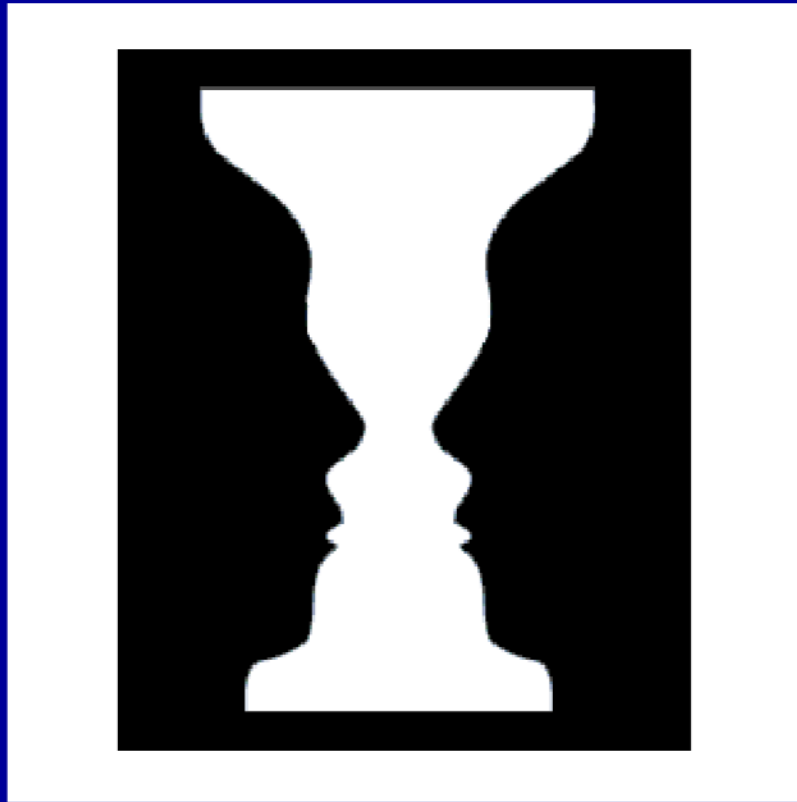


# **Poverty Simulation: Enhancing Experiential Education for Health Professions Students**

Cheryl Clarke, R.Ph. & Renee Sedlacek, M.A.  
Drake University, Des Moines, IA

# Perceptions





# Drake's Mission

*To provide an exceptional learning environment that prepares students for **meaningful personal lives, professional accomplishments, and responsible global citizenship**. The Drake experience is distinguished by **collaborative learning** among students, faculty, and staff, and by the **integration of the liberal arts and sciences with professional preparation**.*



## MISSOURI ASSOCIATION FOR COMMUNITY ACTION

Envisioning a state where all  
families and  
communities thrive.

[Printer Friendly Page](#)

### Community Action Poverty Simulation

[Marketplace on National Public Radio: Story on a Poverty Simulation in California](#)

[Poverty Simulation  
Photos](#)

[Poverty Simulation  
Kit Order Forms](#)

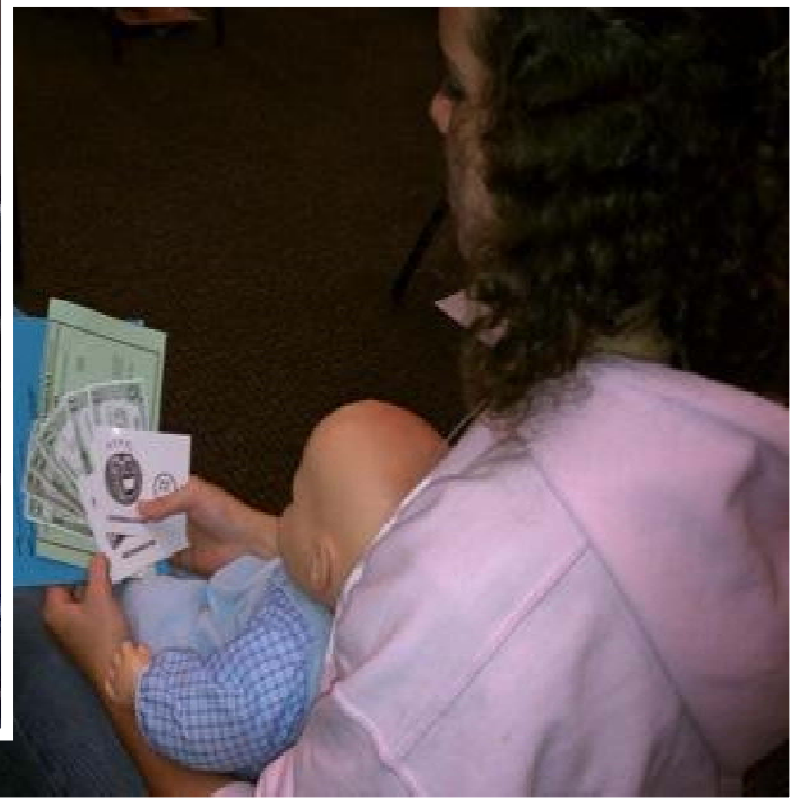
[Facilitator Training  
Information](#)

