



Everyday Mom: Program Development Addressing Expectant Mothers' Self-Efficacy in the Occupations of Financial Management and Work

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Introduction

- Occupational Therapy Practitioners (OTP) use interventions that target a wide range of occupations, including the occupations of financial management and work (American Occupational Therapy Association, 2020).
- OTPs have addressed the occupation of work in community centers for adults with serious mental health illnesses to effectively help this population gain employment (Noyes et al., 2018).
- There is a need to address the occupations of financial management and work with low socioeconomic status (SES) pregnant women and mothers.
- This population disproportionately experiences financial stress (Parker, 2020) and barriers in the workplace (Harwood & Heydemann, 2019).
- The Transtheoretical Model (TTM) is a behavior change theory that is used with individuals to change their health behaviors (Prochaska & DiClemente, 1983).
- The TTM has been used in pregnant women to examine behavior changes in diet, smoking, exposure to secondhand smoke, and stress management (Huang et al., 2013; Mauriello et al., 2011).
- Galvin and Kalkowski (2023) have proposed the potential impact of incorporating the TTM to promote behavioral changes in financial management in low-income single mothers (Galvin & Kalkowski, 2023).
- The capstone project will also address this gap with pregnant women of low SES.
- The purpose of this project is to design and implement a peer led education intervention for pregnant women and mothers of young children addressing their self-efficacy in the occupations of financial management and work, with the goal of changing their financial and work behaviors.

Methods

Formative Evaluation

- The formative evaluation was conducted through conversations with the clients and volunteers. It was also conducted formally through a survey.
- The Program Developer presented a list of occupations to clients and volunteers and asked which "life skills" the clients needed addressed the most.
- This list of occupations included child rearing, financial management, home establishment and management, meal preparation, physical activity, nutrition, rest and sleep, education, work, social participation, and self care.
- The Program Developer also asked the clients and volunteers their preferences of group classes vs. individual sessions.
- Clients were recruited through word of mouth and client interest cards. The Program Developer recorded their names and phone numbers on a sheet of paper. Reminder calls were conducted the day prior to each class.
- The results of the formative evaluation survey aided the Program Developer in creation of class materials and session type. The Program Developer created all class materials. All materials were reviewed by the Alpha Center Director and the Capstone Mentor.

Process Evaluation

- Group classes were implemented at the pregnancy resource center. Program materials were modified with participant feedback.
- The Program Developer created surveys that measured demographic data, behavior, stage of change, self-efficacy, and knowledge. Surveys were administered prior to the start of each group class. Post-knowledge surveys were given at the end of each group class.

Summative Evaluation

- Surveys were administered 1 week after completion of the program classes to the women that participated. The surveys measured behavior, stage of change, and self-efficacy. An additional qualitative survey collected data about the participants' experiences in the group classes.
- To aid in sustainability, the Program Developer led program training classes for the volunteers. The volunteers completed a qualitative survey to share their perspectives on the program.
- All materials were reviewed by the Capstone Mentor.

Results

Formative Evaluation Results

- The results of the informal formative evaluation found that clients and volunteers were most interested in gaining assistance in the occupations of financial management and work. There was not a strong preference towards individual or group sessions.
- The results of the formal formative evaluation survey found that clients were interested in financial management (45.45%), job skills (9.10%), or both topics (27.27%).
- The women rated the subtopics "professional development" (57 points) and "overcoming barriers to find a job" (54 points) the highest for job skills.
- The women rated the subtopics "credit 101" (82 points), "how to sign up for government programs when you need assistance" (76 points), and "how to build a budget" (70 points) the highest.
- Twelve women (54.54%) selected "either group or individual sessions are fine with me."
- Based on these results, the Program Developer created a program with four group classes on the topics of financial management and job skills. These are the following class names and topics:
 - Class 1 - "Credit 101"
 - Class 2 - "Create a Budget and Sign Up for Government Programs"
 - Class 3 - "Overcoming barriers to finding a job (ex: finding childcare, finding transportation, and finding a job with a criminal record)"
 - Class 4 - "Professional Development - Communication Skills and Time Management"

Process Evaluation Results

- A total of four women participated in the program. Participant 1 attended three group classes (Class 1, Class 2, Class 3). Participant 2 attended two group classes (Class 1 and Class 2). Participant 3 attended one group class (Class 2). Participant 4 attended two group classes (Class 2 and Class 3). No women attended Class 4.
- Data was collected on clients' demographics, behavior, stage of change, self-efficacy, and knowledge prior to the start of each group class. Post-knowledge surveys were given at the end of each group class. See Table 1 for the pre-test data collected before each class.

Summative Evaluation Results

- Data was collected on clients' behavior, stage of change, and self-efficacy 1 week after completion of the program. See Table 1 for the post-test data collected after each class.
- Clients enjoyed learning from each other during the group classes. Clients would change the location of the group classes in the future.
- Volunteers found that clients sharing their experiences was a valuable aspect of group classes. Volunteers noted recruitment was a challenge for group classes.

