

NCCE 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.”

NCCE Chair: One to be elected – Two-year term

NAME: Janice Howman	CANDIDATE STATEMENT
<p>Janice Howman, PT, DPT, MEd is an Associate Clinical Professor and Director of Clinical Education for Ohio University’s PT program. Before entering PT education in 2003, she was ACCE for North Central State College’s PTA program for 10 years. She earned her t-DPT in 2011 from University of Kentucky, Master of Education in Higher Education in 2006 from Ohio University and her entry-level PT degree in 1986 from Bowling Green State University. Dr. Howman is a Credentialed CI (1997) and Advanced Credentialed CI (2008). She has been a Trainer for the Level One Credentialing Program since 1997 and became faculty for the Train-the-Trainer course in 2017. She served on APTA’s Credentialed CI Workgroup from 2014-2017, serving as Chair from 2015-2016. She has previously served the NCCE as an Academic Director-at-Large (2015-2018) and Chair (2019-2021). She is an active member of the Ohio-Kentucky Consortium of PT Programs. She teaches in the clinical education and professional development portions of the curriculum and is co-director for the Rehabilitation Services in Botswana study abroad program. Her research interests include clinical education and interprofessional education through international service learning.</p>	<p>As I reflect on my first term as NCCE Chair, it is an understatement to say it did not go as planned! While the pandemic brought unprecedented challenges, our leadership team mobilized quickly to gather member perspectives, facilitate sharing of resources and develop a guidance document. In addition to “surviving”, we continued to promote excellence in PT clinical education by bringing the work of two task forces to fruition, getting motions approved, selecting a Centennial Scholar to investigate data management platforms and assisting the DEI Consortium with their clinical education listening session. The dedication, resilience and innovation of our board, task forces, committees and membership is inspiring; but our work is not done. Looking forward, we need to continue to engage our clinical education community to advance the Placement Process Task Force recommendations and increase access to shared clinical education resources. It will also be imperative to continue collaborative endeavors to promote DEI best practices in clinical education as well as determine the feasibility of using technology to support academic-clinical partnerships on a broader level to enhance communication and process efficiency. I would be honored to work alongside you as NCCE Chair for another term to advance these initiatives.</p>

NCCE Nominating Committee Member: One to be elected – Three-year term

NAME: Suzanne (Suzie) Maciel	CANDIDATE STATEMENT
<p>In the world of PT, I have done just a little bit of everything – 21 years of experience as a Physical Therapist, learning and growing along the way. About 17 years into my career of acute care with adults, I switched over to the pediatric world. Along with my clinical work in adult acute care,</p>	<p>My name is Suzie Maciel and I have been a physical therapist for over 20 years practicing in acute care primarily and very involved in clinical education. I have served on the Northern California Clinical Education Council for over 15 years and participated in many of their task forces.</p>

