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題目 (Title):

學校系統物理治療執業之全國性調查
(Nationwide Survey of School-Based Physical Therapy Practice)

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目的 (Purpose):

學校系統物理治療的執業受到「身心障礙者教育改進法」(The Individuals with Disabilities Education Improvement Act)及相關文獻影響。本研究調查治療師的實際執業方式，和文獻中建議的“理想”執業方式做比較，並探索這些治療師所認為的理想執業方式為何。

(The Individuals with Disabilities Education Improvement Act and related literature have implications for school-based physical therapy. This study examined therapists' reports of their actual practice, compared with literature-based recommendations for “ideal” practice, and explored their conceptions of ideal practice.)

方法 (Methods):

邀請學校系統物理治療師參加網路調查，並比較治療師報告的實際執業方式及他們認為的理想執業方式之異同。

(Participation in an online survey was requested of school-based physical therapists. Analysis of the results compared the therapists' reports of their actual practice with their views about ideal practice.)

結果 (Results):

共有 561 位治療師回覆，結果顯示他們的實際執業方式通常與文獻的建議一致。然而，治療師的實際執業卻和他們認為理想的執業方式有較差的一致性。這些治療師主要的服務方式是直接介入。百分之九十的治療師相信他們“充分地”滿足學生的需求。

(Among the 561 respondents, there was general agreement that actual practice was always or usually consistent with the literature. However, poor agreement was found between their reported actual practice and their opinions of ideal practice. The majority of service delivery was direct intervention. Ninety percent believed they were “adequately” meeting their students' needs.)

結論 (Conclusions):

學校系統治療師的實際執業方式通常符合文獻的建議但並不符合治療師心中的理想方式。

(Actual reported practice generally met literature descriptions of ideal practice but not to the extent the respondents thought ideal.)

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