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題目 (Title):

指導對於父母在新生兒加護病房中執行嬰兒安全照顧之效能的影響

Effects of Instruction on Parent Competency During Infant Handling in a Neonatal Intensive Care Unit.

摘要中文翻譯**目的：**

本研究的主要目的是調查為新生兒加護病房 (neonatal intensive care unit, NICU) 嬰兒的父母提供3種不同方法指導嬰兒安全照護方式的成效。

方法：

96名父母在NICU接受指導。父母所被教導的嬰兒安全照護技術相同，但隨機分配到 (1) 直接指導組、(2)錄影教學組、或(3)書面圖像教學組。在基線效能評估之後，父母根據他們被分配的組別接受了指導。由一位不知道父母分組的評估者評估家長的表現，再由父母評被指導的成效。

結果：

所有組別的安全照顧表現都有顯著改善。直接組和錄影教學組表現2種安全照顧活動顯著優於書面圖像組。直接組和錄影教學組之間沒有顯著差異。所有組別都認為指導是有效的。

結論：

教導父母在NICU中執行簡單的整體動作活動方面，直接指導和錄影教學指導同樣有效，且父母都喜歡被指導。

Original Abstract

PURPOSE:

The primary purpose of this study was to investigate the effectiveness of 3 different methods for delivering instruction on infant handling to parents in the neonatal intensive care unit (NICU).

METHODS:

Ninety-six parents in the NICU received instruction. Parents were taught the same 3 infant-handling techniques after random assignment to the (1) direct, (2) video, or (3) written-pictorial instructional groups. After baseline competency assessment, parents received instruction according to their group. A masked evaluator assessed parent performance, and parents rated instructional effectiveness.

RESULTS:

All groups significantly improved handling performance. The direct and video groups performed 2 handling activities significantly better than the written-pictorial group. No significant differences were found between the direct and video groups. All groups perceived the instruction as effective.

CONCLUSIONS:

Direct and video instructions are equally effective in teaching parents to perform simple whole motor tasks in the NICU, and parents welcome the instruction.

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