## ACAPT Candidate Bios and Statements – 2019

The information below was submitted by the candidates 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 or initiatives that you believe ACAPT should address, and how these issues are consistent with the ACAPT strategic plan.”*

**ACAPT Secretary – one to be elected – 3 year term**

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| **NAME** MJ Blaschak | **CANDIDATE STATEMENT** |
| I am currently the program director for the Doctor of Physical Therapy Program at Northern Illinois University, a position I have held for about 24 years. I received my physical therapy degree from Texas Woman’s University, a master’s degree in electrical engineering from Purdue University, and a Ph.D. in biomedical engineering from Northwestern University. I previously taught in the physical therapy programs at Texas Woman’s University, Northwestern University, Boston University, and the University of Texas Health Science Center at San Antonio. I have taught a wide range of courses, including functional anatomy, research methods, modalities, complex patient problems, and neurological rehabilitation, as well as supervising students in NIUs Physical Therapy Clinic. My clinical area of interest is the management of individuals with dizziness and other complex issues. I have served on a number of committees for the university, and am currently the chair of the Institutional Review Board. I am a manuscript reviewer for the Physical Therapy Journal, and have written test items for the national licensing examination.  | I have been in academic physical therapy for many years, and have delighted in the growth of the academic and clinical elements of the profession. In my position as program director, I interact with individuals at all levels of the university, as well as with outside agencies, such as CAPTE. I am confident that I can successfully manage the duties and responsibilities of the position of secretary of ACAPT. I have directed the transition of the program from the bachelor’s to master’s to the doctoral degree. My goal in education has always been to provide a challenging and supportive environment so that graduates of the program are prepared to meet the changing demands and expectations of the health care system. These goals are congruent with the core values of ACAPT. The goals of the program are consistent with those stated in ACAPTs strategic plan, including curricular threads – such as movement systems and clinical reasoning - throughout the curriculum. After being so closely involved in the academic setting, I am seeking to contribute in a broader way to the profession.  |

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| **NAME** Jennifer Christy | **CANDIDATE STATEMENT** |
| Jennifer Braswell Christy, PT, PhD is Associate Professor and DPT Program Director at The University of Alabama at Birmingham (UAB). Dr. Christy has been a faculty member at UAB since 2004 and teaches Neuroscience, Scientific Inquiry, Pediatrics and Vestibular Rehabilitation in the DPT program. She served as the chair of the DPT Program Admissions Committee from 2007-2018 and became the DPT Program Director in May, 2018. Dr. Christy is the current chair of the Research Committee in the Academy of Pediatric Physical Therapy. Her primary area of research is in the development of innovative intervention methods to improve gaze stability and balance in children with vestibular-related impairments. Related to this area of research, Dr. Christy teaches numerous continuing education courses in the U.S. and abroad. Dr. Christy received the UAB School of Health Professions Service Award in 2012, and the APTA Lucy Blair Service Award in 2017. Dr. Christy and her UAB team promote excellence in physical therapy education by focusing on their vision to create and translate knowledge that will enhance movement, health, wellness, and quality of life of individuals in a diverse society.  | I would be honored to serve as Secretary of the ACAPT. I am qualified to do this because of my successful experiences as the chair of the DPT Admissions Committee, my current position as the DPT Program Director, and my leadership roles on subcommittees in the Academy of Pediatric Physical Therapy’s Research Committee. These positions and roles require extensive organizational skills, attention to details and the ability to work as a member of a team. An important issue facing PT education is the need for educational research. ACAPT’s strategic plan addresses this important issue through “knowledge to elevate health care” and “creation of an institute of scholarship of teaching and learning.” ACAPT is the perfect pipeline for educational researchers to study innovations in PT education and develop the next generation of PT educators. The Education Research Network Mentorship Program is an example of how this pipeline can make a positive impact in PT education. This effort, combined with the Grantsmanship and Mentorship in Educational Research (GAMER) workshop and the resources earmarked for PT Education from the Foundation for Physical Therapy Research beautifully demonstrate how the APTA, Foundation and ACAPT work as a team to promote excellence in academic physical therapy.  |

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| **NAME** Carolyn Goulet | **CANDIDATE STATEMENT** |
| Caroline Goulet is the Founding Dean of the School of Physical Therapy at the University of the Incarnate Word (San Antonio, TX0 where she developed an entry-level problem-based learning DPT program and an online post-professional DPT program. She obtained a BSc Physical Therapy from McGill University, MS Biomedical Engineering and PhD Biomedical Sciences from the Universite de Montreal. She completed a post-doctoral fellowship at UCLA, collaborating on a motor control study part of a NASA Life Science Mission. She held faculty positions in Ottawa, Iowa City, Hong Kong, and Omaha. While facilitating community engagement to promote health and access, she endeavors to develop mindful clinicians ready for interprofessional collaborative practice and to improve the quality of life of individuals with disabilities. Caroline has served on the APTA Committee on Cultural Competence, the Taskforce on Diversity, the Neurology Section Program Committee, the NPA Foundation and Research committees, as well as on the boards of International Child Care and Women's Global Connections. She currently serves as secretary of the Physical Therapy Learning Institute, co-chair of the National Academies of Practice Forum and of the Geneva Johnson Forum on Innovations in Physical Therapy Education, as well as on the advisory councils of John Marshall Law and Medical Services Magnet High School and the Hartmann's Multi-Assistance Center for Individuals with Disabilities. | With over 30 years of experience in physical therapy education both as an educator, scholar and administrator as well as having served on the executive boards of diverse academic committees and community organizations, I bring to this position both breadth and depth of experiences related to physical therapy education, higher education, healthcare and board governance. In the contexts of a highly complex and dynamic healthcare environment and that of a rapidly changing landscape in higher education, I believe that the role of the American Council of Academic Physical Therapy to promote excellence and innovation in physical therapy education, scholarship, and practice, in collaboration with the APTA, APTE and CAPTE, is more critical than ever. I believe that the current strategic goals and strategies related to Academic Innovation, Knowledge to Elevate Healthcare, and Academic Leadership and Advocacy are most relevant to address current perceived gaps and maintain excellence in physical therapy education. It would be my humble pleasure to serve as secretary of the ACAPT Board contributing to my strengths and best abilities. |

