

Israeli organ donors to get transplant priority

Israel is to become the first country to give donor card carriers a legal right to priority treatment if they should require an organ transplant. The law has been changed to try and boost donation rates, as there is a shortage for organs for donation. Partners and close relatives of those with signed donor cards will also move up the queue. Professor Lavee, of the Sheba Medical Centre, describes Israel's organ donation statistics as "grim" and said the new policy "provides incentives for individuals to agree to help each other."

Source: *BBC News*, 17 December 2009

Kiwis urged to avoid bootleg kidneys

There are about 500 people waiting for a kidney transplant in New Zealand as some Kiwis use the Internet to buy organs from third world countries.

Dr Ian Dittmer is the clinical director at Auckland Hospital's renal clinic. He said a New Zealand patient who went overseas for a kidney operation later died after contracting hepatitis.

Dr Dittmer said other patients have come back with infections and there are other cases where the transplant has not taken.

"There's substantial risks when you go to those places. Occasionally they get proper treatment. Occasionally we get letters from those units about how the transplant has gone and what medicines they're on, but more often than not we don't."

He said going overseas for a transplant is "abhorrent" and needed to be stopped.

Source: *New Zealand Herald*,
8 April 2010

Trafficking accounts for up to ten percent of transplants globally

International organ trafficking is a big business, with an estimated value of \$50 million in 2008. Poor people can reportedly earn between \$3,000 and \$15,000 for selling their organs, specifically kidneys, to middlemen who resell them to wealthy buyers for as much as \$200,000. The grisly practice is thought to be most prevalent in Israel, India, China, Pakistan, Turkey, Brazil, Nepal, the Philippines, Kosovo, Iran, and former Soviet states in eastern Europe.

"Transplant tourism flourishes in areas with weak authorities," says Dr Luc Noel from the World Health Organisation. "We do not want to see a society where the destitute become a store of organs for the wealthy and powerful."

Source: *Al Jazeera.com*, 17 May 2011

How Facebook is reinventing organ donation

What if I told you that you can now use Facebook to save lives? Facebook has introduced a new "status update" that allows you to proudly share with all your friends your intent to be an organ donor. With a permanent and prominent display on your Facebook site, you are telling your friends that you intend to give unselfishly to others so that they may live a healthier life. Your personal commitment just might encourage each of your (on average, 190) friends to consider doing the same.

Source: *news.yahoo.com*, 8 May 2012

Death row organs used in transplants

The Chinese government has admitted that two thirds of all organs used in transplants in the country are taken from executed prisoners. The admission comes after years of allegations that facing incessant demand for transplants, prisoners and even young conscripts in the army were targeted for their organs.

Source: *New Zealand Herald*, 27 August 2009

Justin Bieber's tweets spark support for organ donor registrations

"Hey @justinbieber! I BELIEB you should use that Canadian voice of yours and help save lives like mine," Helene Campbell, 20, tweeted on Jan.19. Two days later, Justin responded. He hash-tagged his first tweet with "Be an organ donor". His next tweet was a personal message to Helene, "@alungstory NEVER SAY NEVER". Belieber Helene Campbell tweeted the teen star last week about her own struggles (including how she herself needs a lung transplant). Bieber then began tweeting to her and about her, shedding more light on the cause than the fan could ever have anticipated.

Source: *MTV.com*, 25 January 2012

ISSUES CHART

The issue:

What I found out about the issue:

What I think about the issue:

The issue:

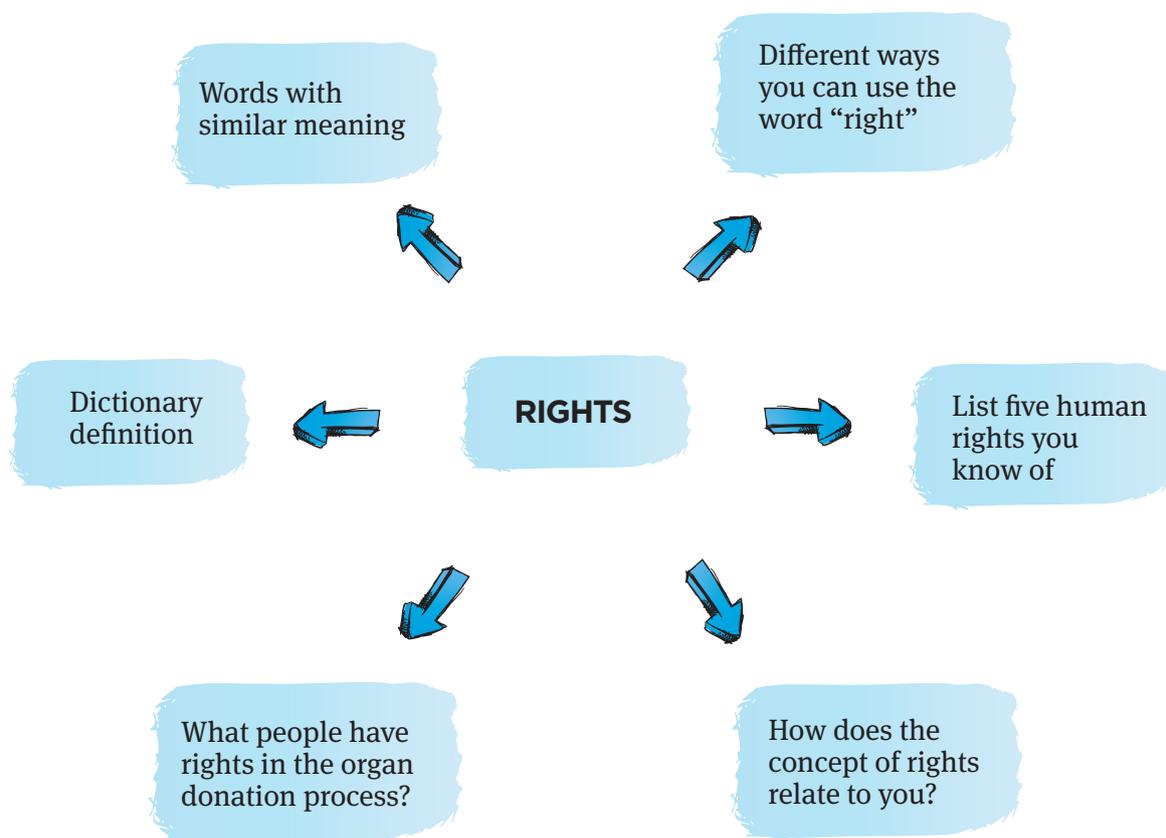
What I found out about the issue:

What I think about the issue:

The issue:

What I found out about the issue:

What I think about the issue:



THE RIGHTS INVOLVED IN ORGAN DONATION

Below are the rights involved in organ donation. (They are arranged in no particular order.) Rank the most important and the least important. Then rank two rights as important and two rights as not very important.

The possible right of the health professionals to proceed based solely on the expressed wish of the potential donor

MOST IMPORTANT

The right of the donor to receive full medical support and to be treated with care, dignity, and cultural sensitivity at all times

The right of the health professionals to behave in accordance with their moral compass

IMPORTANT

Every individual's right to be fully informed about organ donation

NOT VERY IMPORTANT

The rights of the potential donor's family to say yes or no to the donor's expressed wishes

The recipient's right to a transplant

LEAST IMPORTANT

The individual's right to have their expressed wish in relation to organ donation acted on

SOCIAL INQUIRY: WE NEED MORE PEOPLE TO TALK ABOUT ORGAN DONATION!

New Zealand has hundreds of people on organ transplant waiting lists, but there are not enough organs and tissues for those needing them. We need more. In this inquiry, you will explore the social issue of organ donation in New Zealand, find out why we have the number of donors we do, and suggest ways that we could encourage more people to talk about organ donation. You may explore one of the focus topics suggested below or choose your own topic in relation to the issue above. You will undertake this inquiry in groups of 2–3 and then present your findings to the class.

FOCUS TOPICS:

- How ODNZ manages the organ donation process in order to respect and support the rights and values of those involved.
- The beliefs or values that different cultures in New Zealand have about organ donation and the impact of these views.
- The beliefs or values that different groups of people in New Zealand hold about the human rights relating to organ donation and what factors influence those beliefs or values.
- Individuals or groups in New Zealand who are taking social action on this issue, what they are doing, and the impact of their actions.
- “People ain’t dying like they used to”. What has changed and how this has affected donor numbers in New Zealand.
- Why beliefs and values are inadequate grounds on which to make law and social policy.