<p>pediatrics, NICU, and school therapy, I have been serving on the Northern California Clinical Education Consortium for over 15 years and helping with clinical education in my own facility. Supporting students and the PT programs has been a passion of mine for more than 20 years. In addition to being a CI, I am credentialed to teach the CCIP course and have also completed the Advanced CI Course. I organize and lead the Sacramento Community Education Council which brings all of our major healthcare systems together to collaborate about education and students. I am excited to bring some of my passion for education to this group and be able to share the information locally. For fun, I enjoy spending time with my 13-year-old son and my husband, teaching Yoga, playing tennis and travelling (when that is possible again!).</p>	<p>I would be honored to be involved in many of the initiatives presented by the NCCE if elected. I am particularly interested in helping to further develop the SCCE reference manual as I have experience placing students across a large hospital and outpatient system. The NCCE clinical education resource website is excellent! I would also love to be involved with not only enhancing resources on this page but finding a way to relay this information to more SCCE's. So many times, clinicians are busy – I am passionate about finding a way to make information easy and accessible to everyone. Often SCCE's have concerns and struggle to communicate that to those that could make a difference. I would strive to be a part of that communication channel!</p>
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NAME: Carolyn Padalino	CANDIDATE STATEMENT
<p>I had the pleasure of joining the DPT faculty at the University of Tennessee at Chattanooga as the Director of Clinical Education, and as an Assistant Professor of Practice, in August of 2019. Upon graduating from the UTC DPT program in 2005, I began practicing in pediatric physical therapy. I transitioned to skilled nursing a short one-and-a-half years later, where I served as a staff physical therapist, Assistant Rehabilitation Services Manager, and then a Rehabilitation Services Manager responsible for opening a new facility and growing a full-time staff of 7 to a full-time staff of 35, plus prn therapists. After 6 years in the skilled nursing setting, I transitioned to a local outpatient orthopedic and sports medicine practice, where I worked for approximately 5.5 years, before my transitioning to my current position. I miss the constant puzzle of patient care but, in my prior roles, was always most passionate about helping physical therapists and physical therapist assistants provide the best patient care possible. Now, as a faculty member, I hope to instill a life-long drive for excellence in patient care in the next generation of physical therapists.</p>	<p>In seeking a position as a Nominating Committee Member, I believe that my organizational skills, supported by previous success growing a large rehabilitation team and in my current role as DCE, reinforce my ability to meet the specific responsibilities outlined. When considering that the purpose of ACAPT includes promoting the highest standards of excellence across academic physical therapy, I am immediately drawn to the health and well-being of students. Providing academic education is but one component of training physical therapists who possess the capacity to contribute to the field for years to come. As I gain knowledge about trauma-informed care, personality types, and boundaries, I see that our role as educators, academically and clinically, includes the ability to reinforce health and well-being for students. ACAPT's Strategic Plan items regarding best practices of academic/clinical partnerships and guidelines for DPT program curricular content directly support the addition of objectives geared towards student mental health as a means of promoting excellence in all areas of academic life and beyond. "Great success in our early years of leadership often leads to personal disaster because we have yet to develop the inner life to support it." – Peter Scazzero</p>

NAME: Kelly Sass	CANDIDATE STATEMENT
<p>Dr. Sass is a Clinical Assistant Professor at the University of Iowa. She received her MPT degree in 1993 and her PhD in Educational Psychology in 2016. She has been on faculty since 1997 and has worked clinically in acute care, inpatient rehabilitation, outpatient neuro, and rural health. In addition to her teaching responsibilities in the DPT program, she has been in the role of an ACCE/DCE since 2002 and has served as the Chair of Admissions since 2017. She has been a member of the NCCE since its inception.</p> <p>Dr. Sass is also active in the APTE and the CESIG, including previous service as the APTE programming chair for the ELC Conference, CESIG Nominating Committee member and Chair, and current service on the APTE Programming Committee. She also serves as a manuscript reviewer for the Journal of Physical Therapy Education. Her current research is centered on learning and performance assessment in integrated clinical education experiences and benchmarking physical therapy education programs.</p>	<p>This is an exciting, yet challenging, time in physical therapy education. This is particularly true for clinical education. I am seeking a position on the NCCE Nominating Committee in order to provide meaningful service to the clinical education community. The NCCE is in the unique role of representing clinical educators in both academia and clinical practice to apprise the ACAPT Board and general membership on issues of importance to all stakeholders in clinical education. In addition, the NCCE is an avenue to institute consequential changes in the arena of clinical education. My long-term involvement with the NCCE, ACAPT, APTE and the CESIG has provided me with a background to understand the significance of the work of the NCCE to the future of physical therapy education. The Nominating Committee is charged with recruiting and retaining qualified candidates to meet the goals of the NCCE and of ACAPT as a whole. I look forward to the opportunity to serve the clinical education community in this manner as we learn and grow together.</p>

