

## NIPEC 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.”

### Vice-Chair: One to be elected – Three-year term

NAME: Bob Wellmon	CANDIDATE STATEMENT
<p>Bob Wellmon, PT, DPT, PhD is a Distinguished Professor in the Institute for Physical Therapy Education. He is board certified by the American Board of Physical Therapy Specialties in Neurology (NCS) and a Fellow of the National Academies of Practice (FNAP). After 10 years in full-time clinical practice, he moved into a full-time faculty member at Widener University in 1997.</p> <p>His professional interests and areas of research involve the examination of factors affecting functional task performance in older adults, recovery after stroke and traumatic brain injury, outcome measures used in clinical practice, and interprofessional education and collaboration. Over the past 20 years, he has collaborated with colleagues at Widener in nursing, occupational therapy, speech, education, social work, human sexuality studies, and clinical psychology to design and implement multiple interprofessional learning (IPL) experiences, including the development of a multi-course interprofessional curriculum that has students from multiple disciplines learning together. The learning experiences and outcomes of those efforts have been shared through multiple peer reviewed publications and presentations at national and international conferences.</p> <p>Dr. Wellmon is an Associate Editor for the Journal of Geriatric Physical Therapy, and currently serves on the Board of Directors for APTA Pennsylvania and the National Interprofessional Education Consortium (NIPEC). He is a member of the Academy of Neurologic Physical Therapy, APTA Geriatrics, and APTA Academy of Education.</p>	<p>I have extensive experience working on interprofessional teams in actual clinical practice and have collaborated with colleagues from multiple disciplines in the academic setting to create numerous and diverse interprofessional learning experiences. This has provided a keen understanding of the importance of healthcare professionals being able to work together effectively and an appreciation for the challenges in designing integrative learning experiences that prepare students to participate on interprofessional teams. Preparing students for clinical practice requires innovation in teaching collaboration skills, identifying and implementing best practices for interprofessional learning (IPL), and continually advocating for the importance of interprofessional (IPE) in entry-level and post-professional education. As a current Director-at-large, I have the prerequisite clinical, academic, and leadership experiences that helped me work effectively with others on the NIPEC Board to create networking opportunities and identify resources for faculty involved with IPE related to the current NIPEC objectives. As Chair of the NIPEC Communication Committee, I have collaborated with others to grow the consortium, successfully increase member outreach, and foster a sense of community among members. Based on my history with NIPEC, I would like to be part of next stages of its development, which are to create a strategic plan that provides direction for the organization and defines its role as a group that specifically represents the profession of physical therapy, focus on expanding member resources and growth, and establishing strategic external partnerships with other organizations that have an interest in IPE/C.</p>

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

<b>NAME: Barb Kellar</b>	<b>CANDIDATE STATEMENT</b>
<p>I am Barb Kellar, Physical Therapist, Assistant Professor, and Associate Director of Clinical Education at the University of the Sciences in Philadelphia, PA. I have been a clinical physical therapist since 1995 and a full-time academic since 2016. I have a great passion for Interprofessional Education within our institution, our profession, and throughout the healthcare world. I am applying for the nominating committee position in the National Interprofessional Education Consortium, and look forward to using my experience to support ACAPT's mission to promote excellence in physical therapy education. I received my Bachelor's of Science in Mathematics and Management from LeMoyne College in 1989, my Master's of Science in Physical Therapy from Arcadia University in 1994, and my DPT from Temple University in 2007. I have learned a great deal in my role as the Interprofessional Educational Course Instructor over my past five years at the University of the Sciences and look forward to bringing this to the national level to support our profession, especially in this very interesting pandemic covid-19 time. I am passionate about bringing my varied clinical and academic experience into this role to help foster collaboration using Interprofessional Education in our healthcare world.</p>	<p>Currently, I am the IPE Course Leader and teach with our OT and PA peers. I work with our PA, OT, and Pharmacy peers to promote the four IPEC core competencies and the importance of the IPE/ICE framework. I have participated in multiple IPE events with other academic institutions (Drexel, University of Penn, USC) in facilitator training, revamping outcome measures for IPE, and small/large group events. I want to contribute and learn more about the promotion of IPE at a national level. A few the issues that ACAPT needs to address are: 1) Increasing overall diversity; 2) Attracting students as we are seeing declining enrollment overall; 3) Mounting student debt; 4) Changing landscape of our entire profession and teaching because of the covid pandemic; and, 5) Supporting the need for more foundational research/evidence-based support when universities are losing funding. ACAPT's strategic plan includes transforming clinical education and supporting partnerships at a time DCE's are experiencing difficulty in placing our current students. Higher productivity requirements for clinicians, the looming Medicare reimbursement changes, as well as ethical issues with reimbursement for clinicians for taking PT students are all areas that continue to require thoughtful insight and examination by ACAPT and our profession.</p>