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| **NAME** Emmanuel John | **CANDIDATE STATEMENT** |
| Emmanuel B. John, PT, DPT, PhD, MBA is Associate Professor and Chair, Department of Physical Therapy, Chapman University, Irvine, CA. He earned BS in Physiotherapy from the University of Lagos, Nigeria (1994), Ph.D. in Rehabilitation Science from the University of Kansas Medical Center (2006), Doctor of Physical Therapy from Alabama State University (10`5), and Master of Business Administration from the Louisiana State University, Shreveport, Louisiana (2016). Dr. John is a Credentialed Fellowship Graduate of the APTA Education Leadership Institute. Dr. John was previously an Assistant professor at Howard University (2006-2011) and an Associate Professor at Radford University (2011-20140 DPT programs. Most recently, he was Associate Professor and Director of Research, School of Physical Therapy, Touro University Nevada (2014-2015). Dr. John's research spans four areas: effects of age, gender, neurological lesions on the sense of motor effort (SOE); effects of virtual reality and robotic rehabilitation interventions on SOE; effects of discharge destinations and socioeconomic factors on motor function recovery after stroke; and, the impact of brain-drain on physical therapy education in developing countries. Dr. John has a rich history as a clinician and academic, an international perspective on healthcare, and an extensive record of national and international professional service. | I am currently the Secretary of ACAPT (2018-2019), having been appointed to serve out the term of the former secretary who stepped down. I am now seeking election for continuation as ACAPT Secretary for a full term. I have been in physical therapy education since 1996. I have risen through faculty ranks, and currently leading the first, and oldest physical therapists (PT) education program in the country. I have served in several capacities in five (5) different PT education programs, including two public and three private institutions. The institutions I served included two minority serving (one HBCU, one Jewish), three majority serving institutions. I therefore bring these broad and diverse experiences and perspective in UE PT education, including international PT education experience to the ACAPT board. A major initiative I believe the ACAPT Board (in addition to many current priorities) should prioritize advocating for adequate resources to be made available to PT education programs across the country as well as firming up the minimum resources that Institutions should make available to DPT programs. I am very passionate and fell very strongly about the need for PT education programs across the country to be well resourced in order to operate at impeachable levels of excellence, regardless of program size or program mission. The low (resource) barrier to entry into PT education space leaves many program exploited, and resource starved. Other professions such as medicine, physician assisting pharmacy, etc, are more prescriptive of the minimum and adequate level of resources for their professional programs. If am elected as ACAPT Secretary, I will continue my advocacy in addition to the routine duty as ACAPT records keeper and other assignments. |

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| **NAME** Kay Malek | **CANDIDATE STATEMENT** |
| Kay Malek, PT, Ph.D. is program director and associate professor in the Doctor of Physical Therapy program at DeSales University. Previously, she was chair of the DPT program and a tenured, associate professor at Saint Francis University. As a healthcare provider for 30 years, Kay began clinical practice as a physical therapist assistant treating patients following stroke, traumatic brain and spinal cord injury in inpatient and rehabilitation and home care settings. After acquiring a master's degree in PT, she continued to practice in acute care and outpatient rehabilitation. Kay is an academic "late bloomer" having started college in her mid-thirties earning an associate degree from St. Philip's College in San Antonio, Texas. After nine years of practice as a PTA, Dr. Malek attended texas State University completing a Bachelor of Applied Arts and Sciences in Occupational Education (1997), a Master of Science in Physical Therapy (2000), and a Doctor of Philosophy in Education with a concentration in Adult, Professional, and Community Education (2006). Prior to her academic pursuits, Kay was a franchise owner and area manager for Jazzercise Inc. | Dr. Malek has been a member of the APTA since 1992 as a PTA and a PT. I consistently attained leadership roles in Texas and Pennsylvania. I served as membership chair, secretary, treasurer, nominating committee chair, alternate delegate, and now delegate, so my understanding of issues we face in our profession is broad. I currently maintain membership in multiple sections/academies including education, research, neurology, geriatrics, and health policy/administration providing me with content expertise to teach courses in professional issues and ethics. As a non-traditional student, and with teaching experience at both the PTA and DPT levels, I believe that I have a unique awareness of the need for innovation in physical therapy education. My formal educational training, along with experiences as clinical and academic educator primed me for my roles as founding chair of the DeSales DPT Program. Having prepared an existing DPT program for a 10-year self-study review, and guided a new DPT program to successful CAPTE accreditation, I believe all these experiences equip me for a leadership role in ACAPT. I will come to the table with heard-earned experience and open-minded eagerness to contribute to the discussions that face us in our quest for quality education in physical therapy. |

**ACAPT Director – two to be elected – 3 year term**

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| **NAME** Peter Altenburger | **CANDIDATE STATEMENT** |
| Peter Altenburger, PT, PhD is an Associate Professor and Chair of the Indiana University Department of Physical Therapy. He is Director of Professional Education for the Department and Director of Research for the Indiana Center for Advanced Neurorehabilitation (ICAN). Dr. Altenburger has a PhD in Educational Leadership from the University of Nevada, Las Vegas and a Master’s of Science in Physical Therapy from the University of Miami, Florida. Dr. Altenburger’s educational contributions include the co-development of an Integrated Longitudinal Case Based Learning Model published in the Journal of Physical Therapy Education. He has also presented nationally on the development of civic-mindedness within student physical therapists using structured, high impact community based learning activities. Dr. Altenburger is the Research Director for the Indiana Center for Advanced Neurorehabilitation (ICAN) at the Indiana University Health Neuroscience Center in Indianapolis, IN. This center features the integration of advanced technology within a patient-centered neurological rehabilitation clinic. Dr. Altenburger has served as a committee member and chair of the American Council of Academic Physical Therapy’s Benchmark Taskforce since 2012. This taskforce has worked to establish a tool to measure educational distinction allowing the committee to begin to create benchmarks for educational excellence | I am excited about the opportunity to apply for an ACAPT Board of Directors position. I have been involved with ACAPT since 2011 working on the Benchmarks Taskforce as well as contributing to other initiatives like the Clinical Education Summit. I believe I will bring a unique perspective having conducted research in the areas of teaching and learning and program review and assessment. I have served as Director of Program Review and Assessment for my school and have presented on learning assessment outcomes nationally. This background along with my work with the ACAPT Benchmarks Taskforce has helped to inform my perspective on educational excellence. My experiences in ACAPT have also allowed me to form a large network of individuals that I will use as an important resource. As a member of the Board, I hope to contribute to the group by adding my ideas on best educational practices, innovation, and teaching and learning research. I will work to serve the schools I represent to support the mission of ACAPT and all of its ongoing and future initiatives. |

