Background

Providing complete home care for newborns is an important part of maintaining the safety of newborns and reducing adverse medical events. With limited nursing manpower, the development of effective nursing and health education methods is an important issue today.

Objective

To compare the difference between bedside teaching methods and video viewing methods for postpartum mother in neonatal nursing guidance.

Table 1: The difference of postpartum mother' knowledge of Neonatal Nursing Guidance in two groups

162 	Control group (n = 288)	Experimental group (n = 265)
Rate	90.56%	98.16%

Table 2: The postpartum mother' Satisfaction of Nursing Health Education in two groups

	Control group (n = 288)	Experimental group (n = 265)
Rate	96%	99.01%

The Effectiveness of Using Bed-Side Teaching with Neonatal Nursing Guidance in Postpartum Mother

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Methods

This study is an Quasi-experimental study, the experimental group and control group were taken asynchronously. The convenient sampling was used in a postpartum ward in a teaching hospital in the south Taiwan. A total of 553 postpartum women (288 in control group, 265 in experimental group). The experimental group was provided one-to-one method of bedside teaching education intervention while control group received video viewing health education. The effectiveness of intervention was examined on the change of self-administered questionnaire of "Knowledge of Neonatal Nursing Guidance", "Nursing Health Education Satisfaction Survey ", and 24-hour rooming-in rate.

Table 3:The difference of 24-hour rooming-in rate in two groups

	Control group (n = 288)	Experimental group (n = 265)
Rate	30.12%	36.81%

Keywords:neonatal nursing guidance, bedside teaching, postpartum mother

Results

In terms of postpartum mother ' knowledge of neonatal nursing guidance, the experimental group (98.16%) was higher than the control group (90.56%)(Table 1); in terms of nursing health education satisfaction survey, the experimental group (99.01%) was higher than the control group (96%)(Table 2); Statistics of the 24-hour rooming-in rate: the experimental group (36.81%) is higher than the control group (30.12%)(Table 3).

Discussion

Through one-to-one practical demonstration of newborn bathing in the postpartum ward, the postpartum mothers are more willing to learn. When the mother is tired, the husbands are encouraged to participate in the newborn care activities. At the beginning, the husbands expressed fears and refused. With the active encouragement and guidance of nursing staff, most husbands were willing to try and participate together. In the process, they deepened the impression of learning and

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increased the parental function, which was beneficial to the caring ability after returning home. Both the mothers and the husbands had positive comments on the quality of nursing.

Conclusion/Recommendation

The bedside teaching method can improve the completeness and satisfaction of the postpartum mother's newborn nursing guidance, and can also increase the time of parent-child rooming-in. This suggestion can be used as a reference for the implementation of neonatal nursing guidance in obstetric units.