Building Our Future Donor Base

Héma-Quebec's Experience in Schools & Universities

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Héma-Québec
June 16, 2010

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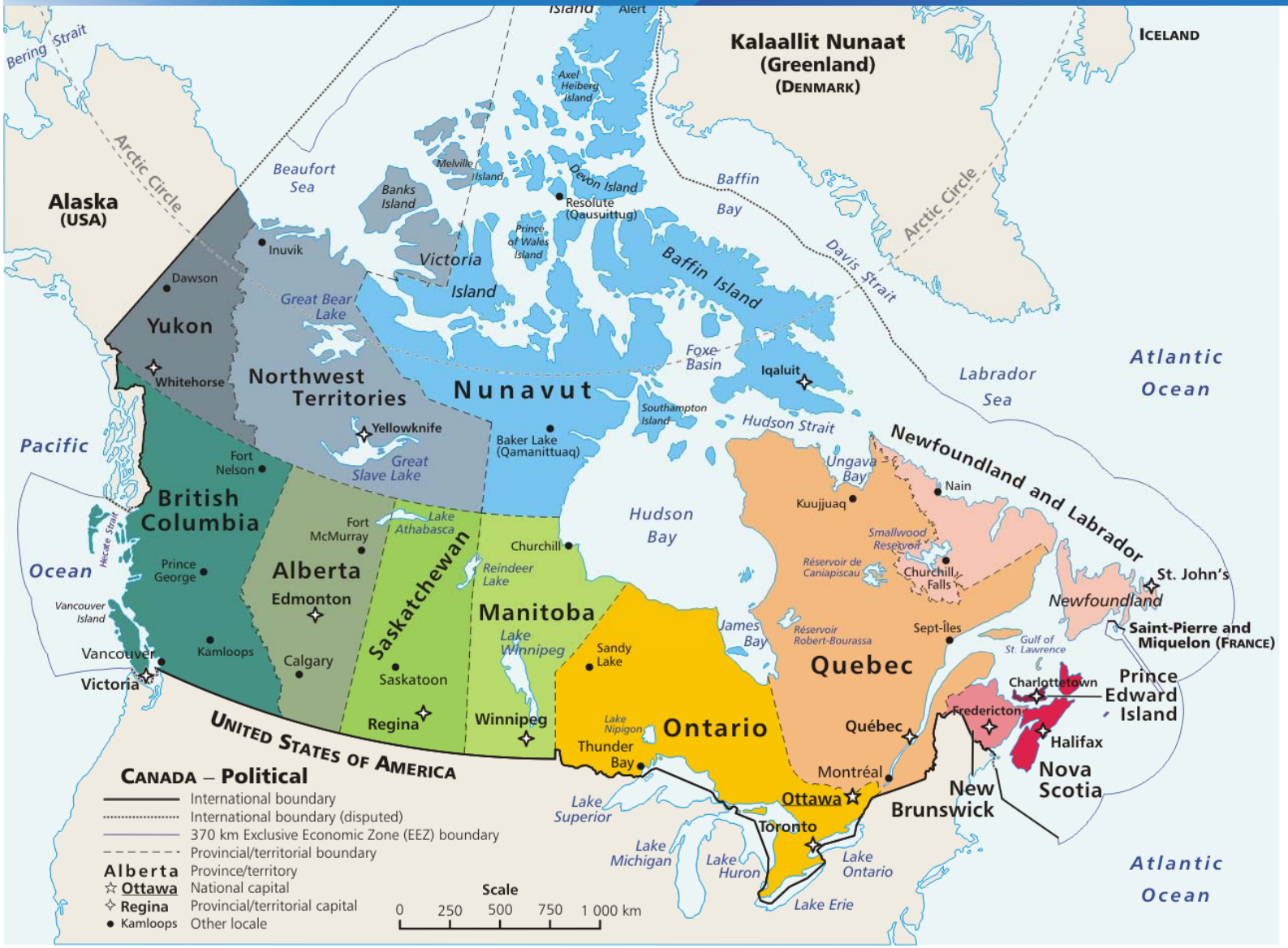
Blood Products
Stem Cells
Human Tissues

Background



Quebec

Population:
7.8 million

Territory:
1,5 million km²

Hospitals:
99

Legal age for blood donation:
18

Héma-Quebec Highlights 2009-10

- **Product line : Blood products, Stem cells, Human tissues**
- **Blood units drawn: 243,000**
- **RBC shipped to hospitals : 234,000**
- **Inventory at HQ: 8 days**
- **Number of employees: 1,300**

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Community Based Model

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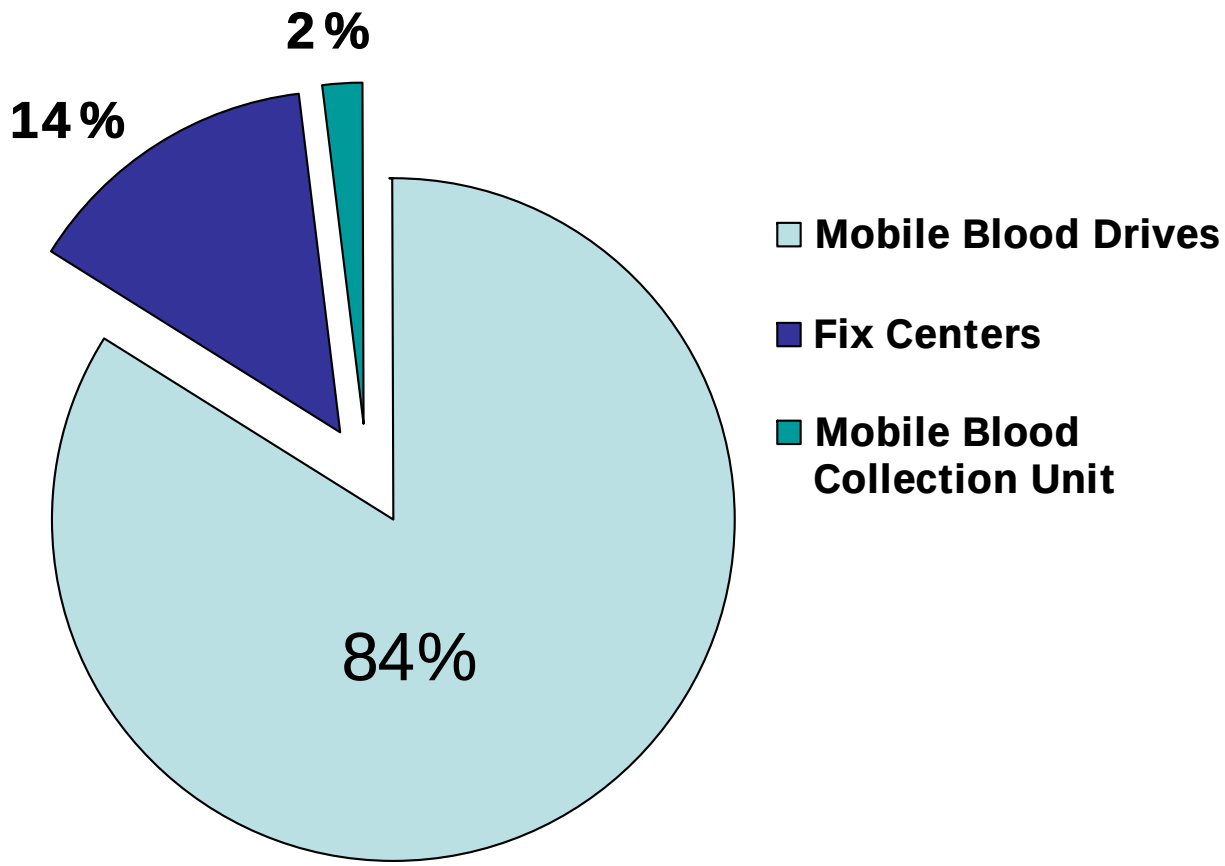
Recruitment Mode



