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An analysis of parental coping type in early childhood injury in Korea: Q methodological approach

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Purpose: To prevent early childhood accident is primarily necessary, but care should be taken to cope with growing number of childhood trauma accident in recent years. The purpose of this study was to identify parental coping in early childhood injury and to provide basic data for parent's educational program and desirable directions.

Method: A Q-methodology that provides a method of analyzing the subjectivity of each item was used. 34 selected Q-statements were derived from a literature review and interviews. 47 parents were classified into a shape of normal distribution using 9-point scale. Collected data was analyzed by the pc-QUANL program.

Result: Five types of parental coping in early childhood injury were identified. The first type is the type to problem solving focused on situational coping: Hear the expert opinion carefully and treat to prevent further complications in the future, solve problem step by step carefully. The second type is the safety seeker focused on accident prevention: Consider what the root cause of accident is and to check behavior of child or surrounding environment as to prevent child injury. The third type is the anxious expression focused on emotion: Can't accept injury situation and showed anxious psychological feelings. The fourth type is the problem solving focused on leading judgment: Performs injury solving situation predominantly. The fifth type is the type to safety seeker focused on causal perception: Identify cause of injury situation as a way to prevent recurrence of child's trauma and try to minimize secondary adverse effects of accident on the future growth of the child.

Conclusion: The results of this study provide improved outlines that different approaches to educational programs can be used for parent in early childhood injury. This study is meaningful to investigate coping type and viewpoint of parents.

Biography

Ho-Ran Park has her expertise in evaluation and passion in improving the pediatric health and wellbeing. Her research and education evaluation model based on responsive constructivists creates new pathways for improving healthcare. She has built this model after years of experience in research, evaluation, teaching and administration both in hospital and education institutions.

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