

INTRODUCTORY DONATION AWARENESS TRAINING - A NEEDS ANALYSIS FOR HEALTH PROFESSIONALS INVOLVED IN ORGAN, EYE AND TISSUE DONATION



Australian Government
Organ and Tissue Authority

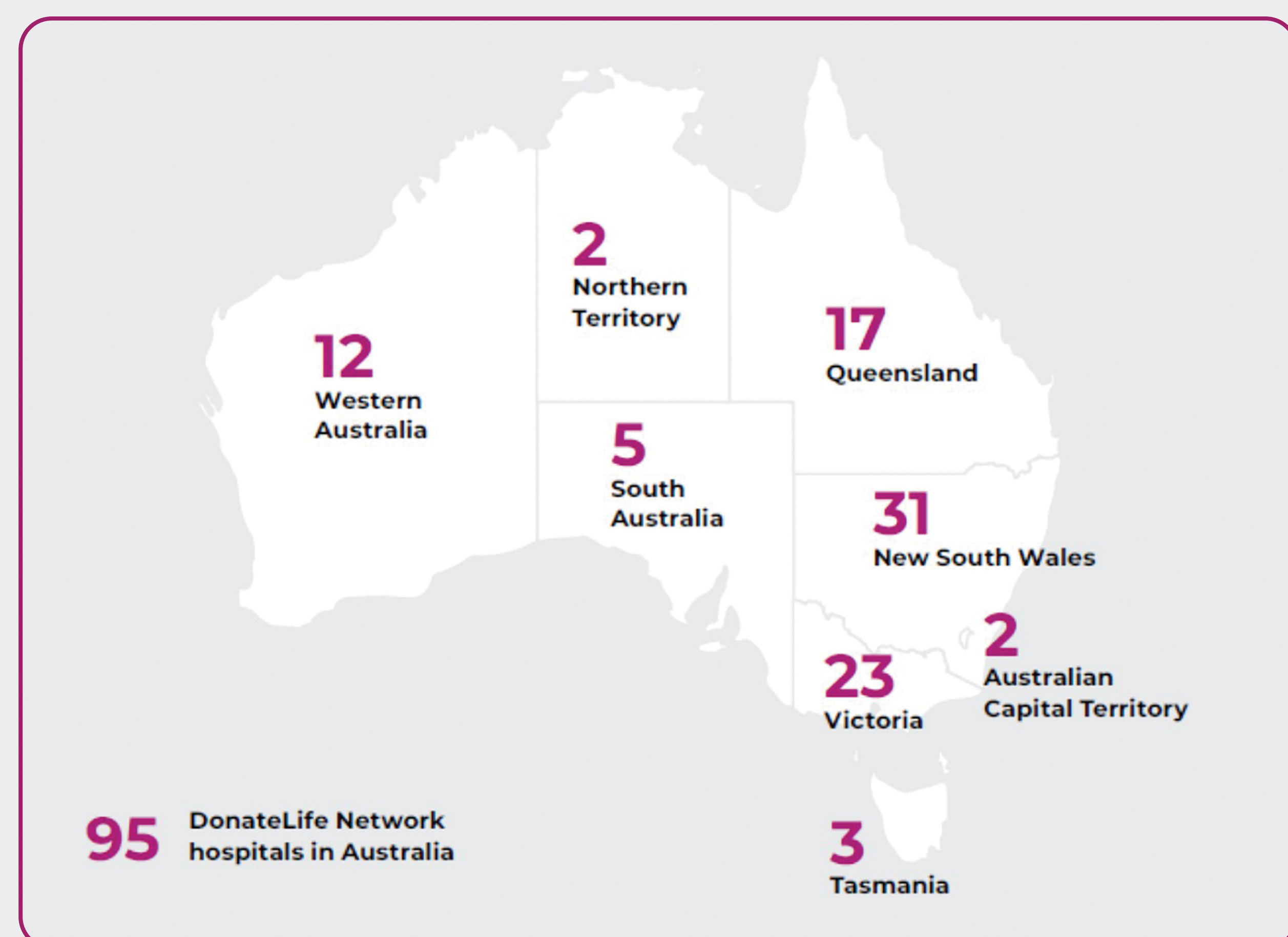
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Introduction

The Australian Organ and Tissue Authority (OTA) leads the national program to save and improve the lives of more Australians through organ and tissue donation for transplantation.

