors - lessens life expectancy • Never heard anything about eye donation • Figuring out how to use other things for skin (i.e., fish scales which reduces infection risks) • Rejection methods
<p>Summary: Student groups are interested in health occupations. In their words, "we know more than the average student." While most statements</p>						

provided by these students are accurate; and indicate they are knowledgeable about organ, eye and tissue donation, there still appears to be some myths that need to be addressed. One such example is “Doctor’s won’t try to save you” and “have to get in an accident to donate” are two examples. While students are looking to be the future health care leaders, they still express concerns about peer, parent, and community pressure to either be or not be a donor. Consideration should be given to surveying the general student population vs. students that are in HOSA in order to get a more global understanding of what the average Missouri high school student knows or does not know about organ, eye and tissue donation.

2. Have you or your family been directly affected by donation?

<ul style="list-style-type: none"> • Aunt had liver transplant • Grandma donated body for Alzheimer’s research 	<ul style="list-style-type: none"> • Aunt was on waiting list and died while waiting (approximately five years ago) 	<ul style="list-style-type: none"> • Best friend’s cousin was a donor 	<ul style="list-style-type: none"> • Grandfather received tissue • Brother’s friend - bone marrow 	<ul style="list-style-type: none"> • Yes, Aunt has one kidney • Blood donation because of an accident • Uncle was a donor • Friend’s brother - bone marrow • Two kids at school 	<ul style="list-style-type: none"> • Dad was born with one kidney, was on the waiting list and was removed because of gout • Brother had muscles transplanted from back to abs
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Summary: When the students were asked this question, all of the focus groups, albeit one, had at least one member of the group directly affected by donation or knew of someone that was affected by donation. The experiences shared were a combination of stories with good and bad outcomes. If they did not have an experience, the students were silent. Most of the experiences shared were positive, though some experienced tragedy. Again, consideration should be given to surveying the general student population vs. students that are in HOSA in order to get a more overall understanding of what the average Missouri high school student has experienced as it relates to organ, eye and tissue donation.

3. What do you know about organ, eye and tissue donation?

<ul style="list-style-type: none"> • Donate certain organs • Matching requires more than blood type • Priority list for receiving • Someone added to the list every 12 minutes • Body may not accept transplanted 	<ul style="list-style-type: none"> • Long waiting list • Have questions of how the list works • Work in a timely manner to keep organs healthy • You have to die a certain way - on life support • Not enough matches • Transplant 	<ul style="list-style-type: none"> • Can opt out, not required • Cultural reasons exists for not donating (Native Americans) 	<ul style="list-style-type: none"> • Living donor’s donations • Large waiting list • Certain kind of death for organ donation 	<ul style="list-style-type: none"> • Have to be brain dead to donate • After a specific age organs are not used (grandpa was 80 and didn’t take his organs) • How healthy organs are determines donation 	<ul style="list-style-type: none"> • There is a waiting list • HOSA project regarding long list • Learned some from TV • Has to be a good match to transplant 	<ul style="list-style-type: none"> • Donate upon death for majority of organs • Living donation - donate kidney and portion of liver • Sign up to be organ donor • Notify your family • Can have an open casket • Sign up when you get your license
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<ul style="list-style-type: none"> organ Meds required after transplant Family donor/ match to bypass waiting list (kidney, liver, etc.) 	<ul style="list-style-type: none"> outcomes are not always successful Not everyone can be a donor 					<ul style="list-style-type: none"> Research is growing body parts using an apple Need family permission to donate Heart is the last organ recovered Locate recipients ASAP due to viability
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Summary: Most of the statements provided by HOSA focus group students are accurate and indicate their knowledge about organ, eye and tissue donation. Statements of concern are “learned some from TV,” “have to be brain dead to donate,” “after a specific age, organs are not used,” and “need family permission to donate.” Time did not permit follow-up questions that may have helped clarify the students’ responses. While brain death is the most common way to donate organs, living donation and donation after cardiac death are also donation options and need to be included during the development stage of the statewide high school education program. Some of the students wanted additional information including how the [waiting] list works. From the responses, the simplicity in how the students expressed the information needs to be considered during program development. Two students identified areas where they can learn more through HOSA; “have questions of how the list works,” and “HOSA project regarding long list.” There is an opportunity for DESE to further the HOSA students’ experiences by incorporating organ, eye and tissue donation workshops into the annual spring event.

