Creating a Student-Run Pro Bono Physical Therapy Clinic

This document is designed to assist individuals interested in creating a student-run pro bono physical therapy clinic affiliated with a physical therapy or physical therapy assistant academic program. It is intended to act as a comprehensive guide for planning, implementation, and sustainability.

Created by: 2013 Pro Bono Physical Therapy Services Project Committee
Welcome to Creating a Student-Run Pro Bono Physical Therapy clinic. This document will give you many different things to consider and provide a variety of helpful hints as you navigate through the process of setting up a pro bono clinic.

I. Before You Begin

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I. BEFORE YOU BEGIN

Before even starting to consider the logistics of running a pro bono clinic, be sure that you have a clear mission and vision for your clinic and have performed a thorough needs assessment to get your clinic started in the right direction.

Background

• What makes a pro bono clinic “pro bono”?
  o Pro bono - Latin term for “public good.”
  o Difference between pro bono work and volunteering: both practices offer services to those in need who may otherwise not be able to afford such services; however, pro bono work involves providing a specific set of professional skills for little to no fee.

Needs Assessment

• Before creating your pro bono clinic, it is essential to conduct a needs assessment that examines what is desired and required to meet the needs of both those running the clinic and those it serves. Some questions you may ask, include:
  o What populations are in need of pro-bono physical therapy services?
    Helpful Hint: You may want to assess local PT clinics, hospitals, homeless shelters, schools, community organizations, drug or prison rehab programs, etc., for patient populations that are most in need.
  o When a target population is determined, decide on what their greatest needs are. What type of PT will be most effective?
  o What are your needs as the providers of services?
  o What are you looking to achieve through running a pro bono clinic?
    Helpful Hint: Examples include having the clinic serve as a place where students can develop communication skills, documentation skills, decision-making, or as an experience that fosters professionalism and altruism.

Mission and vision statements

• What’s the difference between a mission and vision statement?
  o Mission statement: defines an organization’s primary objectives and purpose - helps define the measure(s) that determine success.
  o Vision statement: also defines the organization’s purpose, but describes the organization’s values when doing so. It helps to inspire those who work for the organization and those who may decide to work with the organization.

Creating a mission statement

1. Identify what you want your clinic to represent and what makes it different from other clinics.
2. Identify key measures of success. Limit those measures to the few most important ones that encompass the purpose of your clinic.
3. Create a SMART goal (specific, measurable, attainable, relevant, time-bound) within your mission statement to make the purpose and goals realistic and measurable.
4. Continue to re-read and adjust your mission statement until it is concise and clearly defines the overall purpose of your clinic.

**Creating a vision statement**

1. Once the mission statement is created, determine the values that are necessary to fulfill that mission.
2. Use values to represent all parties involved: faculty, students, and patients.
3. Choose the correct language to clearly and concisely describe the values that are necessary to your clinic to create your desired environment.

*Helpful Hint: Further information on creating mission and vision statements, their purpose, how they can change, etc. can be found here: Mission and Vision Statements*
II. LOGISTICS

Before working out the details of clinic operations, it is essential to first consider some of the big picture items related to starting a pro bono clinic.

Costs associated with running a clinic
- When considering funding, this is an example list of potential expenses:
  - Equipment needs
  - Supplies
  - Printing costs
  - Parking costs (for students, clinicians and patients)
  - Facility use
  - Marketing tools
  - Administrative support

  *Helpful Hint: Keep in mind that with support from your academic institution and other partners, these costs can be kept to a minimum.*

Equipment and supplies
- What equipment or supplies will your clinic need to operate?
- Consider your target population:

  *Helpful Hint: Orthopedic services may need splints, wraps, or Therabands, neurological may need mats or low tables, and cardiopulmonary may need stethoscopes.*

- Other equipment to think about: blood pressure cuffs, stopwatches, athletic tape, tape measures, reflex hammers.
- If working in an interdisciplinary clinic, additional equipment may be necessary.
- Where can you get equipment and supplies?
  - Contributions from your academic institution
  - Donations provided by local clinics
  - Existing equipment in the space you're using
  - Equipment obtained at discounted rates from supply companies
  - Purchased with funds (see funding section below)
  - Local organizations that provide or sponsor medical equipment

Clinic location
- Where will you set up your pro-bono clinic?
- Does your academic institution or program have space that can be used for the clinic?
- If creating an interdisciplinary clinic, what space can other disciplines offer?
- Is there another space on campus that can be used?