**Director at Large: Three to be elected – Three-year term**

<b>NAME: Leslie Zarrinkhameh</b>	<b>CANDIDATE STATEMENT</b>
<p>Dr. Leslie Zarrinkhameh received her MPT and tDPT from Temple University in Philadelphia. She added additional qualifications of Board Certification in Geriatrics in 2011 and hopes to add the</p>	<p>It would be an honor to serve as a Director-at-Large for NIPEC. I have always believed that experiential learning is an extremely valuable pedagogy to enhance the clinical reasoning and soft skills that are difficult to teach in a</p>

<p>CEEAA qualification later this year. After adjunct teaching positions at Temple University and the University of Oklahoma, she joined California State University, Fresno in 2007 as a lecturer and has served as the Director of Clinical Education since 2015. Starting with her Master's thesis, fall prevention and successful aging have been areas of research interest and service throughout her academic career. In 2009, Dr. Zarrinkhameh started the first ever doctoral level service-learning course in the history of CSU, Fresno which combined service-learning and interprofessional education in Geriatrics. Since then she created another service-learning course which has interprofessional education projects imbedded within. Additionally, Dr. Zarrinkhameh leads an interprofessional, multi-institute fall prevention clinic each semester which fills service, research and curricular needs. She has presented on this topic at CSM, ELC, Hawaii International Education Conference, CPTA and co-hosted an international interprofessional collaboration summit with participants from 6 countries. Dr. Zarrinkhameh has spent her entire clinical career in acute care, SNF and rehab. Her primary teaching responsibilities are in the medical and foundations tracks.</p>	<p>traditional classroom setting. For the past 13 years I have been involved with interprofessional education (including interprofessional simulation and service-learning) at Fresno State and continue to work to find ways to integrate it into the curriculum. In my opinion, interprofessional education is critical to prepare future healthcare providers to function in our complex, fragmented, rapidly changing healthcare system. Currently, a vast majority of health professions schools are educating in silos which does not serve our students or our patients well. Through my involvement in the NIPEC I hope to bring my passion for interprofessional education to serve the mission of SIG through collaboration and mentorship. With my experience in interprofessional education, service-learning and simulation, I want to serve as a resource for ACAPT and NIPEC to promote ACAPT's mission of supporting excellence in PT education, clinical education, service and curriculum enhancement, not only within academic institutions but also within the clinical community. Thank you for your consideration.</p>
--	--

<b>NAME: Leah Lowe</b>	<b>CANDIDATE STATEMENT</b>
<p>Dr. Lowe is a physical therapist with 14 years of experience. She is a board-certified clinical specialist in Pediatric Physical Therapy from the American Board of Physical Therapy Specialties and is clinically active at Pediatrics Plus in central Arkansas. Dr. Lowe is a full-time faculty member at the University of Central Arkansas (UCA) where she currently teaches core content in research, neurophysiological principles of motor control, and pediatric neurology. Her research interests include neurodevelopment, pediatric concussion, and interprofessional education with an emphasis on experiential learning. As a member of the Interprofessional Education (IPE) Committee at UCA, Dr. Lowe is active in planning and providing IPE over a continuum of exposure,</p>	<p>As a physical therapist, I have seen the invaluable benefit of consistent interprofessional teaming. Physical therapy students need intentional education, particularly experiential learning opportunities, to develop skills for clinical life and patient care. I believe those crucial opportunities should be shaped around the IPEC core competencies and should work to address learning across levels from exposure to immersion to competency. I have assisted in development and implementation of interprofessional education (IPE) across these levels at my institution and have served as a dissertation chair for a student working on a clinical IPE project. An additional critical initiative I believe we must address as a collaborative and interprofessional network of academic and clinical faculty, is to identify and examine gaps in care for our communities.</p>

<p>immersion, ,and competency for students across the College of Health and Behavioral Sciences, including physical therapy students. Additionally, Dr. Lowe is serving on the Interprofessional Teaching Center task force working to support community needs through unique interprofessional learning opportunities for students at UCA. She served for over 10 years as the Programming Committee Chair for the Arkansas chapter of the APTA. She received the state's Distinguished Service Award in 2015 and most recently, in 2020, received the Margaret L. Moore Award for Outstanding New Academic Faculty Member from the APTA.</p>	<p>Additionally, we must seek to investigate the policy-driven barriers to care for various populations through funded research. These initiatives are consistent with the ACAPT strategic plan by contributing to best educational practices and enhancing educational research to inform teaching and learning. I believe physical therapy is an integral component of interprofessional education and practice. If elected as a director, I will work diligently along with NIPEC and other organizations to serve this profession.</p>
--	--

