


## CRCAC Candidate Bio and Statement – 2019


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.”

### CRCAC Vice Chair – one to be elected – three-year term

<b>NAME Tracy Brudvig</b>	<b>CANDIDATE STATEMENT</b>
<p>In 1979, Dr. Brudvig started her physical therapy career in the US Army and served 20 years as a physical therapist in a variety of assignments to include leadership positions. She earned her orthopedic specialty certification in 1995. In 1999, she started her academic career. She earned her PhD in Higher Education in 2004. She has served both as a faculty member and an administrator in physical therapy programs over the last 20 years. Her research interests include clinical decision making and clinical reasoning. She has published a number of articles in these areas. She has been active in the APTA at both the state and national levels, serving in a variety of leadership positions. She is currently the director of the physical therapy program at the American International College in Springfield, Massachusetts.</p> 	<p>Having pursued an advanced degree in Education, my passion lies in the area of critical thinking, clinical decision-making and clinical reasoning in doctor of physical therapy students. I find it fascinating and sometimes puzzling how students develop sound clinical reasoning skills. I have found that this consortia serves as a good resource for teaching and assessing clinical reasoning skills across the continuum of physical therapy education. My interests and research agenda will make me an asset to the leadership of this consortium. It would be a privilege to serve.</p>

## CRCAC Vice Chair – one to be elected – three-year term

NAME <b>Anita Campbell</b>	CANDIDATE STATEMENT
<p>Anita Campbell is an assistant teaching professor in the Department of Physical Therapy at the University of Missouri. In addition to her teaching and clinic responsibilities, her areas of research include neurologic rehabilitation techniques, clinical reasoning and critical thinking, and diversity within physical therapy education. She and her colleagues have presented critical thinking and clinical reasoning research at ELC, CSM, and the 2017 Clinical Reasoning Symposium. They have a forthcoming chapter in the book <i>Clinical Reasoning and Decision Making in Physical Therapy: Facilitation, Assessment and Implementation</i> by Gina Musolino and Gail Jenson. They also have a recently published article in the <i>Journal of Educational Evaluation of Health Professionals</i>. Professor Campbell holds certifications as a Board-Certified Specialist in Neurologic Physical Therapy and an Assistive Technology Professional.</p> 	<p>I am excited about the work that the consortia has done to lay the foundations for research and collaboration in clinical reasoning education as well as providing a fact sheet of common terms. Moving the consortia forward through collaboration with other SIGs/consortia and outreach to members is an important next step. I would work to see the consortia continue to develop strategies and tools for members to utilize within their educational setting with available online materials. The consortia must work both in supporting progressive educational research and translating that research into practice for its members.</p>

## CRCAC Vice Chair – one to be elected – three-year term


NAME <b>Wing Fu</b>	CANDIDATE STATEMENT
<p>Dr. Fu is an Assistant Professor of the Physical Therapy Program at Columbia University. She received her Doctor of Philosophy degree from Nova Southeastern University, her Master’s degree from New York University and her entry-level physical therapy education from Hong Kong Polytechnic University. She completed the Medical Educator Fellowship Program offered by the International Association of Medical Science Educators. Dr. Fu is an experienced academician and clinician. Her primary focus of teaching, scholarship and service is in the area of clinical reasoning. She is the author of two chapters in a book (in progress; due 2019) titled <i>Clinical Reasoning and Decision Making in Physical Therapy: Facilitation, Assessment and Implementation</i>, which is co-edited by Dr. Gina Musolino and Dr. Gail Jensen. Since January 2017, Dr. Fu has been a member of and actively serving the Academy of Physical Therapy Education Research Committee. She also currently chairs the Teaching Compendium Task Force and is a member of the Competencies Task Force within the ACAPT Clinical Reasoning Curricula and Assessment Consortium.</p>	<p>If I were elected to serve as the Vice Chairperson, I would commit myself to engaging with our members, task force groups and representatives of different parties to develop a strategic plan and take collaborative actions to advance the established objectives of the consortium. I am passionate about collaborating with academic and clinical educators in exploring, evaluating and improving our practices in teaching and assessing clinical reasoning. It is exciting to see that clinical reasoning in physical therapy education has been gaining significantly more national attention, with the ACAPT Clinical Reasoning Curricula and Assessment Consortium established as a platform to enhance the communication and collaboration among stakeholders. Both within and outside the consortium, I have been fortunate to have invaluable experiences of working with educators, who share the same interest in advancing the education of clinical reasoning. These experiences, together with the focus of my teaching, scholarship and service, align me well with the Vice Chairperson position. I believe that active engagement and collaboration will construct a path towards excellence in physical therapy education.</p>
	

## CRCAC Candidate Bio and Statement – 2019


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.”