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| **NAME** Kevin Brueilly | **CANDIDATE STATEMENT** |
| Kevin E. Brueilly, PT, PhD, has been a physical therapist for more than 22 years. He is Professor and Department Chair at Augusta University in Augusta, GA, and serves as co-editor of the Journal of Physical Therapy Education. He holds a BA degree from Cedarville College in Physical Education, an MPT from the Univ. of St. Augustine for Health Sciences, and a PhD in Human Sciences Education from Texas Tech University. Dr. Brueilly is a fellow of the inaugural cohort of the APTA’s Education Leadership Institute (ELI) fellowship program. He has served in elected professional association roles as a delegate representative and FPTA district chair (FL), VP in Louisiana, and Secretary in NC. His academic career spans 15 years, with appointments in three public universities as well as two private institutions. His educational credentials include serving as a CAPTE site reviewer and as an author or co-author of several peer-reviewed papers on education/accreditation in physical therapy. | My experiences as an education administrator in public and private institutions and work history in business management uniquely prepare me to understand the concerns in training our next professional generation. Physical therapy education has come to a cross-road where we must decide what is most important to us a profession and refocus energies that ensure those factors are sustained for the future. Our efforts toward educational innovation, elevation of our profession in the eyes of the public, and leadership and advocacy related to accreditation have identified several important needs of our profession, but we need a change in our tactics to address these issues. We need more emphasis on identifying and promoting best educational principles so we can then influence our accreditors to adopt best practices. We must create a place at the table where physical therapists can influence national health changes. As an inaugural graduate fellow of ELI, I recognize that for significant change to occur within higher education civil discourse with effective leadership that elevates the issues of concern is needed. As a Director, I am not afraid to question the status quo and provide my unique, uncommon voice to the issues that need to be addressed. |

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| **NAME** Mary Dockter | **CANDIDATE STATEMENT** |
| Mary Dockter has a bachelor’s degree in Physical Therapy, advanced Master’s in Education, and a PhD in Higher Education. She completed the inaugural APTA Educational Leadership Institute Fellowship in 2012. After working clinically in various settings for many years, Dockter started her teaching career at the University of Mary in Bismarck, ND in 1998. She served as Director of Clinical Education and was promoted to Director in 2010. Dockter has an extensive service background statewide and nationally including serving a term as Director of Education for the APTA Section on Women’s Health (co-wrote the petition to obtain ABPTS specialty certification); various task forces related to entry-level and post-professional women’s health education; 2 terms on the nominating committee for ACAPT (2014-2018), chair of the ACAPT Leadership Development Resources Group (2017–present); APTA Education Awards Sub-Committee (2017-present); and was recently named Senior Editor of the Journal of Women’s Health PT. She served on the continuing education committee for the NDPTA for several years and was recently re-elected to her 2nd term as delegate to the House of Delegates. She is a past recipient of the Volunteer of the Year Award for the SOWH (2005, 2015) and the SOWH Elizabeth Noble Award (2013).  | The strategic plan lays out 3 primary areas for which I have the background and commitment. Concerning “Academic Innovation”, my roles as Director of Clinical Education and Program Director has heightened my interest in establishing clinical education models that are flexible and sustainable for the various education and clinical settings. It is imperative that we advocate for the educational needs of our students while also being open to innovative models. Secondly, my experience in women’s health education, interprofessional, and admissions research demonstrates my passion towards the 2nd strategic goal. Just as we continuously work to provide evidence-based clinical practice, it is imperative that we establish and deliver best practices in professional education. With the rising cost of tuition, programs are called to deliver efficient, effective education that meet the needs of diverse learners. Finally, I am committed to “Academic Leadership and Development”. Having been fortunate to engage in the inaugural ELI program, I recognize the importance of leadership development for our future academic and clinical leaders, as well as for students. With the many challenges our profession faces, ensuring our future generation is equipped with the necessary leadership skills is imperative to the advancement of our profession.  |

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| **NAME** Manuel (Tony) Domenech | **CANDIDATE STATEMENT** |
| Manuel A. Domenech is an Associate Professor and Program Director of the Doctor of Physical Therapy (DPT) program, University of ST. Augustine for Health Sciences (USAHS) in Austin, Texas. Prior to accepting a faculty position at USAHS, he worked at Texas Tech University Health Sciences Center as Regional Dean of the School of Allied Health Sciences in Odessa, TX and Assistant Program Director for the DPT program. As a United States Air Force (USAF) physical therapist with over 22 years of military service, he held many positions to include running two of the largest Air Force military clinics; teaching and coordinating clinical education experiences at the U.S. Army-Baylor Graduate Program in Physical Therapy; and serving as the Acting Director of the USAF Physical Therapist Assistant Program. His involvement with professional organizations has been varied and includes the following: American Physical Therapy Association/American Board of Physical Therapy Specialties (Board Member-4 years/Orthopedic Special Council member-3 years), Texas Physical Therapy Association (House of Delegate-16 years), Commission on Accreditation of Physical Therapy Education (Site visitor-17 years), and Federal State Board of Physical Therapy (Examination Committee Development/Item Writer-9 years). | Self-discipline means to exercise power over one’s self. Some would go as far as stating the foundation of excellence lies in self-control. I believe this is one of my strongest attributes…to be “self-controlled” in my inward attitudes and outward actions. Because of this I can humbly self-sacrifice and wholeheartedly commit for the greater good of our physical therapy profession. Therefore, let me assure you I am committed to execute the duties of this office with confidence and with a leadership style that is committed to accomplishing the goals of ACAPT. What lies ahead are several lofty goals for ACAPT: 1) establishing the framework needed for both the academic and clinical education; 2) enhance educational research; and 3) create advocacy program for the physical therapy academic enterprise. ACAPT has made great strides in accomplishing various aspects of these goals, yet there is still much work to be done. My 40+ year professional career with experiences in education for 21+ years and clinical practice for 21+ years provides a balance to address the overarching goal of facilitating excellence in both worlds of academic and practice. I would be very honored for your support in electing me to the director position. |

