Launch of an Interdisciplinary Poverty Simulation

Terry Delpier, DNP, RN, CPNP, CNE, Northern Michigan University – School of Nursing, Marquette, MI
Karen H. Morin, PhD, RN, ANEF, FAAN
Karen L. Carlson, PhD, RN

Introduction / Background

Poverty

• Poverty is a significant issue in the U.S. (DeNavas-Walt & Proctor, 2015)
• Living in poverty, associated with significant long-term consequences, especially for children (Edin & Kissane, 2010).

Poverty and Attitudes

• College student attitudes toward poverty have been found to be associated with their perceptions of its causes (Reutter, Sword, Meagher-Stewart, & Rideout, 2004)
• Positive attitudes, more likely to believe poor health was result of limited resources
• Negative attitudes, more likely to believe poor health was result of poor choices
• Negative perceptions by service professionals of people in poverty, associated with poorer levels of care (Reingold & Liu, 2009)

Poverty Simulation

• Experiential learning: Family units, living in poverty, navigate difficulties of being poor in 15 minute weeks. Prioritize challenges and use community resources (Missouri Association for Community Action, n.d.)


Purpose

The purpose of this project was to cultivate new leaderships skills in an experienced nurse educator through the process of establishing an interdisciplinary Poverty Simulation program at a mediums sized public university in the upper Midwest.

Methods

Experience Nurse Faculty Leadership Academy

• Participation in the 12 month ENFLA
• Workshops & generous support of triad team
• Study and reflection:
  • Framework of Kouzes & Posner (2012)
  • Process of change (Quinn, 1996)

Interdisciplinary Poverty Simulation

• Organized interdisciplinary faculty team: education, nursing, social work, speech, language and hearing
• Apply for funding: Grant applications
• Prepare for study: IRB application

University Leadership Position

• Application for NMU’s Center for Teaching & Learning Scholar position

Results

Interdisciplinary Poverty Simulation

• Cultivate interdisciplinary faculty team
• Two graduate DNP students
• Elusive funding:
  • Fall 2015 & Winter 2016: Establish baseline for student attitudes towards poverty

NMU Center for Teaching & Learning Scholar

• 2015-2017 CTL Scholar
• Priorities: Orientation/Professional Development & New Faculty Network Program
• Budget cuts: Develop Scholarship of Teaching and Learning (SoTL) Workshop series
• IRB application for individual SoTL project

Lessons Learned

• Attitude is important
• Cultivate connections
• Challenges provide opportunity

Conclusions

Participation in the ENFLA program with the guidance and support of the Faculty and Mentor, has greatly helped expand the scholar’s personal and professional leadership skills.

Future Directions

Interdisciplinary Poverty Simulation

• Persistence will pay off: Grant funding
• Establish Poverty Simulation Program
• Develop Community partnerships
• Mentor graduate DNP students
• Fall 2016 & Winter 2017: Survey student attitudes towards poverty – post simulation

NMU: Center for Teaching & Learning Scholar

• Winter 2016: Organize interdisciplinary faculty team for SoTL project
• Develop Online Teaching Academy

References


