

Association of Community Health Nursing Educators

Innovative Teaching Strategy:

Utilization of Book Clubs to Enhance a Community Health SDOH Nursing Course

1. **Title of Teaching Strategy:**
 - a. Utilization of Book Clubs to Enhance a Community Health SDOH Nursing Course
2. **Date of Submission:** 8.12.2022
3. **Topical Area:**
 - a. Cultural/Human Diversity
 - b. Vulnerable Populations
4. **Public Health Nursing competencies and standards:**
 - a. Global health
 - b. Human diversity
 - c. Ethics and social justice
5. **Learner Level:**
 - a. Undergraduate
6. **Learner Setting(s):**
 - a. Classroom
 - b. Independent Study
7. **Strategy Type:**
 - a. Reflective Activity
8. **Learning Goals/Objectives:** Upon completion of Book Club assignment, the student will be able to:
 - a. Identify culturally sensitive, holistic nursing care strategies for vulnerable populations in complex care settings.
 - b. Create safe, effective, compassionate care strategies to promote the health of individuals, families, and communities with complex health care needs.
9. **Estimated time for the activity:**
 - a. 8 -10 hours independent reading
 - b. Three one-hour group book club meetings
 - c. Group work to create an authentic in-class book club presentation
 - d. 15-minute in-class book club presentation
10. **Strategy Overview: Brief description of the strategy.**
11. **Detailed Strategy Directions:**
 - a. **Step 1 (prior to the semester):** The faculty member decides which book to assign each clinical group (of 10 students) that relates to their vulnerable population community health clinical site. The faculty member then contacts community members and/or post-graduate nursing students to be potential 'Assistant Leader(s)' to help lead the book club groups.

- b. **Step 2 (1st class of the semester):** The faculty member assigns a book from the reading list (**Attachment 1**) to each clinical group and assigns their book club 'Assistant Leader(s)', who will work with the book club group throughout the semester.
- c. **Step 3 (during the semester):** One student from each book club group volunteers to arrange the first, second, and third book club meetings with their group and the book club 'Assistant Leader(s)'. The students read a third of the book prior to each book club meeting. The faculty member arranges to be present at one of the book club meetings for each group.
- d. **Step 3 (at the end of the semester):** Three assignments evaluate student learning:
 1. Each group creates a 15-minute authentic presentation that illustrates the themes of the book. Creativity is the key. PowerPoint presentations are discouraged.
 2. Every student will prepare a one- to two-page reflection letter to the faculty member concerning the book applicability in life or clinical practice and in context to the course materials.
 3. Each student will submit a Book Club Group Participation Evaluation rubric (**Attachment 2**) to the faculty member explaining how their group worked together during the book club meetings and to create their presentation.

e. **Methods for evaluating student learning:**

1) Book Club Group Presentation grading rubric:

Organization of Presentation – does it seem thrown together at the last minute? Or appear to be a thought-provoking/organized process of developing the presentation, with all students involved/presentation completed within allotted 15 minutes?	25 Points
Content – Highlight major themes from the text for the rest of the class	25 Points
Content - Create safe, effective, compassionate care strategies to promote the health of individuals, families, and communities with complex health care needs	25 Points
Creative presentation involving all students in the group Enthusiasm/professionalism/appropriate dress	25 Points

2) Book Club Letter grading rubric:

Organizational style/grammar/writing	10 Points
Experiences with the text	25 Points
Insights gained considering the book in the context of the course material	25 Points
Discuss elements that apply in life and/or clinical practice	25 Points
Demonstrate exceptional insight and understanding	15 Points

3) Book Club Group Participation Evaluation grading rubric: see Appendix 2

B444 Book Club Participation Rubric completed in its entirety	40 Points
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12. Comment on overall success of this teaching strategy:

- a. This book club meeting concept has been in practice in our senior *Community Health - Social Determinants of Health* nursing didactic/clinical course since spring 2012,

with the incorporation of a concept-based curriculum and addition of the grading rubrics added in spring 2016.