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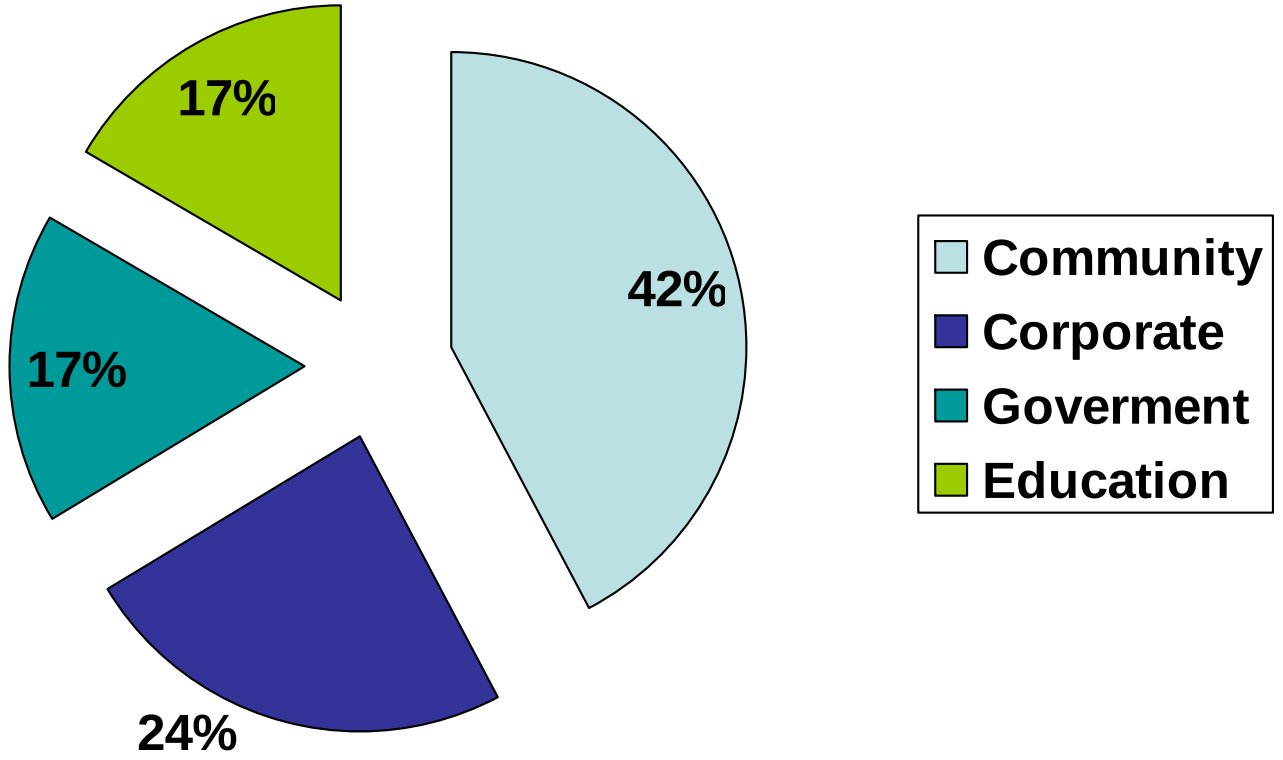
Recruitment By Type of Blood Drive

16 000 Volunteers & 1 500 Organizing Committees Involved



April 1, 2009 to March 31, 2010

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Why A Youth Strategy Was Needed?

Challenges

- Ageing donor base: 44 years old on average
- Ageing blood drive organizing committee

Opportunities

- Increase donor base in Colleges and Universities
- Educate young people early on the importance of blood donation and blood drive organization

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Colleges & Universities Strategies

- Expanded reach to cover more establishments
- Increased blood drive frequency
- Added 20% more staff
- Implemented hemoglobine pre-screening for female donors
- Trained volunteers to accompany all new donors during the process
- Distribued litterature on campuses a day or two prior to the blood drive
- Offerred water to all donors prior to donation to reduce faintness

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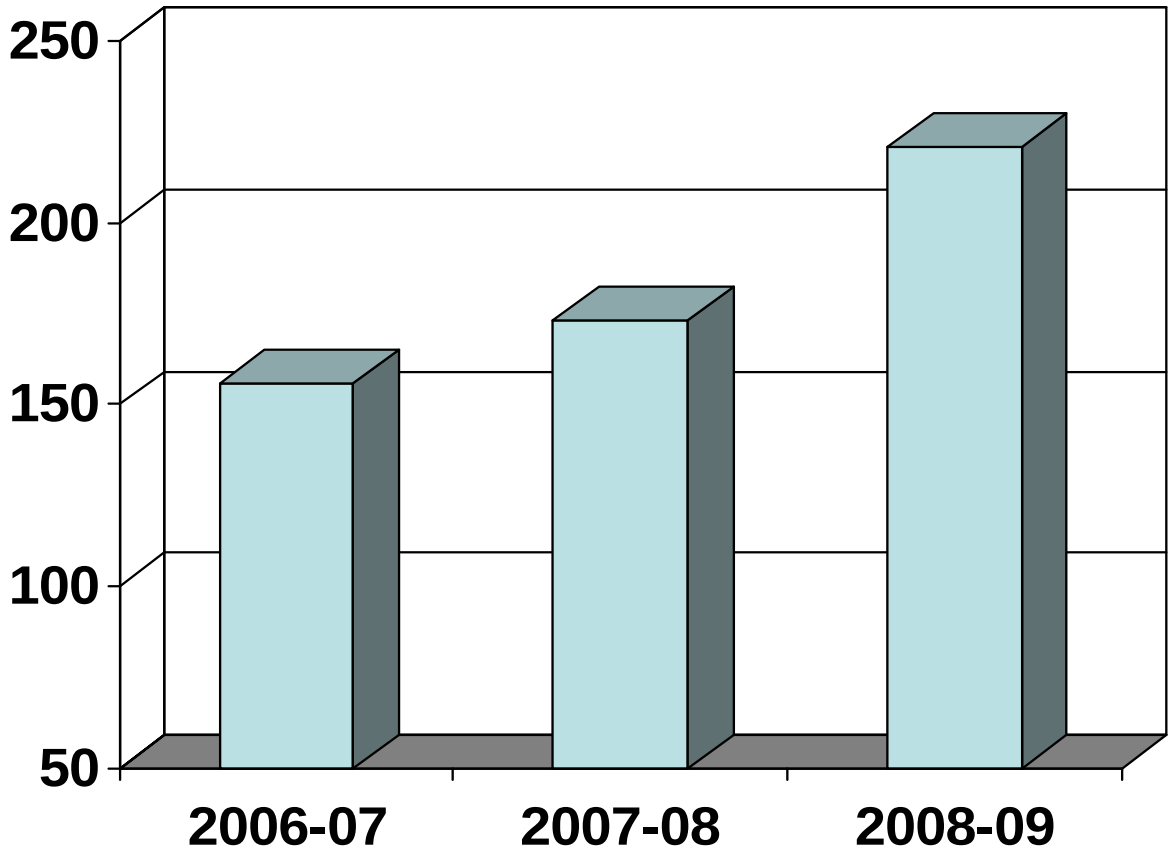
Results – Blood Drives

