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SENIOR VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST
Office of the Provost

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November 28, 2016

Selection Committee
Regents Teaching Excellence Awards
University System of Georgia
Atlanta, GA 30334

Dear Selection Committee members:

I am writing to nominate Georgia State University's Department of Physical Therapy for a Board of Regents' Teaching Award for a Program or Department. The department, part of the Byrdine F. Lewis School of Nursing and Health Professions, coordinates a three-year cohort-based doctoral program which, as a result of an inter-professional and service learning focus infused throughout the program, has experienced a positive upward trajectory in quality and student outcomes in recent years. The process of curriculum development, the quality of the new curriculum, and the resulting student outcomes make this program an outstanding contender for the Regents' Teaching Award. Please allow me to elaborate.

Deep engagement of faculty in Curricular Development

The Department of Physical Therapy has a highly diverse faculty that was deeply engaged in developing this new curriculum. They began with a departmental retreat that was specifically focused on revising the curriculum to equip their graduates to succeed in a rapidly transforming profession. Toward this end, they made the collective decision to structure the program around service and inter-professional learning. Particularly notable was the effort that the faculty made in aligning the curricular goals with the university strategic plan which advocates for experiential "signature" experiences for all students. The faculty began by piloting a single service learning class in geriatrics in 2013. Feedback from students was overwhelmingly positive, and since then, twenty-two different group service learning projects have been implemented. The collaboration and engagement of all faculty in curricular change – something that often involves turf wars and egos – is a model for other departments.

An innovative curriculum recognized widely

The new service learning programs have been recognized widely for allowing students to gain hands-on experience and work in authentic environments with populations with diverse needs. Specifically:

- The Farmworker Family Health Program allows students to work with faculty to provide health care services to migrant farm-workers and their families in Moultrie, Georgia. While this is a great learning experience, it is also a significant contribution to the health and wellbeing of these workers and their families. This project won the Carl. V. Patton President's Award for Community Service and Social Action-Outstanding University Program in 2012.
- The service learning study abroad to Nicaragua introduces students to physical therapy community practice in Los Robles. The program allows them to explore cultural perspectives and problem solving in a rural coffee growing community. Students conducted home visits to patients who had amputations, complications from diabetes, neurological conditions, spinal cord injuries and developmental delays. This program also received the Carl. V. Patton President's Award in 2016.
- The success of the department's service learning programs was disseminated nationally through a presentation at the 2015 American Physical Therapy Association meeting to very positive attention.
- The physical therapy department's programming was a key component in the development of the School of Nursing's Inter-Professional Education course (SNHP 7800) which received a \$1.1 million from the federal Health Resources and Services Administration.

Student learning outcomes

The department has been vigilant in assessing the effectiveness of the new curriculum. In responding to surveys, students "strongly agreed" in overwhelming numbers that the service learning projects had enhanced their educational experiences by making them more aware of community needs and of their own learning needs. The overall graduation rates (96 percent for the 3-year graduation rate) and success on the national licensing examinations also highlight the program's success.

In summary, Georgia State University's Department of Physical Therapy has worked collaboratively to introduce an innovative and award-winning curriculum that has made a difference in the lives of their students. It is just the sort of program for which the Regents' Teaching Award for a Program or Department was designed and I forward this nomination to you with my own enthusiastic endorsement.

Sincerely,



Risa I. Palm
Provost and Senior Vice President for Academic Affairs

OFFICE OF THE DEAN
Byrdine F. Lewis School of Nursing and Health Professions

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November 29, 2016

Selection Committee
Regent's Teaching Excellence Awards for Department or Program

Dear Committee Members,

I am pleased to provide a strong, positive letter of support for the Board of Regent's Teaching Award for a Program or Department. This application is coming from the Physical Therapy Department, which is an academic unit of the Byrdine F. Lewis School of Nursing and Health Professions. This academic unit meets all criteria for this award, and is an outstanding program within Georgia State University and the University System of Georgia.

The Department of Physical Therapy is comprised of ten full-time faculty, and two half time instructors, who are diligent in their commitment to student learning. The course of study for the Doctor of Physical Therapy (DPT) program begins with a White Coat ceremony where students participate in a solemn program to mark the beginning of their professional career. This event is an important entry ritual that sets the professional tone and standards for the program. Faculty, guests, alumni, community partners, as well as students in the other cohorts of the DPT program attend the event. From the very beginning, the program sets the tone of seriousness, accountability, and excellence in health care standards.

Faculty in the Department of Physical Therapy have demonstrated excellence in educating students for professional practice. Over recent years, two service-learning initiatives have received university awards for outstanding achievement. For fifteen years, GSU physical therapy students have participated in the Farmworker Family Health Program, which is an interprofessional experience where students work with faculty to provide health care services to migrant farm-workers and their families in Moultrie, Georgia. While this is a great learning experience, it is also a significant contribution to the health and wellbeing of these workers and their families. This project won the Carl. V. Patton President's Award for Community Service and Social Action-Outstanding University Program in 2012.

Last year, faculty in the Department of Physical Therapy were awarded a second university award for service learning; a study abroad trip to Los Robles, Nicaragua entitled, “GSU Physical Therapy Community Practice in Nicaragua: An intensive study abroad program to explore cultural perspectives and problem solving in a rural coffee growing community.” Thirteen Physical Therapy students along with two faculty co-directors assisted the residents of an organic coffee farm in the small farming village of Los Robles, Nicaragua. The Physical Therapy students involved conducted home visits with individuals who had amputations, complications from diabetes, neurological conditions, spinal cord injuries and children with developmental delays. This program received the Carl. V. Patton President’s Award for Community Service and Social Action-Outstanding University Program in 2016.

Beyond these experiences, faculty in the Department of Physical Therapy have a dedicated and mission-driven focus to educate students in evidence based health care. The exceptionally high licensing pass rates (~94%) provides evidence that students in the DPT program gain competencies and skills to effectively begin their career as licensed physical therapists. Another point of pride in the program is that students gain employment as the three-year average of licensed graduates who are seeking professional jobs is 100%.

