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:**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Organization of Presentation</strong> – 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?</td>
<td>25</td>
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<td><strong>Content</strong> – Highlight major themes from the text for the rest of the class</td>
<td>25</td>
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<td><strong>Content</strong> – Create safe, effective, compassionate care strategies to promote the health of individuals, families, and communities with complex health care needs</td>
<td>25</td>
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<td><strong>Creative presentation involving all students in the group Enthusiasm/professionalism/appropriate dress</strong></td>
<td>25</td>
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2) **Book Club Letter grading rubric:**

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<th>Criteria</th>
<th>Points</th>
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</thead>
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<tr>
<td><strong>Organizational style/grammar/writing</strong></td>
<td>10</td>
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<tr>
<td><strong>Experiences with the text</strong></td>
<td>25</td>
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<tr>
<td><strong>Insights gained considering the book in the context of the course material</strong></td>
<td>25</td>
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<tr>
<td><strong>Discuss elements that apply in life and/or clinical practice</strong></td>
<td>25</td>
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<td><strong>Demonstrate exceptional insight and understanding</strong></td>
<td>15</td>
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3) **Book Club Group Participation Evaluation grading rubric:** see Appendix 2

<table>
<thead>
<tr>
<th>Rubric Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>B444 Book Club Participation Rubric completed in its entirety</td>
<td>40</td>
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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:
Appendix 1
Association of Community Health Nursing Educators

Teaching Strategy Submission:
Utilization of Book Clubs to Enhance a Community Health SDOH Nursing Course

Examples of Books with Social Determinant of Health Themes

41. Harrison, Kathy. (2003). *Another Place at the Table.*
50. Douglass, Frederick. (1845). *Narrative of the Life of Frederick Douglass.*
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.)

<table>
<thead>
<tr>
<th>Group Member Name (Be sure to include yourself, too!)</th>
<th>Listening Skills</th>
<th>Openness to others’ ideas</th>
<th>Preparation</th>
<th>Contribution</th>
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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 |
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<th>Openness to others’ ideas</th>
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<th>Contribution</th>
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<td>Listens to others’ ideas without interrupting; responds positively to the ideas even if rejects; asks questions about the ideas</td>
<td>Listens to others’ ideas without interrupting; responds positively to the ideas even if rejects</td>
<td>Interrupts others’ articulation of their ideas; does not comment on the ideas</td>
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<td>Typically completes assignments; typically comes to team sessions with necessary documents and materials</td>
<td>Sometimes completes assignments; sometimes comes to team sessions with necessary documents and materials</td>
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<td>Always contributes; quality of contributions is exceptional</td>
<td>Usually contributes; quality of contributions is solid</td>
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Additionally, please type the name of each member of your book club (including yourself) and two or three brief, customized full sentences (with a subject and a verb) describing each student’s role during creation of the book club presentation process. (Cutting and pasting the same description for each book club participant will result in a grade of zero.)

*Remember: As stated in the syllabus, all assignments must be typed, not handwritten.*

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<th>Members (Be sure to include yourself!)</th>
<th>Description of role during the creation of the book club presentation.</th>
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