NAME: Nicole (Nikki) Sleddens	CANDIDATE STATEMENT
<p>As Assistant Professor and Director of Clinical Education for the PT Program at the University of Nebraska Medical Center (UNMC, Omaha NE) since 2015, and the founding Academic Coordinator of Clinical Education for the Southeast Community College PTA program (Lincoln, NE 2009-2015), I am passionate about and engaged in teaching, research and service related to clinical education readiness, student and clinician well-being, and quality improvement in physical therapy education. With this interest and passion, I have served as Chair of the Clinical Coordinators Committee for the College of Allied Health Professions at UNMC and was inducted into the UNMC campus wide Interprofessional Academy of Educators, serving on the clinical teaching and clinician wellness special interest groups. I am pursuing a PhD within UNMC's</p>	<p>The experiences I have gained as a clinician, clinical instructor, ACCE in PTA education, DCE in PT education, and service in a leadership role at the local and regional level make me a viable candidate for this position. I believe one of the most pressing issues that ACAPT should address is continuing to find ways to facilitate clinical partnerships between academic institutions and clinical sites. This aligns with ACAPT's goal of "Establish the framework needed to transform clinical education in physical therapy." Transforming clinical education in physical therapy education begins with collaboration between academic institutions and clinical sites at all levels. For too long academic and clinical education curriculum decisions have been made independently. This has led to clinical sites feeling students are not always prepared for the</p>

<p>Department of Psychiatry in the College of Medicine, with a special interest in physical therapist burnout. My professional experience includes election for 2 terms as the Vice-President of the Nebraska Physical Therapy Association. Relative to clinical education, I have been an invited speaker at the regional, national, and international level on topics related to clinical education, burnout, interactive learning, and TEAMSTEPPs. I am an APTA Level I Credentialed Clinical Instructor Program Trainer and TeamSTEPPS Master Trainer.</p>	<p>clinical environment and inconsistent student clinical education experiences. If the profession is truly committed to ACAPT's goal of "Provide resources to help academic physical therapy programs achieve excellence," close clinical partnerships with stakeholder input on both sides is essential. I would appreciate the opportunity to serve on the NCCE nominating committee and appreciate you considering me for this position.</p>
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NCCE Academic Director at Large: Two to be elected – Two-year term

NAME: Catherine Bilyeu	CANDIDATE STATEMENT
<p>Catherine Bilyeu PT, DPT received a Bachelor of Medical Rehabilitation in Physical Therapy from the University of Manitoba, Canada and completed a transitional DPT at the University of South Dakota in 2013. Dr. Bilyeu is currently a student in the PhD in Health Sciences program at USD. Dr. Bilyeu is an Assistant Professor in the Physical Therapy Program at the University of Colorado; the CU program takes a team-based approach to clinical education and Dr. Bilyeu's roles include serving as the institution's NCCE representative, coordinating the Integrated Clinical Education track, leading professional development programs for clinical instructors (CIs) and associated faculty, and clinical education curriculum development focused on intentional connections between classroom and clinic. Dr. Bilyeu has developed a novel longitudinal professional development curriculum for the development of pedagogy and teaching skills in associated faculty, with a parallel program in development for CIs. Other research interests focus on excellence in physical therapist education including development of teaching competencies for CIs, assessment of CI teaching behaviors, and support of innovative clinical education models such as collaborative clinical education. Dr. Bilyeu is a Board Certified Orthopedic Clinical Specialist and earned her Orthopedic Manual Therapy Certification from the International Academy of Orthopedic Medicine.</p>	<p>I have been involved in clinical education for 20 years, with roles including advanced credentialed CI, SCCE, and now an integral academic clinical education (CE) team member. Through these transitions, I have always appreciated the necessity of intentional partnership between clinical and academic educators, which includes assuring clinical educators have access to resources and development opportunities to maximize teaching expertise and thereby enhance quality clinical education experiences. My scholarly work in this area aligns heavily with ACAPT's Strategic Plan and Summit summary recommendations related to providing clinical faculty development opportunities that build on the credentialing experience. I believe this is a key component within the Criteria for Excellence that ACAPT should promote – clinicians who participate in academic and clinic teaching need stronger foundational knowledge of pedagogy and learning science. We can provide this through longitudinal professional development programs. In alignment with NCCE's mission, we need to continue to foster a collaborative culture for sharing knowledge and resources to promote quality CE nationally. My work in promoting the collaborative CE model and freely sharing related resources demonstrates my commitment to this process and aligns with ACAPT's recent Clinical Education Summit summary recommendations on promoting sustainable and innovative CE models.</p>

