



SOUTH DAKOTA STATE UNIVERSITY

Evaluating the Impact of an Interprofessional Education Poverty Simulation

Brittney A. Meyer^A PharmD, Teresa M. Seefeldt^A PharmD PhD, Surachat Ngorsuraches^A PhD, Linda Kang^B PhD RN, Leann Horsley^B PhD RN CHSE CNE, Bernadette Olson^C EdD AT ATC, Jessica Meendering^C PhD EP-C, Mary Beth Zwart^C EdD AT ATC, Kristine Ramsay-Seaner^C PhD NCC, Becky Jensen^C MS RDN LN, Chris Comstock^C MS RD LN

South Dakota State University ^ACollege of Pharmacy & Allied Health Professions; ^BCollege of Nursing; ^CCollege of Education & Human Sciences

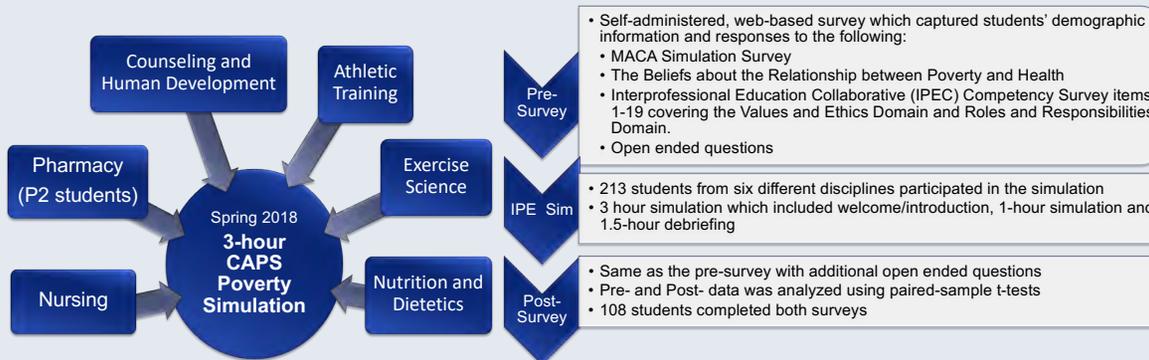
Introduction

Standard 3 of the Accreditation Council for Pharmacy Education's Standards 2016 addresses graduates' approach to practice and includes outcomes for interprofessional collaboration and cultural sensitivity. An interprofessional education (IPE) event was developed by faculty from diverse disciplines to engage students in learning about poverty as a social determinant of health using the interactive Missouri Association for Community Action (MACA) *Community Action Poverty Simulation* (CAPS). Participants role-play families experiencing the difficulties of living on low-incomes and face circumstances reflecting the real-life stresses of those living in poverty. Students also learn about community resources through the simulation, and debriefing included discussion on different health students' perspectives.

Objective

To evaluate changes in pharmacy students' attitudes towards poverty, understanding of poverty as a social determinant of health, and interprofessional competencies following participation in an interprofessional poverty simulation.

Methods



Results

- The majority of participants were white (92%) females (72%), with a median age of 22, and a family household income of \$75,000+ (42%).
- Of the matched results, 45 pharmacy students showed significant improvements in 6 of 16 items on the MACA survey examining attitudes towards poverty (overall change in mean score 2.39 to 2.65; $p < 0.001$)
- Significant differences were also observed on 3 of 8 questions on the Beliefs about the Relationship between Poverty and Health scale, specifically the behavioral influences related to motivation and structural influences related to stress and lack of health care.
- No significant differences existed for any of the 19 IPEC Competencies in the Values/Ethics Domain and Roles/Responsibilities Domain.

Survey Question	Mean Pre-	Mean Post-	Difference	P-Value
MACA 1*: The community provides effective and efficient services to help families with low income live.	2.53	2.18	0.35	0.048
MACA 2*: People with low income do not have to work as hard because of all of the services available to them.	2.71	2.91	-0.20	0.018
MACA 3*: People with low income get a lot of breaks with respect to things like rent, utilities, and other expenses working Americans have to pay for.	2.44	2.73	-0.29	0.014
MACA 6*: People with low income could get ahead/improve their situation if they could just apply themselves differently.	2.33	2.62	-0.29	0.026
MACA 8*: There are additional emotional costs associated with being poor in America.	1.80	1.50	0.30	0.026
MACA 14*: The poverty rates in this country have been rising in the last couple of years.	2.76	2.33	0.43	0.005
BELIEF 3 (Behavioral Domain)**: Poor people are unhealthy because they aren't motivated to look after their health	4.36	3.71	0.65	0.012
BELIEF 7 (Structural Domain)**: Poor people are unhealthy because they live under more stressful conditions	4.62	5.18	-0.56	0.010
BELIEF 8 (Structural Domain)**: Poor people are unhealthy because they get inadequate health care	4.53	5.16	-0.63	0.001

* using a 3-point scale: 1-strongly reflects what I believe or know, 2-somewhat reflects what I believe or know, 3-Does not reflect what I believe or know
** using a 7-point scale: 1-strongly disagree to 7-strongly agree

"I had a new appreciation for the stress of a life in poverty. I always try to stress the importance of medications but given little money, even I was quick to dismiss medications as a necessity compared to other expenses such as food and shelter."

"Honestly, this simulation was stressful, but really made you think walking a mile in some one else's shoes. It not only had a humbling effect on me personally, but really motivated me to be more thankful for my own situation, as well as give more to those who aren't as well off."



Implications

- An interprofessional poverty simulation can positively impact students' perceptions of poverty and understanding of poverty as a social determinant of health
- This may enhance achievement of the CAPE outcome subdomains of Cultural Sensitivity and Patient Advocacy
- This one experience may not have a significant impact on achievement of the CAPE outcome subdomain of Interprofessional Collaboration

"I thought the simulation was a great learning experience. I have a new perspective of people living in poverty and I think that will help me in my future as a pharmacist."

References

American Council on Pharmacy Education. Accreditation Standards and key elements for the Professional Program in Pharmacy Leading to the Doctor of Pharmacy Degree – Standards 2016. Available at: <https://www.acpe-accredit.org/pdf/Standards2016FINAL.pdf>

Missouri Community Action Network Community Action Poverty Simulation. Available at: <http://www.communityaction.org/povertysimulations/>.

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