### CRCAC Nominating Committee member – one to be elected – three-year term

NAME <b>Michael Anderson</b>	CANDIDATE STATEMENT
<p>Dr. Michael Andersen is an Assistant Professor of Clinical Physical Therapy at the University of Southern California (USC) currently serving as course director for Basics of Patient Management and Clinical Management of the Patient with Musculoskeletal Dysfunction. As course director, Dr. Andersen manages both the residential and hybrid pathways for these large clinical courses. Dr. Andersen is a graduate of the ABPTRFE accredited orthopedic residency program and post-professional DPT program at USC. Dr. Andersen has taught in entry level DPT education for 15 years and is a Board-Certified Orthopedic Clinical Specialist and a Board-Certified Geriatric Clinical Specialist. Dr. Andersen has worked in a variety of courses in entry level DPT curriculum including applied exercise science, therapeutic agents, analytical anatomy, patient management and management of orthopedic dysfunction. Current research interests include on-line physical therapy education, evaluation of classroom teaching and mentoring within a DPT program.</p>	<p>I am honored to be considered for the Nominating Committee of the Clinical Reasoning Curricular Assessment Consortium (CRCAC). As part of the nominating committee, I would do my best to help maintain and promote nominees for the Board of Directors and Nominating Committee. I am convinced that the important role of the Nominating Committee can help the CRCAC attend to its mission to provide continuing education related to the instruction and assessment of clinical reasoning and to develop best practice standards for clinical reasoning curriculum and assessment. As an educator who strives to foster clinical reasoning in my students, I am a strong supporter of the overall objectives of the CRCAC and I would be grateful for the opportunity to provide assistance to such an important goal. Thank you for your consideration.</p>
	

**CRCAC Nominating Committee member – one to be elected – three-year term**

<b>NAME Jennifer Canbek</b>	<b>CANDIDATE STATEMENT</b>
<p>I graduated from Maryville University - St. Louis in 1998 with a Bachelor of Science in Physical Therapy and worked in St. Louis and Florida in multiple clinical settings and then returned to school, earning my Doctor of Philosophy (PhD) degree in Physical Therapy at NSU in 2011. I have worked in skilled nursing facilities, acute care hospitals, outpatient facilities, rehab hospitals, hospice units and more. My favorite area of clinical practice is neurological rehabilitation in an acute inpatient rehabilitation environment. I began my career in academics as core faculty at NSU in 2009. In 2012, I developed the NSU-PRH Neurologic PT Residency program, which became accredited by the American Board of PT Residency and Fellowship Education in 2015. I continue to be involved in the residency program as didactic faculty and clinical mentor. In 2016, I became the Director of the PDPT program. I continue to teach in the neurological areas of the curriculum and the Healthcare Educator course in the Transition DPT program and serve as dissertation advisor for multiple PhD students. My research interests include validation of outcome measures in people with neurological disorders, measurement of balance deficits in people with stroke, incorporation of motor learning in people with neurological disorders, developing students and novice PTs clinical decision making.</p> 	<p>I wish to serve in this role to help the committee bring the PT profession together in developing a clear definition of clinical reasoning in PT. In addition, I wish to help in the process of developing methods to assess, track, and research the construct of clinical reasoning for our profession. As a nominating committee member, I hope to both fulfill the duties of the position and recruit/process qualified candidates for leadership positions in the consortium and assist the committee in developing and implementing clinical reasoning and curricular initiatives that align with the APCAT strategic plan and needs of the PT profession at large. I feel I am qualified for this position due to my experience as DPT Program Director, Residency Founder and Director, and my experience as DPT Program Outcomes Chairperson.</p>


**CRCAC Nominating Committee member - one to be elected - three-year term**

<b>NAME Michael Obert</b>	<b>CANDIDATE STATEMENT</b>
<p>I am a Board-Certified Clinical Specialist in Orthopaedic Physical Therapy and Instructor in the Department of Physical Therapy at Mount St. Joseph University in Cincinnati, OH. I earned my MPT at Saint Louis University in 2006, and am currently in the doctoral project phase to earn my DHSc from the University of Indianapolis with anticipated completion to occur in the fall of 2019. My research agenda will consist of assessment of clinical reasoning in DPT students. As a faculty member, my teaching responsibilities fall in the area of orthopaedics, basic examination and evaluation, vestibular rehab, and foundational science courses. Prior to teaching, I worked in outpatient orthopaedics for nine years and managed a clinic for five years. I have been a member of the Clinical Reasoning Curricular Assessment Consortium for a year now and look forward to contributing more over the next several years.</p> 	<p>I am eager to have the opportunity to run for the position of Nominating Committee Member for the Consortium. As a practicing clinician, I nearly constantly had students in the clinic or hired new grads to work in my clinic. I took pleasure in challenging the students and clinicians to grow in their clinical reasoning skills and seeing them blossom as professionals that would make a positive impact on their patients and our profession. As a relatively new faculty member, clinical reasoning is an area that immediately struck me as a major difference between students who struggled and students who succeeded in the DPT program. In the past year as a member of the Consortium, I have seen great things both virtually and in person at CSM that I believe will help us continue to move our profession in a positive direction and I would love to contribute more significantly to this cause. As an elected Nominating Committee Member, I will help this consortium grow its impact on the profession, and I appreciate your consideration for your vote.</p>

