

1853 **THE EFFECT OF SELF CARE TRAINING ON KNOWLEDGE AND COPING STRATEGIES IN 12–18 YEARS DIABETIC PATIENTS**

doi:10.1136/archdischild-2012-302724.1853

M Edraki, MH Kaveh, F Sharif, H Rahime. *Pediatrics, Shiraz University of Medical Sciences, Shiraz, Iran*

**Introduction** IDDM is one of the chronic illnesses in children and adolescences. The aim of this study is to evaluate the effects of self care training on knowledge and coping strategies in 12–18 years juveniles' diabetic type1.

**Material and Method** In this quasi-experimental study a non randomized sample (convenience sampling) of 112 diabetic juvenile were selected. The subjects divided in experimental and control groups). Data were collected by using a test for measuring self care knowledge and Tobin Coping Strategies questionnaire before and six weeks post intervention. The diabetic juveniles in the experimental group received self card training in six, 70–90 minute sessions. Data was analyzed by the SPSS11.5.

**Findings** There were not statistical significant differences in knowledge, efficient and inefficient coping strategies before and post intervention in control group ( $p \geq 0.05$ ). There were significant increase ( $p \leq 0.05$ ) in the post intervention mean score of self care knowledge in the experimental group. Also there were significant increase ( $p \leq 0.05$ ) in the post intervention mean score of efficient coping strategies and significant decrease in mean score of inefficient coping strategies in the experimental group ( $p \leq 0.05$ ).

**Conclusion** The findings support the importance and effectiveness of self care training program for increasing knowledge and improvement of coping strategies in diabetic juveniles.

1854 **CREATING OPPORTUNITIES FOR PARENT EMPOWERMENT (COPE) - THE IMPLEMENTATION OF AN EDUCATIONAL PROGRAM FOR PARENTS OF PREMATURE BABIES IN SWITZERLAND**

doi:10.1136/archdischild-2012-302724.1854

<sup>1</sup>S Liliane, <sup>2</sup>N Schütz, <sup>1</sup>M Nelle, <sup>1</sup>M Zenklusen, <sup>1</sup>D Wälchli, <sup>3</sup>K Hirter. <sup>1</sup>*Inselspital, University Childrens Hospital Bern, Bern*; <sup>2</sup>*Institute of Nursing Science, University of Basel, Basel*; <sup>3</sup>*Direktion Pflege und Entwicklung, Inselspital, University Hospital, Bern, Switzerland*

**Background** Parents often feel overwhelmed after the birth of a premature baby. Fear, uncertainty and lack of knowledge in handling the premature baby affect the parent-child interaction negatively. These consequences lead to additional health costs. COPE, an existing evidence-based educational program to strengthen parental competencies can reduce the negative consequences for both the parents of premature babies and the health care system.

**Aim** The implementation of an appropriate educational program to strengthen parental competencies within the Swiss context.

**Methods** Action research served as method for project implementation. An as-is analysis was accomplished, negotiations to acquire program license and to produce the program in German were conducted and an implementation concept was developed.

**Results** The as-is analysis showed that parents are well informed about the care of their child upon hospital discharge. 36% of them still feel uncertain about the assumption of parental responsibilities after leaving the hospital. The nursing staff recommends a well-structured educational program for parents. COPE showed a significant decline of parental fear, an improvement of the parent-child interaction and a reduction of length of hospital stay within the US. Based on the as-is analysis and the existing evidence COPE was identified as an appropriate educational program for parents of pre-matures in Switzerland. The license for the program was acquired and the translation into German was conducted.

**Conclusions** COPE was successfully implemented in Berne. The cooperation took place in the spirit of clinical leadership and promoted mutual learning and interprofessional acceptance. An evaluation of COPE is planned.

1855 **THE PERCEPTION OF KNOWLEDGE NEEDS OF PARENTS WITH A CHILD WITH A CONGENITAL ABNORMALITY BY PARENTS AND NURSES**

doi:10.1136/archdischild-2012-302724.1855

<sup>1,2</sup>K Adler, <sup>2</sup>S Salanterä, <sup>3</sup>B Grädel. <sup>1</sup>*Paediatric Surgery, Inselspital, University Childrens Hospital Bern, Bern, Switzerland*; <sup>2</sup>*Department of Nursing Science, University of Turku, Turku, Finland*; <sup>3</sup>*Paediatric and Neonatal Intensive Care Unit, Inselspital, University Children's Hospital, Bern, Switzerland*

**Background** Parents with a newborn suffering from a congenital abnormality face multiple challenges in the first months of their baby's life. They have to be instructed in several treatments and specialised care of their child.

**Methods** An integrative systematic literature review of 29 articles, 2 Focus Group Interviews with nurses and social workers and 3 Interviews with parents with a child with special healthcare needs were conducted.

**Results** The identified knowledge needs out of the literature were divided into eight categories: the condition or illness, treatment, everyday care of the child, handling of technical equipment, the future, organizational issues, how to explain the illness to others and support.

Most knowledge needs were mentioned also in the focus group interviews but they were more detailed. Additional mentioned needs were: Normal anatomy, pathophysiology, Problems in handling the altered body image of their child.

In the Interviews parents stated that they would have needed more knowledge to situations where they had to make decisions and they needed to know how to organise themselves and how much time they needed for the care of their child.

**Conclusions** Having access to and getting information is an important part in the process of gaining knowledge and being empowered. Knowledge needs of parents should be assessed systematically but individually during hospitalisation and after discharge.

**Acknowledgement** I want to express my gratitude to the Finnish National Post-Graduate School in Nursing Science, Academy of Finland and to the Nursing Science Foundation Switzerland for a grant for my PhD study.

1856 **THE EFFECT OF PSYCHO-EDUCATIONAL INTERVENTIONS ON QUALITY OF LIFE OF FAMILY CAREGIVERS WITH LUKEMIC CHILDREN**

doi:10.1136/archdischild-2012-302724.1856

F Ghodsbin, N Asadi, B Nooshin. *Shiraz Medical University, Shiraz, Iran*

Leukemia is the most common cancer in children. It can result stress, depression, burden among family care givers. Fear and anxiety after the diagnosis of leukemia, low level or lack of education of caregivers about leukemic disease and care of children were factors of decreasing of QOL in caregivers. The aim of this study was to examine the effect of an educational intervention on quality of life of family caregivers with leukemic children. This study performed on 60 family caregivers with leukemic children who were referred to oncology clinic of Afsalipour in kerman 2010. Data were collected before and 3 months after the intervention by validated questionnaire quality of life scale family version by Ferrell and grant (1998), and was consisted of 37 questions in 4 dimensions (physical, psychological, social, spiritua) from o scares to 370 score.