4. Have you made a decision about organ, eye and tissue donation?

<ul style="list-style-type: none"> 5-Yes, on license 	<ul style="list-style-type: none"> 6 Yes 2 Undecided Chose to donate with thought of something happens-could help someone else Some parents assisted 	<ul style="list-style-type: none"> 7 Yes, registered donors 	<ul style="list-style-type: none"> 5 out of 5 have made a decision 	<ul style="list-style-type: none"> 4 Yes; one signed up at Zach’s Challenge at the age of 13 or 14 1 not yet; would like to sign up and doesn’t feel they knows enough about it Signed ID permit and license 	<ul style="list-style-type: none"> 4 out of 4 Yes 	<ul style="list-style-type: none"> 9 out of 9 Yes
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Summary: Most of the students that participated in the HOSA focus groups have made a decision about organ, eye and tissue donation and have registered that decision. It appears that students who have enough information about organ, eye and tissue donation choose to be donors and document their decision. This information is helpful and supports the high school education project.

5. Would you consider being a donor if you knew more about it?

<ul style="list-style-type: none"> Yes Education 		<ul style="list-style-type: none"> Already signed up 	<ul style="list-style-type: none"> Might make decision more 	<ul style="list-style-type: none"> Yes 	<ul style="list-style-type: none"> If we were better informed, 	<ul style="list-style-type: none"> If someone showed a first person story
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<ul style="list-style-type: none"> changes views • Don't understand how the process works, a barrier • Scary topic, many are uncomfortable with topic of death • More education may make people more fearful • Kids are influenced by their parent's opinion • Cultural or religious 			<ul style="list-style-type: none"> difficult with more education • How presentation is made could make a difference • Present <u>all</u> facts • Family would be affected • How would family feel? 		<ul style="list-style-type: none"> we could make a better/informed choice • Making a choice of <u>what</u> to donate • If you understand the <u>power</u> of the gift 	<ul style="list-style-type: none"> (donor/recipient story) • Education needs to start sooner (prior to license); talk with family before permit (8th or 9th grade) • Broader outreach - some people think organs will be stolen (black market) • Educating people with correct and accurate information (sooner) • Get rid of myths • Multiple sources • People believe what teacher says • Validate information • Personal decision - influenced by family • Let kids do research themselves • Pressured by parents • Your body, your decision • Religious reasons - something to work with or around
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Summary: When HOSA focus group students were asked if they would consider being a donor if they knew more about it, several key points were made by the students. The high school education project will benefit from the student feedback. Of particular note is how some students feel more education is helpful, while others believe it can instill fear or make the decision making process more difficult. One student brought up pressure from parents. Another mentioned that religion was something to work with or around. Students in these focus groups want the facts so they can decide if they want to donate and what they want to donate. The students were adamant that education needed to begin sooner. Many heads nodded to the affirmative when a student presented this opinion. This is also an opportunity for DESE to incorporate workshops at the annual spring HOSA conference. In particular – allowing students to do research on a specific aspect of organ, eye and tissue donation and then competing in presentations, debate, medical workshops, etc., as indicated by responses to

some of the questions. The high school education project should consider asking students that may not have as much knowledge about organ, eye and tissue donation to assure that a more global understanding of what the average Missouri high school students wants to learn about organ, eye and tissue donation.

