

ENPHE 2025 Forum - Keynote Speakers

Keynote Speaker 1: Steven AMBLER, PT, DPT, PhD, MPH

Professor of Physical Therapy and Orthopaedic Surgery

Division Director of Education, DPT Program Director, Washington University School of Medicine

Title: Curriculum as a means: making the move to CBE

The physical therapy/physiotherapy profession has never had more opportunity to improve the health of our communities. After decades of a profession-wide effort to increase the autonomy of the physical therapist in the USA, physical therapists are trained to practice at the "doctoral" level. However, perceived unwarranted variation in practice and variability in academic physical therapy program structure is often cited as one reason for the gap between what we say we are trained to do versus what we actually do in practice. On a global scale the potential for variation is even greater, given the differences in educational models and degree types. In the interest of increasing public trust and improving clinical outcomes, calls for standardized outcomes across a continuum of professional education through competency-based education have gained momentum. Is CBE a solution to the challenge of variation while also allowing for regional differences and needs? This keynote will describe the why and how of transitioning to a CBE curriculum, while staying grounded in the principles of learning and professional formation.

Keynote speaker 2: Lynn FRANK, Coaching Psychologist , Trainer, Facilitator & Supervisor

Title: Supporting the Anxious Generation: Our Role as Educators and Institutions

We are teaching in an era defined by what many have called “The Anxious Generation”—a cohort of students navigating higher education amidst rising mental health challenges, digital saturation, social comparison, and the pressure to constantly perform. Within physiotherapy programs, these challenges are amplified

by the demands of academic rigor, emotionally charged clinical placements, and the expectation to care for others while still learning to care for themselves.

This keynote addresses the growing levels of anxiety among physiotherapy students through the lens of this generational shift. Most importantly, we will focus on practical, evidence-informed steps educators and institutions can take to respond not only through mental health support services, but by reimagining curriculum design, assessment methods, placement preparation, and academic staff -student relationships. This is a call to action: to move beyond awareness and toward transformation, creating learning environments where future physiotherapists can thrive personally, academically, and professionally.