

Introduction

Over 113,000 Americans are waiting for an organ transplant. Organ donation saves lives. Each donor can potentially benefit 70 or more people. Providing theatrical based education could help dispel common public misconceptions surrounding the process of donor registration and organ procurement. Drama can be used as a teaching and learning tool by helping the learner make sense of difficult situations.

Problem

The community may be unaware of the value of being an organ donor and may have misconceptions about the process.

Objectives

- Dispel common misconceptions surrounding organ donation utilizing theatrics
- Provide education on organ donation from the donor perspective

Theoretical Framework

- Knowles’ Adult Learning Theory (Billings & Halstead, 2016)
- Kolb’s Theory of Experiential Learning (Billings & Halstead, 2016)

Community Collaboratives

- Patricia R. Keene, DNP, ACNP-BC, ACHPN
- Life Force
- LifeLink of Georgia

Innovative Idea

Utilize a cast of nursing students and faculty, in collaboration with community resources, to present a theatrical simulation that provides student and community education about organ donation.



Actions Taken



- Needs assessment
 - Research
- Stakeholder ID/Collaboration
 - Planning
- Script Development
- Assess/Secure Resources
 - Play Rehearsals
- Stage & Props Prep
 - Presentation
- Survey Attendees
- Evaluate Outcomes



Positive Outcomes

- People on the main campus and the surrounding community expressed what an impact this had on them and the knowledge/awareness they gained from it.
- “There wasn’t a dry eye in the theater!”
- Over 200 students and community in attendance
- Portrayed perspective of donor instead of customary recipient perspective
- Provided a platform for LifeLink and Life Force to share their roles in the community
- Highlighted Cauble School of Nursing in the community
- Highlighted the “Walk of Honor”
- Collaboration of multiple schools within the university
- Positive survey results

References

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