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THE IMPACT OF INCENTIVE-BASED EDUCATION ON MOTHERS' UNDERSTANDING AND PREPAREDNESS FOR THEIR PRENATAL AND POSTPARTUM EXPERIENCES: A REFLECTIVE STUDY

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THE IMPACT OF INCENTIVE-BASED EDUCATION ON
MOTHERS' UNDERSTANDING AND PREPAREDNESS
FOR THEIR PRENATAL AND POSTPARTUM
EXPERIENCES: A REFLECTIVE STUDY

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Aubrey Beth Nocito

June 2016

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June 18, 2016

Approved by:

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ABSTRACT

Incentive-based education has a clear purpose and vision for the populations served. It is important for these organizations to demonstrate that their impact is positive, and that resources from the community are utilized efficiently. The purpose of this study is to identify the impacts of incentive-based education on the understanding and preparedness of a mother's prenatal and postpartum experiences. Baby Steps, a non-profit incentive-based education program, was used as the research site. Clients of Baby Steps who have been involved in the program since a time during their pregnancy and who have had their baby between 3-12 months ago participated in this study.

The mothers who participated in this survey reported needing financial, emotional, and/or educational support during and following their pregnancy. Survey participants' ages ranged from 18 years to 34 years old, and came from a variety of ethnic backgrounds and countries of origin. The educational background of participants ranged from elementary school being the highest grade finished, to the completion a college degree. The findings of this study were able support the research hypothesis as these mothers were able to find at least some of the support they needed by participating in the Baby Steps program, thus yielding positive prenatal and postpartum outcomes.

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CHAPTER ONE

ASSESSMENT

Introduction

This chapter begins with a description of the research question including an explanation of how this question was chosen. Next, the research paradigm chosen for this study and the reasoning behind why this choice was made will be covered. Then the outside sources used to strengthen the need for this study during the literature review will be surveyed. The theory this research is based on will then be offered through the theoretical orientation. A discussion on how this research contributes to the study of social work through micro and macro practice will wrap up this chapter.

Research Question

What is the impact of incentive-based education on mothers' understanding of, and feeling of preparedness for, their prenatal and postpartum experiences? This question is correlational because the pattern of events (i.e. the impact of prenatal and postpartum learning on a mother's experience) is described. The education which this research studied was all conducted at Baby Steps, a partnership program existing between Family Advocates, and a ministry of St. Michael's Episcopal Cathedral. Information which has been gathered by Baby Steps at the time of enrollment for each

participant was used for this study, with the permission of Baby Steps as well as the participants. A postpartum survey was conducted with mothers in this program who are between three to twelve months postpartum. In this survey, many Likert-style questions were asked regarding self-reported ratings of participants' experiences prior to enrollment in Baby Steps, since enrollment in Baby Steps, future parental goals, and whether or not Baby Steps played a role in their acquired knowledge, resources, confidence, and goals prenatally and postnatally for themselves and their babies.

Paradigm and Rationale for Chosen Paradigm

The best way to conduct this research is to use a positivist approach. This paradigm keeps the original purpose for this research set throughout the research process and gives the quantitative data needed to showcase the impact of this research in easy to read numbers and percentages. One of the assumptions of the positivist approach includes calculating the data which is gathered quantitatively through sampling and probability (Morris, 2014, p. 109). This study gathered data mostly through the use of numbers and scales, utilizing the positivist approach effectively. The independent variable of this study is the education each postpartum mother has received and the dependent variable is the self-reported impact this information has had on these mothers. From this, the following hypothesis was formed: Incentive-based education positively impacts mothers' understanding of, and feeling of

preparedness for, their prenatal and postpartum experiences. This research hypothesizes that, with the opportunity for reliable education and concrete needs in an incentivized format, expectant mothers can feel more comfortable and confident about their current and future experiences as a mother.

Literature Review

Unprepared and Under-Informed

Many mothers feel unprepared for their future prenatal and postnatal experiences, with even more feelings of unpreparedness centered on the postpartum phase (McKellar, Pincombe, & Henderson, 2009, p. 161). Searching online to find the answers to their health questions that are also easy to understand, mothers can get lost in the sea of information provided on the internet, as it can be hard to know which sources of information are reliable (Lee, Hoti, Hughes, & Emmerton, 2014, p. 1).

