

**原作者及出處 (Original):**

Kenyon, Lisa K.; Tovin, Melissa M.; Hellman, Madeleine  
Pediatric Physical Therapy. 24(2):183-191, Summer 2012.  
doi: 10.1097/PEP.0b013e31824d0e8a

**題目 (Title):**

臨床教師的觀感：兒童物理治療入門基礎課程內容應該要教導些什麼？  
(Clinical Instructors' Perspectives: What Should We Be Teaching in Pediatrics?)

**翻譯者 (Translator):**

劉文瑜 (Wen-Yu Liu, PT, PhD)  
長庚大學物理治療學系復健科學碩士班暨博士班 助理教授 桃園 台灣  
(Assistant Professor, Department of Physical Therapy, Graduate Institute of  
Rehabilitation Science, College of Medicine, Chang Gung University, Tao-Yuan,  
Taiwan)

**校閱者 (Reviewer):**

黃靄雯 (Ai-Wen Hwang)  
長庚大學 早期療育研究所 助理教授 桃園 台灣  
(Assistant Professor, Graduate Institute of Early Intervention, Chang Gung University,  
Tao-Yuan, Taiwan)

**目的 (Purpose):**

這個研究就臨床教師的觀感來探討哪些兒童物理治療課程內容應該被納入物理治療師的入門基礎教育。  
(This study explored clinical instructors' perspectives regarding specific aspects of pediatric content that should be included in the curricula of entry-level physical therapist education programs.)

**方法 (Methods):**

應用混合連續探索方法研究在兩個族群參與者上進行本研究。單純參與問卷調查組共有 278 位受試者完成網路上不具名的問卷調查。混合資料組包含 9 位立意取向的參與者，完成網路問卷調查並且參加一對一的質性訪談用以探討他們對問卷的反應。  
(This mixed methods sequential explanatory study was conducted using 2 groups of participants. The survey-only group consisted of 278 participants who anonymously completed a Web-based survey. The mixed-data group consisted of 9 purposively selected participants who completed the Web-based survey and participated in a

one-on-one qualitative interview that explored their survey responses.)

**結果 (Results):**

受試者提出有關於兒童物理治療入門基礎課程的深度與廣度之建議。同時也發展一個圖示來描繪參與者對於兒童物理治療入門基礎課程內容應如何架構之觀感。

(Participants provided recommendations pertaining to the depth and breadth of pediatric content in entry-level curricula. A diagram was created to depict the participants' perspectives on how pediatric content in the entry-level curricula should be structured.)

**結論(Conclusions):**

臨床教師針提供可以導引兒童物理治療基礎入門課程內容的有價值的見解。此研究結果也許有助於物理治療學系老師們協助學生準備迎接基礎兒童物理治療臨床執業。

(Clinical instructors offer valuable insights that can be used to guide entry-level curricular content in pediatrics. The results of this study may assist physical therapist faculty in preparing students for entry-level practice in pediatrics.)