Transforming Perspectives: The Community Action Poverty Simulation (CAPS) June 26, 2019

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Stefanie R. Ellison, MD – UMKC School of Medicine

Moderated by: Courtney Kohler, CCAP – Community Action Partnership
Today’s Webinar: Purpose and Goals

Why Poverty Simulations?

These experiential events provide one way to:

- educate the community
- inform fields connected with the mission of Community Action
- bring people together from various disciplines and backgrounds
- examine bias
- transform perspectives
- start the conversation
- lay the foundation for partnerships to address community-level needs
Transforming Perspectives: The Community Action Poverty Simulation (CAPS)

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OBJECTIVES

• Understand the purpose and efficacy of CAPS
• Learn about the history and legalities of CAPS
• Identify key themes of experiential education and why this approach is a powerful learning tool
• Understand the main components of a Poverty Simulation
• Distinguish among CAPS development frameworks, including CAPS as an advocacy and awareness tool
• Discover best practices in using CAPS as a tool to raise awareness, develop empathy, and inspire change
What is CAPS?

• Interactive and immersive
• Pre-brief
• Four 15-minute weeks
• Debrief
History of the Community Action Poverty Simulation

- **2002**: Missouri CAN purchases Poverty Simulation copyright.
- **2004**: All 19 Missouri Community Action Agencies obtain Poverty Simulation kit.
- **2006**: NPR's Morning Edition story features Step Up Savannah's use of CAPS.
- **2007**: CAPS revised to include homeless shelter and interfaith services.
- **2008**: The first international purchases are in Singapore and in Canada.
- **2012**: CAPS revised to include community health center.
- **2015**: Missouri CAN initiates out-of-state travel to provide facilitator trainings.
You can’t make money from it.

You can’t make changes to it.

You don’t own it, so you can’t brand it as your own.
framework

Best Practices in Simulation Development & Implementation
EXPERIENTIAL EDUCATION

philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities

(definition courtesy of the Association for Experiential Education)
Simulations engage...
Mezirow’s 10 Phases

1. Disorienting dilemma
2. Self-examination
3. Critical assessment of assumptions
4. Identifying shared experiences
5. Exploring options of new behavior
6. Building confidence in new ways
7. Planning course of action
8. Acquiring knowledge and skills
9. Experimenting with new roles
10. Reintegration
Snapshot of the Poverty Simulation
Community Action Poverty Simulation®
A - C: unemployed breadwinner
D - F: abandoned by breadwinner
G - J: one adult employed full-time
K - N: senior on disability with family
O - P: no parent in home
Q - R: divorced father with grandkids
S - V: elderly with SSI
W - Z: employed grandparent raising grandkids

Adults: 2
Children: 3
Infants: 0

Adults: 1
Children: 2
Infants: 0

Adults: 2
Children: 0
Infants: 1

Adults: 3
Children: 1
Infants: 0

Adults: 1
Children: 2
Infants: 1

Adults: 2
Children: 1
Infants: 0

Adults: 1
Children: 0
Infants: 0

Adults: 2
Children: 2
Infants: 0
Simulation Schedule

- Set-Up: 30-90 min.
- Volunteer Orientation: 60-90 min.
- Registration/Pre-Test: 5-15 min.
- Prebrief: 15-30 min.
- Simulation Weeks: 65-75 min.
- Debrief: 45-60 min.
- Post-Test: 5-10 min.
Rethink Poverty

What Can A Poverty Simulation Do?

- Promote Poverty Awareness
- Inspire Local Change
- Increase Understanding

www.PovertySimulation.org
Taking a closer look: Researching CAPS

"The Poverty Simulation gave me a chance to reflect on my own biases and misconceptions. I gained 'new eyes.'"

~CAPS Participant
Influence of a Poverty Simulation on Nursing Student Attitudes Toward Poverty

Research Questions

- What student characteristics are associated with attitudes toward the poor?
- How does Poverty Simulation participation influence students’ attitudes toward the poor?
- How does participation influence students’ understanding of link between poverty & health?

Population

- Public university with 5 campuses
- Junior level nursing students in same course with common curriculum
- 2/5 classes experienced the CAPS

Short-Form Attitude Toward Poverty Scale Domains

- Personal Deficiency
- Stigma
- Structural Perspective

What do these studies have in common?

"The Community Action Poverty Simulation challenges many commonly held beliefs about poverty. This unforgettable experience will open your eyes to the struggles faced by so many around us."

