

**Knowledge, Skills, and Abilities
(KSA Areas)
in the Field of
Pediatric Occupational Therapy:
A Framework for Continuing Education
and Development**

Edition One, December 2015

**作业治疗领域的知识、技能与能力
持续教育与学习架构**

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Table of Contents

目录

1. Introduction.....	1
简介.....	1
2. Steps For Using The Framework.....	3
运用本架构的步骤.....	3
3. Foundational Knowledge, Skills and Abilities (KSA Areas).....	5
基本 (KSA 领域).....	5
4. Knowledge, Skills, and Abilities (KSA Areas) for Professional Development in the Field of Pediatric Occupational Therapy.....	6
儿科作业治疗领域发展的知识、技巧与能力(KSA 领域).....	6
1). The Pediatric Occupational Therapy Evaluation.....	7
儿科作业治疗的评价.....	7
2). Assessment Tools.....	12
评估工具.....	12
3). Knowledge, Evaluations, and Interventions Specific to Diagnosis and Condition.....	16
针对诊断和表现的知识、评价和干预.....	16
4). Essential Components for Providing Quality Care.....	18
提供优质护理的重要组成部分.....	18
5. KSA Individualized Continuing Education Plan.....	22
KSA 个人持续教育计划.....	22
1). Reflection Questions.....	22
反思问题.....	22
2). Short-Term Goals.....	24
短期目标.....	24
3). Long Term Goals.....	25
长期目标.....	25
4). KSA Individualized Continuing Education Plan: Explanation of Terms.....	26
KSA 个人持续教育计划：术语解释.....	26
5). Levels of Learning.....	26
学习等级.....	26
6). Learning Options.....	27
学习选项.....	27
6. KSA Record of Learning.....	29
KSA 学习记录.....	29
7. Resources, References, and Acknowledgements.....	30
资源、参考文献与致谢.....	30
8. Complementary Resources.....	32
补充资源.....	32
1). Glossary.....	32
词汇表.....	32
2). KSA Area Analysis.....	33
KSA 领域分析.....	33

Introduction

简介

This framework is comprised of the knowledge, skills, and abilities (KS areas) necessary for work in the field of pediatric occupational therapy. KSA areas are typically defined as the capabilities and attributes required to perform a specific job (Business Dictionary, 2015). KSA areas encompass proficiencies within the cognitive, psychomotor, and affective domains of learning (Business Dictionary, 2015). The goal of this framework is to provide individuals in the People's Republic of China (China) who work in the area of pediatric occupational therapy with a framework of the specific KSA areas required to provide pediatric care at the level of the international standard. Please read this short introduction in its entirety prior to using the documents that comprise the KSA Framework.

本架构由知识、技巧、能力 (KSA 领域) 等儿科作业治疗师在工作领域里必要的的能力所组成。KSA 一般而言定义为执行一个特定工作所需的能力及属性 (商业词汇, 2015)。该领域包含学习的认知、精神运动及情感领域。本架构的目标, 是提供中国的儿科作业治疗师根据国际标准获取相对应的 KSA 技能。请在运用这份文件之前, 先阅读以下简介。

The World Federation of Occupational Therapists (2008) identifies the need for established competencies in order to “develop and promote a standard of excellence in occupational therapy” (p. 5). The federation outlined a framework for member countries to reference when developing guidelines for occupational therapy practice. This framework identifies entry-level competencies, education, and continuing professional development as essential components of professional occupational therapy practice. The KSA competency areas include these three domains in a more specific framework that can be applied to pediatric occupational therapy in China. Continuing to develop and build on the KSA competency areas are necessary for the work in the field of pediatric occupational therapy as an essential aspect of providing quality care for children. This KSA Framework is intended to serve as a guide for on-going continuing education and development for all individuals who work in the field of pediatric occupational therapy, regardless of their level of education. This framework can be used by learners to guide self-directed learning, with and without the support of an identified supervisor or mentor. Managers who supervise individuals working in the area of pediatric occupational therapy may use the KSA Framework to help guide and direct continuing professional development for staff that work in the area of pediatric occupational therapy. In addition, the KSA Framework can be used by educators to guide the instruction of learners preparing to enter the field of pediatric occupational therapy.

世界职业治疗师联合会(2008)指出“发展与促进作业治疗的最佳标准”包含哪些能力。会中也指出成员国在发展作业治疗指导原则的架构。本架构指出入门级的能力、教育及持续性的专业发展, 是作为专业的作业治疗师的必要项目。KSA 能力领域包含这三个次领域, 以更明确的定义出可用于中国儿科作业治疗的框架。持续发展与建立 KSA 能力领域, 是提供儿童有品质作业治疗医疗服务所必须。本 KSA 架构可作为一个引导方针, 以帮助所有在儿科作业治疗领域工作者, 无论他们的教育水平, 都能够持续教育及发展。本架构也能帮助自学者, 无论他是否有督导从旁协助。儿科作业治疗的管理者, 也能运用 KSA 架构帮助他们的职员持续进行专业上的发展。此外, KSA 架构也能用提供教育者引导学生, 以帮助他们进入儿科作业治疗的领域。

The KSA Framework was developed to reflect the international standard of practice and recent Chinese governmental decisions supporting the individual professional identities and scopes of practice of occupational therapists, physical therapists, and speech-language pathologists. Therefore, the KSA Framework outlined in the

Pediatric Occupational Therapy KSA Framework

accompanying documents consists solely of the KSA areas necessary for work in the field of pediatric occupational therapy.

KSA 架构的发展，是为了将国际标准及最新的中国政府决策，用于帮助个人专业者包含作业治疗师、物理治疗师、言语-语言治疗师。因此，KSA 架构的所附文件完全是为了在儿科作业治疗领域工作者而建立。

Although the framework may be used individually to direct personal development in the field of pediatric occupational therapy, learning may be enhanced if an individual collaborates with a mentor who has experience in the field. Such mentorship may occur either in person or via telecommunication.

即使本架构可能被直接用于个人的儿科作业治疗发展，如果有富有经验的指导员带领，将可获得更佳的学习效果。这样的指导-学生关系，可以透过当面进行，也可以透过远端指导。

Please recognize that this framework is a work in progress. It may be reviewed and modified periodically. For example, additional component analyses of specific KSA areas are currently being updated and will be released with updates. Always use the most current edition of the framework.

请认识到这份架构仍在完善中。每隔一段时间都可能重新检讨或修正。例如：对特定 KSA 领域的分析附件可能会更新。请随时使用最新版本的 KSA 架构。

Contact Olivia's Place at training@lih-oliviasplace.com to obtain the most current edition.

Olivia's Place Pediatric Therapy Center also provides teaching, learning opportunities, and mentoring relevant to the KSA areas identified in this framework.

请和 training@lih-oliviasplace.com 联系，以取得最新的 KSA 架构版本。长和大蕴之家也提供指导、学习机会，以及 KSA 架构领域有关的督导。

Steps For Using The Framework

运用本架构的步骤

The following steps outline the intended use of the KSA Framework

NOTE: Individuals using the KSA Framework to direct their personal development will be referred to as learners throughout the KSA Framework. All documents in the KSA Framework are formatted as forms which contain text boxes that can be completed electronically.

