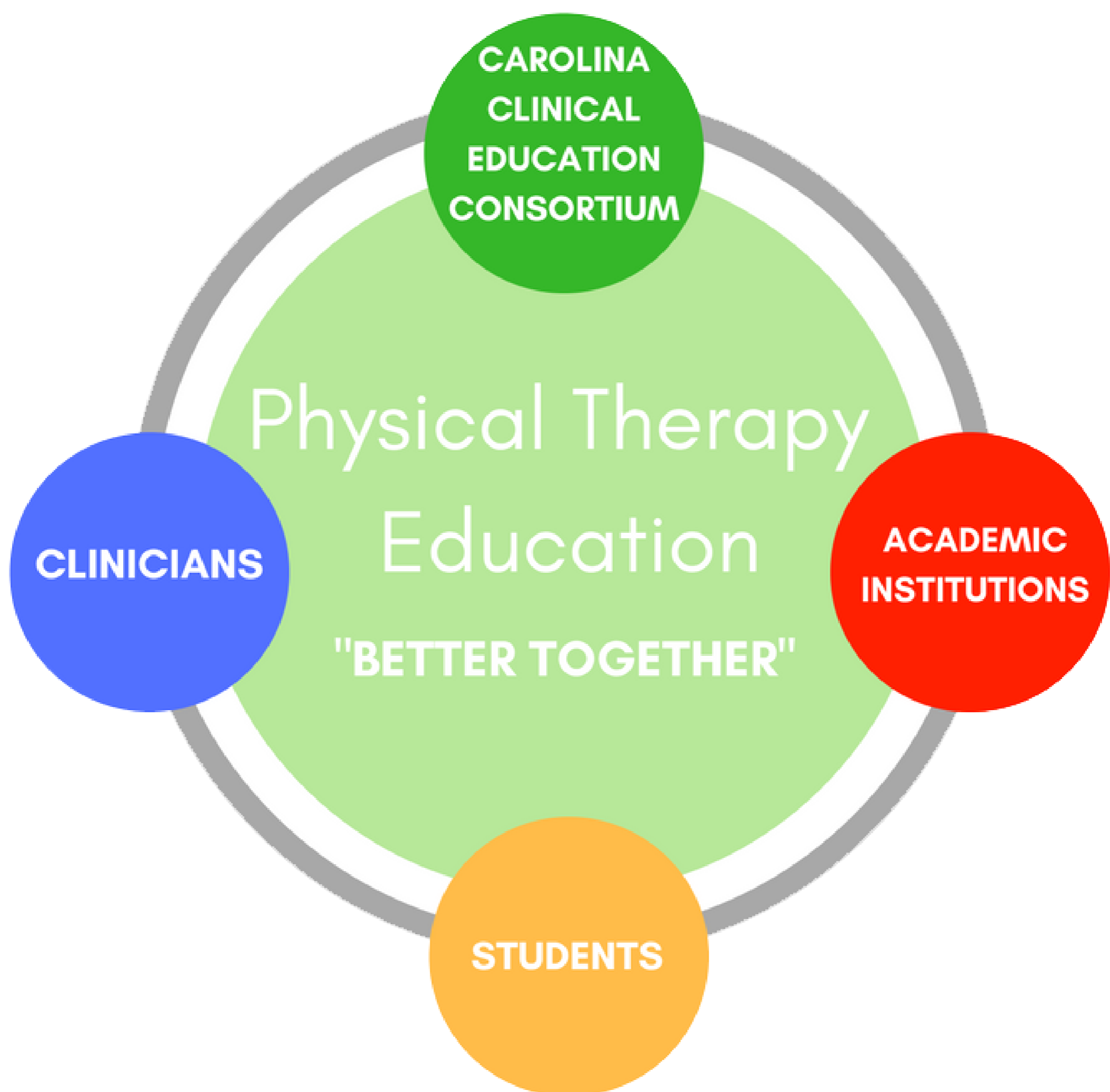




Carolina Clinical Education Consortium

Annual Conference

March 9-10, 2018



Hosted by Campbell University Doctor
of Physical Therapy Program



Carolina Clinical Education Consortium



Mission Statement

The mission of the Carolina Clinical Education Consortium (CCEC) is to promote quality clinical education for PT and PTA students in North and South Carolina. The consortium supports professional development of the community of clinicians, faculty and students based on a partnership between the academic programs and clinical sites with mutually agreed upon standards and outcomes that support autonomous and contemporary practice.