STEPS IN THE SOCIAL INQUIRY

1. Decide on a focus topic that relates to the social issue of organ donation and complete the planning framework.
2. From a range of sources, collect and record information to answer your research questions.
3. Complete the social inquiry chart in order to summarise the current situation on your focus topic in New Zealand.
4. Create a perspectives profile for at least three people or groups, explaining each group's point of view on organ donation and linking their view to the larger social issue.
5. Complete the summary of findings, relating these to the social issue.
6. Imagine that you are advisers to the New Zealand Government and having researched the issue, you will advise the government on actions they could take to encourage people to have a conversation with their family about organ donation. To give this advice, complete the actions and consequences chart.
7. Use the inquiry chart, perspectives profiles, summary of findings, and actions and consequences chart to present the results of your inquiry to the class. Each member of the group must present one section.
8. Complete an individual evaluation form about your inquiry.

Steps 1–7 will be completed as a group. Step 8 will be completed individually.

CHECKLIST OF WHAT TO HAND IN WITH YOUR SOCIAL INQUIRY:

- Completed and approved planning framework
- Information records (primary source log and secondary source log)
- Inquiry chart
- Perspective profiles for at least three people or groups
- Actions and consequences chart
- Completed social inquiry evaluation from each group member

PLANNING FRAMEWORK

Group names:

Focus topic:

Research questions: Write the questions (at least two) that will guide your group's research and help you to provide an answer for the focus of the inquiry.

Possible sources of information (interviewing people, school and public libraries, newspaper files, magazine articles, Internet, encyclopedias, textbooks):

Primary sources:

Secondary sources:

Record of tasks allocated to each person in the group (including which section each person will present to the class):

Ethical procedures our class will follow (such as confidentiality, asking interviewees for permission, avoiding plagiarism):

INFORMATION RECORD

Your group needs to provide relevant information from at least three different sources (one needs to be a primary source). Complete the primary source log and the secondary source log with details of relevant information you have gathered.

PRIMARY SOURCE LOG

Detail of source (e.g., survey of 30 people, interview with Māori language teacher):

Findings: What information does this source give you that helps to answer your research questions?

SECONDARY SOURCE LOG

Bibliographical details of source (e.g., author, title, date written, URL, date visited):

Findings: What information does this source give you that helps to answer your research questions?

Bibliographical details of source (e.g., author, title, date written, URL, date visited):

Findings: What information does this source give you that helps to answer your research questions?

SOCIAL INQUIRY CHART

Summary of the current situation for our focus topic in New Zealand:

Statistical data demonstrating that situation (go to www.donor.co.nz):

Main people or groups affected by that situation:

How are they affected?

PERSPECTIVE PROFILE

Person or group:

Explain why this person or group holds this viewpoint:

Explain this person's or group's viewpoint on organ donation:

This viewpoint links to our group's focus because ...

SUMMARY OF FINDINGS

Group focus topic:

Findings:

What do our findings tell us about why there are so few donors?

ACTIONS AND CONSEQUENCES CHART

Actions that could be taken to raise the number of organ donors in New Zealand
(In each box, describe the proposed actions, for example, abolishing motorcycle helmet law.)

Consequences
(Explain the likely consequences of each action.)

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SOCIAL INQUIRY EVALUATION

Name:

Other group members:

This evaluation is completed individually and can be handed to your teacher confidentially.

	What went well	What needs to be improved	Ways to improve it
Planning framework			
Researching information			
Presenting information			
Group work			

SO WHAT? This inquiry made me think about ...

WHAT NOW? What else do I need to know about organ donation?

SUGGESTED INTERVIEW QUESTIONS

What does the interviewee know about organ donation?

- Who can donate?
- What organs can be donated?
- Why do some people wish to be a donor? Why do some people decide they don't want to be a donor?
- At the time when someone is being considered for donation, who makes the decision about whether or not they will be an organ donor?
- When is the decision to donate made?



What personal experience does the interviewee have of organ donation?

- Do you know anyone who has received an organ or donated an organ?
- What was that like? How did that make you feel?



What is the interviewee's personal beliefs about donating or receiving organs?

- If you needed an organ transplant, would you want to receive one from a donor? From a living donor or a deceased one?
- Would you personally want to donate an organ?



UNDERTAKING INTERVIEWS ON SENSITIVE TOPICS

- Plan to hold the interview in a comfortable and appropriate setting (somewhere quiet and away from interruptions).
- Identify or describe what you are going to talk about.
- Explain the purpose of the interview and what will happen with the information.
- Describe how you will ensure that their responses are anonymous and confidential.
- Reassure the respondent that there are no wrong answers and that they don't have to answer any or all of the questions.
- Construct clear questions that encourage the interviewee to express their thoughts, for example, open versus closed questions.
- Listen actively – check in regularly to ensure that the interviewee understands the question and that you understand the response: “So, are you saying ...?”
- Record the answers accurately.

