

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel in the order listed for Form Page 2.
Follow the sample format for each person. **DO NOT EXCEED FOUR PAGES.**

NAME		POSITION TITLE	
Teresa M. Beigay		Research and Grants Officer	
EDUCATION/TRAINING <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>			
INSTITUTION AND LOCATION	DEGREE <i>(if applicable)</i>	YEAR(s)	FIELD OF STUDY
Palm Beach Junior College, Lake Worth, FL	AS	1972-1974	Occupational Ther.
University of Pittsburgh, Johnstown, PA	BS	1978-1893	Health Rel. Prof.
Indiana University of PA, Indiana, PA	MA	1986-1988	Public Affairs
University of Pittsburgh, Pittsburgh, PA	DrPH	1998-2007	Behavioral & Community Health

Other Qualifications

1988 Certificate: Geriatrics – Focus on Function, Cambridge University, Cambridge, England

1998 Certificate: Public Health and Aging, University of Pittsburgh

2001 Graduate Minor: Quantitative Research Methodology, University of Pittsburgh

Positions

2007-Present Center for Organ Recovery and Education, Pittsburgh, PA
Research and Grants Officer

2001-2003 University of Pittsburgh Medical Center, Pittsburgh, PA
Consultant in community outreach, program implementation, and evaluation

2001-Present Federal Government (DHHS/HRSA/Division of Transplantation), DC
Consultant in grant program implementation and technical assistance

1998-2001 Federal Government (DHHS/HRSA/Division of Transplantation)
Public Health Analyst

1990-1998 Center for Organ Recovery and Education, Pittsburgh, PA
Certified Procurement Transplant Coordinator

1988-1990 American Heart Association, Johnstown, PA
Field Manager

1974-1988 Lee Hospital, Johnstown, PA
Certified Occupational Therapy Assistant

Honors

- 2000 Department of Health and Human Services (DHHS), Secretary's Award for Distinguished Service
- 2000 Health Resources and Services Administration (DHHS/HRSA), Administrator's Special Citation for development and implementation of the Division of Transplantation's (DoT's) first research-driven grant program
- 2000 DoT Transplantation "On-the-Spot" Service Award for promoting awareness of human subjects issues

NATIONAL LEVEL PRESENTATIONS/PANELS

Preparation of numerous national presentations for upper level Federal officials (9/98-1/01)

HRSA/HHS Grant Application Peer Review Activities:

Review Meeting Protocols for Federal Grant Applications (8/99, 8/00)

Grant Review Panel Member, DoT Clinical Interventions (6/03), Minority-Media Program (7/04), DoT Social and Behavioral Interventions (6/05)

Review Panel Chair, DoT Social and Behavioral Interventions (5/04)

Eye Bank Association of America: Designator Requestor Guide (6/00), Grantmanship (10/00), Grant Preparation (6/02)

HRSA Expert Panel: Correlates of High Donation Rates (6/01)

Division of Transplantation (DoT) Pre-Application Grant Workshops: Baltimore (1/03), Chicago (1/03), Baltimore (12/03), Denver (12/03), Washington DC (3/05), Tucson (3/05), Scottsdale (1/08)

DoT Pre-Implementation Training for New Grantees: Annually, 2000-2007

American Society of Minority Health and Transplant Professionals (ASMHT): Research & Grants (8/03), Research Methods (8/04), Research and Publication (8/06)

NATCO Grant Workshops: 7/05 and 8/07

Transplant Institute: Research Fundamentals, Miami (1/05) and Scottsdale (1/06)

Professional Affiliations

University of Pittsburgh Institutional Review Board, 2002-present

American Public Health Association, 1996-present

Pennsylvania Public Health Association, 1996-present

American College of Healthcare Executives, 1997-2002

American Occupational Therapy Association, 1974-present

North American Transplant Coordinators Association (NATCO), 1990-present

NATCO Research Committee Grant Reviewer, 2002-present

NATCO Research Committee Co-Chair, 2004-present

Pennsylvania Association for Organ and Tissue Donation, 1992-1997

American Society for Public Administration, 1986-1988

Publications

Rohrer WM, Beigay T, Ricci EM. *American Cancer Society Professorship of Clinical Oncology final evaluation report*. Pittsburgh, PA: University of Pittsburgh. September, 1997.

Beigay, TM. *Children in research: human subjects considerations for the inclusion of children as research participants*. *Progress in Transplantation*. 17:1; March 2007.

Beigay, TM. *Examination of the perceptions of an elderly population in subsidized housing and their utilization of community-based health care*. Dissertation: University of Pittsburgh. April 2007.