Who We Are

The Carolina Clinical Education Consortium (CCEC) includes representatives from physical therapy education programs and clinical facilities that provide clinical education experiences. North and South Carolina colleges/universities, which provide physical therapist/physical therapist assistant education in programs accredited or with Candidate for Accreditation Status by the Commission on Accreditation in Physical Therapy Education are represented by the Academic Coordinators of Clinical Education/Directors of Clinical Education (ACCE/DCE).

What We Do

The CCEC's primary purpose is to support physical therapy clinical education through education and communication.

We provide quality clinical education professional development programming based on assessment of regional needs. We also host an annual clinical education conference which rotates between our academic partners and recognize outstanding CIs and facilities as selected by our membership annually.

For more information, visit our website: <http://carolinaclined.org/>

CCIP Level I

March 9-10, 2018

0.16 CEUs by APTA

8a.m. - 5p.m.

Instructor: Anne Thompson

Participants will attend a two-day program that will provide an overview of pertinent issues clinical instructors encounter when supervising students. The workshop will address the clinician as an educator, facilitator of learning, assessor of both the student's readiness to learn and clinical performance, and manager of the exceptional student, as well as legal issues. The American Physical Therapy Association (APTA) recognizes this program as a Clinical Instructor Education and Credentialing Program. All participants must attend each session in its entirety and complete the Assessment to be eligible for credentialing. Other healthcare providers are not eligible for credentialing by the APTA and may not participate in the assessment center.

APTA Members: \$185

PT/PTA non-APTA members: \$280

Other Healthcare Providers: \$330

Intended Audience for CCIP Level I:

Physical therapists, PT assistants, PT/PTA students, occupational therapists, OT/OTA students, OT assistants, RN, LPN, CNAs, and clinical administrators

Instructor Bio

Anne Thompson, PT, EdD, is a retired Associate Professor and Department Chair, Armstrong State University (now part of Georgia Southern University). She has been an APTA Certified Clinical Trainer since 1999 and has been involved in clinical education for more than 30 years. She received a B.S. degree in Psychology from the College of William & Mary, M.S. in Physical Therapy from Duke University, and Ed.D. in Higher Education Administration from Georgia Southern University. She continues to teach in the Armstrong/GSU DPT Program, as well as part-time clinical practice.

CCIP Level II

March 9-10, 2018

0.17 CEUs by APTA

8a.m. - 5p.m.

Instructor: Barb Wilson

This voluntary program is designed for physical therapists and physical therapist assistants who have supervised or overseen the supervision of at least one student in clinical practice, or have been actively involved in student learning and education since receiving the APTA CCIP Level I credential. Program participants must complete prerequisites including completion of a CCIP Level II Participant Dossier, a series of three online professionalism modules, and review of four articles, in addition to completing a live 2-day program with an Assessment component. Successful completion of the course provides credentialed CIs with 1.7 CEUs and the APTA CCIP Level II credential. Clinicians from other health care professions who complete CCIP Level II are eligible to receive 1.3 CEUs, but would not be awarded the Level II CI Credential.

From 2007 to 2017, the APTA offered the Advanced Credentialed Clinical Instructor Program (ACCIP), which was available to credentialed physical therapists to advance both clinical teaching and best practice when providing student clinical education. The ACCIP has now been replaced with the CCIP Level II, which is open to a wider audience.

The CCIP Level II both applies and goes beyond the concepts of the structured and effective learning environment from CCIP Level I to allow participants to further develop their clinical teaching skills and construct a clinical curriculum. The program's unique philosophy and design will enable clinical educators to achieve the best outcomes for student learning.

APTA Members: \$250

Non-APTA Members: \$380

Other Healthcare Providers: \$430

Intended Audience for CCIP Level II:

Physical Therapists who are APTA CCIP Level I credentialed CIs, as well as CCIP Level I credentialed PTAs and other health care professionals.

Instructor Bio

Barb has had the privilege of serving as a clinical educator in acute care, acute rehabilitation, SNF and outpatient settings. She has served as a CCCE in Florida and CCCE at HealthSouth Rehabilitation Hospital (Columbia) since 1989 and has been involved in educational experiences for PTA and PT students from over 50 academic programs. Areas of focus have included managing students with learning differences and educating exceptionally strong students who required learning challenges.

