

## Candidate Bio and Statement – 2026

---

The information below was provided by each candidate in response to a request to provide a brief bio and statement of interest and qualifications for the position.

---

**Name:** Bridget Eubanks, PT, DPT, PhD

**Title:** Co-Director of Student Affairs and Assistant Professor

**Candidate for:** ACAPT - Reference Committee Member

### Brief Bio

Dr. Bridget Eubanks is Co-Director of Student Affairs and Assistant Professor in the Doctor of Physical Therapy Program at Tufts University in Phoenix, AZ. She earned her undergraduate degree in Psychology with a focus on Human Nutrition, Food, and Exercise with a minor in Spanish from Virginia Tech in 2010. Dr. Eubanks graduated with her DPT degree from Duke University in 2013 and completed a two-year faculty development residency through Duke University's DPT Program in 2019. She graduated with her Ph.D. in Healthcare Administration and Education from William Carey University in 2023. Dr. Eubanks is a Board-Certified Clinical Specialist in Neurologic Physical Therapy with experience primarily in the acute rehabilitation setting with clinical expertise in the treatment of adult neurological diagnoses, specifically TBI. She has additional clinical experience in acute care and skilled nursing. Her primary research interests include best practices in clinical education curriculum, DPT student experiences, and gender equity in physical therapy. Dr. Eubanks serves as a Delegate for the state of North Carolina, as a member of the APTA NC Awards Committee, and as a member of the ACAPT Clinical Education Commission's Academic Program Approaches to Prepare Graduates for Inpatient Clinical Practice Work Group.

**Candidate statement for Board position:** The work of the ACAPT Nominating Committee captures a moment in time and reflects the progress and position of our profession at that moment. So many critical decisions regarding our profession are determined by the individuals sitting at certain tables, and I understand the responsibility of potential participation as a Nominating Committee member in soliciting and supporting the nomination of candidates. As physical therapist education and practice evolve, the individuals selected to lead will shape not only policy and governance, but also culture, priorities, professional response, and future direction of academic physical therapy.

I have developed a network of colleagues representing diverse perspectives within physical therapist education and practice. These experiences have allowed me to appreciate the leaders within our community, as well as the importance of encouraging and supporting individuals who may not self-identify as candidates for leadership.

Effective nomination work requires thoughtful consideration, strong professional relationships, and a commitment to representation. Serving on the Nominating Committee would allow me to leverage my connections to ensure that capable, engaged, and forward-thinking individuals are at the table where critical conversations are happening. I would be honored to contribute to this important work on behalf of ACAPT and its members.

## **Experience**

**Candidates were asked to rate their experience with the following criteria. (Developing): no experience, (Proficient): some courses/experience, (Advanced): fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.**

**Advocacy (includes personal, professional, social, community, and patient advocacy): Proficient;** My advocacy experience is grounded in sustained service to the profession at the state and national levels, with a focus on governance, leadership development, and inclusive representation. I currently serve as an APTA North Carolina Delegate to the APTA House of Delegates, where I participate in deliberation and decision-making on policies that shape the direction of the profession. Additionally, I am a member of the ACAPT Clinical Education Commission's Academic Program Approaches to Prepare Graduates for Inpatient Clinical Practice Work Group, contributing to national efforts to strengthen alignment between academic preparation and practice demands while considering the sustainability of the current national clinical education model.

Beyond formal governance roles, my advocacy efforts emphasize professional development, recognition, and pipeline initiatives. I have served multiple terms on the APTA NC Awards Committee, helping to identify and elevate individuals whose work advances the profession's strategic priorities. As a faculty advisor for the APTA "Physical Therapy Moves Me" Ambassador Program, I support recruitment and outreach efforts aimed at increasing awareness of the profession and fostering a more diverse future workforce. Collectively, these roles reflect a commitment to advocating for the profession through leadership development, representation, and intentional support of those contributing to its future.