Since the introduction of the national program in 2009, the OTA has offered specialised professional training, information and resources for healthcare workers involved in donation and transplantation. Across Australia there are 95 donation hospitals. All hospital based staff are able to access training and education on organ donation, with the most common education offering being a locally run "Introductory Donation Awareness Training" (IDAT) workshop. This workshop provides introductory training and education to a range of health professionals involved in organ, eye and tissue donation, including nurses, medical officers, social workers, chaplains, allied health staff, executive staff, volunteers and students.



The aim of this study was to understand the need for, barriers to attendance and suggestions to improve attendance at the IDAT workshop.

Methods

Hospital based staff were surveyed to ascertain their awareness of the workshop, any barriers to attending and suggestions to improve attendance at an "IDAT" workshop.

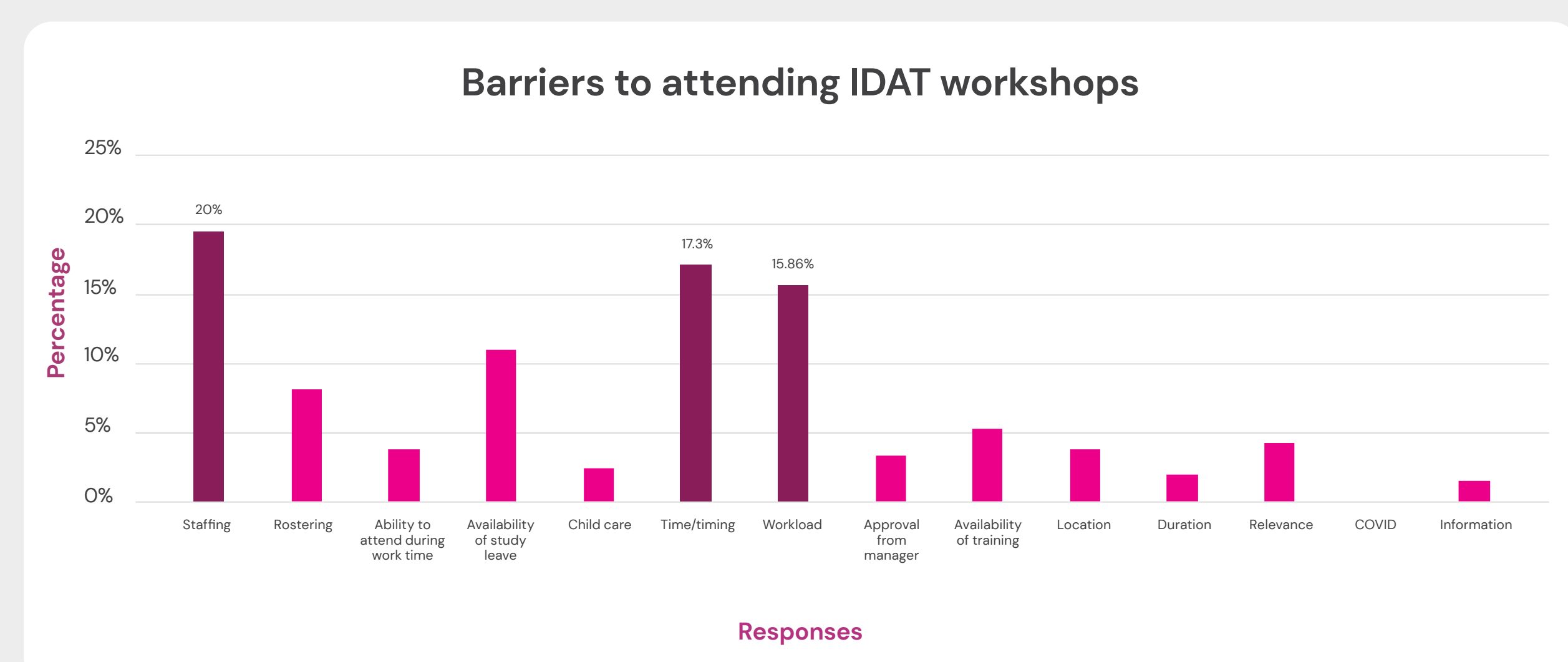
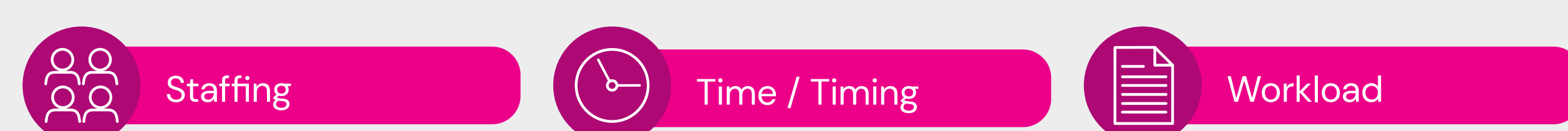
Results – awareness