The Community Action Poverty Simulation (CAPS) is a unique tool that community action agencies are able to use to educate everyone, from policy makers to local community leaders, about the day to day realities of life with a shortage of money and an abundance of stress. CAPS is a copyrighted tool made available by the Missouri Association for Community Action to organizations that want to promote a greater understanding of poverty.

During a simulation, participants role-play the lives of low-income families, from single parents trying to care for their children



It's not a game...





# Drake Pharmacy Poverty Curriculum

- First Year – Spring
  - Health Disparities lecture and lab
- Second Year – May to May
  - Diversity Service Learning  
Introductory Pharmacy  
Practice Experience (DSL IPPE)
- Second Year – Fall
  - Poverty Simulation





# DSL IPPE

- 40 hour experience over 6-14 weeks
- Healthcare services at locations where patients are at risk for health disparities
  - Free Medical Clinics
  - FQHCs
  - Headstart
  - Community mental health clinics
  - EFNEP
  - Senior Centers



# Poverty Lecture and Lab

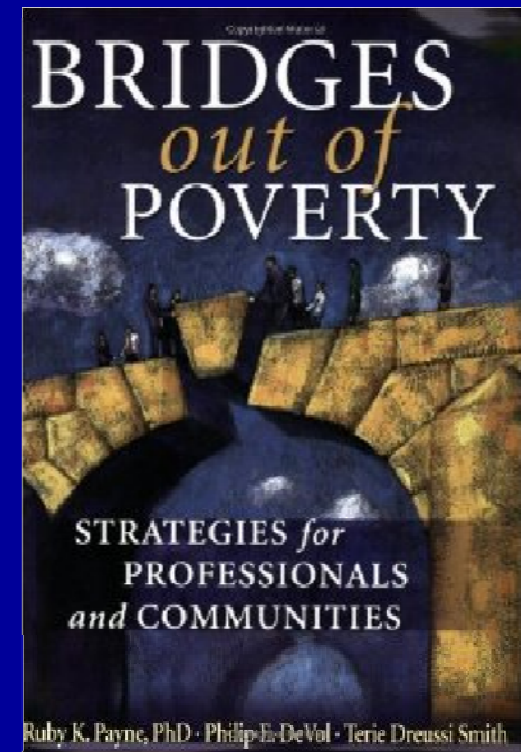
## Learning Objectives:

- Define the determinants of health.
- Define health disparity and health equity.
- Distinguish between generational and situational poverty.
- Identify the types of resources lacking in poverty.
- Compare the hidden rules of poverty and middle class.

# Poverty Lecture and Lab

## Primary Resources

- Healthy People 2020
- Ruby E. Payne, PhD, et al  
Bridges out of Poverty



# Poverty Lecture and Lab

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# Evaluation

- Pre- and Post-Evaluation using the Attitudes Toward Poverty scale
- Mimic a study involving nursing students
- 21 factors exploring 3 domains:
  - Stigma
  - Structure
  - Personal Deficiency

# Evaluation

## Pre-Assessment: Poverty Simulation

Please read each statement and indicate your agreement with the statement. This is your personal assessment so there are no right or wrong answers.