Isolation and Support

Isolation is a significantly reported negative factor for mothers, especially immediately following the birth of a baby (Paris & Dubus, 2005, p. 77). This isolation, while understandable, can leave mothers feeling alone in their struggles and disheartened about their transition into parenthood (Paris & Dubus, 2005, p. 77). A means for prenatal and postpartum support to aid in making experiences more positive throughout the transition of prenatal to

postnatal experiences can bring empowerment to a new and/or experienced parent who is overwhelmed by the vast amount of prenatal and postpartum knowledge required and/or desired to navigate their experience in a meaningful way (McKellar, Pincombe, & Henderson, 2009, p. 160).

Tools and Access

Gaining access to the information expecting mothers need to succeed in their goals as a parent prior to, and immediately following, the birth of their child can significantly raise the confidence of a parent in handling prenatal and postpartum experiences (McKellar, Pincombe, & Henderson, 2009, p. 161). If parents are given the opportunity to utilize reliable education, outcomes of children could be improved as well. This could be true since parents who are given these parenting education tools often find outcomes of themselves as parents and of the developmental markers in their children to be further than those who did not feel they had this support and aid available to them as parents. Having this support available to parents can help guide them through the more challenging and/or stressful moments of parenthood (Riley, Scaramella, & McGoron, 2014, p. 295).

Benefits

Many parents may feel they are not in need of any support or information in the form of parenting education. However, some studies

suggest it is next to impossible to have all of the positive outcomes in a child without some form of intervention by a professional (Buck & Dix, 2014, p. 273). This brings a whole new level of recognition of the need for parenting education interventions available to parents.

Theoretical Orientation

This study is based on social-learning theory, which asserts we learn from our environment through different models (Turner, 2011, p. 85). Two of the models used at Baby Steps to demonstrate how prenatal and postpartum education would benefit mothers are positive reinforcement and modeling. Reinforcement asserts that a repetition of consequences following a behavior results in repeated occurrences of that behavior (Berger, 2010, p. 21). It can then be assumed that consistent, repeated positive affirmations can empower specific populations through the reinforcement of their positive, healthy behavior, thus enhancing their protective factors. Modeling, which would showcase what successful practices and potential outcomes of preventative knowledge can look like, would also be used to prove the need for a prenatal and postpartum education program for mothers (Yalom, 2005, p. 125).

Potential Contribution of Study to Micro
and/or Macro Social Work Practice

This research has the potential to impact the social work practice field in a significant way by bringing validity to the need for prenatal and postpartum education in an easily-accessible format. Many expectant mothers who feel they are not adequately prepared for this time in their lives could benefit from a resource which focuses on raising confidence by preparing for their future experiences (McKellar, Pincombe, & Henderson, 2009, p. 161). What is not yet known is the quality of available resources for support and the amount which are professionally managed. This means the information is sought can be observed and supplied but it is not known whether or not these resources are evidence-based. It is also unknown whether or not social workers would feel confident utilizing or recommending these sources within their practice (Nieuwboe, Fukkink, & Hermanns, 2013). Potentially, the information found during this study could also lead to a shift in the way family education is presented. This is true because if the education is presented directly to the expecting mother/parent instead of through a facilitator, different vocabularies would be used and the information would be organized in a way that would, in theory, be more easily navigated for the patient's needs (Simon, 2013, p. 469).

Summary

In this chapter, the research question was defined and a literature review was conducted on how education for mothers has the potential to lessen parental isolation, raise empowerment, and assist mothers in accomplishing their short term and long term goals. These can be achieved by aiding expectant mothers in their understanding of their current prenatal and future postpartum experiences. We were then directed through a theoretical orientation where social learning theory was recognized as the primary theory this study would be utilizing as the theoretical foundation for research. We then wrapped up this chapter by surveying the potential impact this research could have on micro and macro social work practices.

CHAPTER TWO

ENGAGEMENT

Introduction

This chapter on engagement will begin with a discussion on strategies and what the preparation for this study, including self-preparation, looked like. Next, any issues this study could have presented, including diversity, ethical, and political issues will be addressed. This chapter will then wrap up with a section on the role of technology in the engagement portion of this study, specifically.

Research Site

Baby Steps was the research site for this study. Limited-income women who are pregnant have the opportunity to enroll in Baby Steps. They receive concrete items to meet their needs in exchange for education and support and through a points system. Baby Steps is a partnership program existing between Family Advocates, a non-profit organization which empowers families and youth through advocacy, education and incentive programs, and a ministry of St. Michael's Episcopal Cathedral (Family Advocates, 2015).