6. Do you know how to register to be an organ, eye and tissue donor in Missouri?

<ul style="list-style-type: none"> • Driver license • Sign license with two witnesses • Family decides for you • Online registration 	<ul style="list-style-type: none"> • Can change decision on DMV website (Kim shared) • Rest of the students had no comment 	<ul style="list-style-type: none"> • Driver license • iPhone 	<ul style="list-style-type: none"> • DMV • Apple app • Red Cross • Talk to doctor • Online • Call number on website 	<ul style="list-style-type: none"> • Signed license with witness • DMV when get license • Online 	<ul style="list-style-type: none"> • 3 No • 1 Yes (DMV) 	<ul style="list-style-type: none"> • 6 Yes • DMV - valid at 18 years of age; have to have parent signature if under 18
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Summary: Some of the statements provided by HOSA focus group students are accurate and indicate their knowledge about organ, eye and tissue donation. Statements of concern are “family decides for you,” “can change decision on DMV website,” “talk to doctor,” and “DMV . . . have to have parent signature if under 18.” Time did not permit follow-up questions that may have helped clarify the students’ responses. Some of the responses are only partially true and are topics that need to be addressed in the materials for the high school education project. The Apple app is for the national registry, RegisterMe.org. Without getting clarification from the HOSA students, more information is needed. The high school education project team should consider asking students that may not have as much knowledge about organ, eye and tissue donation to better understand what the average Missouri high school students knows about registering as organ, eye and tissue donors. Information from this question should be very helpful during the development of the statewide high school education materials and program.

7. Did you learn about organ donation before you received your driver’s license? A. If yes, where did you learn about it? B. If no, would receiving information before you obtain your driver’s license been helpful?

<ul style="list-style-type: none"> • 5-Yes <ul style="list-style-type: none"> ○ Dad explained ○ Mom mentioned it ○ News stories and “Grey’s Anatomy” ○ Vice Principal was a donor • 0-No 	<ul style="list-style-type: none"> • 9-Yes <ul style="list-style-type: none"> ○ DMV ○ Mom shared her decision • 0-No 	<ul style="list-style-type: none"> • 7-Yes <ul style="list-style-type: none"> ○ EMT class ○ Researched on my own-presentation at school ○ Project Lead The Way classes ○ Talked about it, didn’t learn new information • 1-No <ul style="list-style-type: none"> ○ Would have helped to know 	<ul style="list-style-type: none"> • 4-Yes <ul style="list-style-type: none"> ○ Brother’s friend ○ “Grey’s Anatomy” ○ Uncle said “yes” • 1-No <ul style="list-style-type: none"> ○ Easier decision with more information 	<ul style="list-style-type: none"> • 4-Yes <ul style="list-style-type: none"> ○ GOL presentation ○ Learned @ young age and school debate - grandpa/family open to discussions; interested in organ donation - heavily involved in 	<ul style="list-style-type: none"> • 2-Yes <ul style="list-style-type: none"> ○ Parents ○ Science Class • 2-No <ul style="list-style-type: none"> ○ Need more information 	<ul style="list-style-type: none"> • 3-Yes <ul style="list-style-type: none"> ○ Father’s health issues ○ HOSA ○ “Grey’s Anatomy” ○ Documentary • 6-No <ul style="list-style-type: none"> ○ Yes, receiving information before would be helpful ○ Would not have changed my opinion ○ Would have liked
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		more		medical profession ○ Health class - freshman year ○ Zac's Challenge (didn't ask @ permit/DMV visit) • 0-No • 0-Yes		more information sooner ○ Educate Parents who may disagree ○ Kids rely on parents for information - make decision based on their decisions
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Summary: Thirty-four of the students in the HOSA focus groups indicate they learned about organ donation before they received their driver license. HOSA students that learned prior to obtaining a license indicated they learned from their parents, their own research, a documentary, or through EMT, Project Lead the Way, and science classes, or a personal connection to organ, eye and tissue donation. Several of the students also indicated they learned from "Grey's Anatomy" which is not always accurate in the portrayal of the process from registering, to donating, to transplantation. Eight students indicated they did not learn about organ, eye and tissue donation prior to obtaining their driver license. These students indicated they wanted more information prior to obtaining a license so that they could have made an informed decision.

It is unclear if the average student, students not pursuing a medical career, would answer the question in the same manner. When one of the students mentioned that parents needed to be educated, several students nodded in the affirmative. The high school education project team should consider asking students that are not pursuing a medical field this question to better understand if they want information prior to obtaining a driver license. Information collected from this question should be very helpful during the development of the statewide high school education materials and program.

8. Have you discussed your decision or wishes about organ, eye and tissue donation with your family or loved ones? Why or why not?