Results – barriers

Half of the participants stated there were barriers to attending. Of the 366 responses 56% (n= 208) provided reasons to why they could not attend

The top three responses include:

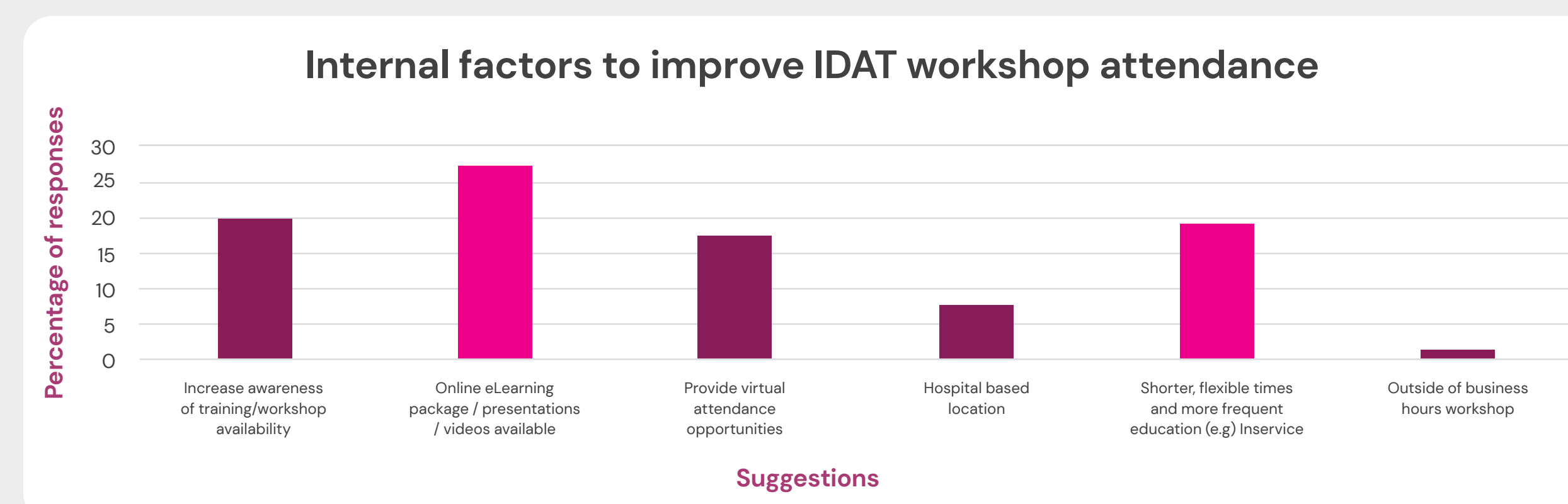
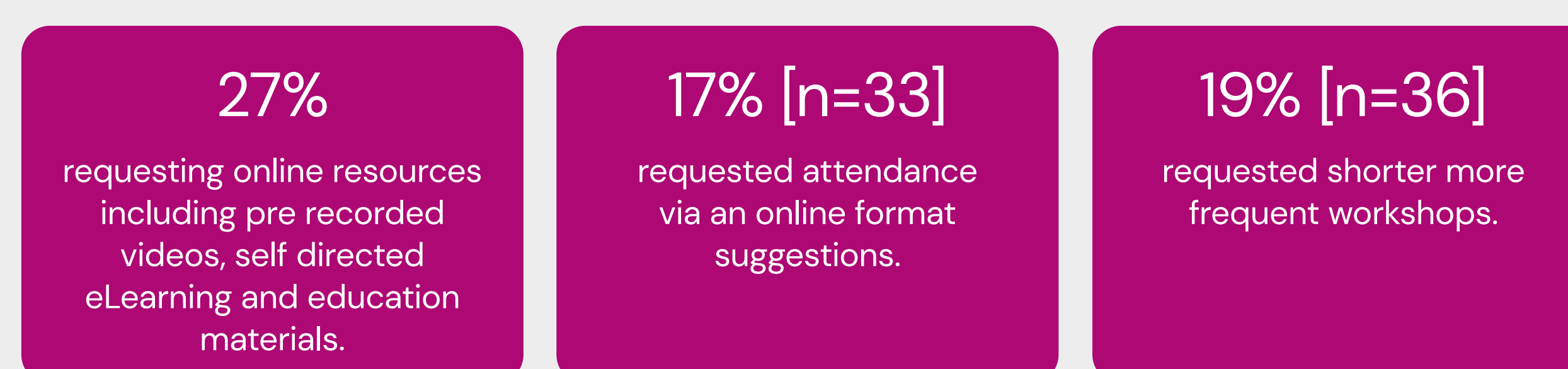