NAME: Amy Both	CANDIDATE STATEMENT
<p>Dr. Amy Both, PT, DPT, MHS serves as the Director of Clinical Education and as a Clinical Assistant Professor in the physical therapy program at the University of Toledo. For the last 25 years, her primary teaching responsibilities have focused on foundations in professionalism, interprofessional education, teaching and learning, and pediatric rehabilitation. Dr. Both earned her bachelor's degree from The Ohio State University, her master's from the University of Indianapolis, and her Doctor of Physical Therapy degree from Arcadia University. Clinically, she has worked primarily in pediatrics, but also has broad clinical experience in a variety of settings, where she served both as a CI and SCCE prior to her role in academia. Currently, Dr. Both is serving on the ELP Reactor Panel Competency Based Education Initiative. She is an involved member of the Ohio-Kentucky Consortium and recently served as the consortium's Vice Chair from 2011-2013 and the Co-Chair from 2013-2019. Presently, she provides leadership to the communications committee, which hosts virtual meetings with clinical partner and oversees the consortium's website development. Dr. Both also serves on current consortium initiatives for strategic planning and regional networking. Her research interests include understanding contemporary clinical instructor needs and interprofessional education.</p>	<p>Clinical education is an integral link between curriculum and the future of our profession. I believe that as an experienced DCE and consortium leader, who also participated in the Clinical Education Summit and four regional NCCE meetings, I am qualified to assist ACAPT in its strategic plan. I have a vision to see enhanced communication, networking, and a shared culture of expected clinical competency transform physical therapy. This vision aligns with ACAPT's goals to establish the necessary framework to better clinical education, promote exemplar partnerships, and establish guidelines for curricular content. Though progress has been made, I believe that gaps in communication, as well as a lack of readily accessible shared resources, create disparities that contribute to variances in the structure and quality of clinical education across the country. Through my role on the ELP Reactor Panel and the OH-KY consortium, I have been privileged to work alongside committed professionals to enhance partnerships and competency-based education so I would like to continue that work at a national level. Through expanded collaboration and further engagement of stakeholders, I can build on ACAPT's accomplishments and welcome an opportunity to represent institutional DCEs and ACCEs on the NCCE Board of Directors.</p>

NAME: Elsa M Drevyn	CANDIDATE STATEMENT
<p>I received my MSPT degree from the University of Miami in 1989 and my DPT from Northeastern University in 2010. After receiving my master's degree, I moved to CO and from there to the mountains of NC. Throughout my career, I have worked in a variety of settings including acute care, outpatient, and home health. However, I dedicated many years to pediatrics and specifically to early intervention. Upon returning to Miami, I joined the University of Miami Faculty. I am currently the DCE and clinical education has been my focus and area of scholarly interest for many years. I am very involved in our professional organization at a regional, state, and national level. I served as Chair of the Florida</p>	<p>As a DCE, I experience the difficulties that we all face when trying to provide an optimal environment for our future professionals. I have worked at being involved in clinical education (CE) at a local, state, and national level. I was the Vice Chair and then Chair for the Florida Consortium of Clinical Educators (FCCE). I am currently the Secretary of the FPTA, and the Secretary for the CE SIG. I have observed the contributions that the NCCE has done to advance CE while encouraging all stakeholder's participation, as communication is vital to our joint success. There is still much work that needs to be done. One ongoing and primary issue is increased consistency in the way that CE is</p>