<ul style="list-style-type: none"> • 5-Yes • 0-No <p>Why</p> <ul style="list-style-type: none"> • So they are aware in the event of an accident • Told mom - so they (family) know wishes • Mom talked after I said "no" 	<ul style="list-style-type: none"> • 1-Yes • 8-No <p>Why</p> <ul style="list-style-type: none"> • Decision after conversation with parents <p>Why Not</p> <ul style="list-style-type: none"> • Don't want to think something will happen to them 	<ul style="list-style-type: none"> • 4-Yes • 1-No • 3-No response <p>Why</p> <ul style="list-style-type: none"> • General sense- your body, your decision • Family is all organ donors-donate all if it will help someone • In case something 	<ul style="list-style-type: none"> • 2-Yes • 3-No <p>Why</p> <ul style="list-style-type: none"> • 2-car accidents (personal experience) • Sister brought up discussion • Medical family (assumed) <p>Why Not</p>	<ul style="list-style-type: none"> • 4-Yes • 1-No <p>Why</p> <ul style="list-style-type: none"> • Military family - big part • Signed up @ young age • Saving lives - don't see why you wouldn't want to • If gone, what's 	<ul style="list-style-type: none"> • 2-Yes • 2-No <p>Why</p> <ul style="list-style-type: none"> • More informed • Grandma wants to donate body to science <p>Why Not</p> <ul style="list-style-type: none"> • Family not in health care/health field 	<ul style="list-style-type: none"> • 0-Yes • 0-No <p>Why</p> <ul style="list-style-type: none"> • Talked about talking about it • Grandma wanted to be an organ donor, but wanted her to say no because she didn't want me to think about death • They need to know
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<p>on permit</p> <ul style="list-style-type: none"> • Don't want it to be a surprise <p>Why Not</p> <ul style="list-style-type: none"> • No response required 	<ul style="list-style-type: none"> • Doesn't come up in normal conversation 	<p>happened, they'd (Family) know</p> <ul style="list-style-type: none"> • Not in-depth • Tissues and eyes freaked parents out • Family thought it weird I wanted to donate more than organs <p>Why Not</p> <ul style="list-style-type: none"> • Knew it would start a fight (Family) 	<ul style="list-style-type: none"> • Subject never came up • Knew how family felt 	<p>the point of keeping them</p> <ul style="list-style-type: none"> • Don't have a use for them anymore <p>Why Not</p> <ul style="list-style-type: none"> • Hasn't come up - hasn't impacted family, not taboo • Cultural reasons 	<ul style="list-style-type: none"> • I may not die 	<p>what you want</p> <ul style="list-style-type: none"> • Disagree (with parents), but respect their decision • Don't like the thought of taking them (loved one) apart - emotional aspect • Mom answered for her (same decision, but unhappy mom made the decision for her) • Family talked about it prior to decision <p>Why Not</p> <ul style="list-style-type: none"> • No response
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Summary: Eighteen, or nearly half of the students in the HOSA focus groups, indicate they have discussed their wishes about organ, eye and tissue donation with their family or a loved one. These students wanted family to know in the event of an accident, so that it would not be a surprise, because tissues and eyes “freaked” parents, personal experience, and personal beliefs. The other half of the students either did not respond or have not discussed the subject because: 1) they don't want to think about something happening to them; 2) not part of normal [family] conversation; 3) it would unsettle the family; 4) cultural reasons; 5) emotional; and 6) family is not in the health care field. One student indicated their family talked about talking about it and the conversation hasn't happened; another disagreed with their parents, but respected their decision; and one was upset that the parent made the decision for them.

This is an opportunity for the high school education project team to incorporate how to discuss the topic of organ, eye and tissue donation in a non-threatening way. While it appears the response is more reflective of the average student that is not going into a medical field, following up with said students should be considered. By doing so, the project team can better address family conversations about organ, eye and tissue donation, to be a donor or not, and to register or not register that decision.

9. Are you aware that you can register as an organ, eye and tissue donor in Missouri?

<ul style="list-style-type: none"> • 0-Yes • 0-No 	<ul style="list-style-type: none"> • 0-Yes • 9-No 	<ul style="list-style-type: none"> • 8-Yes • 0-No 	<ul style="list-style-type: none"> • 5-Yes • 0-No 	<ul style="list-style-type: none"> • 5-Yes • 0-No 	<ul style="list-style-type: none"> • 4-Yes • 0-No 	<ul style="list-style-type: none"> • 0-Yes • 0-No
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Summary: All but nine students indicated they were aware they could register as an organ, eye and tissue donor in the State of Missouri, yet many of these same students are registered donors. It is unknown if the students did not understand the question and/or if the overall response

from all of the HOSA focus group students is reflective of the average student not interested in a health related field. Obtaining the opinions of students not pursuing a career in health care should be considered in order to determine if the various means available to register in the State of Missouri should be incorporated into materials developed for the statewide high school education program.

