BACKGROUND

- The American Academy of Pediatrics (AAP) and National Association of Pediatric Nurse Practitioners (NAPNAP) clearly state: “Literacy promotion is an essential component of the practice.”
- Low literacy levels have wide-ranging/negative effects, not only on the individual’s health, but also on the health of those around them.
- Children living in low literacy level households have poor health outcomes.
- One simple marker of adequate household literacy is the presence of: >10 children’s books in the home
- Accordingly, pediatric health professionals are encouraged to do 3 things: 1. Assess household literacy levels, by asking: “How many children’s books are in the home?” 2. Engage all children/teens in discussion about reading/books. 3. Provide age-appropriate books to high risk families at every visit.

LARGER PROFESSIONAL CONTEXT

- Practice Environments - Practice-based literacy promotion efforts focus:
  - Primarily on young children (birth – preschool), and Ex: Reach Out and Read; Brush, Book, Bed
  - Less emphasis on literacy in older children/teens.
- Academic Environments – Need to address:
  - Knowledge explosion/technological advances.
  - Content overload/insurmountable amounts of information to deliver.
  - New practice/certification requirements.

GOALS

- CREATE a literacy-rich, ACTIVE-LEARNING experience*, that: 1) Emphasizes literacy in older children/teens, 2) Has immediate clinical application/implications, 3) Fits in an already over-laden curriculum, and 4) Has a lasting impact (“sticks”) for learners,
- EXPLORE early reactions/impact of the experience on participants.

*ACTIVE LEARNING involves students engaged in doing things and in thinking about what they are doing

APPROACH

- Offer students the option to participate in a Book Discussion Group, which:
  - Focuses on older children/young adult literature.
  - Exposes students to a minimum of 10 children’s books.

What is a “Children’s Book” Discussion Group (CB-DG)?

STEP 1: Pick one book a quarter. Everyone (faculty/students) reads it.
- Faculty pre-selects book to expose students to common/emerging topics, book awards/lists, different authors/genres.

STEP 2: Meet together to “discuss” the book, looking at:
- Title, author, topic/focus, age of reader
- Story map (e.g. narrator, key characters, plot, setting, and time)
- 3 E’s* - Does it: 1) Engage, 2) Educate, and 3) Elevate the reader?
- Who would you recommend this book to?

*These are E.B. White’s rules for judging a good children’s book (it must do all 3!)

STEP 3: Reflect on lessons learned/how to apply in clinical interactions.

METHODS

- The Children’s Book Discussion Group (CB-DG) is currently in its 4th year. Prior to opening the experience to other OHSU learners, we paused to evaluate its early impact.
- We created a small team of faculty/students to explore how to evaluate early reactions/impact of the CB-DG experience on participants.
- Developed a brief survey (8 questions), which was distributed through SurveyMonkey® to students in/recenlty graduated from the PNP program as well as PNP faculty (N = 28).
- 61% response rate (N = 17).

FINDINGS

- 100% (n=17) report they are more inspired to use books/reading as a tool to connect with children/teens since participating in CB-DG.
- 88% (n=15) report asking children/teens during clinical interactions about what books they are reading.
- Books were used to engage children, parents, and/or the entire family in general discussions about literacy and/or about specific topics/needs (Table 1).

<table>
<thead>
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<th>(n)</th>
<th>Primary focus of Discussion</th>
<th>General/Literacy (#)</th>
<th>Specific Topic/Need (#)</th>
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</thead>
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<td>10</td>
<td>Individual Child/Teen</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Whole Family</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Parent</td>
<td>1</td>
<td>1</td>
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</tbody>
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- The book Wonder was most often identified (n=10; 59%) as the one book that “sticks” with you, followed by 13 Reasons Why (n=3; 18%) and Wolf Hollow (n=3; 18%).

DISCUSSION/IMPLICATIONS

- The Children’s Book-Discussion Group (CB-DG) introduces students to children’s/young adult literature and the importance of childhood/household literacy, and helps students to discover/indulge a new way of relating to children/teens, parents, and families.
- Evaluations of this activity have been entirely positive, with students highlighting the unique, ‘birds-eye’ view of childhood and adolescence it offers.
- All pediatric health providers and learners can benefit from reading children’s/young adult literature in terms of:
  - Facilitating interactions with pediatric patients/families
  - Encouraging childhood/household literacy