**Poor people are different from the rest of society.** *(Question 1 of 21 - Mandatory)*

|                                      |                             |                               |                                |   |
|--------------------------------------|-----------------------------|-------------------------------|--------------------------------|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral | <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree |
|--------------------------------------|-----------------------------|-------------------------------|--------------------------------|---|

**Poor people are dishonest.** *(Question 2 of 21 - Mandatory)*

|                                      |                             |                               |                                |   |
|--------------------------------------|-----------------------------|-------------------------------|--------------------------------|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral | <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree |
|--------------------------------------|-----------------------------|-------------------------------|--------------------------------|---|

**Most poor people are dirty.** *(Question 3 of 21 - Mandatory)*

|                                      |                             |                               |                                |   |
|--------------------------------------|-----------------------------|-------------------------------|--------------------------------|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral | <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree |
|--------------------------------------|-----------------------------|-------------------------------|--------------------------------|---|

**Poor people act differently.** *(Question 4 of 21 - Mandatory)*

|                                      |                             |                               |                                |   |
|--------------------------------------|-----------------------------|-------------------------------|--------------------------------|---|
| <input type="radio"/> Strongly Agree | <input type="radio"/> Agree | <input type="radio"/> Neutral | <input type="radio"/> Disagree | <input type="radio"/> Strongly Disagree |
|--------------------------------------|-----------------------------|-------------------------------|--------------------------------|---|

