Evaluating the Impact of an Interprofessional Education Poverty Simulation

Brittney A. Meyer, PharmD, Teresa M. Seefeldt, PharmD, PhD, Surachat Ngorsuraches, PhD, Linda Kang, PhD RN, Leann Horsley, PhD RN CHSE CNE, Bernadette Olson, EdD

South Dakota State University

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 using MACA Poverty Simulation Survey (CAPS).

Results

Survey Question                    Mean (t-value)     Difference (P-Value)
MACA 1*: The community provides effective and efficient services to help people who live in poverty. 2.53 (0.048) 2.18 0.35
MACA 2*: People who live in poverty do not have to work as hard because of all of the services available to them. 2.71 (0.018) 2.91 -0.20
MACA 3*: People with low income get a lot of breaks with respect to things like food, shelter, and other services. Many Americans have to pay for these things. 2.44 (0.014) 2.73 -0.29
MACA 4*: People will low income could get improved their situation if they work hard and save money differently. 2.33 (0.026) 2.82 -0.49
MACA 5*: There are additional emotional costs associated with living in poverty. 1.80 (0.026) 1.50 0.30
MACA 6*: Poverty rates in this country have been rising in the last couple of years. 2.76 (0.005) 2.33 0.43
MACA 7*: Poor people are unhealthy because they live under more stressful conditions. 3.46 (0.012) 3.71 0.65
MACA 8*: There are more emotional costs associated with being poor in this country. 4.62 (0.010) 5.18 -0.56
MACA 9*: Poor people are unhealthy because they are under more stressful conditions. 4.53 (0.001) 5.18 -0.63
* using 3-point scale: 1-strongly reflect what I believe or know, 2-somewhat reflects what I believe or know, 3-Does not reflect what I believe or know
** using 7-point scale: 1-strongly disagree to 7-strongly agree

Methods

Counseling and Human Development
Athletic Training
Pharmacy (P2 students)
Nursing
Pre-Survey
Spring 2018 3-hour CAPS Poverty Simulation
Exercise Science
IPE Sim
Post-Survey
Nutrition and Dietetics

- 213 students from six different disciplines participated in the simulation
- 3-hour simulation which included welcome/introduction, 1-hour simulation and 1.5-hour debriefing
- Same as the pre-survey with additional open ended questions
- Pre- and Post-data was analyzed using paired-sample t-tests

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

References


Missouri Community Action Network Community Action Poverty Simulation. Available at: http://www.communityaction.org/povertySimulations/

This project was approved by the South Dakota State University Institutional Review Board and supported by a grant from the South Dakota State University Faculty Excellence Fund.