Clinical Education Conference Tracks

These mini continuing education courses are designed to foster growth and development in areas related to clinical education.

Detailed descriptions and instructor bios to follow.

March 9-10, 2018

0.12 CEUs (maximum)

Track 1: Clinical Reasoning

Clinical Reasoning and Tests

Planning, Strategizing, Assessment, and Treatment

Tools to Improve Clinical Reasoning for Assessment and Treatment

Facilitating Clinical Reasoning in Real Time

Track 2: Managing Student Learners

Methods to Challenge the PT or PTA Student

Student Learning Contracts

Impact of Personality Style on a CI - Student Interactions

Making a Learning Diagnosis

Track 3: Maximizing Student Learning

Improving Student Learning by Implementing the Collaborative

Teaching Model

Communication Skills for "Generation Tech"

Track 4: Maximizing Student Learning

How to Become an Evidence-Based Practitioner: Interpretation of

Results & Statistics

Testing Muscle Performance

PT Intervention for Patients with Cancer to Improve Care & Outcomes

The Basics of Oxygen Use for Physical Therapists

\$125 per attendee

includes boxed lunch on Saturday, March 10

Track 1: Clinical Reasoning

Clinical Reasoning and Tests

Instructor: Dr. Frank Tudini

The foundation behind this presentation is that clinical reasoning has been identified as one of the most important areas of student development and yet there are few tools to assess the skill. Current methods of assessing clinical reasoning will be discussed, as well as how their results can guide mentorship.

1 contact hour in Clinical Reasoning Track

Instructor Bio

Dr. Frank Tudini graduated with a Master's Degree in Physical Therapy from Daemen College in Amherst, NY in 2000. He went on to receive his DScPT from Andrews University in 2009. Dr. Tudini has relocated to North Carolina with his wife after living and working in Fairfield, Connecticut for the last several years. He serves as an assistant professor in the Doctor of Physical Therapy program at Campbell University.



CAMPBELL
UNIVERSITY

Physical Therapy

Track 1: Clinical Reasoning

Planning, Strategizing, Assessment, and Treatment

Instructor: Dr. Catherine Noonan

The ability to reflect and modify clinical practice according to that reflection is the hallmark of a skilled healthcare provider. As instructors of physical therapy students, part of our role is to teach novice physical therapists to incorporate reflective processes into their budding practices. Common strategies for reflection include journaling, reflective papers and regular discussion. In our experience, such reflective activities, however, often take on status as "one more thing to do." Students complete such activities without much thought, effort or actual reflection. In this discussion, we will discuss barriers to reflection in student learning. Additionally, we will review current evidence that describes (1) how to make reflective practices most effective (2) provide ideas for additional types of reflective learning activities (3) describe tools for measuring reflection (4) and provide opportunities for educators to further their own reflective practices. This discussion will also distinguish between types of reflection, and provide strategies for encouraging "reflection in action" a more mature reflective strategy.

1 contact hour in Clinical Reasoning Track

Instructor Bio

Dr. Noonan is an APTA certified specialist in pediatric physical therapy and a former LEND fellow. Her clinical experience spans home health, early intervention, outpatient, inpatient acute and school system settings. Areas of teaching expertise include pediatric physical therapy and human development. Additional teaching areas include orthotics and prosthetics, assistive and adaptive technology, clinical reasoning and service learning.



CAMPBELL
UNIVERSITY

Physical Therapy

Track 1: Clinical Reasoning

Tools to Improve Clinical Reasoning for Assessment and Treatment

Instructor: Dr. Michelle Green

Guiding a student from a generalized assessment and treatment planning approach to one that is relevant and individualized to each patient is an achievable goal. The difficulty comes in developing the tools to guide this process and make it a reproducible process. The aim of this session is to provide the clinical instructor with tools which guide a hypothesis-driven assessment approach allowing for targeted assessment leading to individualized treatment that seamlessly moves from assessment to successful gain attainment. Clinical instructors will be introduced to the tools, utilize the tools in case work and will leave with student examples of the finished product.

