

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

*Edition One, June 2015*

**物理治疗领域的知识、技能与能力  
持续教育与学习架构**

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## Introduction

### 介绍

This framework is comprised of the knowledge, skills, and abilities (KS areas) necessary for work in the field of pediatric physical 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 physical 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。

It is internationally recognized that on-going continuing education and development is essential for all healthcare providers (World Confederation of Physical Therapy Guideline for Delivering Quality Continuing Professional Development for Physical Therapists, 2011). Continuing to develop and build on the KSA areas necessary for the work in the field of pediatric physical therapy is 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 physical 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 physical therapy may use the KSA Framework to help guide and direct continuing education for staff that work in the area of pediatric physical therapy. In addition, the KSA Framework can be used by educators to guide the instruction of learners preparing to enter the field of pediatric physical therapy.

国际上皆认可持续教育及发展对于医疗服务提供者是很重要的(关于传递质量持续专业教育世界物理治疗协会指南, 2011)。本架构指出持续发展与建立 KSA 领域, 对于为儿童提供有质量的医疗服务是很重要的。本 KSA 架构是为了在儿科物理治疗领域的工作者, 做他们的持续教育及发展服务, 无论他们原本的教育基础为何。本架构能用于自学, 无论是否有督导的协助。儿科物理治疗领域的管理者也能使用本架构来督导、引导正在进行持续教育的员工。此外, KSA 架构也能用于教育者, 做为帮进学生进入儿科物理治疗领域。

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 physical therapists, occupational therapists, and speech-language pathologists. Therefore, the KSA Framework outlined in the accompanying documents consists solely of the KSA areas necessary for work in the field of pediatric physical therapy. Future frameworks will be developed to outline the specific KSA areas necessary for work in the field of pediatric occupational therapy and for work in the field of pediatric speech-language pathology.

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。未来的架构发展, 将会强调在儿科作业治疗以及言语-语言治疗工作领域的应用。

Although the framework may be used individually to direct personal development in the field of pediatric physical therapy, learning may be enhanced if an individual collaborates with a mentor who has

experience in the field of pediatric physical therapy. 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物理治疗发展，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 will be reviewed and modified annually. For example, additional component analyses of specific KSA areas are currently being updated and will be released with the next edition. Always use the most current edition of the framework.

请认识到这份架构仍在完善中。每隔一年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，并且在下一个版本中发布。请随时使用最新版本的 KSA 架构。

**Contact Olivia's Place at [training@oliviasplace.org](mailto:training@oliviasplace.org) 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@oliviasplace.org](mailto:training@oliviasplace.org) 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 7, 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 7 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 12. The learner identifies the relevant KSA areas for the specific pediatric population and setting where the learner works.  
学生回顾第 12 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 22.  
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划的发展。请参考第 22 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 23. 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第 23 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。

7. The learner records the specific learning options that will be used to achieve each goal. These are described in detail on page 24. 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 24 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](mailto: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](mailto:training@lih-oliviasplace.com).*

## Foundational Knowledge, Skills and Abilities (KSA Areas)

### 基础 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]  
在机能、残疾与健康[ICF]上使用国际分类法 (WHO, 2001)
- Current theory of motor control and neuroplasticity  
当前的动作控制及神经可塑性理论



## Knowledge, Skills, and Abilities (KSA Areas) for Work in the Field of Pediatric Physical Therapy

### 儿科物理治疗工作者的知识，技能，与能力（KSA 领域）

This is a master list of the KSA areas necessary for work in the field of pediatric physical therapy. The purpose of this list is to allow a learner to identify relevant learning areas to include in the Individualized Continuing Education Plan.

这是物理治疗领域工作者所需能力的一个总清单。总清单旨在为学生识别应包含于个人持续教育计划里相关的学习领域。

*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 Physical Therapy Assessment and Examination

### 儿科物理治疗评估及测验

- Plan for a pediatric assessment/examination: Demonstrate the ability to perform the following specific to the child's age and diagnosis to prepare for a pediatric evaluation