Results – improvements

Internal factors (elements that are able to be influenced by the OTA)

Of the 356 responses, 52% [n=188] provided suggestions for improvement related to internal factors.

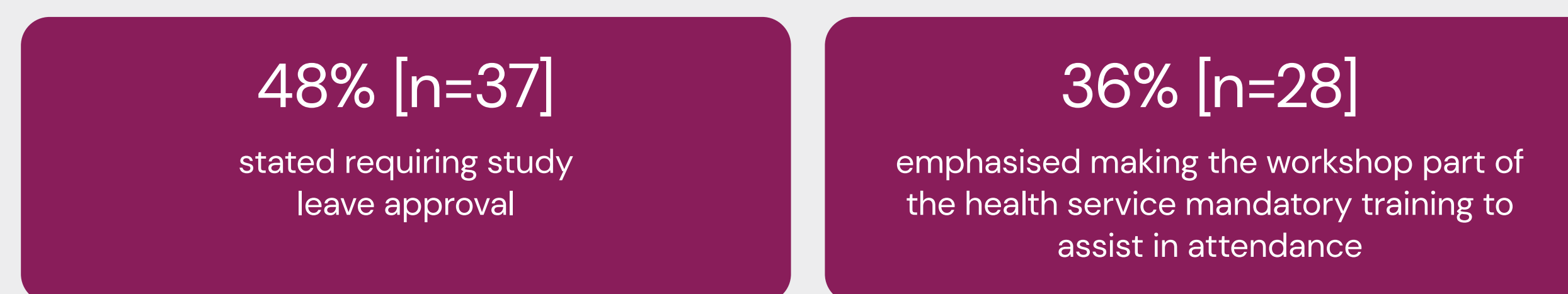
These included:



External factors (elements that are able to be influenced by the health service)

Of the 356 responses, 21% [n=76] provided suggestions for improvement related to external factors.