**Analytical Skills: Advanced;** I demonstrate strong analytical skills through my administrative leadership roles, particularly as DCE and Co-Director of Student Affairs, where decision-making requires integrating accreditation standards, program outcomes, stakeholder needs, and resource constraints. In my DCE role, I have consistently analyzed clinical education structures to align with program mission, curricular sequencing, student readiness, and workforce expectations. This work has required synthesizing data from student performance, site feedback, faculty input, and regulatory requirements to identify gaps, inefficiencies, and opportunities for improvement.

My approach to restructuring clinical education requirements within a program included deliberate analysis and systems thinking. In collaboration with colleagues, I have examined the breadth and depth of clinical experiences, evaluated the timing and duration of placements, and assessed how requirements support competency development across practice settings. These analyses informed evidence-based recommendations and programmatic changes designed to enhance quality while maintaining feasibility for students and clinical partners. Participation in CAPTE accreditation cycles also taught me that weighing multiple variables and anticipating downstream effects, I can support revisions that strengthen the didactic curriculum and clinical education while remaining responsive to the evolving demands of physical therapist practice.

**Effective Communication & Public Speaking: Advancing;** My professional roles have provided extensive experience with public speaking across academic and professional settings. I served for two years as a faculty development resident, a role that involved frequent presentations and facilitation within educational and collaborative environments. Over the past six years as a full-time faculty member, public speaking has been a consistent component of my responsibilities, including teaching, leading discussions at various levels within the program, college, and university, as well as in capacities external to the university.

In addition, I have shared scholarly and educational work through poster presentations and education sessions at the local, state, and national levels. These opportunities have allowed me to engage in diverse audiences across academic and clinical contexts and to contribute to broader professional conversations within physical therapist education. Collectively, these roles have resulted in substantial experience communicating ideas clearly, representing professional perspectives, and participating effectively in public-facing forums.

**Skills to address the ACAPT strategic Initiatives: Proficient;** I will demonstrate my skills relative to the ACAPT strategic plan by contributing thoughtful leadership that advances educational excellence, leadership development, and inclusive representation within academic physical therapy. My experience in academic administration and professional service has required aligning program initiatives with broader organizational goals, including workforce preparation, innovation in clinical education, and faculty development. I bring a strategic perspective that emphasizes collaboration, systems thinking, and intentional identification of individuals whose experiences and voices can meaningfully contribute to ACAPT’s mission and priorities.

In particular, I am committed to supporting ACAPT’s focus on leadership cultivation and sustainability by encouraging participation from individuals across diverse institutional types, geographic regions, and professional pathways. Through my professional roles and service, I have developed the ability to recognize and support emerging leaders, engage stakeholders, and support initiatives that strengthen the academic community. By applying these skills in service to ACAPT’s strategic initiatives, I aim to ensure that the organization’s leadership and activities remain responsive, representative, and well-positioned to address the evolving needs of physical therapist education.

**Skill Set Evaluation**

Candidates were asked to rate the following attributes on a scale of 1–5 and identify the top three in each category that best reflect their individual strengths.

STRATEGIC THINKING <b>4</b>	RELATIONSHIP BUILDING <b>5</b>	INFLUENCING <b>4</b>	EXECUTING <b>5</b>
<ul style="list-style-type: none"> <li>- Synthesizes perspectives</li> <li>- Aligns decisions</li> <li>- Balances innovation with sustainability</li> </ul>	<ul style="list-style-type: none"> <li>- Communicates clearly</li> <li>- Encourages consensus</li> <li>- Supports leadership within organization</li> </ul>	<ul style="list-style-type: none"> <li>- Establishes trust</li> <li>- Fosters inclusivity and collaboration</li> <li>- Maintains relationships</li> </ul>	<ul style="list-style-type: none"> <li>- Translates goals into actions</li> <li>- Demonstrates consistency, reliability, and accountability</li> <li>- Adapts to changing circumstances</li> </ul>

## Candidate Bio and Statement – 2026

---

The information below was provided by each candidate in response to a request to provide a brief bio and statement of interest and qualifications for the position.