<p>Consortium of Clinical Educators and as an Assembly Representative in Florida. I am currently the Secretary of the Florida Physical Therapy Association, FPTA, and a member of the Membership Committee for the FPTA. I also currently serve as the Secretary of the APTA, Academy of Physical Therapy Education, Clinical Education SIG, and I am an APTA credentialed trainer for the Credentialed Clinical Instructor Program, as well as a certified Clinical Director of the FunFitness component of the Special Olympics.</p>	<p>managed. The NCCE has been actively working on this, through research, as reflected in the recent recommendations. Some of the solutions may lay with longer terminal clinical experiences, compensation for Clinical Instructors, increased administrative support for DCEs, SCCEs and CIs, etc. Clinical Education is my passion, and I would be honored, if elected to the role of Academic Director At Large, to continue to be part of the charge to explore the solutions to the current issues that we face.</p>
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NAME: Matthew (Matt) Garber	CANDIDATE STATEMENT
<p>Dr. Matt Garber is an Associate Professor at The George Washington University where he serves as the Assistant Director of Clinical Education (ADCE). He served for 30 years as an Army physical therapist, culminating as the Director of Rehabilitation Services for the Army Medical Department and the Physical Therapy Consultant to the Army Surgeon General. Other key leadership positions included director of the US Army Orthopaedic Physical Therapy Residency, chair of the Department of Orthopaedics and Rehabilitation at Fort Belvoir Community Hospital, and director of the US Army Special Operations Command human performance program. His primary areas of teaching include professional issues, medical imaging, and clinical reasoning. Dr. Garber completed an orthopaedic manual physical therapy residency at Brooke Army Medical Center and has extensive experience in direct access settings and advanced practice privileges. His professional service includes previously chairing the National Physical Therapy Examination Development Committee with the FSBPT, and he currently serves as an on-site reviewer for CAPTE. Dr. Garber is a member of the Orthopaedic and Education Academies of the APTA, a board-certified specialist in orthopaedic physical therapy, and a Fellow in the American Academy of Orthopaedic Manual Physical Therapists.</p>	<p>My experience as a clinician, educator, and researcher have provided me with a comprehensive approach to contemporary physical therapy practice. My 30 years as an Army physical therapist afforded me opportunities to work in advanced practice settings and mentor hundreds of physical therapy students, residents, and fellows. As the senior physical therapy consultant to the Army Surgeon General, I was responsible for the professional development and practice oversight for 300 military physical therapists. I worked collaboratively with multiple stakeholders in the government and private sectors to leverage emerging evidence to advocate for and implement innovative strategies to enhance access to physical therapy, improve patient outcomes, and decrease practice variability—all pressing issues I continue to support and will help ACAPT address. As the ADCE in the DPT program at The George Washington University I am continuing my efforts to elevate the physical therapy profession through research on teaching and learning, with an emphasis on clinical education. My experience as a CAPTE on-site reviewer provides me with insights to assist in achieving the ACAPT goal of promoting best practices in education as well as develop faculty and student leaders who will advocate for the academic enterprise.</p>

NAME: Kelly Prescher	CANDIDATE STATEMENT
<p>I, Kelly Prescher, have been a physical therapist since 1993. I attended Des Moines University</p>	<p>My qualifications to serve as Academic Director at Large for the NCCE includes my 11 year tenure</p>