41% growth – 65 new blood drives



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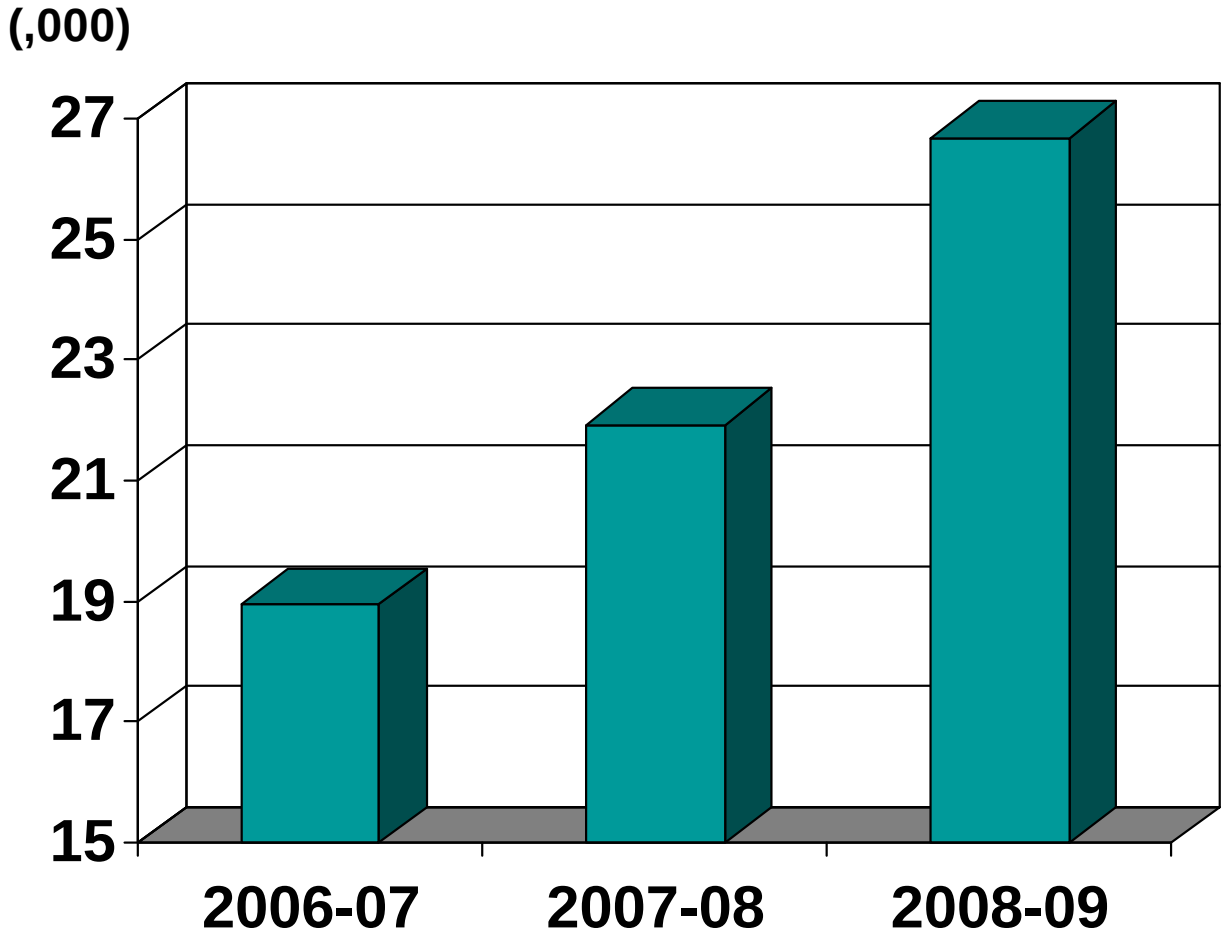
Results - Donor Registered