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| **NAME** Matthew Ford | **CANDIDATE STATEMENT** |
| Matthew P Ford, PT, PhD is a tenured Professor and Department Chair at Samford University, Birmingham, AL. He received a BS in Physical Therapy from Quinnipiac College; MA in Motor Learning from Teachers College, Columbia University; and a PhD in Motor Behavior from The Pennsylvania State University. He also completed the Educational Leadership Institute Fellowship with the APTA. Prior to Samford, he was a tenured Associate Professor in the Department of Physical Therapy at University of Alabama at Birmingham (2001 – 2013), and an Assistant Professor in Physical Therapy at Saint Francis University (1997 – 2001). Before entering academics full time, he was a staff Physical Therapist at several large centers (Boston Medical Center, Jewish Home and Hospital for the Aged, Presbyterian/St Lukes Hospital). Dr. Ford has served on the Board of Directors of the Davis Phinney Foundation (Parkinson’s Disease; PD), while co-authoring numerous papers on exercise, activity, and quality of life in persons with PD. Most recently he led faculty and staff at Samford University in developing a new DPT program which received full accreditation in 2018.  | I am applying to become a member of the board of directors. My qualifications are likely similar to others: >20 years in academia; graduate degrees in foundational sciences; peer-reviewed publications; department chair. I may distinguish myself from others in that I have academic experience in two relatively small Christian Universities, but have also successfully achieved promotion and tenure at a large R1 public university. At UAB, I was a senior scientist, and initiated collaborations with Lakeshore Foundation, which eventually led to the UAB/Lakeshore Research Collaborative. I was also a senior staff PT at Boston City Hospital when it merged with Boston University to form Boston Medical Center. These experiences, along with successfully developing a new program, in a new School and College, position me to provide valuable input towards achieving current and future ACAPT goals. My graduate degrees, along with teaching and research experience will allow me to immediately contribute to the “movement science” component of clinical reasoning. Second, I believe I can facilitate progress towards ACAPT’s goals under Leadership and Advocacy. I have significant experience as a clinician and faculty member within diverse academic environments. I am confident I can work with others to develop faculty and students who can advance the academic PT enterprise. |

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| **NAME** Alvaro (Al) Gurovich | **CANDIDATE STATEMENT** |
| Alvaro Gurovich, P.T., Ph.D., FACSM received his Physical Therapy degree from Pontificia Universidad Catolica de Chile in 1990 and worked as a clinician for more than 15 years. Even though Dr. Gurovich was tenured and the academic director of a PT school in Chile, he moved to University of Florida where he received his doctoral degree in 2010. Once graduated, he moved to a post-doctoral position at UF College of Medicine, in the Department of Physiology and functional Genomics, where he learned techniques that strengthen his translational research background. Dr. Gurovich is an active member of the American Physical Therapy Association, the American Physiological Society, the International Society for the Advancements in Kinanthropometry, and the American College of Sports Medicine, from which he was granted Fellow member status in 2010. In 2012, Dr. Gurovich heled developing a new DPT program in Indiana, where he learned about CAPTE standards and the role of ACAPT in PT education. His knowledge of these important PT education partners and his active research agenda in cardiovascular pathophysiology helped him to find a more administrative position. In 2017, Dr. Gurovich became the program director of the DPT at The University of Texas at El Paso. | I strongly believe that our PT profession is built on 3 main pillars: Applied Anatomy, Applied Neurosciences, and Applied Physiology. In addition, and as it is normally expressed to our students, 'Half of what we know today will be proven to be incorrect in the next five years. Unfortunately we don't know which half that is going to be'. And this is especially true nowadays with new genomics discoveries. We need to educate our future colleagues how to think critically as patients are unique and do not follow stereotypes. We need to be excellent, rigorous, and innovative educators to enhance the human experience. Excellence, creativity, rigor, and critical thinking are all common characteristics of research and the ACAPT strategic plan addresses all these characteristics within 3 areas: Innovation (creativity), knowledge (rigor), and leadership (excellence). If elected as an ACAPT director, I will work to promote education rather than training and a scientific approach to problem solving to improve critical thinking. Working with CAPTE about the benefits of this scientific, rather than technical, approach might help promote best educational practices. My applied physiology research background has helped me to connect with my students from a different perspective, transforming their PT education. |

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| **NAME** Marie Johanson | **CANDIDATE STATEMENT** |
| Dr. Marie Johanson is Professor and Interim Director in the Division of Physical Therapy, Department of Rehabilitation Medicine, Emory University School of Medicine. She completed her entry-level physical therapist education at Emory University and subsequently completed MS and PhD degrees in Orthopaedic Physical Therapy and Higher Education, respectively, at Georgia State University. Dr. Johanson has been an orthopedic certified specialist since 1994, serving on the Orthopedic Specialty Council from 2010-2013 and on the Sub-Specialization Task Force from 2014-2015 for the American Board of Physical Therapy Specialties (ABPTS). Dr. Johanson also served as a Subject Matter Expert on the Primary Care for Physical Therapists Workgroup for the APTA and graduated from ABPTFRE’s Educational Leadership Institute in 2015. Dr. Johanson is currently Chair-Elect of ABPTS and a consultant on a USAID grant focused on improving the educational training of physical therapists at Tbililsi State Medical University and upgrading rehabilitation clinical services in the Republic of Georgia. | I have experiences across multiple facets of our profession that offer me perspective from different stakeholder positions. After 20 years in private practice navigating the complexities of healthcare and clinical education, I joined the faculty at Emory where I gained experience in professional and post-professional education, academic doctoral and post-doctoral training, and the funding mechanisms for physical therapy research. Finally, in my roles as associate and interim director, I have gained insights into CAPTE and educational strategic initiatives, including those related to interprofessional education. When evaluating educational enterprises, I believe the first question is ideally ‘what are the desired outcomes?” In our profession, desirable outcomes for academic physical therapy programs encompass patients, students, graduates, employers, faculty, clinical instructors and society at large. Thus, the most difficult process is that of reaching some degree of consensus as to what outcomes we are striving for. It is this aspect of ACAPT’s work that intrigues me most; the academic innovation and academic leadership and advocacy components of ACAPT’s strategic plan motivated me to seek nomination for a director position. My goal is to be involved in the process that moves our profession along its ongoing path to a broader shared vision across stakeholders.  |