Holly Bulvony
Director of Corporate Communications and Public Education
CORE

Holly Bulvony, a native Pittsburgher, has devoted her career to human communications. Educated as an art historian, specializing in ancient communications through art and as a writer, she began her communications career as a strategist and media planner/buyer for a marketing and advertising firm.

Finely tuning her strategic planning skills through advanced education, Holly has worked in both the for profit and non-profit arenas, crafting marketing strategies, messages and media for a variety of business sectors such as the energy and financial industries, medical, pharmaceutical and healthcare industries, political campaigns and the entertainment industry. Additionally, she has acted as the public spokeswoman for clients within these segments.

While an undergraduate at of the University of Pittsburgh, Holly was nominated as the Danforth Fellowship University of Pittsburgh Nominee, completed her coursework and graduated summa cum laude and did post graduate work at Carnegie Mellon University.

As the Director of Corporate Communications and Public Education for The Center for Organ Recovery and Education (CORE), Holly oversees public relations, community outreach and education, and marketing and advertising efforts of the organization.



213 Hillendale Rd.
Pittsburgh, PA 15237

Teresa Beigay, DrPH
Research and Grants Officer
CORE
204 Sigma Drive
Pittsburgh, PA 15238

Dear Dr. Beigay,

We are very happy to participate in your proposed project to provide an effective educational package for the West Virginia Division of Motor Vehicles Customer Service Representatives (CSRs). By participating in the focus groups, we will gain valuable information necessary to tailor the content and delivery of the experience for the CSRs.

We will develop the story boards in preparation for production. We also will provide copy text for an implementation guide and will revise the guide at the end of the project. We are enthusiastic that an interesting and innovative product will be developed to address the need for CSR education in asking license and ID customers about the donor designation.

Sincerely,

Dennis DeValeria

Jeanne DeValeria

Instructional Design Approach
to Training DMV Personnel for “The Ask”

Submitted by

Teresa M. Beigay, DrPH

Research and Grants Officer

Center for Organ Recover and Education

Pittsburgh, PA

March 1, 2008

Instructional Design Approach to Training DMV Personnel for “The Ask”

ABSTRACT

State department of motor vehicles clerks are often charged with the responsibility of asking license/identification customers to document their intent as donors, thus enrolling in the donor registry. The question often is omitted or asked in a way that is not likely to produce a positive response. Training efforts directed at the clerk population primarily have been traditional passive learning experiences and there is little documentation of consistent change in clerk behavior.

The proposed project intends to incorporate an instructional design approach to develop the content for a clerk training package. Instructional design professionals use systematic theory-based techniques tailored to the audience to produce technology-centered educational experiences. The package will be brief, web-based, interactive, and visually interesting. The target audience will be West Virginia Division of Motor Vehicles Customer Service Representatives (CSRs). The research methodology will be qualitative data collection via representative focus groups using a phenomenological inquiry method in a social construction theoretical foundation. The data collected will be used to inform the content and method of delivery of the training package.

Instructional Design Approach to Training DMV Personnel for “The Ask”

SPECIFIC AIMS

Purpose:

To improve the rate of donor registry enrollment at the West Virginia (WV) Division of Motor Vehicles (DMV) by increasing positive responses to the question of whether the donor designation should be on the license or identification document (ID)

Goal:

To lay the groundwork for production of a tool to train DMV Customer Service Representatives (CSRs, the WV DMV job title for clerks) about asking license and ID applicants if they want the donor designation on their licenses/IDs, i.e, enroll in the state donor registry

Objectives:

- Determine CSRs’ preferences with regard to content and delivery of professional training experiences
- Inform development of a tool that is brief, web-based, interactive, and visually interesting
- Promote enthusiasm for and favorable attitudes about donation
- Clarify CSRs’ role in first person consent
- Make certain that the question is asked
- Assure that appropriate language is used
- Encourage body language that does not discourage positive responses

The theoretical foundation will be social construction, where findings reflect the subjects' construction of reality based on what they know and believe to be true about the world (Patton, 2002). Our rationale for this foundation is that the training will be more meaningful for the participants if it validates their perception of their work environment and processes and if it delivers its message in a way that they enjoy. We will use a phenomenological approach in this inquiry by gathering information from people with direct experience with the phenomenon, specifically, asking about the donor designation (Creswell, 1994). Leadership and other individuals not directly "on the line" may not be aware of the breadth of the CSR experience.