  *Helpful Hint: Look into how to rent this space and any additional requirements you may have to fulfill.*

- If partnering with a community partner or program, consider using their space *Helpful Hint: Consider a local shelter or community health center.*
• Are there other local clinics where space could be used?
  *Helpful Hint: Look to faculty or area clinicians for ideas about available spaces.*

• When considering a space for your clinic, keep the following in mind:
  o Is there nearby parking? Is it free?
  o Are there handicap parking spaces available?
  o Is the building accessible to those in wheelchairs?
  o Can patients access the space during the hours of your clinic? (For example: campus buildings in the evening may be locked)
  o Is there equipment available in the space or will it need to be brought to the location?
  o Is there space for long-term storage for clinic equipment/supplies?
  o Is the clinic easy to get to for your target population?

**Resource lists**

• Develop a list of resources that you or the community can offer the patients you serve.

• Based on your target population, what community resources can you offer your patients?
  o Think about both PT-related and non-PT related resources your patients could benefit from.
    *Helpful Hint: Look for inexpensive places to get equipment or medical supplies, social or psychological resources, community groups that may focus on your population such as people with spinal cord injuries, veterans, etc.*
  o Consider keeping copies of the resource list available to give to clients
  o Consider creating a variety of brochures with different information for target populations.
  o This is not necessarily something that needs to be in place immediately, but is a good project to work on as your clinic begins to get running.
III. CLINIC OPERATIONS

This section will help to guide you through all the details related to defining faculty/student roles and setting up policies and procedures for patients and clinic staff. Taking time during the clinic setup process to ensure you have a clear idea of clinic operations and general organization and will help to ensure that things run smoothly once implementation begins.

Leadership

• Who will be in charge of your clinic?
  o A faculty member may be chosen to oversee operations or be involved in the decision making process.
  o A board of students could also serve as the leadership committee for the clinic.

• How will leadership positions be chosen? Application? Election? How often will the positions be reelected?
  o Consider having scheduled elections/application periods so students know when they can apply for the position.
  o Also, may be beneficial to have either a document or presentation from the students and/or faculty in charge to inform prospective students of the job responsibilities prior to the application process.
  o Once elected or chosen, there should be an overlap training period for each new student and a handbook for their reference while in charge of clinic operations. The handbook can be anything from a single set of job responsibilities to a full clinic operations manual.
  o Also consider having student leadership from two different class years so there can always be a more experienced person serving.

Training/orientation for students/staff

• Who will orient new volunteers/workers to the clinic and its procedures?
• What procedures will the orientation cover?
  o Student attendance policies
    ▪ When to arrive prior to appointments.
    ▪ How to find a replacement in case of emergency.
    ▪ Responsibilities during treatment, especially if different levels of experience/education are involved (first year students vs. second year students, PT’s vs. PTA’s).
  o Available equipment
  o Equipment that can be given to patients.
  o Required paperwork during clinic.
  o Documentation procedures
    ▪ Who will write the notes?
    ▪ Who will sign the notes?
Consider creating a handbook for students involved with the clinic so there is a reference for any questions/concerns.

**Scheduling strategy for patients**

- How will you schedule patients to be seen in clinic?
  - Walk-ins (first come, first serve) without scheduling appointments
  - Appointments scheduled by student volunteers
    - Students contacting patients to set up appointments, or patients contacting the clinic?
    - If contacting patients to schedule appointments, consider how you will get their contact information?
    - Will multiple appointments be made ahead of time, or just week-by-week/day-by-day?
    - Will scheduling be done on paper or on a computer?
  
  *Helpful Hint: Be sure your referral sources are aware of your scheduling strategy*

- Have a clear cancellation policy, describing how and who to notify if a cancellation is necessary, preferred time frame when making a cancellation, and how many cancellations are allowed.

**Scheduling strategy for staff and their roles**

- How will staff be scheduled?
- You may want to create an online calendar that staff can access at any time to check their schedule or make changes if necessary.
  - This can also be easily converted into an automatically generated email reminder for students set up to go out at a specified number of days prior to each treatment session.

- Will there be a team or pair of SPTs/SPTAs treating a single patient or will each student be working alone with the faculty member/overseeing clinician?
- If there is more than one person working with a patient, will you set up defined roles for each person or will both/all students work together and equally throughout the treatment session?

**Quality and performance measures**

- Schedule monthly or bi-monthly reviews of clinic operations, and be sure to commit to that schedule to ensure the clinic is following the objectives outlined in your mission statement.
- How will you determine if your clinic is meeting its mission statement and goals?