At the site, surveys were offered in exchange for a gift card to Walmart for women who qualify for this research. They learned they were eligible for this study through conversations with myself and with the Director of Baby

Steps, Allison Demarest. Gatekeepers were not need to be changed as this is a positivist approach with quantitative data. This data was gathered through a survey. This survey was conducted in a paper format by targeting mothers who are three to twelve months postpartum and who have been participating in the Baby Steps program since during their pregnancy. This study is not conducting longitudinal research.

Self-Preparation

The most effective way to prepare to be sensitive to the study participants was to present the survey questions to the director of the Baby Steps program as well as the director of Family Advocates for their input prior to administering the surveys. Their input in the representation of Family Advocates as well as Baby Steps is key in ensuring these questions, and the way they are presented, are in line with the scopes of both organizations. This research hopes to help postpartum women to feel comfortable in answering these questions about their experiences while empowering them as mothers in highlighting all the knowledge and experience they have gained while at Baby Steps. In order to accomplish this, the entire process from asking for survey participants to collecting the data was conducted ethically and professionally.

Diversity Issues

This study was marketed to women, as this research is specifically targeting the pregnancy, birthing, and postpartum experiences from the mother's perspective. The researcher is confident this is seen as a strength and not a weakness in this study. One potential diversity issue is located in not addressing the issue age could possibly have on women's answers. To address this, three different age groups of women: age 18-25, 25-35, and 35+ were identified in the data. Ethnicity could also play a role, thus, a question on ethnic identification was added to the survey to see if there are any correlations between the ethnic identity of a survey taker and their answers.

Ethical Issues

The potential ethical issues foreseen within the bounds of this research study are regarding confidentiality. Within the required acknowledgement of the Informed Consent (See Appendix A) participants were informed of the collecting, storing, and destroying of data used for this research. Issues of anonymity were addressed in the Informed Consent of this research as well, by informing participants that their names will not be used as they will be replaced by a participant number. This number will be used for the duration of this research. As noted in the informed consent, all records will be destroyed

no later than one year following the publication of this research in an online newspaper through an online press release.

Political Issues

The political issue foreseen in this study is in surveying only low-income women who qualify for this program. Since this research is only studying the efficacy of incentive programs, however, it is the researcher's belief that this is appropriate.

The Role of Technology in Engagement

Technology plays a significant role as it will be used for processing and organizing the data for this study. More specifically, Microsoft Excel and the Statistical Program for the Social Sciences (SPSS) were used in the gathering and analyzing processes of this research.

Summary

Baby Steps was utilized as the research site, and Walmart gift cards as well as giving back to the Baby Steps program in aiding them in research of the efficacy of their programs was the method used to engage study participants. Targeted participants consisted of mothers who have also been participants of the Baby Steps program since during their pregnancy and who are now three to twelve months postpartum. Identified diversity issues include

the fact this study is only marketing to women, which was decidedly universally understandable since only women can be pregnant. Other diversity issues included age and ethnicity, which were addressed by creating three age groups of women to potentially find any correlation between age, and a checkbox for ethnicity to potentially find any correlation between ethnicity and survey data answers as well. The ethical issue which would cause concern with this research was regarding confidentiality. This is addressed by ensuring the survey participants understood how the data will be collected, the storage of the data and how and when it will be destroyed, through the informed consent of this study. The identified political issue lies in the fact that I only surveyed low-income women who qualify for the Baby Steps program. Since this research is only studying the efficacy of incentive programs, however, it is the researcher's belief that this is appropriate.

Finally, technology played a significant role in the processing and organizing of the data from this study.

CHAPTER THREE

IMPLEMENTATION

Introduction

This chapter identifies the research site, who the study participants are and how they were chosen. Then methods of gathering the data and the phases of data collection will be discussed. How the data was recorded and analyzed is then followed by how the data of this research will be communicated with professional and public realms will conclude this chapter.

Study Participants

The research questions aim to measure the impact of incentive programs on the understanding of a mother's prenatal and postpartum experiences. Only utilizing participants from one program could threaten the external validity of this study by creating a selection bias. The researcher is confident, however in the significance of this research in highlighting the significance of Baby Steps in the lives of their participants and believes this could be enough of a representation of participants in low-income incentive-based programs to gain insight into these types of programs overall.