DO

- Explain what you would like to talk about, why you want to talk about it, and how long it will take.
- Be prepared to answer any questions.
- Remember that the interview is about them and their responses, not your opinions or experiences.
- Practise asking your questions.
- Accept if people do not want to answer some or all of the questions.
- Thank your interview subjects taking part.
- Offer to let them know the results of your research.

HINTS: Talking about
Sensitive Issues

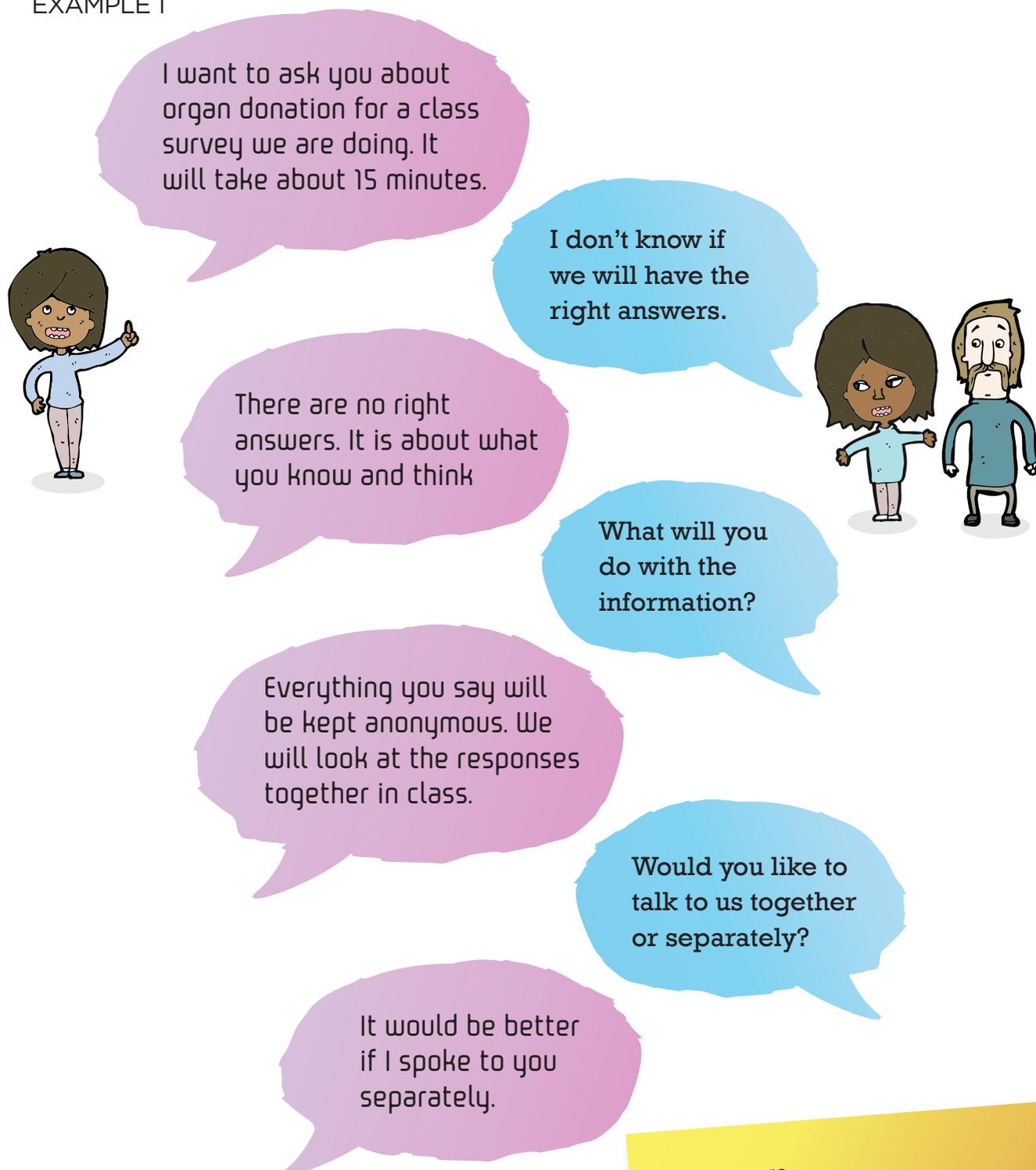


DON'T

- Don't spring the interview on someone.
- Don't expect everyone to be comfortable talking about organ donation.
- Don't go into the interview unprepared.
- Don't talk about people's responses to your friends.
- Don't take over the interview with your thoughts and opinions.

