

Facilitator's guide

The combination of this facilitator's guide and the module is designed so you can offer training to a group of people with minimal preparation. We assume that you have facilitation skills, so this guide is not a script. Instead, it provides some notes and hints that may help guide group discussion.

Materials and additional information

The following materials and information may help you prepare for a facilitated TEL session:

- Your organisation's policies and procedures relating to the topic covered
- Real-life examples from your organisation that relate to the topic
- The listed resources given on slide 16 "For more information" of this module, as these may be particularly useful for your staff (also found in the Resources tab)
- Printer access, as answers typed throughout the modules can be printed at the end and certificates can also be printed for staff in attendance
- A projector and speakers to play videos, especially in a large group.

Encourage self-care

At commencement of this session, it is important to remind staff that talking about the end of life may not be easy, and that staff should take care of themselves and each other. Think in advance about what you could do if one of the participants becomes very upset.

Consider confidentiality

Be aware that that it is very common for people to share personal experiences when discussing end of life (both their experience with people with intellectual disability, and personal/family experiences).

Think about the degree of confidentiality that is appropriate for the group you are facilitating, and whether any ground rules are needed about:

- Discussing clients' end of life experiences
- Talking about one's personal dealings with dying and death.

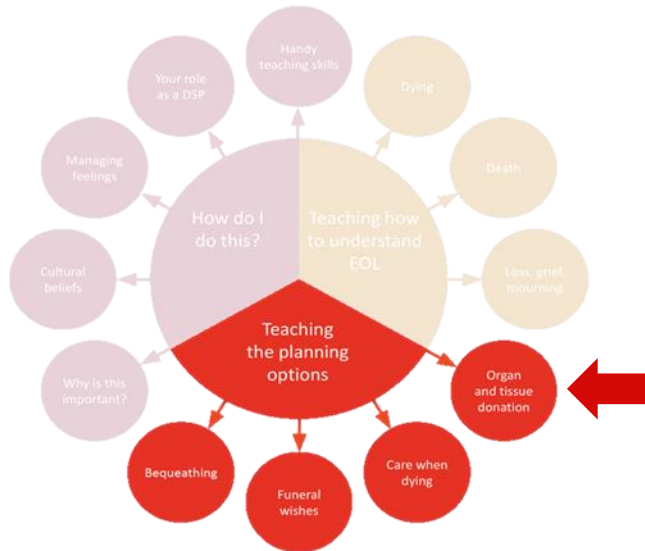
Important information for participants

We recommend that you explain to participants in the group that:

- The videos show real disability staff and people with intellectual disability (not actors) talking about real experiences
- The stories are almost all based on real events (with names and identifying details changed)

Module: Organ and tissue donation

Consider showing participants where this module fits in with the other 11 TEL modules.



Suggested duration:



30-35 minutes

This guide includes:



Main ideas












Links with other modules













Points to highlight from video

<p>Talking End of Life ...with people with intellectual disability</p> <p>Teaching the planning options: Organ and tissue donation</p> <p> </p> <p>Start</p>	
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<p style="text-align: center;">Welcome to the module: Organ and tissue donation</p> <p>For some people, knowing that their organs and tissues could help somebody who needs them is a comforting thought.</p> <p>To make this choice for themselves, people with intellectual disability should be supported to understand:</p> <p><i>"I can donate my organs and tissues after I die if I want to. My organs and tissues can make sick people better."</i></p>  <p style="text-align: center;">Go back Slide 2 of 18 Next slide</p>	 <p>It is very important that the person with intellectual disability understands that a donated organ like a heart is only taken <i>after</i> the donor is dead.</p>
<p style="text-align: center;">What is organ donation?</p>  <p style="text-align: center;">Go back Slide 3 of 18 Next slide</p>	 <p>The animation is also available in the Videos tab. You could show this video to a person with intellectual disability to help them understand organ and tissue donation.</p>
<p style="text-align: center;">Think about...</p> <p>How would you use the animation you just watched to teach a person with intellectual disability about organ and tissue donation? Type your answer in the box below.</p> <div style="border: 1px solid #ccc; height: 100px; width: 100%;"></div> <p style="text-align: center;">Go back Slide 4 of 18 Next slide</p>	<p>This is the first example of a text box in this module. You may choose to use this box to type in key points raised during discussion. Answers to this and any future reflection questions can be printed or emailed at the end of the module.</p>
<p style="text-align: center;">Your answers to the 'Think about...'question</p> <p><i>How would you use the animation you just watched to teach a person with intellectual disability about organ and tissue donation?</i></p> <p style="text-align: center;">Go back Slide 5 of 18 Next slide</p>	

<p>Were your answers like this?</p>  <p>Having trouble playing this video? Click on this link to view it in Vimeo: https://vimeo.com/238692222</p>	<p> Key points for discussion from this video clip are listed below:</p> <p>(00:06-00:49) Rezgar and Susan watch a documentary about organ donation. Rezgar uses this opportunity to start a conversation about this issue (see “<i>Use everyday situations to start a conversation or activity</i>” in the module <i>Handy teaching skills</i>).</p> <p></p> <p>(00:56-03:14) Rezgar uses several methods to help Susan understand:</p> <ul style="list-style-type: none">• simple explanation• showing her the organ donation animation on a laptop• checking her understanding by asking questions.
<p> Think about...</p> <p>What are some opportunities to talk about organ and tissue donation?</p> <p>Type your answer in the box below.</p>  <p>Go back Slide 7 of 18 Next slide</p>	
<p>Your answers to the ‘Think about...’ question</p> <p>What are some opportunities to talk about organ and tissue donation?</p> <p>o</p> <p>Go back Slide 8 of 18 Next slide</p>	

