

## NCCE Candidate Bio and Statement – 2018

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.”

### NCCE Vice Chair – one to be elected - two year term

NAME <b>Tawna Wilkinson, PT, DPT, PhD</b>	CANDIDATE STATEMENT
<p>Dr. Wilkinson is the Director of Clinical Education and Associate Professor in the physical therapy program at A.T. Still University located in Mesa, Arizona. She served a 2-year term as an Academic Director-at-Large on the NCCE and is currently serving as the co-chair of the Payment for Clinical Experience Task Force. Dr. Wilkinson was awarded the APTA Credentialed Clinical Trainer status in 2017. Her primary focus as DCE is in the development of clinical sites and mentorship of clinical instructors and site coordinators of clinical education. Dr. Wilkinson received her professional education from A.T. Still University in 1999, completed her transitional Doctor of Physical Therapy degree in 2004, and a PhD in Physical Therapy from Nova Southeastern University in 2016. She is board certified in pediatrics by the American Board of Physical Therapy Specialties and has over 18 years of experience in a variety of pediatric settings within a large hospital system. Her overall research interests are within student professional development, clinical performance assessment measures, and pediatric assessment and treatment. Dr. Wilkinson's current teaching responsibilities are in critical inquiry, psycho-social aspects of illness and disability, and clinical education with individualized mentoring in the clinical environment.</p>	<p>My primary role as Director of Clinical Education at A.T. Still University (ATSU), previous experience on the NCCE, current service as co-chair on the Payment for Clinical Experience Task Force, and continued service as ATSU faculty assembly president position me well to serve in the capacity of Vice-Chair. I believe the largest initiative suited for the NCCE is Academic Innovation: Transforming clinical education. The Best Practices for Physical Therapist Clinical Education report created much discussion about change in clinical education. It is evident that we lack data to determine what change, if any, is needed. Investing in data-driven mechanisms to answer questions that will direct clinical education to reach best practice is necessary. This need directly relates to educational research, another ACAPT initiative. Offering the Medical Education Research Certificate workshops and recent approval for a task force to investigate funding for educational research are two examples of the building blocks on the overarching foundational initiatives. With ACAPT working in partnership with many groups, the pace of forward momentum to truly transform clinical education can increase. Clinical and academic collaboration is essential and it is my goal to continue to enhance this relationship to reach best practice in clinical education.</p>

### NCCE Secretary-one to be elected-two year term

<b>NAME Dr. Jamie Bayliss, PT, DHSc</b>	<b>CANDIDATE STATEMENT</b>
<p>Dr. Jamie Bayliss, PT, DHSc serves as the Director of Clinical Education and an Assistant Professor in the Physical Therapy program at Mount St. Joseph University. She earned her Doctor of Health Science degree through the University of Indianapolis. Her dissertation titled <i>“Impact of In-Class Patient and Integrated Clinical Experiences on Physical Therapy Students’ Clinical Performance”</i> evolved out of her determination to define best practice within physical therapist clinical education.</p> <p>Dr. Bayliss has been involved in clinical education for nearly 15 years, having served as a CI and CCCE prior to her current role in academia. She is an engaged member in the APTA, as well as the Ohio-Kentucky Consortium of Physical Therapy Education, where she served two terms as secretary and currently as co-chair. As a member of the NCCE’s ICE Workgroup she contributed to the proposal of recommendations for the definition and parameters of ICE.</p> <p>Her research interest includes: predictor admission variables for successful DPT education and licensure pass rate, student readiness, and clinical education curricular models. She also has a vested interest in Interprofessional Education (IPE), which inspired the project she is currently working on as a fellow in the Educational Leadership Institute.</p>	<p>ACAPT’s NCCE has made extensive strides toward standardization, student readiness and defining ICE since its inception a few years ago. The persistence and dedication of its stakeholders has positively impacted areas of criticality that have plagued physical therapist education/clinical education for years. Despite recent successful initiatives, it is vital that future leaders continue to identify barriers and opportunities within physical therapist education/clinical education. In accordance with the ACAPT strategic plan, it is essential that the profession continues to investigate opportunities for educational research, promote best educational practices, and further enhance clinical education processes. As the former secretary for the Ohio-Kentucky Consortium of Physical Therapy Programs as well as the secretary for multiple committees at Mount St. Joseph University, I believe I am qualified to serve as secretary for the NCCE. I possess several qualities necessary to be effective in the role of secretary, including effective leadership skills, being detail oriented, use of professional and respectful oral and written communication, an ability to convey my perspectives in a non-judgmental way, and timeliness with responses and deadlines. I believe these qualities make me a strong candidate. Thank you for the consideration. I would be honored to serve as secretary for the NCCE.</p>