These included:



IDAT improvements – preferred attendance

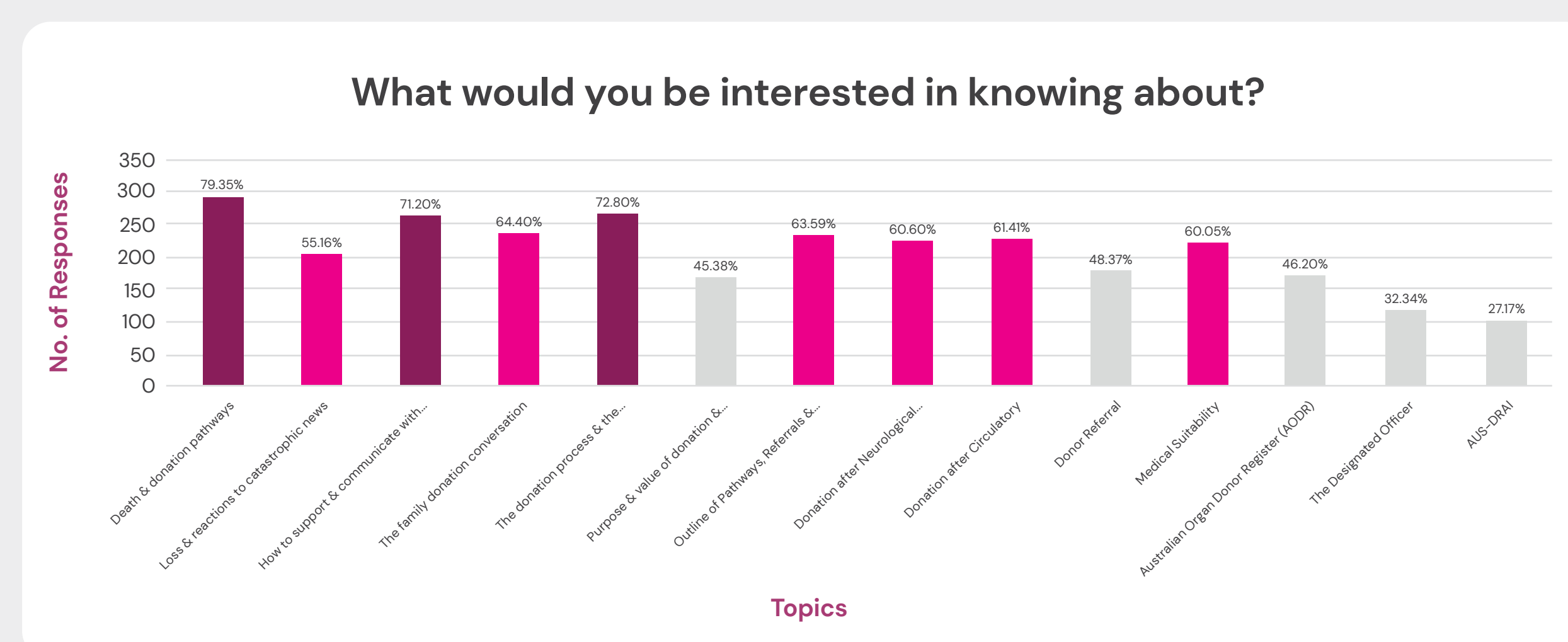
54%, (n=203) of participants preferred the blended approach to workshop delivery this included:

- Online 'eLearning' style content to be reviewed at anytime prior to attending the workshop
- Targeted local face to face sessions; few hours in duration

IDAT improvements – preferred topics

The following topics scored a response rate of 70% and above:

- Death and donation pathways
- How to support and communicate with grieving families
- The donation process and the professional roles involved



Discussion

The results of this survey has provided valuable information and led to a series of proposed improvements for the workshop. Firstly, to provide a blended learning approach including online learning and resources and a shorter time for face-to-face learning. Secondly, to increase awareness and share workshop information via digital means. Thirdly, to provide mini courses targeted at health services, via an online format to increase the amount of workshops able to be delivered.