  *Helpful Hint: Deciding this prior to beginning operations will help keep the clinic running smoothly and on target with its predefined purpose.*
**Discharge policy**

- Determine how and when patients will be discharged
  - Will there be any sort of follow-up? If so, how often?
  - Will discharge be complete once goals are met or will there be a re-evaluation process to determine further needs and whether or not the patient still meets the criteria for enrollment in the clinic.
IV. STAFF AND PATIENT IDENTIFICATION AND RECRUITMENT

Operating a student-run pro bono clinic would be impossible without patients to treat and dedicated clinicians to oversee students. This section will offer suggestions for patient and clinician recruitment, and administrative support.

Recruit faculty/clinicians to oversee clinic

• Support from your faculty and academic institution can be fundamental to program success.
• Where will you enlist clinicians from?
  o Interested faculty in your academic institution
  o Reach out to local program alumni
  o Local non-faculty clinicians
  o Reach out to CIIs or other local clinicians that have a previous relationship with your academic institution (guest speakers, instructors, etc.)
• Consider if faculty/clinicians will be involved in running clinic operations, or if this will be done by students.
• Reach out to other health professional schools associated with your academic institution that may be interested in creating an interdisciplinary pro-bono clinic. Contact faculty or student groups.

Helpful Hint: Some of the most successful and valuable pro-bono clinics are interdisciplinary.

• Consider tracking hours put in by clinicians and reward clinicians with certificates or small tokens of appreciation.
• For clinics involving PTA programs: Check with your state regarding the number of PTs and PTAs necessary for the number of students your clinic will staff and the number of patients it will serve.

Administrative support

• If support is lacking from administration of your institution, it may be important to stress the benefits of the clinic for the students, patients, and the university/college’s relationship with the community.
• It is also important to have a clear idea of what you want the clinic to look like and how it would be run (time commitment by all those involved, supplies necessary, etc.), so the administration knows exactly what you are proposing. This will help you look more prepared and organized and increase others’ confidence in your ability to create this program and follow through on all plans.
• It is important you outline the scope and goals of your clinic for the administration of your institution. Demonstrate you have a plan with all essential steps and key components of success in place so the administration can see this is a well-planned endeavor.
Student support

- Consider who will work the various functions of your clinic. Students may be needed for the following roles:
  - Treating patients during clinic hours
  - Providing intake for patients
  - Calling patients for appointments/referrals
  - Managing patient documentation and paperwork
  - Managing funds
  - Managing daily operations or administrative duties (including student and patient scheduling)
  - Consider whether students will work at the clinic on a volunteer basis, as part of a class or as part of your academic program.
  - Can volunteering at the pro-bono clinic be incorporated into your curriculum as a service learning experience or as part of a student organization?
  - Decide how often students will need to volunteer and how students will sign up for/be assigned shifts.
  - If students are concerned about the time commitment but are interested in participating, it may be helpful to create a list of students who could substitute for other students who are sick or otherwise unable to work. This would allow students to be contacted and then choose whether or not to volunteer, ultimately providing a way for students to be involved without a strict commitment.
  - Another option would be to create groups of students to work with each patient. The groups could vary in size depending on how often the members of the group wanted to participate in the clinic. For example, groups of four or six students could see patients in pairs every other or every third clinic. This allows some students to see their patient every other week and some to see their patient every two weeks. This may be a way to work around interested students’ concerns about the time commitment necessary to participate.

Helpful Hint: Consider developing a way to track student volunteers’ hours to keep on file. Students could be rewarded for volunteering a certain number of hours a semester/year, etc.

Target population

- Determine type of clinical population do you want to serve, such as orthopedics, neurological, pediatrics, etc.
- It may be best to start with a very specific, narrow population and grow from there. It may be overwhelming to market to a large population at first, and your clinic will grow through word of mouth as it begins to operate.
- Be clear in the beginning when defining your population. Include this in your mission or policy statements. It is easier to stray from the original aim of the clinic if it is not clear at the beginning.
• How else will you define or narrow your population? Examples include:
  o Geographic location
  o Insurance status: not insured, underinsured, etc.
  o Socio-economic status
  o Specific populations such as students, women, elderly, homeless, etc.
  o By referral from some other source (what are some examples of this?)
  o Through involvement in another program (i.e. staying at a homeless shelter where your clinic is housed)
  o Involvement with a shared community partner