<p>Did you get...?</p> <ul style="list-style-type: none"> • Seeing information about organ donation at a doctor's office • Characters talking about organ donation in a TV show or movie (especially those set in hospitals) • A friend or family member deciding to sign up to the organ donor register  <p>Go back Slide 9 of 18 Next slide</p>									
<p>The role of disability support professionals</p> <p>It is important to remember that the role of disability support professionals (DSPs) is to provide information, not make a decision on behalf of a person with intellectual disability.</p> <p>If somebody is not interested in organ donation, that's okay. It is not your job to convince that person to be an organ donor, just give them the option.</p>  <p>Go back Slide 10 of 18 Next slide</p>	 <p>Ask if any participants have registered online to be organ donors.</p> <p>Discuss what a DSP should do if a client asks if the DSP is a registered organ donor.</p>								
<p>Think about...</p> <p>What should Rezgar do if Susan decided that she wants to become an organ donor?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take Susan's Medicare card and sign her up to the online Australian Organ Donor Register <input type="checkbox"/> Tell Susan that she cannot register as an organ donor because she does not have a driver's licence <input type="checkbox"/> Encourage Susan to talk to her family about her decision <input type="checkbox"/> Talk to his manager <p>Go back Slide 11 of 18 Next slide</p>									
<p>Your answers to the 'Think about...' question</p> <p>What should Rezgar do if Susan decided that she wants to become an organ donor?</p> <p>Go back Slide 12 of 18 Next slide</p>									
<p>Think about...</p> <p>What should Rezgar do if Susan decided that she wants to become an organ donor?</p> <table border="0"> <tr> <td><input type="checkbox"/> Take Susan's Medicare card and sign her up to the online Australian Organ Donor Register</td> <td>You should not put anyone on the organ donor register except yourself.</td> </tr> <tr> <td><input type="checkbox"/> Tell Susan that she cannot register as an organ donor because she doesnot have a driver's licence</td> <td>Organ donation information is no longer organised through driver's licences in Australia.</td> </tr> <tr style="background-color: #c8e6c9;"> <td><input type="checkbox"/> Encourage Susan to speak to her family</td> <td>Anybody who chooses to be an organ donor should talk to their family about their decision.</td> </tr> <tr style="background-color: #c8e6c9;"> <td><input type="checkbox"/> Talk to his manager</td> <td>This would be a good idea if Rezgar was unsure what to do.</td> </tr> </table> <p>Go back Slide 13 of 18 Next slide</p>	<input type="checkbox"/> Take Susan's Medicare card and sign her up to the online Australian Organ Donor Register	You should not put anyone on the organ donor register except yourself.	<input type="checkbox"/> Tell Susan that she cannot register as an organ donor because she doesnot have a driver's licence	Organ donation information is no longer organised through driver's licences in Australia.	<input type="checkbox"/> Encourage Susan to speak to her family	Anybody who chooses to be an organ donor should talk to their family about their decision.	<input type="checkbox"/> Talk to his manager	This would be a good idea if Rezgar was unsure what to do.	 <p>In Australia, family can override the person's wishes after they die.</p> <p>Families that have talked about organ and tissue donation, and know the person's wishes, are more willing to support those wishes.</p>
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<p style="text-align: center;">Seek help if you are unsure</p>  <p>If you are unsure what your role is when talking about organ donation with a client, please talk about it with someone you trust.</p> <p style="text-align: center;"> Go back <i>Slide 14 of 18</i> Next slide </p>	 <p>Someone you trust could be your supervisor, a colleague, a friend or family member.</p>						
<p style="text-align: center;">Key concepts</p> <p>People with intellectual disability should be supported to understand what organ donation is.</p> <p>Opportunities to start a conversation about organ donation include information in a doctor's office, a TV show, or from a friend or family member signing up to be an organ donor.</p> <p>The role of DSPs is to provide information about organ donation, not to convince somebody to be an organ donor. If a person you support is not interested in organ donation, that's okay.</p>  <p style="text-align: center;"> Go back <i>Slide 15 of 18</i> Next slide </p>							
<p style="text-align: center;">For more information</p> <p>Here are some resources to help you understand more about organ donation:</p> <table border="1" data-bbox="212 934 660 1046"> <thead> <tr> <th>Resource</th> <th>About</th> </tr> </thead> <tbody> <tr> <td>Donate Life</td> <td>Includes information about donating organs and tissues in Australia</td> </tr> <tr> <td>Australian Organ Donor Register</td> <td>A webpage where you can sign up for the Australian Organ Donor Register</td> </tr> </tbody> </table> <p style="text-align: center;"> Go back <i>Slide 16 of 18</i> Next slide </p>	Resource	About	Donate Life	Includes information about donating organs and tissues in Australia	Australian Organ Donor Register	A webpage where you can sign up for the Australian Organ Donor Register	<p>Click on the links on this page to show participants what these resources look like.</p>
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Donate Life	Includes information about donating organs and tissues in Australia						
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<p style="text-align: center;">Your answers for this module</p> <p>If you would like to keep a copy of your answers for this module, you can print them out or email them to yourself.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="256 1261 421 1375">  <p>Print your answers to the Think About questions</p> </div> <div data-bbox="448 1261 612 1375">  <p>Email your answers to yourself</p> </div> </div> <p style="text-align: center;"> Go back <i>Slide 17 of 18</i> Next slide </p>							
 <p style="text-align: center;">Congratulations!</p> <p style="text-align: center;">You have completed the module</p> <p style="text-align: center;">You can now print a certificate</p> <p style="text-align: center;"> Go back <i>Slide 18 of 18</i> Go to home page </p>							