

School	Discipline	Title of Presentation	Abstract
Temple University	Physical Therapy	Miles to Mobility: A Transportation Based Qualitative Study at the North Broad Physical Therapy Clinic	A means of transportation is a key factor in a patient's ability to access physical therapy. In the city of Philadelphia, the most common means of transportation is car or public transportation. However, many individuals seeking physical therapy in Philadelphia lack access or have the ability to utilize transportation. A common reason why patients cancel or no-show their appointments at the North Broad Physical Therapy Center (NBPTC) clinic that is a lack of access to transportation. The purpose of this quality improvement project is to assess the percentage of patients that report difficulty with finding consistent transportation to the NBPTC and identify solutions for such concerns. Potential solutions will range from providing directions via subway, bus, and car, connecting patients with services that provide transportation, and exploring tele-health as an option for patients.
Medical University of South Carolina	Physical Therapy, Occupational Therapy, & Speech-Language Pathology	Interprofessional Student-Run Model	<p>Student-run, pro bono clinics offer unique, interdisciplinary opportunities for experiential learning. At MUSC, the CARES Therapy Clinic is intentionally structured to engage occupational therapy (OT), physical therapy (PT), and speech-language pathology (SLP) students in authentic clinical roles that integrate client care with clinic operations. Rather than serving as passive observers, students assume increasing responsibility for clinical reasoning, decision making, and interprofessional collaboration through an intentionally designed educational approach that supports professional development.</p> <p>First, the presentation discusses experiential learning opportunities related to client care. Students participate through curriculum-embedded assignments across OT, PT, and SLP programs, with additional volunteer opportunities. PT students participate through an integrated clinical experience in place of a traditional clinical rotation. SLP students complete required clinical rotations within the clinic, and some OT students further engage through doctoral capstone experiences. These capstone projects have focused on mental health crisis support, interpreter services, and equipment procurement. These roles support discipline-specific knowledge application and interprofessional collaboration.</p> <p>Second, the presentation describes learning experiences related to clinic operations. Although students enter CARES through different program requirements, they share responsibility for planning, communication, and care delivery. Students may serve on interprofessional committees supporting student and client scheduling, interpreter services, clinical outcomes, and fundraising initiatives, and rotate through office manager roles during clinic operational hours.</p> <p>Across client care and clinic operations, CARES participation challenges students to collaborate across disciplines, adapt to change, and respond to clients' diverse needs. These experiences support confidence, professional identity development, and readiness for entry-level practice.</p>
Quinnipiac University	Physical Therapy & Occupational Therapy	Community Programming: Adaptive Sports	<p>The physical therapy students with EQUIP Rehabilitation at Quinnipiac University strengthened their partnerships with local organizations to create inclusive opportunities in adaptive sports and recreation. Barriers, including limited accessibility and awareness, frequently prevent individuals with varying abilities from participating in fitness programs. This year, students on EQUIP's All Abilities team collaborated with the following organizations: CT Spokebenders, Connecticut's only premiere wheelchair basketball team, SwimAngelfish, an adaptive swim program, and CT Special Olympics and Hiking Without Boundaries. By developing mutual trust with partnerships, students embodied the social responsibility of PTs by promoting wellness, fostering inclusivity, and advocating for individuals with all abilities; while also applying the skills learned in class with diverse populations.</p> <p>For example, students assisted Special Olympics in FunFitness health screenings of athletes, learned to adapt sports for individual needs through wheelchair basketball, and coached water safety techniques to children with autism, anxiety, sensory and motor challenges to prevent drowning, and provided nature connection through adaptive hiking. Simultaneously, students contributed to the work of these organizations through water safety coloring books to reinforce Swim Angelfish lessons, introduced a fun health education program for Special Olympic athletes, and hosted fundraisers including the annual Wheels in Motion 3v3 wheelchair basketball tournament to raise awareness and combat financial challenges these programs face. Future goals include hosting a national wheelchair basketball tournament at Quinnipiac, continuing the annual Wheels In Motion Tournament, piloting a Fit 5 program with a local coalition of CT Special Olympics, and participating in more FunFitness screenings and adaptive hikes. The All Abilities team will continue empowering the community through movement, confidence, and connection, while celebrating the potential of everyone.</p>