**Marketing**

• How will you market your clinic to your target population?
• Where will your clients come from? Will they be walk-ins or referrals?
• How will you best be able to reach your future patients?
  o Online advertising
  o Flyers, posters, brochures
  o Informing local physical therapists and other referral sources such as local physicians, rehab centers, hospitals, etc.
  o Through association with your academic institution/program
  o Through association with an existing community program/resource

• Based on how your audience will best be reached, consider marketing through:
  o Websites (including links from school or program pages)
  o Posters near your clinic
  o Brochures to local clinicians, physicians and referral sources
  o Advertising at health fairs, community events, or local schools
  o Use fundraising events as marketing tools
  o Use other PT/PTA program events as a place to market your clinic

*Helpful Hint: When first starting your clinic, advertising may need to be restricted until the clinic operations are running smoothly.*
V. LEGAL ASPECTS OF RUNNING A PRO BONO CLINIC

State laws may vary as to what techniques can be performed at a student pro bono physical therapy clinic. Look into your state’s physical therapy rules and regulations to see if any treatment is prohibited before opening up your clinic. Also, check with your school’s risk management department to assess any liability insurance needs.

Liability insurance considerations

• What is liability insurance? In general, liability insurance protects you from the risk of being sued or held legally responsible for causing injury or loss to a patient. It covers any legal costs and payouts if you are found to be at fault due to malpractice or negligence.

• Why does the clinic need it? No one plans to cause injury to patients when setting up a clinic; however, it is important to be covered in case something does happen. Before purchasing a policy, check with your university/college as you may be covered under their policy, which would save you time and money. When looking into a policy, be sure to find out:
  o Who and what it covers? Faculty, students, outside clinicians, etc. and under what circumstances will an event be covered?
  o If coverage is the same for facilities located on school property vs. out in the community? All practitioners, both faculty and community, may be covered on-site/on school property; however, this may differ when off-site
  o If students are covered under the program’s liability insurance (whether it be through the university/college, the PT program, or the pro bono clinic’s personal liability insurance). If this is the case, what is the necessary faculty:student ratio? Helpful Hint: This may limit the number of patients you can see and students the clinic can handle at once.

• Be sure to check your state’s laws regarding direct access for both insurance and legal purposes.

Will the clinic be tax exempt?

• A physical therapy pro bono clinic must meet the following requirements:
  1. Program must be set forth for charitable purposes, which make it tax-exempt, such as providing relief to the poor, distressed, or underprivileged.
  2. Program cannot be organized to benefit private interests.
  3. Program must not benefit individuals operating the program.
  4. Program cannot be involved in lobbying or campaigning.
  5. Fulfill basic legal requirements:
     ▪ Organization must be a trust, corporation, or association
     ▪ Must have an exempt purpose (partial list in bullet point above)
     ▪ Must complete Form 1023 - Application for Recognition of Exemption
Must pay a user fee at a minimum of $400 (check exact amount here: http://www.irs.gov/Charities-&-Non-Profits/Exempt-Organizations-User-Fees-2012)

- Further requirements can be found in the irs.gov step-by-step guide to applying for tax exemption: http://www.irs.gov/Charities-&-Non-Profits/Application-Process
  - Refer to the irs.gov website for more information and to determine specific qualifications for your clinic before deciding to apply for tax-exempt status: http://www.irs.gov/Charities-&-Non-Profits/Charitable-Organizations

- If the clinic does not qualify as tax-exempt, it can still be nonprofit. This may allow the program to be eligible for benefits at the state level, such as sales, property and income tax exemptions. Nonprofit does not equal tax-exempt, although most federal tax-exempt organizations are nonprofit.

- An example of tax information for Registered Student Organizations (RSOs) from UW-Madison is available here: Tax information for RSOs

**Necessary documents**

- **Registration**
  - A place to get patient information during their initial evaluation. This may include demographics, contact info, referral info, emergency contacts, etc.

- **Health history forms**
  - Including past illnesses/surveys/hospitalizations, and a review of systems checklist.
  - Medication lists (and allergies).

- **Confidentiality and HIPPA**
  - Provide patients with a confidentiality agreement stating that patient information will be kept confidential and include under what circumstances it may be disclosed such as in cases of child or elder abuse.
  - Include an authorization to release information (HIPPA) both to the students of the clinic and to anyone indicated on the form such as a spouse or child. Also include a statement asking about how the clinic can contact the patient with information (phone, e-mail, etc.)