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| **NAME** Ann Medley | **CANDIDATE STATEMENT** |
| Ann Medley, PT, PhD is Professor and Director of the School of Physical Therapy at Texas Woman's University. She has been the Director of the School for 5 years and faculty member for 29 years. Prior to being named Director, she served as Associate Director for 2 years and Coordinator of Professional Studies for 12 years. She has taught graduate courses in neuroanatomy/neurophysiology and the management of patients with neurological impairments for 25 years. Her current research interest is in the development of valid outcomes for higher and lower functioning individuals. She has been an APTA member since 1979. Dr. Medley currently serves as secretary of the Academy of Geriatric Physical Therapy (AGPT) and interim chair of the AGPT Communications Committee. She is also an Associate Editor for the Journal of Geriatric Physical Therapy. In addition, she serves on the Board of Trustees for the Texas Physical Therapy Foundation. Past elected offices include Secretary of the Stroke SIG in the Neurology Section. Past appointed positions include member of Neurology Section Finance Committee, member of AGPT PR committee, and chair of the AGPT Bylaws Task Force.  | I am honored to be considered for a position on the ACAPT Board of Directors as a Director. One of the biggest problems that our profession faces is the shortage of faculty with academic doctoral degrees. Faculty with academic doctoral degrees are the most qualified individuals to advance the scholarship necessary for our profession to not only survive but thrive in the complex healthcare environment in which our graduates practice. We also have an extreme shortage of individuals willing to step into academic department leadership positions. To ensure that clinically relevant scholarship, scholarship of teaching, and excellence in physical therapy education continues, we need to explore alternative models for earning academic doctoral degrees and develop programs to prepare non-PTs holding a PhD to become physical therapists. Lastly, we need to encourage clinicians to consider entering the academic environment. To increase the number of academic leaders, along with ELI, we need to collectively promote positive aspects of departmental leadership. Too often leaders bemoan the difficulties of their position making these positions unattractive to future leaders. Seeking out potential leaders and planting the idea of pursuing leadership positions is important. We also need to create leadership positions that provide positive administrative experiences for future leaders. In addition to faculty/administrator shortages, finding quality clinical sites is a continuing problem that has existed since I graduated from PT school. The proliferation of PT programs has added to this critical shortage. We must continue to explore alternative models for clinical education. Simultaneously, we need to develop short-term solutions to move our profession to a future model developed by the BPPTCE Task Force. Should I be elected, I will work with the continuing ACAPT leadership to move forward with strategic initiatives outlined in the ACAPT strategic plan. I will also strive to listen to all sides of the issues and ensure that perspectives of all member institutions are considered in decision making.  |

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| **NAME** Cherie Peters-Brinkerhoff | **CANDIDATE STATEMENT** |
| I joined the University of St. Augustine (USA), San Marcos campus in 2008. A graduate of Loma Linda University in 1978, I received my NDT certification in 1996 for pediatrics. I completed my Advanced Master's degree in physical therapy in 1008 from Loma Linda University, Master's degree in Healthcare Administration from Webster University, then completed my Doctorate in Education from Walden University in 2014. My teaching experience includes nearly 11 years at the University of St. Augustine, 4 years as adjunct faculty with Loma Linda University and Western University, and as the Regional Trainer for Invacare wheelchair Corporation. I served as the Assistant Director of the Flex DPT program for 5 years at USA and have been the DPT Program Director at the San Marcos, CA campus for nearly 2 years. Prior to academia, I served as Director of Rehab at a variety of rehabilitation centers Scholarship includes educational research in teaching methods in anatomy and the ICF model. | My qualifications include a long history of proven leadership and innovative skills in clinical and academic institutions. With experiences in both settings, I can offer a comprehensive perspective regarding epistemology of PT students and faculty, curriculum development and sustainability, clinical reasoning, and soft skills. I would want to explore a comprehensive clinical education framework to meet the needs of the student and clinicians while easing the CMS and clinic burden. As Program Director, I have experience with CAPTE and have intimate involvement with the challenges of accreditation. One of our latest challenges includes the acquisition of qualified faculty possessing terminal degrees. I would like to explore a closer collaborate effort with the ACAPT and CAPTE to explore and develop a highly qualified faculty to meet the standard while having enough faculty to develop curriculum, participate in service and provide the scholarship to move our profession forward.  |

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| **NAME** Bryon Russell | **CANDIDATE STATEMENT** |
| 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 1004 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. | I have been involved in Physical Therapy education for more than 25 years, having served as ACCE, Department Chair and Associate Dean. During my tenure, I have been involved in many changes in education including going form the bachelors to the doctorate, significant expansion in the number of educational programs, and the changing areas of physical therapy practice. With the formation of ACAPT, the education community has begun to take control of their destiny and move forward the agenda items that actually will improve physical therapy education and bring to it the recognition it deserves. Physical therapy education is under assault from many directions, including, the accelerated expansion of new programs and limited clinical education sites, changes in healthcare which work to further limit the availability of clinical education sites and the ability to education future physical therapists, and the changing mode in which education is obtained by future practitioners. ACAPT board members and the membership at large has the duty to ensure the future for physical therapy education through developing viable models of educating students in both the didactic and clinical realms of the practice of physical therapy. |