59% growth – 7 800 more donor registered



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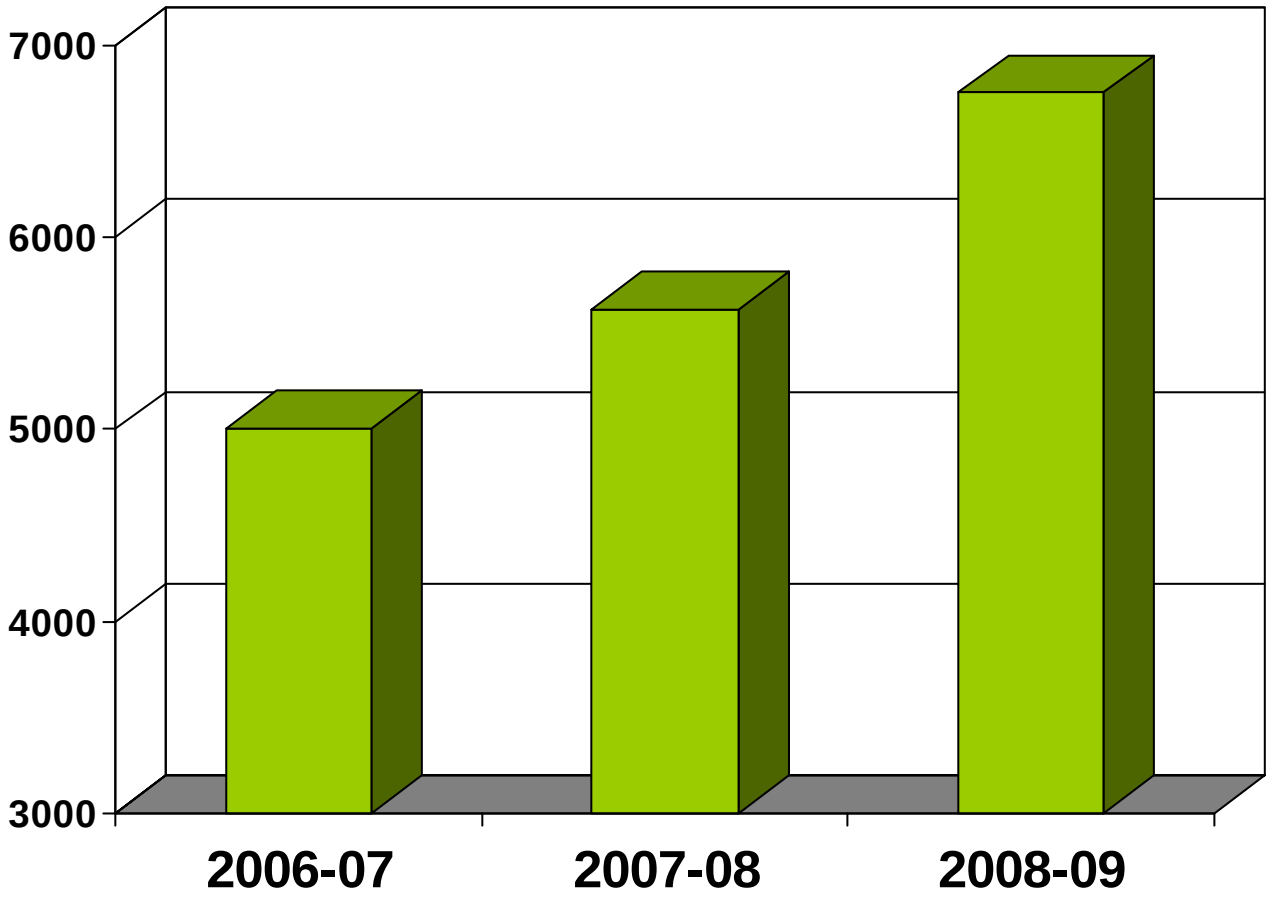
Results – New Donors

35% growth – 1 750 new 1st time donors



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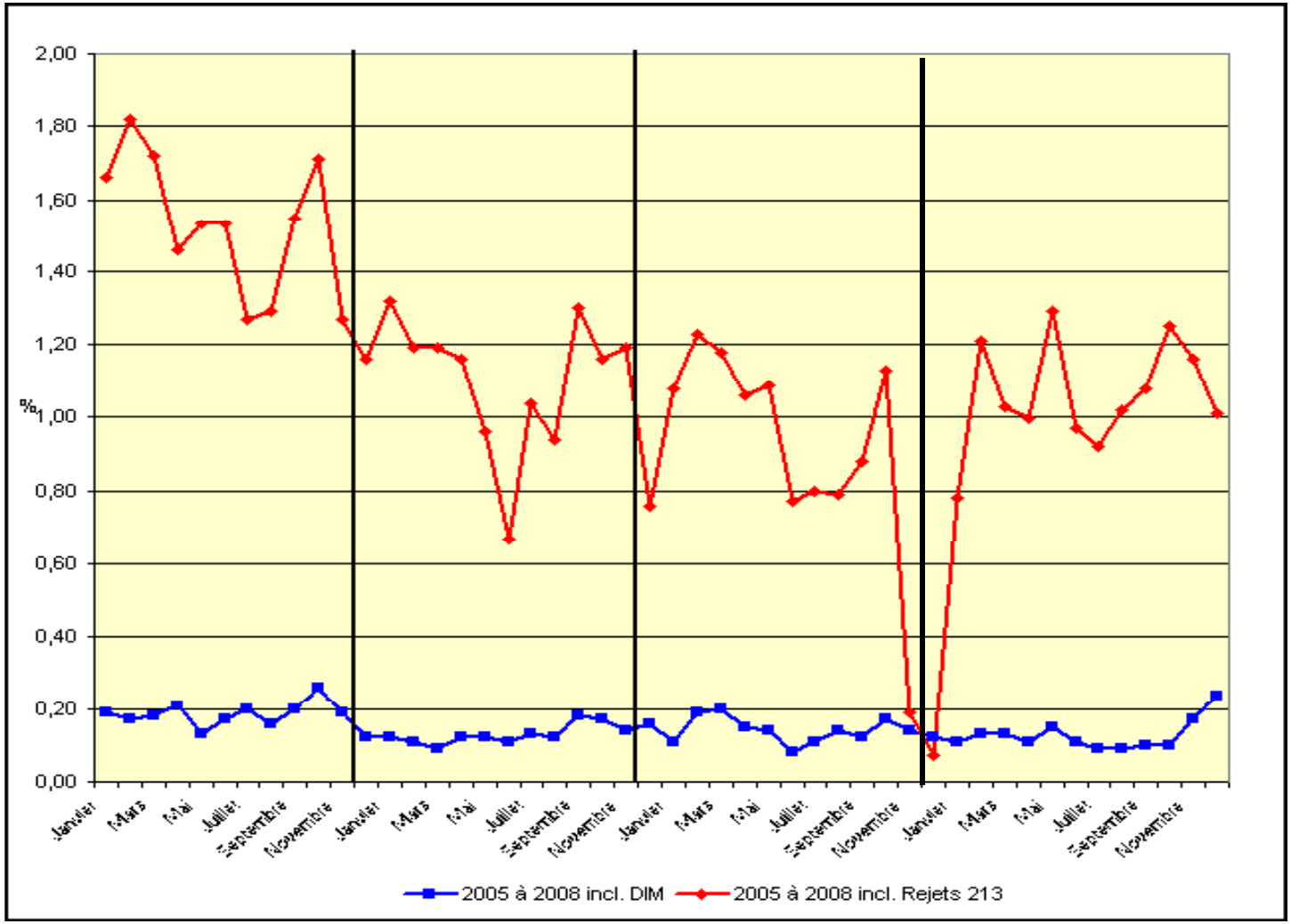
Results - Faintness and Rejects



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Elementary & High School Goals

Develop an educational program to:

- **Build awareness of our Cause at an early age**
- **Prepare future generations of blood donors and blood drive organizers**

