

**Community Action Poverty Simulation  
Compiled Research Studies**

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<b>Enhancing Advocacy for Individuals in Poverty: The Role of a Poverty Simulation Training</b> <i>Jennifer N. Engler, Perri B Druen, Laura West Steck, Mary Ligon, Steve Jacob, and Lisa J. Arseneau</i>	Psychological Services	2019	York College of Pennsylvania (Pennsylvania)	CAPS	Unclear	The students involved in the study were enrolled in several behavioral science classes, but it is unclear if the poverty simulation was part of their standard course work/curriculum.	The studies examined whether a poverty simulation training would be sufficient to modify participants' poverty attributions.	126 undergraduate students and 98 social service providers	1) Cozzarellie et al. (2201) attribution questionnaire and 2) A "belief index" created by the researchers, which is calculated as the difference between respondents' external and internal subscale scores	In both studies, a pre-post design was used. Participants reported their attributions for poverty immediately before and after the simulation.	Undergraduate participants in Study 1 were significantly more likely to emphasize external causes of poverty. In Study 2, social service providers reported lower internal beliefs following participation in a poverty simulation but did not shift to a predominantly external belief index. The results of these studies demonstrate that causal attributions of poverty within both student and professional samples can be modified by participation in a poverty simulation. Because these attributions have important implications for advocacy work with consumers and efforts to address poverty, the poverty simulation experience has the potential to be an effective training tool that could yield real-world impact in advocacy efforts for those who experience poverty.
<b>An Authentic Poverty Simulation for Health Care Profession Students Using Community Volunteers Experiencing Poverty</b> <i>Sheri A. Hartman, Lori I. Kidd, Rose M. Resler, and Greta A. Lax</i>	Nurse Educator	2019	Malone University College of Health Professions (Ohio)	CAPS	Facilitated 14 poverty simulations over 4 years	Requirement for all undergraduate nursing students as part of their community nursing course. Other disciplines offered this simulation as a mandatory class requirement or optional assignment.	This article describes how using community volunteers experiencing poverty as resource workers in the simulation was conceived, implemented, and affected the outcomes of attitudes toward those living in poverty among health care profession students.	Over the course of a 3-year period and 14 simulations, 1,000 health care profession students participated	Yun and Weaver's Attitude Toward Poverty Scale	After the simulation	98% of students reported an increase in awareness about experiences of those living in poverty. 89% reported a change in attitudes toward those living in poverty. There were also 5 lessons learned by the researchers as part of this approach including the importance of orientation, consistent volunteer recruitment, volunteer appreciation, simulation role ownership, and importance of incentives. This approach is an effective initial step in increasing awareness and empathy among health care profession students toward individuals living in poverty. Use of community volunteers with personal experience with poverty enhances the realism of this experience for students.
<b>Preparing future health professionals via reflective pedagogy: a qualitative instrumental case study</b> <i>Audrey J. Burnett and Emily Akerson</i>	Reflective Practice	2019	James Madison University-Department of Health Sciences-Institute for Innovation in Health and Human Services	CAPS	Simulation held bi-annually with health science majors	CAPS is a course requirement over two semesters.	This study aimed to interpret students' reflections regarding a simulation that exposed students to the difficulties associated with poverty that many of their patients experience and to demonstrate that learning objectives associated with ethical decision-making and critical thinking are achieved through reflection on CAPS using the James Madison University's Collaborative's Eight Key Questions (8KQs). The primary purpose of the current study was to expose undergraduate public health education and health studies students with a hands-on, interprofessional, transformative learning experience by participating in a bi-annual poverty simulation on campus and writing a reflection paper on their experience that relates to their ethical decision making capacity as future health professionals using the 8KQs framework. The study's primary research question is: How do students apply reflection and critical thinking skills using the James Madison University's Madison Collaborative's 8KQs framework to their poverty simulation experiences?	106 undergraduate health sciences majors enrolled in an upper-level ethics and critical thinking course during Spring 2014 and 2015 semesters	Prompts were provided for students' written reflections. Students were asked to reflect on their learning regarding ethical decision making and their future role as a health professional. The James Madison University's Madison Collaborative developed an eight-step framework for helping students to make the most ethical decisions possible, both as students and future professionals. JMU's Madison Collaborative worked to refine the questions to include those that encompass the most traditional ethical decision-making categories. The eight-step ethical framework, known as the Eight Key Questions (8KQs), serves as the guiding foundation for students' reflections and simulation experience in the current study.	After the simulation	"The current study confirmed the educational value and learning benefits of incorporating a hands-on poverty simulation in an undergraduate health sciences curriculum. Students were afforded the opportunity to dispel their preexisting notions of poverty and expand upon their understanding while experiencing life as a family member living in poverty. This lived-experience is crucial in helping students grapple with the daily pressures and stress typically encountered by poverty-stricken families. The implementation of the 8KQs framework in students' reflection prompts serves as an important pedagogical tool in fostering students' ethical reasoning and critical thinking skills associated with poverty. Moreover, the framework is an effective tool for other universities to adapt to their own curricular needs..." Learning opportunities that encompass skill-building in both ethics and critical thinking are crucial to developing well-rounded and competent health professionals for the 21st century. Pedagogical tools, such as hands-on simulations, are one way students foster team-building, interprofessional proficiencies, and communication skills. In addition simulation activities allow students to meaningfully learn about an important issue that plagues our current society, in this case, families living in poverty.