请参考以下的步骤象用 KSA 架构

注：运用 KSA 架构的个人学习者，将在以下的架构中被列为“个人”。所有的 KSA 架构文件中的文字格，都能以电子化方式填写。

1. To ensure understanding of the international standard of care and foundational key concepts, learners should first demonstrate a comprehensive theoretical understanding of the KSA areas listed on page 5, termed “Foundational Knowledge, Skills, and Abilities (KSA Areas)”.
为了确保学生能了解国际标准及基本的概念，学生应该先展现出对第 5 页的“基本知识、技巧及能力”的 KSA 理论的理解。
2. The learner reviews the comprehensive list of KSA areas starting on page 6. The learner identifies the relevant KSA areas for the specific pediatric population and setting where the learner works.
学生回顾第 6 页的 KSA 领域列表，并指出学生属于哪个特定的儿科或是工作场合，以及对应的 KSA 领域。
3. The identified KSA areas are transferred to the Individualized Continuing Education Plan.
所识别出的 KSA 领域，将会成为个人持续教育计画。
4. The learner completes the Reflections Questions with or without a mentor in order to better understand his/her personal goals for the continuing education.
无论是否有指导员协助，学生完成了反思问题将能帮助他/她明确知道持续教育的目标。
5. Using the documents included in the Individualized Continuing Education plan, the learner identifies short term and long term goals for up to four KSA areas at one time. If available, a mentor assists the learner in establishing goals. KSA Area Analyses, which identify the basic capabilities and attributes that must be understood to optimally perform in a KSA area, can be used to develop the continuing education plan. A sample draft of a KSA Area Analysis is included on page 24.
使用个人持续学习计画里的文件，学生将识别自己的短期与长期目标，一次最多包含 4 个 KSA 领域。如果可行，指导员将协助学生建立目标。KSA 领域分析将指出必须了解的最基本的能力及属性，以在 KSA 领域最好的展现，这也能用于持续教育计画的发展。请参考第 24 页的范例。
6. The learner self-assesses his/her current level of learning and his/her desired level of learning for each identified goal. The levels of learning are explained in detail on page 26. If available, the learner’s mentor also assesses the learner’s capabilities and performance in each identified KSA area and goal.
在每个识别的目标中，学生都可以自我评估学习的成效等级。各个成效等级的描述请见 26 页。如果可行的话，学生的指导员也能评估学生在每个领域的能力及表现。

Pediatric Occupational Therapy KSA Framework

7. The learner records the specific learning options that will be used to achieve each goal. These are described in detail on page 27. Each goal should include multiple avenues of learning, including one-to-one mentorships, guided clinical experiences, discussions, reading of literature, learning modules, etc. If available, the learner's mentor assists the learner to identify appropriate learning options.
学生记录要达成每个学习目标的特定学习选项。细节请见第 27 页。每个目标都应包含多途径的学习，包含 1 对 1 指导、指导下的临床经验、讨论、文献阅读、学习模块等。如果可行的话，学生的指导员也能帮助学生指出适当的学习选项。
8. The learner uses the Individualized Continuing Education Plan to periodically reassess his/her progress and goals and make changes to the plan as needed.
学生运用个人持续教育计划能不断增进自己对所设定目标的进展，需要时也能修改自己的目标。
9. The learner continuously records his/her learning efforts, progress, learning experiences, and current level of learning in relation to individual KSA areas on the KSA Record of Learning. This serves to provide an ongoing record of a learner's development in the field of pediatric occupational therapy. The above steps are repeated for additional KSA areas as needed.
学生能在 KSA 学习记录上持续记录他/她的学习努力、进展、学习经验及目前在每个 KSA 领域的学习等级。这能帮助学生记录自己在作业治疗领域上的发展。若需要额外的 KSA 领域，以上的步骤应持续进行。

For information and training in the use of the KSA Framework, contact training@lih-oliviasplace.com.

若您需要通多 KSA 架构有关的资讯或培训，请联系 training@lih-oliviasplace.com.

Foundational Knowledge, Skills and Abilities

(KSA Areas)

基本知识、技能及能力 (KSA 领域)

To ensure understanding of the international standard of care and foundational key concepts, learners demonstrate a comprehensive theoretical understanding in the following areas prior to completing additional KSA areas:

为了确保学生能了解国际标准及基本的概念，在完成额外的 KSA 领域之前，学生应该先展现出对以下领域的理解。

- Professional development and lifelong learning
专业发展与终生学习
- Stages of learning and the role of self evaluation and reflection
学习的各个阶段，以及自我评价及反思的角色
- Patient management model including components of examination, plan of care, and intervention
病患管理模式包含检验、照护规划及介入
- Clinical reasoning and its role in the field of occupational therapy
职业治疗领域的临床推理及角色
- General concepts regarding the development and use of standardized tests and measures
关于发展及标准化测试的基本概念
- Typical childhood development
典型儿童发展
- Use of the International Classification of Functioning, Disability, and Health [ICF] (WHO, 2001)
在机能、残疾与健康[ICF]上使用国际分类法 (WHO, 2001)
- Current theory and models relevant for occupational therapy practice including sensory integration; person, environment, occupation and performance (PEOP); Model of Human Occupation (MOHO); motor learning/motor control; child developmental theories; cognitive behavioral theories; biomechanical and compensatory models.
目前和作业治疗有关的理论及模型，包含感觉统合;个人、环境、职业与表现(PEOP);人类职能模式;动作学习/动作控制;儿童发展理论;认知行为理论;生物力学与补偿模型。

Knowledge, Skills, and Abilities (KSA Areas) for Professional Development in the Field of Pediatric Occupational Therapy

儿科作业治疗领域发展的知识、技巧与能力(KSA 领域)

This is a master list of the KSA areas necessary for professional development in the field of pediatric occupational therapy. The purpose of this list is to allow a learner to identify relevant learning areas to be included in the Individualized Continuing Education Plan.

这是治疗师所需能力的一个总清单，治疗师可以通过一个正式的培训计划获得这些能力。在我们临床工作人员的帮助下，总清单旨在为您的机构确定治疗师所应精通的相关主题。这个清单中的每个能力项目都与更大的学习目标相关。从清单中选择主题后，就可以制定一个正式的教育计划。

Note for guidance: If the title of the KSA area is underlined, then all KSA elements must be included in the Individualized Continuing Education Plan to ensure comprehensive understanding. If the title is not underlined, then KSA elements can be selected individually based on the learner's needs.

如果能力的标题有下划线，那么培训包中就必须包括所有的子能力。如果标题没有下划线，那么可以根据个体需要选择子能力。

Example:

- KSA area
 - KSA element (must be included in Individualized Continuing Education Plan)
KSA 要素(须包含于个人持续教育计划)
 - Components required for completion of KSA element and KSA area
(完成能力所需的组成部份，以及列入评价表)
- KSA area
 - KSA element (may or may not be included Individualized Continuing Education Plan)
KSA 要素(可能需要，也可能不需包含于个人持续教育计划)
 - Components required for completion of KSA element
(完成能力所需的组成部分，但没有列入评价表)

The Pediatric Occupational Therapy Evaluation

儿科作业治疗的评价

Definitions:

定义

Occupational Profile — the first step in gathering information needed in the evaluation process including the areas of play, school/learning, self-care, socialization, transition, and sleep/rest. This step includes information from the child &/or child's parents/caregivers. Information is also gathered about parent/caregiver concerns or most important areas of family need.

