Purpose
• Improve Masters Entry Program in Nursing (MEPN) pre-licensure student empathy and understanding for patients living in poverty.

Background
• Over 40 million US people live in poverty
• Healthcare providers often do not understand the impact of poverty on health.

Methods
• Poverty Simulation piloted with 2 MEPN cohorts
  • 32 first year
  • 24 second year
• Pre- and post-test measures
  • Quantitative Measure: The Active Learning Scale (Vandsburger, Duncan-Daston, Akerson & Dillon, 2020)
  • Qualitative Questions: Open ended questions created to correlate with Active Learning Scale Items

Analysis
• 53/54 students responded
• 15/32 first year students completed written reflections.
• All reviewed qualitative data.
  • Two researchers independently completed initial coding,
  • Coding was then compared,
  • Similar themes were collapsed, and
  • Final themes were decided upon.

Results
Three main themes:
1. Scarcity of resources:
   • Inadequate public transportation
   • Inadequate housing
   • Basic needs (food, shelter, transportation) may come before healthcare
2. The lived experience of poverty:
   • Stressed, anxious, and frustrated
   • What may seem like poor choices, are circumstances which force decisions between sub-optimal choices
3. Application of the lessons learned to nursing:
   • Teaching people to navigate healthcare
   • Person-centered care thru advocacy
   • Policy change

Conclusions/Further Study
• Poverty Simulation stimulated students’ thinking
• Deep, meaningful learning experience
• Repeat with interprofessional learners.

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