

Donation Debate



GRADE LEVEL 5-12 Ages 11-18

TIME

One full class period

OVERVIEW

This lesson offers five different scenarios in which two people, both in need of a life-saving organ transplant, would each be a compatible recipient for the same donated organ. The question posed to students in each scenario is: Who should receive the donated organ and why?

LESSON OBJECTIVE

Students will produce rigorous evidence-based group discussions and individual writing through a sequence of specific, thought-provoking and policy-based scenarios and resources.

COMMON CORE STATE STANDARDS

CCSS.ELA-LITERACY.RI.9-12.1, 3, 8;
CCSS.ELA-LITERACY.RST.9-12.1; CCSS.
ELA-LITERACY.SL.9-12.1.A, 1.C, 1.D, 10.3

Next Generation Science Standards
HS-LSI-3

PREPARATION

■ Make photocopies of handouts for students

- Donation Debate Organizer handout
- Donation Scenarios

LESSON

1. Distribute: Donation Debate Organizer handout, and Debate Scenarios

2. Use the following questions to guide class discussion; can be adapted as a writing exercise:

- What would happen if people were allowed to buy organs from organ procurement organizations or individuals?
- Why has the Federal government created an entity to set policies on how scarce organs will be allocated?
- Do wealthy or famous individuals have ways of obtaining donated organs that are unavailable to most Americans?
- Would it be an infringement of individual rights if we changed the donation policy so that all people are donors unless they sign a card saying they do not want to donate?
- If more or fewer organs were available for transplantation, do you think current organ allocation policies would be changed?

3. On the following page are three options for structuring your class debate.

****Adapted from Donate Life Northwest curriculum:**

www.GoRecycleYourself.com



- **OPTION NO. 1:** Divide the class into ten groups. Assign one of the ten people depicted in the five scenarios to each group, so that for each scenario there is one group defending each position. Provide a Debate Organizer to each student and an additional Debate Organizer for the group. Explain to students that they are to use the Organizer to formulate and support an argument supporting their choice. After students complete their group's Organizer, have them conduct a short debate in front of the class with the group with the opposing position. After each debate, use Scenario Outcomes to explain to students how such a case would be decided under current policies. Engage students in a discussion of whether they think these policies are effective in ensuring that donated organs go to the most appropriate candidates or if these policies should be changed.
- **OPTION NO. 2:** Divide the class into five groups and assign each group to a different scenario. Provide a Debate Organizer to each student and one Debate Organizer to the group. Have each group decide collectively who they think should receive the donated organ and fill out their organizer to justify their position. Display the group's position using a projector and have students present the position they took and their arguments in support of their position. After each presentation, inform students which way each case would be decided under current policies. Engage students in a discussion of whether they think these policies are effective in ensuring that donated organs go to the most appropriate candidates or if these policies should be changed.
- **OPTION NO. 3:** Randomly assign each student to one of the five scenarios. Provide each student with a Debate Organizer and ask student to formulate their own opposition, and individually fill out the organizer. For each person depicted in the scenarios, ask a student who has taken the position for that person to read the scenario aloud and explain his or her decision (and justifications for that decision) to the class. Share the Donation Scenario Outcomes so students can see how these difficult decisions would be decided under current policies.

ASSESSMENT

- As an in-class or homework assignment, ask students to write a persuasive essay evaluating the way these policies determine the allocation of donated organs.



Donation Debate

Three reasons we/I <u>support this position</u> :	People who disagree with this position would probably argue these three <u>points</u> :	We/I would respond to their three points by <u>arguing</u> :
1.		
2.		
3.		



Donation Debate Scenarios:

1. Michael, a 23-year-old male, is serving the third year of a 20-year jail sentence for three armed robberies and needs a lung transplant. Michael has been on the waiting list for 4 years. Roberta, a 30-year-old teacher and mother of four, also needs a lung transplant and has been on the waiting list for 2 years. An organ procurement organization (OPO) has identified a lung that matches both Michael and Roberta. Michael and Roberta are equally ill. Who do you believe most probably would receive the organ in this situation?
2. Carmella, a 45-year-old billionaire CEO of a software company, recently discovered she needs a heart transplant. She has offered an organ procurement organization 30 million if she receives a heart transplant immediately. Martha, a 33-year-old receptionist, also needs a heart transplant and has been on the waiting list for one year. The OPO has just identified a heart matching both Carmella and Martha. Martha is sicker than Carmella. Who do you think most probably would receive the organ in this situation?
3. Sophia, a 73-year-old retired nurse who needs a kidney transplant, has been on a waiting list for a kidney for two years. Navid, a 21-year-old college student, also needs a kidney transplant and has also been on the waiting list for two years. An organ procurement organization has just identified a kidney matching both Sophia and Navid. Sophia and Navid are equally ill. Who do you think most probably would receive the organ in this situation?
4. Preston is a 35-year-old male living with human immunodeficiency virus (HIV). Can he be placed on the waiting list to receive a liver for transplantation?
5. Kevin, a three-time scoring champion and recent Most Valuable Player of the National Basketball Association who is 29 years old, has recently been diagnosed with a pancreatic disorder and placed on a waiting list for an organ transplant. Jason, a 31-year-old security guard, has a similar pancreatic disorder and has been on the waiting list for three years. An organ procurement organization has just identified a pancreas matching both Kevin and Jason. Kevin and Jason are equally ill. Who do you think most probably would receive the organ in this situation?



