A study into the effectiveness of a postural care education programme aimed at improving self-efficacy in carers of children with physical disabilities.

SUMMARY & AIM

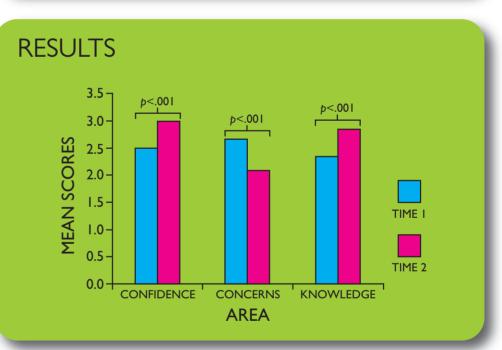
- Presents a NIHR funded collaboration between parents, teachers, occupational therapists, physiotherapists and psychologists to design an intervention improving knowledge of postural care and self-efficacy in providing postural care.
- The intervention consisted of a 2-hour training workshop, alongside one-to-one support and advice from therapists.
- Preliminary results suggest knowledge and understanding improved and concerns decreased.

METHOD

- Participants were recruited to 10 workshops, run by therapists, across Kent, Sussex & Surrey.
- N = 75 parents, teachers, & teaching assistants who care for children with physical disabilities.
- At Time 1 participants completed the Understanding, Knowledge and Confidence in Postural Care questionnaire (UKC-PC) and completed a 2-hour interactive postural care training workshop.
- Over 6 weeks participants received one-to-one followup support from therapists.
- Time 2 N = 63 completed the UKC-PC questionnaire again to assess effectiveness.

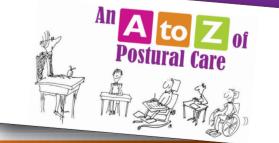
BACKGROUND

- Postural care involves the constant promotion of good posture to enable children to participate in all activities.
- Previous research highlighted teaching staff and parents can feel unsupported and poorly equipped to provide postural care.
- In response a postural care training programme was developed based on the principles of self-efficacy theory.



PRIMARY CONCLUSIONS

Self-efficacy in providing postural care improved from baseline.
Knowledge and understanding about postural care improved from baseline.
Concerns about providing postural care decreased from baseline.
Suggests the postural care training intervention is an effective tool to improve self-efficacy in carers of a child with a physical disability.



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