SIGNIFICANCE

The evolution of state donor registries has tremendous implications for increasing the number of available organ and tissue donors. Usually, registries often are housed with the state division of motor vehicles (Lewin Group, 2002), providing people seeking new or renewed drivers' licenses and IDs the opportunity to designate their intent to be organ donors. In those cases, the responsibility for asking for the designation, i.e., enrolling the individual in the registry, falls on the clerks. Anecdotally, donation professionals have "horror stories" about how this question is asked. Organ procurement organizations have made efforts to educate the clerks, but there is little documentation that the primarily passive learning environment has produced positive behavior change in asking the question about donor designation.

METHODOLOGY

The focus of the proposed project is a series of systematically planned and executed focus groups to solicit CSR responses about the following variables: perceptions about donation, perceptions about registry enrollment, and preferences for format and delivery of training.

The target audience to participate in the focus groups and ultimately receive the intervention (training) is the population of WV DMV CSRs. There are 25 license and/or testing centers in West Virginia, averaging 15-20 CSRs in each. When the actual product, the training package, is produced, we intend to test it using a matched pairs design, with 10 intervention sites and 10 comparison sites. For this NATCO grant project, we propose conducting the focus groups in the four sites that will not be in the 20 test sites of the later study. In this way, the threat of contamination will be minimized. We will assure that we address both urban and rural sites.

Approximately 10 randomly selected CSRs from each of the four sites will be invited to participate in the focus groups. Participants will be identified only by number to preserve anonymity. With their permission, the group discussion will be recorded. Predetermined topics for discussion will be presented, but discussion will not have to be limited to those topics if the CSRs bring up other relevant ideas. Group members will receive a \$20 WalMart gift card for their participation.

Responses will be analyzed through a process of identifying, coding, and grouping key concepts and common themes. Atlas.ti, a commercially available qualitative analysis software package, will be employed.

With regard to the intervention informed by the focus groups, the scientifically valid instructional design approach planned in this case is the “ASSURE” model (Heinich, Molenda, Russell, Smaldino, 2002) illustrated in Figure 1.

Figure 1. ASSURE Model of Instructional Design

- A – Analyze the audience/Assess the need
 - S – Specify the objectives
 - S – Select the appropriate media
 - U – Utilize the media selected to its greatest potential
 - R – Require a response (learner participation, interactive methods)
 - E – Evaluate the effectiveness of the product and revise as needed
-

The package developed will be about 10 minutes in duration and will utilize techniques way beyond simply reading words on the screen. Examples of techniques to be employed include video clips, rollovers, slider scales, and more. Responses will be gathered throughout the session rather than just at the end. Findings related to CSRs’ perceptions will be instrumental in developing the content and delivery of the training.

TIMETABLE

The timing for this training intervention, illustrated in Figure 2, is ideal. The WV DMV received a Federal grant in 2007 to enhance the function of its donor registry. Upgrades that are in process include the following: 1) the donor designation will be an opt-in only one (“yes” or undesignated); 2) the CSRs will not be able to bypass the

question on the screen (however, it is possible for them to select an answer without actually asking the customer); and 3) retrieval of donor status will be easier. These improvements are expected to be completed by early 2009. With this NATCO grant, we would like to lay the groundwork for the training package while the registry modification is nearing completion. The actual production of the training package will be planned to be complete in its first iteration shortly after the enhanced registry “goes live.” Because of the expense of production, this grant is requested to fund only the ground work, content development, and implementation guide components of the package.

Figure 2. Proposed Timeline

Activity	7/08	8/08	9/08	10/08	11/08	12/08	1/09	2/09	3/09	4/09	5/09	6/09
Select sites	█											
Set up groups		█										
Structure process			█									
Conduct groups				█	█							
Analyze data						█	█					
Develop storyboards								█	█	█		
Compile guide											█	
Prepare presentation												█

HUMAN SUBJECTS CONSIDERATIONS

Focus group members will be assured that participation in the groups will be entirely voluntary and that there will be no job-related repercussions if they choose not to participate. Privacy will be protected by using numbers instead of names. The study will be reviewed by the University of Pittsburgh Institutional Review Board, but because of the lack of personal identifiers and the benign project activities, it is likely that the study will be declared exempt.

We believe that the findings from this study will be particularly relevant with the recent increase in state donor registries and the move to honor first person consent. Because they are an interface between the public and legal documentation of consent, it is critical to train the DMV clerks appropriately. We hope to make a significant contribution to the donation field and provide a useful tool for our colleagues.

REFERENCES

- Creswell, J. W. (1994). *Research design: Qualitative and quantitative Approaches*. Thousand Oaks, CA: Sage Publications, Inc.
- Heinich, R., Molenda, M., Russell, J.D., & Smaldino, S. (2002). *Instructional media and technologies for learning (7th ed.)*. Columbus: Merrill/Prentice Hall.
- Lewin Group, Inc. (August, 2002). *Guidelines for donor registry development conference final report (2nd revision)*. Washington, DC: U.S. Department of Health and Human Services, Health Resources and Services Administration, Office of Special Programs, Division of Transplantation, Contract HHS-GS-23F-9840H, Delivery Order No. 3.
- Patton, M. Q. (2002). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage Publications.