儿科评估/测试：展现出对不同年龄的儿童及症状评估的能力

- o Identify typical child development  
识别儿童的典型发展
- o Identify typical presentation/problems associated with diagnosis (See full KSA area)  
识别个种典型症状的特征 (请参考完整的KSA 领域)
- o Attain information from additional team members and healthcare professionals  
从其他的团队成员及健康照护专业人士取得信息
- o Hypothesize the child's problems, status, and function  
假设儿童的问题、状态及能力
- o Determine specific questions to ask family  
找出特定的问题以询问家属
- o Hypothesize/determine the family's goals and concerns  
假设/决定家庭的目标及考量
- o Hypothesize goals  
假设目标
- o Identify appropriate method and tools to evaluate all areas  
找出评估各领域的适当方法及工具
  - Systems review and screening 系统的审查及筛查
  - Functional skills 功能性的技能
  - Muscle tone 肌肉张力
  - Range of motion 运动范围
  - Skeletal alignment 骨骼排列
  - Balance 平行
  - Muscle strength 肌肉力量
  - Quality of movement 运动质量
  - Standardized assessment 标准化评估
  - Pain 疼痛
  - Orthotics and prosthetics 矫形器和假肢
  - Endurance 耐力
  - Sensory integration 感觉统合
  - Skin integrity 皮肤完整性
  - Learning style 学习风格
  - Home/social environment 家庭/社会环境

- Perform a pediatric assessment/examination: Demonstrate ability to obtain data through the examination/assessment process using appropriate tools and techniques for the following:

进行儿科评估/检查：证明在检查/评估过程中，有使用适当的工具获取下列信息的能力：

- o Child and family interview/history 儿童及家属的面谈/病史
- o Systems review and screening 系统回顾和筛查
- o Functional skills 功能性技巧

- o Muscle tone 肌张力
- o Range of motion 关节活动度
- o Skeletal alignment 骨骼排列
- o Balance 平衡
- o Muscle strength 肌肉力量
- o Quality of movement 运动质量
- o Standardized assessment 标准化评估
- o Pain 疼痛
- o Orthotics and prosthetics 矫形器和假肢
- o Endurance 耐力
- o Sensory integration 感觉统合
- o Skin integrity 皮肤完整性
- o Learning style 学习风格
- o Home/social environment 家庭/社会环境
- Evaluate and interpret assessment/examination findings and determine plan of care:  
Demonstrate the ability to use information gained in the evaluation to make the following conclusions and decisions:  
解释评估信息并制定护理计划：展现出使用评估中所获得信息以做出以下决策、结论的能力
  - o Child's strengths  
儿童的需求
  - o Physical therapy problem areas  
物理治疗问题的领域
  - o How the physical therapy problem areas impact function, activity limitations, and age appropriate activities  
物理治疗的问题领域如何影响功能、活动限制，以及适龄的活动
  - o Risk for the development of additional problem areas and methods of prevention  
发展额外问题领域及预防方法的风险
  - o Important changes upcoming for the child and their influence on function  
可能影响儿童的功能及面临的重要改变
  - o Anticipated level of function at 1 year and 5 years from present  
从现在起预期1年及5年后的功能水平
  - o What needs to be done now to maximize future functional 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
  - o Role of environment and culture  
环境及文化的角色
  - o Physical therapy diagnosis  
物理治疗诊断
  - o Physical therapy prognosis and the rate limiting problem area  
物理治疗诊断及为限制问题领域评分
  - o Needed referrals to other practitioners  
转诊其他临床人员的需求
  - o Determine need for physical therapy services including frequency and duration; provide rationale for decision.  
确定物理治疗服务的需求，包含频律及持续时间，提供决策的基本原理
  - o Child's needs related to wellness and prevention  
儿童健康和预防有关的需求
  - o Writing goals in SMART goal format  
以SMART的格式写下目标
  - o Short term goals  
短期目标
  - o Long term goals  
长质目标
  - o Specific physical therapy interventions  
特定的物理治疗介入
  - o Anticipated dates for reexamination and re-administration of outcome measures  
再次评估的预计日期
  - o Predicted plans for discharge  
预估的结案计划

## 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.” For each assessment tool below the learner should demonstrate theoretical understanding and effective administration and interpretation (using most recent edition available).

在选择适当的 KSA 领域以纳入个人持续教育计划之前，学生应该对 KSA 领域有理论上的基本理解。对于以下的每一个评估工具，学生应该展现出在理论及实际应用上的解读能力。（请使用最新版本）

The measures in **bold** represent the tools that are available in Mandarin. They may or may not be standardized to this population.