10. In which class would you want to discuss organ, eye and tissue donation? If not in the classroom, where? Youth organization or group?

<ul style="list-style-type: none"> • Freshman Health • Science • Any Freshman class • Freshman class because that's when get permit-all agreed 	<ul style="list-style-type: none"> • No response <p>Not classroom-where:</p> <ul style="list-style-type: none"> • SAAD • HOSA • Speaker during lunch 	<ul style="list-style-type: none"> • Health • Biology • Health Science • More than one class • Should cover donation information and how to register • Important to do in classroom to reach everyone (students) <p>Not classroom-where:</p> <ul style="list-style-type: none"> • Fire station-guest speaker • Community Centers • Doesn't go with church (touchy subject) • Maybe if someone in church is connected to donation okay • Depends on Church • Sporting events - example Zach's Challenge - football green out challenge 	<ul style="list-style-type: none"> • Anatomy • Health (9th grade) x 5 votes <p>Not classroom - where</p> <ul style="list-style-type: none"> • HOSA group in school present to whole school • Motivational speakers in assembly • HOSA during blood drives 	<ul style="list-style-type: none"> • Any health based class • Health occupation • English - the way teachers talk about things - discussion based class; can talk freely and openly • Health - just another topic - not passionate • Guest Speaker • Social studies • Contemporary Issues • Global Issues • Psychology • Sociology • Anatomy • World Religions <p>Not classroom - where</p> <ul style="list-style-type: none"> • HOSA conference (health care professional students) • Non-health care students may not have as much interest • School best 	<ul style="list-style-type: none"> • Science classes • Assembly/with speaker (connected to the topic) • Middle School assembly • Parent/Student assembly • Not a youth group • Better in school <p>Not classroom-where</p> <ul style="list-style-type: none"> • No response 	<ul style="list-style-type: none"> • Freshman health class (required) - four students agreed with this statement • 2 students suggested biology and anatomy • 2 students suggested English - students are comfortable with conversations in the English classroom; they could read about it and have an open conversation • If taught in health class, curriculum would need to be standardized • 2 students suggested Government class - since a driver's license is considered civic duty @ DMV • Teacher needs to be unbiased <p>Not classroom-where</p> <ul style="list-style-type: none"> • No response
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				<ul style="list-style-type: none"> • Strong social media (Facebook) • Videos • PSAs • Similar to MoDot/Anti-Smoking (Truth) 		
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Summary: The HOSA students participating in the focus groups thought broadly and outside-of-the-box when answering this question. Multiple ideas have been presented and should be considered by the high school education program project team. Student suggestions include debate, English, Government (civic duty to sign driver license), Social Studies, Global Issues, Psychology, Sociology, etc. Refer to responses above. A point one student made and should be considered by the project team; the teacher needs to be unbiased if they are going to present the information or allow the topic to be discussed in their classroom. When asked if information was presented to students outside of the classroom, suggestions included community centers, sporting events, blood drives, HOSA conference, and Facebook. The students have provided the project team with a lot of avenues in which to assure students are educated about organ, eye and tissue donation.

11. If information was presented in a classroom, how do you want to receive the information? (Notes for facilitator: video, guest speaker, online, etc.)