---

**Name:** Michael O'Hara, PT, DPT, EdD, OCS

**Title:** Associate Professor of Instruction

**Candidate for:** ACAPT - Nominating Committee Member

### Brief Bio

Michael O'Hara, PT, DPT, EdD, OCS is an Associate Professor of Instruction in the Doctor of Physical Therapy program at Temple University. Michael earned his Doctor of Physical Therapy degree in 2014 and his Doctor of Education degree in 2025, both from Temple University. He is a residency trained clinician from the University of Chicago Medical Center and is recognized by the American Physical Therapy Association (APTA) as a board-certified clinical specialist in orthopaedic physical therapy. Michael's research agenda focuses on the scholarship of teaching and learning and orthopaedic physical therapy management. He has presented several platform, laboratory-based, and poster presentations on local, regional, and national levels, and co-authored a textbook on applied human anatomy. He is currently the Chair of the Admissions Committee for the DPT program. He received the College of Public Health Excellence in Teaching Award in 2020. Michael served on the Nominating Committee for APTA, Pennsylvania Southeast District (2020 – 2023) and as an At-Large member in 2021. Michael also serves as an instructor in the Temple University Orthopaedic Physical Therapy Residency program and volunteers his time as a clinical mentor. In addition to academic work, Michael maintains per-diem clinical practice with Good Shepherd – Penn Partners.

**Candidate statement for Board position:** My leadership and service-based experiences in both the academic and clinical arenas would translate well to a successful term as an ACAPT Nominating Committee member. As Chair of Admissions at Temple University, I am responsible for the operations and execution of applicant assessment, recruitment, and strategic planning of new initiatives. Such a role requires a combination of engagement, measured decision making, and relationship building. As a previous Nominating Committee member for the Southeast District of APTA, Pennsylvania, and Chair of six faculty search committees since 2019, I have

championed the importance of thorough, equitable assessments that meet both short- and long-term needs. Serving on research, curriculum, marketing, and post-professional committees have further developed these skills, and taught me important lessons of team-work focused on highlighting the skills and potential of others. I believe that these skills prepare me well for a new adventure as a Nominating Committee member for ACAPT. I would be thrilled and humbled for the opportunity to serve in this role.

## **Experience**

**Candidates were asked to rate their experience with the following criteria. (Developing): no experience, (Proficient): some courses/experience, (Advanced): fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.**

**Advocacy (includes personal, professional, social, community, and patient advocacy): Proficient;** Housed within the Barnett College of Public Health, the Doctor of Physical Therapy program at Temple University is uniquely positioned for service-based initiatives. I have had the opportunity to gain advocacy experience on several fronts in a variety of roles. As a board-certified specialist in orthopaedics and program faculty member, I have served as a clinical mentor for the North Broad Physical Therapy Center, a student-ran, pro-bono clinic serving the uninsured and underinsured community of Greater Philadelphia, and the Temple University Health and Wellness Center, a multidisciplinary, pro-bono clinic focused on community connection through promoting wellness. To lessen the financial burden associated with pursuing a DPT, I co-authored an open-access textbook on clinical anatomy. Much like being a proponent for students and patients, I value deeply the importance of advocacy and its role to have a lasting, positive impact on a person, people, and public level.

**Analytical Skills: Advanced;** My analytical skills may be best exemplified in my role as Chair of DPT Admissions at Temple University. After reviewing admissions data on applicant demographics and barriers to pursuing a Doctor of Physical Therapy degree, I worked with colleagues on a revised holistic assessment process and pre-requisite coursework list that ultimately led to a more sociodemographically diverse student cohort. In response to challenges in applicant recruitment, I am currently leading several initiatives on streamlining pathways to meet pre-requisite coursework for undergraduate majors at the University and improving recruitment through social media campaigns and updated visibility on university websites. Finally, in response to feedback received from students on the onboarding process, I worked alongside colleagues to revise orientation offerings to a hybrid experience, which includes supplementary materials on student success (e.g., study and test-taking strategies). Each of these examples is dependent on careful analysis of data, intentional intervention, and careful reflection of each strategy's efficacy.