1 contact hour in Clinical Reasoning Track

Instructor Bio

Professor Green has conducted over 200 post-professional education conferences and has been an invited speaker for 6 Regional and National conferences. Areas of teaching expertise include stroke rehab, impairment-based assessment and treatment development for stroke and other neurological conditions, applications of yoga and pilates to therapeutic interventions, geriatric strength training and linking treatment to task improvement in various patient populations.



CAMPBELL
UNIVERSITY

Physical Therapy

Track 1: Clinical Reasoning

Facilitating Clinical Reasoning in Real Time

Instructor: Dr. Brad Myers

This session will focus on facilitating clinical reasoning real-time during patient care situations. Strategies will be discussed and provided for Clinical Instructors, along with Coordinators and Directors of Clinical Education.

1 contact hour in Clinical Reasoning Track

Instructor Bio

Dr. Myers Received his Bachelor's Degree in Health Fitness (Preventive and Rehabilitative Programs) from Central Michigan University. He then pursued a Doctorate in Physical Therapy from Duke University. Dr. Myers is recognized as a Board Certified Orthopaedic Specialist, and has completed a Doctorate of Science Degree in Orthopaedic Manual Physical Therapy.

His research interests include the appropriate application of manual therapy techniques with exercise interventions within orthopaedic dysfunctions, and the identification of motor control dysfunctions as a precursor/result of musculoskeletal impairments.



Track 2: Managing Student Learners

Methods to Challenge the PT or PTA Student

Instructor: Dr. Samantha Martel

This is a one hour CEU for clinical instructors to have a variety of methods to engage students at varying levels of performance, including the exceptional, the disengaged, and the "clinger." The purpose is to provide an optimal learning environment for all students and clinical instructors.

1 contact hour in Managing Student Learners Track

Instructor Bio

Dr. Martel completed her Master of Physical Therapy in 2003 from the University of Maryland Eastern Shore and then completed her transitional DPT at Arcadia University in 2015. She is a board certified orthopedic clinical specialist and continues to practice PRN in orthopedic outpatient facilities and also in acute care. She became a full time faculty member in 2012 at HGTC PTA Program.

She is the ACCE for the program and also teaches Functional Anatomy, Therapeutic Exercise and Orthopedic Management. In addition, she is the Chair of the Grand Strand District of SCAPTA. Samantha lives in Myrtle Beach and has two sons. She enjoys exercising and being outdoors with her children.



Track 2: Managing Student Learners

Student Learning Contracts: When Are They Needed and How Are They Made?

Instructor: Rebecca Mendendorp

The issue of managing a challenging student situation where a student is not succeeding in the clinic is not new. If you have been a CI or DCE long enough you have encountered these types of students. This training will benefit both new and experienced CIs and DCEs who may have never done a learning contract before and/or seen the benefits of a learning contract in action. The challenge to making a learning contract are that no students are ever the same. Some student issues are harder to put into words (behavioral issues) than others (clinical issues). Outcomes are difficult to predict for a student with a clinical contract, but expectations are clear and in writing which helps when and if a site or a DCE needs to terminate a clinical early. When a student is struggling, it is helpful to know how to make a clinical contract to set very clear expectations in a specific time frame with specific strategies on how to achieve set expectations for both the CI, the student, and the DCE.

1 contact hour in Managing Student Learners Track

Instructor Bio

Rebecca has a BS degree from East Carolina University in Athletic Training and got her MPT and then t-DPT degrees from UNC-Chapel Hill. She has worked most of her 13 year career in acute care and has been a Site Coordinator of Clinical Education for Cone Health for 4 years. She has been a Clinical Instructor for 12 years.



Track 2: Managing Student Learners

Personality Styles and Clinical Teaching

Instructor: Dr. Jennifer Martin

This class introduces clinical instructors to personality preferences using the True Colors method, an iteration of the Myers-Briggs Personality Inventory, to identify personal and student styles of communication. Emphasis is on giving and receiving feedback in a most effective manner to maximize student performance in clinical settings.

1 contact hour in Managing Student Learners Track

Instructor Bio

Dr. Jennifer Martin is Assistant Clinical Professor and Director of Clinical Education for the Doctor of Physical Therapy program at Winston-Salem State University in Winston-Salem, NC. She completed her Bachelor of Arts in English at the University of North Carolina and was concurrently awarded her Master of Science in Exercise Science and Doctor of Physical Therapy from the University of South Carolina in 2005.