**CRCAC Nominating Committee – one to be elected - three-year term**

<b>NAME Arco Paul</b>	<b>CANDIDATE STATEMENT</b>
<p>I am a tenure track assistant professor with the Department of Physical Therapy at Radford University in Roanoke, VA. I am responsible for teaching the neurologic foundational and clinical content areas. Before joining Radford University, I worked as a physical therapist in a skilled nursing facility in Maryland for about 5 years. Prior to that, I completed my PhD in Neuroscience from Virginia Commonwealth University, VA in 2012. I received my Bachelor of Physiotherapy from National Institute for Locomotor Disabilities from University of Calcutta in India in 1999. Before coming to the US to pursue my PhD, I worked as a Physiotherapist in India for several years in various kinds of clinical settings ranging from outpatient, in-patient, skilled nursing facility and hospitals. Besides being a member of the APTA, I am a member its Neurologic and Geriatric sections. As part of professional service, I am a peer-reviewer for journals like the Journal of Geriatric PT, European Journal of Physical and Rehabilitation Medicine and Journal of Neurologic PT. I am also actively engaged in research in the field of neurologic PT. Previously, I have published several original NIH-funded research work in acclaimed journals like the Journal of Neuroscience.</p> 	<p>I believe I would be able to successfully serve in this consortium and fulfill the position's responsibilities. I have gained a good amount of educational, research and clinical experience in the fields of neuroscience and Physical Therapy. As I continue to teach clinical courses and get regular feedback from students and clinical instructors, I have gained more insights into the needs of the students, which has helped me to continually develop my courses. I have noticed the need to improve clinical reasoning skills of the students to be able to perform better in their clinical experiences. I continue to encourage the students to use evidence-based guidelines to problem solve case scenarios, or during group discussions and presentations. My teaching methodology includes a mix of didactic lectures, hands-on technique demonstrations, case-based problem solving sessions, student presentations and exposure to people with neurological dysfunctions (as available) to implement active learning strategies with real-world scenarios. I continue strive to improve my clinical skills and teaching expertize by participating in continuing educations courses and attending faculty development workshops.</p>

**CRCAC Nominating Committee member – one to be elected – three-year term**

NAME <b>Matthew Walk</b>	CANDIDATE STATEMENT
<p>Dr. Matt Walk has been an Assistant Professor at the University of the Incarnate Word since 2013, where he facilitates courses in clinical reasoning of 1st year DPT students. Dr. Walk’s clinical practice has primarily been in large urban public health systems. In this setting, Dr. Walk was a strong advocate for the inclusion of physical therapy services in primary care settings. His clinical and teaching experience aligns with his research interests of clinical reasoning and how best to facilitate and assess it in students. He has published several-peer reviewed articles and lectured both nationally and internationally. Dr. Walk earned his Master of Physical Therapy degree from the University of Missouri in Colombia, MO in 2003. He went on to complete a six-month residency in proprioceptive neuromuscular facilitation (PNF) at the Kaiser Foundation Rehabilitation Center in Vallejo, CA. He spent his early years as a physical therapist working in various states throughout the country as a traveling therapist, before returning to Kaiser Permanente to complete a fellowship in orthopedic manual physical therapy in Hayward, CA. He finished his post-professional Doctorate of Physical Therapy at the University of the Incarnate Word in 2013.</p> 	<p>The American Council of Academic Physical Therapy’s Clinical Reasoning Curricula &amp; Assessment Consortium has a vital role to play in the direction of our profession’s educational programs during this pivotal time in the evolution of our profession’s educational paradigm. We have only recently fully transitioned to a doctoring profession with all entry-level programs at the doctoral level since 2015. ABPTRFE only began “accrediting” residency programs in 2014. Before that, they were merely “credentialed.” With this rapid progress in educational standards over the past decade there is an essential need for stakeholders across the continuum of PT education to collaborate on the development and refinement of progressive curricular competencies and entrustable professional activities which students and DPTs must achieve at the various levels of their education. This need spans from entry-level education through residency and fellowship. In my current position as faculty, my primary role is to facilitate clinical reasoning in 1<sup>st</sup> year DPT students. The curricular design of my courses draws heavily on my experience in residency and fellowship. I view my primary role as translating higher order skills and strategies learned in postgraduate education to the novice learner. I facilitate with the end in mind, but meet the learner where they are. I see clinical reasoning as a skill that can be learned and developed through deliberate and thoughtful practice which begins on day 1 of PT school and <i>builds</i> through residency, fellowship, and beyond. I believe my experience in residency and fellowship along with my current role in teaching clinical reasoning in 1<sup>st</sup> year DPT students provides me with a wide perspective on clinical reasoning curricula &amp; assessment at all levels of education and where it is headed in the future. I believe that by bringing together sharp minds from all stakeholder groups across the continuum of education and specialties that we can expose a common language that will describe the Physical Therapist’s unique expression of clinical reasoning, so that we can improve the work of facilitating and assessing it at all levels. I would enthusiastically welcome the opportunity to serve the Consortium as a member of the Nominating Committee.</p>