Within the application narrative that is attached, there are several other examples of the quality that exists within the Department of Physical Therapy. These include the GSU Physical Therapy and Wellness Clinic that provides treatment to our campus community and beyond, involvement in interprofessional education, and productive relationships with community partners and the surrounding health care community. I am very impressed with the dedication, commitment, and professional competence of the Physical Therapy faculty and students. In fact, it was my idea that the program apply for this award as I truly believe that this unit is extremely deserving of this honor.

I appreciate the opportunity to provide a strong letter of support for this application. The Department of Physical Therapy is a point of pride for our School and University.

Sincerely,



Nancy P. Kropf, PhD
Dean, Byrdine F. Lewis School of Nursing & Health Professions

Narrative Statement

In accordance with, and in support of the Strategic Plan of Georgia State University, the mission of the Department of Physical Therapy is to prepare Doctors of Physical Therapy who are committed to clinical excellence, professional distinction, and the pursuit of scholarly activities that contribute to the body of scientific and clinical knowledge. Every fall, a cohort of 35 – 40 bachelors’ degree-prepared students is accepted to enter the three-year curriculum which culminates in the clinical Doctor of Physical Therapy (DPT) degree. Three Departmental Goals relating to our mission include:

Preparation of a competent physical therapist who:

- 1) Promotes interdisciplinary collaboration,
- 2) Embraces a multi-cultural learning environment that promotes development of culturally-competent physical therapy practitioners, and
- 3) Supports clinical, professional and community service.

Ten full-time and two half-time academics comprise the core faculty of the GSU Department of Physical Therapy, representing diverse backgrounds; 50% of the faculty are male, 50% are female; 33% represent different ethnic minorities. Secondary to the clinical nature of the program, 50% are non-tenure track/clinical faculty and 50% are either tenured or tenure-track. All core faculty members actively participate in research and scholarly pursuits. We are dedicated to making a difference in the success of our students both in the clinic and in the classroom. As part of the continuing process to ensure student success, the faculty meets regularly to evaluate the program and curriculum. As an outcome of the annual faculty retreat in 2013, we recognized the need for curriculum revision to better prepare the students for service in their profession, while more closely aligning our own goals with the University Strategic Plan. Thus, a formal service learning (SL) focus was introduced to the DPT curriculum. Service learning is defined as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. . . . [and] can provide students with transformational learning experiences.” (Seifer & Connors, 2007). Following are four examples of how SL has been incorporated into the redeveloped curriculum in response to an identified need and to elevate the department to a level of distinction worthy of the Regents’ Teaching Excellence Award.

Formal curricular SL had its origins as a single project in geriatrics for the DPT Class of 2013 cohort. After the first year of implementation, students had an opportunity to reflect on the experience. One participant stated, “Serving others and having a tangible skill to share with the world is why I chose to become a physical therapist... it was during this experience [SL] that I felt the most alive professionally.” Another stated, “This work helped me to understand the importance of establishing a trusting relationship with patients... the lessons learned will stay with me throughout my career.” Student feedback affirmed that SL was impactful, so it continued for the 2014, 2015 and 2016 cohorts. Since that original class project, our students have developed and implemented 22 different group service ventures and provided outreach to

partners throughout the greater Atlanta community. The success of SL was disseminated nationally through presentation at the 2015 American Physical Therapy Association Combined Sections Meeting (Lorio, A. and Jones, W. “The Power of Video and the Death of PowerPoint: An Engaging Way for Students to Document a Geriatric-Focused Service Learning Project. In 2015, the concept of a discrete project evolved into the newly developed SL course (PT 9005). What had been identified by a student in 2013 as a curricular inadequacy (“ . . . insufficient opportunities to give back to the community. This experience is essential to our program . . . and students studying PT should have built-in opportunities to practice the professional core value of altruism.”), initiated the evolution of curriculum to meet specifically identified student needs. The development of the SL course aligns with objectives identified in Departmental Goal #3.

The Department of Physical Therapy has also been a participant in the development of the Inter-Professional Education Course (SNHP 7800) developed through a federally funded \$1.1 million HRSA grant in 2014 (DO9HP26964 Grantham [PI]). This course incorporates students from five departments across The Lewis School and University including nursing, respiratory therapy, nutrition, social work and physical therapy. It has afforded the faculty in different disciplines an opportunity to work together in a sustained manner on inter-professional collaboration principles as well as the many benefits offered to the students. The opportunity to collaborate inter-professionally has allowed students to better understand the different healthcare professions, to promote patient-centered communication and treatments, and to better appreciate the intricacies and specialties of each discipline. The clinical component of this course has included interdisciplinary care of individuals with multiple chronic conditions in local hospitals on geriatric units and at a local residential assisted-living facility. Student comments included, “I was thoroughly surprised by the complexity of all disciplines (PT, RT, nutrition), credentialing/certification, etc. processes. Thus, I realize the different ‘levels’ of other disciplines, not just nursing. “and “IPE has been very rewarding. I felt appreciated in my professional role and I now know more of what other disciplines [healthcare] are looking for.” To date, 15 physical therapy students have had the opportunity to participate in this elective course together with over 120 students from other healthcare disciplines in the University. Participation in the Inter-Professional Education Course promotes Departmental Goals #1, #2 and #3.

For the past 15 years Georgia State University physical therapy students have participated in the multidisciplinary *Farmworker Family Health Program*, an interprofessional, in-country, cultural immersion service learning experience. This is a multi-disciplinary program with students from Georgia State University Department of Physical Therapy, Emory School of Nursing, University of Georgia School of Pharmacy, Clayton State University and Darton College Departments of Dental Hygiene. It is an opportunity for students under faculty supervision to deliver vital health care services to under-served farmworkers and their children in Moultrie, Georgia. Students apply the skills learned in the classroom to collaborate and interact with various other healthcare professionals toward a common goal. In the past two years, students raised almost \$9000 in a *Crowdfunding* process to gain necessary funds covering expenses associated with the trip and purchasing supplies and items to be donated to the families. In 2012, the GSU DPT program received the Carl V. Patton President’s Award for Community Service and Social Action- Outstanding University Program. One participant in the Moultrie experience stated, “. . . This experience highlighted how big of a difference we as a profession can make in health aid; it is imperative that physical therapy be included in health aid missions at all

levels.” The *Farmworker Family Health Program* in Moultrie meets Departmental Goals #1, #2, and #3.