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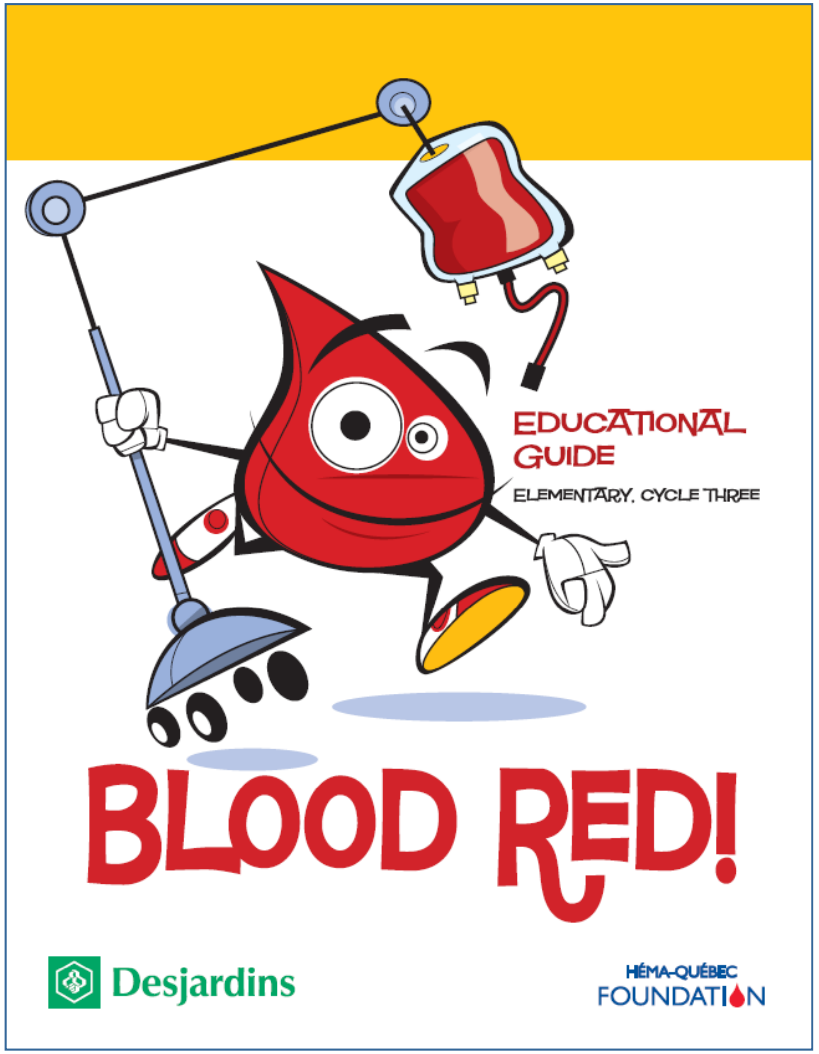
Educational Guide for Elementary Schools & High schools



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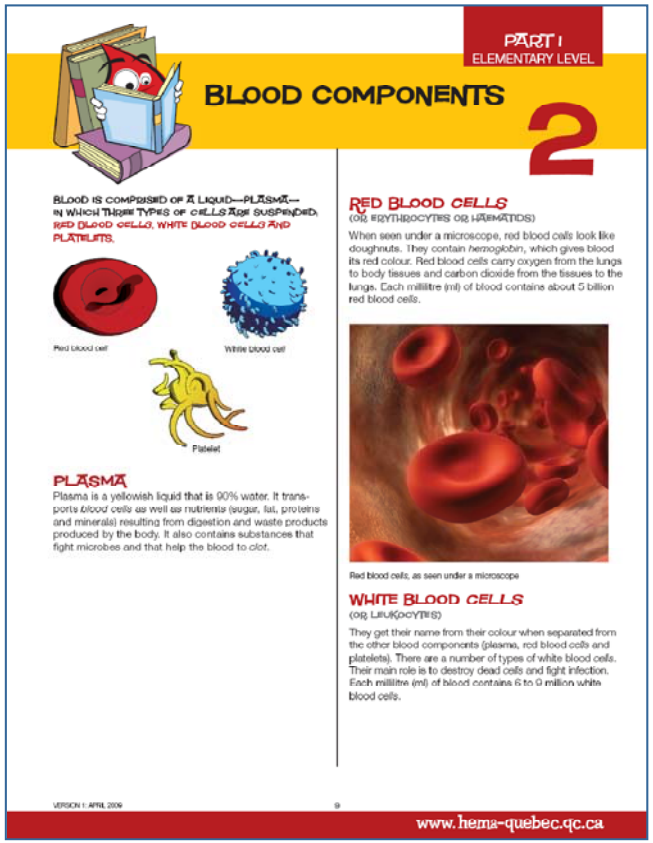
Educational Guide for Elementary & High schools

Part One : Discover blood

- Importance of blood in the human body
- General information about blood
- Circulation of blood in the human body
- ABO types
- Components
- Blood donors and compatibility



PART I
ELEMENTARY LEVEL

BLOOD COMPONENTS 2

BLOOD IS COMPRISED OF A LIQUID—PLASMA—IN WHICH THREE TYPES OF CELLS ARE SUSPENDED: RED BLOOD CELLS, WHITE BLOOD CELLS AND PLATELETS.

Red blood cell

White blood cell

Platelet

PLASMA

Plasma is a yellowish liquid that is 90% water. It transports blood cells as well as nutrients (sugar, fat, proteins and minerals) resulting from digestion and waste products produced by the body. It also contains substances that fight microbes and that help the blood to clot.

RED BLOOD CELLS
(OR ERYTHROCYTES OR HÉMATIES)

When seen under a microscope, red blood cells look like doughnuts. They contain hemoglobin, which gives blood its red colour. Red blood cells carry oxygen from the lungs to body tissues and carbon dioxide from the tissues to the lungs. Each millilitre (ml) of blood contains about 5 billion red blood cells.

Red blood cells, as seen under a microscope

WHITE BLOOD CELLS
(OR LEUKOCYTES)

They get their name from their colour when separated from the other blood components (plasma, red blood cells and platelets). There are a number of types of white blood cells. Their main role is to destroy dead cells and fight infection. Each millilitre (ml) of blood contains 6 to 9 million white blood cells.

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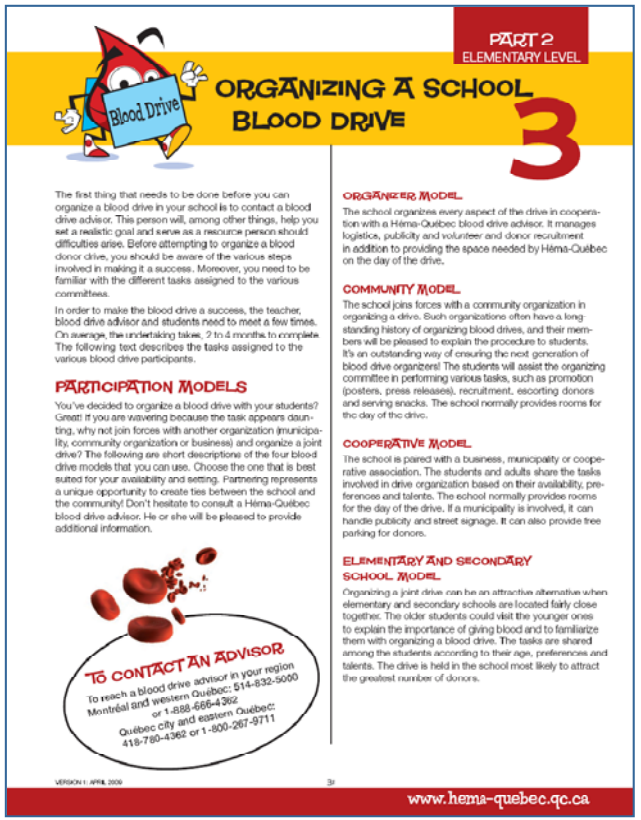
Educational Guide for Elementary & High schools