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

<b>NAME Jane Fagan, PT, DPT</b>	<b>CANDIDATE STATEMENT</b>
<p>Jane Fagan, PT, DPT, Cert. MDT, Board Certified Clinical Specialist in Orthopedic Physical Therapy, is the Co-Director of Clinical Education at Temple University in the DPT Program. She has been in her current role since 2013. Prior to joining Temple University full-time, Jane held an Assistant Director of Clinical Education role and worked in the outpatient private practice realm. Jane has been involved in the clinical education of students for most of her career. Jane earned her doctoral degree in physical therapy from Simmons College</p>	<p>As a DCE I have had the opportunity to work closely and foster relationships with clinical partners in various geographic areas and practice settings. I have also had the opportunity to hear from the student, University, and regional education partnership stakeholders in evaluating how clinical education is delivered and the strain on resources. Since the inception of the NCCE we have a unique opportunity to now collaborate more effectively across the nation to meet ACAPT’s strategic goals which include the</p>

<p>in 2003, completed her Certification in Mechanical Diagnosis and Therapy through the McKenzie Institute in 2008. Jane is a member of the APTA CESIG and the NCCE, as well as a member of the Philadelphia Area Clinical Education Consortium. She plays an active role at Temple beyond teaching, including being the faculty liaison to the DPT Student Association and Professional Development Committee. In these roles she aims to promote student involvement in local, regional, and national organization activities.</p>	<p>development of best practices in clinical education. NCCE leadership to this point have successfully built the infrastructure to communicate and have “started the conversation.” Pressing future initiatives that align with ACAPT’s strategic plan include creating productive discussions regarding curricular models and developing sustainable resources in an ever-changing health care landscape. Open communication and the ability to listen to the needs and expectations of all clinical education participants is imperative as we look to achieve this consensus surrounding best practices in clinical education. As a member of the nominating committee it will be a goal of mine to remain impartial when recruiting and evaluating future leadership candidates for positions within the NCCE. Identifying candidates who are knowledgeable, enthusiastic, and representative of the various participants in clinical education to present for nomination will assist in meeting the goals of the NCCE.</p>
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<b>NAME</b> Janette Scardillo, PT, DPT	<b>CANDIDATE STATEMENT</b>
<p>My name is Janette Scardillo and I am currently the Director of Clinical Education at the University of Scranton. I have held various leadership positions in the academic and clinical setting. Most recently I am the ACAPT/NCCE representative on the Clinical Education Technology Workgroup, I am on the ACAPT ELC Leadership Development Subgroup, and I led the workgroup to update the Site Coordinator of Clinical Education Reference Manual for the CESIG. Additionally, I am involved locally in our Pocono Susquehanna Clinical Education Consortium, and have volunteered for local interprofessional activities with partnering PT, PTA, Medical, Nursing, and Pharmacy schools. I have a strong desire to serve the physical therapy and PT education community in a greater capacity, and that is why I am running for nominating Committee for the NCCE. My primary clinical setting is in acute care with specialization in ICU care, vestibular PT, and cardiopulmonary PT. I am very passionate about my students, my patients, and serving others. Thank you for this opportunity!</p>	<p>Thank you for the opportunity to run for an office within the NCCE. With my recent involvement with the ACAPT board as a liaison to the Technology Workgroup, as well as on the leadership development subgroup, I have had the opportunity to learn more about the inner workings of ACAPT, and the entities that it consists of. I believe that this is one of the qualifications that makes me a great candidate to run for NCCE office. In addition, I am very organized, have excellent communication skills, and a strong desire to serve the physical therapy and PT education community as a whole. Those qualities also make me an excellent candidate to run for this position. One of the largest initiatives that I believe that ACAPT should address is the unifying of one voice in PT education. As participants in the ELP I think we are getting there, however I still feel as though the ELP is working in its own silo. Transparency is key, especially within PT education, and I think that ACAPT can be a leader in allowing transparency to be communicated to all of its universities and partners. I know that the NCCE is working to</p>