University of Evansville	Physical Therapy	Building Community thru Service	<p>Access to physical therapy (PT) remains a challenge for individuals in underserved and underinsured communities, not just because of cost, but also due to barriers in awareness, transportation, language, and resource availability. The Ace CARE initiative seeks to narrow this gap by leveraging the collective strength of the University of Evansville Doctor of Physical Therapy Program, its students and alumni, and the broader Evansville community. Through collaborative partnerships with local businesses, academic departments, and community organizations, Ace CARE organizes recurring pro-bono PT clinics that provide free therapy services, interpretation support, and compassionate care to underserved residents.</p> <p>Our model is built on three pillars: (1) academic partnership (using university facilities, undergraduates, and interpreters from departments such as Spanish to help run clinics), (2) volunteer engagement (recruiting licensed PTs, UE DPT alumni, and current DPT students to deliver care), (3) community support (obtaining donations from local small businesses up to large orthopedic companies to supply equipment and resources).</p> <p>This presentation will outline how the following components work together: scheduling, resource coordination, volunteer and interpreter recruitment, and community outreach. We will showcase patient and volunteer demographics, service outcomes, and qualitative feedback. Early observations indicate enhanced access to care for non-English speakers, increased student preparedness and professional empathy, and strengthened community ties.</p> <p>By presenting our experience, we aim to provide a replicable blueprint for other communities interested in launching sustainable pro-bono PT programs. Through teamwork across academic, professional, and community domains, Ace CARE demonstrates how to build a resilient, inclusive, community-centered PT outreach initiative.</p>
Quinnipiac University	Physical Therapy, Occupational Therapy, Medicine	Humanizing Healthcare: Street Medicine	<p>Integrating Interprofessional Theme</p> <p>Quinnipiac University's Pro Bono Organization, EQUIP Rehabilitation, has teamed up with other disciplines (OT, and Medicine) to assemble a monthly interdisciplinary clinic to provide consistent, necessary services to the unhoused population. Monthly clinics, housed at Trinity Church in Middletown, CT, have included providing blood drawings and lab values, blood pressure screenings, neuropathy education, self-care, foot care, and musculoskeletal pain and mobility assessments. Students have been able to provide Kinesio taping, soft tissue techniques, therapeutic exercises, balance exercises and functional mobility training to this vulnerable population. Assistive devices, knee braces, and TENS units for pain management have been given to the clients to provide immediate needed resources. The clients report significant chronic musculoskeletal pain and challenges with the many miles walked each day. Home Exercise Programs are created on demand and provided to the clients. Students collect necessary items throughout the year for these clients such as toiletries, warm coats, hats, mittens, hand/feet warmers, socks, undergarments, gently used shoes, clothing, tarps and tents, honoring our social responsibility to a vulnerable population.</p> <p>Through this clinic, students have an opportunity to interact with an underserved population, learn various communication strategies, establish trust and rapport, integrate trauma informed care, and see first-hand the extensive impacts that health and wellness education can have at addressing health disparity in a unique community setting. Additionally, these clinics foster an interdisciplinary environment, cultivating collaborative compassionate care rooted in altruistic values. Students practice interdisciplinary communication and provide interdisciplinary team-based care to ensure clients are treated from a whole-person perspective. Strategic partners from the community have been invited to collaborate, including housing authorities, local soup kitchen, and community nursing. <i>Clinics have moved to a modified format in the winter months to local warming centers.</i></p>
DeSales University	Physical Therapy & Street Medicine	Student-Led Physical Therapy at an Emergency Shelter	<p>This presentation details the collaboration between the DeSales Doctor of Physical Therapy (DPT) Program and Bethlehem Emergency Sheltering (BES) to offer a pro bono physical therapy clinic for unhoused individuals. BES offers temporary evening shelter as well as other providers (including street medicine) and services in house. Third year DPT students provide pro bono services in a 1:1 (student to supervisor) ratio. Since 2023, 42 unhoused individuals have received care with clients predominantly suffering from chronic musculoskeletal pain and complex comorbidities. Because resources are scarce, students utilize clinical creativity to develop equipment-free interventions and home exercises that patients can perform in their daily lives. The sessions prioritize patient-centered care, offering pain relief while fostering a sense of dignity for a population often overlooked by traditional medical systems. Beyond physical healing, the program serves as a vital educational experience for students, who must adapt their clinical reasoning and communication skills to navigate unfamiliar social challenges. A vital theme highlighted is advocacy; which means meeting underserved populations where they are, through movement, compassion, and equity. Ultimately, the presentation highlights student reflection on how interdisciplinary collaboration with street-medicine and specialized outreach can bridge the gap in essential wellness services for the underserved.</p>