<ul style="list-style-type: none"> • Voluntary vs. required • May not have participation if not required • Guest speaker-affected by donation • Cover the basics • Go over forms • Keep it light • No formal decision required • Handout to make parents aware (permission slip) • Video/story • How transplant process works • Videos with both sides 	<ul style="list-style-type: none"> • Health class • Biology • Bio-Med • A & P • Human Physiology 	<ul style="list-style-type: none"> • Guest speaker (don't get them often-more interesting) • Bored with online • Video-lights off, heads down • Guest speaker w/goodies/s/t of interest • Stickers - s/t to take home and share with family • Information to take home to parents - may make them more accepting • Relate to a recipient rather than public health educator • Both a recipient and public health 	<ul style="list-style-type: none"> • Someone with personal experience • No video unless is a personal experience • Guest speaker 	<ul style="list-style-type: none"> • Visual • Guest Speaker - helps students relate • Depends - should be interactive • Stats - how it helps others • Flyer/brochure at end - have students and teachers to share with others • Simulated car crash - show process of organ donation after accident (walk through) - graphic for health occupation 	<ul style="list-style-type: none"> • Stories • Guest Speaker • "Bring the real life stuff" • Plant seed with an assembly and follow-up in a class 	<ul style="list-style-type: none"> • 3 students indicated presentation video/visuals and discussion • Little bit of e/t • Unbiased • First person stories • Guest speaker • In-class debate
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(donor and transplant)		educator - more impact		students, less graphic for others (no bodies) <ul style="list-style-type: none"> • Process so we see what we are signing up for • Cartoons (1 yes, 1 no) 		
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Summary: If information about organ, eye and tissue donation is presented in the classroom, students have provided plenty of insight about what they want. It is unknown if their opinion, as future health care individuals, is reflective of the average student. The project team should consider collecting additional student opinions and consider each of the suggestions/responses carefully before the development phase of the statewide high school education program.

12. How would you like information about organ, eye and tissue donation presented?

a. Peers
b. Teacher
c. Rally/guest speaker
d. Student reporter/video
e. Assembly/guest speakers
f. Town Hall format

<ul style="list-style-type: none"> • Peers - 5 • Teacher - 0 • Rally/Speaker - 5 • Student Reporter - 0 • Assembly - 0 • Town Hall - 0 • Other (List) - 0 <p>Students noted that a combination of peers and guest speaker</p>	<ul style="list-style-type: none"> • Peers - 0 • Teacher - 0 • Rally/Speaker - 7 • Student Reporter - 0 • Assembly - 0 • Town Hall - 1 • Other (List) - 1 <ul style="list-style-type: none"> ○ Video <p>Student noted that rally speaker needs to be a guest with a personal story</p>	<ul style="list-style-type: none"> • Peers - 1 • Teacher - 1 • Rally/Speaker - 0 • Student Reporter - 0 • Assembly - 1 • Town Hall - 1 • Other (List) - 0 • Peers and teacher combo - need to have credibility (may not believe another student) • Green Out - Zac's Challenge - Assembly w/Zac's parents • Setting where 	<ul style="list-style-type: none"> • Peers - 0 • Teacher - 1 • Rally/Speaker - 1 • Student Reporter - 0 • Assembly - 1 • Town Hall - 0 • Other (List) - 4 - all said personal experience 	<ul style="list-style-type: none"> • Peers - 1 • Teacher - 0 • Rally/Speaker - 1 • Student Reporter - 0 • Assembly - 3 • Town Hall - 0 • Other (List) - 0 – • Hank's Hope assembly w/video • Assembly may be blown off by some students (easy at some schools) • Not peers • Rally may get 	<ul style="list-style-type: none"> • Peers - 1 • Teacher - 1 • Rally/Speaker - 4 • Student Reporter - 0 • Assembly - 4 • Town Hall - 0 • Other (List) - 0 • If peers are informed/ students may ask more questions • Town Hall would not reach as many 	<ul style="list-style-type: none"> • Ran out of time for this question. • Peers - 0 • Teacher - 0 • Rally/Speaker - 0 • Student Reporter - 0 • Assembly - 0 • Town Hall - 0 • Other (List) - 0
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		people can ask questions <ul style="list-style-type: none"> • Smaller groups; interactive; not someone just talking • People can skip assemblies • Can't ask questions at assembly 		kids too excited - not a rally topic <ul style="list-style-type: none"> • Peers and rally would be best - learn from each other • Rally may make topic more comfortable; assembly too serious 		
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Summary: Students were all over the board when it came to sharing how they wanted information about organ, eye and tissue donation presented. The most popular options, with comments, were:

**Style:
Rally/Speaker**

Rally/Speaker	18	18
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**Style:
Other**

Assembly	9	26
Peers	8	
Other	4	
Teacher	3	
Town Hall	2	

Students provided pros and cons for some of the options discussed. While the traditional way of teaching the LifeSavers™ Program is the most popular response with 18 students; a total of 26 responses included other methods. Due to the varied response, the project team should consider a comprehensive program that contains options. By doing so, schools, teachers, and students may have more of an opportunity to participate and learn about organ, eye and tissue donation.