	<p>assist this transparency and communication amongst all parties involved and I would be excited to assist with this endeavor anyway that I can. Thank you again for this opportunity to serve!</p>
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<b>NAME Paula Smith, PT, DPT</b>	<b>CANDIDATE STATEMENT</b>
<p>Paula Smith PT, DPT, is a clinical assistant professor who serves as the Director of Clinical Education at the University of Vermont. Her areas of practice are acute care, geriatrics, and orthopedics; while her research interests include clinical education, entry-level employment, and community outreach in geriatrics. She has previous experience as ACCE for a diverse PTA program, as a manager for a regional health system outpatient clinic, and a staff therapist in acute care at a large teaching hospital. Paula is currently serving as Chair for the Leadership Summit Planning Subgroup for ACAPT. She is an APTA member including section membership for Education, Geriatrics and HPA. Paula has been part of the Mid-Atlantic and New England Consortiums for Clinical Education. Paula has been actively involved in education and chapter activities for nominating committee and communications throughout her entire career.</p>	<p>I am excited and passionate about education and the role of clinical education in student development. It would be a privilege to serve on the nominating committee to identify and recruit talented clinicians and faculty to support ACAPT's strategic goals and the future development of our profession. I am a strong believer of the ACAPT initiatives to promote clinical education partnerships, reduce variation in curriculum, and develop resources for clinical educators. I have the great opportunity to work with patients, students and clinicians who share their optimism for the changes that are evolving in practice and clinical education models. I would welcome the chance to use this positive feedback and my experience to recruit others who can foster sustainable models to further advance best practices in education. Thank you for the opportunity to serve.</p>

### NCCE Academic Director at Large – two to be elected – two year term

<b>NAME Nancy F. Mulligan, PT, DPT</b>	<b>Candidate Statement</b>
<p>Nancy Mulligan, PT, DPT, Board Certified Clinical Specialist in Orthopedic Physical Therapy, graduated from physical therapy school in 1984 from University of Texas Southwestern Medical Center. She earned her transitional Doctor of Physical Therapy degree in 2006 from Regis University. She received her APTA Orthopedic Specialist Certification in 2007 and 2016. After being a clinic instructor for many years, she became a member of the Regis University Clinical Education Team in 2004 and the Director of Clinical Education in 2008. She and her team have created innovative ways to engage clinical faculty and provide resources for their professional development such as the Regis Clinical Education Scholar Program. She has been teaching the APTA Level I Clinical Instructor Credentialing Program since 2009. She has served in</p>	<p>I will bring 34 years of physical therapy experience to the position of Academic Director-at-Large. I have served as Director of Clinical Education at Regis University in Denver since 2008. My personal leadership and education philosophies align with the ACAPT Strategic Plan of creating a framework based on best practices and outcomes in order to transform CE. Ten years ago, the Regis team and I developed an innovative CE Scholar Program that provides resources for clinical instructor professional development. I strongly feel the outlook of CE is positive if initiatives like these to strengthen clinical partnerships are created in a collaborative environment among</p>