PARTICIPANTS EXPERIENCE OF AND EVALUATION OF WEBCOACHING FOR FAMILY DONATION CONVERSATION TRAINING

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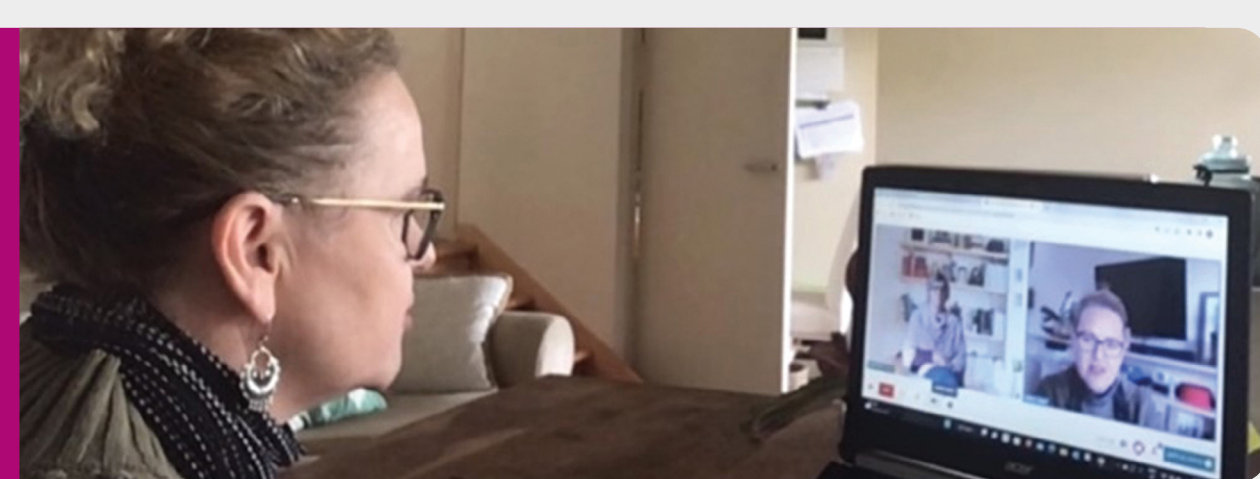
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Introduction

The Australian Organ and Tissue Authority (OTA) leads the national program to save and improve the lives of more Australians through organ and tissue donation for transplantation.

The OTA, with the DonateLife Agencies offers specialised professional training for a range of healthcare workers involved in donation and transplantation. The OTA has recently implemented a Web Coaching program for donation specialists. The program provides a unique web-based opportunity for donation specialists to receive real time feedback from an experienced coach in a safe, supportive online environment.

This image shows what the system looks like for the participant.



This image shows the role play video which is received by the participant, along with other post session resources.

- Audio recording of Debrief conversation
- Examples of video demonstrations and other resources
- Email summary and invitation to complete feedback survey

The aim of this study was to evaluate the experience of participants to inform ongoing program improvement and development.