The most recent SL opportunity was developed in January 2016. The Department of Physical Therapy sponsored 13 DPT students and two faculty to travel to Los Robles, Nicaragua for a week of international service learning. Prior to departure, the students raised over \$13,000 to fund the trip through *Crowdfunding*. Similar to the Moultrie trip, they also brought supplies and items that were donated to address community needs. This experience in rural Nicaragua allowed these students to explore, dream and discover and, more importantly, ignite a spark to continue seeking opportunities to give back to communities in their future professional careers. The students learned the culture and lifestyle of this rural Central American community, while providing physical therapy services to coffee farmers and other Los Robles locals. During evening clinics, the students treated the adults’ orthopedic conditions and during the day, they performed home visits, created fun exercise activities for the children, or participated in cultural immersion and public health initiatives. They screened adults and children for neurological and orthopedic conditions and made recommendations to improve mobility and physical movement for each client. Additionally the students participated in improvement projects with the villagers building clay ovens, laying concrete floors and painting the walls of villagers’ homes to help repel mosquitos. One student stated, “The best part of this trip was being immersed in a culture and being lost in it.” Another student commented, “This trip was the best trip of my life... [and] makes me want to continue to make a difference.” These participants gave this community a week of their lives, but the GSU Department of Physical Therapy has committed to future opportunities to learn and grow and will be returning with another group of DPT students in January 2017. *GSU Physical Therapy Community Practice in Nicaragua* was honored as recipient of the 2016 Carl V. Patton President’s Award for Community Service and Social Action Outstanding University Program, the second time the GSU Department of Physical Therapy has received this prestigious award. This service learning study-abroad trip aligns with Departmental Goals #1, #2 and #3.

The vision statement for our professional association, the American Physical Therapy Association, is: “*Transform society by optimizing movement to improve the human experience.*” The Georgia State University Department of Physical Therapy has set a path for teaching students to improve the human experience with a dedicated and evolved comprehensive curriculum founded in service learning. Our belief is that Mahatma Gandhi spoke the truth when he said, “The best way to find yourself is to lose yourself in the service of others.” It is for this, and for the success of our service learning programs, that we believe we are deserving of the Regents’ Teaching Excellence Award.

Seifer, S. D., Connors, K. (2007). *Faculty Toolkit for Service-Learning in Higher Education*. Scotts Valley, CA: National Service-Learning Clearinghouse. Retrieved from http://www.servicelearning.org/filemanager/download/HE_toolkit_with_worksheet_s.pdf

Department of Physical Therapy Fact Sheet:

The Department of Physical Therapy offers the Clinical Doctorate in Physical Therapy degree. It is a three year program consisting of nine consecutive semesters with a set curriculum with three individual cohorts. The department also supports the Georgia State University Physical Therapy and Wellness Clinic.

Students:

- 113 students currently enrolled
 - 47 male, 66 female
 - Student population: 28.3% represent ethnic minorities
- PTCAS centralized application system for admissions
 - Most recent accepted cohort admissions process data:
 - 697 students began the application process, with 403 applications complete and reviewed (34 of 50 states represented)
 - 135 applicants interviewed
 - 41 students accepted
 - Average cumulative GPA 3.64
 - Average pre-requisite GPA 3.60
 - Average GRE Q– 154, V– 155, A– 4.2

Faculty:

- 12 Core Faculty
 - 2 Professors, 3 Associate Professors, 7 Assistant Professors
 - 3 Tenured, 2 Tenure-Track, 7 Clinical Faculty
 - 7 PhD, 5 Terminal Clinical Degree with 3 Advanced Specialization
 - 6 male, 6 female
 - 4 represent ethnic minorities (33%)
- Scholarship and Research
 - Over 180 publications among 12 core faculty
 - 15 National presentations in the past year
 - 16 Regional presentations in the past year
 - \$1,238,000 in funded grants supporting projects over the 2015-2016 year
- Honors and Awards
 - 1 named Distinguished Professor
 - 2 Carl V. Patton Awards (2012 and 2016)

Curriculum:

- 143 Credit-Hour Graduate Program
- 28 Credit Hours assigned to Clinical Education (1,440 contact hours)
- Interprofessionalism and service infused throughout the entire curriculum with service course (PT9005) in third year

Evidence of Student Success:

- 3-Year Graduation rate of 96.3%
- Student Advancement after completion of the program from the past 3 years:
 - 1 PhD in process.
 - 6 Advanced Certifications: 4 Board-Certified Specialists in Orthopedic Physical Therapy, 1 Board-Certified Specialist in Neurologic Physical Therapy, 1 Board-Certified Specialist in Pediatric Physical Therapy.
- National Licensing Examination
 - 3-Year average first-time pass rate 93.9%
 - 3-Year average ultimate pass rate 94.9%
- 3-Year Average Employment Rate (licensed graduates seeking full-time employment) 100%
- 7 Students recently inducted in Alpha Eta National Honor Society in Health Professions