作业简况-评价的第一步，在游戏、学校/学习、自理、社交和睡觉领域收集评价所需的信息。包括来自儿童或儿童父母/照顾者的信息。收集的信息也包括父母关注的问题或需要的最重要的领域。

Analysis of Occupational Performance — the second step in evaluation where the therapist observes the child, the caregiver and specifically identifies the problem in the child's developmental skills. The occupational therapist identifies problems with movement, sensory/information processing, emotional regulation, cognition, communication, self-care and social/inter-personal skills. The therapist observes the child in different contexts/environments (including but not limited to home, clinic, school, daycare) to identify any features of the environment, which are preventing the child from participating in play, school/learning, self-care activities, socialization, transition, or sleep/rest. The therapist observes the activity demands including properties of objects used, body functions and skills required, spatial/temporal requirements, and sequencing.

作业活动的分析-评价的第二步，治疗师观察儿童并明确问题。作业治疗师识别运动、感觉处理、情绪调节、认知、沟通和社会技能方面的问题。作业治疗师在不同的环境（家庭、学校、医院、日托）中观察儿童，识别妨碍儿童参与游戏、学校/学习、自理活动、社交或睡觉的任何环境特征。治疗师观察活动需求，包括使用物体的属性、所需的身体功能、空间的要求和排序。

- **Plans for a pediatric occupational therapy evaluation:** Demonstrates the ability to perform the following specific to the child's age in the occupations of play, school/learning, self-care, socialization, transition and sleep/rest.

规划儿科评价：证明具备完成下列针对儿童年龄的游戏、学校/学习、自理、社交和睡觉的能力

- Identify typical child development in the areas of play, school/learning, self-care, socialization, and sleep/rest
识别儿童在游戏、学校/学习、自理、社交和睡觉领域的典型发育。
- Attain information from additional team members and health care professionals
- Complete an occupational and medical history (See full KSA area if applicable)
完成作业和医疗史（如果适用，参看完整能力）
- Identify the child's areas of strengths and needs as they relate to play, school/learning, self-care, socialization, transition and sleep/rest. Determine specific questions to ask family/caregivers
识别儿童在游戏、学校/学习、自理、社交和睡觉领域的优势和需求。确定询问家属的具体问题
- Collaborate with the family to determine areas of strength and need, concerns and their goals
与家属合作以确定优势和需求、关注点以及目标领域
- Hypothesize goals and objectives

假设目标和目的

- Identify appropriate evaluation methods and tools to measure functioning in areas of play, school/learning, self-care, socialization, transition and sleep/rest.

识别游戏、学校/学习、自理、社交和睡觉领域的合适的评价方法和工具

Within each area identified below, the therapist will evaluate movement, sensory processing, emotional regulation, cognition, communication, self-care and social/inter-personal skills.

在下列每个领域中，作业治疗师将会评价运动、感觉处理、情绪调节、认知、沟通和社会技能

Self-Care Activities 自理活动

- Self-help during activities of daily living 每日生活中的自助活动
- Dressing 更衣
- Bathing 沐浴
- Grooming 修饰
- Feeding/eating 进食
- Toileting 如厕

Sleep/Rest 睡觉/休息

- Identifying the need for sleep/rest 识别休息的需求
 - Reducing movement when needed to restore energy
- 当需要恢复精力时，减少运动
- Participating in routines that prepare for transitions of sleep/rest, grooming, saying goodnight, preparing the sleep area 准备睡觉的常规，修饰，说晚安，准备睡觉区域

School/Learning 学校/学习

- Participate in learning activities at school or home or in community 在学校或家中参加学习活动
- Explores environment, objects, toys to learn 探索环境、对象、玩具来学习
- Participate in after school learning activities, such as sports teams, dance class, camps, etc. 参与非正式教育，例如运动队、舞蹈班、露营等

Play/Leisure 游戏/休闲

- Play/Leisure exploration, pretend plays, practices, constructs, etc. 游戏/休息的探索，实践，建造，等
- Play/Leisure participation, plays with others, gathers materials for play and uses appropriately 游戏/休息的参与，与其他人一起玩，收集游戏材料并正确使用

Social Participation 社会参与

- Community engagements and/or services 社区
- Family gatherings and events 家庭
- Peer/friend interactions 同辈/朋友

- Performs a pediatric occupational therapy evaluation: Demonstrates ability to obtain data through the evaluation process using appropriate assessment tools for the following:

进行儿科评价： 证明在评价过程中使用适当的评价工具获取下列信息的能力：

- Child and family interview/history
个案和家属的面谈
- Observes participation in occupations including play, school/learning, self-care, socialization, transition and sleep/rest.
观察作业活动的参与，包括游戏、学校/学习、自理、社交和睡觉
- Chooses appropriate assessment tool to test the items below as needed: 根据需要，选择适当的评价工具来测试下列内容：
- Cognitive Development 认知的发育
 - Memory, attention, problem solving, sequencing, organizational skills 记忆力，注意力，解决问题的能力，组织能力
- Motor Skill Development 运动技能的发育
 - Fine motor coordination, tool/utensil use (crayons, scissors, spoon, etc), bilateral upper extremity use, core strength, posture, upper extremity strength/range/tone 工具/器具的使用（蜡笔、剪刀、勺子等），双上肢的使用，核心力量，姿势，上肢力量/活动范围/肌张力
- Oral Motor Development 口腔运动的发育
 - Suck, swallow, breathe patterns, biting, chewing, textures tolerated, self-feeding (motor, cognition, social skills), sensory processing related to feeding/eating 吮吸，吞咽，呼吸模式，咬，咀嚼，可接受的材质，自我喂食（运动、认知、社交技能）
- Visual Development (perception & motor control) 视觉的发育（知觉和运动控制）
 - Tracking/pursuit, fixation/search, body awareness, hand/eye coordination, convergence/divergence, binocular vision 追踪/追求，固定/搜索，身体意识，手眼协调，双目视觉
 - Discrimination, memory, spatial relationships, figure-ground, closure, form constancy, motor speed 辨别，记忆，空间关系，图形-背景，闭合，形式恒定，运动速度
- Sensory Integration
 - Sensory Development 感觉的发育
 - Vision, touch, hearing, smell, taste, proprioception (joints & muscles telling where you are in space), and vestibular skills (inner ear, detecting movement, balance & coordination) 视觉，触觉，听觉，嗅觉，味觉，本体感觉（关节和肌肉告诉你在空间中所处的位置），以及前庭技能（内耳，检测运动）
 - Sensory Modulation (under or over-reacting to stimulation)
 - Registration, sensory seeking, tactile defensiveness, gravitational insecurity, emotional regulation (ability to calm self) 感觉调制（对刺激反应不够或反应过度），登记，寻找感觉，触觉防御，重力不安全感，情绪调节（自我冷静的能力）
 - Sensory Discrimination 感觉辨别

Pediatric Occupational Therapy KSA Framework

- Praxis/Motor Control
 - Ideation, conceptualization, planning and executing a motor movement
实践，概念化，规划和执行运动
- Socialization/Inter-personal Skills 社交
 - Uses non-verbal and verbal communication skills to interact with others 使用非语言和语言交流
 - Use of appropriate greetings/gestures 使用适当的问候
 - The ability and willingness to initiate activities with peers and others
与同辈和其他人发起活动的能力和意愿
 - Willingness to join an activity with peers and others 与同辈和其他人一起参与活动的意愿
 - The use of an appropriate amount of assertiveness to communicate needs, desires, beliefs and ideas 使用适量的自信来沟通需要、欲望、信念和想法
 - Resolving conflict and accept conflict resolution appropriately 恰当地解决冲突和接受冲突
 - Uses negotiation and compromise appropriately as tools to achieve a desired goal and resolve conflict 恰当地使用协商与和解来实现期望的目标并解决冲突
 - Appropriate use of coping mechanism and anger management strategies
 - Understands non-verbal signals from others, body language, facial expressions, etc. 理解其他人的非语言信号，肢体语言，面部表情等
 - Participates appropriately in group situations, being neither too passive or aggressive 适当地参与小组活动，既不能太被动，也不能有攻击性
 - Aware of the personal space of others 意识到其他人的个人空间