Selection of Participants

Eligible participants were selected and invited to participate in this study. Eligibility is based on two factors. The first factor, is the time of the Baby Steps program participant's enrollment. Each participant must have enrolled in the Baby Steps program sometime during their pregnancy. Each participant must fill out the survey at the time they are three to twelve months postpartum. This is the second factor for eligibility in this study. At the completion of the survey, eligible participants received a \$10 gift card to Walmart and a coupon for 100 Baby Steps points, which can be spent in the Baby Steps Boutique on needed items such as diapering needs, used clothing, car seats, as well as other types of baby and mother items.

Data Gathering

A survey is the best method of collecting the data for the proposed research project, and the most effective way to answer this research question. The independent variable of this study is the education each postpartum mother has received and the dependent variable is the self-reported impact this information has had on these mothers which will be measured using quantitative questions. A positivist approach was utilized as straight forward, quantitative data would best answer the research question. The survey consists of ten questions that will aim to support or not support the research

question. The survey is made of multiple choice questions as well as Likert style questions, to measure the level of intensity each research subject feels about each statement proposed. Questions are centered on study participants' involvements with the Baby Steps program to date, the perceived impact this involvement has had on their prenatal and postpartum experiences, as well as include demographic information of each participant to make the potential for any correlation between this information and the participants' experiences easy to identify.

Phases of Data Collection

The data gathering for the purposes of this research was conducted between October 2015 through the March 2016. The goal was to reach 30 completed surveys, but only 27 completed surveys were obtained.

Data Recording

The data was recorded into an excel spread sheet by the researcher. This data will then be charted to find any relations between variables, then graphed to showcase these results.

Data Analysis Procedures

I have chosen a positivist approach, thus, I will be using a quantitative analysis. In considering the three stages of quantitative analysis, first an SPSS

program was used to process the survey results from this study. It is crucial to double check for errors after the data is put into excel and transferred to the SPSS program to make sure it is accurate, clean data, as this stage will determine every stage following, including the overall outcome of this entire study. This is done by double checking all entries and making sure there are no duplicates and that the data has been input correctly by the researcher. Any surveys that were incomplete or inconclusive were omitted from the survey as they will not give an accurate representation of the participant who submitted it. Any surveys from participants who did not, in fact, meet the criteria for his study were also be omitted. Next, a summary of the data was gathered through descriptive statistics. This is simply a summary of all of the data gathered, but does not give more information nor test for a null hypothesis.

Finally, the intensity of the relationship between the independent variable, which is the education each postpartum mother has received and the dependent variable, which is the self-reported impact this information has had on these mothers which is the information we are offering to mothers, was measured by utilizing inferential statistics. This shows the charts and graphs for comparisons of the data including any correlations between the answers of each participant. These are measured using univariate statistics which analyze one variable at a time and looks at the distribution of each of them. This allows for a look at the answers of each question across the group as a whole.

Bivariate statistics will then be used to try to reject the null hypothesis, which is the assumption that these postpartum mothers did not perceive any additional support or education to assist in their understanding of their prenatal and/or postpartum experiences from the Baby Steps program. This means whether or not there is a correlation between the independent variable and dependent variable(s) was examined. Thus, if it can be supported that these mothers who were in need of financial, emotional, and educational support during and following their pregnancy then perhaps there is no correlation between participating in the Baby Steps program and positive prenatal and postpartum outcomes.

Summary

Baby Steps was the research site utilized for this study and participants were chosen by invitation through an analysis of their enrollment data. Data was gathered through surveys which were conducted on paper over the course of 6 months, or until 27 surveys were completed. The raw data was input into an excel spreadsheet, transferred to an SPSS program, then a summary of the data was gathered through descriptive statistics, and, as a final stage, the intensity of the relationship between the independent and dependent variable was measured utilizing inferential statistics. The findings of this research will be published in the form of an informative brochure which will

be used to market to potential participants and supporters of the Baby Steps program.

CHAPTER FOUR

EVALUATION

Introduction

First, the method of gathering surveys and analyzing the data found in them will be covered. Second, statistics found after analyzing the data from these surveys will be reviewed. Next, an interpretation of this data, including a reasoning for being able to reject the null hypothesis during the course of data analyzing and interpretation, will be discussed. Lastly, the contribution to the practice of social work, as perceived by the researcher, will be offered.