Washington University	Physical Therapy, Occupational Therapy, & Medicine	Improving Access for the Unhoused Community	

Widener University	Speech Lanugage	SLP Student Leadership Presentation - Social Needs	<p>The Chester Community Clinic at Widener University is a student-run, interprofessional clinic that provides accessible healthcare services to uninsured and underinsured individuals in Chester, PA and surrounding areas. It brings together Physical Therapy, Occupational Therapy, Clinical Psychology, Social Work, and Speech-Language Pathology (added in 2021). Although all clinical services are supervised by licensed and certified clinicians, the clinic's daily operations are led by a Student Leadership Board with representatives from each program.</p> <p>Within this structure, the Speech-Language Pathology student leaders manage key administrative and coordination tasks, including client check-in and front desk responsibilities, inventory oversight, routine client communication, electronic health record maintenance, facilitation of interprofessional collaboration, and community relationship-building. Participation on the Student Leadership Board is described as having a meaningful impact on students' professional development, particularly in building clinical confidence, competence, and readiness to transition from graduate training to independent practice.</p> <p>This poster will outline Widener's student leadership model—focusing on the SLP program—to encourage other universities to consider adopting a similar framework. It will summarize SLP student leaders' individual and shared responsibilities and highlight their perspectives on developing clinical confidence and professional identity.</p>
Medical University of South Carolina	Physical Therapy, Occupational Therapy, & Speech-Language Pathology	Clinical Outcome Measure Utilization within a Student-Run Pro Bono Clinic	<p>This project examines the use of standardized clinical outcome measures in the MUSC CARES Therapy Clinic, a student-run pro bono clinic, across occupational therapy (OT), physical therapy (PT), and speech-language pathology (SLP). Outcome measures help track patient progress, guide interventions, and support communication between student clinicians and faculty. We analyzed clinic data from 2021–2025, reviewing 2,374 outcome measure administrations for 640 patients. PT and OT accounted for most measures, including the Lower Extremity Functional Scale, QuickDASH, and Falls Efficacy Scale. The SLP program, started in 2024, introduced measures such as the Communicative Effectiveness Surveys and NeuroQoL. This project shows how standardized outcome measures are integrated into a student-led clinic and provides insight into supporting student learning and clinical decision-making.</p>
Medical University of South Carolina	Physical Therapy, Occupational Therapy, & Speech-Language Pathology	Interpreter Services: Innovative Ideas in a Pro Bono Therapy Clinic	<p>Over the past several years, the MUSC CARES Therapy Clinic has observed a statistically significant increase in Spanish-speaking clients. Between 2021 and 2025, the proportion of patients completing at least one clinical outcome measure in Spanish increased from 26% to 54%, representing a more than threefold increase in odds (OR=3.28, 95% CI 1.90–5.68, $p < 0.001$). This shift has increased the demand for interpreter services and innovative strategies to enhance equitable access to care.</p> <p>The purpose of this presentation is to discuss the improved structure for managing interpretive services and providing the resources utilized at the CARES Therapy Clinic. We will highlight a variety of modalities and strategies used to provide interpretive services in the clinic, in addition to the scheduling and pre-visit communication with the patients.</p> <p>Point-of-service modalities include in-person and virtual interpreters. We recruit interpreters from the local College of Charleston, student organizations, and the community. Virtual modalities include remote participation by our volunteer interpreters and the use of VOYCE, a paid interpreter service. Furthermore, we have assessments written in English & Spanish for patients to complete upon arrival.</p> <p>Outside of clinic hours, CARES Therapy Clinic has created a new student role dedicated to the scheduling and management of communication with patients whose primary language is not English. In this role, the student uses Zoom Phone to call and text Spanish-speaking patients and collaborates with interpreters to create draft text templates for clients who speak other languages.</p>