The Effect of the Poverty Simulation on BSN Student Knowledge, Skills, and Attitudes

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OBJECTIVES

Following this presentation, learners will be able to:

- Recognize the global effects of poverty and its impact on health outcomes.
- Describe the Poverty Simulation.
- Identify important outcomes of the poverty simulation when used as a teaching strategy.

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BACKGROUND AND SIGNIFICANCE

• 14.5% of people in the US live below the poverty line.
• In Arkansas, poverty rates are estimated between 18.5% - 26%.
• Poverty has a significant impact on health and health related decisions.

What choices would you make if you had little time and little money to spare?

Could you survive a month in poverty?
The purpose of this research was:

- to test the effectiveness of a high fidelity simulation activity on BSN student knowledge and attitudes towards poverty and poor people.

- High-fidelity simulation has been shown to assist nursing students acquire knowledge, skills, and attitudes necessary to provide culturally sensitive patient-centered care.
THE POVERTY SIMULATION

• Developed by the Missouri Action Coalition

• Designed to help participants begin to understand what it might be like to live in a typical low-income family trying to survive from month to month.

• The objective is to sensitize participants to the realities faced by low-income people.
METHODS

• Quantitative; pre-test/post-test design

• 67 pre-licensure, junior level, BSN students

• Attitudes Toward Poverty and Poor People (short form)

• Wilcoxon signed ranks was used to compare pre and post simulation scores

• Qualitative analysis was used to analyze post simulation reflections
RESULTS

• 65 completed pairs were analyzed

• Demographics
  • Mean age was 21.86 years
  • Most identified as Christian (96.9%)
  • Majority described families of origin as “financially secure” (89.6%)
  • 21.5% indicated that their families needed public assistance at some point during their lives

• Z-scores were statistically significant (p < 0.05) for 12 of the 21 items
ITEMS OF SIGNIFICANCE (p < 0.05)

- Poor people are different
- Poor people are dishonest
- Poor people act differently
- Poor people have different values
- Poor people are ripping off the system
- Poor people could find jobs if they tried harder
- Welfare makes people lazy
- Being poor is out of their control
- I would support higher taxes to support poor people
- I would accept welfare benefits
- Poor people should not be blamed for their misfortune
- Society has a responsibility to help poor people
QUALITATIVE FINDINGS

• Helplessness
  • “It was hard being a kid and see your family needing something, but you couldn’t do it for them.”

• Sadness
  • “It was lonely watching everybody else doing stuff.”

• Guilt
  • “My son was able to get a job, but I couldn’t. So, then all the responsibility was put on my son and that was horrible, but I couldn’t not let him work.”

• Frustration
  • “I couldn’t get a job...I went like 4 times...I just stayed homeless, because everything I tried to get, I couldn’t.”
CONCLUSIONS

• Effective teaching strategy.

• Findings consistent with previous studies.

• Student feedback suggested improved knowledge regarding the challenges of living in poverty and the importance of knowing about available community resources.

• Limited generalizability due to homogeneity of sample and single site.

• Use of high-fidelity poverty simulation has the potential to have a positive impact on culturally competent care provided by the BSN graduate.
REFERENCES


Poverty Simulation - A Day in Their Shoes