She completed Advanced CI credentialing in 2008 and became a Certified Geriatric Clinical Specialist in 2015. As a former CCCE and a current DCE and member of the Executive Board for the Carolina Clinical Education Consortium, she brings a career-long passion and commitment to physical therapist education.



WINSTON-SALEM
STATE UNIVERSITY

Physical Therapy

Track 3: Maximizing Student Learning

Improving Student Learning by Implementing the Collaborative Teaching Model

Instructor: Dr. Kristel Maes

As physical therapy schools continue to emerge, the need and demand for placements continues to grow. This demand places additional responsibility on practitioners and systems already challenged to meet all regulatory requirements. We propose an alternative model of supervision that may enable healthcare systems and therapists to efficiently meet student needs via the collaborative model of clinical teaching. The presenter will provide research examples, planning and preparation tools, strategies and logistical considerations. Additionally, this interactive session will provide opportunities for participants to consider benefits and challenges of being part of a collaborative placement and to problem solve and troubleshoot potential challenges, thus preparing them to make the most of this innovative model of clinical placement supervision.

2 contact hours in Maximizing Student Learning Track

Instructor Bio

Kristel Maes, PT, DPT, Dip MDT a native from Belgium, has been practicing as a physical therapist since 1999. She holds a Doctorate's in Physical Therapy from UNC. All of her clinical experience lies within the orthopedic field and her specialty is spine. She is a Diplomate in the McKenzie method, one in less than 400 worldwide to hold this degree, which is the most commonly used and well researched approach for neck and back disorders.

She currently is the Center Coordinator for Clinical Education for the Rehabilitation department partnering with all PT, OT, SLP, RT, and CL programs in NC for clinical placements. She also is the lead instructor for the spine modules in the UNC Orthopedic Residency Program.



Track 3: Maximizing Student Learning

Communication Skills for "Generation Tech"

Instructors: Dr. Page McDowell

Dr. Jessica Graning

This topic became of particular interest when the speaker encountered, for the first time in her career, a clinical student who was not able to effectively communicate with clients. Because of his ineffective communication, he was routinely dismissed by the client, and the clinical instructor intervened. Strategies to improve his comfort level when talking to people were implemented, and over the course of his affiliation, he significantly improved in holding a client's attention, and effectively communicating in a way that was comfortable for client and himself. Based on that experience, there are some guidelines and strategies that may be shared with other clinicians. We've all complained about "those young folks always on those gadgets," and while that may not be true of every student, it is safe to say that students are digital natives, and skills to coach interpersonal communication may be needed on an increasing basis.

2 contact hours in Maximizing Student Learning Track

Instructor Bios

Page McDowell is a full time clinician with Spartanburg Regional Healthcare System, specializing in oncology and lymphedema. She completed her undergraduate work at the University of South Carolina, then received her Master of Physical Therapy from Old Dominion University. After beginning her career, she completed her Doctorate of Physical Therapy degree from University of Tennessee-Chattanooga. Page has been a CI for 16 years, and CCCE for 15 years. She is passionate about growing the next generation of physical therapist clinicians.



Jessica Graning joined the Western Carolina University Department of Physical Therapy in 2011 as ACCE and assistant professor in pediatrics and professional practice. Previously, she worked as a pediatric physical therapist at Mission Children's Hospital. Dr. Graning plays an active role in the Carolina Clinical Education Consortium and also serves on the Mountain Area Probono Physical Therapy (MAPPT) Advisory Board, supervises students in the MAPPT clinic, and provides consultation for pediatric clients (in collaboration with other faculty members). In addition, she has made several presentations with faculty and students in the Department of Physical Therapy at national and international meetings.

Track 4: Clinical Practice Updates

How to Become an Evidence-Based Practitioner: Interpretation of Results and Statistics

Instructor: Dr. Jennifer Bunn

This course will allow clinicians to refresh their knowledge about statistics and interpretation of research results for clinical practice. Specific statistics will include group comparisons (e.g. parametric vs. non-parametric), intervention-based statistics (e.g. p-values, effect sizes, and minimal clinical significance), and diagnostic statistics (e.g. sensitivity, specificity, and likelihood ratios). This information will help clinicians improve their evidence-based practice skill set and apply this knowledge when they consume research and apply it clinically.