Instructional Design Approach to Training DMV Personnel for "The Ask"			
CORE Proposed Budget			
Budget Category	Itemized Costs	Year of Support	
		Year 1	Year 2
Personnel	Percent of salary or fee	Total 'Personnel' costs requested for each year of study	
Teresa Beigay	\$35/hr	\$2,550	N/A
Holly Bulvony	\$44/hr	\$1,020	N/A
Gina Stanley	Flat fee	\$500	N/A
In-kind	\$3,570		
Consultants	Fee	Total 'Consultant' fees requested for each year of study	
Educational Ideas	\$6,100	\$6,100	N/A
Supplies	Cost based on per-subject	Total 'Supplies' requested for each year of the study	
In-kind	\$200	\$0	N/A
Equipment	Costs	Total 'Equipment' requested for each year of the study	
Computer	In-kind	\$0	N/A
Statistical pack	In-kind	\$0	N/A
In-kind	\$600		
Travel	Individual costs	Total 'Travel' requested for each year of the study	
Mileage	\$0.515/mile, 10 trips	\$2,348	N/A
Hotel	In-kind	\$0	N/A
In-kind	\$2,969		
Incentives	Individual costs	Total 'Incentives' requested for each year of the study	
Focus groups	\$20 gift cards	\$800	N/A
Analysis	Fee	Total 'Analysis' requested for each year of the study	
Beth Nolan	\$1,000	\$1,000	N/A
TOTAL PROJECT COST PER YEAR		\$14,318	N/A
TOTAL PROJECT COST		\$14,318	

Instructional Design Approach to Training DMV Personnel for “The Ask”

Grant Application Budget Narrative Center for Organ Recovery and Education (CORE)

<u>Personnel</u>	Calculation	Total
<p>Teresa Beigay – Dr. Beigay works part-time per diem at CORE at a rate of \$35 per hour. Additional hours for this project will be above and beyond her normal work schedule. CORE will cover half of this cost in-kind. We request funding for her time in managing the project, conducting the focus groups, helping to analyzing the qualitative data, and writing the implementation guide. We estimate an average of 2 hours per week for 50 weeks plus \$400 for each of 4 groups. CORE will cover half of this time plus 2 of these groups in-kind.</p>	<p>(\$35 x 50) + (\$400 x 2) = \$2550</p> <p>In-kind: (\$35 x 50) + (\$400 x 2) = \$2550</p>	\$2550
<p>Holly Bulvony – We request funding for Ms. Bulvony, CORE’s Director of Corporate Communications and Public Education, for half of the expected outreach effort of 10 hours at \$44/hour and half of the focus groups. CORE will cover the other costs in-kind.</p>	<p>(\$44 x 5) + (\$400 x 2) = \$1020</p> <p>In-kind: \$1020</p>	\$1020
<p>Gina Stanley – Ms. Stanley represents the WV DMV; she will assist with group site selection, logistics for focus groups, and subject incentives.</p>	\$500	\$500
<u>Consultants</u>		
<p>Educational Ideas – This instructional design firm will attend focus groups and interact with other project personnel to develop the content and delivery of the training package. CORE has no control over this cost.</p>	Quote = \$6100	\$6100
<u>Travel</u>		
<p>Mileage – Since the exact location of the groups is not known, we are using Charleston for the mileage. CORE’s rate is \$0.515/hour for 456 miles (RT) for 2 staff (Beigay and Bulvony) attendance at 2 groups with the other 2 groups in-kind. We must cover our consultants’ (Dr. Nolan and Educational Ideas representative) costs of at all four groups. That is a total of 10 round trips.</p> <p>Hotel – In-kind</p>	<p>\$0.515 x 456 x 10 = \$2348</p> <p>In-kind: \$0.515 x 456 x 4 = \$469 and hotel ~\$2500</p>	\$2348
<u>Incentives</u>		
<p>Group participants – \$20 gift cards x 4 groups x 10 per group</p>	\$20 x 4 x 10 = \$800	\$800
<u>Analysis</u>		
<p>Beth Nolan – Dr. Nolan represents the University of Pittsburgh, Graduate School of Public Health, Evaluation Institute; she will provide consultation in focus group techniques, training content, and data analysis and will attend focus groups.</p>	\$1000	\$1000
Total		\$14,318