<b>The Effects of Poverty Simulation, an Experiential Learning Modality, on Students' Understanding of Life in Poverty</b> <i>Etty Vandsburger, Rana Duncan-Daston, Emily Akerson and Tom Dillon</i>	Journal of Teaching in Social Work	2017	Radford University, James Madison University - Institute for Innovation in Health and Human Services and College of Business (Virginia)	CAPS	Simulation held each year in the fall semester	Part of course work/ curriculum	To assess the effect on students' critical thinking about poverty, their understanding of the perspectives and experiences of life in poverty, and their evaluation of the contribution of this active learning project to their continued engagement with the experiences gained. To examine whether there are differences in such effects between social work students and other health and human services students.	101 college students including students majoring in health sciences, social work, nursing, physician assistance, and occupational therapy	Pre-test/Post-test; Critical Thinking Scale; Understanding Others Scale; and Active Learning Scale	Data collected 1 month before the simulation and directly afterwards	1) Students' critical thinking about poverty, namely, their understanding of the individual and the social factors contributing to poverty, did not change after participating in the poverty simulation. 2) Statistically significant change in students' ability to understand and identify with the experiences of people living in poverty. Students were better able to relate to the poor after they participated in the poverty simulation. 3) Statistically significant difference existing between students in the various majors' gains in active learning. 4) No statistically significant difference between social work students and students from any other majors in their gains in active learning. 5) Positive statistically significant difference between occupational therapy and nursing students. 6) Negative statistically significant difference between occupational therapy and physician assistance students. Results of this study demonstrated that the Poverty Simulation Project is an effective tool for engaged learning in social work.
<b>Impact of a Simulation Exercise on Pharmacy Student Attitudes Toward Poverty</b> <i>Cheryl Clarke, Renee K. Sedlacek, and Susan B. Watson</i>	American Journal of Pharmaceutical Education	2016	Drake University (Iowa)	CAPS	Simulation held each year during the students' second year	Part of course work/ curriculum	To evaluate the impact of a simulation on pharmacy student attitudes toward poverty.	108 second-year pharmacy students in the 4-year professional program	Attitude Toward Poverty (ATP) Short Form Scale	The ATP was embedded in 2 student assignments created and distributed through an online platform. The first assignment was made available to students 3 days prior to the first simulation, and the final assignment was completed within 3 days following the last simulation.	Significant improvements in attitude were noted in 15 of 21 ATP Short Form items. Improvements in the stigma and structural domains were significant while improvement in the personal deficiency domain was not significant. This exercise positively altered pharmacy student attitudes toward poverty. When combined with didactic and experiential curriculum, this simulation may enhance student achievement.

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<b>Toward a More Just Approach to Poverty Simulations</b> Laurie P. Browne and Susan Roll	Journal of Experiential Education	2016	California State University (California)	CAPS	Unclear	Part of course work/ curriculum	To determine if a simulation experience fostered long-term interest in civic engagement.	100 undergraduate students enrolled in a general education course that combined an introductory-level political science and English class at a midsize university	Online questionnaire asking participants about their personal experiences with income (e.g. "Have you ever asked friend or family member to borrow money for basic necessities?" And, "Have you or a family member filed for bankruptcy?"). And an online version of three subscales from the Civic Attitudes and Skills Questionnaire.	Prior to the event, students completed an online questionnaire asking them about their personal experiences with income. Immediately following the simulation, students completed the Civic Attitudes and Skills Questionnaire.	A total of 97 students completed the pre-simulation survey, and 86 students completed the post-simulation survey. Students reported significant change immediately following the simulation in all three domains: attitude, awareness, and interest in civic action. The study found some evidence that a poverty simulation may affect students' understanding of poverty in the short term but not longitudinally. Themes that emerged from students' writing suggest that the simulation fostered a lasting sense of personal awareness and empathy. The findings add somewhat to a generally accepted understanding that poverty simulations are beneficial; however, like much of this work, methodological limitations in these results prevent generalization. The study also states that it is possible that a poverty simulation, when used as a "one and done" experience, is simply too short to foster lasting change. Poverty simulations, when implemented with intention and critical consideration of experience, reflection, and assessment, may be an opportunity to engage students in lasting learning about poverty.
