

原作者及出處 (Original):

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Summer 2015 - Volume 27 - Issue 2 - p 161–169
doi: 10.1097/PEP.000000000000127

題目 (Title):

提供以學校為場域的物理治療服務：當前執業模式調查
(Provision of School-Based Physical Therapy Services: A Survey of Current Practice Patterns)

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目的 (Purpose):

比較目前學校系統物理治療執業模式與文獻建議之“最佳執業”模式。其他分析變項有：融合障礙因子、執業年資、與偏鄉地區的影響。

(To compare current patterns of school system practice with “best practice” recommendations in the literature. Additional variables examined were the effects of perceived barriers to inclusion, years of practice, and rural location.)

方法/受試者 (Methods/Subjects):

研究人員發展出調查問卷，並將問卷連結以電子郵件形式寄給美國物理治療學會小兒學組中學校系統特殊興趣小組之成員，以及研究人員個人接觸之治療師。
(A survey was developed, and a link was e-mailed to members of the APTA's Section on Pediatrics members of the School-Based Special Interest Group, and to personal contacts of the researchers.)

結果 (Results):

共有 226 位臨床工作者回答超過 50% 調查問題。受訪者們回答有執行融合模式且認為整合式/融合的執業模式是有益的，但“抽離式個別治療”使用率仍然很高。在使用標準測驗上仍有歧異，對於融合/整合式服務的臨床定義也不一致。
(A total of 226 clinicians responded to more than 50% of survey questions. Respondents reported they practiced inclusively and integrated/inclusive practice patterns were beneficial, yet a high incidence of “private therapy room” use was reported. Wide variability was noted in use of standardized assessments as well as inconsistencies in clinician definition of inclusive/integrated services.)

結論 (Conclusions):

需進一步研究有關助理員/教師培訓；臨床工作者對於“融合”的了解；以及執業模式與臨床經驗年資，偏鄉與城市/郊區地區；和抽離式個別治療的使用情況。
(Further research is needed to examine aide/teacher training; clinicians' understanding of “inclusion”; as well as practice patterns versus years of experience, rural versus urban/suburban districts; and private therapy room use.)

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