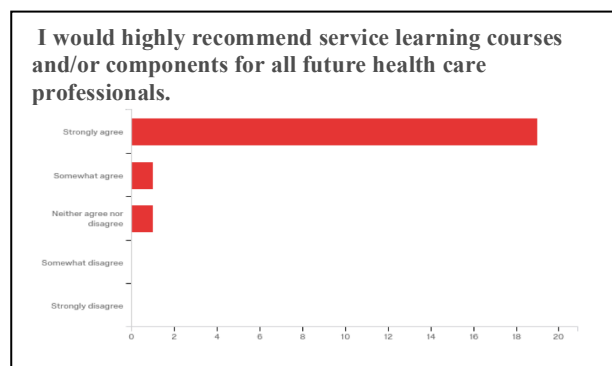
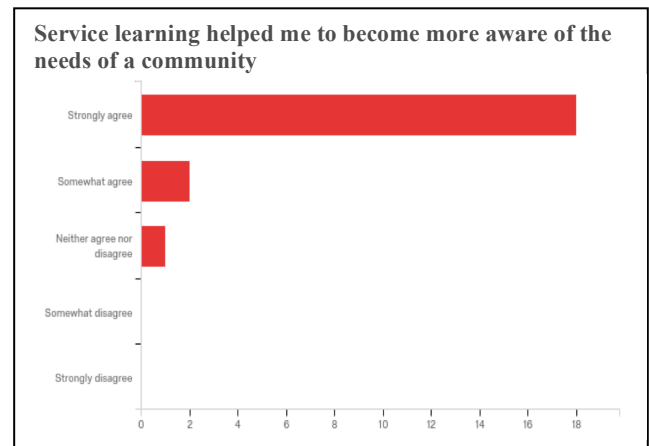
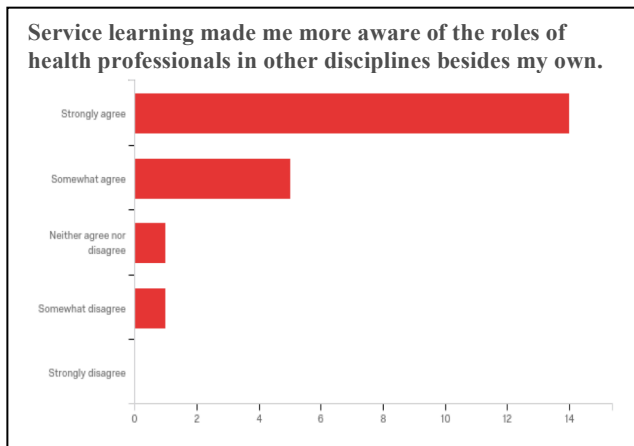
GSU DPT CLASS OF 2018

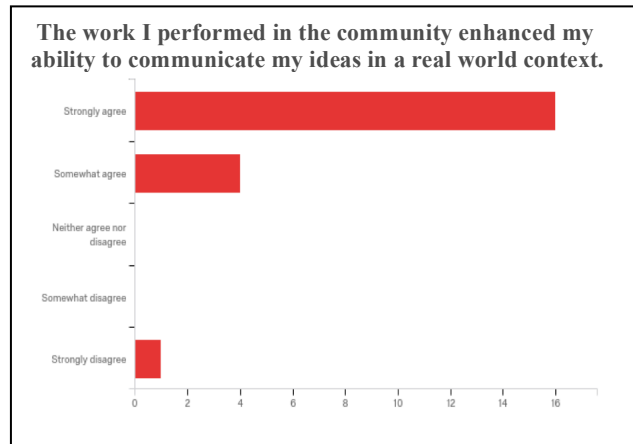
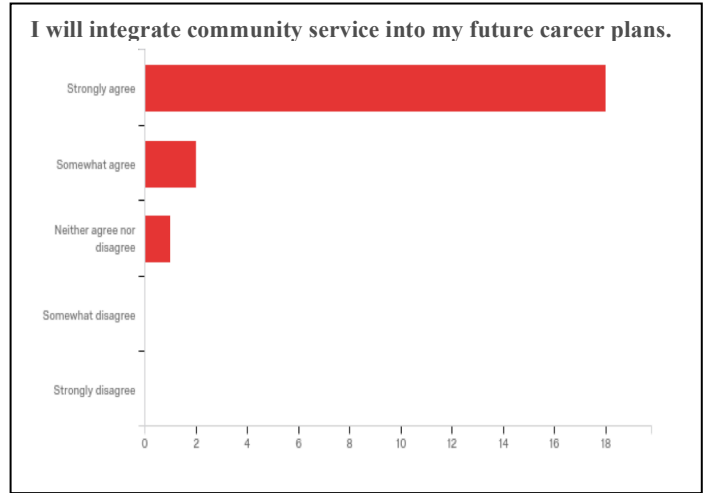
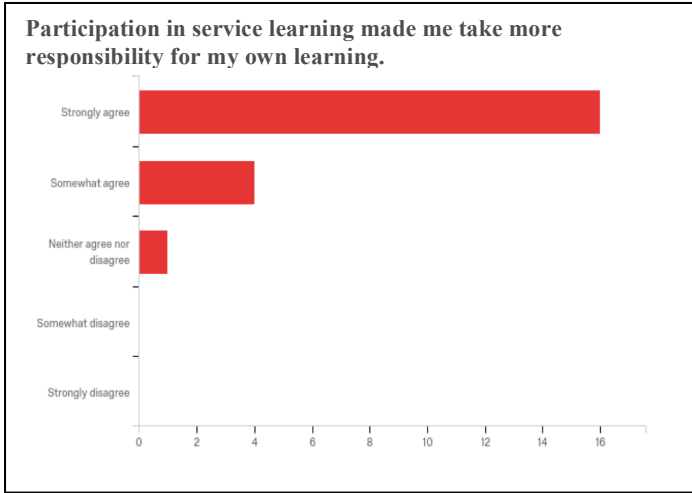
Service Learning in the GSU Program Survey Data:

To gauge the success of the added SL curricular components, an anonymous survey link utilizing *Qualtrics* software was sent to the current DPT Class of 2017 cohort and other graduates who have participated in service learning. Some anonymous comments from this survey include:

- “I gained a much better perspective of the world and different cultures due to participating in these service learning trips and opportunities.”
- “The Department of Physical Therapy offers a variety of service learning projects where students are able to understand not just different ethnic communities, but also societal and physical differences between themselves and those in their neighboring communities. Having multiple opportunities for service learning really develops us as rising health professionals and helps us better appreciate and commit to our role in the community.”
- “Service learning experiences were tangible. It was more fun than clinicals, in which the evaluation anxiety limited my ability to have fun. But we could learn in a non-threatening, fun environment while learning about the unique needs of various community members.”
- “The service programs offered played a big part in my decision to attend GSU for the DPT program.”