Table 1. Results of pre-test and post-test surveys given to participants measuring behavior, knowledge, stage of change, and self-efficacy.

Key: "+" results can be interpreted as good change, "-" results can be interpreted as poor change, "=" results are the same but can be interpreted as good, "!" results are the same but can be interpreted as poor, "*" results can be interpreted as neutral

	Pre-Test Class 1	Post-Test Class 1	Pre-Test Class 2	Post-Test Class 2	Pre-Test Class 3	Post-Test Class 3
Participant 1	Behavior: Yes Knowledge Question 1: Incorrect Knowledge Question 2: Incorrect Stage of Change: Maintenance Self-efficacy: Agree	Behavior: Yes = Knowledge Question 1: Correct + Knowledge Question 2: Incorrect ! Stage of Change: Maintenance = Self-efficacy: Strongly Agree +	Behavior: N/A Knowledge: Correct Stage of Change: Maintenance	Behavior: Yes + Knowledge: Correct = Stage of Change: Maintenance = Self-efficacy: Strongly Agree	Behavior: Yes Knowledge Question 1: Incorrect Knowledge Question 2: Correct Stage of Change: N/A Self-efficacy: Strongly Agree	Behavior: N/A * Knowledge Question 1: Correct + Knowledge Question 2: Correct = Stage of Change: Contemplation * Self-efficacy: Strongly Agree =
Participant 2	Behavior: Yes Knowledge Question 1: Incorrect Knowledge Question 2: Correct Stage of Change: Maintenance Self-efficacy: Agree	Behavior: Yes = Knowledge Question 1: Correct + Knowledge Question 2: Correct = Stage of Change: Maintenance = Self-efficacy: Strongly Agree +	Behavior: Yes Knowledge: Correct Stage of Change: Action	Behavior: Yes = Knowledge: Correct = Stage of Change: Maintenance + Self-efficacy: Strongly Agree	N/A	N/A
Participant 3	N/A	N/A	Behavior: No Knowledge: Correct Stage of Change: Preparation	Behavior: Yes + Knowledge: Correct = Stage of Change: Action + Self-efficacy: Agree	N/A	N/A
Participant 4	N/A	N/A	Behavior: Yes Knowledge: Correct Stage of Change: Maintenance	Behavior: Yes + Knowledge: Correct = Stage of Change: Action - Self-efficacy: Agree	Behavior: No Knowledge Question 1: Incorrect Knowledge Question 2: Correct Stage of Change: Precontemplation Self-efficacy: Undecided	Behavior: No * Knowledge Question 1: Incorrect ! Knowledge Question 2: Correct = Stage of Change: Precontemplation * Self-efficacy: Undecided *

Lessons Learned

Aspects of the Program to Continue

- After completion of the Everyday Mom program, the Program Developer reflected on the aspects of the program that went well. The Program Developer used the results of the summative evaluation from the clients and volunteers in this reflection.
- Clients liked that each group class lasted 1 hour.
- Clients reported that teaching materials and class outlines were easy to understand.
- Clients and volunteers found that the class topics were relevant to the clients' needs.
- The group class format allowed clients to learn from each other and to reduce feelings of isolation.
- Reminder calls the day prior to each group class were helpful.

Adaptations for Future Program

- After completion of the Everyday Mom program, the Program Developer reflected on the aspects of the program that should be adapted in the future. The Program Developer used the results of the summative evaluation from the clients and volunteers in this reflection.
- The location of the group classes, which occurred in a donation room, was too "distracting" for clients.
- Recruitment methods may be adapted to increase participation. Reminder calls may be combined with a text message or email reminder the day prior to the group class. Incentives for attending the group classes may be added (i.e. gift card, baby supplies, etc.).
- The Program Developer had difficulty teaching all the class content that she prepared in 1 hour. In the future, the program can be adapted to include less teaching content or more group classes.
- Due to recruitment challenges and time restrictions, individual sessions for clients may be more feasible for the center.
- The sustainability plan should be adapted for future programs. The volunteers did not observe the Program Developer lead the group classes. Therefore, the volunteers were concerned that they "may not feel qualified" to teach the program material even after the training session with the Program Developer. In the future, it would benefit the volunteers to gain hands-on experience through observation of the implementation of the program.
- The volunteers did not come to an unanimous conclusion at the end of the training sessions for how the program will be sustained at Alpha Center. In the future, the Program Developer would suggest more involvement with the volunteers to ensure a clear sustainability plan.

Conclusion

- The Program Developer found that the Everyday Mom program increased the participants' knowledge and self-efficacy in the topics of financial management and job skills.
- There were occurrences of behavior change, as well as fluctuations in stage of change.
- However, the program would benefit from studying these aspects over a longer period.
- Aspects of the program that should continue include peer support and teaching relevant topics that increase occupational participation and well-being in financial management and work. Aspects of the program that should change include formatting (i.e. recruitment methods, location, incentives, etc.) and creation of a clear sustainability program in advance.

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