

PB6-008 A Preliminary Study of the Effectiveness of Learning Portfolio on Care Ability and Maternal Confidence in the Mother With Preterm Infant

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Purpose: The purpose of study was to explore the effectiveness of learning portfolio on care ability and maternal confidence in the mother with preterm infant.

Methods: This preliminary study was a quasi-experimental design by using two groups pretest and posttest. The sample consisted of 10 mothers with preterm infants were recruited in a sick baby room (SBR) at a medical center in the central district of Taiwan. Purposed sampling was conducted, 5 participants in each group. A 20-minute of learning portfolio intervention was provided in the experimental group while control group remained ordinary care. The intervention included how to use the learning portfolio, learning guideline handbook, and self evaluation of learning. The learning portfolio is a process learning portfolio with semi-structured, which included learning record, health care pamphlets, and log of baby's grow. The self-reported questionnaires were used to evaluate the effectiveness of intervention on care ability and maternal confidence once before the intervention once admitted, before the discharged, and one month after hospital discharged.

Results: The study revealed that average times of leaning infant care before discharged was 6 times (range 3-9) in experimental group and 2 times (range 1-4) in control group. In one month after returning home, the mean score of mothers' infant care knowledge were 31.0 ($SD= 2.55$) in experimental group and 32.4 ($SD= 1.95$) in control group; the mean score of mothers' self- perceived infant care skills were 83.0 ($SD= 39.79$) in experimental group and 68.4 ($SD= 9.45$) in control group. The mean score of maternal confidence were 63.0 ($SD= 8.43$) in experimental group and 50.20 ($SD= 7.98$) in control group, which reveled the statistically difference ($p < .05$).

Implications for Practice: The finding suggests that learning portfolio is a systematic and organized collection of the learning process. Learners can observe their growth of learning that enhance their reflective thinking and autonomous learning. This preliminary study discovers the benefits of using learning portfolio would be a strategy for patient education. The further evidenced study will be recommended. The findings of this study will serve as a reference for nursing practice.

Key Words: learning portfolio, care knowledge and skill of mother with preterm infant, maternal confidence, health education.