Data Analysis

After gathering twenty-seven paper surveys from Baby Steps participants who met the requirements for participation in this research study, the data from the enrollment surveys of these participants was then gathered with permission from the Baby Steps program for demographic purposes. Data from both of these surveys was then entered into a software program called the Statistical Package for the Social Sciences (SPSS). Two surveys were thrown out of this research as surveyors did not meet the requirements for participation in this survey, which became known while reviewing their answers and discovering they noted not being enrolled in Baby Steps during their pregnancy. The data was then carefully coded numerically in order to run

data analyses using the SPSS software. The number codes were then given labels which represented the answer for each survey question on every survey. To gain statistics for these survey answers, analyses were run for each question. The frequency of each answer was given a percentage for the amount of times that answer appeared for that particular question out of the total number of survey participants.

To be enrolled in Baby Steps, participants must meet the same current eligibility requirements for income as food and health insurance assistance from the Idaho Department of Health and Welfare. These current requirement income limits are at a maximum of \$31,525 annually (Benefits.gov, 2016). This means all survey participants are considered to be in a low-income household. The most common age group of surveyors for this research, as found in the Baby Steps enrollment surveys, was between the ages of 25 to 30, making up 40 percent of survey takers. This age group also represents the average age of Baby Steps participants who participated in this research study, though about 20 percent of all survey takers reported never completing high school. While about half of survey participants were married, 40 percent of surveyors reported not living with the father of their unborn child. Four of 25 participants were currently in refugee status, and five out of 25 reported a different language than English as their primary language used. Ethnicities other than white reported included Hispanic, Black, Arabic, and Asian. Countries of origin other than the United States reported included Myanmar,

Mexico, Russia and countries in northern and southern Africa. Nearly half of participants reported this pregnancy being their first, and 16 out of the 25 reported going to their first prenatal appointment prior to 12 weeks of gestation.

The findings of this research reflected positive outcomes for the surveyors and their experience with the Baby Steps program. This results of this research showed 60 percent of surveyors identifying Baby Steps as one of the most helpful sources of information regarding their pregnancies, while 76 percent felt Baby Steps was one of the most helpful sources of information regarding parenting. 84 percent of survey participants agreed the information and/or education they received at Baby Steps helped better prepare them for pregnancy, as well as child birth. 76 percent of surveyors reported their goals and standards for their child(ren)'s care were higher because of their experiences at Baby Steps, while 84 percent felt their goals and standards for their own self-care were higher because of their participation in the Baby Steps program. While 44 percent of those surveyed reported feeling very stressed, and 20 percent reported feeling somewhat isolated/alone after the birth of their baby, 76 percent of all survey participants felt they gained social support from participating in the Baby Steps program. 96 percent of surveyors reported feeling happy overall with their experience at Baby Steps, while 100 percent of survey participants felt the education and/or information they received at Baby Steps was helpful.

Data Interpretation

The research question for this study was: What is the impact of incentive-based education on mothers' understanding of, and feeling of preparedness for, their prenatal and postpartum experiences? From this, a hypothesis was formed: Incentive-based education positively impacts mothers' understanding of, and feeling of preparedness for, their prenatal and postpartum experiences. This research hypothesized that, with the opportunity for reliable education and concrete needs in an incentivized format, expectant mothers could feel more comfortable and confident about their current and future experiences as a mother. As we have found, it can be supported that these mothers, who were in need of financial, emotional, and/or educational support during and following their pregnancy, were able to find at least some of the support they needed by participating in the Baby Steps program, thus yielding positive prenatal and postpartum outcomes. This means the hypothesis of this research was supported. Due to these findings, the null hypothesis was able to be rejected, which was the assumption that these postpartum mothers did not perceive any additional support or education to assist in their understanding of their prenatal and/or postpartum experiences from the Baby Steps program.

Implications of Findings for Micro and/or Macro Practice

This research could impact the social work practice field in a significant way by bringing validity to the need for prenatal and postpartum education in an easily-accessible format. Many expectant mothers who feel they are not adequately prepared for this time in their lives could benefit from a resource which focuses on raising confidence by preparing for their future experiences (McKellar, Pincombe, & Henderson, 2009, p. 161). The education at Baby Steps is presented directly to the expecting mother/parent by medical professionals, organization representatives, and experts in various fields instead of through a facilitator, thus classes are organized in a way that would, in theory, be more easily navigated for the participants' needs (Simon, 2013, p. 469). The implications of these findings could bring more resource connections rather than utilizing a relaying of information to our patient/clients.