SCENARIO OUTCOMES UNDER CURRENT ORGAN ALLOCATION POLICIES

Note to educators; you can find White Papers regarding bioethics and organ allocation policies on the following OPTN websites:

<http://optn.transplant.hrsa.gov/resources/bioethics.asp> and

<http://optn.transplant.hrsa.gov/policiesAndBylaws/policies.asp>

1. 23-year-old male prisoner and 30-year-old female teacher and mother.

In 1976, the Supreme Court ruled that States cannot bar prisoners from access to health care, which would include organ transplants, without violating the Eighth Amendment ("Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted"). The OPTN UNOS Ethics Committee has stated "Convicted criminals have been sentenced only to a specific punishment, and have not been sentenced by society to an additional punishment of an inability to receive consideration for medical services." Thus, while both patients are equally ill, Michael, the 23-year-old prisoner would most likely receive the organ over Roberta because he has been on the waiting list longer.

2. Billionaire offers \$30 million for preferential treatment

The National Organ Transplant Act of 1984 made it illegal to buy or sell human organs. Although the \$30 million would be going to a good cause, the money cannot be accepted in return for preferential treatment. While both patients are equally ill, Martha has been on the waiting list longer and would most likely receive the organ.

3. 73-year-old and 21-year-old both need a kidney

According to UNOS, the process of kidney allocation begins based on the characteristics of the donated kidney. The decision of who should get the donated organ would be resolved by following OPTN allocation policies that provide a formula to weigh all characteristics, such as time on the waiting list, medical condition of both potential recipients, and geographic proximity to the donor. The OPTN Kidney Transplantation Committee has recommended adjusting the current kidney allocation policy in order to maximize the potential survival of every transplanted kidney. By more accurately attempting to match the characteristics of a donor's kidney to the candidate's characteristics, it is expected that post-transplant survival rates will be maximized. There is no clear recipient in this scenario because the medical characteristics of the donated kidney have not been revealed.



4. 35-year-old living with HIV virus

The OPTN/UNOS Ethics Committee has stated that “transplantation should be carefully considered if the candidate’s reasonable life expectancy is significantly shorter than the reasonably expected life span’ of the transplanted organ.” Advances in medicine and treatment mean that HIV is no longer considered a fatal disease, but rather a chronic condition that can be controlled with medications and healthy lifestyle choices. If Preston’s physicians believe he is a good candidate to receive a liver transplant, he can be listed. Additionally, the HIV Organ Policy Equity (HOPE) Act of 2013 addresses the right of HIV patients to obtain donated organs and tissues. The HOPE Act will permit donated, HIV-positive organs to be used for transplantation in HIV-positive patients, a medical procedure formerly prohibited by federal law. According to a 2013 TIME article, this will allow researchers to begin researching best practices for organ transplants between people with HIV.

5. NBA basketball star needs a pancreas transplant

According to United Network for Organ Sharing, “Factors such as race, gender, age, income, or celebrity status are never considered when determine who receives an organ.” According to this reasoning, a professional athlete, who has celebrity status, should not be given preferential treatment in this scenario. The organ would be allocated according to the OPTN allocation policies.

Classroom Debate Rubric						
Criteria	5 points	4 points	3 points	2 points	1 point	Total Points
Respect for Other Team	All statements, body language, and responses were respectful and were inappropriate language	Statements and responses were respectful and used appropriate language, but once or twice body language was not	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark	Statements, responses and/or body language were borderline appropriate. Some sarcastic remarks	Statements, responses and/or body language were consistently not respectful	
Information	All information presented in this debate was clear, accurate and thorough	Most information presented in this debate was clear, accurate and thorough	Most information presented in the debate was clear and accurate, but was not usually thorough	Some information was accurate, but there were some minor inaccuracies	Information had some major inaccuracies OR was usually not clear	
Rebuttal	All counter-arguments were accurate, relevant and strong	Most counter-arguments were accurate, relevant, and strong	Most counter-arguments were accurate and relevant, but several were weak	Some counter arguments were weak and irrelevant	Counter-arguments were not accurate and/or relevant	
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples	Every major point was adequately supported with relevant facts, statistics and/or examples	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable	Some points were supported well, others were not	All points were not supported	
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion	
Understanding of Topic	The team clearly understood the topic in depth and presented their information forcefully and convincingly	The team clearly understood the topic in depth and presented their information with ease	The team seemed to understand the main points of the topic and presented those with ease	The team seemed to understand the main points of the topic, but didn't present with ease	The team did not show an adequate understanding of the topic	
Total Points:						
Comments:						