Specific survey response questions (n=21)





Evidence to Support Nomination: Service Learning Project

Since the development of the Service Learning Project in the Lifespan IV Geriatrics course, the GSU DPT students have developed and implemented 22 different projects and have provided this outreach to partners throughout the greater Atlanta community. Some of the locations for the projects include the following:

- Woodland Ridge Assisted Living Facility and Memory Care Center (Smyrna, Ga.) & Carevita Home Care
- Austell Senior Center
- Jain Society of Greater Atlanta (Gwinnett County)
- St. Anne's Terrace (Buckhead)
- Sunrise at Buckhead Assisted-Living Facility
- Neighbors in Need (East Atlanta)
- Gwinnett Community Center
- Crestview Assisted-Living Facility
- Dorothy C. Benson Senior Multipurpose Complex
- DeKalb Medical Center
- Lifecare Center of Lawrenceville
- Cobb County Senior Services Center
- Cumming Nursing Home
- Campbell Stone Christian Center

Responses from some of the community locations as part of the service learning project are below:

Dear Students,

Amazing night led by amazing young people. To be able to bring all of our sleeping dreamers alive at once around a night of fun. Just WOW. I hope this will live long in your hearts as you go forth to realize there is so much going on inside of us and Joy unites us all. I am so thankful to have been put in your learning path. Thank you so much on behalf of all of us and our residents. -Beth Cayce, CEO Carevita Homecare

Hi all,

What a great night it was last night! Just think of the lives you changed just by making the residents at Woodland Ridge feel special. The smiles on the dreamers' faces said it all. For me, the best part was how each of you took special care to ensure that every resident was involved and a part of the evening. Each of you has that special gift that is invaluable in elder care. It was an honor to watch each of you. Thank you for inviting me to be a part of the evening and allowing me to witness the miracles that come naturally when dreams come true.

Very Gratefully,

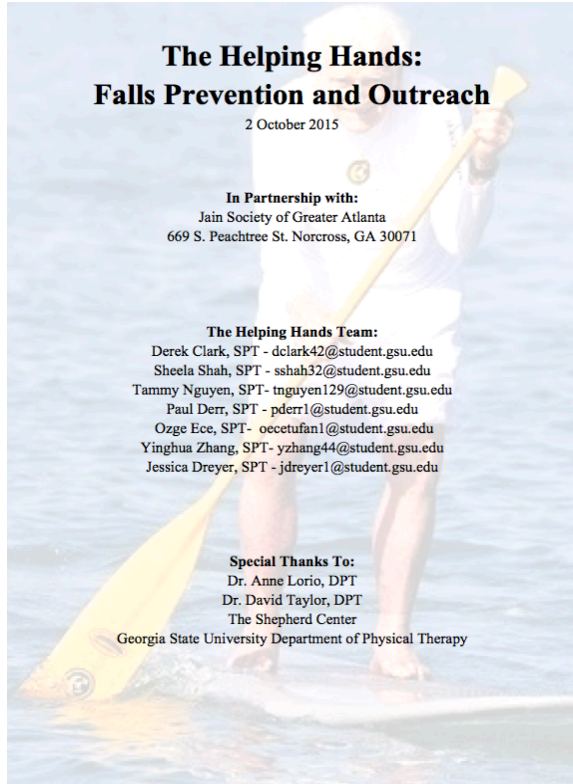
PK Beville, Founder and CEO Second Wind Dreams
Author, Virtual Dementia Tour

Dr. Lorio,

I wanted to thank you for the seven GSU PT students that assisted at the Falls Prevention Awareness Event at the Shepherd Center today. They were all great. I could not have asked for a better representation of our profession and your program. They were professional, engaging and knowledgeable.

Thanks again for the opportunity to interact with your students. I hope they found the experience beneficial.

- David W. M. Taylor, PT, DPT, GCS



The Helping Hands: Falls Prevention and Outreach

2 October 2015

In Partnership with:
 Jain Society of Greater Atlanta
 669 S. Peachtree St. Norcross, GA 30071

The Helping Hands Team:
 Derek Clark, SPT - dclark42@student.gsu.edu
 Sheela Shah, SPT - sshah32@student.gsu.edu
 Tammy Nguyen, SPT - tnguyen129@student.gsu.edu
 Paul Derr, SPT - pderr1@student.gsu.edu
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 Yinghua Zhang, SPT - yzhang44@student.gsu.edu
 Jessica Dreyer, SPT - jdreyer1@student.gsu.edu

Special Thanks To:
 Dr. Anne Lorio, DPT
 Dr. David Taylor, DPT
 The Shepherd Center
 Georgia State University Department of Physical Therapy

Geriatric Service Learning Proposal:



The Dorothy C. Benson Senior Multipurpose Complex

Ashley Baker, SPT
abaker39@student.gsu.edu
Daniel Hallahan, SPT
dhallahan1@student.gsu.edu
Zach Lombardo, SPT
zlombardo1@student.gsu.edu
Sarah Trappe, SPT
strappe1@student.gsu.edu
LaToyia Williams, SPT
lwilliams65@student.gsu.edu

September 28, 2012

Don't Fall in Autumn

The only things that should fall this season are
 leaves!



Saint Anne's Terrace - Senior Living Facility
 October 2, 2015

Carson Scott, SPT - mccott43@student.gsu.edu
 Sarah Eppling, SPT - sepling1@student.gsu.edu
 Nick Housley, SPT - shousley1@student.gsu.edu
 Paige Hopkins, SPT - phopkins3@student.gsu.edu
 Elizabeth Danish, SPT - edanish1@student.gsu.edu
 Kacie Robbins, SPT - klowder1@student.gsu.edu