WHEN INTERVIEWS
GO WELL

EXAMPLE 1

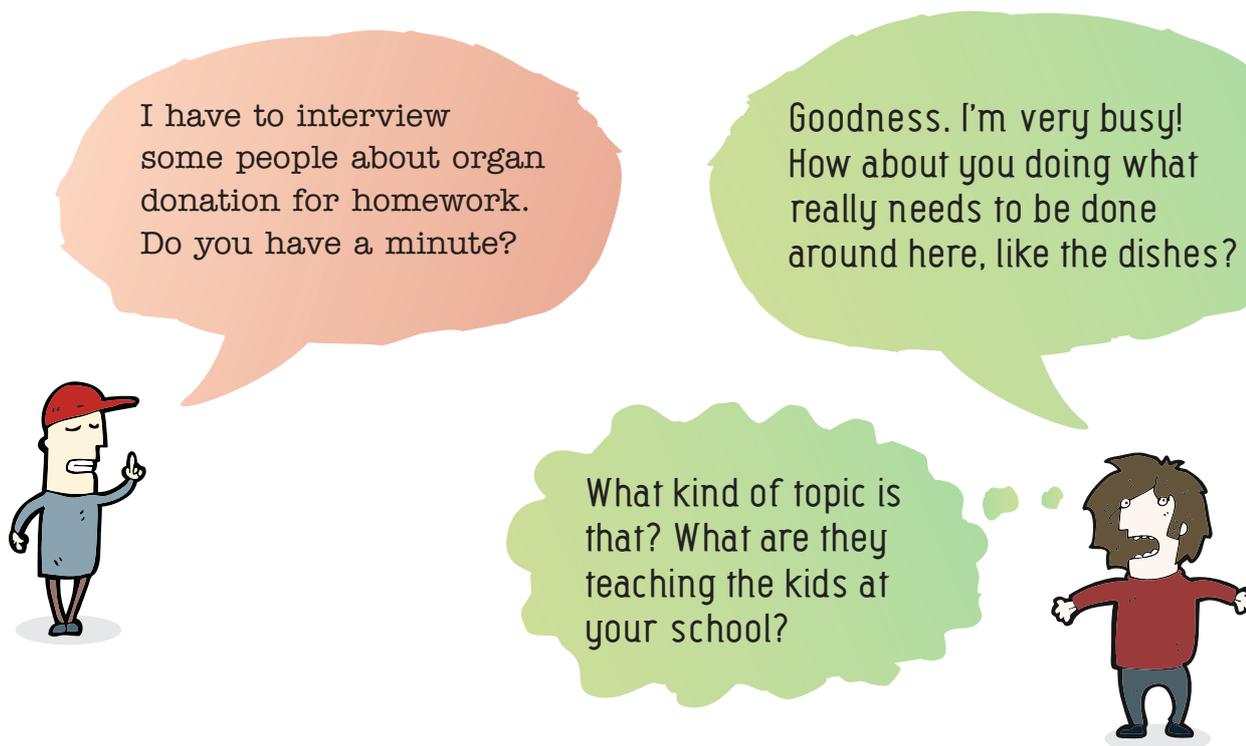


QUESTIONS

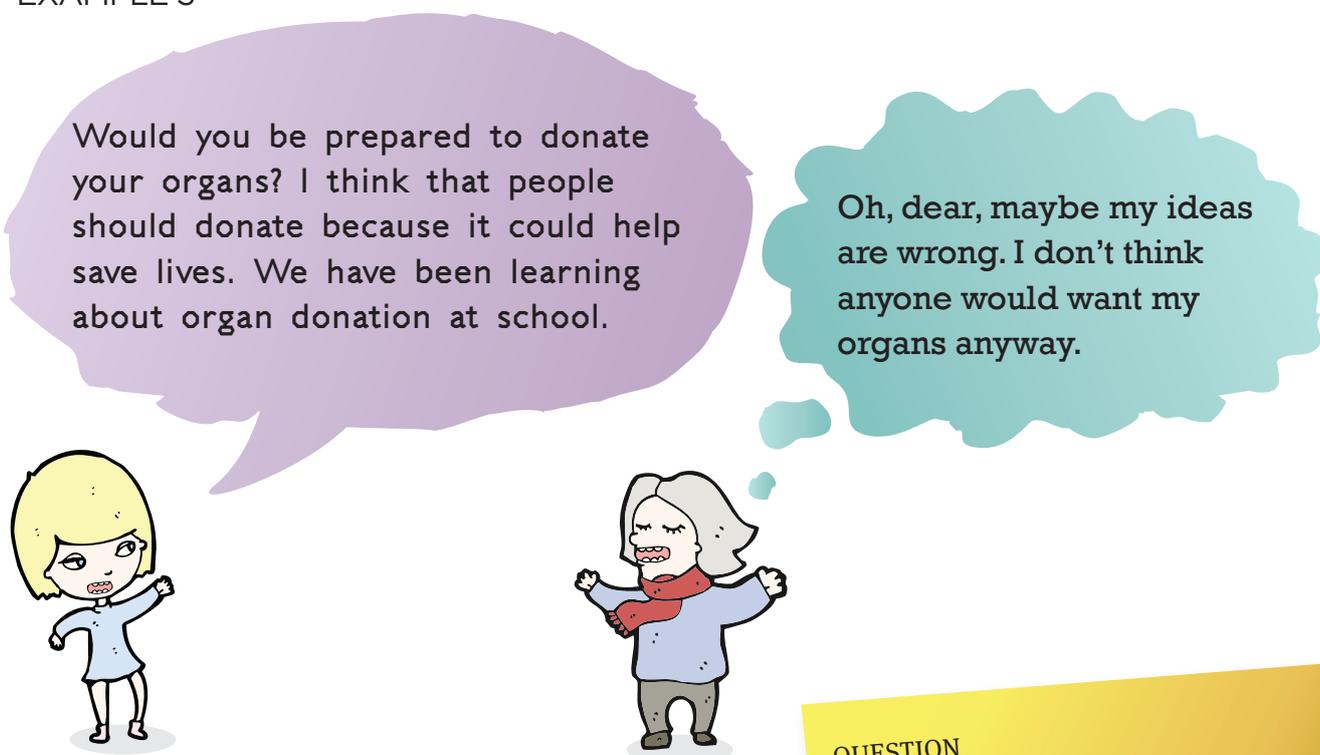
How is this a good example of the beginning of a sensitive interview?

What elements of a good conversation are shown?

EXAMPLE 2

WHEN INTERVIEWS
GO WELL

EXAMPLE 3



QUESTION

How could these responses be avoided?

INTERVIEW TOOL - ROLE PLAYS

Hand out the following role plays to pairs of students. Each pair performs their role play in front of the class. Following each role play, encourage the class to suggest any mistakes the interviewer made and also ways that the interview could be improved.

Students could then choose one role play to rewrite in their books using improved interview techniques.

ROLE PLAY 1

Interviewer

Other person

Have you had any personal experience with organ donation?

When my Aunty died last year, our family decided to donate her organs.

Sucks about your Aunty. Did they take out her heart or something?

Er, um, well actually, she was able to donate her lungs, cornea, and liver.

Gross ... how did this happen?

ROLE PLAY 2

For this role play, the interviewer should be seated, turned slightly away from the other person, with their legs crossed and slouched down. During the other person's responses, pretend to be distracted – check your cellphone, look away or around the room, pretend to see a friend, wave or smile at them, and mouth words like “I’m busy”.

Interviewer

Other person

Have you had any personal experience with organ donation?

