

Clinical Reasoning and Curricular Assessment Consortium

Committee Chair

Candidate Bio and Statement - 2021



CRCAC Committee Chair – one to be elected - three-year term

NAME: Chris Sebelski	CANDIDATE STATEMENT
<p>Chris Sebelski, PT, DPT, PhD: Dr. Sebelski is an Associate Professor in the Program in Physical Therapy and has been at Saint Louis University since 2008. She is an Adjunct Associate Professor in Clinical Physical Therapy at the University of Southern California. Dr. Sebelski's primary scholarship interest is in the intersection of leadership, self-efficacy and the impact on patient outcomes. Additionally, she explores evidence-based practice, clinical reasoning, and the pedagogy of analysis of movement. She is published in the areas of leadership competencies, evidence-based practice, differential diagnosis, and clinical reasoning. Dr. Sebelski serves as the SLU-SSM Health Physical Therapy Orthopedic Residency Director. In the DPT program, she teaches primarily in the courses of Patient Management. She is an ABPTS Board Certified Specialist in Orthopedic Physical Therapy and maintains her clinical practice at the Saint Louis University Physical Therapy Clinic. She graduated from Saint Louis University with a PhD and from the University of Southern California with a Doctor in Physical Therapy degree. Dr. Sebelski is a 2012-2013 ABPTRFE Fellow of the Education Leadership Institute. She is an APTA Advanced Credentialed Clinical Instructor and a Certified Strength and Conditioning Specialist for the NSCA.</p>	<p>I have been humbled to serve as the Chair for the past three years. Building on the solid foundations from former Chair, Dr Karen Huhn, we have accomplished much but there is still much to do. During my tenure, we have guided policy through the adoption of the concept of clinical reasoning as outlined by Huhn et al. (2019). Additionally, we have increased engagement of our current members and overall membership through resources, networking, and talk to the author events. We have broken through perceived silos through established relationships and programming with other ACAPT consortia and Academy of Education SIGs. At the 2019 ELC meeting, we restructured the committees and task forces of the consortium to better meet the strategic directions of the consortium and reconfirmed that our strategic directions align with those of ACAPT. For the upcoming three years, the consortium aims to be the recognized content expert for the thread of clinical reasoning in curriculums to influence educational practices and elevate the visibility of the members on their teaching and assessment of clinical reasoning. These summative aims from the consortium correspond to the Academic Innovation and Knowledge to elevate healthcare themes of ACAPT's strategic directions.</p>

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Nominating Committee Member

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NAME: John Heck	CANDIDATE STATEMENT
<p>Dr. John Heck is an Associate Professor at Northern Arizona University in Flagstaff, Arizona. Dr. Heck received his Ph.D. in 2015 from Rocky Mountain University of Health Professions in Orthopaedic and Sports Science with his dissertation on concussion assessment. John received his clinical Doctorate and Master's degree in Physical Therapy from Shenandoah University. Prior to physical therapy education, John was a medic in the Air Force for 12 years in a primary care clinic and performed aero-medical evacuation in various aircraft. John has practiced physical therapy for 17 years in various settings to include the emergency department, sports, orthopaedics, neurologic, wound care, aquatics, inpatient rehabilitation, acute care and in a balance center. John continues to practice clinically prn in an orthopaedic/sports outpatient clinic and in a pro bono Orthopaedic clinic. John is board certified by the American Board of Physical Therapy Specialties in orthopaedics, neurology, and sports. John is the Associate Editor of the text Differential Diagnosis for Physical Therapists. Screening for Referral and published monographs for the Academy of Orthopaedics entitled Screening for Orthopaedics.</p>	<p>I am interested in serving the CRCAC as this committee aligns well with my teaching and scholarly efforts as well as my personal goals. I am passionate about the profession of Physical Therapy and I share common themes of the ACAPT strategic plan to include wanting to enhance educational research to inform teaching and learning, promoting best educational practices for the profession, and developing faculty and student leaders. When we are able to reach these strategic goals, our profession will become what we all want it to become. I have served Arizona as chapter president, vice president, district representative, delegate, chief delegate, and Federal Affairs liaison. In these positions, I was able to do good locally but I think it is vital to act at a larger scale to impact and advance our profession. Clinical reasoning is vital to demonstrate our ability to provide skill and impact society. As we continue to advance our clinical reasoning skills of our students, we can impact society on a much larger scale and more than only one patient at a time.</p>