13. What information or factors would help you decide to be a donor?

<ul style="list-style-type: none"> • Knowing the process (donation) • Process (transplant) • Knowing could save many lives • Benefiting 	<ul style="list-style-type: none"> • Maybe some information on why people choose not to donate 	<ul style="list-style-type: none"> • Personal story of donation (who was helped) • General explanation • Concern about funeral (provide clarification) 	<ul style="list-style-type: none"> • Very touching story • Personal story • Decision as to what organs to donate • Statistics - need for donation 	<ul style="list-style-type: none"> • Stories of donors • Knowing saving lives - connecting donor with recipients • Project Lead the 	<ul style="list-style-type: none"> • No responses 	<ul style="list-style-type: none"> • Ran out of time for this question.
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<p>someone's life - has purpose</p> <ul style="list-style-type: none"> • Grateful recipients/families • Knowing people die waiting 		<ul style="list-style-type: none"> • More information on how it helps/benefits others - more incentive to donate • Have class with students prior to permit/driver license <ul style="list-style-type: none"> ○ Middle school would be a good place to start ○ Give some information at this point, maybe not all of the details - series of conversations ○ Important to bring up at this age - bad things happen at any time; prepare them on how they can help 	<ul style="list-style-type: none"> • Knowing how to save someone • No pressure - no decision is wrong 	<p>Way (PLTW) - cadaver lab - explain what organs can be used and what can't</p> <ul style="list-style-type: none"> • Autopsy project (PLTW) used face time to walk through the process • Do not use the term harvest 		
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Summary: For the students who had time to answer the question, several suggestions were made about what information/factors should be included as part of the learning process; including personal stories. Students once again stressed that education should start sooner than the ninth grade. The project team should consider collecting additional student opinions and consider each of the suggestions/responses carefully before the development phase of the statewide high school education program.

Missouri HOSA
ATTN: Shelly Wehmeyer, 5th Floor
P.O. Box 480
Jefferson City, MO 65102



Dear HOSA Local Chapter Advisor,

Missouri HOSA is collaborating with the Missouri Department of Health and Senior Services and their partners to collect self-reported organ, eye and tissue donor related information about attitudes, beliefs and educational learning styles from high school students. Data collected will aid in the development of resources and an education program for high school students about organ, eye and tissue donation and Missouri's associated registry.

High school student focus groups will be conducted at the Missouri HOSA State Leadership Conference on March 27-28, 2017 during Education Symposium sessions. **No identifying information will be collected.** Diverse opinions from male and female students from around the state are needed. There is time for up to 105 freshmen to senior Missouri HOSA student members to participate. All participants must have a signed release, which is attached to this letter. Participation is voluntary.

We are asking for your support and assistance by recommending and encouraging at least one student in your chapter to consider participation. Enclosed is the permission letter for you to distribute to the student members in your local HOSA chapter. Please direct any questions to Shelly Wehmeyer at (573) 751-3407 or Shelly.Wehmeyer@dese.mo.gov.

Warm regards,

Missouri HOSA



Dear Parent/ Guardian,

HOSA is collaborating with the Department of Health and Senior Services and their partners to collect self-reported organ, eye and tissue donor related information about attitudes, beliefs and educational learning styles from high school students. Data collected will aid in the development of resources and an education program for high school students about organ, eye and tissue donation and Missouri's associated registry.

High school student focus groups will be at the HOSA Conference, March 28-29, 2016. Your child has the option to participate. No identifying information will be collected. Participation is voluntary and requires the following release. If you approve of your child participating in a focus group, please complete and return this document no later than March __, 2016.

I, _____(printed name of legal guardian), give my child,
_____(printed name of child) permission to participate
in a survey/focus group in coordination with the Missouri Department of Health and Senior
Services and its partnering organization regarding organ, eye and tissue donation education.

