

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.

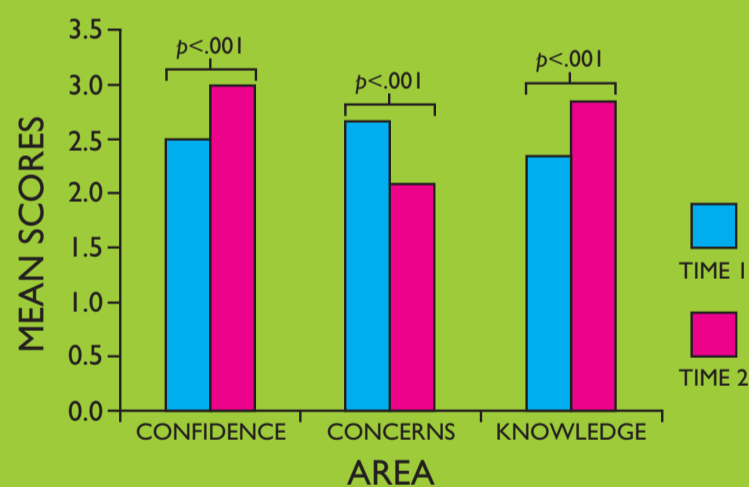
BACKGROUND

- 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.

METHOD

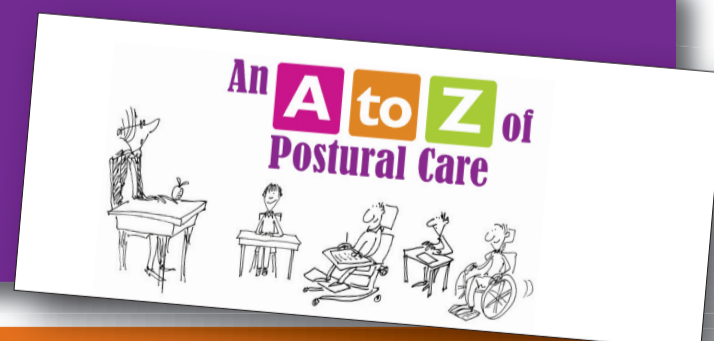
- Participants were recruited to 10 workshops, run by therapists, across Kent, Sussex & Surrey.
- N = 75 parents, teachers, & teaching assistants who care for children with physical disabilities.
- At Time 1 participants completed the Understanding, Knowledge and Confidence in Postural Care questionnaire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

RESULTS



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.



ACKNOWLEDGEMENT

This poster presents independent research commissioned by the National Institute for Health Research (NIHR) under its Research for Patient Benefit (RfPB) Programme (Grant Reference Number PB-PG- 0110-21045). The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.

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