**Association of Community Health Nursing Educators**

**Teaching Strategy:  
 Using a “Book Club” Concept to Enhance Understanding of Global Health Topics**

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1. **Title of Teaching Plan/Strategy:** 
   1. Using a “Book Club” Concept to Enhance Understanding of Global Health Topics
2. **Date of Submission:** September 17, 2014
3. **Relevance to Public Health Nursing Competencies:**
   1. Human Diversity
   2. Cultural Competence
   3. Global Health
4. **Topical Area**
   1. Vulnerable Populations
   2. Global Health
   3. Cultural/Human Diversity
5. **Learner Level (s)**
   1. BSN Undergraduate
   2. RN-BSN
6. **Learner Setting** 
   1. Independent Study
   2. Classroom Seminar/Discussion
   3. Could be adapted to online discussions
7. **Strategy Type** 
   1. Reflective Activity
8. **Learning Goals/Objectives:**
   1. Upon completion of reading the Global Health “Book Club” selection and reviewing the WHO website, the student will be able to:
      1. Describe social, political, cultural and/or environmental factors that impact global health problem (s) themes of the assigned/chosen “Book Club” selection.
      2. Analyze factors affecting health disparities in the locale (s) of the assigned/chosen “Book Club” selection.
      3. Discuss C/PHN interventions that are described, implied or were absent in the assigned/chosen “Book Club” selection.
9. **Estimated time for the student to complete the activity:**
   1. 8 hours independent reading
   2. 2 hours in class discussion
10. **Strategy Overview:**
    1. Although a cross cultural learning experience may be an ideal way for nursing students to discover global health, it is not always feasible or available to all students. As an alternate, the use of literature and the “Book Club” concept can be a way for nursing students to virtually learn about and/or supplement their understanding of global health topics. Using this teaching strategy, nursing students read an assigned or self- selected book with C/PHN Global Health themes, reflect upon the C/PHN themes of thebook, and discuss with oneanother in a seminar format. Faculty may opt for students to read the same “Book Club” selection or for students to self-select from a list of Faculty-approved “Book Club” selections (sample “Book Club” selections are attached).
11. **Detailed Strategy Directions:**
    1. **Step 1 (prior to class):** Students independently read the assigned “Book Club” selection, or are directed to choose a book from a list provided by the faculty that is of interest to them **(Attachment 1).** Students prepare a summary of themes related to global health covered in the “Book Club” selection to be shared in classroom seminar/discussion.
    2. **Step 2 (in class)**: If students read the same “Book Club” selection, discussion will focus on C/PHN themes in the assigned book. If students read different “Book Club” selections, relevant C/PHN themes will be identified and discussed.
    3. **Step 3 (in class):** Student groups are assigned to review the WHO website to gather data and information about the country/geographical region, data and statistics relevant to the “Book Club” selection (s).
    4. **Strategy Materials/Resources:**
       1. “Book Club” selection (assigned or self-selected). Examples of books are attached. **(Attachment 1).**
       2. Supplemental readings on Global Health and/or Cultural Diversity from course textbook/s, if desired.
       3. Computer access
    5. **Website Links**
       1. [**http://www.who.int/en/**](http://www.who.int/en/)
       2. The following ‘tabs’ on the WHO website may provide helpful information to supplement the “Book Club” topics:
          1. “Health Topics”
          2. “Data”
          3. “Countries”
    6. **Methods for evaluating student learning**
       1. A rubric may be used that reflects learner goals/objectives.
       2. Sample Rubric **( See Attachment 2).**
       3. Discussion/Seminar.
12. **Overall Success of Teaching Strategy:**
    1. This teaching strategy was used with a group of 16 C/PHN Practicum students as a supplement to their other practicum activities. Through the use of the “Book Club” concept, students were able to ‘discover’ new cultures and regions of the world virtually. They self-selected from a list of approved titles, and were energized to discover that a vast array of C/PHN themes was embedded in ‘mainstream’ books and literature. Some students felt their ability to ‘enjoy a book for pleasure’ was regenerated, and expressed interest in continuing to read books with global health themes to further develop their interests kindled through this assignment.
    2. An additional purpose of this teaching strategy is that it can be used as an ‘alternate’ C/PHN assignment, if bad weather and unsafe travel conditions preclude participation in regularly assigned community activities.
13. **Additional References:**
    1. Lehlohonolo J. Mathibe, Perceptions of student nurses regarding the use of a popular autobiography as a teaching tool, **Nurse Education Today**, Volume 27, Issue 3, April 2007, Pages 247-255, ISSN 0260-6917, <http://dx.doi.org/10.1016/j.nedt.2006.05.004>.
    2. Northington, L., Wilkerson, R., Fisher, W. and Schenk,L. Enhancing Nursing Students' Clinical Experiences Using Aesthetics, **Journal of Professional Nursing,** Volume 21, Issue 1, January–February 2005, Pages 66-71, ISSN 8755-7223, <http://dx.doi.org/10.1016/j.profnurs.2004.11.007>.

**Attachment 1:**

**Association of Community Health Nursing Educators**

**Teaching Strategy Submission**

**Examples of Books with Global Health Themes**

1. Addison, Corban. **A Walk Across the Sun**. (human trafficking)
2. Boo, Katherine. **Behind the Beautiful Forevers: Life, Death and Hope in a Mumbai Undercity.** (poverty in India)
3. Demrick, Barbara. **Nothing to Envy: Ordinary Lives of North Koreans.** (freedom, right to food)
4. Dow, Unity and Essex, Max. **Saturdays are for Funerals**. (AIDs in Botswana)
5. Epstein, Helen. **The Invisible Cure: Africa, the West, and the Fight against AIDS.** (AIDS global public health crisis)
6. Fadiman, Anne. **The Spirit Catches You and You Fall Down**. (cultural misunderstanding)
7. Farmer, Paul. **Haiti after the Earthquake.** (global health crisis after natural disaster; social justice)
8. Kidder, Tracy. **Mountains Beyond Mountains**.(social justice in a developing country)
9. Kristof, Nicholas D and WuDunn, Sheryl. **Half the Sky: Turning Oppression into Opportunity for Women Worldwide.** (oppression of women and girls in developing world)
10. Relin, David Oliver. **Second Suns: Two Doctors and their Amazing Quest to Restore Sight and Save Lives.** (cataract surgery in the Third World)
11. Ruxin, Josh. **A Thousand Hills to Heaven**. (Rebuilding of Rwanda by public health activist)

**Attachment 2:**

**Using a “Book Club” Concept to Enhance Understanding of a Global Health Topic**

**Grading Rubric (sample)**

|  |  |  |
| --- | --- | --- |
| **Grading Criteria:**  **The nursing student:** | **1=Poor**  **3=Fair**  **5= Excellent** | **Points earned** |
| Identifies the geographic location discussed in “Book Club” selection. |  | /5 |
| Describes health problem/themes of “Book Club” selection. |  | /5 |
| Describes WHO and/or other statistics relevant to geographic region and health problem/theme of “Book Club” selection. |  | /10 |
| Describes impact of the following factors related to health problem/s or themes of “Book Club” selection:  social  political  cultural  environmental |  | /20 |
| Analyzes factors affecting health disparities in the local region of “Book Club” selection. |  | /20 |
| Discusses C/PHN interventions discussed, implied and/or absent in “Book Club” selection |  | /20 |

**Comments:**

**Points Earned/Total Possible Points= /80**