**Effective Communication & Public Speaking: Advancing;** I possess a wide range of public speaking experience on physical therapy management, education, and service-based roles at local, regional, and national levels. These engagements range in lecture-based, panel discussion, skills demonstration, and Q&A formats all of which I am comfortable and confident in my skillset.

**Skills to address the ACAPT strategic Initiatives: Proficient;** When considering opportunities in the academic space, I bring a mixture of adaptability, inquisitiveness, and a solutions-focused mindset to strategic planning. Following a new program initiative on bolstering continuing education opportunities, I lead a coordinated effort of anatomists and clinicians in establishing a consortium focused on offering human anatomy dissection courses for Greater Philadelphia. To better address student readiness, and to identify at-risk students, for the National Physical Therapy Examination, I have championed several initiatives across the program – spanning from new procedures for practice test assessment to educating colleagues on quality item writing and test assessment. Additionally, to create a more comprehensive assessment on student readiness for clinical education experiences, I worked alongside colleagues to develop the benchmark Year One Practical – a standardized patient, clinical simulation experience that covers content across the first year of the DPT curriculum. Whether charged with addressing an existing problem, or creating a new, impactful initiative, I have leveraged my skillset to accomplish goals set forth by strategic planning.

### **Skill Set Evaluation**

Candidates were asked to rate the following attributes on a scale of 1–5 and identify the top three in each category that best reflect their individual strengths.

STRATEGIC THINKING 5	RELATIONSHIP BUILDING 4	INFLUENCING 4	EXECUTING 5
<ul style="list-style-type: none"><li>- Solutions-focused</li><li>- Adaptable</li><li>- Inquisitive</li></ul>	<ul style="list-style-type: none"><li>- Engaged</li><li>- Sincere</li><li>- Motivating</li></ul>	<ul style="list-style-type: none"><li>- Consistent</li><li>- Attentive</li><li>- Catalyst</li></ul>	<ul style="list-style-type: none"><li>- Persistent</li><li>- Thorough</li><li>- Dexterous</li></ul>

## Candidate Bio and Statement – 2026

---

The information below was provided by each candidate in response to a request to provide a brief bio and statement of interest and qualifications for the position.

---

**Name:** Tarang K. Jain, PT, DPT, PhD, FHEL

**Title:** Department Chair, Physical Therapy and Athletic Training; Program Director, Doctor of Physical Therapy; Associate Professor

**Candidate for:** ACAPT - Nominating Committee Member

Brief Bio
<p>Tarang K. Jain, PT, DPT, PhD serves as Department Chair of Physical Therapy and Athletic Training and Program Director of the Doctor of Physical Therapy program at Idaho State University. He is a tenured Associate Professor with extensive experience in shared governance, talent selection, and institutional improvement. In prior roles at Northern Arizona University, he served as vice president and treasurer in faculty senate executive leadership, participated in university strategic planning and budget advisory work, and contributed to promotion and tenure review. He has chaired admissions and faculty search committees and co authored CAPTE accreditation documents supporting a continuing accreditation outcome. Professionally, he serves in state association treasurer and board roles and contributes nationally through accreditation and professional task forces. He prioritizes inclusive excellence and transparent, evidence based decision making that advances educational quality and strengthens the academic PT community.</p>
<p><b>Candidate statement for Board position:</b> I am seeking election as an ACAPT Nominating Committee Member to strengthen a leadership pipeline that is credible, inclusive, and strategically aligned. As a department chair and DPT program director, I make high stakes decisions that balance mission, people, data, and resources. My experience chairing admissions and multiple faculty searches, contributing to provost level searches, and serving on promotion and tenure review has built a disciplined approach to evaluating readiness, potential, and fit. In shared governance, I have held elected faculty senate executive roles and served on strategic planning, budget advisory, and pay equity efforts, which reinforces my commitment to transparency, due process, and confidentiality.</p>

On the Nominating Committee, I will broaden outreach across institution types and career stages, apply clear criteria linked to ACAPT mission and strategic priorities, proactively surface conflicts of interest, and use simple tracking to support representation and continuity. I will prioritize candidates who can advance academic excellence, a connected and engaged community, data informed decision making, and leadership influence for the academic PT community.