- Evaluate and interpret assessment findings and determine plan of care: Demonstrate the ability to use information gained in the evaluation to make the following conclusions and decisions:

解释评价信息并确定护理计划：证明使用评价中获得的信息以做出以下结论和决定的能力：

- Child's strengths
儿童的优点
- Child and caregiver's needs
儿童的需求
- How the needs impact function, activity domains/limitations, and age appropriate activities
这些需求如何影响功能、活动受限和年龄适当的活动
- Risk for the development of additional problem areas and methods of prevention
发生额外问题领域的风险和预防的方法
- Important changes upcoming for the child and their influence on function
儿童即将面临的重要变化和它们对功能的影响
- Anticipated level of function at 1 year and 5 years from present

从现在起预期的 1 年和 5 年的功能水平

- **What needs to be done now to maximize future functional occupational performance and independence**
现在需要做什么来最大限度地提高未来的功能性作业活动和独立性
- **Factors impacting activity participation, including social/cultural contexts**
影响活动的因素
- **Occupational therapy prognosis and the limiting problem area**
作业治疗的预后和限制的问题领域
- **Needed referrals to other practitioners**
需要转诊给其他从业人员
- **Determine need for occupational therapy services, including frequency and duration; provide rationale for decision**
治疗服务所需要的频率和持续时间
- **Child's need related to wellness and prevention**
儿童健康和预防相关的需求
- **Documenting long term goals and short term objectives using the SMART format**
长期短期目标/目的
- **Specific occupational therapy interventions**
特定的作业治疗干预
- **Proposed frequency and duration of therapy services**
- **Anticipated dates for re-evaluation and re-administration of outcome measures**
再评价的预期日期
- **Predicted plans for discharge**
预测的出院计划

Assessment Tools

评估工具

Prior to selecting the following KSA areas to include in the Individualized Continuing Education Plan, learners should have a comprehensive theoretical understanding of the foundational KSA area “General concepts regarding the development and use of standardized tests and measures.” The learner will be required to demonstrate theoretical understanding and effective administration and interpretation of selected tools 对于每个评价工具，学习者需要证明理论认识、有效管理和解释的能力

The measures in **bold** represent the tools that are available in Mandarin Chinese. Their psychometric properties may not be available at this point.

- Activities Scale for Kids (ASK) (ADL's) 儿童活动量表 (ASK) (日常生活活动)
- Ages & Stages Questionnaires (Bricker & Squires, 2009)
- Alberta Infant Motor Scale (AIMS) (Piper & Darrah, 1994)
- Bayley Scales of Infant and Toddler Development, 3rd Ed. (Bayley, 2005) Bayley 婴幼儿发育量表
- Beery-Buktenica Developmental Test of Visual-Motor Integration, 6th Ed. (Beery VMI; Beery, Buktenica & Beery, 2010) Beery 视觉运动整合发育测试 (Beery VMI)
- Bruininks-Oseretsky Test of Motor Development (BOT-2; Bruininks & Bruininks, 2005) Bruininks-Oseretsky 运动发育测试 (BOT-2)
- Canadian Occupational Performance Measure, 4th Ed. (COPM; Law, Baptiste, McColl, Carswell, Polatajko & Pollock, 2005) (for parents and caregivers) 加拿大作业活动测量 (COPM) (针对父母和照顾者)
- Child Occupational Self-Assessment (COSA; Keller, Kafkas, Basu, Federico & Kielhofner, 2005)
- Childhood Autism Rating Scale, 2nd Ed. (CARS™-2; Schopler & Bourgondien, 2010)
- Children's Assessment of Participation and Enjoyment (CAPE; King, Law, King, Hurley, Rosenbaum, Hanna, Kertoy & Young, 2004)
- Denver Developmental Screening Test, Revised (Denver II; Frankenburg, Dodds & Archer, 1996) Denver II 评价
- Developmental Test of Visual Perception, 2nd Ed. (DTVP-2; Hammill, Pearson & Voress, 1993)
- Developmental Test of Visual Perception, Adolescent & Adult (Reynolds, Pearson & Voress, 2002)
- Evaluation Tool of Children's Handwriting (ETCH; Amundson, 1995)
- Functional Independence Measure for Children (WeeFIM; Hamilton & Granger, 1991) 儿童功能独立性评定量表
- **Griffiths Mental Development Scales**
- Gross Motor Function Measure, Revised (GMFM; Russell, Rosenbaum, Avery & Lane, 2002)
- Hawaii Early Learning Profile, Revised (HELP; Furuno, O'Reilly, Hosaka, Zeisloft & Allman, 2004) Hawaii 早期学习简况 (HELP)
- Knox Preschool Play Scale, Revised (Knox, 2008)
- Modified Checklist for Autism in Toddlers (M-CHAT) 幼儿自闭症改良清单
- Motor-Free Visual Perception Test (MVPT-3; Colarusso & Hammill, 2002) 视知觉技能的运动自由测试
- Miller Function & Participation Scales (Miller, 2006)
- Occupational Therapy Psychosocial Assessment of Learning (OT PAL; Townsend, Carey, Hollins, Helfrich, Blondis, Hoffman, Collins, Knudson & Blackwell, 2001)
- **Peabody Developmental Motor Scales, 2nd Ed.** (PDMS-2; Folio & Fewell, 2000) Peabody 运动发育量表
- Pediatric Activity Card Sort (PACS) (play) 儿童活动卡片分类 (PACS) (游戏)
- **Pediatric Evaluation of Disability Inventory** (PEDI; Haley, Coster, Ludlow, Haltianger & Andrellos, 1992)

残疾目录的儿科评价 (PEDI)

- Pediatric Volitional Questionnaire (QVA 2.1; Basu, Kafkas, Schatz, Kiraly & Kielfhofner, 2008)
- School Function Assessment (SFA; Coster, Deeney, Haltiwanger & Haley, 1998)
- School Assessment of Motor and Process Skills (School AMPS; Fisher, Bryze, Hume & Griswold, 2005)
- Screening Tool for Autism in Toddlers and Young Children (STAT) 幼儿自闭症筛查工具 (STAT)
- Sensory Integration and Praxis Test (SIPT; Ayres, 1989)
- **Sensory Processing Measures** – including Home Form (Parham & Ecker, 2007), School Form (Miller-Kuhaneck, Henry & Glennon, 2007) 感觉统合量表
- Sensory Profiles - including Infant/Toddler (Dunn, 2002), School Aged (1999), Adolescent/Adult (Brown & Dunn, 2002), and School Companion 感觉统合量表
- The Short Child Occupational Profile (SCOPE 2.2; Bowyer, Ross, Schwartz, Kielfhofner & Kramer, 2008)
- Test of Playfulness (ToP; Bundy, 1997; Skard & Bundy, 2008)
- The Dynamic Occupational Therapy Cognitive Assessment for Children (DOTCA-Ch) 儿童动态作业治疗认知评估 (DOTCA-Ch)
- The Print Tool (Handwriting without Tears) 儿童书写评价
- Test of Visual Motor Skills, Revised (TVMS-R; Gardner, 1995)
- Test of Visual Motor Skills, Upper Level (TVMS-UL; Gardner, 1992)
- Test of Visual-Perceptual Skills, Non-Motor (TVPS-3; Martin, 2006)
- Test of Visual Perceptual Skills, 3rd Edition (TVPS-3) 视知觉技能测试, 第3版