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| **NAME** Yasser Salem | **CANDIDATE STATEMENT** |
| I am a Professor in the Department of Physical Therapy at the University of North Texas Health Science Center. I hold ABPTS board certifications as a Pediatric (PCS) and Neurology (NCS) Certified Clinical Specialist. I have been actively engaged in leadership activities at the professional level including APTA and APTA sections and academies, the American Council of Academic Physical Therapy (ACAPT), the Commission on Accreditation in Physical Therapy Accreditation (CAPTE), the American Board of Physical Therapy Residency and Fellowship Education (ABPTRFE), and the World Confederation of Physical Therapy (WCPT). Recently, I completed the Education Leadership institute (ELI) Fellowship. Over the past few years, I received several state and national teaching, research, and service awards, including the "Leadership in Physical Therapy Education Award" from the Academy of Physical Therapy Education of the APTA in 2018. I am currently serving on the Board of Directors for the National Interprofessional education Consortium (NIPEC). I am currently a member of the Leadership Summit Planning Subgroup of the ACAPT Leadership Development Oversight Committee (LDOC). I am a team leader for CAPTE site visits and member of the ABPTRFE Accreditation Committee. I have served as a member and chair for multiple committees and task forces regarding physical therapy practice, research, and education including Vice President of Education and Director of Research of the Academy of Aquatic Therapy, member of the ACAPT Graduates Outcomes Take Force, member of the Research Committee of the Academy of Neurologic PT. I have been serving as a journal coeditor, editorial board member, and associate editor for scientific journals. I have been a reviewer for numerous scientific journals and state, national, and international level conferences including CSM, ELC, and the World Congress of Physical Therapy. I am also a member of the Education, Neurology, Aquatic, and Pediatric Academies of APTA. | Beyond experience and dedication to serving the profession and physical therapy education, the skills that I bring to this role are my ability to be analytical, visionary and a strong advocate. I believe that my experiences and leadership roles in the profession give me a unique perspective on challenges to transform education to meet contemporary expectations associated with health care. My ability to be visionary and analytical along with my leadership experiences, education, training and dedication to serve the profession, will help me work with others on the ACAPT Board to advance the ACAPT strategic plan. I have a good perspective on faculty development and leadership for the current and future generation and the importance of collaboration among the stake-holders in academic physical therapy. I will bring to the ACAPT my experience in leadership development including my ELI experience and other leadership development experiences. Additional opportunities and forums are needed beyond CSM, ELC, ELI and LAMP. Identifying resources and providing additional leadership development opportunities should be one of the ACAPT priorities. Reinforcing diversity into the ACAPT and profession is important and was highlighted by many leaders during the creation of the ACAPT few years ago. As an advocate of diversity and as a person from a minority culture, I believe that the diversity in the ACAPT and profession holds a myriad of opportunities to drive change in the profession and in the communities served by the enterprise of academic physical therapy. I see the challenges facing and raised by my leaders in physical therapy regarding balancing the growth of new programs against limited resources, the faculty shortage, limited clinical sites and clinical education capacity. As we have ventured into those issues, ACAPT should proactively transform education in ways that anticipate the changes in health care and the profession. The proactive strategy and planning is important to avoid frustration within the profession. ACAPT should engage in several short and long-term planning with established priorities to respond to a fluctuating professional environment. I believe that one of the priorities should include engaging the entire academic community in the transformative process for physical therapy education. I believe that a key to success in facing those issues is to utilize the power of education to transform health and to unify the academic enterprise. |

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| **NAME** Carole Tucker | **CANDIDATE STATEMENT** |
| Dr. Carole A Tucker is Associate Professor and Chair of the Physical Therapy Department in the College of Public Health at Temple University. She has been involved in DPT education for over 20 years, having served on faculty, as curriculum committee chair, and as Director of the Graduate Research Program in Physical Therapy and Neuromotor Science. She has over 35 years of clinical practice experience primarily in pediatrics and had been certified as a Pediatric Clinical Specialist (PCS) for 20 years. She is an active, successful researcher with funding from NIH, NSF, DoD, PCORI, Shriners Hospitals for Children, as well as the Foundation for Physical Therapy as a pre-doctoral awardee. Dr Tucker served on both the NEXT and CSM program committees for over 15 years including as Chair of the Program Chairs for CSM. She serves on the Functioning, Disability Reference Group of the World Health Organization (WHO) since 2010. Her research focuses on development and application of patient-report health outcome measures using modern measurement approaches, learning health systems, application of pattern recognition and machine learning to large data sets, and development and application of mHealth and eHealth systems. | I have served in leadership capacities within the physical therapy profession for several decades. My contributions are noted to be both innovative and collaborative. My skills and experience as a clinician, successful researcher, and academic leader have prepared me to serve ACAPT in advancing our strategic plan in the areas of academic innovation, and, knowledge to elevate health care. We are at a critical stage in PT education as physical therapists feel an increasing need to make the choice to either pursue a path of clinical expertise or of becoming a successful researcher. Given the high cost of extended study and preparation, few manage to advance our profession as hybrids and the lack of PhD trained faculty remains concerning. The need to encourage diversity in our profession - across faculty, students, experiences and academics to allow for the creativity and innovation that results with diversification is another pressing issue. Online education, meaningful clinical experiences, standardize outcomes and pragmatic research–physical therapy education needs continues to broaden and intensify. My experiences and training as an expert clinician, successful researcher, and academic leader across both clinical and engineering domains will support ACAPT’s multi-dimensional view of our professions future.  |