**粗体**：表示有中文版的工具，但可能没有中文的标准化常模

- **Gross Motor Function Measure (GMFM)**  
**大动作功能量表 (GMFM)**
- Alberta Infant Motor Scale (AIMS)  
Alberta 婴儿运动量表 (AIMS)
- Test of Infant Motor Performance (TIMP)  
婴儿运动表现测试 (TIMP)
- Bayley Scale of Infant and Toddler Development  
Bayley 婴幼儿发育量表
- Bruininks-Oseretsky Test of Motor Development (BOT-2)  
Bruininks-Oseretsky 运动发育测试 (BOT-2)
- **Sensory Processing Measure**  
感官处理测试
- Infant Toddler Sensory Profile  
婴幼儿感官概况
- **Peabody Development Motor Scales**  
**Peabody 运动发育量表**
- **Griffiths Mental Development Scales**  
**Griffiths 运动发育量表**
- Denver II
- Hawaii Early Learning Profile, Revised (HELP)  
夏威夷早期学习概况，修订版 (HELP)
- **Pediatric Evaluation of Disability Inventory**  
儿科失能评估清单
- Additional standardized tests and measures as appropriate  
其他适当的标准化测试及评估

## Pediatric Therapeutic Interventions

### 儿科治疗的干预

- **Plan a physical therapy intervention session:** Demonstrate the ability to make the following conclusions and decisions to plan for intervention sessions:  
规划物理治疗课程：展现出具备规划课程中，所需的下结论和决策能力
  - Additional services and activities that are indicated for this child (daycare, school therapy, specialty physicians, etc)  
针对这个儿童的其他服务和活动（日托，在校治疗，专业医疗人员等）
  - Basic safety issues and precautions  
基本的安全问题及预防措施
  - How the child's strengths can be used to assist in achieving goals  
如何运用儿童的优势来帮助实现目标
  - How the environment can be set up to optimize interventions  
如何设置环境以优化治疗干预
  - Specific motivational and play strategies to be used  
运用特定的动机和游戏策略
  - What postures and movements should be encouraged during sessions  
干预时应该鼓励什么姿势和运动
  - What postures and movements should discouraged during sessions  
干预时应该劝阻什么姿势和运动
  - Which intervention will best target the rate limiting physical therapy problem area  
哪一种干预能最有效地针对所需改善的物理治疗问题
  - Basic goals from other disciplines that can be integrated into the intervention session  
其他领域的治疗目标，哪些可以融入现有的治疗课程
  - Specific education need areas for the client, family, and caregivers and most effective method of delivery  
针对客户、家属和照顾者的特定教育需求，找出最有效的交付方法
  - Strategies that will be best to help achieve carryover  
完成转移的最佳策略
  - Methods to alter level of challenge  
改变挑战水平的方法
  - Feedback provided to the client  
客户所提出的反馈
  - Components of the plan of care that should be delegated to team members  
辨识治疗目标的项目中，哪些应委派给团队成员
  - Analyze components of a functional goal  
分析功能性目标的组成
    - Task and environmental demands  
任务和环境需求
    - The components of the task which are missing from the child's ability  
儿童所缺乏的能力
  - Critically reflect following an intervention session  
干预后进行批判性反思
    - Evaluate effectiveness of intervention session  
评估干预的效果
    - Identify child's progress towards established goals  
确认儿童朝着既定目标的进步

- Modifies and adjusts the plan of care as appropriate  
酌情改变和调整护理计划
- Intervention procedures: Demonstrates the ability to perform the following in order to maintain client safety and maximize intervention  
干预的程序：证明完成下列内容，以维护客户安全和最大化干预的能力
  - Obtain informed consent from parent and/or child as appropriate  
获取父母和/或儿童的知情同意
  - Selection of equipment for treatment purposes  
根据治疗目的选择设备
  - Prepare treatment area  
准备治疗区域
  - Infection control procedures  
感染控制程序
  - Effectively use motivational strategies  
有效的运用激励策略
  - Child monitoring regarding safety and effectiveness of intervention  
监测儿童在干预过程中的安全性及有效性
  - Management of adverse events  
不良事件的管理
  - Management of the end of a client care episode  
客户护理阶段结束后的管理
  - Follow contraindications, treatment precautions, and safety factors associated with treatment interventions  
关注治疗中的禁忌、预防措施和安全因素
  - Communicate the goals, nature, purpose, and expected outcomes of the physical therapy interventions to the client and family  
向客户和家属告知物理治疗干预的目标、性质、目的和预期结果
- Targeted Interventions: Selects and implements treatment activities that develop, improve and/or retain functional skills utilizing:  
针对性的干预：选择和实施能发展、改善和/或保留功能性技能的治疗活动：
  - Range of motion/stretching  
关节活动度/伸展
  - Adaptive and assistive devices  
适应和辅助设备
  - Prosthetics and orthotics  
假肢和矫形器
  - Gait training  
步态训练
  - Therapeutic exercise  
治疗性运动
  - Wheelchair management skills  
轮椅的运用技能
  - Child, family, and caregiver education  
儿童、家属和照顾者的教育
  - Transfers  
转移
  - Developmental activities