Please note this list of assessment tools is not inclusive. Consider additional assessments as appropriate to assist evaluation of the client's function

请注意本清单的测验工具并非相容的。考虑使用额外的测验，以适当的协助评估孩子的能力。

- Plans an occupational therapy intervention session: Demonstrates the ability to make the following conclusions and decisions to plan for intervention sessions:
规划作业治疗的干预：证明为规划干预而做出以下结论和决定的能力：
 - Additional services and activities that are indicated for this child (daycare, school therapy, physicians/pediatricians, etc.)
针对这个儿童的其他服务和活动（日托、学校治疗、专业医师等）
 - Basic safety issues or precautions
基本的安全问题或预防措施
 - How the child's strengths can be used to assist in achieving goals
如何运用儿童的优点来帮助实现目标
 - How the environment can be set up to optimize occupational performance
如何设置环境以优化作业活动
 - Task analysis, modifications, recommendations of assistive devices/adaptive equipment to facilitate playfulness and participation
任务修改、适配仪器建议以易化参与
 - How to motivate a child through age and skill appropriate activities
如何通过适当年龄和技能的活动来激励儿童
 - Specific child and family centered meaningful play strategies to be used
使用具体的以个案和家属为中心的有意义的游戏策略
 - What skills related to participation in ADLs, IADLs, play/leisure, education, work, and social participation should be encouraged during sessions
干预时，应该鼓励什么技能以参与日常生活活动、工具性日常生活活动、游

- 戏/休闲、教育、工作、社会参与
 - What behaviors, movement patterns, routines and social-emotional domains during ADL's, IADLs, play/leisure, education, work, and social participation should be discouraged during interventions
干预时，应该在参与日常生活活动、工具性日常生活活动、游戏/休闲、教育、工作、社会参与时劝阻什么行为、运动模式和常规
 - Which intervention strategies will best target the problem areas (the impairment that has the greatest impact on daily functioning and participation)
哪一个干预最好地针对速率限制的作业治疗的问题领域（影响功能的最主要的损伤）
 - Specific child/family/caregiver education needs
儿童/家属/照顾者的特定的教育需求
 - Strategies that will be best to help generalize skills practiced in intervention
帮助推广治疗中所练习的技巧的最佳策略
 - Methods to alter level of challenge and assistance
改变挑战水平的方法
 - Feedback provided to the child/family/caregiver
向个案提供的反馈
 - Components of the plan of care that should be delegated to team members
计划的组成需分派给其他的团队成员
 - Write a measurable and functional goal following SMART format
写一个可衡量的功能性目标
 - Task and environmental demands
任务和环境需求
 - The components of the task which are missing from the child's ability
儿童能力缺失的任务的组成部分
 - Critically reflect following an intervention session
干预后进行批判性反思
 - Evaluate effectiveness of intervention session
干预的效果
 - Identify child's progress towards established goals
儿童朝着既定目标的进步
 - Modify and adjust the plan of care as appropriate
护理计划中应做出的任何改变
- **Intervention procedures:** Demonstrates the ability to perform the following in order to maintain child's safety and maximize effect of intervention
干预的程序：证明完成下列内容以维护个案安全和最大化干预的能力
- Obtain informed consent from parent and/or child as appropriate
获得知情同意
 - Selection of equipment for intervention purpose
设备的选择
 - Prepare intervention area
准备治疗区域
 - Infection control procedures
感染控制程序
 - Effectively use motivational strategies

- 有效使用动机策略
 - **Child monitoring regarding safety and effectiveness of intervention**
监测/观察个案的活动
 - **Management of adverse events**
不良事件的管理
 - **Management of the end of a care episode**
个案护理阶段结束的管理
 - **Follow contraindications, intervention precautions, and safety factors associated with intervention**
随访治疗干预相关的禁忌症、治疗预防措施和安全因素
 - **Collaborates with the child, family, and caregiver in development intervention goals**
与个案、家属和照顾者合作交流作业治疗干预的目标
 - **Communicate the goals, nature, purpose, and expected outcomes of the interventions to the child and family**
与儿童及家属沟通治疗的目标、本质、目的及可期望的结果
- **Targeted interventions:** Occupational therapy interventions will address all occupational areas, skills, and performance components including:
作业治疗干预将会涉及所有作业领域、技能和表现组成部分，包括：
- **Activities of daily living (ADL's)**
日常生活活动
 - **Instrumental activities of daily living (IADL's)**
性日常生活活动
 - **Rest/Sleep**
休息/睡觉
 - **Play/Leisure**
游戏/休闲
 - **Academic work/ education/learning**
课业活动/教育/学习
 - **Social Participation**
社会参与

Knowledge, Evaluations, and Interventions Specific to

Diagnosis and Condition

针对诊断和表现的知识、评价和干预

Within each of the above areas, all of the following will be addressed as needed during interventions. 在上述领域中，会在干预中根据需要来解决所有下述内容

- Range of motion/stretching: shoulder, elbow, wrist, hand and finger
关节活动度/牵伸：肩、肘、腕、手和手指
- Coordination: shoulder, elbow, wrist, hand and finger
协调：肩、肘、腕、手和手指
- Strength: shoulder, elbow, wrist, hand and finger
加强：肩、肘、腕、手和手指
- Adaptive and assistive devices
适配和辅助设备
- Fine motor skill training
精细运动技能训练
- Self care skill training
自理技能训练
- Sensory processing strategies
感觉加工策略
- Seating and positioning
座位和定位
- Feeding strategies
喂食策略
- Psychosocial dimensions
心理社会角度
- Child, family, and caregiver education
个案、家属和照顾者的教育
- Transfers
转移
- Developmental activities
发育性活动
- Instruction of home activity program
家庭活动计划指导
- Teaching appropriate compensatory strategies
教适当的代偿策略
- Emotional regulation
情绪调节
- Home program
家庭计划
- Referrals to additional health care providers if indicated

如果需要，转诊给其他的医疗服务提供者

For each diagnosis and condition below, the following KSA elements will be required:

- **Knowledge of diagnoses:** Demonstrate knowledge regarding the diagnosis or condition including causes, risk factors, key features, symptoms, prognosis, medical complications, and general occupational therapy implications
*诊断的知识：*证明关于诊断的知识，包括原因、危险因素、主要特征、症状、预后、医学并发症和一般作业治疗的影响
- **Diagnosis and presentation specific evaluation:** demonstrate the ability to identify and perform evaluations specific to the diagnosis and condition
*诊断和表现的特定评价：*证明识别和执行针对诊断和表现的评价的能力
- **Diagnosis and presentation specific interventions:** demonstrate the ability to identify and perform interventions specific to the diagnosis or condition
*诊断和表现的特定干预：*证明识别和执行针对诊断或表现的干预的能力

Diagnoses and conditions:

诊断与症状

- Down syndrome 唐氏综合征
- Autism spectrum disorders 自闭症谱系障碍
- Sensory processing disorders
- Cerebral palsy 脑性瘫痪
- Spina Bifida 脊柱裂
- Traumatic and non-traumatic brain injury 创伤性和非创伤性脑损伤
- Developmental coordination disorders 发育性协调障碍
- Developmental delay 发育迟滞
- Osteogenesis imperfecta 成骨不全症
- Infant prematurity 婴儿早产
- Hemophilia 血友病
- Scoliosis 脊柱侧凸
- Torticollis 斜颈
- Arthrogryposis multiplex congenital 多关节挛缩症
- Muscular dystrophy 肌肉萎缩症
- Spinal muscular atrophy 脊髓性肌萎缩
- Limb deficiencies and amputations 肢体缺失和截肢
- Orthopedic conditions 骨科疾病
- Brachial plexus injury 臂丛神经损伤
- Spinal cord injury 脊髓损伤
- Myelodysplasia 脊髓发育不良
- Hydrocephalus 脑积水
- Burns and wounds 烧伤和创伤
- Cardiac disorders 心脏疾病
- Seizures 癫痫
- Behavioral, psychosocial conditions and/or mental health issues 行为和心理健康问题

Other diagnoses and conditions as needed 根据需要的其他诊断和表现

- Infant (0-2 years) 婴儿 (0-2 岁)
- Toddler (2-5 years) 幼儿 (2-5 岁)
- Children (5-9 years) 儿童 (5-9 岁)
- Adolescent (10-18 years) 青少年 (10-18 岁)

Un-familiar diagnosis: able to perform the following when encountering a diagnosis and/or condition that is unfamiliar or when a diagnosis is not yet established

陌生诊断：当诊断结果不明或症状尚未建立，将能展现出以下能力

- Locate resources describing current knowledge and evidence-based practice
找出能描述现况的资源或是循证实践
- Interpret resources effectively and efficiently to incorporate into assessment/evaluation, interventions, and plan of care
有效的解释资源，纳入评估、介入或是护理计画

Essential Components for Providing Quality Care

提供优质护理的重要组成部分

- Effectively utilize clinical reasoning and evidence based practice
有效运用临床推断及循证实践
 - Effectively gather and interpret relevant current knowledge and evidence based practice
有效收集、解释现有相关的知识及实证经验
 - Apply current knowledge, theory, and professional judgment
运用现有知识、理论及专业判断
 - Use clinical judgment to minimize errors and enhance outcomes
使用临床判断极小化错误，并强化结果
- Demonstrate ethical behavior
展现出符合道德的行为
 - Maintain practices of child privacy and confidentiality
维系儿童的隐私及保密
 - Know and follow the professional, statutory, and regulatory codes of ethics and practice guidelines
理解并遵循专业及临床的道德规定
- Promote child's well-being and autonomy
提升个案的幸福和自主性
 - Obtain the child's consent
获得个案的同意
 - Respect each child and family's unique characteristics (age, ethnic origin, level of education, parenting style, etc.)
尊重每个个案的特质（年龄、种族、教育程度、父母教养方式，等）
 - Implement components of child/family-centered care and client-centered practice

证明理解以个案为中心的实践

- Ensures the child and family's needs are expressed and addressed
保证个案的需求得以表达和解决
 - Demonstrate trust, integrity, accountability, commitment, respect, and compassion in all professional relationships
在所有专业关系中证明信任、诚信、责任、承诺、尊重和同情
 - Assume responsibility of own behavior
对自己的行为承担责任
 - Demonstrate practice that is ethical
证明实践是道德的
 - Maintain child, family, and organizational privacy and confidentiality
为个案、家属和机构保密

➤ Promote child and provider safety

促进个案和提供者的安全

- Safely operate and maintain equipment and supplies
安全操作和维护设备和用品
- Apply best practice body mechanics during the provision of services
在提供服务时，应用最佳实践的人体力学
- Address any team member that appears to be providing services in an unsafe or unethical manner
如果团队成员以不安全或不道德的方式向个案提供服务，则及时指出

➤ Communicate effectively with children, families, caregivers

和个案、家属和照顾者有效沟通

- Use audience appropriate language, strategies, and materials
使用适合受众的语言、策略和材料
- Respond to questions within knowledge and skill level
在知识和技能水平内回应问题
- Seek assistance or clarification as needed
根据需要寻求帮助或澄清
- Communication with the child, family &/or caregivers is conducted in a manner and environment that ensures confidentiality, privacy, and sensitivity
在确保保密、隐私和敏感性的环境中和个案进行沟通

➤ Communicate effectively with other service providers

有效地与其他服务提供者沟通

- Establish and maintain effective working relationships with colleagues and team members
建立和维护与同事和团队成员间的有效的工作关系
- Convey written and verbal communication with other service providers clearly and accurately
与其他服务提供者的书面和口头沟通是清晰且准确的
- Understand the roles of different health care professionals
理解不同医疗专业人员的职责
- Work with other professionals to ensure child/family centered services

与其他专业人员共事，确保以儿童/家庭为中心的服务

➤ Professional development

专业发展

- Construct and implement a personal development plan
建立并执行个人发展计划
- Seek feedback and conduct continuous self evaluation to improve knowledge and skills
使用反馈和自我评价来提高知识和技能
- Participate in professional development opportunities
参与专业发展机遇
- Serve as a resource to support learners
作为一种资源来支持学习者
- Critically appraise health care literature and understand current health care trends
阅读和理解医疗卫生文献

➤ Service management: demonstrate the ability to perform the following in order to support the organization's provision of therapy services

服务管理：证明执行以下内容以支持机构提供治疗服务的能力

- Maintain an understanding of therapy supplies, equipment and devices currently available in the health care field
维持及理解护理环境中现有的治疗工具、设施及设备
- Order necessary supplies, devices and equipment in a fiscally responsible manner
以财政负责的方式订购必要的用品和设备
- Effectively obtain reimbursement for services
有效地获得服务补偿
- Utilize programmatic reasoning to effectively provide skilled therapy services in consideration of family's needs and resources
运用计划性的推理，根据家属需求及资源，有效提供熟练的治疗服务
- Effectively explain purpose and value of the profession and the organizations' services
有效地解释专业和机构服务的目的和价值

➤ Documentation

病历

- Documentation is timely, legible, accurate, and concise
文件是及时、清晰、准确和简明的
- Documentation complies with confidentiality requirements, legal requirements, and accepted procedures and standards
文件符合保密要求、法律要求以及公认的程序和标准
- Accurately record assessment findings and intervention procedures to show evidence of clinical reasoning
精确记录评价结果和干预程序以显示临床推理的证据

➤ Case load management: demonstrate the following in order to prioritize and manage case loads to maximize resources

病例数管理：证明以下内容以优化和管理病例数来最大限度地利用资源

- Ability to use a tool to prioritize case load

使用工具以优化病例数的能力

- Effectively manage personal and organizational resources (time, staff, finances) to provide adequate services to all children and families

有效地管理个人和机构的资源（时间、人员和财务）以向所有个案提供适当的服务

➤ **Professional skills**

专业技能

- **Assesse personal abilities realistically**
实际评价个人能力
- **Make referrals to other professionals when appropriate**
适时转诊给其他专业人员
- **Make referrals to colleagues when not confident in treating the particular condition**
当不能自信地治疗特定疾病时，转诊给同事
- **Assume responsibility of own behavior**
对自己的行为承担责任
- **Demonstrate practice that is ethical**
证明实践是道德的
- **Assume responsibility of own behavior**
为自己的行为负责
- **Acknowledge the need for continuing education**
认识继续教育的必要性
- **Recognize the profession's scope of practice**
认识到实践的专业范围
- **Practice within one's professional areas of expertise**
做为所属领域的专家
- **Demonstrate initiative and creativity**
展现主动性和创造性
- **Accept constructive criticism**
接受建设性批评
- **Demonstrate professional behavior in all interactions with children, family members, caregivers, service providers, students, consumers, and payers**
在和儿童、家属、照顾者、服务提供者、学生、客户及付款者面前展现专业态度

KSA Individualized Continuing Education Plan

KSA 个人持续教育计划

This is designed to assist in developing an individualized learning plan in conjunction with the KSA Framework. It should be completed by the learner, with the guidance of a mentor when possible.

