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題目 (Title):

兒科體驗學習後物理治療學生的自我效能覺知之改變

Changes in Perceived Self-efficacy of Physical Therapist Students Following a Pediatric Experiential Learning Opportunity.

摘要中文翻譯**目的：**

物理治療師必須能勝任治療各個生命階段的患者，從兒童到老年。增加在兒科的體驗學習 (experiential learning) 能讓學生有改善其溝通與病患處理的自我效能(self-efficacy) 的機會。本研究之目的是要探討在經過八週結構式且聚焦的兒科體驗學習之後，物理治療學生在溝通與病患處理的自我效能之變化。

方法：

三十二名物理治療學生在為期八週的兒科體驗學習前後完成兒童溝通與處理自我效能量表 (Pediatric Communication and Handling Self-Efficacy Scale)，使用成對樣本 t 檢定評估學生在溝通與病患處理的自我效能水平的變化。

結果：

在兒科體驗學習之後，學生自覺在溝通與病患處理技能自我效能水平有顯著改善。

結論：

本研究結果強化了將兒科體驗學習機會納入DPT課程的益處，是兒科教育的一種有效的學習策略。

Original Abstract

PURPOSE:

Physical therapists (PT) must be competent to treat patients across the lifespan, from pediatrics through geriatrics. Increasing the amount of experiential learning (EL) in pediatrics presents an opportunity for students to improve their self-efficacy in communication and patient handling. The purpose was to investigate changes in PT students' perceived self-efficacy in communication and patient handling following a structured and focused 8-week EL opportunity with a pediatric population.

METHODS:

Thirty-two PT students completed the Pediatric Communication and Handling Self-Efficacy Scale before and after an 8-week pediatric EL opportunity. A paired-samples t test was performed to assess changes in students' self-efficacy levels of communication and patient handling.

RESULTS:

Perceived self-efficacy levels significantly improved in regard to students' communication and patient handling skills following a pediatric EL opportunity.

CONCLUSIONS:

Our findings reinforce the benefits of incorporating pediatric EL opportunities into the DPT curriculum as an effective learning strategy in pediatric education.

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