-- Bradley Lipinski
Cuyahoga Community College
Stefanie R. Ellison, MD

Associate Dean of Learning Initiatives
UMKC School of Medicine
UMKC School of Medicine
Interprofessional Poverty Simulation

STEFANIE ELLISON, MD FACEP
ASSOCIATE DEAN FOR LEARNING INITIATIVES
UMKC SCHOOL OF MEDICINE
TRUMAN MEDICAL CENTER
KANSAS CITY, MO
Valuable experience for all Professional Programs at UMKC

- UMKC School of Dentistry, Medicine, Nursing, Pharmacy, and Social Work
- Part of a longitudinal curriculum for professional learners
- Serves as training for over 600 professional students serving patients in Missouri
- Linked to a Call to Service
The Interprofessional Education Curriculum

- Interprofessional education (IPE) was developed and implemented in 2012
- Over 600 students from School of Dentistry, Medicine, Nursing and Pharmacy take part in 3 required activities
- 10 Programs involved!
  - Bachelor of Science in Nursing
  - Doctor of Dental Science (DDS)
  - Dental Hygiene (DH)
  - Doctorate of Nursing Practice
  - Masters in Anesthesia, Nursing Practice, Social Work
  - Doctor of Medicine (MD)
  - Pharmacy Doctorate (PharmD)
  - Physician Assistant
IPE Activities and Objectives

First IPE Day
- Patient Safety focus
- Roles and Responsibilities in Healthcare
- Assemble in IP teams for all events
- Patient case on safe prescribing and health care systems

Second IPE Day
- Social Determinants of Health
- Unconscious Bias
- Values and Ethics in Healthcare Delivery
- Reassemble in IP teams for an assignment on KC resources
- Patient case to address above objectives
3rd IPE Day: Missouri Community Action Poverty Simulation (CAPS)
3rd IPE Day: Missouri Community Action Poverty Simulation (CAPS)

- 400 professional students complete the Poverty Simulation in “IP Families”
- Increases Teams and Teamwork
- Establishes enhanced communication to solve problems
- Regular debriefing on MO CAN Statistics
- Debriefing is focused on each family describing their experience
- Describe problem solving
- Reinforce ways to improve outcomes during clinical care
- Provide a Call to Service and a Directory of Community Agencies at the conclusion
3rd IPE Day: Missouri Community Action Poverty Simulation learning objectives

- Learn and recite poverty statistics in MO regarding patient living at the median poverty level.
- Provide and discuss KC community resources that are available to help meet the needs of future patients.
- Contribute as a member of a health care team to incorporate objectives in social determinants of health into daily activities to provide food, shelter, and meet health care needs of a family living with low income.
- Demonstrate how to function as a multi-disciplinary team in a new way to develop skills to meet our patient’s needs.
- Learn and recite statistics regarding patients living in poverty including risk factors for cardiovascular disease, diabetes, and teenage pregnancy.
- Describe and define food insecurity and local solutions for patients.
The Data Qualitative Statistics:

<table>
<thead>
<tr>
<th>Qualitative Category</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt realistic (stressed) and learned about specific struggles faced by the poor</td>
<td>158</td>
</tr>
<tr>
<td>Enjoyed it</td>
<td>68</td>
</tr>
<tr>
<td>Learned about specific resources available for the poor</td>
<td>39</td>
</tr>
<tr>
<td>Well Run</td>
<td>23</td>
</tr>
<tr>
<td>Learned about MO poverty statistics</td>
<td>18</td>
</tr>
<tr>
<td>Time adjustment (start time and length)</td>
<td>54</td>
</tr>
<tr>
<td>Overall not realistic / more of a game</td>
<td>51</td>
</tr>
<tr>
<td>Resources / stations not well explained</td>
<td>31</td>
</tr>
<tr>
<td>Felt uninvolved</td>
<td>24</td>
</tr>
</tbody>
</table>
“I think the key takeaway was that people are not able to improve their situations because of many obstacles that stand in their way and because of lack of knowledge of available resources.”

“I gained a better understanding of what being impoverished and struggling to make ends meet physically looks like. While no simulation can ever do poverty justice, there were definitely some generalizable aspects that I learned (how busy and stressful days look like when you have to plan out how to pay bills, how to pay to get from point A to B etc.). It was great working with my peers from other programs as well, and working together to try to subsist.”
Only 234/500 matched surveys