1 contact hour in Clinical Practices Updates Track

Instructor Bio

Dr. Jennifer Bunn is an Associate Professor and Director of Research in the Physical Therapy program at Campbell University. Areas of expertise in teaching include exercise physiology, sport and exercise nutrition, research methods, and exercise testing and prescription. She has presented her research at several regional, national, and international conferences, and is also an advocate of student research, having mentored students in conducting and presenting their own research at university seminars and regional conferences.



CAMPBELL
UNIVERSITY

Physical Therapy

Track 4: Clinical Practice Updates

ABCs of Oxygen Use for Physical Therapists

Instructor: Dr. Rebecca Crouch

The Physical Therapy patient population is more likely to use supplemental oxygen in recent years for a variety of reasons; eg. an aging population, multiple co-morbidities, and an increase in incidence and prevalence of cardiopulmonary diseases. Due to this increased utilization, it has become imperative for PTs to understand the research supporting oxygen use. Many Physical Therapists have not worked with oxygen systems and as a result, do not feel comfortable adjusting, handling, and recommending supplemental oxygen. Other Physical Therapists are not familiar with various oxygen systems and delivery devices that are available to maximize oxygen treatment effectiveness. Those device choices, and rationale for their use, will be discussed. The FDA and APTA have provided guidelines on the scope of practice and role of Physical Therapists who treat patients on supplemental oxygen. Those guidelines will be reviewed within the presentation. Finally, the indications and contraindications for administering and adjusting oxygen flow rates will be reviewed based on various diagnoses and physiological principles.

1 contact hour in Clinical Practices Updates Track

Instructor Bio

Rebecca graduated from Georgia State University with a B.S. in Physical Therapy. She attended University of North Carolina, Chapel Hill for a Master of Science. She also attended UNC-CH for her DPT degree. Rebecca has worked in acute care and out-patient Cardiopulmonary Physical Therapy. The majority of her work has been at Duke University Medical Center, where she designed and initiated the out-patient Pulmonary Rehabilitation program in 1985. The program has evolved to offer Pulmonary Rehabilitation services to over 400 medical, pre/post surgical lung cancer, lung and heart/lung transplant patients per year. Rebecca was involved in the development of a Physical Therapy-based out-patient Heart Failure rehabilitation program that has been operational over the past 15 years and was Co-Director of the first APTA-ABPTS Credentialed Cardiopulmonary Residency Program at Duke.

In addition to her clinical practice, Rebecca is an Assistant Professor in the Doctoral Program of Physical Therapy at Campbell University. She has been active in the Cardiopulmonary Section of the APTA and the Pulmonary Rehabilitation Assembly of the American Thoracic Society.



Physical Therapy

Track 4: Clinical Practice Updates

Testing Muscle Performance: What Students have been Taught and Bring to Clinical Settings

Instructor: Dr. Richard W. Bohannon

Observation of students and clinicians suggest that what they have been taught regarding muscle performance testing varies and may differ from what I teach. Herein, I will describe what Campbell students are taught and what you should expect from them regarding muscle performance testing. This may or may not be consistent with what our students have been taught or with clinicians' own experience. I hope that this presentation will help to put student performance into perspective.

1 contact hour in Clinical Practice Updates Track

Instructor Bio

Dr. Bohannon is Professor of Physical Therapy in the College of Pharmacy & Health Sciences. He is also the Principal of Physical Therapy Consultants (Fuquay-Varina, NC). He is a licensed physical therapist with 40 years of clinical experience in diverse settings- acute care, rehabilitation, outpatient, and home-care. He is board certified specialist in Neurologic Physical Therapy and a Fellow of the Stroke Council of the American Heart Association, the American Physical Therapy Association, and the American Society of Neurorehabilitation. He is a prolific writer with over 400 publications and 16,000 citations to his credit. In 1996 he received the American Physical Therapy Association's Helen Hislop Award for Outstanding Contributions to the Professional Literature. In 2005 he was awarded the Association's Marian Williams Award for Research in Physical Therapy and in 2008 he was honored with the Association's Jules Rothstein Golden Pen Award for Scientific Writing.

Dr. Bohannon is presently Editor in Chief of the Journal of Geriatric Physical Therapy. Dr. Bohannon's research and teaching is focused primarily on the measurement, implications, and treatment of impairments and activity limitations in older adult and neurologic populations. He serves as a consultant to industry and the legal profession.