Another implication of these findings is yet another statistical backing to support the need for prenatal and postpartum education and emotional support for mothers. If a child's mother feels supported in her parenting skills and abilities, the future of healthy child development and outcomes could look much brighter and promising.

Summary

Twenty-seven paper surveys were gathered from the research site, but only twenty-five were able to be used due to two participants not meeting the requirements for this study. SPSS was used for data analyses and referenced for data interpretation. Research results reflected an overall positive experience in the Baby Steps program by participating surveyors, who are also Baby Steps participants. The results of this research were able to support the original hypothesis of this research, and the null hypothesis was rejected. Potential implications of this research to the field of social work included the identified need and desire for education and emotional support for the prenatal and postpartum periods, and the means for how this education and support are delivered to mothers.

CHAPTER FIVE

TERMINATION AND FOLLOW UP

Introduction

This chapter will begin with an overview of what the termination stage of this research will look like for participants. Next, the means for communicating the findings of this research to participants will be covered. The dissemination process of this research will then conclude this chapter.

Termination of Study and Follow-Up

Termination with survey participants happened immediately following the completion of the survey with the promised Walmart gift card as well as an explanation of how to redeem the 100 Baby Steps points, which were promised as compensation for participating in this research study.

Communicating Findings

The means for communicating these findings to Baby Steps participants will be decided upon at the discretion of Baby Steps. The original intent was for this data is to be utilized for marketing materials, such as an informative brochure to be used for both potential participants and potential supporters of the Baby Steps program. This research may also be used to guide the content offered to the participants in Baby Steps classes, as well as the way it

is presented. It is the hope of the researcher that this research will heighten the meaningfulness of this program for the participants of this research as well as for the participants of Baby Steps in future years.

Dissemination Plan

The findings of this study will be used for a poster presentation in accordance with the Master of Social Work program requirements at California State University, San Bernardino. A poster representing the findings of this research and how the results of it have the potential to impact current and future Baby Steps participants in a positive and meaningful way will be highlighted.

Summary

Termination with study participants of this research happened immediately following their participation in the survey, at which time promised compensation was given in exchange for research participation. The findings of this research will be potentially used for marketing materials and for insight into the content being presented by the Baby Steps program. The dissemination plan for these research findings is encompassed solely in a poster presentation, which will be presented at California State University, San Bernardino, in accordance the requirements for the Master in Social Work program.

APPENDIX A
INFORMED CONSENT



College of Social and Behavioral Sciences
School of Social Work

PURPOSE: The purpose of this research is to identify the impact of incentive-based education on the understanding and preparedness of mother’s prenatal and postpartum experiences.

DESCRIPTION: Incentive-based education has a clear purpose and vision for the populations served. The actual efficacy of such organizations, however, is important for them to prove their impact is positive, and that resources from the community are utilized efficiently.

PARTICIPATION: In order to qualify for this survey, participants must be mothers who enrolled in the Baby Steps program during their pregnancy and who are now 3-12 months postpartum. Your participation is completely voluntary and you do not have to answer any questions you do not wish to answer. You may skip or not answer any questions and can freely withdraw from participation at any time. At the site, surveys will be offered in exchange for a \$10 gift card to Walmart for women who qualify for this research.

CONFIDENTIAL: Participant first name and last initial are only gathered to verify enrollment in Baby Steps since pregnancy, to match up enrollment data, and for due compensation of the Walmart gift card and Baby Steps points. Once surveys are gathered and compensation is received, participant names will be replaced with a participant number to ensure confidentiality and only the participant number will be used from that point throughout the duration of the research process. Names of survey participants will not be used in the presentation of this data, nor in Baby Steps related material. Surveys will be kept by the researcher in a password protected Google Drive folder.

DURATION: The duration of the taking the survey should not last longer than 15 minutes.

RISKS: There are no foreseen potential risks for participants of this study.

BENEFITS: The benefits to the participant include increased awareness of participant’s growth and/or empowerment about this time in your lives. The other benefit is the \$10 Walmart gift card and 100 Baby Steps points you will receive upon completion and processing of this study.

