

CHEP Candidate Bio and Statement – 2021

The information below was provided by each candidate in response to a request to provide a brief bio and respond to the following statement:

“Briefly describe your qualifications for the position you are seeking and the pressing issues and initiatives that you believe ACAPT should address, and how these issues are consistent with the ACAPT strategic plan.”

Nominating Committee: Two to be elected for a three year term

NAME: Michele (Shelly) Lewis, PT, DPT	CANDIDATE STATEMENT
<p>Shelly Lewis is faculty and Director of Clinical Education in the Physical Therapy Department at University of the Sciences in Philadelphia, PA. Outside of clinical education, Shelly’s primary teaching responsibilities are ethics, professionalism, neuromuscular disorders, and acute care. She also continues to practice in the acute care setting at Pennsylvania Hospital, where she began her career over two decades ago. Shelly earned her BS and MPT from the University of Evansville and her tDPT from Arcadia University. She is currently working toward her EdD in Health Professions at A.T. Still University. Shelly has an active research agenda on the topics of teaching and learning, clinical education, professionalism, and ethics. She is a member of many professional organizations and holds leadership positions in several of these. She is the secretary for the Philadelphia Area Clinical Education consortium and is the current resource manager for the Consortium of Humanities, Ethics and Professionalism. Shelly was also a member of ACAPT’s taskforce on payment for clinical education. Shelly is a Board-Certified Specialist in Geriatric Physical Therapy. She was recognized by the Academy of Geriatric Physical Therapy with the 2018 Clinical Educator Award.</p>	<p>I have been an active member of CHEP’s leadership team since its founding in 2016. I am currently the resource manager of CHEP. This role has involved researching and setting up a list serv for CHEP, contributing to CHEP’s educational repository, and reviewing submissions for the annual student scholarship in conjunction with the Journal of Humanities in Rehabilitation. As CHEP is focused on optimizing the education of physical therapy students with an emphasis on humanities, ethics, and professionalism, I can use the knowledge I am obtaining in my Doctor of Education coursework to contribute to this vision. In addition, the areas of humanities, ethics, and professionalism match my teaching philosophy, current teaching responsibilities, and my research agenda. As part of the leadership team, I can use my knowledge and experience to assist CHEP in developing and disseminating resources for physical therapy educators in the areas of humanities, ethics, and professionalism. This aligns with ACAPT’s strategic goal of developing guidelines for DPT program curricular content.</p>

NAME: Amanda Sharp, PT, DPT	CANDIDATE STATEMENT
<p>Amanda Sharp PT, DPT- Dr. Sharp received a Bachelor of Arts in Dance from the University of Wisconsin- Stevens Point in 2003 and is a 2008 graduate of the University of Wisconsin-Madison Program in Physical Therapy. In 2014 she earned her Transitional Doctor of Physical Therapy degree through The College of St. Scholastica. She is a Geriatric Clinical Specialist through ABPTS. Amanda is the Associate Program Director, Director of Clinical Education and an Assistant Professor in the Division of Physical Therapy at the University of Minnesota. There, she coordinates a series of courses related to professional formation and cultural humility. Shaped by her own experiences as a clinician, Amanda strives to ensure students reflect on the complex role of clinical practice; seeing beyond a diagnosis or treatment plan to truly engage with their clients. She is currently pursuing her PhD in Higher Education where she is exploring access barriers to physical therapist education for students with disabilities.</p>	<p>I have always approached my role as a physical therapist and an educator from the perspective that we are human beings first; empathetic, genuine connection matters. This is a central tenet that all educators should demonstrate in training the next generation of therapists. If we wish to achieve the strategic initiatives set forth by ACAPT to sustain careers, develop the next generation of leaders, and to foster collaboration across clinical training and research, then we cannot afford to downplay the importance of connecting with our students as people. Over the last 5 years I have worked to foster relationships with students, clinicians, and colleagues by being transparent in my flaws, goals, and aimed to minimize power differential by always remembering that we are all human beings. We should laugh when things are funny, cry when sad, and be okay admitting if we feel anxious. I believe ACAPT should help leaders foster professional identity formation while acknowledging the uniqueness each learner brings to the table. I look forward to this opportunity to serve.</p>