Increasing families’ perceived knowledge and competence at managing DCD: Working with parents and clinicians to share an online evidence-based workshop

Chantal Camden1,2,3, Dana Anaby4, France Léger1,3, Marie-Chantal Rhéaume5, Marie-Éve Langevin6, Caroline Rémillard, Camille Gauthier-Boudreau7, Véronique Foley7, Keiko Shikako-Thomas5, Lisa Rivard5, Audette Sylvèstre5, Robin Gaines2, Cheryl Missiuna1

1. CanChild Centre for Childhood Disability Research, McMaster University; 2. Sherbrooke University; 3. Centre de Réadaptation Estrie; 4. McGill University; 5. AQED (Association Québécoise des Enfants Dyspraxiques); 6. IRDPQ (Institut de Réadaptation en Déficience Physique de Québec); 7. University of Laval & CIRRIS; 8. Ottawa University & CHEO

Background

• Developmental Coordination Disorder (DCD) is a prevalent health condition that impacts on daily functioning of children and increases the risk for preventable secondary health issues
• DCD is chronic; strategies are needed to build capacity among families and stakeholders
• Few tools are available to transfer knowledge to families about how to effectively manage DCD

Study objectives were to translate the workshop into French, to evaluate change in parents’ perceived knowledge and competence managing their children, and to explore the impact on daily life following completion of the online workshop.

Methods

• Design: A collaborative research using pre-post mixed methods
• Public involvement: A working committee including representatives of two clinical centers and a DCD parent association met monthly to overview the study and facilitate recruitment
• Data collection: Participants were invited to complete online questionnaires before and after completion of the workshop, and three months later (questionnaires included close- and open-ended questions; 19 questions using a 7-point Likert scale were included in all questionnaires to document changes in perceived knowledge and management of DCD)
• Analysis: Descriptive (frequencies and T-Test) and thematic analyses were performed

Results

• Over 6 months, 3,681 persons visited the online workshop; 170, 126 and 90 participants completed the pre, post and follow up questionnaires, respectively
• Table 1 presents participants’ characteristics; most participants heard about the study through the DCD parents association (42%) or through the Internet (50%)
• Table 2 presents 2 out of the 14 items evaluating self-reported knowledge and skills that increased significantly (p<0.001) following workshop completion and one that did not

Conclusion

• Participants were satisfied with the workshop and particularly appreciated the videos and the PDFs. They reported sharing information with others and modifying attitudes (e.g., being more supportive) and daily routines (e.g., homework) to better support children with DCD.

Acknowledgements

The Edith Strauss Foundation at McGill University for their financial support
The AQED (Association Québécoise des Enfants Dyspraxiques): http://www.dyspraxie-aqed.ca/
The CRE http://www.centredereadaptationestrie.org/ & The IRDPQ http://www.irdpq.qc.ca/