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Sucks about your Aunty. Did they take out her heart or something?

Er, um, well actually, she was able to donate her lungs, cornea, and liver.

Gross ... how did this happen?

ROLE PLAY 3

Interviewer

Other person

Have you had any personal experience with organ donation?

Yes.

Have you indicated your wish to become a donor on your licence?

Yes.

Do you think New Zealand should compensate for organ donation?

Yes.

ROLE PLAY 4

Interviewer

Other person

Hi there, would you mind answering a few questions about organ donation?

Sure, that would be fine.

Do you agree with organ donation? I think it's great ... I mean, what is a dead person going to do with their organs? They could save a life.

Actually while I support it, I don't think my organs would be any good. I have smoked all my life and I'm 63, so my organs might be pretty worn out.

I think it's terrible that all those people die, and even though they could help so many people, they choose not to. I think the New Zealand government should make it compulsory — if you don't donate, you can't get an organ transplant.

I see.

ROLE PLAY 5

Interviewer

Other person

Hi there, would you mind answering a few questions about organ donation?

Sure, that would be fine.

Um (look down at your notes), hang on, I can't remember the first question ...

That's OK.

(Accusingly) You look quite uncomfortable — have you got something against organ donation?

(Stepping back, hands up)
No, no, not at all – what is your first question?