Part two : Organizing a School Blood Drive

- Overview of Héma-Québec
- Blood donation Myths and Reality
- Organizing a blood drive
- Blood-related professions
- Blood donation around the world



PART 2
ELEMENTARY LEVEL

ORGANIZING A SCHOOL BLOOD DRIVE 3

The first thing that needs to be done before you can organize a blood drive in your school is to contact a blood drive advisor. This person will, among other things, help you set a realistic goal and serve as a resource person should difficulties arise. Before attempting to organize a blood donor drive, you should be aware of the various steps involved in making it a success. Moreover, you need to be familiar with the different tasks assigned to the various committees.

In order to make the blood drive a success, the teacher, blood drive advisor and students need to meet a few times. On average, the undertaking takes 2 to 4 months to complete. The following text describes the tasks assigned to the various blood drive participants.

PARTICIPATION MODELS

You've decided to organize a blood drive with your students? Great! If you are wavering because the task appears daunting, why not join forces with another organization (municipality, community organization or business) and organize a joint drive? The following are short descriptions of the four blood drive models that you can use. Choose the one that is best suited for your availability and setting. Partnering represents a unique opportunity to create ties between the school and the community! Don't hesitate to consult a Héma-Québec blood drive advisor. He or she will be pleased to provide additional information.

ORGANIZER MODEL

The school organizes every aspect of the drive in cooperation with a Héma-Québec blood drive advisor. It manages logistics, publicity and volunteer and donor recruitment in addition to providing the space needed by Héma-Québec on the day of the drive.

COMMUNITY MODEL

The school joins forces with a community organization in organizing a drive. Such organizations often have a long-standing history of organizing blood drives, and their members will be pleased to explain the procedure to students. It's an outstanding way of ensuring the next generation of blood drive organizers! The students will assist the organizing committee in performing various tasks, such as promotion (posters, press releases), recruitment, escorting donors and serving snacks. The school normally provides rooms for the day of the drive.

COOPERATIVE MODEL

The school is paired with a business, municipality or cooperative association. The students and adults share the tasks involved in drive organization based on their availability, preferences and talents. The school normally provides rooms for the day of the drive. If a municipality is involved, it can handle publicity and street signage. It can also provide free parking for donors.

ELEMENTARY AND SECONDARY SCHOOL MODEL

Organizing a joint drive can be an attractive alternative when elementary and secondary schools are located fairly close together. The older students could visit the younger ones to explain the importance of giving blood and to familiarize them with organizing a blood drive. The tasks are shared among the students according to their age, preferences and talents. The drive is held in the school most likely to attract the greatest number of donors.

TO CONTACT AN ADVISOR

To reach a blood drive advisor in your region
Montréal and western Québec: 514-832-5000
or 1-888-666-4362
Québec city and eastern Québec:
418-780-4362 or 1-800-267-9711

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Educational Guide - Tools & Material

The Guide was design in keeping with the Government of Québec Education Department goals

- Teachers guide book and activities sheets that can be reproduced
- Posters and banners for class rooms and outdoor
- Compact disc of the Guide
- DVD of the «La Route du sang»

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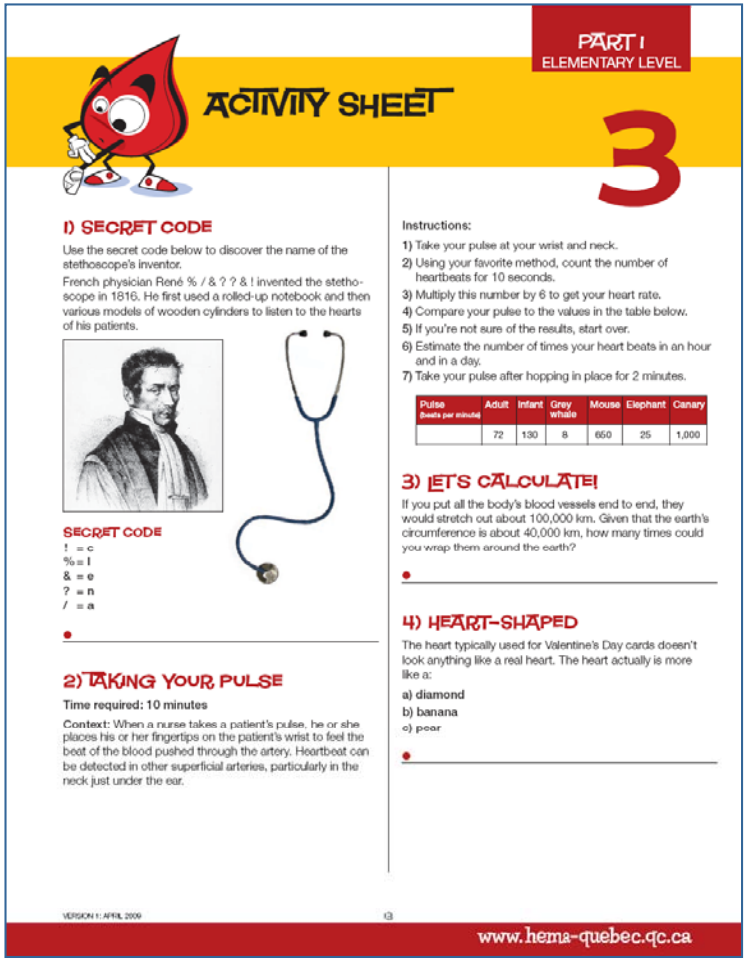
Activity Sheets



PART 1
ELEMENTARY LEVEL

ACTIVITY SHEET 3

1) SECRET CODE

Use the secret code below to discover the name of the stethoscope's inventor.

French physician René % / & ? ? & ! invented the stethoscope in 1816. He first used a rolled-up notebook and then various models of wooden cylinders to listen to the hearts of his patients.

SECRET CODE

! = c
% = i
& = e
? = n
/ = a

2) TAKING YOUR PULSE

Time required: 10 minutes

Context: When a nurse takes a patient's pulse, he or she places his or her fingertips on the patient's wrist to feel the beat of the blood pushed through the artery. Heartbeat can be detected in other superficial arteries, particularly in the neck just under the ear.