- 发育活动
- **Balance**  
平衡
- **Coordination: upper-limb, lower-limb, and inter**  
协调：上肢、下肢和两者之间
- **Respiratory**  
呼吸
- **24 hour postural care**  
24 小时的体位护理
- **Strengthening**  
强化
- **Instruction of home exercise program**  
家庭运动计划的指导
- **Teaching appropriate compensatory strategies**  
教导适当的补偿策略



## Knowledge, Evaluation, and Intervention Specific to Diagnosis and Presentation

### 针对诊断和表现的辨识、评估及干预

For each diagnosis and presentation below, the following sub competencies will be included in a training plan:

对于下面每个诊断和表现，培训计划中将包括下列的子能力：

- **Knowledge of diagnoses or presentation:** Demonstrates knowledge regarding the diagnosis or presentation including causes, risk factors, key features, symptoms, prognosis, medical complications, and general physical therapy implications  
*诊断或表现的知识：*证明关于诊断或表现的知识，包括原因、危险因素、主要特征、症状、预后、医学并发症和一般物理治疗的影响
- **Diagnosis and presentation specific assessment/examination:** demonstrates the ability to identify and perform evaluations and assessments specific to the diagnosis and presentation  
*诊断和表现的特定评估/检查：*证明具有识别、执行诊断表现的评估能力
- **Diagnosis and presentation specific interventions:** demonstrates the ability to identify and perform interventions specific to the diagnosis or presentation  
*诊断和表现的特定干预：*证明识别和执行针对诊断和表现的干预的能力

Diagnoses and Presentations: 诊断和表现：

- Down syndrome 唐氏综合征
- Autism Spectrum Disorder 自闭症谱系障碍
- Cerebral Palsy 脑瘫
- Spinal 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
- Infants born prematurely 婴儿早产
- Hemophilia 血友病
- Scoliosis 脊柱侧凸
- Torticollis 斜颈
- Arthrogryposis multiplex congenita 多关节挛缩症
- Muscular dystrophies 肌营养不良
- Spinal Muscular atrophy 脊髓性肌萎缩
- Limb deficiencies and amputations 肢体缺失和截肢
- Common orthopedic conditions during childhood 童年常见的骨科疾病
- Brachial plexus injury 臂丛神经损伤
- Spinal cord injury 脊髓损伤
- Myelodysplasia 脊髓发育不良
- Cystic fibrosis 囊性纤维化
- Hydrocephalus 脑积水
- Burns and wounds 烧伤和创伤
- Cardiac disorders 心脏疾病
- Seizures 癫痫
- Behavioral issues 行为问题
- Infant (0-2 years) 婴儿 (0-2 岁)
- Toddler (2-5 years) 幼儿 (2-5 岁)

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- Children (5-9 years) 儿童 (5-9 岁)
- Adolescent (10-18 years) 青少年 (10-18 岁)
- Other diagnoses and presentations as needed 其他需要的诊断和表现
- Unfamiliar diagnosis: Able to perform the following when encountering a diagnosis and/or presentation that is unfamiliar or when a diagnosis is not yet established  
未知的诊断：当遇到不熟悉的诊断和/或表现时，可以执行下列内容
  - Locate resources describing current knowledge and evidence  
寻找能描述当前知识和证据的资源
  - Interpret resources effectively and efficiently to incorporate assessment/examination, interventions, and plan of care  
有效和高效地解释资源，以结合评估/检查、干预和护理计划