<p>as Chair of the Northwestern Intermountain Clinical Education Consortium. Dr. Mulligan completed the National Ignatian Colleagues Program in 2010 and the Regis University Leadership Institute in 2017. Her scholarly focus in clinical education and in global health partnerships where she has presented at several national conferences. Dr. Mulligan is involved in clinical practice and her primary teaching responsibilities are in the areas of Clinical Education and Psychosocial Aspects of Healthcare</p>	<p>programs. Being a committed clinical educator should garnish similar recognition in our profession as other specialties, and I am committed to develop greater recognition for all clinical educators that strive for excellence. I have sought to strengthen my leadership skills through many avenues such as the Regis Leadership Institute, Jesuit Ignatian Colleagues Program and as a founding member of a faculty development program at Regis. I have collaborated throughout the PT community to elevate CE in order to meet the needs of the profession and our patients for decades to come.</p>
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<b>NAME Susan S. Tomlinson, PT, DPT</b>	<b>Candidate Statement</b>
<p>Susan S. Tomlinson, PT, DPT, is an Associate Professor and is the Director of Clinical Education in the physical therapy program at Arcadia University, a position she has held for the past 15 years. Her clinical career has focused in the inpatient acute rehabilitation and home care settings with emphasis on working with patients with neurological disorders. Examples of her professional involvement include serving as a trainer for APTA's Credentialed Clinical Instructor Program, being an inaugural member on APTA's Clinical Education Technology Task Force, and serving as secretary for her area clinical education consortium and ACAPT's terminal internship consortium. She has presented nationally on a variety of topics in clinical education and is seeking ways to serve the physical therapy profession. Susan completed her MS in physical therapy at Duke University and a post-professional DPT at Arcadia University.</p>	<p>I am eager to serve the physical therapy profession and am very interested in the role of Academic Director-at-Large in ACAPT's National Consortium of Clinical Educators. My experience as a Director of Clinical Education and active involvement in an area clinical education consortium has prepared me well to serve in this role. The desire to participate in meaningful problem solving toward sustainable models of clinical education is what attracts me to this position. Pressing issues for this body to address include continuing to grow communication from and to the clinical education community, promoting true clinical/academic partnerships focused on excellence in education, and promoting collaboration among clinical sites and academic programs to identify potential solutions to the challenges in clinical education. These initiatives align with ACAPT's strategic plan to "establish the framework needed to transform clinical education". The NCE's unique design of clinical/academic partnership makes it a valuable player for advancing clinical education and I would be honored to increase my involvement.</p>

<b>NAME</b>	<b>Candidate Statement</b>

## NCCE Clinical Director at Large- two to be elected – two year term

NAME <b>Matt Calendrillo, PT</b>	CANDIDATE STATEMENT
<p>Matt Calendrillo is founder and managing clinical partner for LIVE EVERY DAY, a private practice in Connecticut. His clinical training is in Physical Therapy and Orthotics &amp; Prosthetics, both of which are represented in his outpatient practice. Established in 2007, the practice has grown to 5 clinical sites, 12 providers, nearly 30 employees, and a permanent fixture in the community. Matt also serves as an adjunct and clinical instructor for Springfield College’s Physical Therapy department. It’s this bridge between clinical education and clinical practice that has born the second accredited orthopaedic residency programs in Connecticut, a robust student intern program, and a budding prospective Physical Therapy co-op. His research agenda and clinical care focus on clinical education across the educational spectrum from: part-time, to full-time, to resident, to new graduate to seasoned clinician. The primary driver is facilitating a reflective practitioner to enhance evidence-based care and overall outcomes in a thriving outpatient practice.</p>	<p>I am seeking a clinical director-at- large position. I believe my private practice serves as a good comparison to the larger academic and clinical institutions associated with ACAPT and NCCE. Private practice is an under represented population in clinical education on a whole and is often misinterpreted by both academic and clinical entities. Consistent with the ACAPT strategic plan to develop collaborative leadership opportunities with the Private Practice Section, I feel confident and well-poised to assist in bridging this gap. My organization is built upon a connection and passion to clinical education and have much to offer in the way of financial feasibility and unique models to showcase its value.</p>