<p>where I received my Master of Science in Physical Therapy in 1993, and my transitional doctorate in Physical Therapy in 2004. I earned my Orthopedic Certified Specialty credential in 2011. My clinical career included many treatment settings including Acute Rehab, Home Health, OP Ortho/Neuro mixed in a hospital setting, and Acute Care. My clinical career included many treatment settings including Acute Rehab, Home Health, OP Ortho/Neuro mixed in a hospital setting, and Acute Care. My transition to academia occurred in 2010 when I became the Director of Clinical Education (DCE) at a local Physical Therapist Assistant program in Candidate status. I was the 2nd DCE at the program. Later that same year, I became the DCE at San Diego State University's new program. I was the second person hired in the program after my director, and assisted him throughout the Application for Candidacy process in 2011. In April, 2015 we achieved CAPTE Accreditation of which was a key player in this process. Most recently, April, 2020, we received our 10 year Reaccreditation status from CAPTE. Again, as DCE, my role was instrumental in this process.</p>	<p>as a DCE in both a PTA and DPT program. I have been an effective leader in our program and have managed difficult times during the pandemic and the challenges this brings to Clinical Education. I most recently served 18 months on the Placement Process Taskforce (PPT), and our outcomes of this taskforce has been presented at CSM and ELC over the last 18 months. Our manuscript showcasing the work of the PPT is in review for publication in JoPTE. The issue of limited opportunities for inpatient student placements is another issue that has been debated and discussed over the years. Efforts need to be made to include physical therapy students in IP opportunities, much like the medical model where this is a common undertaking. Standardization of the Terminal Clinical Education Experience length of experience and clinical outcomes is another issue that has gained a lot of attention more recently, and a resolution to this issue is due. I believe these issues are consistent with the ACAPT Strategic plan to prioritize issues and provide the framework for transforming CE in physical therapy education.</p>
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NAME: Janet L. Readinger	CANDIDATE STATEMENT
<p>Janet L. Readinger, PT, DPT is an Assistant Professor of Practice and recently appointed as the Director of Hybrid Clinical Education in the Physical Therapy Program at Arcadia University. Prior to that appointment, she served as the Associate Director of Clinical Education for 18 years. Her master's degree in physical therapy is from Temple University and she earned her post-professional DPT from Arcadia University. Her clinical experience has focused on inpatient acute rehabilitation. More recently her clinical experience has focused on wellness in individuals with Parkinson disease and multiple sclerosis. She is currently a member of the Parkinson's disease Clinical Practice Guideline Development Group. She has been a trainer for APTA's Credentialed Clinical Instructor Program (CCIP) for the past 12 years and currently serves as the chair of the APTA's Credentialed Clinical Instructor Workgroup. She is part of the CCIP's Level 1 revisions subgroup that is working to revise and update that content. Janet has</p>	<p>I would be honored to serve as an Academic Director-at-Large of the NCCE. I am passionate about promoting excellence in education to ultimately serve our patients. I played a key role in modifying Arcadia University's clinical education program. This work involved closely evaluating the goals of the clinical education program and the quality of clinical experiences as well as developing close partnerships with sites that value clinical teaching among other changes. These changes to our clinical education program resulted in what I see as a step toward "best practice" in clinical education. On the national level, in a short time, the NCCE has accomplished exciting foundational work in clinical education. The next steps will require continued innovation, collaboration and cooperation between academic programs and clinical sites. Greater standardization in clinical education including competency-based assessment could be a step toward achieving excellence in clinical education rather than simply meeting minimal expectations.</p>