CONTACT: Should participants have any unanswered questions regarding this the research and research subjects’ rights, please contact Carolyn McAllister, Associate Professor for the School of Social Work at California State University, San Bernardino at cmcallis@csusb.edu or (909) 537-5559.

RESULTS: The results of this study will be used for the purpose of student thesis research and could also be used in advertising material for Baby Steps. This completed research project will be available for review at the CSUSB [ScholarWorks](http://www.csusb.edu/scholarworks) website after July of 2016.

APPROVAL: This study has been approved by the California State University, San Bernardino School of Social Work Institutional Review Board Sub-Committee.

CONFIRMATION STATEMENT: By initialing below, I understand that I must be 18 years of age or older to participate in your study, have read and understand this informed consent document and agree to participate in this study.

_____ Place an X mark here _____ Date _____
909.537.5501 • 909.537.7029
5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

APPENDIX B
SURVEY



College of Social and Behavioral Sciences
School of Social Work

Participant #

BABY STEPS SURVEY

Survey Facts: True and honest answers are appreciated and will ultimately aid in the betterment of the Baby Steps program. There are no right or wrong answers to this survey. While complete surveys are also appreciated, you may skip any questions which you do not feel comfortable answering. Thank you for participating in this survey. Your feedback is invaluable to the success of the Baby Steps program in our community. Surveys will be kept by the researcher in a password protected Google Drive folder.

PREGNANCY

1. What was your most helpful source of information regarding your pregnancy? Circle only one.

Your doctor-----Friends/Family-----Websites/Online sources-----Baby Steps-----Other

If other, list here: _____

2. I felt more prepared for my pregnancy because of information/education I received at Baby Steps.

Strongly Disagree-----Disagree-----Neutral-----Agree-----Strongly agree

CHILDBIRTH/POSTPARTUM

3. What was your most helpful source of information regarding your child birth?

Your doctor-----Friends/Family-----Websites/Online sources-----Baby Steps-----Other

4. I felt more prepared for my childbirth because of information/education I received at Baby Steps.

Strongly Disagree-----Disagree-----Neutral-----Agree-----Strongly agree

5. I understand and can recognize the warning signs for the "Baby Blues" or for postpartum depression.

Strongly Disagree-----Disagree-----Neutral-----Agree-----Strongly agree

PARENTING

6. In your experience, what was the most helpful source of information regarding parenting?

Your pediatrician-----Friends/Family-----Websites/Online sources-----Baby Steps-----Other

If other, list here: _____

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7. With 1 meaning never or rarely and 5 meaning every day, how often do you feel successful/confident as a parent?

1 (Never/Rarely)-----2-----3-----4-----5 (Every day)

8. Baby Steps was helpful in me feeling successful/confident as a parent?

Strongly Disagree-----Disagree-----Neutral-----Agree-----Strongly agree

CHILD DEVELOPMENT

9. My goals and standards for my child(ren)'s care are higher because of Baby Steps.

Strongly Disagree-----Disagree-----Neutral-----Agree-----Strongly agree

10. What is your most helpful source of information regarding your child's development?

Your doctor-----Friends/Family-----Websites/Online sources-----Baby Steps-----Other

11. I felt more prepared for my child's developmental stages because of information/education I received at Baby Steps.

Strongly Disagree-----Disagree-----Neutral-----Agree-----Strongly agree

SELF-CARE

12. With 1 meaning never or rarely and 5 meaning every day, how often would you say you feel very stressed on a scale from 1-5?

1 (Never/Rarely)-----2-----3-----4-----5 (Every day)

13. What kinds of things do you find stressful in your life? (Circle all that apply)

Money Housing Relationships Health Safety
Employment School Children/Parenting

14. With 1 meaning very alone and 5 meaning not alone, how often would you say you feel isolated/alone did you feel after having your baby?

1 (Very Isolated/Alone)-----2-----3-----4-----5 (Not Isolated/Alone)

15. With 1 meaning none and 5 meaning more than enough, how much social support do you feel you gain from being a part of Baby Steps?

1 (None)-----2-----3-----4-----5 (More than enough)

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16. My goals and standards for own care are higher because of Baby Steps.