Instructions:

1) Take your pulse at your wrist and neck.
2) Using your favorite method, count the number of heartbeats for 10 seconds.
3) Multiply this number by 6 to get your heart rate.
4) Compare your pulse to the values in the table below.
5) If you're not sure of the results, start over.
6) Estimate the number of times your heart beats in an hour and in a day.
7) Take your pulse after hopping in place for 2 minutes.

Pulse (beats per minute)	Adult	Infant	Grey whale	Mouse	Elephant	Canary
	72	130	8	650	25	1,000

3) LET'S CALCULATE!

If you put all the body's blood vessels end to end, they would stretch out about 100,000 km. Given that the earth's circumference is about 40,000 km, how many times could you wrap them around the earth?

4) HEART-SHAPED

The heart typically used for Valentine's Day cards doesn't look anything like a real heart. The heart actually is more like a:

a) diamond
b) banana
c) pear

PART 2
ELEMENTARY LEVEL

ACTIVITY SHEET 1

1) COOTIE CATCHER

Materials: Cootie Catcher sheet in the binder

Time required: 20 minutes

Instructions: Use the model provided to make a cootie catcher and have fun asking your classmates questions.

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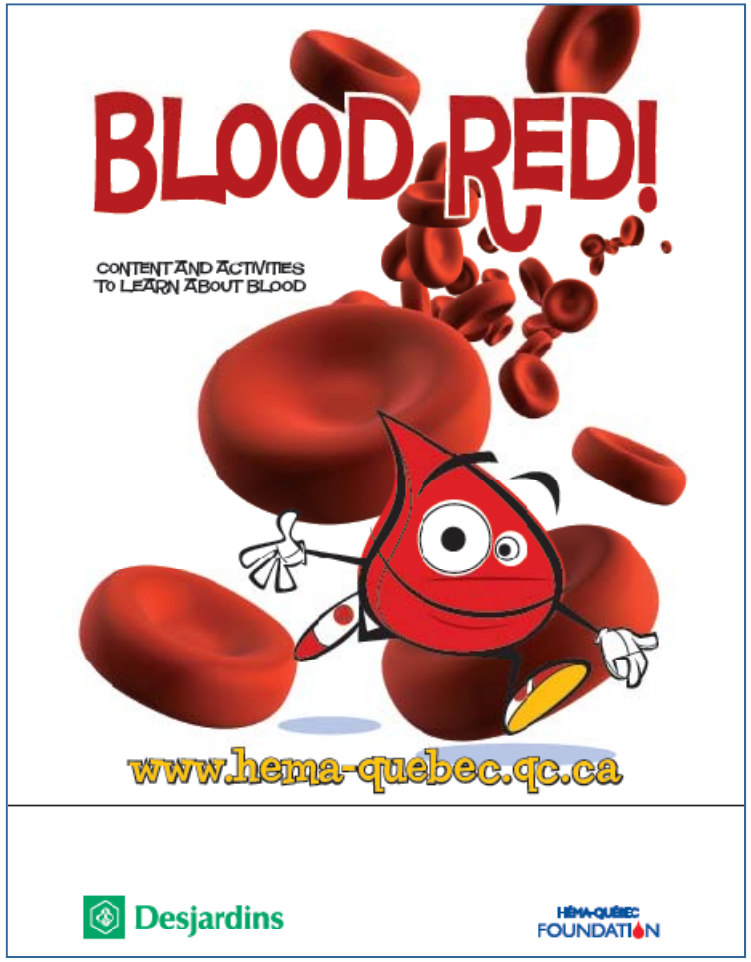
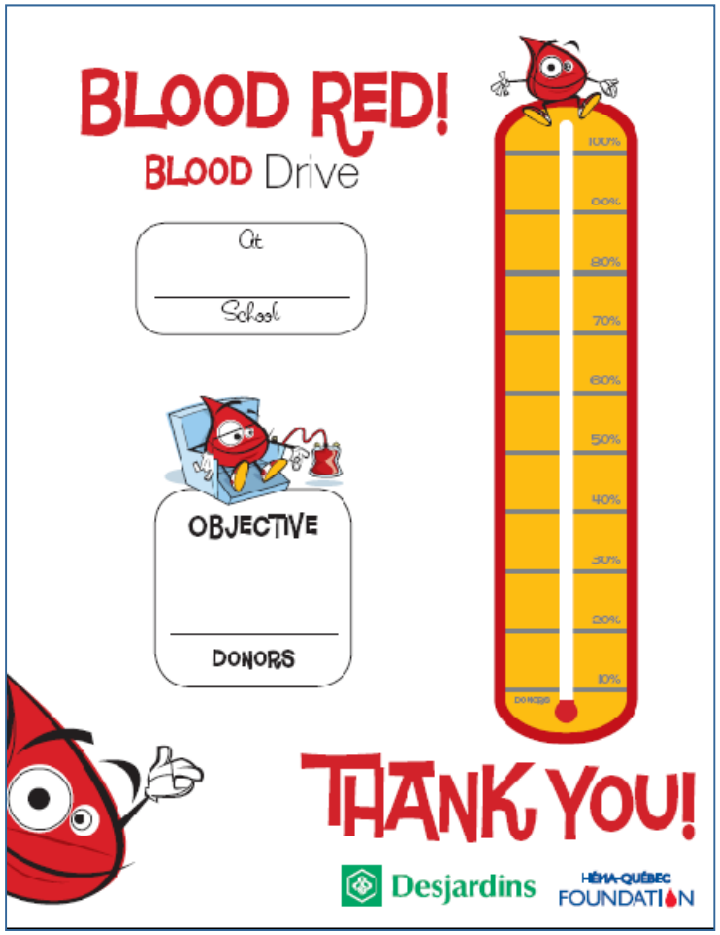
Promotial Material





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Implementation Steps

1. Validation :
   - Amongst Héma-Québec blood drive coordinator and teachers
2. Pilot project
   - Existing partners
   - 85 schools in April 2009
3. Implementation
   - January 2010
   - Parnership with the Québec School Board Federation
4. Evaluation
   - Ongoing
   - Research project with the National Institute of Scientific Research