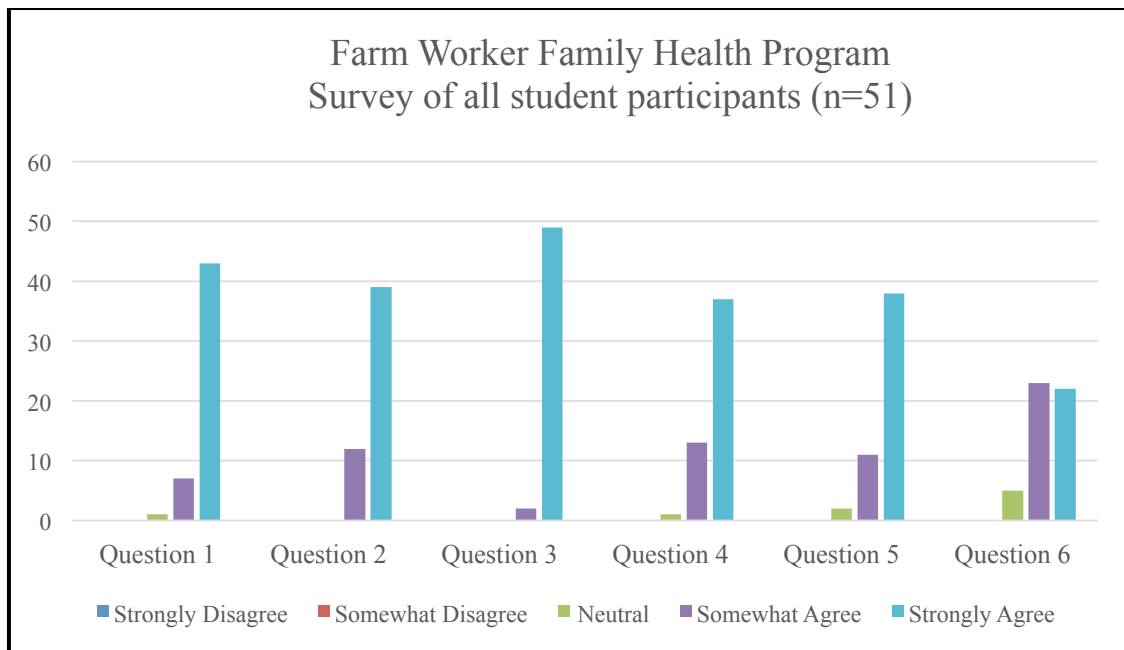
Wish of a Lifetime

in partnership with Second Wind Dreams®,
 Woodland Ridge Assisted Living, Alzheimer's Foundation of
 America and Cara Vita Homecare
 October 12, 2014

Jessica Hendry, SPT - jhendry3@student.gsu.edu
 Clare Page, SPT - cpage11@student.gsu.edu
 Hannah Redd, SPT - hredd2@student.gsu.edu
 Jessica Sethman, SPT - jsethman1@student.gsu.edu
 Brandon Ward, SPT - bward10@student.gsu.edu
 Taylor Weekley, SPT - vweekley1@student.gsu.edu

Evidence to Support Nomination: Farm Workers Family Health Project & Community Practice in Nicaragua

<i>SURVEY OF STUDENTS FOR FARMWORKER FAMILY HEALTH PROGRAM 2016 n=51</i>	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
Q. 1 Participating in the FWFHP enhanced understanding of how community-based partnerships provide health care in low-resource settings.	0	0	1	7	43
Q.2 As a result of my FWFHP experience, I feel more skilled in the recognition of how varied factors can influence the health of individuals.	0	0	0	12	39
Q.3 As a result of my FWFHP experience, I gained new perspective on the health and social issues that migrant farmworkers face	0	0	0	2	49
Q.4 As a result of my FWFHP experience, I feel better equipped to work as a member of an interdisciplinary team.	0	0	1	13	37
Q.5 As a result of my FWFHP experience, I feel more skillful in providing care to a diverse patient population.	0	0	2	11	38
Q.6 As a result of participating in the FWFHP.I am more likely to consider a career serving vulnerable populations.	0	0	5	23	22



Crowdfunding Project for Moultrie 2015: <https://impact.gsu.edu/project/489>

Moultrie 2015: PT Students Help Migrant Farm Workers




Share to Maximize IMPACT

\$3,550

142%

Raised toward our \$2,500 Goal
37 Donors

 **PROJECT HAS ENDED**
Project ended on May 01, at 11:59 PM EDT



Make A Gift

Crowdfunding Project for Moultrie 2016: <https://impact.gsu.edu/project/2103>

Georgia State DPT Service Trip to Moultrie 2016




Share to Maximize IMPACT

\$5,114

112%

Raised toward our \$4,550 Goal
55 Donors

 **PROJECT HAS ENDED**
Project ended on May 08, at 11:30 AM EDT



Make A Gift

Crowdfunding Project for Nicaragua 2016: <https://impact.gsu.edu/project/978>

Send GSU Physical Therapy to Nicaragua




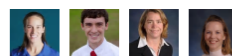
Share to Maximize IMPACT

\$13,290

102%

Raised toward our \$13,000 Goal
170 Donors

 **PROJECT HAS ENDED**
Project ended on November 16, at 12:55 AM EST



Make A Gift

Carl V. Patton President's Award for Community Service and Social Action – 2012

The Department of Physical Therapy received the 2012 Carl V. Patton President's Award for Community Service and Social Action in the Outstanding University Program category. The award was presented to the division for its Farm Worker Family Health Program. For the past fifteen years, physical therapy (PT) students and faculty travel to South Georgia to examine and treat migrant farm workers and their families for a variety of repetitive motion disorders.



Carl V. Patton President's Award for Community Service and Social Action – 2016

DPT students and faculty received the Carl V. Patton President's Award for Community Service and Social Justice: Outstanding University Program for their innovative approach to offering physical therapy in a remote Nicaraguan community.





January 29th, 2016

Esteemed Committee of the Carl V. Patton President's Awards,

I write to recommend the Department of Physical Therapy from Georgia State University's Byrdine F. Lewis School of Nursing and Health Professions for the Outstanding University Program Award. In January 2016, thirteen students, one recent graduate and two professors dedicated their time and expertise to support the preventive health program of Comunidad Connect in the community of Los Robles in northern Nicaragua. In our many years of inviting groups to collaborate with us in Nicaragua, the team of physical therapists from GSU proved to be the most enthusiastic, responsible and professional groups we have ever received. They worked alongside the local network of community health volunteers called "Brigadistas" and worked diligently to transfer their skills in ways that will improve the well-being of many families in Los Robles. This collaborative approach with local leaders and our staff sets them apart from most groups, and we are excited about working together for years to come. The lasting connections the faculty and students made with this isolated community of subsistence coffee farmers highlights the outstanding quality of leadership and sensibility. I am convinced they are deserving of the Outstanding University Program Award.

