

Title:

Just because the hood raised you, doesn't mean you have to raise the hood: A content analysis of urban lit

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Session Title:

Rising Stars of Nursing Invited Posters - Group 2

Slot (superslotted):

RSG STR 2: Friday, September 26, 2014: 10:00 AM-10:30 AM

Slot (superslotted):

RSG STR 2: Friday, September 26, 2014: 11:45 AM-1:00 PM

Slot (superslotted):

RSG STR 2: Friday, September 26, 2014: 3:00 PM-3:30 PM

Keywords:

AA adolescents, Sexual health and Urban literature

References:

References Binns, B.A. (2012). Pull. Arlington Heights, IL: All The Colors of Love. Clark, W. (2010). Thugs and Women Who Love Them. New York, NY: Dafina Books. Elo, S., & Kyngäs, H. (2007). The qualitative content analysis process. *Journal of Advanced Nursing*, 62, 107-115. doi: 10.1111/j.1365-2648.2007.04569.x. Giger, J.N., & Davidhizar, R. (2007). Promoting culturally appropriate interventions among vulnerable populations. *Annual Review of Nursing Research*, 25, 293-316. Harris, A. (2011). The influence of urban literature on African American adolescent girls' sexual behaviors. *Journal of the National Black Nurses Association*, 22, 35-41. Harris, A. (2011). Media and technology in adolescent sexual education and safety. *JOGNN*, 40, 235-242. doi: 10.1111/j.1552-6909.2011.01218.x Hsieh, H., & Shannon, S. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15, 1277-1288. doi: 10.1177/1049732305276687. Holmes, S. (2001). *B-more Careful*. Lewes, DE: Teri Woods Publishing. Hughes-Hassell, S., & Rodge, P. (2007). The leisure reading habits of urban adolescents. *Journal of Adolescent & Adult Literacy*, 51, 22-33. doi:10.1598/JAAL.51.1.3. Kann, L., Kinchen, S., Shanklin, S., Flint, K., Hawkins, J., Harris, W....Zaza, S. (2013). Youth risk behavior surveillance- United States, 2013. *Morbidity & Mortality Weekly Report*, 63 (No. SS-4), 24-29. L'Engle, K. L., Brown, J., & Kenneavy, K. (2006). The mass media are an important context for adolescents' sexual behavior. *Journal of Adolescent Health*, 38, 186-192. doi:10.1016/j.jadohealth.2005.03.020. Morris, V. J., Hughes-Hassell, S., Agosto, D. E., & Cottman, D. T. (2006). Street lit: Flying off teen fiction bookshelves in Philadelphia public libraries. *Young Adult Library Services*, 5, 16-23. Resnicow, K., & Braithwaite, R. (2001). Cultural sensitivity in public health. In R. Braithwaite, & S. Taylor (Eds.), *Health Issues in the Black Community*, 2nd Ed (pp. 516-542). San Francisco, CA: Jossey-Bass Inc. Rich, M. (2008). 1.0 virtual sexuality: The influence of entertainment media on sexual attitudes and behavior. In J. Brown (Ed). *Managing the Media Monster: The Influence of Media (From Television to Text Messages) on Teen Sexual Behavior and Attitudes*. Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy. Retrieved from <http://www.thenationalcampaign.org/resources/monster/> Secor-Turner, M., Sieving, R., Garwick, A., Spratt, R., & Duke, N. (2010). Culturally sensitive community engaged research with African American young women: Lessons learned. *Journal of Community Health Nursing*, 27, 160-172. doi: 10.1080/07370016.2010.494456. Simone, N. (2011). *Upgrade U*. New York, NY: Kensington Publishing Corp. Souljah, S. (1999). *The Coldest Winter Ever*. New York, NY: Washington Square Press. The Henry J. Kaiser Family Foundation. (2010). *Generation M2: Media in the lives of 8 to 18 year olds*. (Report No. 8010). Menlo Park, CA. Retrieved from <http://www.kff.org/entmedia/mh012010pkg.cfm>. Woods, T. (1994). *True to the Game: A Teri Woods Fable*. New York, NY: Meow Meow Productions.

