Improving Attitudes Toward Poverty: Effects of Immersive Poverty Simulation

Dr. Katie Smith and Dr. Dara Murray • Division of Nursing
The University of West Alabama

Purpose

The purpose of this quantitative study was to determine the effect of an immersive poverty simulation on rural ASN students' attitudes toward poverty.

Introduction

Poverty across the United States is growing, especially in rural areas of the South. Nurses face the challenges of providing care to this unique group of people. Preparing Associate in Science in Nursing (ASN) students to deliver care to people living in rural poverty can be difficult, due to time constraints and educator shortages. The use of Community Action Poverty Simulation (CAPS©) has been an effective strategy used by Bachelor of Science in Nursing (BSN) programs to improve nursing students' attitudes toward poverty. This study also aimed to determine whether there was a relationship between ASN students' Attitude Toward Poverty-Short Form (ATP-SF) scores and the students' self-reported personal experience with poverty and area of residence.

students assumed the roles of family members living in poverty

Methodology

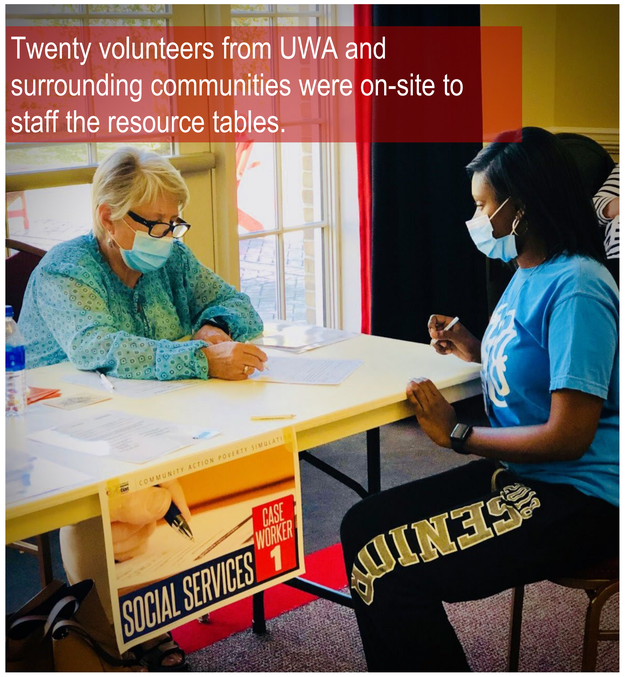
The methodology implemented for this study was a quantitative comparative design with a one-group pretest-posttest.

Results

Paired-samples t-test revealed statistically significant improvement between ASN students ATP-SF scores before and after CAPS©. This study did not find any relationship between ASN students' experience with poverty and their ATP-SF pretest score. However, a one-way ANOVA did find that ASN students living in rural areas had lower ATP-SF pretest scores than students from urban areas.

Statistical Results

Dependent Variable	Statistical Test
ATP-SF scores before and after participation in an immersive poverty simulation	Paired-samples t test p = .000
ATP-SF scores based on self-reported personal experiences with poverty	One-way ANOVA p = .332
ATP-SF scores based on self-reported area of residence, rural versus urban	One-way ANOVA p = .035



Twenty volunteers from UWA and surrounding communities were on-site to staff the resource tables.

Conclusion

Immersive poverty simulation is one strategy to enhance learning through a realistic learning environment that allows students to participate through role-playing when immersed as part of the simulation (Alinier et al., 2014). With the evidence of rural poverty and its striking health disparities, it is even more crucial to incorporate poverty education within all nursing curricula. Key findings from this study suggest that using the CAPS© effectively improves rural ASN students' ATP-SF scores. This study also indicated that students who live in rural areas have a more negative attitude toward poverty than those who reside in urban areas. These findings hold significance in the understanding of how and why teaching nursing students about poverty is imperative. Immersive poverty simulation provides nursing students with deliberate learning experiences to improve patient outcomes throughout the care continuum.

References

Available upon request: kmsmith@uwa.edu

Contact us: *kmsmith@uwa.edu • dmurray@uwa.edu*

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