

## Rebecca Anne Vernon

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**Education**     **University of Colorado and Health Sciences Center, Denver, CO**  
*Doctor of Physical Therapy*     2008

**University of North Carolina at Chapel Hill**  
*Bachelor of Arts in English, minor in biology*     2002

### Organizations

ABPTS Certified Neurologic Clinical Specialist     2015  
American Physical Therapy Association – member     2005 – present

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### Teaching Experience

**Temple University, Philadelphia, PA**     2015 – present  
*Assistant Professor of Instruction*  
*Co-director of Clinical Education*

- Communicate with clinical partners and collaborate with students to identify optimal clinical learning opportunities for Doctor of Physical Therapy students
- Collaborate with faculty to develop optimal learning opportunities for clinical application of academic material
- Apply CAPTE objectives to meet the learning needs of students within an accredited Doctor of Physical Therapy program
- Provide didactic and experiential instruction throughout the curriculum (clinical examination and intervention, clinical management of neuromuscular conditions, integrated clinical education, management of medically complex patients)

**Thomas Jefferson University, Philadelphia, PA**     2013 – 2015  
*Clinical Faculty*

- Collaborate with faculty to develop course curricula for physical therapy interventions for individuals with neurological impairments
- Apply CAPTE objectives to the development of course materials within the neurology course track of an accredited Doctor of Physical Therapy program
- Serve as primary instructor for a course addressing the rehabilitation continuum of care, utilizing the individual with spinal cord injury as a model
- Guest lecture and assist with labs for various courses (motor development, clinical skills, neurologic interventions, cardiopulmonary care) with an emphasis on current evidence-based clinical practice

**Drexel University, Philadelphia, PA**  
*Adjunct Lab Instructor*

2010 – 2013

- Facilitate hands on lab experiences for doctor of physical therapy students, including assessment, problem-solving, and designing a plan of care for patients with various neurologic conditions
  - Mentor students in the acute hospital setting to facilitate the students' clinical decision-making, manual skills, and interventions for patients with high acuity neurologic conditions
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## **Clinical Practice**

**Thomas Jefferson University Hospital, Philadelphia, PA**  
*Advanced Clinician I*

2008 – present

- Assess and treat clients with variable and complex medical conditions in both the acute care and acute inpatient rehabilitation settings (patient populations include medical oncology, neurology, spinal cord injury, medical/surgical, orthopedics, and cardiology)
  - Coordinate with other health care providers in an inter-professional setting to meet clients' individual needs and facilitate transition to the next level of care
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## **Clinical Education/Student Mentoring**

**Temple University Hospital, Philadelphia, PA**  
*Clinical Instructor: acute care hospital*

2018

- Provide clinical mentoring for Doctor of Physical Therapy students in the acute care setting within part-time integrated clinical experiences
- Foster clinical decision making regarding treatment planning and discharge recommendations with the goal of increasing students' confidence and competence prior to their first full-time clinical affiliation

**North Broad Physical Therapy Center, Philadelphia, PA**  
*Clinical Mentor: pro bono outpatient clinic*

2016 – present

- Mentor Doctor of Physical Therapy students on the delivery of pro bono services within the setting of an outpatient student-run clinic
- Foster clinical decision making skills regarding screening and development of treatment plans for clients in an outpatient setting

**Thomas Jefferson University Hospital, Philadelphia, PA**  
*Clinical Instructor: acute care & inpatient rehabilitation*

2009-2015

- Mentor doctor of physical therapy students within the inpatient acute hospital and rehabilitation settings regarding appropriate clinical decision making, inter-professional communication, and discharge planning for patients with various complex medical conditions
  - Provide constructive feedback to assist students in accurate self-reflection and development of a strong base of clinical skills
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## Professional Presentations

### **Pennsylvania Physical Therapy Association**

June 2018

Southeast District Neurologic Special Interest Group Meeting

Case Study: Communication and Addressing Client Needs Across the Continuum

Objectives:

- Identify key medical and personal factors that contribute to a client's presentation and prognosis
- Discuss coordination of care across the rehabilitation continuum to optimize client outcome
- Highlight the inter-professional team interactions to enable successful outcomes

### **Philadelphia Area Clinical Education Consortium**

April 2018

2-Day Continuing Education Course

Lecture/Lab: Mindfully Informed Patient Care and Student Teaching

Objectives:

- Discuss stress physiology and its impact on health
- Discuss the role of kindness and positive emotional states in client and student interactions
- Review the evidence on the role of mindful awareness training in the treatment of common medical conditions

