

**Association of Community Health Nursing Educators  
Teaching Strategy Submission**

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Title of Teaching Plan/Strategy: Vulnerable populations: A jigsaw activity for students to learn about the poor, homeless, rural residents, migrant workers, and pregnant teens

**Association of Community Health Nursing Educators  
Teaching Strategy Submission Form**

**Directions:** Please complete each of the following questions by using the lists in the appendix. The use of bulleted points is encouraged.

**1. Title of Teaching Plan/Strategy:**

Vulnerable populations: A jigsaw activity for students to learn about the poor, homeless, mentally ill, rural residents, migrant workers, and pregnant teens.

**2. Date of Submission**

April 19, 2010

**3. Relevance to Public Health Nursing competencies**

1. Health promotion and risk reduction
2. Human diversity
3. Cultural Competence

**4. Topical Area**

Vulnerable Populations

**5. Learner Level(s)**

RN to BSN  
Undergraduate

**6. Learner Setting**

classroom

**7. Strategy Type**

problem-based learning

**8. Learning Goals/Objectives:**

1. Describe the social, political, cultural and environmental factors that influence health disparities in vulnerable populations
2. Analyze the health needs of vulnerable populations including the poor, homeless, rural residents, migrant workers, and pregnant teens.
3. Discuss nursing interventions for vulnerable populations

**9. Estimated time for the student to complete the activity:**

1 hour prior to class, 2 hours in class

**10. Strategy Overview**

This lesson uses a problem-based learning approach using a small group process

called “jigsaw” to facilitate learning about vulnerable populations. Students will be assigned to one of five small groups to study a vulnerable population and then will individually teach the important concepts to another small group of students. This strategy is designed for 5 groups of 5 students and can be adapted for different group sizes.

**Step 1** (prior to class): Students prepare for class by completing the readings and assigned websites to learn about the assigned population. Students complete the worksheet on their assigned population and come prepared to discuss in class.

**Step 2** (in class): Students meet with the other students who studied the same population. Students discuss the population health issues and plan how to best teach another group of students.

**Step 3** (in class): New groups are formed with one student from each of the first groups. Each student presents their topic to the rest of the group. **Step 4** (after class): Students use the objectives and the worksheets to study for the test.

#### 11. **Resources Needed**

Student directions/worksheet (attached)

The following textbook readings were assigned to students. The lesson could be adapted for other text books by changing the page numbers on the student directions.

Bushy, A. & Napolitano, M. (2010). Rural health and migrant health. In M. Stanhope & J. Lancaster, (Eds.), *Foundations of nursing in the community*, 3<sup>rd</sup> ed. (pp. 400 – 418). St. Louis: Mosby Elsevier.

Aretakis, D., Di Martile Bp;;a. C., Thompson-Heisterman, A. (2010). Homelessness, poverty, mental illness, and teen pregnancy. In M. Stanhope & J. Lancaster, (Eds.), *Foundations of nursing in the community*, 3<sup>rd</sup> ed. (pp. 419 – 442). St. Louis: Mosby Elsevier.

#### 12. **File(s)**

Student directions/worksheet

#### 13. **Website Links**

These are included on the student directions.

#### 14. **Methods for evaluating student learning**

During the small group activity, the faculty will circulate to each group to assess learning and provide support. The material was also evaluated on a test.

#### 15. **Please comment on overall success of this teaching strategy**

This strategy was used with a group of 20 accelerated (second degree students). Students came to class with their prepared worksheets and shared their findings with the students who studied the same population. These students then presented their

findings to another small group. The students reported enjoying this method of learning and volunteered to share the worksheets they prepared with the other students.

## **16. References**

Bushy, A. & Napolitano, M. (2010). Rural health and migrant health. In M. Stanhope & J. Lancaster, (Eds.), *Foundations of nursing in the community*, 3<sup>rd</sup> ed. (pp. 400 – 418). St. Louis: Mosby Elsevier.

Aretakis, D., Di Martile Bp;;a. C., Thompson-Heisterman, A. (2010). Homelessness, poverty, mental illness, and teen pregnancy. In M. Stanhope & J. Lancaster, (Eds.), *Foundations of nursing in the community*, 3<sup>rd</sup> ed. (pp. 419 – 442). St. Louis: Mosby Elsevier.

The lesson could be adapted for other text books by changing the page numbers on the student directions.

**Vulnerable populations: A jigsaw activity for students to learn about the poor, homeless, mentally ill, rural residents, migrant workers, and pregnant teens.**  
**Directions for Students**

**Introduction:** The poor, homeless, pregnant teens, migrant workers, and seriously mentally ill are considered vulnerable populations. In addition, minority populations tend to have poorer health than white Americans regardless of income level. Nurses have an important role in providing culturally competent health services to this population and helping us meet the Healthy People 2020 goal to eliminate these health disparities and improve the health of all Americans. Who are the vulnerable and minority populations in your community and what are their health care needs?

**Objectives:**

1. Describe the social, political, cultural and environmental factors that influence health disparities in vulnerable populations
2. Analyze the health needs of vulnerable populations including the poor, homeless, rural residents, migrant workers, and pregnant teens.
3. Discuss nursing interventions for vulnerable populations

**Directions:** We will be using a small group process called “jigsaw” to learn about vulnerable populations (i.e. rural, migrant, homeless, poverty and teen pregnancy). Students will be assigned to a small group to study one vulnerable population and then will individually teach the important concepts to another small group of students.

**Step 1** (prior to class): Prepare for class by completing the readings and assigned websites to learn about the population you have been assigned. Complete the worksheet on your population and come prepared to discuss in class.

**Step 2** (in class): Meet with the other students who have studied the same population. Discuss health issues specific for this group/population and develop a plan to teach another group of students about these.