## **Experience**

**Candidates were asked to rate their experience with the following criteria. (Developing): no experience, (Proficient): some courses/experience, (Advanced): fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.**

**Advocacy (includes personal, professional, social, community, and patient advocacy): Advanced;** My advocacy focuses on strengthening the profession through clear standards, equitable opportunity, and practical guidance. In academic settings, I have advanced equity focused initiatives through curriculum and policy work, and I have supported pay equity and inclusive decision making through shared governance. In professional settings, I have served in elected and appointed roles that connect members to policy and practice updates, and I have contributed to licensure related initiatives that improve mobility and public trust.

I also use education as advocacy. I regularly translate complex topics for varied audiences, such as licensure portability and the PT Compact, and create actionable steps so learners and colleagues can engage responsibly. In an ACAPT leadership role, I would apply the same approach by communicating nomination timelines, clarifying expectations, and encouraging broad participation while maintaining confidentiality and managing conflicts of interest.

**Analytical Skills: Advanced;** I approach complex questions by defining the decision to be made, clarifying required outcomes, and identifying constraints such as policy, resources, equity implications, and stakeholder impact. I then integrate qualitative input with quantitative evidence, test patterns for alternative explanations, and document tradeoffs so that decisions are transparent and reproducible.

I have applied this approach in accreditation and institutional review contexts by translating standards into evidence tables, aligning narrative to data, and completing iterative gap analyses. I also apply analytics in governance and finance contexts, where budget choices and policy proposals require scenario planning and clear communication of risk. Finally, my research and grant review roles reinforce disciplined appraisal of methods, measurement quality, and practical significance before prioritizing recommendations.

**Effective Communication & Public Speaking: Advancing;** 1) Education sessions for national audiences on curriculum, clinical reasoning, and licensure related topics, including PT Compact education.

2) Workshop leadership on research design, data management, and dissemination for physical therapists and educators.

**Skills to address the ACAPT strategic Initiatives: Advanced;** I will use the current strategic plan as a practical rubric for both outreach and evaluation. For outreach, I will recruit across institution types, geographic regions, and career stages to build a candidate pool that reflects the diversity of academic physical therapy and can strengthen a connected and engaged community. For evaluation, I will prioritize evidence of impact aligned with the strategic priorities, including academic excellence, data for impact, leadership and influence, and organizational vitality.

I will operationalize alignment by maintaining a simple candidate matrix that maps each nominee to competencies needed for the open role, identifies gaps in the slate, and documents how each nominee advances ACAPT mission and values. This will support transparent review, consistent communication with the board, and reliable handoff to future Nominating Committee members.

## Skill Set Evaluation

Candidates were asked to rate the following attributes on a scale of 1–5 and identify the top three in each category that best reflect their individual strengths.

STRATEGIC THINKING 5	RELATIONSHIP BUILDING 5	INFLUENCING 5	EXECUTING 5
<ul style="list-style-type: none"><li>- Systems oriented</li><li>- Future focused</li><li>- Data informed</li></ul>	<ul style="list-style-type: none"><li>- Consensus builder</li><li>- Clear communicator</li><li>- Credibility through evidence</li></ul>	<ul style="list-style-type: none"><li>- Inclusive listener</li><li>- Trust building</li><li>- Cross institutional collaboration</li></ul>	<ul style="list-style-type: none"><li>- Deadline disciplined</li><li>- Process oriented</li><li>- Accountable</li></ul>