# **ACAPT Nominating Committee Member – one to be elected – 3 year term**

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| **NAME** Tricia Austin | **CANDIDATE STATEMENT** |
| Tricia Austin, PT, PhD, ATC, is Associate Professor and chair of the Department of Physical Therapy and Athletic Training at Saint Louis University. Dr. Austin is a physical therapist and certified athletic trainer. Dr. Austin is the secretary for the Early Assurance Consortium through the Academic Council of Physical Therapy (ACAPT) and task force member for addressing the shortage of research faculty through the Research-Intensive Programs in Physical Therapy Consortium through ACAPT. She has served as secretary of the Evidence-Based Practice Special Interest Group through the American Physical Therapy Association (APTA) Section on Research and as a member of the Communications Committee for APTA Section on Research. Her research is in the area of overuse bone injury and evidence-based practice. She has authored multiple peer-reviewed papers and presented information related to overuse bone injury and evidenced-based practice at international and national conferences. Her primary teaching is in the areas of kinesiology and professional development and her clinical practice has focused on musculoskeletal and sports physical therapy.  | I have a strong interest in contributing to the ACAPT strategic plan. I believe ACAPT serves an imperative role in representing, advocating, and promoting work for the betterment of our profession. I have been afforded the opportunity to serve in various faculty and administrative roles including chair, assistant program director, as well as university strategic planning initiatives and research growth initiatives. Associated responsibilities have included communication outreach, gathering and integrating multiple data points and perspectives, and setting and achieving outcomes of interest and importance. I believe these and other professional experiences would assist in successfully serving as a nominating committee member. While there are several impactful and important initiatives before ACAPT and our profession, I believe the continued focus on how we prepare physical therapists for leaders in our changing health care and higher education environment is critical – aligning with ACAPT’s strategic plan goal to “develop faculty and student learners who will lead and advocate for the physical therapy academic enterprise.” Additionally, efforts aimed to strengthen the clinical education enterprise with involvement of clinicians and academicians is of high importance– aligning with the strategic goal of “establish the framework needed to transform clinical education in physical therapy.” Thank you. |

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| **NAME** Deanna Dye | **CANDIDATE STATEMENT** |
| I began my physical therapy career in 1990 graduating from Boston University. I worked primarily in adult neuro with positions in rehabilitation centers, home health, and nursing homes. I have spent the majority of my career in academia beginning in 1996. My experience has been in the mountain west at two state institutions. I have served as an ACCE (3 years) and program director (2 years) at a PTA program in Wyoming; and as an ACCE (5 years), faculty member (14+ years) and current program director (3 years) at Idaho State University's DPT Program. Just prior to becoming the program director in 2016, I left academics and worked full-time in clinical care for 3 years. It was a challenging and yet extremely rewarding decision. My experience in the clinic renewed my passion for the profession and strong desire to move the profession forward. I graduated from the APTA's Educational Leadership Institute Fellowship, served on committees for the FSBPT, and held several positions at the state association level. My advanced degrees are in adult education and higher education leadership. My clinical interests are in vestibular rehabilitation, wound care, and chronic pain. My research interests are in measurement and critical reflection. | My background of being a faculty member, program director, and recent clinical experience, along with my knowledge of assessment and teaching and learning practices, enables me to engage in discussions from multiple perspectives. I also have recent (2018) CAPTE interactions through navigating the approval of a program expansion using videoconferencing technology. I believe I have the ability to reach out to stakeholders and encourage participation within the organization. A pressing issue being addressed as part of the process to transform clinical education within the ACAPT strategic plan, is the establishment of competencies. We need to continue to hone the definition and actual scope of entry-level practice through these clear competencies. The ACAPT strategic plan also contains processes to identify best pedagogical practice. Best practice will improve the efficiency and effectiveness of educational programs; enabling the most advanced practice upon graduation. The definition of entry-level, coupled with best educational practices, will help us identify if preparation can continue to be accomplished in a 3-year curriculum. Will more education be required? This concept should be debated while considering the cost of education and earning potential. Careful investigation with consideration of all stakeholders will be imperative to move the profession forward. |

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| **NAME** Karen Friel | **CANDIDATE STATEMENT** |
| Dr. Karen Friel, PT DHS received her Bachelor’s degrees in psychology and physical therapy from Stony Brook University and her Master’s and Doctoral degrees from the University of Indianapolis. She has published in peer-reviewed journals and presented her research nationally on biomechanics, management of the patient with amputation, and educational interests. She has received grants in excess of $1.7 million and is the recipient of NYIT’s Excellence in Teaching, Presidential Technology and Outstanding Leadership awards, as well as Stony Brook’s Outstanding Alumnus award. Dr. Friel has previously served as Chair of NYIT’s Department of Physical Therapy for 14 years and recently assumed the position as Director and Chair of the Department of Physical Therapy at Wingate University in NC. She has been an active member of ACAPT’s Early Assurance Consortium and recently served on its Nominating Committee. Dr. Friel has served as a Delegate to APTA’s House of Delegates and as a delegate to NYPTA’s Delegate Assembly. Dr. Friel has developed an orthopedic residency program, a transitional DPT program and Master’s degree programs in Brazil and Amman, Jordan, and has an extensive service record as an officer in NYIT’s Academic Senate and Co-chair of NYIT’s Middle States decennial reaccreditation. | My experience in higher education for the past 22 years, as Chair for the last 14, and leadership positions on numerous committees, has provided me significant insight into higher education administration and the cooperative relationships it takes to achieve positive outcomes. Having worked in both NY and NC, and building relationships with academic physical therapists throughout the country provides me with a broad- based pool of qualified applicants to reach out to as a member of the nominating committee. ACAPT’s strategic focus on academic innovation, knowledge and academic leadership and advocacy serve to both protect and promote academic physical therapy. Currently, there are threats to clinical education from CMS which must be resolved, CAPTE changes to admissions rules which have the potential to significantly and negatively impact departmental budgets, and innovative opportunities for new clinical education models to be explored. ACAPT’s strategic plan is in alignment with directing all of these issues to a positive resolution. Another pressing issue on which we must all work together is the mental health and wellness of our students and faculty. ACAPT can significantly influence this societal risk through research initiatives, educational programmatic design, supportive advocacy groups and intervention options.  |