### **Philadelphia Area Clinical Education Consortium**

April 2016

Lecture/discussion: Ethical Issues in Clinical Education

Objectives:

- Effectively utilize the *APTA Code of Ethics* in supporting decisions related to ethical challenges in clinical education
- Consider barriers and limitations in clinical education and academia
- Consider opportunities for teaching, research, and personal growth within individual and holistic leadership roles as clinical educators

### **Temple University, Philadelphia, PA**

September 2015

Department of Physical Therapy, Clinical Education Appreciation Day

Lecture: *Early Rehab for Stroke: It's More than Transfers and Gait*

Objectives:

- Identify impairments and medical conditions commonly associated with CVA/stroke
- Identify the impact of impairments and medical conditions on stroke recovery
- Review the literature regarding treatment strategies for stroke
- Utilize case examples to discuss comprehensive treatment approaches to address medical co-morbidities in conjunction with functional interventions

**Pennsylvania Physical Therapy Association, Chester, PA**

February 2014

Inaugural Young Professionals Seminar

Case Study: *Following an individual with acute neurological event throughout the continuum of care*

Objectives:

- Identify critical clinical decision making within the physical therapy scope of practice for an acutely injured individual
- Delineate the importance of the inter-professional healthcare team in initiating early rehabilitation interventions
- Collaborate with physical therapy colleagues practicing throughout the continuum of care to provide a comprehensive view of neuro-recovery

**Thomas Jefferson University Hospital, Philadelphia, PA**

April 2013

Lecture: *An Interdisciplinary Approach to Patient Seating and Positioning for Pressure Ulcer Prevention*

Objectives:

- Delineate common sources of pressure ulcer development within the acute hospital setting
- Facilitate inter-professional problem-solving via didactic lecture and hands-on simulation to identify clinically applicable pressure ulcer prevention techniques

**Pennsylvania Physical Therapy Association, Philadelphia, PA**

March 2012

Lecture: *Diagnosis, Prevention, and Physical Therapy Interventions for Pressure Ulcers*

Objectives:

- Delineate common medical and mechanical risk factors for the development of pressure ulcers
- Describe the purpose, rationale, and evidence for turning/weight shift schedules, seating systems, and support surfaces
- Describe the physical therapist's role in pressure ulcer prevention and treatment

**Health Volunteers Overseas, Managua, Nicaragua**

January 2008

Lecture and clinical practice: *Evaluation and Treatment of the Individual with Spinal Cord Injury*

Objectives:

- Develop educational materials for university physical therapy faculty and clinicians regarding the treatment of individuals with spinal cord injury
  - Respect cultural traditions and differences pertaining to healthcare implementation and perception of medical impairments
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## Service

**North Broad Physical Therapy Center** 2016 – present  
Temple University Department of Physical Therapy

- Participate in inter-professional collaboration within the College of Public Health to meet the healthcare needs of the North Philadelphia community via a student-run pro bono clinic
- Provide physical therapy services to members of an under-served community seeking care within the outpatient pro-bono clinic

**Inter-Professional Education Committee** 2015 – present  
Temple University Health Sciences Campus

- Collaborate with educators from the various health professions (pharmacy, nursing, medicine, podiatry, dentistry, occupational therapy, physical therapy) to develop an inter-professional education curriculum for the health sciences students
- Implement inter-professional student learning activities to foster respect among the healthcare fields and facilitate comprehensive patient care

**Hands of Hope** 2014 – present  
Jefferson School of Health Professions

- Mentor Doctor of Physical Therapy students in a pro bono health care clinic setting
- Assist DPT students with triaging clients and addressing clients' outpatient physical therapy needs with limited resources
- Cater physical therapy interventions and education to an underserved outpatient community

**Global Health Committee** 2014 – 2015  
Jefferson School of Health Professions

- Collaborate with fellow physical therapy faculty to identify global health learning opportunities for current doctor of physical therapy students
- Work with an inter-professional team to coordinate global health learning experiences for students entering a doctoring health profession

**Jefferson Center for Inter-professional Education** 2014 – 2015  
Thomas Jefferson University

- Mentor inter-professional student groups regarding respect, teamwork, and collaboration among various health disciplines
- Guide students to use inter-professional skills to address the needs of a health mentor volunteer living with illness or disability

**Dermal Defense** 2010 – 2015  
Thomas Jefferson University Hospital

- Collaborate within an inter-professional team to identify possible causes for device-related and hospital acquired pressure ulcers
  - Problem-solve clinically applicable strategies for pressure ulcer prevention that can be implemented across health care disciplines
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