- b. The didactic course includes 4-6 clinical sections of 10 students each. Each clinical section is assigned a book, by the faculty member in charge of the course, that represents their clinical vulnerable population focus (i.e., pediatrics, school-age, substance use prevention, and/or the older adult) that further enlightens the students' knowledge regarding their chosen clinical focus.
- c. Students express satisfaction with being in a book club as they:
 - i. voiced pleasure with reading 'educational' books related to their clinical focus
 - ii. found that book club leaders helped them discover the deeper meanings of the book
 - iii. believed the books they were assigned were books that they never would have read otherwise
 - iv. believed book club participation stimulated further reading
 - v. shared information or names of the books with family, peers, preceptors, co-workers, etc.
 - vi. gleaned information from the book club leaders' professional positions at the local hospital or in the community

13. **Additional References:** Used in the development of the strategy:

- a. Chenery-Morris, S. (2012). Facilitating a midwifery book club. *Practising Midwife*, 15(3), 30-33.
- b. Mathibe, L. J. (2007). Perceptions of student nurses regarding the use of a popular autobiography as a teaching tool. *Nurse Education Today*, 27, 247-255.
- c. Petrich, N. R. (2015). Book clubs: Conversations inspiring community. i.e.: *Inquiry in Education*, 7(1), Article 4. Retrieved from <http://digitalcommons.nl.edu/ie/vol7/iss1/4>

Appendix 1
Association of Community Health Nursing Educators

Teaching Strategy Submission:
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Examples of Books with Social Determinant of Health Themes

1. Finkel, David. (2013). **Thank You for Your Service.**
2. Barry, John. (2005). **The Great Influenza: The Story of the Deadliest Pandemic in History.**
3. Pollan, Michael. (2006). **The Omnivore's Dilemma: A Natural History of Four Meals.**
4. Friere, Paulo. (2000). **Pedagogy of the Oppressed – 30th Anniversary Edition.**
5. Serano, Julia. (2002). **Whipping Girl: A Transsexual Woman on Sexism and the Scapegoating of Femininity.**
6. Holmes, Seth M. (2013). **Fresh Fruit, Broken Bodies: Migrant Farmworkers in the United States.**
7. Kidder, Tracy. (2009) **Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Would Cure the World.**
8. Urrea, Luis A. (2005). **Devil's Highway: A True Story.**
9. Holloway, Kris. (2006) **Monique and the Mango Rains: Two Years with a Midwife in Mali.**
10. Eggers, Dave. (2006). **What is the What.**
11. Kozol, Jonathan. (1988). **Rachel and Her Children: Homeless Families in America.**
12. Eggers, Dave. (2010). **Zeitoun.**
13. Worth, Jennifer. (2002). **Call the Midwife: A Memoir of Birth, Joy, and Hard Times.**
14. O'Connell, James. (2015). **Stories from the Shadows.**
15. Walls, Jeanette. (2006). **The Glass Castle.**
16. Preston, Richard. (1995). **The Hot Zone: The Terrifying True Story of the Origins of the Ebola Virus.**
17. Tweedy, Damon. (2015). **Black Man in a White Coat: A Doctor's Reflections on Race and Medicine.**
18. Wilkerson, Isabel. (2010). **Warmth of Other Suns: The Epic Story of America's Great Migration.**
19. Smith, B. & Gasby, Dan. (2016). **Before I Forget: Love, Hope, Help, and Acceptance in Our Fight Against Alzheimer's.**
20. Fadiman, Anne. (2012). **The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures.**
21. Farmer, Paul. (2013). **To Repair the World: Paul Farmer Speaks to the Next Generation.**
22. Guinan, Mary. (2016). **Adventures of a Female Medical Detective: In Pursuit of Smallpox and AIDS.**
23. Kalanithi, Paul. (2016). **When Breath Becomes Air.**