## Essential Components for Providing Quality Care

### 提供优质健康照护的重要项目

#### ➤ Clinical Reasoning and Evidence Based Practice

##### 临床推理和循证实践

- Effectively gather and interpret relevant current knowledge and research  
有效地收集和解释当前的有关知识和研究
- Apply current knowledge, theory, and professional judgment  
运用当前的知识、理论和专业判断
- Use clinical judgment to minimize errors and enhance client outcomes  
使用临床判断来将错误最小化，并提高客户治疗的效果

#### ➤ Ethical behavior

##### 道德行为

- Maintain practices of client confidentiality  
为客户保密
- Know the professional, statutory and regulatory codes of practice  
了解专业、法律和行为守则

#### ➤ Promote child's well-being and autonomy

##### 提升儿童的福祉及自主性

- Obtain the child's consent  
获得儿童的同意
- Respect each child and family's unique characteristics (age, ethnic origin, level of education, parenting style, etc.)  
尊重每个儿童及家庭的不同之处 (年龄、民族、教育水平、父母教养风格)
- Implement components of child/family-centered practice  
实践以儿童/家庭为中心
  - Ensure the child's needs are expressed and addressed  
保证儿童的需求得以表达或解决
- 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  
为自己的行为承担责任
- Demonstrate practice that is ethical  
在实践中符合道德
- Maintain child, family, and organizational confidentiality  
为儿童、家属及机构保密

#### ➤ Promotes child and provider safety

##### 促进儿童和医疗服务提供者的安全

- Safely operates and maintains equipment and supplies  
安全地操作和维护设备、用品
- Applies 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
- Addresses any team member that appears to be providing services to a client in an unsafe or unethical manner

如果团队成员以不安全或不道德的方式向客户提供服务，需要及时的指出

➤ Communicates effectively with clients, families, caregivers

和客户、家属和照顾者有效沟通

- Uses audience appropriate language, strategies, and materials  
使用适合受众的语言、策略和材料
- Responds to questions within knowledge and skill level  
在知识和技能水平内回应问题
- Seeks assistance or clarification as needed  
根据需要寻求帮助或澄清
- Communicate with the client 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客户进行沟通

➤ 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  
与同事及其他团队成员建立、维系有效的工作关系
- Convey written and verbal communication with other service providers clearly and accurately  
以清晰且准确的口头与书面方式，与其他服务提供者沟通
- Understand the roles of different health care professionals  
了解不同医疗专业人员的角色
- Work with other professionals to ensure child/family centered services  
与其他专业人员一同工作，确保以儿童/家庭为中心的服务

➤ Professional Development

专业发展

- Uses feedback and self evaluation to improve knowledge and skills  
使用反馈和自我评估来提高知识和技能
- Participates in professional development opportunities  
参与专业发展机遇
- Serves as a resource to and supports learners  
本身可作为支持学生的资源
- Reads and understands health care literature  
阅读和理解医疗文献
- Constructs and implements a personal development plan  
构建和实施个人发展计划

➤ Service management: demonstrates 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

- Order necessary supplies and equipment in a fiscally responsible manner  
以财政负责的态度订购必要的用品和设备
- Effectively obtains reimbursement for services  
有效地获得服务补偿

- Effectively explains 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  
文件
  - Documentation is timely, legible, accurate, and concise  
文件编写应及时、清晰、准确和简明的
  - Documentation complies with confidentiality requirements, legal requirements, and accepted procedures and standards  
文件需符合保密要求、法律要求和公认的程序和标准
  - Accurately records assessment findings and intervention procedures to show evidence of clinical reasoning  
精确记录评估结果和干预程序以显示临床推理的证据
- Case load management: Demonstrates 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并最大限度地利用资源
  - Ability to use a tool to prioritize case load  
使用工具优化病例数的能力
  - Effectively manages personal and organizational resources (time, staff, finances) to provide adequate services to all clients  
有效地管理个人和机构的资源（时间、人员和财务），并向所有客户提供适当的服务
- Professional skills  
专业技能
  - Assesses personal abilities realistically  
实际地评估个人能力
  - Makes referrals when appropriate to other professionals  
适时地转诊给其他专业人员
  - Makes referrals to colleagues when not confident in treating the particular disorder  
当面对某些症状无自信时，转诊给同事
  - Assumes responsibility of own behavior  
为自己的行为承担责任
  - Demonstrates practice that is ethical  
证明实践符合道德
  - Acknowledges the need for continuing education  
体认继续教育的必要性
  - Recognizes the profession's scope of practice  
认识到实践的专业范围
  - Demonstrates initiative and creativity  
证明主动性和创造性
  - Accepts constructive criticism  
接受建设性批评
  - Demonstrates professional behavior in all interactions with patients/clients, family members, caregivers, service providers, students, consumers, and payers. 以专业态度与患者/客户、家人、照顾者、服务提供者、学生、消费者和纳税人接触