Legal Guardian Signature

Warm regards,
Missouri HOSA

Organ and Tissue Donation Education Initiative for High School Youth

Facilitator Instructions - HOSA Conference March 2017

Prepare yourself. Being prepared improves confidence and makes the focus group more enjoyable for the participants. Do you have all of your supplies?

Be sure that each focus group is manageable, and does not have more than 15 students per focus group. **Limit** the focus group **time to 45 minutes**. This will give you time to collect documents and for the next facilitator to set up.

Start and stop promptly as scheduled. Students have other events/activities in which they are participating during the HOSA Conference.

Be clear at the start that you want and welcome everyone's participation as it is important that all voices are heard. **The focus group is a closed session for those students who signed up and provided signed permission letters.**

- **Use a hand gesture** you are comfortable with and is not offensive to queue students to speak. You can even say, something like, *"Let's start with you and then go around the room"* Make it possible for students to pass and say nothing if they do not want to.
- **Be patient and silent** after asking. Some individuals need time to think about the questions and provide a response
- **Review posted rules.**

Pass around the attached demographic information form and ask each student to complete one line. Students are not to put their name on the demographic information form. Verify that all students have completed the form.

While students are completing the form, **inform the students about the focus group** and that you are going to ask a series of question about organ, eye and tissue donation being taught in the classroom. You will also be asking them questions about their knowledge and beliefs about organ, eye and tissue donation.

An assistant will capture the main thoughts and ideas presented by students on the flip chart.

After the focus group, return your packet and student responses to the Organ and Tissue Donor Exhibit booth. Hand the materials to Valerie Volkart, Virginia Beatty or Sandy Simaitis.

Organ and Tissue Donation Education Initiative for High School Youth

High School Student Focus Group Questions - HOSA Conference - March 2017

Primary Focus Group Questions:

1. What have you heard about organ, eye and tissue donation?
2. Have you or your family been directly affected by donation?
3. What do you know about organ, eye and tissue donation?
4. Have you made a decision about organ, eye and tissue donation?
5. Would you consider being a donor if you knew more about it?
6. Do you know how to register to be an organ, eye and tissue donor in Missouri?
7. Did you learn about organ donation before you received your driver's license?
 - a. If yes, where did you learn about it?
 - b. If no, would receiving information before your obtain your driver's license been helpful?
8. Have you discussed your decision or wishes about organ, eye and tissue donation with your family or loved ones?
 - a. Why or why not?
9. Are you aware that you can register as an organ, eye and tissue donor in Missouri?
10. In which class would you want to discuss organ, eye and tissue donation?
 - a. If not in the classroom, where? Youth organization or group?
11. If information was presented in a classroom, how do you want to receive the information? (Notes for facilitator: video, guest speaker, online, etc.)
12. How would you like information about organ, eye and tissue donation presented?
 - a. From Peers (teen to teen)
 - b. Teacher presents the information
 - c. Rally with guest speakers
 - d. Student Reporter – video
 - e. Assembly with guest speakers
 - f. Town Hall format with students asking questions of specialists? (Organ and tissue donor recovery agencies, registry staff, individuals affected by organ, eye and tissue donation, transplant surgeon, etc.)
13. What information or factors would help you decide to be a donor?

Organ and Tissue Donation Education Initiative for High School Youth
 Demographic information of focus group:

	Age (15, 16, etc.)	Choose Gender	Choose Race	Choose Grade	School Type	County of Residence
Student 1	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	
Student 2	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	
Student 3	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	
Student 4	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	
Student 5	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	
Student 6	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American	<input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	

	<input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19		<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 12 th		
Student 7	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	
Student 8	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	
Student 9	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	
Student 10	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	
Student 11	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9 th <input type="checkbox"/> 10 th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	

Student 12	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	
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Student 14	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	
Student 15	<input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> White <input type="checkbox"/> Black or African American <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> Refuse to provide	<input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11 th <input type="checkbox"/> 12 th	<input type="checkbox"/> Public <input type="checkbox"/> Private	



Organ and Tissue Donation Education Initiative for High School Youth

A collaborative effort of the Gift of Life, Missouri Department of Health and Senior Services, Department of Elementary and Secondary Education, Mid-America Transplant and the Governor's Organ Donation Advisory Committee.

Data and information in this report may be used only for public health practice. Direct questions to:

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