Learning Activity:

LEARNING OBJECTIVES	EXPANDED CONTENT OUTLINE	TIME ALLOTTED	FACULTY/SPEAKER	TEACHING/LEARNING METHOD	EVALUATION/FEEDBACK
<p>Example</p> <p>Critique selected definition of the term, "curriculum"</p>	<p>Example</p> <p>Definitions of "curriculum"</p> <p>Course of study</p> <p>Arrangements of instructional materials</p> <p>The subject matter that is taught</p> <p>Cultural "training"</p> <p>Planned engagement of learners</p>	<p>Example</p> <p>20 minutes</p>	<p>Example</p> <p>Name, Credentials</p>	<p>Example</p> <p>Lecture</p> <p>PowerPoint presentation</p> <p>Participant feedback</p>	<p>Example</p> <p>Group discussion: What does cultural training mean to you?</p>
<p>discuss the influence of urban literature on African American adolescent sexual risk behaviors</p>	<p>influence of urban literature-what is urban literature-contents of urban literature-themes of urban literature-sexual</p>	<p>20 minutes</p>	<p>Patience Maks, SN</p>	<p>Lecture, Poster Presentation, Participant feedback</p>	<p>Group discussion: what does positive sexual health influence look like?</p>

	risk behaviors of adolescents				
examine approaches in which healthcare providers can intervene in clinical settings through the use of culturally competent risk behavior counseling	how to approach adolescents and their families-possible interventions to reduce sexual health risks-	20 minutes	Patience Marks, SN	Lecture, Poster Presentation, Participant feedback	Group discussion: what does cultural competency mean in the clinical setting?

Abstract Text:

Background/Purpose. Evidence has shown that media, including print media, can influence adolescents' attitudes, beliefs and behaviors culminating in risk behaviors that can lead to negative health consequences. African American (AA) fiction is a thriving market with over 500 authors and annual revenue in the billions. Urban lit is extremely popular among AA teens and adults with individuals citing their authenticity as the reason for its popularity. Urban lit is known for its gritty portrayal of urban life with themes of violence, promiscuity, drug activity and infidelity. However there has been no research to date examining this genre's themes. The purpose of this research is to explore and document the common themes of urban lit and their influence on risk behaviors among AA adolescents.

Methods. Six popular urban-lit novels were examined for common themes using thematic content analysis. The novels were: *Thugs & The Women Who Love Them*; *True to the Game*; *B-More Careful*, *Pull*, *Upgrade U*, and *The Coldest Winter Ever*. Each participant was assigned an urban-lit novel to read. Key phrases and themes and their definitions were developed for each novel. For the final level of coding, participants gathered to review and discuss the key phrases and themes. All themes were reviewed. Themes common to all novels and were thought to broadly represent urban lit genre were kept. The final themes contributed to the conceptual understanding of urban lit and their influence on AA risks behaviors.

Results. Eight themes emerged from this study: *Thugs*, *Rubber Band Man*, *The Wratched*, *Hoodrat*, *Being Dogged*, *THOTS-That Ho Over There*, and *Lookin' for Love*. *A Way Out* is the overarching theme that represents the paradox of urban life; the struggle is the means to the end-escape for a better life. Many of the themes revolve around navigating intimate relationships and sexual behaviors and the characters engage in risky behaviors that may result in negative health consequences. The consequences of these negative behaviors are rarely mentioned in the stories.

Implications for Practice/Research. Urban lit provides a window into AA adolescent and hip-hop culture. By understanding urban lit, clinicians can provide culturally competent risk behavior counseling to adolescents and their families. Using this knowledge researchers can develop culturally competent interventions to reduce risky health behaviors.

Conclusion. For many AA readers urban-lit novels allow them to enjoy stories that reflect AA adolescent and popular culture. Through reading urban-lit novel, AA adolescents may be unknowingly learning and then engaging in risky behaviors. Therefore it is important for nurses to aware of the role that media, and urban lit in particular, plays in adolescent attitudes, beliefs and behaviors.