# A walk in their shoes



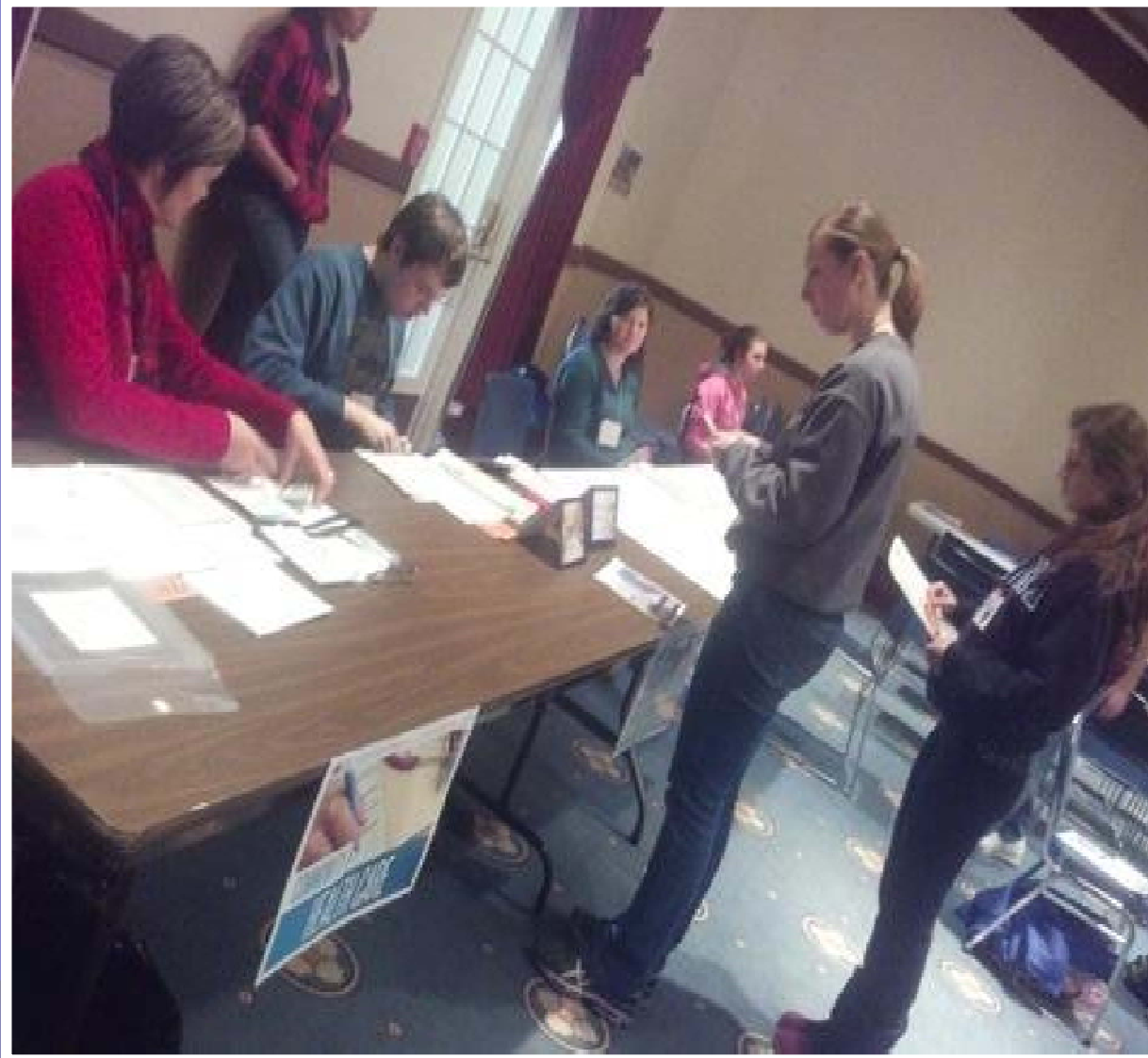


# Preliminary Results

- Statistically Significant Change in 15 of 21 items
- Domains by Nursing and Pharmacy Students
  - Stigma - Significant for both
  - Structure - Significant for pharmacy only
  - Personal Deficiency - Not significant



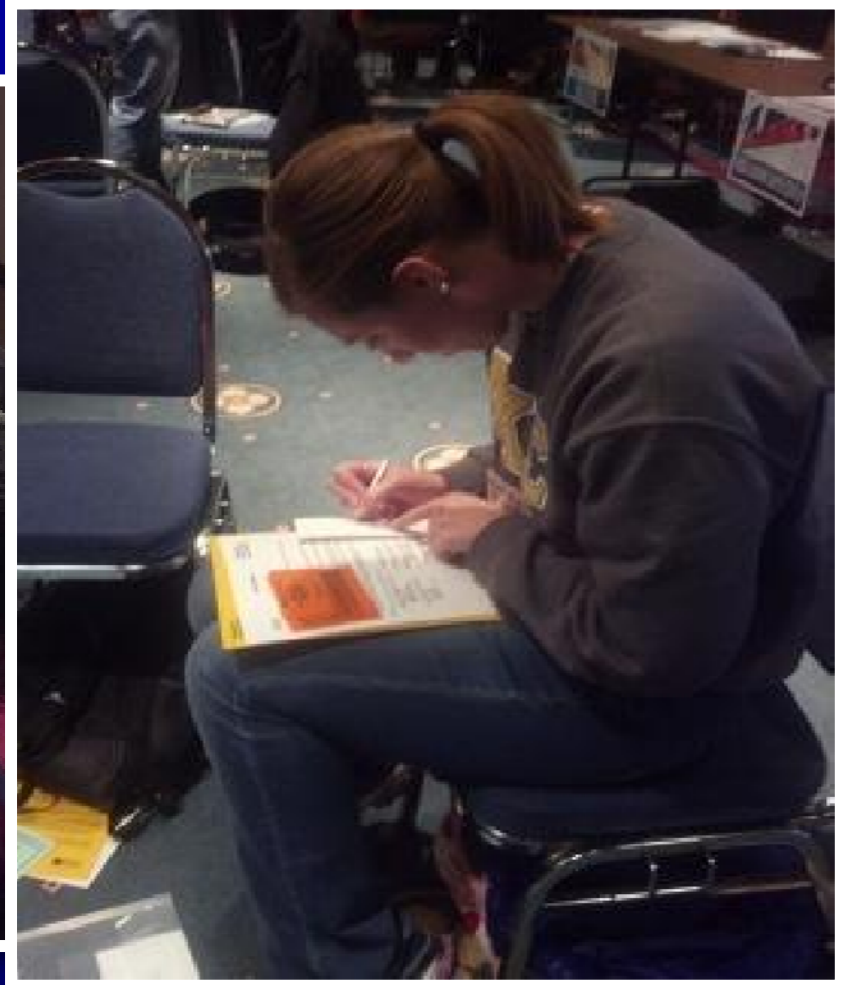
# Reflection & Discussion



## Sample:

Debate whether people in poverty receive health care that is the same, better, or worse than the general population.

# Bringing it home...



# Reference

- Atherton, C. R., & Gemmel, R. J. (1993). Measuring attitudes toward poverty: A new scale. *Social Work Research & Abstracts*, 29(4), 28–31.
- Patterson, Nena; Hulton, Linda J. *Public Health Nursing*. Mar/Apr 2012, Vol. 29 Issue 2, p143-151.
- Missouri Association for Community Action Poverty Simulation,  
<http://www.communityaction.org/poverty%20simulation.aspx>

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