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題目 (Title):

物理治療教育的兒童服務學習計畫

A Pediatric Service-Learning Program in Physical Therapy Education.

摘要中文翻譯**目的:**

本研究目的為描述臺灣的入門物理治療教育之兒童服務學習計畫。

重點:

因應臺灣地方社區的需要與提供物理治療學生對於身心障礙者之臨床前服務學習的經驗，於2012年發展出兩天的腦性麻痺兒童夏令營之服務學習計畫。迄今已有356位入門的物理治療學生參與計畫，共服務286位兒童以及他們的家庭。從部分參與學生的反思報告中辨識出具世界物理治療聯盟準則的重要專業特質，例如利他、同情與關懷、多元文化知能、個人與專業發展、專業義務、社會責任與實踐，以及團隊合作。

結論:

此兒童物理治療服務學習計畫的經驗似乎可以促進入門的物理治療學生之專業特質發展。

Original Abstract

PURPOSE:

The purpose of this report was to describe a pediatric service-learning program in entry-level physical therapy (PT) education in Taiwan.

KEY POINTS:

To meet the needs of the local community and provide preclinical service-learning experience to PT students with people with physical disability, a service-learning program of a 2-day camp for children with cerebral palsy (CP) was developed in 2012. To date, 356 entry-level PT students have participated in this program, serving 286 children and their families.

Important professional attributes, identified by the World Confederation for Physical Therapy guideline, such as altruism, compassion and caring, cultural competence, personal and professional development, professional duty, social responsibility and advocacy, and teamwork, were in the reflective reports of some of the PT students.

CONCLUSIONS:

The experiences provided by this pediatric PT service-learning program appear to have the potential to foster the development of professional attributes in entry-level PT students.

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