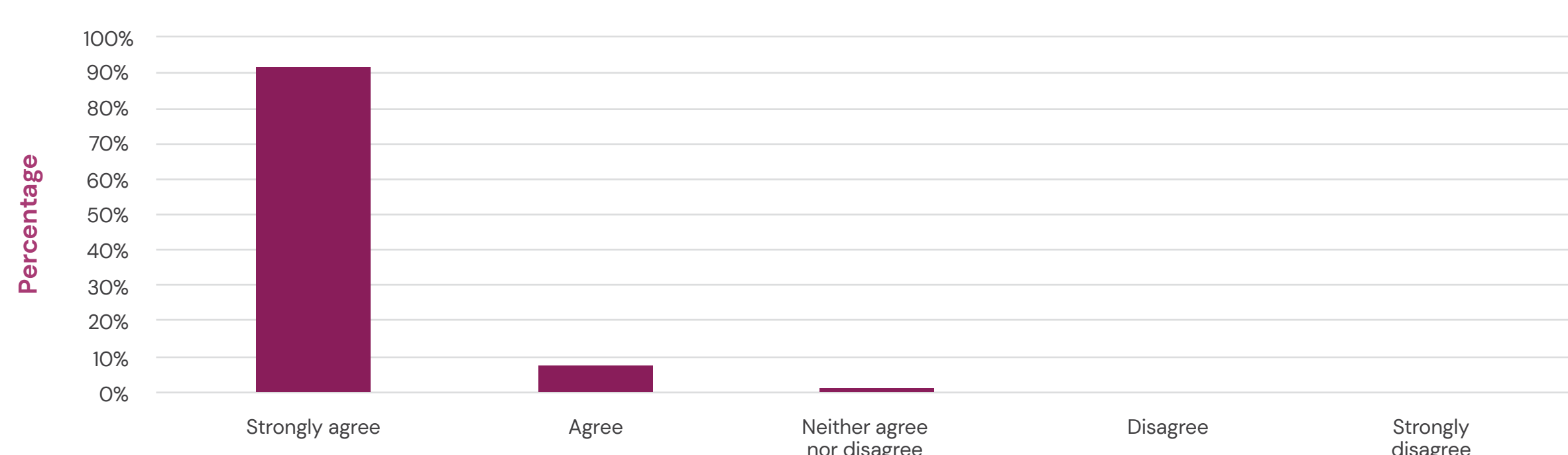
Methods

Between the commencement of the webcoaching program and end of January 2024, 191 webcoaching sessions were conducted. As part of the webcoaching follow up, resources are sent to the participant, along with a survey asking for their feedback.

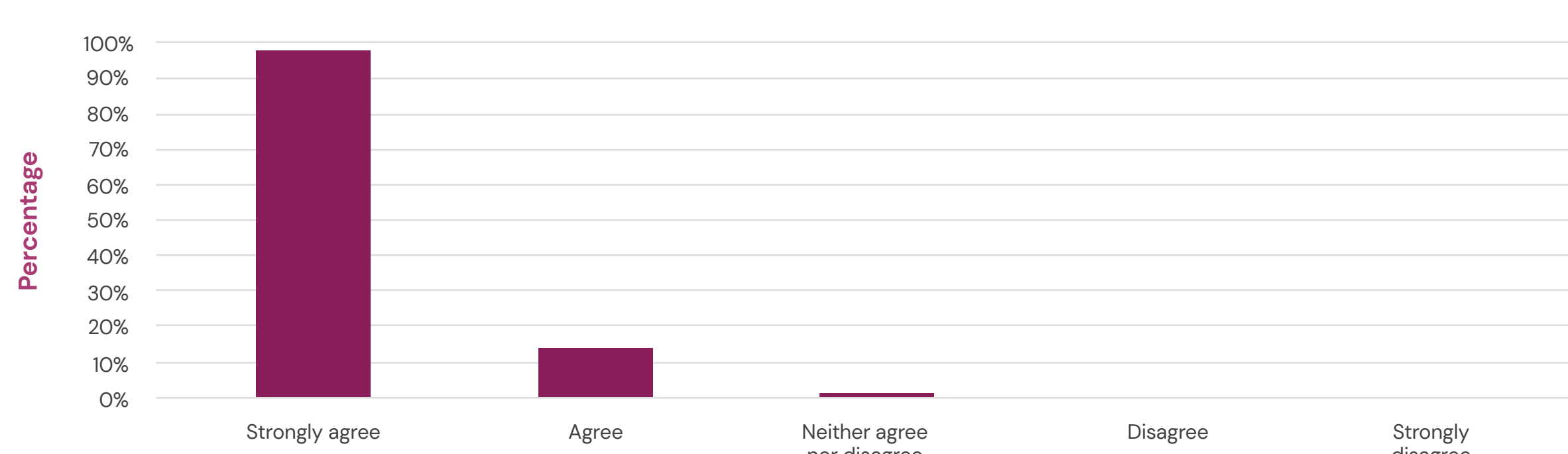
Results/Evaluation

114 responses were received providing feedback on 191 coaching sessions (60% response rate). 91% of those who responded strongly agreed that the content of the training was appropriate, and 78% strongly agreed the time allocated for the session was appropriate. 87% of participants strongly agreed that they were satisfied with training.

