

Teaching student nurses about the lived experience of homeless people through a photovoice intervention

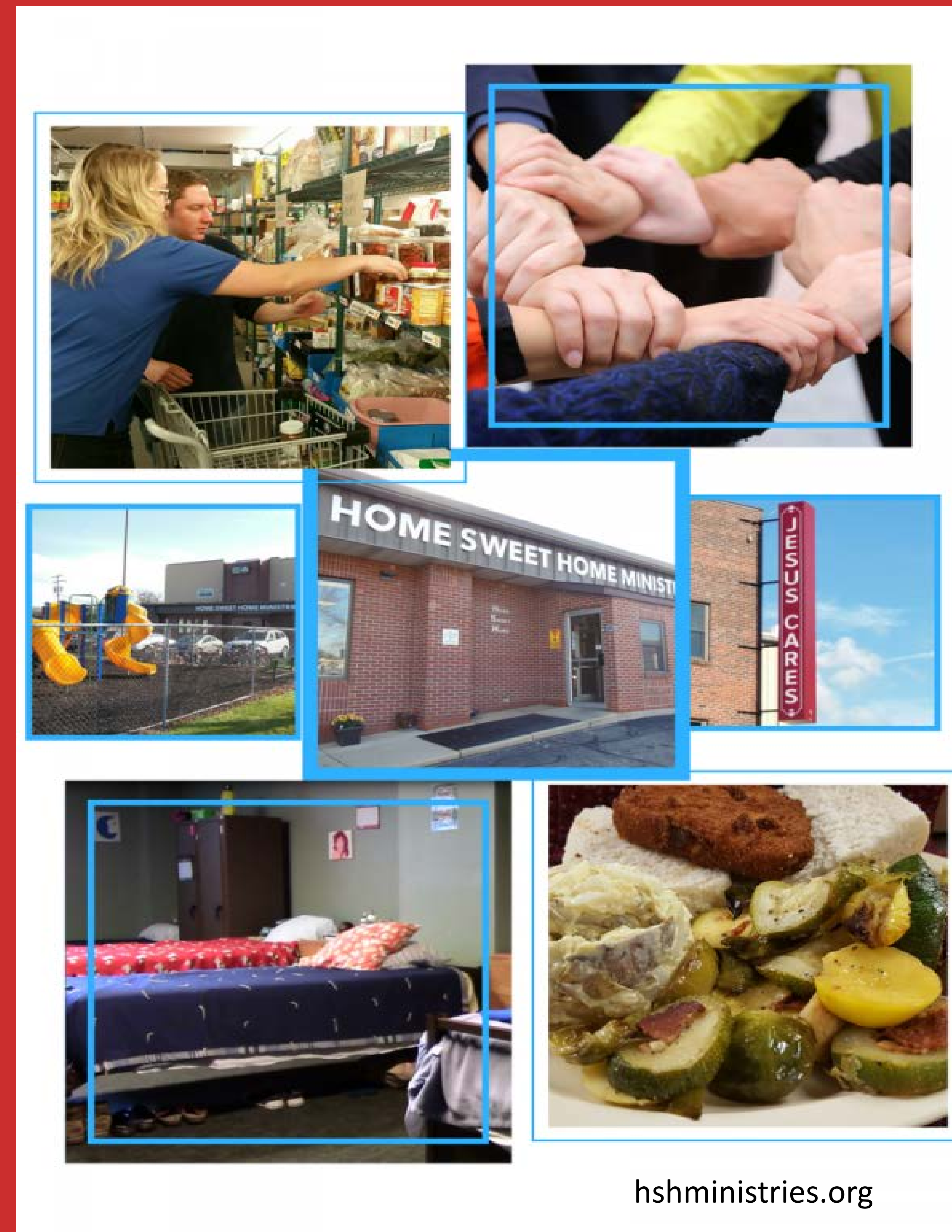
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Background

- Homeless people have more health problems than the general population (Bernstein et al., 2015)
- They report inadequate health care, including being treated with incivility and disrespect, and receiving rushed nursing care (Woith et al., 2016).
- Implicit bias, or stereotyping groups of people (Blaine, 2013), may be an underlying factor in inadequate healthcare of the homeless.
- Nurses are not exempt from implicit bias, which may manifest during patient interactions (Hall et al., 2015)
- Nurse educators are responsible for helping students recognize their own implicit bias.
- Education strategies may help students better understand and empathize with the homeless (Seiler & Moss, 2012).
- Few such strategies have been developed and empirically tested (Kooken et al., 2014; Rasmor et al., 2014).
- Photovoice has been used as an education strategy for nursing students (Garner, 2014), but we found no studies in which it was used to teach about homelessness.

Purpose

To develop and test a photovoice intervention to teach nursing students about homelessness



Method

Mixed methods study in Midwestern United States

Phase 1: Intervention Development

- Researchers will recruit 20 homeless adults.
- Participants will take pictures that describe what being homeless means to them.
- Participants will select their top photos and tell their stories to the researchers.
- The researchers will develop posters from the pictures and narratives.

Phase 2: Intervention Implementation

- Researchers will recruit a convenience sample of 101 beginning nursing students and randomly assign them to either the control or intervention group.
- All will complete the pre-tests: Attitude toward Poverty Scale, Toronto Empathy Questionnaire, and Attitudes toward Homelessness Inventory.
- The intervention group will participate in a half hour photovoice poster discussion session.
- The control group will receive the standard education about homelessness.
- All participants will complete the post-tests.
- Students in the intervention group will be invited to focus groups.

Methodological Challenges

Phase 1: Maintaining confidentiality within a homeless shelter
Phase 2: Is the intervention a psychological manipulation of students

Implications

- This study may assist nurse educators in developing similar photovoice interventions to enhance students' understanding of homelessness.
- This study will enhance understanding of what it means to live homeless from the perspective of homeless people.



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