<b>Using Poverty Simulation for College Students: A Mixed-Methods Evaluation</b> Maureen Todd, Maria Rosario T. de Guzman, and Xiaoyun Zhang	Journal of Youth Development	2010	University of Nebraska-Lincoln (Nebraska)	Unclear	Unclear; mixed-methods approach	No	To evaluate the potential for simulation and experience-based educational programs in delivering changes in knowledge, attitudes and behaviors.	509 college students from three Midwest universities	16-item survey used to assess participants' attitudes and beliefs regarding poverty. The post-test also included 2 qualitative questions that asked what insights participants had gained and what actions they planned to take as a result of their experience.	Immediately before and after the activity	Quantitative data results show that students gained attitude change in 3 of the 4 sub scales. These findings indicate that participants changed their attitudes and beliefs about how serious the experience of poverty can be, how poverty is not purely a result of people's own doing (e.g. being lazy), and decreased their biases against people in poverty, specifically that people in need exhibit many bad habits. Qualitative data corroborate the quantitative data and suggest that participants displayed increased knowledge about the challenges that low-income families face, and that they had an increased amount of empathy for those in need. Participants also indicated that they were motivated to change their behaviors, for instance, expressing a desire to act in ways that would help them avoid poverty in the future, as well as to find ways to help those in need.
<b>Poverty Simulation: A Useful Tool for Creating a Common Understanding of the Obstacles Facing Low-Income Families in Georgia</b> Sue W. Chapman and Sharon M.S. Gibson	Eastern Family Economics and Resource Management Association	2006	University of Georgia (Georgia)	CAPS	Facilitated a poverty simulation since 1997, providing the simulation to more than 4,000 Georgians during that timeframe	Yes, job and community related initiatives and programs	To show that the simulation is effective in changing attitudes and increasing the participants' level of confidence in helping poor and near-poor individuals.	School district staff, community leaders, faith-based organizations, and social service agencies	Pre-test/Post-test	Before and after the simulation	The comparison of pre- and post-test mean values indicate that participants significantly improved their attitudes toward individuals living in poverty. Pre- and post-test data also confirmed that participants significantly increased their confidence in helping those in poverty. Additional post-test data addresses the participants' potential behavior changes. This data reveals that 93% of the participants indicated that they are more likely to view people living in poverty differently to better serve their needs; 81% indicated that they are more likely to work with other related community resources to assist those in poverty; 82% indicated that they are more likely to seek out information that can be used to address poverty issues in their communities; and 90% indicated that they intend to share this information with others in their community. Almost 84% of participants rated the simulation experience as helpful or very helpful. Overall, the simulation has proven useful in increasing awareness of poverty and providing a common experience from which participants can initiate discussion regarding action. However, extensive study is needed to determine any long-term impact from participation in the simulation. Specific evaluation tools are needed for follow-up with clientele at appropriate intervals to determine if the simulation stimulated action and if participants sustained their attitudinal changes.
<b>Teaching Poverty: Evaluation of Two Simulated Poverty Teaching Interventions With Undergraduate Nursing Students</b> Angela Northrup, PhD, RN, FNP; Elizabeth Berro, MA, RN, CPNP, CPN, CHSE; Colleen Spang, MSM, FNP-C, CMSRN; Marlo Brown, PhD	Journal of Nursing Education	2020	Pace University; CareMount Medical, Katonah; and Niagara University	CAPS and Hunger Banquet	Facilitated the simulations over a 3-year period	Yes	The study aimed to evaluate the effectiveness of two simulated poverty teaching interventions-the Community Action Poverty Simulation (CAPS) and the Oxfam Hunger Banquet-to improve undergraduate nursing student attitudes toward people living in poverty.	Freshman and sophomore nursing students.	Undergraduate Perceptions of Poverty Tracking Survey (UPPTS).	Pre-and postintervention	A significant improvement in UPPTS scores was seen in students after participating in a CAPS experience and less of an improvement was noted after participating in a Hunger Banquet. Both simulated poverty teaching interventions had positive effects on the students' perceptions toward people living in poverty, but CAPS had a greater influence on improving student attitudes.