- **Release of liability and agreement to treat**
  - Some protection for licensed practitioners is provided through the Texas Charitable Immunity and Liability Act of 1987.
  - A direct service health professional volunteer within a charitable organization may be immune from civil liability for any act or omission resulting in death, damage, or injury to a patient if:
    1. The volunteer commits the act or omission in the course of providing health care services to the patient.
    2. The services provided are within the scope of the license of the volunteer.
3. The patient signs a written statement, which acknowledges that:
   A. The volunteer is providing care that is not administered for or in expectation of compensation;
   B. There are limitations on the recovery of damages from the volunteer in exchange for receiving the health care services. (70th Texas Legislature, 1987).

   • Liability statements should include language that patients will:
     o Observe and obey posted rules or oral instructions
     o Recognize there may be risks associated with care and that the patient is responsible for personal injury.
     o Acknowledge that the clinic cannot be held responsible for injury, damage of property, etc.
     o Agree to treatment and understand that the patient won’t be charged for services performed.
     o Give permission for students and faculty to provide them with physical therapy services.

     *Helpful Hint: A photo release statement can also be included if the clinic will be taking photographs for educational or promotional materials.*

   • Attendance policy
     o Include information about what to do if the patient needs to cancel an appointment and what the ramifications will be.
     o Also consider a late policy.

   • Evaluation/intake forms
     o A form to be used during an initial patient contact.

     *Helpful Hint: Include typical questions such as history of current complaint, evaluation findings, assessment, prognosis, goals and plan.*

   • Treatment/SOAP note
     o A shorter form to be used during subsequent patient encounters.

   • Form for home exercise program
   • Appointment cards for clients
   • Clinic informational flyers (see marketing)
   • Patient/client satisfaction survey
     o Consider including a satisfaction survey with (or before) patient discharge as a way to track patient needs and ideas for clinic improvement.

   • Feedback form for students
     o Consider having a form that faculty can use to provide feedback for students on their performance in clinic. This can be a helpful tool for students to improve their clinical skills in a real clinic situation.
VI. FUNDING A PRO BONO CLINIC

Once a list of clinic costs is compiled and legal issues are discussed, think about how you will fund your clinic to provide the best possible care. There are many different possible sources of funding.

Donations
• Look to local businesses, area clinicians, program alumni, and partnering programs. Are students/faculty willing to donate money or time to starting the clinic?
  Helpful Hint: Be aware that donations made are NOT tax deductible unless your clinic is tax-exempt.

Grants
• Grants may be available through the pro bono clinic’s associated academic institution. Register as a student organization and check for availability.
• The clinic may need to be tax exempt for some grants.

Fundraising
• There are many ways to fundraise that can be a very successful way to fund your clinic.
• Determine a fundraising strategy. Will you hold many, smaller, less time-consuming fundraisers throughout the year, or will you have a large annual event that can bring in a lot of money at one time?
• Are there other organizations you can partner with for fundraising?
  Helpful Hint: If creating a multidisciplinary clinic, work with students from other disciplines to reach a wider audience.
• Is there a community partner associated with your target population you can work with?
• Does your academic institution employ other fundraising efforts that you can join? Perhaps they need more people and you both could split the increased profits.

Academic institution/program support
• Is your academic institution/program able to supply funding in any way?
  Helpful Hint: This could come in the form of borrowed equipment, supplies or space.
• Be aware that often pro bono clinics are not tax exempt, which may affect the type of funds you can receive and if the person/organization making the donation can receive a tax deduction. If there is a question about donations, grants, etc. check on your organizational status and your state regulations before accepting any support from outside parties.
• Banking system if using funding.
• Choose a bank to which all necessary members can have access (both physical access and online if desired).
Opening a bank account

• Why open a bank account? Depending on how your clinic is funded, you may need to open a bank account. Although you will not be generating income from patient visits, if you perform fundraising for the clinic to help cover the cost of operations (equipment, consumables, etc.) then a bank account may be appropriate. Be sure all appropriate administrators at your academic institution are aware and supportive of this step, prior to taking action. If you decide opening a bank account is appropriate, please consider the following:
  o Who will be on the account/who will be the account holders? Be sure to have at least two people so no one is left solely in charge of all funds.
    Helpful Hint: Consider putting a faculty member on the account, as this would likely not change as quickly as student members will.
  o If the account holder(s) need to change, who needs to be present to do so?
  o This can be important if one or more account holders are graduating and will not be in the area when the change needs to be made. If this is the case, try to find an account that requires only one of the holders to be present or be sure to change the account access prior to any change in leadership.
  o Is there a charge for the account? If so, are there other types of accounts that would not have a charge?
    Helpful Hint: Consider looking into organization accounts, small business accounts, nonprofit accounts, etc. The exact title may vary based on bank and location.
  o Where will funds be coming from? Who will have the information and ability/responsibility to make deposits?
  o Will you need checks for your account? If so, there may be a discount for ordering them when opening the account as opposed to later.
  o To whom will you disclose account balances to and how often.