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NAME: Becky Bliss	CANDIDATE STATEMENT
<p>Becky Bliss, PT, DPT, DHSc is a Clinical Assistant Teaching Professor in the Doctor of Physical Therapy program at the University of Missouri and is a board certified in Neurological Physical Therapy. She is also the program coordinator for the Neurological Residency and is responsible for design and delivery of the didactic curriculum. Becky graduated from Ithaca College Department of Physical Therapy with a combined undergraduate-graduate Master of Physical Therapy in 2001. She completed her Doctor of Physical Therapy degree from Des Moines University in 2014 and her Doctor of Health Science degree from the University of Indianapolis in 2019. Becky has been actively practicing in the field of physical therapy for 20 years with specialization in concussion management. Her research interests include self-reflection, self-directedness and non-cognitive traits that contribute to improved clinical reasoning utilizing the Master Adaptive Learner Framework and has presented her work nationally.</p>	<p>The focus of my terminal degree was on the science of teaching and learning to include curricular design, development, and assessment best practice in health professional education. Fostering of non-cognitive contributors to improved self-reflection is my line of research. The ability to self-reflect is one piece of the metacognitive process leading to expert clinical reasoning skills. The basis of my work utilizes the framework of the Master of Adaptive Learner. Today's complex healthcare environment is ever changing and as educators of entry-level physical therapy students it is our responsibility to foster skills required to meet the complexity of not only our patient's, but the system in which they receive care. My passion aligns with the Clinical Reasoning & Curricula Assessment Consortia's objective to develop best practice standards for clinical reasoning educational delivery models as well as assessment methods. Multi-site center collaboration is greatly needed to give deeper understanding of best practice. Disseminating evidenced-based methodologies through knowledge translation will be key to quality improvement methods of providing excellence in physical therapy education across the United States. It would be an honor to serve in the nominating committee role and contribute to the advancement and dissemination of clinical reasoning best practice.</p>

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NAME: Rose Torres-Panchame	CANDIDATE STATEMENT
<p>Rosa Torres-Panchame is an academician and practicing clinician with diverse experience in administration, academia, and clinical environments. She is a Ph.D. candidate at Nova Southeastern University and a board-certified clinical specialist in orthopedic physical therapy. She completed workshops domestically and internationally, culminating in a certificate in Essential Skills in Medical Education under the Association of Medical Education in Europe. She obtained her BS/MS and later her doctorate in physical therapy at Long Island University (Brooklyn, NY). She has practiced across hospital and outpatient settings before entering full-time academia at Long Island University and currently at St. John’s University. Dr. Torres-Panchame is a Director of Clinical Education and Assistant Program Director with a scholarly agenda in educational research specific to clinical reasoning, emotional intelligence, and diversity in physical therapy education. Professional service experiences include leadership as Vice-Chair within the Greater New York District of the New York Physical Therapy Association (NYPTA), Nominating Committee Member within the NY NJ Physical Therapy Clinical Education Consortium, and recently appointed member of the newly founded NYPTA DEI Committee. Professional volunteer experience includes a prior appointment as Board Member and volunteer within a non-profit organization providing physical therapy and wellness for the homeless.</p>	<p>Passion for connecting, communicating, and collaborating with individuals to cultivate a network of information sharing fuels my interest in the Nominating Committee position within the Clinical Reasoning Curricula and Assessment Consortium. Experiences serving in other organizations and administrative roles allow me both the skills and value for detailed and organized work with policy and processes as required in the technical duties for this position. I enjoy the Consortium's community of praxis to enhance clinical reasoning knowledge by disseminating clinical reasoning evidence. I've had the opportunity to directly experience the Consortium's support through research mentorship and dialogue opportunities provided through symposium and other hosted events. These experiences frame my lens on the importance of ACAPT to continue establishing supportive networks that encourage communities of diverse collaborators in educational research. Initiatives in this area align not only with the strategic plan of the Consortium but with that of ACAPT, specifically under goals and strategies: "Knowledge to Elevate Health Care" and "Academic Leadership and Advocacy." If elected as a nominating committee member, I intend to support the Consortium and ACAPT by promoting membership engagement through active communication with information exchange.</p>

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NAME: Shala Cunningham	CANDIDATE STATEMENT
<p>Dr. Shala Cunningham PT, DPT, PhD is a faculty member in the Department of Physical Therapy at Radford University and an instructor for national and international orthopedic residency programs. She has over 24 years experience as a physical therapist and clinical educator. Dr. Cunningham has received her Bachelor’s degree, Doctorate, and PhD in physical therapy. She has been a Fellow of the American Academy of Orthopaedic Manual Physical Therapists since 2003. In 2005 she was recognized by the American Board of Physical Therapy Specialists (ABPTS) as a board-certified orthopaedic specialist with recertification in 2015. In addition, she has completed two orthopedic residencies and a fellowship in manual therapy. Her research interests focus on the influence of residency education on development of clinical reasoning and clinical outcomes, as well as best practice for implementing interprofessional education for pre-licensure healthcare students. She has numerous peer reviewed publications and presentations on these topics.</p>	<p>The Clinical Reasoning and Curricula Assessment Consortium focus on the development of multi-institutional research projects to expand the understanding of clinical reasoning development is in alignment with my interests in physical therapy education and current research agenda. My research emphasis has been on the development and utilization of clinical reasoning assessment tools. The development of tools to accurately and reliably assess clinical reasoning development would allow for the longitudinal observation of the progression of clinical reasoning skills across the continuum of physical therapy education to provide individualized instruction to students based on their strengths and weaknesses, provide formative feedback for self-reflection on performance, and better inform curriculum development. By serving on the nominating committee and on the Board for CRCAC, I feel I will have a valuable opportunity for professional development and be able to provide meaningful input surrounding the strategic plan of the consortium.</p>