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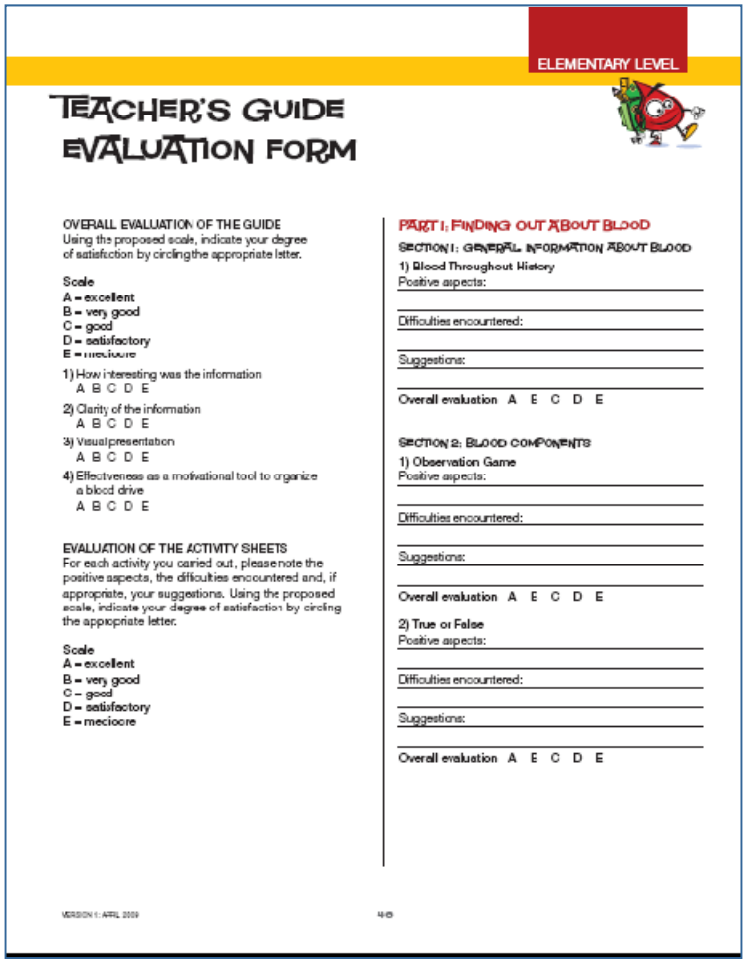
Implementation Steps



ELEMENTARY LEVEL

TEACHER'S GUIDE EVALUATION FORM

OVERALL EVALUATION OF THE GUIDE
Using the proposed scale, indicate your degree of satisfaction by circling the appropriate letter.

Scale
A = excellent
B = very good
C = good
D = satisfactory
E = mediocre

1) How interesting was the information
A B C D E

2) Clarity of the information
A B C D E

3) Visual presentation
A B C D E

4) Effectiveness as a motivational tool to organize a blood drive
A B C D E

EVALUATION OF THE ACTIVITY SHEETS
For each activity you carried out, please note the positive aspects, the difficulties encountered and, if appropriate, your suggestions. Using the proposed scale, indicate your degree of satisfaction by circling the appropriate letter.

Scale
A = excellent
B = very good
C = good
D = satisfactory
E = mediocre

PART I: FINDING OUT ABOUT BLOOD

SECTION 1: GENERAL INFORMATION ABOUT BLOOD

1) Blood Throughout History
Positive aspects:
Difficulties encountered:
Suggestions:
Overall evaluation A B C D E

SECTION 2: BLOOD COMPONENTS

1) Observation Game
Positive aspects:
Difficulties encountered:
Suggestions:
Overall evaluation A B C D E

2) True or False
Positive aspects:
Difficulties encountered:
Suggestions:
Overall evaluation A B C D E

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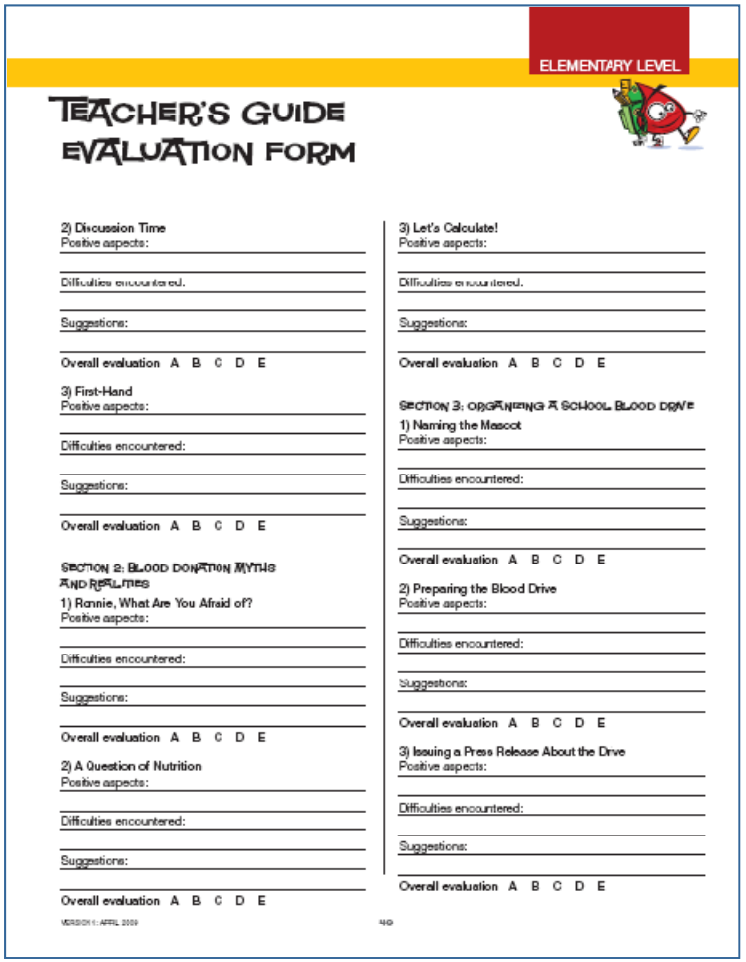

ELEMENTARY LEVEL

TEACHER'S GUIDE EVALUATION FORM

2) Discussion Time
Positive aspects:
Difficulties encountered:
Suggestions:
Overall evaluation A B C D E

3) First-Hand
Positive aspects:
Difficulties encountered:
Suggestions:
Overall evaluation A B C D E

SECTION 2: BLOOD DONATION MYTHS AND REALITIES

1) Ronnie, What Are You Afraid of?
Positive aspects:
Difficulties encountered:
Suggestions:
Overall evaluation A B C D E

2) A Question of Nutrition
Positive aspects:
Difficulties encountered:
Suggestions:
Overall evaluation A B C D E

3) Let's Calculate!
Positive aspects:
Difficulties encountered:
Suggestions:
Overall evaluation A B C D E

SECTION 3: ORGANIZING A SCHOOL BLOOD DRIVE

1) Naming the Mascot
Positive aspects:
Difficulties encountered:
Suggestions:
Overall evaluation A B C D E

2) Preparing the Blood Drive
Positive aspects:
Difficulties encountered:
Suggestions:
Overall evaluation A B C D E

3) Issuing a Press Release About the Drive
Positive aspects:
Difficulties encountered:
Suggestions:
Overall evaluation A B C D E

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Educational Guide - Results

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Educational Guide - Results

Distribution of Educational Guide March 20, 2009 to 31 March, 2010					
Total	School	Other	Total blood drive	New blood drive	Educational activities only
308	218	90	140	39	168

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