<table>
<thead>
<tr>
<th>Table 2: Frequency Distribution. Pre (N=231); Post (N=269)</th>
<th>Don’t Believe (1)</th>
<th>S/what Believe (2)</th>
<th>Strongly Believe (3)</th>
<th>Mean Comparison</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre (%)</td>
<td>Post (%)</td>
<td>Pre (%)</td>
<td>Post (%)</td>
<td>Pre (%)</td>
</tr>
<tr>
<td>The community provides effective and efficient service to help families with low income live.</td>
<td>14.8</td>
<td>11.3</td>
<td>58.3</td>
<td>58.5</td>
<td>13.9</td>
</tr>
<tr>
<td>People with low income do not have to work as hard because of all of the services available to them.</td>
<td>76.5</td>
<td>80.5</td>
<td>13.5</td>
<td>10.2</td>
<td>3.0</td>
</tr>
<tr>
<td>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.</td>
<td>63.0</td>
<td>63.8</td>
<td>27.0</td>
<td>23.0</td>
<td>3.9</td>
</tr>
<tr>
<td>People get enough money to survive from welfare, food stamps and other social programs.</td>
<td>60.4</td>
<td>67.3</td>
<td>21.7</td>
<td>19.9</td>
<td>3.9</td>
</tr>
<tr>
<td>People are generally responsible for whether they are poor-they get what they have earned or deserve.</td>
<td>63.0</td>
<td>66.5</td>
<td>27.0</td>
<td>21.4</td>
<td>2.6</td>
</tr>
<tr>
<td>People with low income could get ahead/improve their situation if they could just apply themselves differently.</td>
<td>41.3</td>
<td>49.2</td>
<td>44.3</td>
<td>38.3</td>
<td>9.1</td>
</tr>
<tr>
<td>The private sector has no role in improving the situation for people with low income.</td>
<td>56.8</td>
<td>67.5</td>
<td>13.1</td>
<td>10.6</td>
<td>3.5</td>
</tr>
<tr>
<td>There are additional emotional costs associated with being poor in American.</td>
<td>11.7</td>
<td>11.3</td>
<td>26.5</td>
<td>23.0</td>
<td>56.1</td>
</tr>
<tr>
<td>The social service system in America only has a positive impact on those it serves.</td>
<td>45.2</td>
<td>44.3</td>
<td>33.0</td>
<td>31.4</td>
<td>4.3</td>
</tr>
<tr>
<td>The financial pressures faced by people with low income are not different than the financial pressures faced by other Americans.</td>
<td>60.4</td>
<td>61.3</td>
<td>26.5</td>
<td>23.3</td>
<td>3.0</td>
</tr>
<tr>
<td>Poor people in this country have it great compared to poor people in other countries.</td>
<td>37.6</td>
<td>38.3</td>
<td>34.1</td>
<td>33.8</td>
<td>13.1</td>
</tr>
<tr>
<td>Poor people watch too much TV.</td>
<td>68.7</td>
<td>69.9</td>
<td>11.7</td>
<td>9.4</td>
<td>2.2</td>
</tr>
<tr>
<td>Poor people spend too much money on junk food and fast food.</td>
<td>50.0</td>
<td>58.6</td>
<td>27.4</td>
<td>22.2</td>
<td>6.5</td>
</tr>
<tr>
<td>The poverty rates in the country have been rising in the last couple of years</td>
<td>9.2</td>
<td>13.9</td>
<td>37.3</td>
<td>35.3</td>
<td>20.2</td>
</tr>
<tr>
<td>People with low income just need more budgeting skills-how to stretch a dollar.</td>
<td>68.3</td>
<td>66.4</td>
<td>16.5</td>
<td>20.4</td>
<td>3.0</td>
</tr>
<tr>
<td>People with low income have low self-esteem.</td>
<td>25.7</td>
<td>25.6</td>
<td>40.9</td>
<td>41.0</td>
<td>13.5</td>
</tr>
</tbody>
</table>
UMKC interprofessional students evaluated the Missouri Community Action Poverty Simulation as a realistic, enjoyable, and informative IPE activity.

CAPS showed UMKC learners that poverty is a complex social issue that often creates barriers to providing proper and complete healthcare.

CAPS is a novel way to train healthcare professional students to identify barriers as well as resources to overcome those barriers while in training and in future practice.

This simulation effectively put providers in stressful situations that helped them gain a deeper appreciation and empathy for the struggles faced by the poor.
For More Information

- **UMKC Health Sciences Campus:**
  - [https://www.umkc.edu/health-sciences/](https://www.umkc.edu/health-sciences/)

- **UMKC Health Science Campus Interprofessional Education Video Highlighting the Missouri CAN Poverty Simulation:**
  - [https://youtu.be/hQIVaDN3O38](https://youtu.be/hQIVaDN3O38)
Tip of the Iceberg
MCAN is a resource for you!

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Questions & Comments
References


Mezirow, Jack. (1997). Transformative Learning: Theory to Practice, New Directions for Adult and Continuing Education, 74, 5-12, DOI: 10.1002/ace.7401
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Partnership Announcements
Community Action Academy

Moodle is an online learning platform designed to provide trainers and learners with a single robust, secure, and integrated system to create personalized learning environments. [https://moodle.communityactionpartnership.com](https://moodle.communityactionpartnership.com)

- On-demand courses, videos & resources
- Peer Engagement & Virtual Networking
- Virtual space for Learning Community Groups

Free & Accessible to the entire Community Action Network!
NEW! Mobile App for Community Action Academy

1) Search your App Store (Apple) or Google Play (Android) for the official moodle app (can simply type "moodle").

2) Once the app is downloaded to device, enter URL: moodle.communityactionpartnership.com

3) Login on the moodle app using your same credentials for Community Action Academy on the computer.

For more information, you can visit this link.
2019 National Community Action Partnership Annual Convention

Community Action: A Voice for Change

Community Action Partnership

2019 ANNUAL CONVENTION

August 28 - 30, 2019 | CHICAGO MARRIOTT DOWNTOWN MAGNIFICENT MILE

Save the Date
July 10 - Re-entry Programs: Three Successful Approaches
July 17 - Healing is the Revolution: Why Trauma Work is Equity Work

https://communityactionpartnership.com/events/category/webinars/
For More Info

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