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Learning principles utilization by nurses and health professionals in parent education practice: A scoping review of the literature

Deryn Thompson

University of South Australia, Australia

Background: Parents require considerable knowledge, practical and problem-solving skills to optimize their child's care. Nurses facilitate the learning process, but there is little evidence in the literature of nurse' awareness of how people learn, in their parent-education practice. Despite education and cognitive psychology literature establishing the importance of implementing learning principles for developing problem solving and decision-making capabilities, there is a paucity of such research in health education literature. The research aims to explore, through a scoping literature review, what learning principles inform parent-education practice.

Aim: A scoping review of literature explored and identified the learning principles health professionals reported, implemented and evaluated in parent-education practice.

Method: Marzano et al.'s 5 dimensions of learning provided the lens to identify learning principles were used. Arksey and O'Malley' framework guided the review and analysis.

Results: Of 2692 articles located, 89 were suitable for full text analysis, including 10 practice standards. Only 16 papers utilized all 5 learning principles and evaluated parent learning. Thematic analysis identified a dearth of descriptions of learning principles use in practice, varying conceptualization of learning, divergent learning expectations of health professionals and parents and learning assumed from clinical outcome measures.

Conclusion: The finding suggests that there is a lack of awareness by HPs of what learning in parent education encompasses. The review highlights the need to explore what learning principles nurses are using in parent education practice and what parents expect to learn. These findings will inform the next phase of the research: The action research cycles of a bigger project.

deryn.thompson@unisa.edu.au