<b>NAME: Sally McCormack Tutt</b>	<b>CANDIDATE STATEMENT</b>
<p>Sally is an Associate Dean for Academic Affairs and Clinical Professor in the Physical Therapy Department at the University of New England. She completed her bachelor degree in physical therapy at the University of New England in 1993. She practiced clinically in the industrial rehabilitation setting but also in acute care, skilled nursing, and home health settings. She joined UNT in 2006, became the DCE in 2007, and to her current role in 2019. Her academic credentials include the BS in PT, tDPT from UNE, a MPH in leadership from John Hopkins Bloomberg School of Public Health, and an EdD from the University of St. Augustine. She is an APTA credentialed Clinical Instructor and a CI trainer since 2010. She has held leadership roles within UNE at all levels to include Vice Chair and Secretary of the University Faculty Assembly (UFA), regionally in the New England Consortium of Clinical Educators and currently as the CE Chair of the Maine APTA chapter. Her research has a strong focus on interprofessional education and collaboration resulting in presentations at national and international conferences including CAB in Canada in 2017 and Indianapolis in 2019 as well as at ATBH in New Zealand in 2018.</p>	<p>Helping shape the leadership of NIPEC and advance interprofessional education and collaborative practice (IPECP) would be a privilege that I would not take lightly. In this ever changing healthcare landscape, it is vital that our students become healthcare professionals that have knowledge and skill to be a part of a team that provides optimal patient outcomes. My qualifications to consider for this position are my more than 14 years of academic experience in the physical therapy program and clinical experience across multiple settings, my EdD degree with dissertation work on IPECP, experience teaching and doing research in the IPE area, and my presentations on IPECP nationally and internationally. I think the pressing issues are in alignment with the work NIPEC is already doing on the ACAPT strategic priority related to CATPE and the work on consideration of cross-discipline supervision for clinical experiences and the advancement of IPECP within the physical therapy profession through scholarship and program development. To really make headway on these topics, NIPEC also needs to collaborate with the respective committees and section in the other healthcare disciplines. We should have discussions with other disciplines about common accreditation standards and best educational research and program development.</p>

NAME: Byron Russell	CANDIDATE STATEMENT
<p>Dr. Russell is currently Director, Physical Therapy Program, Midwestern University, Glendale, Arizona. Prior experience in Physical Therapy Education includes Academic Coordinator of Clinical Education at UTHSC at San Antonio from 1991 to 1995. In 1995, he helped form the School of Physical Therapy at Hardin-Simmons University in Abilene, Texas. He taught in the area biomechanics and orthopedic physical therapy. In 2000, Dr. Russell accepted a position with Eastern Washington University in Spokane, Washington. During his time at Eastern, he taught anatomy, pharmacology, and physical therapy administration. He served as Department Chair for eight years. Dr. Russell was appointed Associate Dean for the College of Science, Health and Engineering in 2006. He served in that capacity until October, 2014. Dr. Russell graduated with a B.S. in physical therapy from Texas Tech University Health Sciences Center in 1988. He earned a Masters of Health Science from the University of Indianapolis in 1994 and the Doctor of Philosophy in Physical Therapy from TWU, Houston, Texas in 1999. Dr. Russell is a member of the APTA, the Academy of PT Education and the Academy of Orthopedic PT, Academy of Physical Therapy Research and the Private Practice Section.</p>	<p>I have been involved in physical therapy education for nearly thirty years. I seen a lot of changes in the profession including going from the bachelors to the doctorate, gaining direct access on a wider scale, and development of the PT Compact. Physical therapy education has changed significantly in the past thirty years moving from a very traditional classroom setting to becoming hybrid with online programs. I have been attending meetings for academic administrators when it was a special interest group to now when it is its own council. The past decade has seen an explosion in physical therapy programs throughout the United States which will cause the academic community to assess critically the future of physical therapy education and its impact on the physical therapy profession. With the eminent increase in clinical education demands, one of the priority areas will be the transformation of clinical education in physical therapy (Establish the framework needed to transform clinical education in physical therapy). The Council will need to lead the academic community in forming new strategies and best practices to ensure adequate clinical education experiences for all students in a time of finite resources (clinical education sites).</p>