本计划是为了协助发展个人学习计划，以配合 KSA 架构。应该由学生完成。若有督导，应该督导提供指引。

Name of Learner 学生姓名:

Position/Role of Learner 学生职位/角色:

Name and Position/Role of Mentor (if applicable) 指导员职位/角色:

Date 日期:

Date of Planned Next Review 下次审核本计划的日期:

Identified KSA Areas for the Learner

学生识别的 KSA 领域

State the identified KSA areas of learning need. It is recommended that no more than four KSA areas be targeted at any one time. Each identified KSA area may have more than one goal.

指出学习所应包含的 KSA 领域。建议 1 次目标不要超过 4 个 KSA 领域，每个领域都要有 1 个以上的目标。

Reflection Questions

反思问题

The following open-ended questions can be helpful to gather information for the development of the Individualized Continuing Education Plan. If the learner has the guidance of a mentor, these questions will help the mentor understand the learner's previous experiences. If a learner does not have a mentor, these questions are helpful for the learner to reflect on prior to setting learning goals. Notes may be taken in the spaces below. 以下开放式的问题能帮助获得个人持续教育计划的更多信息。如果学生有督导能指引，这些问题将帮助督导了解学生之前的经验。如果学生没有督导，这些问题也能帮助学生在设定目标前反思。可以运用以下的空白处做笔记。

1. What previous educational experiences have you had (degree, post-degree trainings, mentorships, self-study, courses, etc.)?
你有哪些过去的教育经验? (学位, 毕业后的训练, 督导关系, 自学, 课程等)

2. What populations have you previously worked with (ages, diagnoses, functional level, setting, etc.)? What populations are you currently working with?
你过去和什么样的族群共事? (年龄、病症、功能等级、场所)? 你现在和什么样的族群共事?
3. Regarding clinical practice, what do you feel your strengths are?
关于临床经验，你认为自己的强项为何?
4. In general, what experiences have you had, non-clinical and clinical, that may impact your clinical practice? What experiences have you had working with children?
整体而言，你有什么样的经验? 可能影响你临床表现的临床或非临床经验? 过去和儿童一起工作的经验为何?
5. Regarding clinical practice, what do you feel your learning needs are?
关于临床经验，你觉得还需要学习哪些?
6. What are you hoping to gain from engaging in an Individualized Continuing Education Plan?
在个人持续教育计划中，你想要获得什么?

Develop short-term goals and long-term goals. Ensure that the goals are written in SMART goal format (S: specific, M: measurable, A: achievable, R: relevant, T: time-bound). Identify the methods of learning and desired level of learning for each goal. When recording the learning option number, also identify the specifics relevant to that goal. See page 26 for detailed descriptions of learning levels options.

发展短期与长期目标。确保目标是以 SMART 格式书写(S：具体，M：可量测的，A：可达成的，R：有关的，T：有时间限制的)。识别学习方法及每个目标想达到的等级。当记录学习选项号码时，也需识别是否与你的目标有关。学习等级的选项细节描述，请参考 26 页。

Short-Term Goals

短期目标

Current date 今日日期:

Date of next review 下次考核日期:

Goal 目标	Learning Options (1,2,3,4,5) 学习选项	X=Current level of learning 0=Desired level of learning X=目前的学习等级 0=希望的学习等级							Date goal was achieved 达成日期
		NT	TNE	ME	ES	DS	RE	HLRE	
Example: I will be able to use occupation-based assessment to independently evaluate a child with developmental disabilities. 范例：我将能使用职业基础的评估，独立评估儿童发展障碍	1: review and practice the use of standardized assessment tools which are age appropriate for the child. 复习及实践适合儿童年龄的标准化的测验工具 2: understand and be able to demonstrate the effective use of occupational profile in support of occupation-based evaluation. 理解且能在支援下，有效运用职业简介 3: successfully perform 1-2 additional age appropriate assessments with mentorship and feedback. 在指导及反馈下，成功使用额外 1-2 个适龄的测验工具		X		O				

*Copy additional pages as needed

若需额外栏位，可复制本页

Long Term Goals

长期目标

Current date 今日日期:

Date of next review 下次审核日期:

Goal 目标	Learning Options (1,2,3,4,5) 学习选项	X=Current level of learning 0=Desired level of learning X=目前的学习等级 0=希望的学习等级							Date goal was achieved 达成日期
		NT	TNE	ME	ES	DS	RE	HLRE	
Example: I will be able to use occupation-based assessment to independently evaluate a child with developmental disabilities. 范例：我将能使用职业基础的评估，独立评估儿童发展障碍	1: complete 2 video cases. 完成 2 个录像的评估 2: conduct self appraisal of professional competency in the area of occupational based assessment. 为职业基础的专业能力进行自我评价 3: incorporate the self appraisal into the development of the Individualized Continuing Education Plan 把自我评价纳入个人持续教育计划		X			O			

*Copy additional pages as needed.

若需额外栏位，可复制本页

KSA Individualized Continuing Education Plan: Explanation of Terms

KSA 个人持续教育计划：术语解释

The following two pages provide a rich description of the terms used on the KSA Individualized Continuing Education Plan
以下 2 页提供丰富的 KSA 个人持续教育计划的术语描述

Levels of Learning

学习等级



Learning Options

学习选项

1. Lecture 讲座

- Lecture is a form of learning that involves engaging in auditory teachings provided in person directly by an educator or via recording or online/computer trainings. Lectures are ideal for learning base knowledge but may not be the most effective for developing clinical reasoning and/or psychomotor skills in performing occupation based evaluation.

讲座是一种包含听觉教学、线上训练的影音学习。讲座对于学习基本知识很理想，但在职业基准的评估上，可能不是最有效的临床推论、精神运动技能的学习方式。

2. Observation 观察

- Observation involves the learner observing a mentor providing clinical care. The learner can complete activities before and after the observation and engage in discussion with the mentor to enhance the learning experience. If a learner does not have a mentor, they can observe peers and/or video recordings of experienced clinicians providing evaluation &/or intervention while reflecting on aspects related to the learner's goals.

观察包含了学生观察督导执行临床实务。学生可以在观察前或观察后完成活动，并与督导一同讨论以强化学习经验。如果学生没有督导，他们可以观察同侪或是有经验的临床人员实行测验或介入的视频，以反应与学生有关的目标。

3. Role-play 角色扮演

- Role-play with a mentor or peer involves the learner practicing a clinical skill with the mentor or peer serving as the child. This allows the mentor or peer to give direct feedback to learner to improve their performance. An additional role-play option, involves practicing clinical skills with children that are not patients (children of friends or colleagues) with the parent/caregiver's consent.

与督导或同侪角色扮演，与督导一同练习临床技巧，或是同侪假扮成来看诊的儿童。这让督导或同侪能为学生提供直接的反馈。另一种角色扮演的方式，是让一个人扮演患者以外的另一个儿童(他的朋友或是同伴)。

4. Clinical experience with direct supervision (if available) 直接督导下的临床经验

- The learner provides direct clinical care to a child while the mentor is present and engaged with the child and family. This allows the mentor to work directly with the learner to enhance clinical skills. A peer could also work directly with the learner if appropriate.