NAME <b>Kara Lardinois, PT, DPT</b>	CANDIDATE STATEMENT
<p>Kara Lardinois, PT, DPT, C/NDT is a physical therapist with 18 years in clinical practice where she has served as a Clinical Instructor for 16 years. In her clinical work through Duke Health, she works closely with the CCCE and instructs teams in a collaborative ICE model. She has 5 years of experience in the academic setting with the DPT program at Duke University, in the role of Academic Coordinator of DPT STEPs®. In this position, she guides preparation of first and second year students for clinical experiences, collaborates with the DCE for preparation for long-term clinical experiences, and provides training for over 70 clinical educators who are teaching in the model. She is a credentialed clinical trainer for the APTA CCIP (Level 1). Kara is a co-director and mentor for the Duke Pediatric Physical Therapy Residency. Kara is highly effective at engaging students in the learning process in both the classroom and clinical settings. She is a strong leader with the potential for increasing collaboration between clinicians, students, academic programs, and clinical sites. She has interests in student readiness, Clinical</p>	<p>The NCCE has begun important work of engaging academic and clinical educators to strengthen partnerships. I seek your vote to serve in a Clinical Director-at-Large position because I value collaboration and communication that moves us forward as a profession. As a clinical instructor in a health care system and an academic coordinator of ICE, I am involved in a supportive role to both a CCCE and a DCE to optimize learning experiences, student readiness, and student assessment. I am aware of the challenges that clinical instructors currently face in an environment that values productivity and efficiency. In my experience, preparation of both the student and the CI lend to optimal learning experiences that are only accessible in a clinical environment. The NCCE is poised to represent the voice of all contributors to clinical education and can facilitate collaboration to address pressing issues. If elected, I will partner with all members to promote the consortium and contribute to professional development in clinical education at a local and national level.</p>

<p>Instructor development, and partnerships between the academic and clinical settings.</p>	
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<p><b>NAME Chrissy Ropp,PT, DPT</b></p>	<p><b>CANDIDATE STATEMENT</b></p>
<p>Chrissy Ropp, PT, DPT, Board Certified Geriatric Clinical Specialist, CEEAA. Coming from a large family, education and work ethic were deeply engrained values. Choosing to go to PT school some 2000 miles from home, was possibly the best decision I have ever made. While the California sun and the small college setting enticed me to Mt. Saint Mary's College in Los Angeles, what I did not know is that I would learn and experience a medical environment much different than that of my Midwest home. I completed my clinicals in a variety of settings across the country which further taught me firsthand the value of diversity. As our profession advanced with Vision 2020, I felt driven to return to academia and complete my DPT at St. Ambrose University. Further pursuing my board certification in Geriatrics and CEEAA certification has cemented my need for lifelong learning and growth. I was elected to the NCCE as a Clinical Director 15 years ago pretty unaware of the role. However, I found the charge of the NCCE to be very much in alignment with my personal practice in the role of SCCE. I believe it is imperative that we all continue to grow and develop both personally and professionally and that we allow our students to see that dedication as a model.</p>	<p>I have served in the role of CCCE for - 20 years. My scope now includes coordinating clinical education experiences for the fields of OT, SLP and Recreation Therapy for the currently 15 facilities in OSF HealthCare System. I have worked to reduce the number of our contracts and build stronger partnerships with our Academic Partners. Building stronger relationships has enabled us to address knowledge gaps and interpersonal issues sooner and work collaboratively with the academic institutions to help build their programs to build our professional future. I work closely with schools to provide remediation experiences and accommodations to meet successful outcomes. I believe education is at the heart of what we as Physical Therapists do on a daily basis with our patients, clients and families and that it is imperative that we have a strong foundation in educating our future therapists as their clinical experiences play a large role in shaping their professional development. At national meetings such as CSM and ELC, I make it a point to collaborate with other SCCEs to share the successes and failures we have experienced. The more we as a profession collaborate instead of compete, the stronger our profession. Current burning platforms for me include: adding equity for Clinical Partners to the clinical placement process and the formation and implement at ion of clinical curriculum to provide a foundation in</p>

	quality clinical education.
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