Physical Therapy

Track 4: Clinical Practice Updates

PT Intervention for Patients with Cancer to Improve Care and Outcomes

Instructor: Dr. Scot Sawyer

Cancer survivorship often involves a complex web of problems that physical therapists are able to treat so the person may lead a more fulfilling life. The construct of this course will deliver current information on the problematic sequela for people with cancer. Strategies for clinical instructors will be discussed for those who work with students in the treatment of people with cancer.

1 contact hours in Clinical Practice Updates Track

Instructor Bio

Dr. Sawyer has been associated as a clinical and instructor for physical therapy programs since 1995 in a variety of settings including Acute Care, Inpatient Rehabilitation, Outpatient Orthopedics, Hospital Based as well as Independent Outpatient Clinics. He has provided guest lectures in physical therapy and physical therapist assistant programs on clinical reasoning, transitioning from student to clinician and electromyography procedures provided by physical therapists.

Areas of teaching expertise include hospital based practice, professional interactions, clinical reasoning and electrophysiology.



Physical Therapy

Accomodations

Microtel Inn & Suites by Wyndham

300 E Cornelius Blvd.

Lillington, NC 27546

(910) 893-2626

\$83/night + tax includes parking, breakfast, and internet.

<https://www.wyndhamhotels.com/microtel/lillington-north-carolina/microtel-inn-and-suites-lillington-nc/overview>

Hampton Inn Dunn

100 Jesse Tart Circle

Dunn, NC 28334

(910) 892-4333

\$114/night + tax includes parking, breakfast, and internet.

<http://hamptoninn3.hilton.com/en/hotels/north-carolina/hampton-inn-dunn-DNCHHHX/index.html>

Hampton Inn & Suites

1516 Ralph Stephens Road

Holly Springs, NC 27540

(919) 552-7610

\$189/night + tax includes parking, breakfast, and internet.

<http://hamptoninn3.hilton.com/en/hotels/north-carolina/hampton-inn-and-suites-holly-springs-RDUHSHX/index.html>

We have blocked off rooms for the conference, but space is limited. Booking early is recommended due to limited lodging in the area. Mention CCEC Conference when book your stay for the listed rates.

Helpful Hints

Campbell University is an environmentally friendly campus and strives to reduce its ecological footprint. Filtered water stations are located throughout Smith Hall for your convenience. Please bring your reusable water bottles to help us in achieving this goal!

Campus Parking

Free parking is available on our Health Sciences campus.

Campbell University Campus Map

<http://www.myatlascms.com/map/?id=714&mrklid=132677&open=0>

Driving Directions

<https://www.campbell.edu/visit/directions/>

The Tracy F. Smith Hall of Nursing and Health Sciences is located at 4150 US HWY 421 South, Lillington, North Carolina 27546. Our facility is located approximately 1.5 miles east of the large intersection of HWY 421 and HWY 401 in Lillington.

When nearing the location, large signage will be visible for directions and parking.

Carolina Clinical Education Consortium

Academic Consortium Members

Kristen Mason, Executive Director

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Caldwell Community College

Heidi Shearin, DCE

Campbell University
CCEC President

Kojuanda Carrington, ACCE

Central Piedmont Community College

Valerie Meadows, ACCE

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Katie Myers, DCE

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Kara Lardinois, Academic Coordinator

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Carolina Clinical Education Consortium



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Ashley Poole, Senior PT, CCS

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Meredith Westbrook, PT, CCCE