<p>presented nationally and locally on topics related to best practice in clinical education, and physical therapy management of Parkinson disease.</p>	<p>This is an important distinction that I believe will benefit our profession. My experience developing clinical sites and passion for excellence will serve me well as an Academic Director and allow me to assist ACAPT in their goal to transform clinical education. Thank you for the opportunity to apply.</p>
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NAME: Krista F. Van Der Laan	CANDIDATE STATEMENT
<p>Dr. Krista F. Van Der Laan is an Assistant Professor and the Assistant Chair of Clinical Education at Northwestern University (NU) Department of Physical Therapy and Human Movement Sciences in the Feinberg School of Medicine. Dr. Van Der Laan has served as a Director of Clinical Education at Northwestern University since 2013 and a site coordinator of clinical education at the Rehabilitation Institute of Chicago (now Shirley Ryan AbilityLab) for seven years prior. Her primary teaching responsibilities include clinical education, psychosocial, pelvic health and pain related content in the DPT program at NU. She serves on the NU-Shirley Ryan AbilityLab (SRAL) Orthopaedic Physical Therapy Residency Board of Directors and maintains clinic hours in patient care at SRAL in orthopedics and pelvic health. She is a Board-certified Orthopaedic Clinical Specialist since 2008. Her research interests include remediation of struggling students, clinical education, and pain management. She is a credentialed trainer for the APTA Credentialed Clinical Instructor Programs Level 1 and Level 2. Dr. Van Der Laan served on the Illinois Physical Therapy Association Board of Directors (2008-2012) and on the Academy of Pelvic Health Physical Therapy clinical education task force (2015-2018).</p>	<p>In my 17 years as a clinical instructor (CI), a site coordinator of clinical education and now a director of clinical education, I have seen the necessity of effective communication between all stakeholders to facilitate meaningful partnerships for clinical education of DPT students. It is this same level of communication I will use as an Academic Delegate-at-Large in the NCCE. The work of ACAPT and the NCCE to move the needle on evidence-informed clinical education can only be continued with clinical and academic collaboration. The NCCE has a role in providing input on revision of the Web-CPI. There have been initial steps toward revision of the 15-year-old version of the CPI. Subsequent steps should coincide with work of the ELP, moving our profession toward Entrustable Professional Activities and competency-based education (CBE). I currently serve on the NU CBE work group, exploring implementation of CBE in our curriculum, which will enhance my contributions to the NCCE. Additionally, my work on the NU Diversity, Equity and Inclusion committee have supported my own development in issues of equity and inclusion. Equity and inclusion need to be primary concerns in clinical education to advance our profession and reduce health disparities.</p>

NAME: Sharan Zirges	CANDIDATE STATEMENT
<p>Sharan Zirges, PT, DPT, MSHA, is a licensed physical therapist with 30 + years of clinical experience in acute, geriatric, and neurological rehabilitation. Dr. Zirges has a B.S. in Rehabilitation Counseling Services and Physical Therapy. Additionally, she has a Master's in Health Administration and a post professional DPT. Dr. Zirges has spent more than 20 years in clinical education as a clinical instructor (APTA</p>	<p>Growth mindset is the belief in the ability of determination and hard work coupled with brains and talent to create accomplishment. This past year has shown us all that the path forward in clinical education is changing. My qualifications for this job lie in my knowledge that we must put our heads together and define a way forward that is more efficacious for our clinics and ourselves. Additionally, one of my qualifications for this job</p>

<p>CI credentialed, 2010) and serving as a SCCE before entering academia. She is currently the Director of Clinical Education for the DPT program at Georgia Southern University in Savannah, Georgia and pursuing her Ph.D. in Educational Psychology and Program Evaluation from Old Dominion University.</p>	<p>is my unwavering belief that this group has the brains, talent along with the proven history of determination and hard work to make a way forward that improves on what we have now for the clinician, the clinical coordination and the academic coordinator. The ACAPT strategic plan includes providing clinical education as a pathway to clinical reasoning for our students. Working to understand how our students can effectively acquire clinical reasoning within the confines of our accreditation standards should be a prioritized journey for all involved in PT clinical education.</p>
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NCCE Clinical Director at Large: One to be elected – Two-year term