## 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注记。

1. What previous educational experiences have you had (degree, post-degree training, 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 22 and 23 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 18, 19 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	
<b>Example: I will be able to use the GMFM assessment measure to independently assess a non-ambulatory child with cerebral palsy.</b> 范例：我将能使用 GMFM 的评估方法，独立对非卧床的脑瘫儿童完成评估	3:Read and discuss GMFM manual. 阅读及讨论 GMFM 手册 4:perform 3 assessments with GMFM with supervision and feedback. 在督导帮助及回馈下，以 GMFM 完成 3 个评估 5:complete 2 video cases. 完成 2 个视频案例		X		O				

\*Copy additional pages as needed

若需额外栏位，可复制本页

\*Copy additional pages as needed



## 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 are not as effective for learning psychomotor skills.

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，但对于运动技能的学习效果不佳。

#### 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。这种观察可以从旁观察，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。同侪也能观察，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 Acknowledgments

### 参考文献与致谢

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

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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>

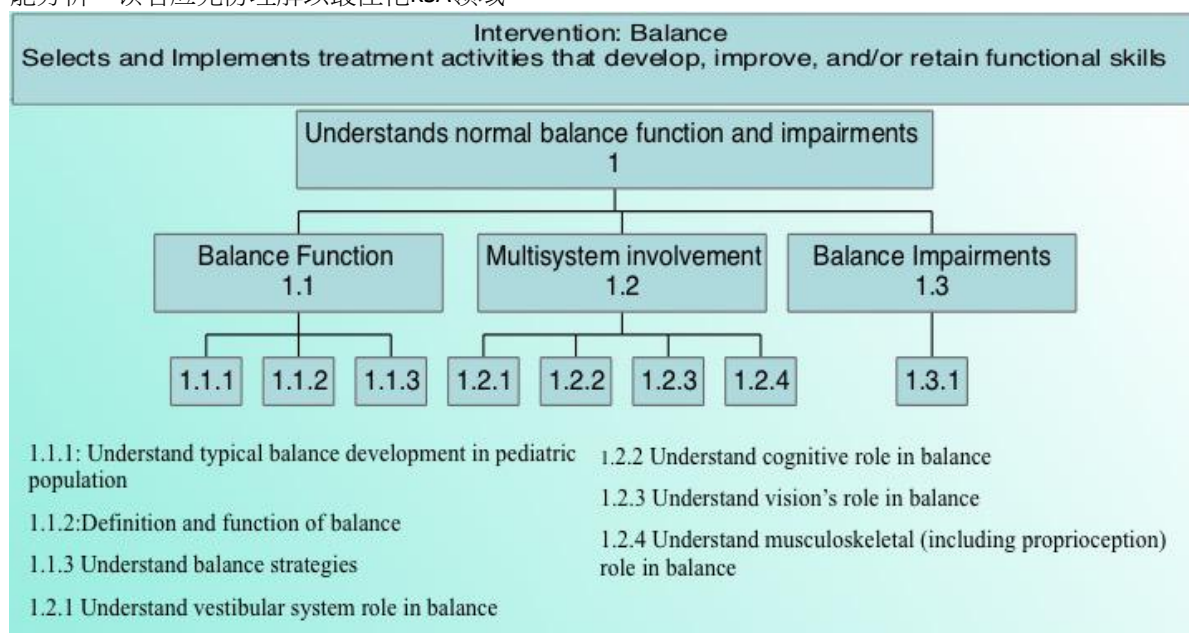
为了充分理解在本架构中不同国际上对临床及专业术语的认知，您可能想了解所有术语的词汇表。完整的词汇表能在以下连结中找到：<http://www.wcpt.org/guidelines/entry-level-education>

## 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领域是介入：平衡。KSA领域分析可以做为基本知识及技能分析，读者应充分理解以最佳化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 develop this document. Tools from the HOP-FA can be found on the next 10 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 10 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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