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RESEARCHES OF INFANT'S CRY**N. Bolfan-Stosic, D. Blazi**

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This paper is a review of infant's cry acoustic analysis in Croatia. The purpose of all researches is establishing acoustical characteristics of infant's cries as a help in diagnostic of voice disorders. The research from 2000. analyzed two types of seven cries: very first cry (birth stimulus) and following continues signal. Results of acoustic analysis indicate better cry characteristics in continues signal after first cry characterized by noise and strong frequency oscillations. The second research from 2001. shows differences in fundamental tone frequencies between two days old girl with intracranial bleeding and healthy girl. The fundamental frequency of the healthy girl's cry was 47.8 Hz lower than the fundamental frequency of the sick girl. The main purpose of the third research from 2001. was to follow acoustical voice characteristics of boy and girl to first word production. Different types of vocalizations were analyzed from 2. to 11. month of life (in five different time periods). The fourth research from 2006. showed results of acoustic analysis of voice of newborn babies as a function of discrimination of specific voice features in premature born babies. Premature birth represents potential risk for overall infant development. Some differences were established: premature born babies showed significantly higher fundamental frequency (over 600 Hz), larger fundamental frequency range, less sound energy in the voice and more uneven sound realization of cries than controls did. The several voice analysis programs were used in all researches of this review (MDVP, Gram 2.3., EZ Voice Plus).

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THE CAREER CHOICES OF STUDENTS UNDERTAKING THE 4.5 YEAR CHILDREN'S AND GENERAL NURSING INTEGRATED PROGRAMME IN THE REPUBLIC OF IRELAND

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Aim: To ascertain the factors which influence where students undertaking the 4.5 year Children's and

General Nursing Integrated programme intend to practice post graduation.

Background: Children's nurse education in the Republic of Ireland has undergone radical change in the past decade. In September 2006 the first BSc in Children's and General Nursing Integrated Programme commenced nationally. The programme was introduced in an effort to increase the numbers of students studying to become children's nurses and also to provide a children's nurse education programme at undergraduate level in the Republic of Ireland. The programme is four and a half years in duration and graduates will obtain a Bachelor of Science in Children's and General Nursing. Successful graduates will therefore be eligible to register as both Registered Children's Nurses and Registered General Nurses with An Bord Altranis (the Irish Nursing Board). This means that graduates will be 'dual qualified' and subsequently can choose to work in either area.

Methodology: A quantitative approach was adopted and data were gathered by means of a 19 point specifically designed questionnaire. Purposive sampling was utilised to access all 3rd and 4th year nursing students of the General and Children's Nursing Integrated programme (n=200). SPSS version 16 was used to analyse data.

Results: Students have clear ideas about where they intend to practice post graduation. Participants reported enjoying practicing as children's nurses more than practicing as general nurses. Participants also reported perceiving greater job satisfaction working as a children's nurse that as a general nurses.

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AN INTERPRETATION OF THE CHILDREN'S NURSING CONTENT OF UNDERGRADUATE NURSING PROGRAMMES IN THE REPUBLIC OF IRELAND

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Caring for the hospitalised child and their family in the 21st century is extremely challenging. This great challenge has evolved as a result in technological advances, increased emphasis on family-centered care, ambulatory care and community care.

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