بخشی از ترجمه مقاله

عنوان فارسی مقاله:
دسترسی به برنامه درسی؛ تجربه‌ی پیادگیری مبتنی بر دانشگاه از دانشجویان فیزیوتراپی با اختلال بینایی

عنوان انگلیسی مقاله:
Accessing the curriculum; university based learning experiences of visually impaired physiotherapy students

توجه!
این فایل تنها قسمتی از ترجمه می‌باشد. برای تهیه مقاله ترجمه شده کامل با فرمت ورد (قابل ویرایش) همراه با نسخه انگلیسی مقاله، اینجا کلیک نمایید.
8. Conclusion

These findings show the existence of both barriers to and enablers for learning physiotherapy within the university setting. The barriers prevented students from fully participating and accessing the curriculum effectively, despite support and reasonable adjustments being put in place. However, there were some excellent practices that ensured participation and access to the curriculum in both theoretical and practical teaching and learning, reinforced by strong “human” and compassionate support.

These findings support previous research into the experiences of disabled and visually impaired students in university, suggesting that physiotherapy education is not unique. Despite the physiotherapy profession being open and supportive of visually impaired therapists, there are still barriers that ultimately result in students having to work harder and longer to access the curriculum to achieve their educational goals. However, if barriers can be identified and addressed through open, collaborative relationships and reasonable adjustments, access to the curriculum can be enabled, and full participation in physiotherapy education can be achieved.