abstract 0-137 table 1

<table>
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<th>Study</th>
<th>Eligible for discussion with parents (N)</th>
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<th>Consented (N)</th>
<th>Consent rate (%)</th>
<th>Mean time spent on screening and discussions for each consent participant (min)</th>
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background and aims Parenting is a complex activity includes specific practices that affect on adolescents’ development. This study aimed to describe the types of parenting styles among Jordanian adolescents in the north of Jordan. As well as, to examine the relationship between parenting style and adolescents’ well-being (general mental health, self-esteem, and schools’ achievement).

Methods A cross-sectional design was used to collect data from 500 students in the age of 13–16 years old (8th, 9th, 10th) classes in the period between April and May, 2012. Parenting Authority Questioner (Buri, 1991), General Health Questioner (Golderberg, 1988), Hare self-esteem scale (Hare, 1985) were used in this study. Clusters random sample was used to select the elements from public and private schools of the three educational directorates of Irbid Governorate.

Results 222 (44.4%) male, and 278 (55.6%) female students participated in this study. The results of this study showed the means of authoritative parenting style was 35.3 (Sd = 5.7), authoritarian style was 31.6 (Sd = 4.1), and permissive parenting style was (Sd = 4.6) (33.3) with scale range = 10–50. The results showed a negative correlation between three types of parenting styles, and adolescents mental health. A positive correlation found between the three types of parenting styles, and adolescents’ self-esteem. However, there was significant differences between three types of parenting styles, and adolescents GPA.

Conclusion Jordanian parenting styles had positive impact on adolescents’ self-esteem, and academic achievements, while, it had negative impact on adolescents’ mental health.

abstract 0-139 giving voice to the experiences of first-time fathers of late preterm infants: a qualitative study

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O-140  THE ANXIETY LEVELS OF PARENTS OF PREMATURE BABIES AND RELATED FACTORS

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10.1136/archdischild-2014-307384.207

Background Having a premature infant in the parent brings about anxiety.
Aims A descriptive and correlational study was carried out to determine the levels of anxiety and associated factors of parents with premature infants.
Methods The research was performed at five hospitals with Neonatal Intensive Care Unit (NICU) located in the city centre of Konya between March 1 and April 30 2012. The sample group was comprised of 97 parents with premature infants. The “Parent And Baby Information Form” prepared by researchers and Spielberger’s State and Permanent Anxiety Scale’ was used for data collection. The data were evaluated in terms of number, percentage, mean, standard deviation, t-test, Mann Whitney U and Kruskal Wallis-test.
Results The mean score of state anxiety of mothers was 40, 15 ± 11, 25 while that of fathers was 37, 32 ± 10, 87 and this difference was not statistically significant (p = 0.076). The mean permanent anxiety score of mothers was 44, 30 ± 8, 98 while that of fathers was 39, 45 ± 8, 58 and this difference was statistically advanced significant (p = 0.000). Current gestational week, feel sufficient condition related to baby care, current living situation anxiety about the baby care, counting the baby’s breathing and evaluation had a significant effect on the anxiety level of mothers (respectively p = 0.021, p = 0.004, p = 0.000, p = 0.028). Educational status, working, perceived income status and current living situation anxiety about the baby care was observed to have a significant effect on the anxiety level of fathers (respectively p = 0.012, p = 0.010, p = 0.016, p = 0.017).
Conclusions It found that mothers and fathers of premature infants experienced mild level of anxiety.

O-141  EVALUATING PRENATAL EDUCATION PROGRAMS: A NEW MEASURE AND OUTCOMES

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10.1136/archdischild-2014-307384.208

There is limited evidence of the effectiveness of prenatal education programs, due to the lack of reliable and valid measurement evaluation tools. The UpStart Parent Survey – Prenatal Version was developed as a brief retrospective-pretest/posttest evaluation tool designed to be administered electronically or on paper. The objectives of this study were to (1) conduct preliminary psychometric analysis of the UpStart Parent Survey – Prenatal Version, (2) determine outcomes of a prenatal education program, and (3) examine differences in scores between data collection methods, and mothers versus fathers. We recruited 277 expectant parents registered in a 6-week prenatal education program. Parents completed the survey at the end of the program using electronic tablets or paper copies. We uploaded electronic data to FluidSurveys, and imported into SPSS; data from paper copies were entered manually. Both the paper and electronic versions of the survey took a similar amount of time to enter/download, clean and analyse. Parents had mixed preference for electronic or paper versions of the survey, indicating provision of both options as desirable. The UpStart Parent Survey – Prenatal Version is internally consistent with Cronbach’s alphas of >0.89 for each scale. Parents demonstrated significantly increased knowledge and parenting experiences, ps <0.001; satisfaction with the program was high. There were no significant differences in pre- or post-test scores for knowledge or experience scales whether paper or electronic surveys were used, or mothers or fathers completed the survey. The UpStart Parent Survey – Prenatal Version shows promise as a tool to capture outcomes of prenatal education programs.

O-142  A CLINICAL NEONATAL NURSING RESEARCH FELLOWSHIP: LINKING RESEARCH TO PRACTICE

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10.1136/archdischild-2014-307384.209

Background aims In nursing we are challenged to provide an evidence base for practice, however research for many nurses is challenging. Nurses have shied away from research choosing other career paths such a education, management or clinical practice. The aim was to establish an opportunity for clinical nurses to experience research in their workplace and to strengthen the link between research and practice.
Method A proposal was presented to management for a Clinical Neonatal Nursing Research Fellowship which would provide the opportunity for clinical nurses to experience research firsthand. The Clinical Nurse Consultant together with the Professor of Paediatric Nursing provided the supervision together with one of the Neonatologists. Applications were open to all registered nurses employed in the NICU. Corporate funding was obtained to enable the program to be establish and not subjected to organisational budget constraints.
Results Five nurses have undertaken the Fellowship program. All are experienced neonatal nurses. The fellowship has fostered research studies examining; feeding trends following neonatal cardiac surgery, parental support, sleep in the NICU, RCT of securing ETIs and a weaning protocol for ventilated neonates. All have influenced practice in the NICU with presentations at research meetings with 3 receiving new investigator awards. The Fellowship program has fostered a nursing research culture within the NICU.
Conclusion The initiation and establishment of the Nursing Research Fellowship has led to changes in practice with clinical nurses becoming more active in research. I propose this is a good model for other NICUs to adopt.