Strongly Disagree-----Disagree-----Neutral-----Agree-----Strongly agree

GENERAL

17. The education/information I received during Baby Steps classes was helpful?

Strongly Disagree-----Disagree-----Neutral-----Agree-----Strongly agree

18. How easy to understand was the information/education you have received in Baby Steps classes?

Not easy to understand---Somewhat easy to understand---Easy to understand---Very easy to understand

19. Baby Steps connected me to resources within the community which were helpful.

Strongly Disagree-----Disagree-----Neutral-----Agree-----Strongly agree

20. Overall, I am glad I enrolled in Baby Steps and am overall happy with my experience there.

Strongly Disagree-----Disagree-----Neutral-----Agree-----Strongly agree

21. What part of the Baby Steps program have you found the most helpful?

22. Is there anything the Baby Steps program could change to make the experience better?

23. In general, are there any additional services or supports you could use help with?

24. I have been enrolled in Baby Steps since (Circle only one):

During my pregnancy

After the birth of my baby

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APPENDIX C
DEBRIEFING STATEMENT

Thank you for participating in this survey and for your support of the Baby Steps program. The results of this research could potentially help Baby Steps further their efforts by showcasing how valuable this program is to so many families in the Treasure Valley. To redeem the points at Baby Steps, please present this coupon with your coupon booklet to a Baby Steps representative.

APPENDIX D
IRB APPROVAL LETTER

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO
SCHOOL OF SOCIAL WORK
Institutional Review Board Sub-Committee

Researcher(s) Aubrey Nocito

Proposal Title The Impact of Incentive-based Education on Mothers' Understanding and Preparedness for their prenatal and postpartum
SW1570 Experiences: A Reflective study

Your proposal has been reviewed by the School of Social Work Sub-Committee of the Institutional Review Board. The decisions and advice of those faculty are given below.

Proposal is:

- approved
- to be resubmitted with revisions listed below
- to be forwarded to the campus IRB for review

Revisions that must be made before proposal can be approved:

- faculty signature missing
 - missing informed consent debriefing statement
 - revisions needed in informed consent debriefing
 - data collection instruments missing
 - agency approval letter missing
 - CITI missing
 - revisions in design needed (specified below)
- _____


Committee Chair Signature

12/15/15
Date

Distribution: White-Coordinator; Yellow-Supervisor; Pink-Student

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Informed Consent Form

PURPOSE: The purpose of this research is to identify the impact of incentive-based education on the understanding and preparedness of mothers' prenatal and postpartum experiences.

DESCRIPTION: Incentive-based education has a clear purpose and vision for the populations served. The actual efficacy of such organizations, however, is important for them to prove their impact is positive, and that resources from the community are utilized efficiently.

PARTICIPATION: In order to qualify for this survey, participants must be mothers who enrolled in the Baby Steps program during their pregnancy and who are now 3-6 months postpartum. Your participation is completely voluntary and you do not have to answer any questions you do not wish to answer. You may skip or not answer any questions and can freely withdraw from participation at any time. At the site, surveys will be offered in exchange for a \$10 gift card to Walmart for women who qualify for this research.

CONFIDENTIAL: Participant first name and last initial are only gathered to verify enrollment in Baby Steps since pregnancy, to match up enrollment data, and for due compensation of the Walmart gift card and Baby Steps points. Once surveys are gathered and compensation is received, participant names will be replaced with a participant number to ensure confidentiality and only the participant number will be used from that point throughout the duration of the research process. Names of survey participants will not be used in the presentation of this data, nor in Baby Steps related material.

DURATION: The duration of the taking the survey should not last longer than 10 minutes.

RISKS: There are no foreseen potential risks for participants of this study.

BENEFITS: The benefits to the participant include increased awareness of participant's growth and/or empowerment about this time in your lives. The other benefit is the \$10 Walmart gift card and 100 Baby Steps points you will receive upon completion and processing of this study.

CONTACT: Should participants have any unanswered questions regarding this the research and research subjects' rights, please contact Carolyn McAllister, Associate Professor for the School of Social Work at California State University, San Bernardino at cmcallis@csusb.edu or (909) 537-5559.

RESULTS: The results of this study will be used for the purpose of student thesis research and could also be used in advertising material for Baby Steps. This completed research project will be available for review at the CSUSB ScholarWorks website after July of 2016.

APPROVAL: This study has been approved by the California State University, San Bernardino School of Social Work Institutional Review Board Sub-Committee.

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CONFIRMATION STATEMENT: By initialing below, I understand that I must be 18 years of age or older to participate in your study, have read and understand this informed consent document and agree to participate in this study.

Place an X mark here

Date

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