

本人王志鵬博士，是香港註冊職業治療師，曾經於香港輔助醫療業管理局轄下的職業治療師管理委員會擔任六年委員。現在根據曾參與建立輔助醫療業註冊制度的經驗，評論有關臨床心理學(CP)認可醫療專業註冊計劃(AR)的當前爭議。

我留意到香港城大專業進修學院與美國大學合辦的 CSPP-HK 課程畢業生，指責臨床心理學組所建議的教育標準是為港大及中大課程度身訂造；而學組則否認涉及利益衝突、其成員在多個媒體指責 CSPP-HK 課程不符合應有的教育標準。

請大家留意，獲衛生署委託為認可註冊計劃認證機構的中文大學公共衛生及基層醫療學院，其職能並不包括評審任何臨床心理學訓練課程，是否夠資格產生具備執業能力的畢業生（註一）。因此中大即將作出的認證建議無助解決當前的爭議。

我相信衛生署現有的 AR 機制，存在着一個結構性的缺陷。有必要加入獨立專業評審的安排，由相關專業內不涉利益衝突，並備受尊崇的認證專家獨立評審。

香港的輔助醫療業管理局已制定這種獨立評審機制，並成功應用於包括職業治療等多個專業。附上之 Handbook（註二）及網頁資料（註三）顯示在這個獨立評審的機制下，兩個擁有不同歷史文化背景的專業教育課程均能順利通過評審。在過去二十多年的註冊歷史中，職業治療師從未出現類似現時 CP 註冊的重大爭議。

職業治療及臨床心理服務皆屬輔助醫療專業，理應參考相關的成功經驗，讓寶貴的專業服務資源能減少因爭議帶來的內耗，而充分應用於服務市民的福祉上。

最後我要申報與本人背景有關的潛在利益衝突。由於我一直任職於公營機構的高級職業治療師職位，縱使我擁有 CSPP-HK 的臨床心理學博士學位，亦不能於 CP-AR 機制裏面得益。

我會將現在的講稿及相關參考文件索引，交給立法會秘書處好讓公眾可以參考。

註1

**Accredited Registers Scheme for
Healthcare Professions
(Pilot Scheme)**

Guidance for Applicants

**December 2016
First Edition**

**JC School of Public Health and Primary Care
Faculty of Medicine
The Chinese University of Hong Kong**

4. The Standards

Principles of Standard Development for the Accredited Registers Scheme for Healthcare Professions

- 4.1 All requirements and restrictions on Standard development and organisational operation serve to reflect and mitigate potential risks of harm to the public.
- 4.2 Certain requirements and restrictions on Standard development and organisational operation also serve to ensure the promotion of public confidence in the professions holding the register.
- 4.3 The AR Scheme is non-judgmental with regard to the efficacy of any therapy or care practice, and does not set education and training requirements for entry into any one register.
- 4.4 Healthcare professional organisations holding registers of healthcare professionals should have a broad representation of the corresponding profession and an established operation for a substantive period (including newly formed ones which have been set up from restructuring or merging of other established associations / societies).
- 4.5 Standards define a desired and achievable level of performance against which actual performance is measured.
- 4.6 Standards include Criteria which define specific steps to be taken, or activities to be done, to reach the requirements of a Standard.
- 4.7 Standards are developed with stakeholder consultation.
- 4.8 Standards are reviewed through stakeholder consultation from time to time, and at least every three years, in accordance with relevant research and evidence as well as development of the professions.

Handbook on Accreditation of Educational Programmes for the Purpose of Registration
as Supplementary Medical Professions Practitioners

I. Preamble

1. As statutory bodies established under the Supplementary Medical Professions Ordinance (“the SMPO”) (Cap. 359), the five Supplementary Medical Professions (“SMP”) Boards under the SMP Council are accountable for reassuring the relevant professions and the public that the pedagogical practices in educational programmes in Hong Kong are of distinguished quality and that graduates possess the knowledge and skills enabling them to provide high quality professional services.
2. To achieve this, accreditation system and procedures are developed to provide the Boards with a mechanism to conduct external evaluation and review of educational programmes.
3. In addition, it also allows educational institutions a formal occasion to demonstrate that standards, agreed levels of educational and pedagogical practice, and professional conduct are prudently maintained.