NAME: Jaclyn Carson	CANDIDATE STATEMENT
<p>Jaclyn Carson, PT, DPT is a Clinical Physical Therapy Instructor and faculty in the University of Montana School of Physical Therapy and Rehabilitation Science and Clinician at the University of Montana Physical Therapy Outpatient Clinic. Dr. Carson completed her undergraduate training at The University of Montana in Health and Human Performance - Health Promotion. She finished her DPT at the University of Montana School of Physical Therapy and Rehabilitation Science. Dr. Carson’s current primary teaching responsibilities include documentation and foundational skills, and assists in neurologic rehabilitation, electrophysiological agents, and PNF. She primarily treats patients with neurologic deficits at the on-site clinic, is a credentialed clinical instructor, and serves as the SCCE. Dr. Carson treats patients independently in the mornings and precepts in a 4:1 model in the afternoons. She has served as a clinical instructor since 2012 and taught about 72 DPT students in 1:1, 2:1, and 4:1 models. Dr. Carson has experience in other settings to include skilled nursing facility (about three years), inpatient rehab for seven years (includes acute care, ICU, ortho post-op the first year), and outpatient orthopedics for two years. Dr. Carson is currently serving as a NCCE Clinical DAL for the 2019 to 2021 term.</p>	<p>As a current Clinical Director at Large, I have brought the unique perspective of my clinical and faculty roles at the University of Montana. I engage in the continual development, implementation, and assessment of clinical education at the onsite outpatient clinic used for integrated clinical experiences. As part of an NCCE Institutional team, I continue to engage with our DCE/ADCE discussing regional and national interests regarding assessment and implementation of clinical education. This has allowed me to represent our clinical partners in the West Mountain States region and provide broad-based input regarding clinical education. In addition to these contributions, I have also been the NCCE liaison to the Common Terminology Dissemination task force, assisted in the planning and execution of membership meetings at ELC and CSM, present for ACAPT townhall meetings, and I have been involved in plans moving forward with membership responses. Establishing a more efficient student placement process for clinical education has been discussed for a long time. It is important to identify what the current system is, stakeholder views, and then address the concerns for a more effective process. This aligns with ACAPT’s strategic plan for academic innovation, establishing a framework needed to transform PT clinical education.</p>

NAME: Kelly Meyers	CANDIDATE STATEMENT
<p>I have been a clinician for over 23 years at Upstate Medical University (UMU), a regional medical center serving 5 counties in Upstate, NY. I graduated from Ithaca College in 1997 and then</p>	<p>Since stepping into the role of SCCE, and becoming involved in the NYNJ Consortium, I have been made aware of many issues that challenge academic programs, especially</p>

<p>obtained my t-DPT in 2006 from UMU. My clinical expertise has been in Pilates, foot orthotics and Dance Medicine, I have obtained certifications in those areas and also present guest lectures for the UMU DPT Program on those topics. I am an APTA credentialed CI and have been serving as SCCE for the last 6 years. I am responsible for placing 70 (PT and PTA) students in a variety (10) of clinical settings and sites within UMU. I have been actively involved with the NYNJ PT Clinical Education Consortium. My current roles include: Clinical Member at Large on the Executive Committee, Chair of the Clinical Educators Committee and Public Relations Committee Member. I have engaged in scholarship in clinical education and have presented on related topics at ELC several times. I was very honored to receive the Outstanding Clinical Site Award on behalf of UMU in 2019, given by the consortium. I was also nominated for and currently serve as a member of the ELP reactor Panel looking at domains of competency.</p>	<p>regarding finding high quality clinical education placements across all settings. This is why I have been invested in growing and enhancing the clinical education program at UMU. My involvement with the consortium has been very important to my development as an SCCE, I value my relationships with the DCEs and other SCCEs. These partnerships are an example of what ACAPT is striving for with their goal of transforming clinical education. One of my roles as SCCE has been to develop and enhance a Clinical Instructor Competency Program at UMU. My participation in the ELP reactor panel, research to inform CI teaching, and participation in the UMU DPT curriculum committee are examples of my efforts to assist with promoting clinical education excellence and best practice. I continue to strive for excellence in clinical education and have been working on enhancing our program. I would like to collaborate with others to grow excellence at a national level. I would love the opportunity to become more involved with consortiums nationally and with the NCCE.</p>
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