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| **NAME** Sheri Hale | **CANDIDATE STATEMENT** |
| Dr. Sheri A. Hale graduated with a Bachelor of Science (Kinesiology: Athletic Training) from the Pennsylvania State University, a Master of Physical Therapy from the University of Pittsburgh and a Doctor of Philosophy (Kinesiology) from the Pennsylvania State University. In 2018, she graduated from the American Physical Therapy Association’s Education Leadership Institute Fellowship. Dr. Hale is currently an Associate Professor and Director of the Division of Physical Therapy in the School of Health Professions at Shenandoah University in Winchester, VA. She started teaching at Shenandoah University in 2004 in a split appointment serving the Division of Physical Therapy and the Division of Athletic Training. While at Shenandoah University, Dr. Hale has had the opportunity to serve on Faculty Senate, the Interprofessional Education Curriculum Workgroup, the University Curriculum Committee and many other committees and task forces. She has also been fortunate to chair the School of Health Professions Faculty Evaluation Committee and is charged with leading the development of a School of Health Professions Faculty Load Policy. As Director of the Division of Physical Therapy, she successfully led the Program through their recent CAPTE self-study and reaffirmation process. As a licensed Physical Therapist and licensed Athletic Trainer, her clinical expertise is in the areas of Orthopaedics and Sports. Her scholarship has focused on the clinical management of chronic ankle instability. Some of Dr. Hale’s professional service and leadership experiences have included: serving as a reviewer for several peer-reviewed journals, serving as an Item-Writer, Item-Writer Coordinator, and most recently as a member of the Exam Development Committee for the FSBPT.  | As a new Program Director, I have been excited by my exposure to ACAPT, its mission, vision, leadership and membership. I believe ACAPT, as an organization, is instrumental to the advancement and success of academic physical therapy. In order to advance PT and PTA education, I think it is crucial that we leverage the diversity in faculty, students and programs while aiming for our common goal of excellence in education.In my mind, the nominating committee has an important role in leveraging that diversity. Physical Therapy Education is offered by over 400 accredited PT and PTA programs. Each of these programs is unique and each of these programs adds value and perspective to our profession and educational landscape. When identifying and recruiting leaders for ACAPT, I think it is essential that we capture this breadth and depth of knowledge and experience. We are at an exciting time of growth and change. This is a time we need to continue identifying high-quality leaders that embrace change and can capitalize on the opportunities ahead of us. In order to engage these leaders, we need to make sure leadership opportunities are accessible to all. We need to make an effort to recruit and support leaders from all regions of the country, from all education models and those with unique experiences. We need to encourage all leaders to become involved in order to adequately represent, and benefit from, the vast programming offered in the United States. We have great strength as an academy and need to challenge ourselves to employ all of those strengths.As a recent graduate of the APTA Education Leadership Institute Fellowship, I am excited to use my leadership and organizational skills to give back to our profession and to help academic physical therapy strive for excellence. I am passionate about academic physical therapy and am inspired by the many different types of leaders and potential leaders of our profession. I would be honored to have a role in helping to identify candidates for our future ACAPT leadership. I appreciate your consideration for me as a member of the Nominating Committee.  |

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| **NAME** Joanne Katz | **CANDIDATE STATEMENT** |
| Joanne S. Katz, PT, DPT, PhD has been a member of the APTA 1977. She received a BA in Biology from University at Buffalo in 1977 and a Certificate in Physical Therapy from Columbia University in 1978. She received an MA in Applied Physiology from Columbia University in 1985, a PhD in Pathokinesiology from New York University in 1996, and a DPT from Stony Brook University in 2006. She is Chair and Associate Professor in the Physical Therapy Program at SUNY Downstate Medical Center where she has been a full-time faculty member since 1994. She was appointed Acting Chair in 1999 and Chair in 2005. Her area of clinical practice and research is in pediatrics. Dr. Katz has participated in the following APTA activities at the chapter, district and national level: New York Chapter (NYPTA): Delegate to Delegate Assembly (2001-present); Nominating Committee (2007-2010; 2016-2019); Research Committee (2010-2012); Secretary, NYPTA Academic Administrators Special Interest Group (1999-2000, 2008-2009); Co-Chair, NYPTA Academic Administrators Special Interest Group (2006-2008); Faculty Liaison to the Research Committee (2004); Judicial Committee (2003-2008); Lobby Day (2000, 2001, 2003-present). District: Corresponding Secretary (2003-2014); Faculty Liaison (2000-present). National: House of Delegates (2011, 2001, 2017, 2018); Lobby Day on Capitol Hill (2011) | I served on the Nominating committee of NYPTA in 2007-2010, and am serving in that position again, presently as the Chair of the committee. I would be privileged to work in this capacity for ACAPT. Through the NYPTA's Academic Administrators' SIG, I have networked with many PT program chairs throughout NY. I am also familiar with many Chairs from across the country from having attended Education section meetings over the years at APTA and CSM conferences, as well as ACAPT meetings in recent years at the ELC. If elected to the ACAPT Nominating Committee, I hope to be able to encourage qualified individuals to run for office. As a recent delegate to the APTA House of Delegates, I am aware of the important issue of best practice for physical therapist clinical education, as I read the ACAPT Annual Report to the 2017 House of Delegates. I have also attended NY/NJ Clinical Education Consortium meetings, and am aware of the challenges facing Directors of Clinical Education and physical therapist clinical education today. Best Practice for PT Clinical Education that includes clinical internship and mandatory postprofessional residency should continue to be a priority of ACAPT as our profession continues to evolve. |

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| **NAME** Alexis Ortiz | **CANDIDATE STATEMENT** |
| Dr. Ortiz is a Ph.D. trained and licensed physical therapist originally from Puerto Rico. He is been a licensed physical therapist in the state of TX since 2000. He received his bachelor of science in physical therapy in the year 2000 from the University of Puerto Rico-Medical Sciences Campus and his master’s and PhD in physical therapy from Texas Woman’s University in Houston, TX graduating in 2006. He has been a professor at the University of Puerto Rico (UPR), Texas Woman’s University, and UT Health. He has held the position of Program Director at both UPR and UT Health. He is been a board-certified sports physical therapist since 2006, a certified strength and conditioning specialist since 2002, and Fellow of The American College of Sports Medicine since 2014. He counts with over 35 peer-reviewed publications in the area of sports medicine and over 100 peer-reviewed abstract and presentations at regional, national, and international level. | As an academician in three CAPTE accredited programs and as program director in two of them under accreditation self-study reports and visits, I consider have the contemporary knowledge in PT education. In alignment with ACAPT’s academic innovation strategic planning goal, I consider all strategies must be inclusive of diversity to close the gap between clinician and patient/client. In the same manner, elevating the knowledge of health care, leadership, and advocacy requires prioritizing in encouraging and supporting new ideas and initiatives for the best evidence possible. All these could be accomplished by helping develop our current students to further develop professionally in the areas of clinical education, research, and advocacy.  |