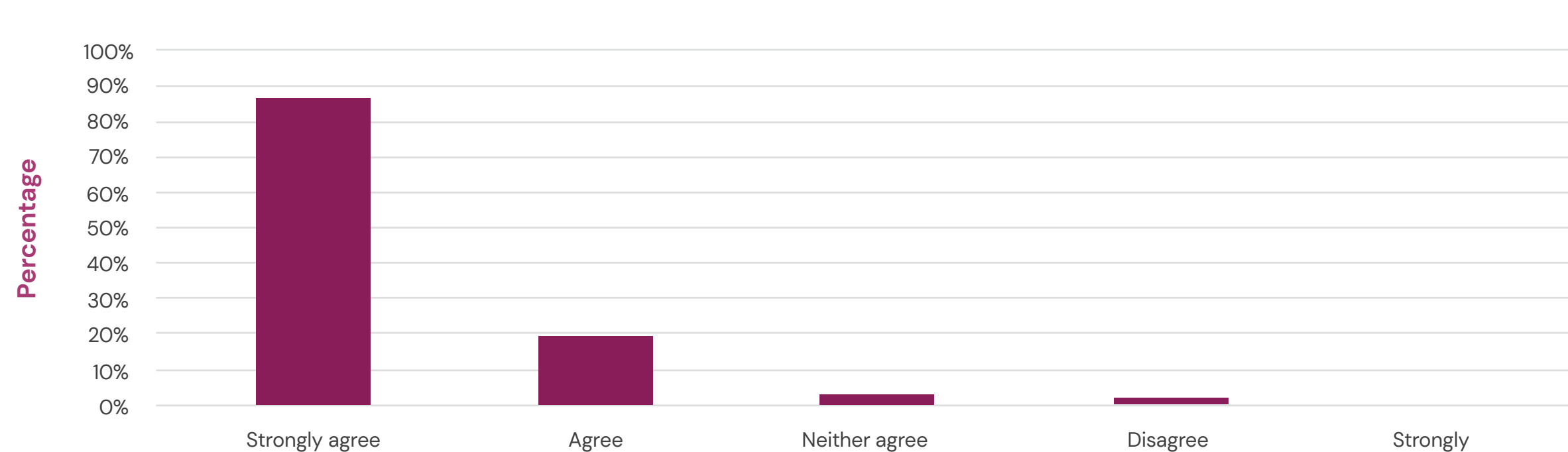
The content of the training was appropriate



Overall, I was satisfied with this training



The time allocated for the session was appropriate



Free text comments highlighted the most highly valued element of the training is the honest, constructive and timely feedback from the coach and the discussion that occurs while watching the recorded simulation in real time.

Feedback – “What worked for you in today’s training? Why did it work?”

“Reviewing the video to highlight areas of conversation to improve on. You can see how your communication may be experienced by the family. Is a tool for self reflection that has ongoing use. The feedback is provided and supported by reviewing the video.”

“This training is very beneficial and I hope more people take up the opportunity to participate. I will definitely be making time to do more sessions!”

“Honest and constructive feedback which will be useful and beneficial for communication within my role.”

“Real time feedback was excellent, timely and constructive.”

“Feedback, as not often there is someone in an FDC to feedback. Watch back what works well and some pointers for future.”

“It was formal, friendly and the opportunity to feel safe.”

Feedback – “What didn’t work and why?”

“Watching myself on the playback!”

“Perhaps on reflection trying the scenario after getting the feedback would have been useful. I understand the time restraints though, so not a criticism at all!”

“Face to face communication comes more easily to me, but I actually found this forum was easier than I expected.”

“It is hard to be constructive when watching yourself on video. This works both for positive and negative aspects of my donation conversation. This is a good skill to learn as it is really helpful to improve and learn.”

Feedback – “What could be improved?”

“Allow longer for each session – possible 1.5 hours.”

“Having a Paediatric scenario for those like myself who only work in Paediatrics.”

“I really enjoyed the session. Face to face is always preferable but the virtual session was really well done & felt ‘real’.”

“Use of more scenarios.”

Discussion

This program utilises a web-based “telehealth” type platform designed for medical and health consultations, which has been adapted for this training. As such it is a new and innovative method for training in our sector. The results of this evaluation demonstrate that Web Coaching is feasible in our setting and positively evaluated by participants. This online video mode training will be further expanded and modified based on the needs of participants and the wider donation and transplantation sector.