**Step 3** (in class): New groups will be formed with one student from each of the first groups. Each student will teach the group about the population that they studied.

**Step 4** (after class): Use the objectives and the worksheets to help you study for the test.

<b>Population</b>	<b>Migrant/Farmworkers</b>
<b>Reading</b>	Bushy, A. & Napolitano, M. (2010). Rural health and migrant health. In M. Stanhope & J. Lancaster, (Eds.), Foundations of nursing in the community, 3 <sup>rd</sup> ed. (pp. 400 – 418). St. Louis: Mosby Elsevier. Read pages 406- 415
<b>Websites</b>	Visit the National Center for Farmworker Health (NCFH) at <a href="http://www.ncfh.org/">http://www.ncfh.org/</a> 1. Select About Farmworkers 2. Select Fact Sheets about Farmworkers 3. Select Facts about Farmworkers and review the major issues 4. Then, from the home page, select Commemorative Artwork Series and view the artwork
<b>Description /Characteristics</b>	
<b>Risk Factors</b>	
<b>Major health issues</b>	
<b>Environmental health issues</b>	
<b>Access to health care issues</b>	
<b>Nursing considerations</b>	

<b>Population</b>	<b>Poor</b>
<b>Reading</b>	Aretakis, D., Di Martile Bp;;a. C., Thompson-Heisterman, A. (2010). Homelessness, poverty, mental illness, and teen pregnancy. In M. Stanhope & J. Lancaster, (Eds.), Foundations of nursing in the community, 3 <sup>rd</sup> ed. (pp. 419 – 442). St. Louis: Mosby Elsevier. Read pages 421- 425 and 433-440
<b>Websites</b>	Read about the enduring effects of poverty on children <a href="http://www.irp.wisc.edu/publications/focus/pdfs/foc262f.pdf">http://www.irp.wisc.edu/publications/focus/pdfs/foc262f.pdf</a> (especially pages 33-34)
<b>Description /Characteristics</b>	
<b>Risk Factors</b>	
<b>Major health issues</b>	
<b>Environmental health issues</b>	
<b>Access to health care issues</b>	
<b>Nursing considerations</b>	

<b>Population</b>	<b>Homeless and Mentally Ill</b>
<b>Reading</b>	Aretakis, D., Di Martile Bp;;a. C., Thompson-Heisterman, A. (2010). Homelessness, poverty, mental illness, and teen pregnancy. In M. Stanhope & J. Lancaster, (Eds.), Foundations of nursing in the community, 3 <sup>rd</sup> ed. (pp. 419 – 442). St. Louis: Mosby Elsevier. <b>Read pages 425-427, 433-440</b>
<b>Websites</b>	<ul style="list-style-type: none"> <li>• Visit the web site for the National Law Center on Homelessness and Poverty at <a href="http://www.nlchp.org">http://www.nlchp.org</a> <ul style="list-style-type: none"> <li>○ Select: About NLCHP</li> <li>○ Select Homelessness and Poverty in America</li> <li>○ Read the overview</li> <li>○ Select and read the causes and real solutions</li> </ul> </li> <li>• Watch the videos on homeless awareness at: <a href="http://www.youtube.com/watch?v=Cy4UfU_oj2I">http://www.youtube.com/watch?v=Cy4UfU_oj2I</a>  <a href="http://www.youtube.com/watch?v=shiXCC9CaP4">http://www.youtube.com/watch?v=shiXCC9CaP4</a> <ul style="list-style-type: none"> <li>a. What insights did you gain into the health and social issues?</li> <li>b. What are the implications for nursing care?</li> </ul> </li> </ul>
<b>Description /Characteristics</b>	
<b>Risk Factors</b>	<ul style="list-style-type: none"> <li>• Describe the relationship between the deinstitutionalization on the mentally ill and the increase in homelessness. (p. 425 and 434, NLCHP website&gt;causes)</li> </ul>
<b>Major health issues</b>	
<b>Environmental health issues</b>	
<b>Access to health care issues</b>	
<b>Nursing considerations</b>	



<b>Population</b>	<b>Pregnant Teens</b>
<b>Reading</b>	Aretakis, D., Di Martile Bp;;a. C., Thompson-Heisterman, A. (2010). Homelessness, poverty, mental illness, and teen pregnancy. In M. Stanhope & J. Lancaster, (Eds.), Foundations of nursing in the community, 3 <sup>rd</sup> ed. (pp. 419 – 442). St. Louis: Mosby Elsevier. <b>Read pages 427-433 and 438- 440</b>
<b>Websites</b>	Visit the National Campaign to Prevent Teen and Unplanned Pregnancy at <a href="http://www.thenationalcampaign.org">http://www.thenationalcampaign.org</a> and read: <ul style="list-style-type: none"> <li>• <a href="http://www.thenationalcampaign.org/resources/pdf/Briefly_Why-Are-the-Rates-Increasing.pdf">http://www.thenationalcampaign.org/resources/pdf/Briefly_Why-Are-the-Rates-Increasing.pdf</a></li> <li>• <a href="http://www.thenationalcampaign.org/why-it-matters/pdf/introduction.pdf">http://www.thenationalcampaign.org/why-it-matters/pdf/introduction.pdf</a></li> <li>• <a href="http://www.thenationalcampaign.org/resources/pdf/Briefly_Effective_Interventions.pdf">http://www.thenationalcampaign.org/resources/pdf/Briefly_Effective_Interventions.pdf</a></li> </ul>
<b>Description /Characteristics</b>	
<b>Risk Factors</b>	
<b>Major health issues</b>	
<b>Environmental health issues</b>	
<b>Access to health care issues</b>	
<b>Nursing considerations</b>	