II. Definition of Accreditation

4. Institutions applying to the Board are required to prove to its satisfaction the standards, levels of educational and pedagogical practices and professional conduct of their educational programmes. They are required to comply with the accreditation criteria (as mentioned in Part IV), outlining the minimum requirements for accreditation and such other criteria relevant to the profession which Board sees fit and appropriate from time to time, failing which the application will be rejected. In the accreditation, the Board will in general:-
 - (1) review the educational facilities, environment and processes of the institution;
 - (2) evaluate the curriculum of the educational programme, and assess its comparability with the local and international standards;
 - (3) advise the institution on the areas of strength and weakness and the ways to improve in the future, if necessary; and
 - (5) determine whether the institution and/or the educational programme meets the standards and requirements of the Board for provision of education relevant to the profession.
5. The Board accredits educational programmes for the purpose of registration under the SMPO.

III. Accreditation Panel

6. In handling applications for accreditation, an independent accreditation panel shall be set up under the Board to assist it to make in-depth assessment :-
- a Chairman not affiliated with or employed by the educational institutions concerned;
 - at least one expert renowned in education in the relevant field or in accreditation. Overseas experts may be appointed if necessary;
 - two local members of the concerned profession from different employment background;
 - a representative from the relevant specialty college of Hong Kong Academy of Medicine;
 - a lay member.
7. The accreditation panel is required to review the professional standard and quality of the educational programme for the purpose of registration under the SMPO by :-
- (1) clarifying and verifying the congruency between submitted information and the actual practice;
 - (2) conducting on-site accreditation visits;
 - (3) preparing a written report on its findings in relation to the accreditation criteria to the Board;
 - (4) making recommendations for programme improvement if necessary; and
 - (5) making recommendations on the suitability for accrediting the programme.

IV. Accreditation Criteria

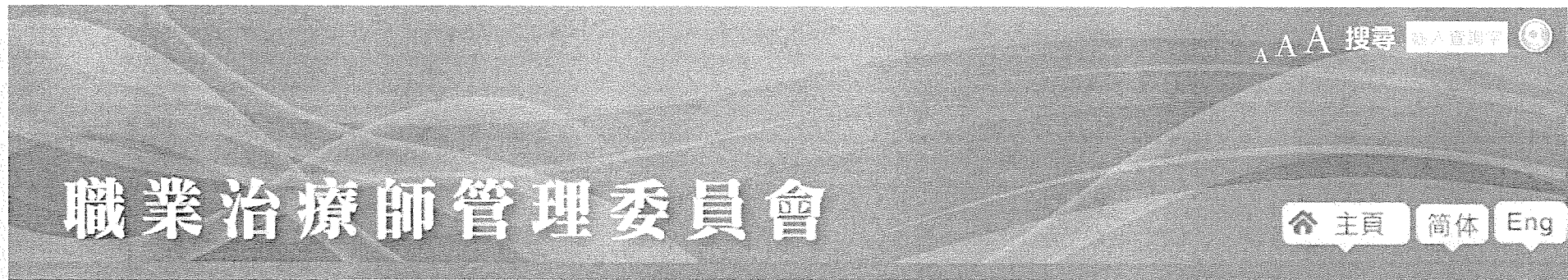
8. In assessing an application for accreditation, reference shall be made to the following major principles :-

(1) Governance and administration

There should be a governing body responsible to ensure that the mission of the institution is properly implemented. An academic board or committee should be in place to ensure sufficient resources available for the sustainable development of the programme.

Information required

- Membership of the governing body, academic board or committee;
- Terms of Reference of the governing body, academic board or committee;
- Annual reports and minutes of meetings related to the development of the educational programme in application; and
- Strength of the administrative staff, including full time and part time etc



- 關於我們
- 註冊
- 申請註冊
- 申請把姓名重新列入註冊名冊
- 註冊人士名單
- 訓練課程評審
- 行為及紀律
- 持續專業發展
- 表格/費用
- 給註冊人士的訊息
- 聯絡

註冊

訓練課程評審

- 輔助醫療業專業註冊訓練課程手冊 (只備英文版)
- 職業治療學理學士 (榮譽) 學位課程
學院名稱: 東華學院
評審進度: 職業治療師管理委員會已於2017年6月通過有關訓練課程的評審
- 職業治療學碩士學位
學院名稱: 香港理工大學
評審進度: 職業治療師管理委員會已於2015年12月通過有關訓練課程的評審

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