Carolinas Healthcare

Ulysses Juntilla, PT, DPT, OCS, CCCE

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Jennifer Keevern, PT, CCCE

Medical University

Page McDowell, PT, DPT

Spartanburg Regional Hospital System

CCEC Clinical Member Representative - SC

Shefali Patel

Palmetto Health

**The 2018 Carolina Clinical
Education Consortium
Conference was planned
by:**



Dr. Kristen Mason

CCEC Executive Director

Dr. Heidi Shearin

Campbell University

2018 Host

Dr. Samantha Martel

Horry Georgetown Technical College

2017 Host

Dr. Jennifer Martin

Winston-Salem State University

2019 Host

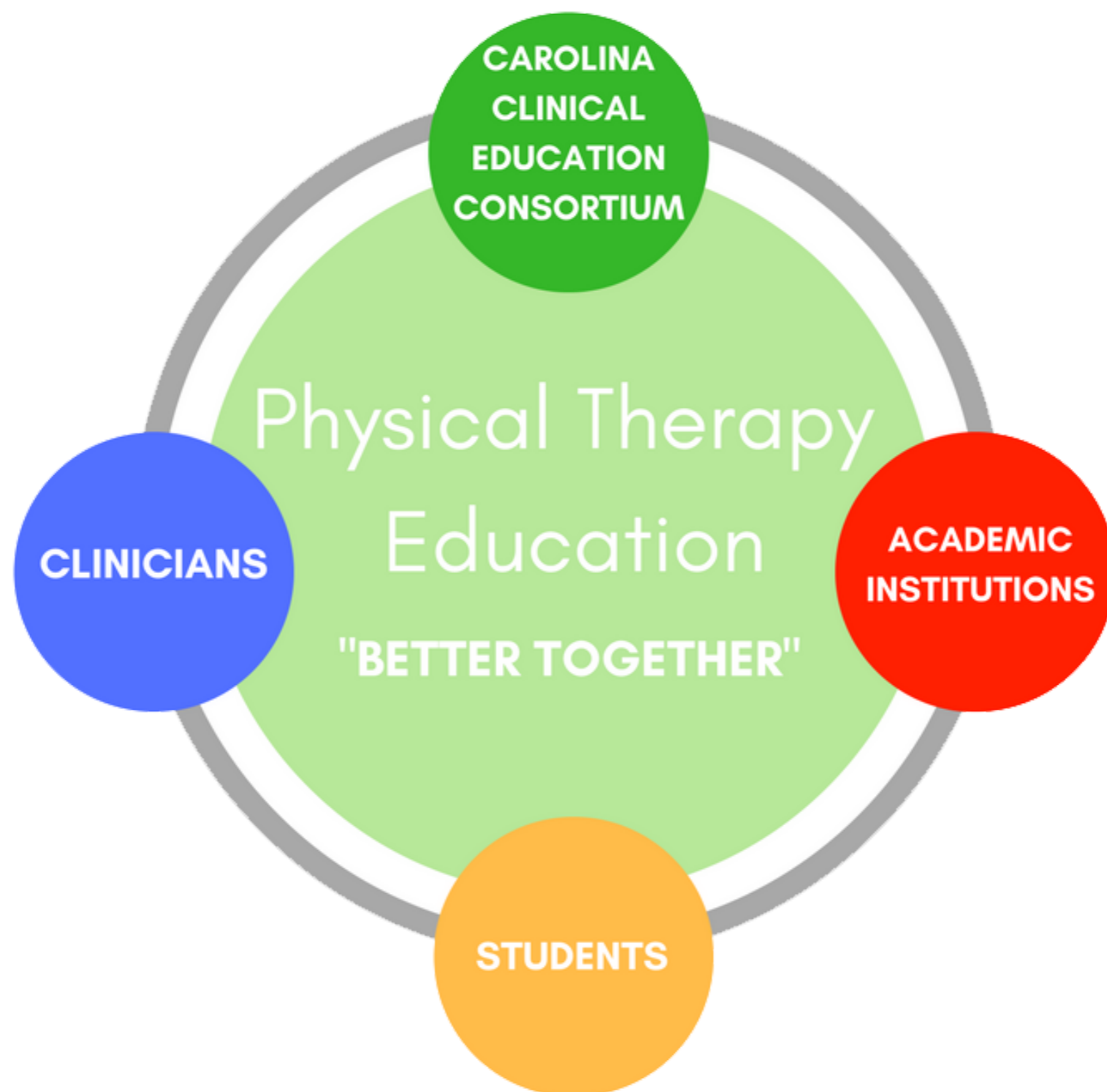
Sarah Roberson

Campbell University

2018 Host

Refund Requests

We honor a written refund request only when received two (2) business days prior to the program date, minus fees absorbed by ticketing host. The amount refunded will be the course fee less a 30% administration fee. Send written requests to Kristen Mason at Carolina.Clined.Consortium@gmail.com.



Physical Therapy

Campbell University
Doctor of Physical
Therapy Program

4150 US HWY 421 S
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