学生为儿童提供直接的临床服务，同时督导从旁陪同与儿童及其家长接触。这让督导能直接为学生强化临床技巧。在适当情况下，同侪也能直接与学生共同作业及学习。

5. Clinical experience with observation 临床观察下的临床经验

- The learner provides direct clinical care to a child and family while the mentor observes but is not directly engaged with the child and learner. This observation could occur directly or by watching a video recording of the session. The mentor can evaluate abilities, identify learning needs, and provide feedback to the

learner following the time with the child. A peer could also observe and provide feedback relating to the learner's specific goals.

学生为儿童及其家属提供直接的临床照护，督导在一旁观察但不直接与儿童或学生互动。这种观察可以是旁观察，或者观察录像。督导能评估学生的能力、识别学习需求，并为学生提供反馈。同伴也能观察，并为学生的特定目标提供反馈。

6. Self-study 自学

- The learner can engage in self appraisal and various self-study activities to enhance learning and skills development including reviewing/critiquing current literature, textbooks, and other materials, online trainings, reviewing video and/or audio recordings, worksheets, self reflection, etc. If available, a mentor can help direct the self-study towards the learner's specific learning needs. The Hypothesis-Oriented Pediatric Focused Algorithm, a stepwise guide for the client management process, is an excellent tool for self-study or to prepare for and facilitate discussion with a mentor. It is included in the Complementary Resource section of this framework.

学生能透过自我评价，以及各种的自学活动强化学习与技巧的发展，包含回顾/批判现有的文献、教科及其他材料、线上训练、看视频、听音频档案、工作记录表、反思等。如果可行的话，督导也能直接帮忙学生达到他的学习需求。假设导向的儿科聚焦法，是一种客户管理的程序，也是一个极好的自学工具，它能帮忙建立与督导之间的讨论。这被包含在本架构下的补充资源章节。

KSA Record of Learning

KSA 学习记录

The learner should use this KSA Record of Learning in order to document the continuing education and development that is completed. This documentation is important in self-directed learning and continuing education as it serves to provide an ongoing record of a learner's development in the field of pediatric occupational therapy. Please use one page of the KSA Record of Learning per KSA area.

学生应该使用 KSA 学习记录来建立持续教育及发展的文件。本文件对自主学习及持续教育很重要，它可提供学生在儿科作业治疗领域的实时记录。每个 KSA 领域请使用一页 KSA 记录。

Name of Learner:

学生姓名:

Name of Mentor (if applicable):

督导姓名 (如果适用):

Role/Position of Learner

学生角色/职位:

Name of Organization/Workplace:

组织名称/工作地点:

KSA Area	
Goals 目标	
Completed learning options (include date of completion) 已完成的学习选项 (包含完成日期)	
Mentor and/or peers involved (if applicable) 督导或参与的同侪 (如果适用)	
Reported level of learning (include date) 学习等级 (包含日期)	

Resources, References, and Acknowledgements

资源、参考文献与致谢

Resources are public domain or the developer/author provided permission for use.

以下资源皆为公开，或已获得开发者/作者允许使用：

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Complementary Resources

补充资源

Glossary

词汇表

In order to fully understand the various internationally recognized clinical and professional terms included in this framework, one may wish to review a full glossary of terms. A full glossary is available in the World Confederation of Physical Therapy's WCPT Guideline for Physical Therapist Professional Entry Level Education, 2011. This document can be found at the following link <http://www.wcpt.org/guidelines/entry-level-education>

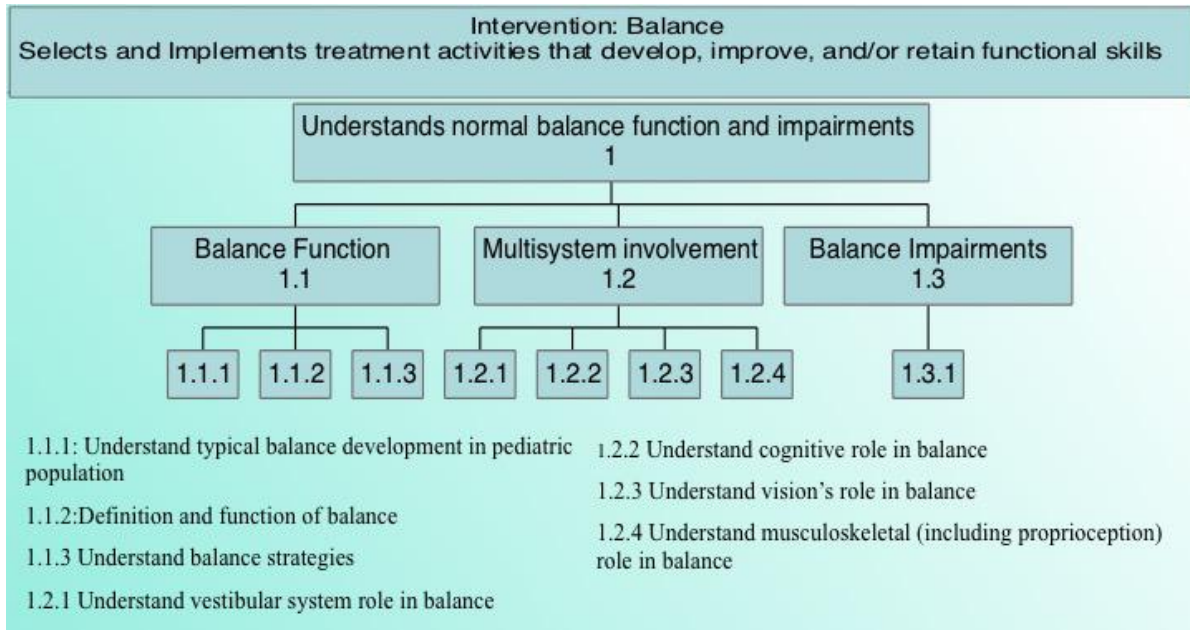
为了充分理解在本架构中不同国际上对临床及专业术语的认知，您可能想了解所有术语的词汇表。完整的词汇表能在以下连结中找到：<http://www.wcpt.org/guidelines/entry-level-education>

KSA Area Analysis

KSA 领域分析

Below is a sample draft of a KSA Area Analysis. The KSA area highlighted here is Intervention: Balance. KSA Area Analyses serve as an example to highlight the foundational knowledge and skills an individual must fully understand in order to optimally perform in a KSA area. Additional KSA Area Analyses will be forthcoming.

以下是一个KSA领域分析的范例。在这里特别标注的KSA领域是判入：平衡。KSA领域分析可以做为基本知识及技能分析，读者应充份理解以最佳化KSA领域。



Hypothesis-Oriented Pediatric Focused Algorithm (HOP-FA)

假设型专注于儿科的演算法

The HOP-FA is a framework for clinical reasoning originally developed to be used in pediatric physical therapist practice, which has been adapted with the author's permission to development this document. Tools from the HOP-FA can be found on the next 12 pages. A full text research article explaining how to properly use the HOP-FA can be found at the following link: <http://ptjournal.apta.org/content/93/3/413.full.pdf+html>

HOP-FA是一个临床推论的架构，一开始是用于儿科物理治疗师，在此已取得作者的允许而发展于本文件中。HOP-FA的工具可以在第12页找到。完整的解释及研究请参考：<http://ptjournal.apta.org/content/93/3/413.full.pdf+html>

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