During their time in country, the students and faculty from the department of physical therapy visited homes and attended to patients in the local health clinic. They were able to apply skills they had learned in the classroom to evaluate people who cannot easily see a specialist due to economic and geographic isolation. When confronted with the challenges of limited resources, time constraints and language barriers, this incredible group of young people worked together to surmount these difficulties with a positive attitude. We watched each student grow in his or her confidence as a caregiver. As a team they were able to think of simple solutions that empowered the patients they saw. Their commitment to following up with community members after their initial visits, even after their time in Nicaragua, has deepened the impact they made and strengthened the relationships they forged in Los Robles. Patients were encouraged to surpass what they believed they were capable of and achieve independence through the skills they learned.

This experience will undoubtedly propel these students into successful careers in their fields. They were committed to improving their Spanish and interacting with all the community members they encountered. Comunidad Connect and the PT Department of GSU collectively envision a long-term connection with Nicaragua and Los Robles, including formalizing the ways by which GSU will deepen teaching opportunities and facilitate clinical visits. For all these reasons, I believe that the Department of Physical Therapy from the Byrdine F. Lewis School of Nursing and Health Professions is more than deserving of the Outstanding University Program Award and on behalf of Comunidad Connect and the community of Los Robles, I humbly ask that you consider their nomination.

Sincerely,

Jon Thompson
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February 9th, 2016

To: The Selection Committee for the Carl V. Patton President's Awards and the Outstanding University Program Award:

To Whom It May Concern,

I am writing to support the nomination of the GSU Department of Physical Therapy and the Community Practice in Nicaragua Service Learning Program for the Carl V. Patton Outstanding University Program Award. This project is the ideal model for service learning, as it brings together two communities of diverse need for the purpose of mutual benefit.

In January of 2016, the GSU Doctorate of Physical Therapy (DPT) Program sent thirteen third year students along with professors Anne Lorio and Kimberly Morelli to provide physical therapy services to the underserved rural population of Los Robles, Nicaragua. Partnering with Comunidad Connect for the week, the DPT crew and the people of Los Robles impacted one another in tremendous ways. I can say this from first-hand experience, as I am a student who had the opportunity to participate in this program. The best way that I can express my support of this program's nomination is to describe how I was served and impacted by this amazing experience. When applying for the Nicaragua community practice, I believed the main purpose was to have an opportunity to "get my hands dirty" in a professional manner and to apply the skills acquired in the classroom. As it turned out, I did get my hands dirty - in many senses of that particular saying.

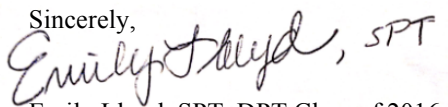
One of the services we were providing the community members of Los Robles was to visit homes of individuals that, due to various health issues, had impaired abilities to mobilize within their homes and community. One of the women that we worked with had an amputated leg, which left her confined to a single room in her home. After explaining proper use of her wheelchair, we demonstrated a technique to help her daughter maneuver the wheelchair over a step in order to gain access into the kitchen. What we thought was a simple lesson, turned out to be something that had a dramatic impact on the daily life of this family. This was the first time in two years that the patient was able to be in her kitchen. She was thrilled and immediately began to help her daughter make the corn tortillas needed for meals that day. The patient decided that she wanted to teach me something as well. As I began to get my hands dirty and learn how to make a homemade tortilla, I was taken aback at how the simplest of interventions brought this patient an immense amount of joy and the ability to again be a contributing member of her family and community.

Another one of the services we provided was the implementation of various home projects throughout the community. I had the opportunity to help build a wood-burning brick oven. The part of this task that made it extra challenging was that we had no Spanish interpreter on-site. As well, no student in my group knew any Spanish. What seemed like a recipe for disaster, turned out to be, yet again, an invaluable learning experience. As we fumbled our way through broken languages, we learned to communicate with our Nicaraguan friends in novel ways. I learned how to utilize body language to ask what something was or how to perform the next step. I learned that a simple smile goes a long way in expressing appreciation and admiration. I felt empowered by the hard manual labor that is a part of their daily lives. And despite having no common language, I felt that I was able to make true personal connections by getting my hands dirty and sharing the afternoon with the genuinely kind individuals of Los Robles.

This Nicaragua Community Practice Service Learning Program is like no other. For a short time, I was able to immerse myself into a new culture and develop meaningful connections with members of a community different from my own. The ability to have one-on-one interactions within the community was an amazing and unique way to learn. This program offered me an opportunity to invest myself in serving others, as well as the chance to also be served. From the people of Los Robles, I have learned that true joy is found when you take on life's challenges with a giving heart. I have gained a deeper appreciation for the power of community and teamwork, especially in the midst of hard times. Most importantly, I have walked away from this experience with a burning passion to continue serving others as I move forward with my professional career.

The GSU Physical Therapy Department's Nicaragua Community Practice Program completely exhibits the qualities of an effective and meaningful service learning experience. I offer my fullest support for the nomination of this prestigious award.

Sincerely,



Emily Lloyd, SPT, DPT Class of 2016

Interprofessional Education: Integrating Collaborative Clinical Practice among Students in the Healthcare Professions

Kimberly Morelli, PT, DPT, MTC; Carol Hall Grantham, PhD, RN, CPNP-PC;
 Jennifer Craft Morgan, PhD; Ralph Zimmerman, MSM, RRT-NPS
 Byrdine F. Lewis School of Nursing and Health Professions, Georgia State University, Atlanta, Ga.

Introduction

Interprofessional education (IPE) has been identified as essential in the delivery of efficient, patient-centered, cost-effective, safe health-care. There are various initiatives and experiences currently in practice involving students of various healthcare professions in the classroom, simulation and standardized patient settings but few, if any, include community clinical practice settings. Our goal was to develop and implement an interprofessional course that incorporated community clinical practice with didactic and simulation learning experiences.

