Investigating the Impact of Instructing the Use of Evolutionary Status of Premature Infants on Clinical Practice of Neonatal Intensive Care Unit Nurses.

Authors: Sedighe Montaseri, Fatemeh Bakhshi, Mitra Edraki, Dr. Razavi, D. Haghpanah

Address: Department of Pediatric Nursing, School of Nursing and Midwifery, Shiraz University of Medical Sciences, Shiraz, Iran

ABSTRACT

Introduction: Providing a stable condition for infants is one of the crucial early neurodevelopment interventions in neonatal intensive care units. Premature infants have lost their third trimester of life in the uterus, resulting in a collapsed condition that is an evolutionary condition indicative of brain development in neonates. Considering the importance of the location of the position of preterm infants and the limited number of studies in the field of nursing education in neonatal intensive care units, the present study was conducted to implement educational intervention to improve the performance of nurses in order to properly implement the evolutionary positions of premature infants in the care unit. Investigating the impact of instructing the use of evolutionary status of preterm infants on infertile clinical practice of neonatal intensive care unit of hospitals affiliated to Iran University of Medical Sciences .

Methods: 85 nurses of neonatal intensive care unit were selected through convenience sampling method in the present quasi-experimental study; then, the performance of nurses in implementing evolutionary supportive status of preterm infants hospitalized in neonatal intensive care unit was assessed and compared by means of a neonatal assessment tool in three stages of before training, the first week after the training, and two months after the training.

Results: Based on the results of the analysis of demographic information of the present study, the majority of nurses had MS degree (98.8%), most of them aged above 30 years old (48.2%), most of studied subjects were nurses (97.6%), and the highest rate of work experience (5-10 years) was related to nurses (42.4%); there, also, turned out to be a significant difference between nurses' performance scores on the evolutionary support status of premature infants in the pre-training stage, the first week after training and two months after the training. ($P<0.001$)

Discussion: The results of the present study show that the education of emergency support status of premature infants has had a positive effect on nurses' performance in neonatal intensive care units.

Keywords: Training and instruction, Evolutionary Support Status, Neonatal Intensive Care Unit, Performance