

Children's nurses of today's world require complex knowledge to enable them to practice as safe and competent practitioners

The Requirements and Standards for Nurse Registration Education Programmes for all points of entry to the Irish nursing register are set out by An Bord Altranais (the Irish Nursing Board).

The Requirements and Standards are not exhaustive, individual institutions and universities develop their own programme of study with approval for their curricula from An Bord Altranais. This study enabled the researchers to determine the current theoretical and clinical component of children's nursing in undergraduate degree programmes in the Republic of Ireland.

All institutions that teach undergraduate nurses in the Republic of Ireland were sampled using a descriptive survey with closed and open ended questions. This study highlighted the diversity of theoretical and clinical content taught within the Irish setting. By disseminating this information to the educational institutions and clinical settings, it may allow nurses educators, managers and clinical staff to collaborate in planning children's nursing theoretical and clinical content ensuring a more consistent approach to the education of undergraduate nurses.

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BALANCING BETWEEN THE IDEAL AND THE POSSIBLE. LIVED EXPERIENCES OF NEONATAL NURSES

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Background: Nurses working in neonatal intensive care units (NICUs) meet a handful of professional challenges and are nursing ever smaller and more vulnerable infants using technological devices *and* in addition they have to integrate parents in the care.

Design: A qualitative interview study with a hermeneutic-phenomenological approach.

Aims: To investigate the lived experiences of neonatal nurses, that is, what it is like to be a neonatal nurse at the time when developmental care is introduced in the unit.

Setting: An 18 bed level II-III neonatal unit at a tertiary university hospital in Denmark. Developmental care was recently introduced in the unit, and parents spent many hours a day with their baby and stayed overnight in guestrooms at the hospital.

Method: Data were collected from seven neonatal nurses with varied experiences; they were analyzed and thematized following Van Manen's phenomenological methodology.

Results: The essential theme of the phenomenon being a neonatal nurse is found to be 'balancing between the ideal and the possible'. Five themes (with sub-themes) further illuminate the essence. They are: 'being attentive to the infant and the mother-infant dyad', 'the body tells', 'time is everything', 'working in a quiet and caring, crowded and distressing space', and 'team-work - demanding or smooth and helpful'.

Conclusion: Introducing developmental care in a neonatal unit changes neonatal nurses' experiences of caring for infants and mother-infant dyads. The meaning of body, time, space, and relationships are decisive and should be included in nurses' and nurse leaders' discussion about developmental and family-centred neonatal care.

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FEEDING DIFFICULTIES IN NEONATES WITH CONGENITAL HEART DEFECT, THAT CAN BE AFFECTED BY NURSING INTERVENTIONS ON A INTENSIVE CARE UNIT

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Abstract of a literature review

Thanks to technical advances, most children with a congenital heart defect may receive surgery already in their neonatal or infant age. Children who need intervention in the neonatal period are a great challenge for medical teams and their families, especially with respect to oral nutrition. The goal of this literature review is to answer the following question: Which factors, that are described in current literature, lead to increased difficulty of orally feeding