Methods

- Course Implementation:**
- **Interprofessional Collaboration for Advanced Practice**
 - Course SNHP7800; first offered in spring of 2015
 - Weekly 2-hour didactic work
 - Structured around the core competencies developed by the Interprofessional Education Collaborative (IPEC)
 - Included team building skills, lectures & discussion
 - Three 6-hour simulations (18 hours total) using standardized patients; Established team work and communication prior to the clinical days
 - Three 8-hour clinical days (24 hours total); Students treated patients collaboratively
 - Total of 42 clinical hours
- Course Participants:**
- **21 graduate level students (Table 1)**
 - Nursing, respiratory therapy, nutrition, and physical therapy
 - **Controls: 42 nursing students**
- Course Effectiveness Evaluations:**
- **Web based surveys (survey platform: Qualtrics)**
 - Pre and post completion of the course
 - **Measurement:**
 - Self-Efficacy/Confidence in Abilities to use IPE
 - 31 items rated 1-100% confident
 - Preparedness for Clinical & Interprofessional Practice
 - 6 items based on IPEC core competencies
 - Rating 0-5 from unprepared to fully prepared

- Attitudes to Health Care Teams Scale (ATHCTS)
 - 18 items rating on a 6 point Likert scale
- Team Skills
 - 17 items rated on a 5 point Likert scale
- Readiness for Interprofessional Learning Scale (RIPLS)
 - 19 items rated on a 5 point Likert scale
- **Compliance**
 - All 21 students in the course and 42 nursing student controls completed the pre-test survey
 - 17 students in the course completed the post-test survey

Statistical Analysis:

- **Pre- vs. Post- survey data**
 - Paired-t tests (SPSS v. 20, IBM, Armonk, NY, USA)
 - Significance: $p < 0.05$

Results

Table 1. Student Demographics for Spring 2015 SNHP7800

Program	Subjects (N)	Gender (M/F)	Mean Age
Nursing	8	0/8	34
Nutrition	6	0/6	24
Physical Therapy	3	0/3	26
Respiratory Therapy	4	3/1	29

Table 4. Feedback from Physical Therapy Students

What is your feedback related to your experiences with students from other professions? (open ended responses from physical therapy students)		
General feedback to course	Communication among peers/different disciplines	Clinical experiences
"I felt very appreciated as a physical therapy student. Most other students stated they had no idea what we do."	"I definitely saw improvement from first simulation to the end in our communication"	"I loved the patient clinic days and the patients loved the team approach"
"I feel like I can work with others better in the clinical setting."	"Now I know why each discipline asks the questions they do, and I can follow the trail better"	"The clinic days were so good but not realistic with the extended time with the patient. How can I apply this to the real world?"

Table 2. Results of t-tests on main outcomes

Scale	Means Difference	P value
Confidence	-488.133	0.001
Preparedness	-3.769	0.025
ATHCTS	-5.25	0.112
Team Skills	-7.375	0.013
RIPLS	-3.6	0.184

Discussion

In our course, implementation of collaborative clinical practice with didactic and simulation experiences was shown to be beneficial to students' confidence, preparedness, and beliefs in interprofessional education and practice. While the majority of students and patients subjectively reported the experience as positive, students did not feel the extended time allowed to provide collaborative care in clinical practice was reflective of the true healthcare environment/setting.

Acknowledgement

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Contact Information: Kimberly Morelli, PT, DPT, MTC; kmorelli@gsu.edu

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GSU Inter-professional education

To Whom It May Concern:

I am writing this letter on behalf of Georgia State University's Department of Physical Therapy Class of 2017 to bring to light the engaging service learning opportunities that are made available to physical therapy students during their time in the program. Service learning programs include: Moultrie to provide physical therapy services to migrant workers, a week in Nicaragua immersed in the culture of the Los Robles community, an inter professional education elective partnered with Grady Memorial Hospital, and an opportunity to create a program tailored to a specific population within the Atlanta Community. These opportunities are unique to Georgia State and allow students to take information taught to us outside the walls of the classroom and be a catalyst for change to those in need.

Most recently, I have been part of the team working on launching the student-run crowdfunding campaign to raise funds to support our trip to Nicaragua. This will be the second year this opportunity has been open to students, and while there we will provide therapy services to the coffee farmers of Los Robles, provide home environment assessments, engage the children in healthy lifestyle habits and encourage inclusive community settings for those with disabilities. Most importantly, we will work alongside the local nurses to provide education materials and resources as a means for sustainable healthcare. We continue to have professors who motivate and challenge us to use our knowledge to benefit those in need while walking alongside us every step of the way.

Another service learning experience I have been a part of was the interprofessional education elective class. I worked alongside other nursing, respiratory and nutrition students from Georgia State at Grady Memorial Hospital and a local independent living home to provide healthcare services to patients and residents. We engaged in role playing activities within the class that prepared us to work with fellow students in the hospital setting. We were able to assess patients in the hospital and residents in their homes as part of an interdisciplinary team. This is a concept discussed in multiple classes, but its value is not truly understood until one actually can work directly with other healthcare professionals. I am thankful for the chance to engage and learn from other professionals prior to having a long term clinical in a hospital setting.

Perhaps what I am most excited about is the service learning project in which I will work with a group to plan a community outreach event, draft a proposal for the project, and gather the necessary resources to carry out the project's vision. Being someone who enjoys participating in community outreach events, I am eager to brainstorm a novel idea based on the community's needs and bring that idea to life with fellow students. Following the completion of the project, we will be required to use multimedia to reflect on our experience and present to fellow groups. The professor has left this a wide open project allowing us the freedom of creativity while simultaneously addressing the direct needs of the people of Atlanta.

I am grateful to be a part of the physical therapy program at Georgia State as well as the additional learning experiences that have been made available to students to augment our didactic learning. These non-traditional opportunities would not be part of our program if it weren't for the dedication and endless work of our professors. Thank you for allowing me to convey just a small piece of what has made the last two years so enjoyable and full of learning.

Respectfully,
Laura Bonin, SPT
Class of 2017