THANK YOU!

We hope that you have found this manual helpful. As you navigate through creating a pro bono clinic, please refer back to this manual as a guide and for some helpful hints. Also, be sure to look at all of the resources on http://www.apta.org/probono and if you have additional questions, contact the chair of the Pro Bono Physical Therapy Services Project committee and they will help direct you to someone who can answer your question(s).

Best of luck!
VII. EVIDENCE FOR CREATION OF
STUDENT RUN PRO BONO CLINICS

Below are some journal articles that may be helpful resources to aid in the justification of creating a pro bono clinic. Topics discussed include service learning, student benefits to participation in pro bono work, clinic models, interdisciplinary collaboration, and community partnership.


The purpose of this report is to outline the process, obstacles, and outcomes for the development and successful implementation of a service-learning experience between the Department of Physical Therapy at the University of Texas Southwestern Medical Center and the Muscular Dystrophy Association of Dallas. The Muscular Dystrophy Association believed that the presence of physical therapy students as counselors at camp might reassure reluctant caregivers to allow their children the camp experience, while they gained needed respite. Data supports that this experience had a positive impact on students’ skill and knowledge, personal growth, and professional attitudes.


The Chester Community Physical Therapy Clinic is a student-led pro bono clinic that provides physical therapy services to uninsured and underinsured community members. The purposes of this administrative case report is to describe the creation and implementation of a student-led pro bono clinic model designed to meet student and community needs and to consider its potential for sustainability. Students and faculty created an organizational model with a Student Board at the center of clinic leadership. A Faculty Board provides oversight to the Student Board while state-licensed faculty and alumni provide the direct supervision of the treating student physical therapists.


The purpose is to describe the experiences the Chester Community Physical Therapy Clinic Student Board in creating and launching the student-led pro bono physical therapy clinic. The major components that emerged from the experience were: (1) leadership skill development, (2) competency in hands-on clinical and administrative skills, and (3) commitment to both the community and the clinic. Pride emerged as a strong and overarching theme throughout the experience.

This article examines how participation in an off-campus service learning clinic impacts development of professionalism in doctor of physical therapy students. Students enrolled in the Bellarmine University Doctor of Physical Therapy Program participated in providing faculty supervised pro-bono physical therapy services and engaged in physical therapy advocacy events. Students perceived service learning as a beneficial learning model in development of professionalism, specifically the core values of Compassion/Caring and Accountability. Student benefits of service learning also include personal growth, enhanced civic mindedness, and a framework for development of “reflective practitioners.”


The purpose of this article is to determine if student run clinics provide practical experiences in clinical teaching before residency. Clinical students involved in the Columbia Student Medical Outreach (CoSM) participated in teaching preclinical peers while providing supervised healthcare to the uninsured in northern Manhattan. Clinical student benefits include improved confidence in skills, knowledge, and teaching, as well as an ability to balance teaching with patient care. Preclinical student reported benefits include increased comfort level and confidence with patient care.


This article addresses the process of developing and sustaining an interdisciplinary, community-based health promotion education program for health professions students. The interdisciplinary team at the Center for Rochester’s health included a collaboration between the Monroe County Department of Public Health and the University of Rochester’s undergraduate, medical, public health, and nursing students. Overseen by faculty, students worked to identify community projects, develop goals, objectives, and implementation of health promotion interventions. Student reports over a seven-year period found benefits in personal growth, academic growth, and enhancement in student skills to work independently to find local solutions to community health problems.


This article details the creation of an interdisciplinary clinic, serving the uninsured and underinsured in Philadelphia. This clinic, staffed by physical therapy students and licensed physical therapists, involves collaboration with physicians, occupational therapy, health psychology, and community health specialists. Student self-reported benefits included improved self-confidence in patient interaction, further understanding of a physical therapist’s role as a healthcare professional, and enhanced communication skills with fellow physical therapists and other health professionals.
VIII. REFERENCES