24. Quinones, Sam. (2015). **Dreamland: The True Tale of America's Opiate Epidemic.**
25. Vance, J.D. (2016.) **Hillbilly Elegy: A Memoir of a Family and Culture in Crisis.**
26. Singer, Peter. (2011). **The Expanding Circle: Ethics, Evolution, and Moral Progress.**
27. Desmond, Matthew. (2016). **Evicted: Poverty and Profit in the American City.**
28. LeBlanc, Adrian Nicole. (2004). **Random Family: Love, Drugs, Trouble, and Coming of Age in the Bronx.**
29. Estess, Jenifer. (2004). **Tales from the Bed: On Living, Dying and Having It All.**
30. Bartolo, Pietro & Tilotta, Lidia. (2018). **Tears of Salt: A Doctor's Story.**
31. Boyle, T.C. (1995). **The Tortilla Curtain.**
32. Park, Yeonmi. (2015). **In Order to Live: A North Korean Girl's Journey to Freedom.**
33. Judd, Ashley (2011). **All That is Bitter and Sweet: A Memoir.**
34. Cavanagh, Maureen. (2018). **If You Love Me: A Mother's Journey Through Her Daughter's Opioid Addiction.**
35. Griswold, Eliza. (2018). **Amity and Prosperity: One Family and the Fracturing of America.**
36. Gyasi, Yaa. (2016). **Homegoing.**
37. Hosseini, Khaled. (2003). **The Kite Runner.**
38. Adichie, Chimamanda Ngozi. (2013). **Americanah.**
39. Sheff, David. (2008). **Beautiful Boy: A Father's Journey Through His Son's Addiction.**
40. Sharif, Jasmine. (2009). **Caged in America: One Woman's Journey Through the Veil.**
41. Harrison, Kathy. (2003). **Another Place at the Table.**
42. Westover, Tara. (2018). **Educated: A Memoir.**
43. Macy, Beth. (2018). **Dopesick: Dealers, Doctors, and the Drug Company That Addicted America.**
44. Rothstein, Richard. (2017). **The Color of Law: A Forgotten History of How Our Government Segregated America.**
45. Stevenson, Bryan. (2014). **Just Mercy: A Story of Justice and Redemption.**
46. Fang, Fang. (2020). **Wuhan Diary: Dispatches from a Quarantined City.**
47. Diangelo, Robin. (2018). **White Fragility: Why It's So Hard for White People to Talk about Racism.**
48. Alexander, Michelle. (2010). **The New Jim Crow: Mass Incarceration in the Age of Colorblindness.**
49. Kendi, Ibram X. (2019). **How to Be an Antiracist.**
50. Douglass, Frederick. (1845). **Narrative of the Life of Frederick Douglass.**
51. Williams, Patricia, & Amber, Jeannine. (2017). **Rabbit: The Autobiography of Ms. Pat.**
52. Schindler, Rose, Schindler, Max, & Connolly, M. Lee. (2019). **Two Who Survived: Keeping Hope Alive While Surviving the Holocaust.**
53. Cooke, William. (2020). **Canary in the Coal Mine: A Forgotten Rural Community, A Hidden Epidemic, and A Lone Doctor Battling for the Life, Health, and Soul of the People.**
54. Wilkerson, Isabel. (2020). **Caste: The Origins of Our Discontents.**

55. Banaji, Mahzarin R., & Greenwald, Anthony G. (2016). **Blindspot: Hidden Biases of Good People.**
56. Awdish, Rana. (2017). **In Shock: My Journey from Death to Recovery and the Redemptive Power of Hope.**
57. Hanna-Attisha, Mona. (2018). **What the Eyes Don't See: A Story of Crisis, Resistance, and Hope in an American City.**
58. Ford, Jamie. (2009). **Hotel on the Corner of Bitter and Sweet.**
59. Keefe, Patrick Radden. (2021). **Empire of Pain: The Secret History of the Sackler Dynasty.**
60. Hinton, Anthony Ray & Hardin, Lara Love. (2018). **The Sun Does Shine: How I Found Life and Freedom on Death Row.**
61. Gawande, Atul. (2014). **Being Mortal: Medicine and What Matters in the End.**
62. Clarke, Rachel. (2020). **Dear Life: A Doctor's Story of Love and Loss.**

Appendix 2

Association of Community Health Nursing Educators

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Book Club Participation Evaluation Grading Rubric

Title of Book: _____

Name of Group Member: _____ (please see 2nd page, also)

*(**Bold type** the appropriate score for each criterion for each member of your group, including yourself.)*

Group Member Name (Be sure to include yourself, too!)	Listening Skills	Openness to others' ideas	Preparation	Contribution
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Criterion	Excellent (4)	Good (3)	Needs Improvement (2)	Unacceptable (1)
Listening Skills	Routinely restates what others say before responding; rarely interrupts; frequently solicits others' contributions; sustains eye contact	Often restates what others say before responding; usually does not interrupt; often solicits others' contributions; makes eye contact	Rarely restates what others say before responding; often interrupts; rarely solicits others' contributions; does not make eye contact; at times converses with others when another team member is speaking	Does not restate what others say before responding; frequently interrupts; does not solicit contributions from others; is readily distracted; often converses with others when another team member is speaking

