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| Appendix. Pediatric Communication and Patient Handling Self-Efficacy Scale | | | | | | | | | | | | | | | | | | |
| **Pediatric Communication and Handling Self-Efficacy Scale**  The following items address your confidence in relation to your communication and patient handling abilities with the pediatric population. For each item, select the response that best reflects your level of confidence. **Please rate your confidence level in regards to the statements below** **based on what you believe you are capable of, as of this point in your education**. Rate your confidence from 0 – 10 using the scale given below, 0 = Not at all confident, 10 = Extremely confident. | | | | | | | | | | | | | | | | | | |
| **Level of Confidence Scale** | | | | | | | | | | | | | | | | | | |
| 0 | 1 | | 2 | | 3 | | 4 | | 5 | 6 | | 7 | | 8 | | 9 | | 10 | |
| Not at all confident | |  | | Mildly confident | |  | | Moderately confident | | |  | | Quite confident | |  | | Extremely confident | | |
|  | |  | |  | |  | |  | | |  | |  | |  | |  | | |
| **My ability to…** | | | |  | |  | |  | | |  | |  | |  | |  | | |
| 1. Communicate effectively with a nonverbal child | | | | | | | | | | | | | | | | |  | | |
| 1. Communicate effectively with a verbal child | | | | | | | | | | | | | | | | |  | | |
| 1. Communicate effectively with a child’s aid | | | | | | | | | | | | | | | | |  | | |
| 1. Communicate effectively with a child’s healthcare team | | | | | | | | | | | | | | | | |  | | |
| 1. Communicate effectively with a child’s family | | | | | | | | | | | | | | | | |  | | |
| 1. Develop a good rapport with a child | | | | | | | | | | | | | | | | |  | | |
| 1. Explain a new activity to a child | | | | | | | | | | | | | | | | |  | | |
| 1. Redirect a child to a specific task when needed | | | | | | | | | | | | | | | | |  | | |
| 1. Keep a child motivated throughout an activity session | | | | | | | | | | | | | | | | |  | | |
| 1. Keep a child engaged throughout an activity | | | | | | | | | | | | | | | | |  | | |
| 1. Develop a trusting relationship with a child | | | | | | | | | | | | | | | | |  | | |
| 1. Understand what a child needs based on his or her body language | | | | | | | | | | | | | | | | | | | |
| 1. Understand what a child needs based on his or her verbal communication | | | | | | | | | | | | | | | | | | | |
| 1. Respond appropriately based on feedback from a child | | | | | | | | | | | | | | | | |  | | |
| 1. Instruct a caregiver in a safe transfer of a child | | | | | | | | | | | | | | | | |  | | |
| 1. Explain a complicated therapeutic activity in simple terms for a child | | | | | | | | | | | | | | | | | | | |
| 1. Adjust style of communication according to a child’s age | | | | | | | | | | | | | | | | | | | |
| 1. Adjust style of communication according to a child’s cognitive ability | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **My ability to…** | | | | | | | | | | | | | | | | |  | | |
| 1. Safely perform a one-person transfer of a child in a wheelchair | | | | | | | | | | | | | | | | |  | | |
| 1. Safely perform a two-person transfer of a child in a wheelchair | | | | | | | | | | | | | | | | |  | | |
| 1. Position a child appropriately in a wheelchair | | | | | | | | | | | | | | | | |  | | |
| 1. Safely guard a child during a therapeutic activity to prevent an injury | | | | | | | | | | | | | | | | | | | |
| 1. Use “hands-on” techniques to facilitate a desired movement in a child | | | | | | | | | | | | | | | | | | | |
| 1. Use “hands-on” techniques to safely redirect a child | | | | | | | | | | | | | | | | |  | | |
| 1. Safely perform a sit to stand transfer with a child | | | | | | | | | | | | | | | | |  | | |
| 1. Use “hands-on” techniques to effectively calm a child | | | | | | | | | | | | | | | | |  | | |