**CURRICULUM VITAE**

**BIOGRAPHICAL**

**Name:** M. Kathleen Kelly, PhD, PT  **Birth Date:** April 30, 1961

**Birth Place:** Pittsburgh, PA

**Citizenship:** United States

**Business Address:** 100 Technology Dr., Suite 210, Pittsburgh, PA 15219

**E-Mail Address:** kkelly21@pitt.edu

**Business Phone:** (412) 383-6637 **Business Fax:** (412) 648-5970

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**EDUCATION and TRAINING**

***UNDERGRADUATE:***

1979-83 University of Pittsburgh B.S., 1983 Physical Therapy

Pittsburgh, PA.

***GRADUATE:***

1985-87 Hahnemann University M.S., 1987 Pediatric Physical Therapy

Philadelphia, PA.

1996-2002 University of Pittsburgh PhD, 2002 Rehabilitation Sciences/Neurobiology Pittsburgh, PA

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**APPOINTMENTS & POSITIONS**

***ACADEMIC:***

1991-1996 Department of Physical Therapy Faculty

Duquesne University

Pittsburgh, PA.

1997- present Department of Physical Therapy Faculty

University of Pittsburgh

Pittsburgh, PA.

1997-present LEND Center of Pittsburgh Training Faculty MCH Funded LEND Training Grant

University of Pittsburgh & Children’s Hospital

Pittsburgh, PA.

***NON-ACADEMIC:***

1983-1985 Children’s Hospital of Pittsburgh Physical Therapist

1984-1985 Care Unlimited Home Care Agency Physical Therapist

1985-1988 Children’s Hospital of Philadelphia Physical Therapist

1988-1991 Children’s Hospital of Philadelphia Clinical Research PT

1991-2018 Children’s Hospital of Pittsburgh Physical Therapist

(casual staff)

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**LICENSURE**

Pennsylvania Board of Physical Therapy 1983-present

License # PT005214-L

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**MEMBERSHIPS IN PROFESSIONAL & SCIENTIFIC SOCIETIES**

American Physical Therapy Association (APTA) 1982-present

*Section on Education; Pediatrics; Neurology; Research*

Pennsylvania Physical Therapy Association 1982- present

Society for Neuroscience 1992-2004

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**HONORS**

Graduate Student Recognition Award 1987

Hahnemann University - Department of Orthopedic Surgery and Rehabilitation

Departmental Award for Outstanding Academic Performance 1987

Hahnemann University - Department of Orthopedic Surgery and Rehabilitation

Section on Pediatrics Thesis Award 1989

American Physical Therapy Association

Dorothy Briggs Memorial Scientific Inquiry Award 1990

American Physical Therapy Association

Viva J. Erickson Scholarship for Doctoral Studies 1996

Foundation for Physical Therapy

Patrica Leahy Memorial Scholarship 1998

Neurology Section – APTA

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**PUBLICATIONS**

**REFEREED ARTICLES**

1. **Kelly MK**, Palisano RJ, Wolfson MR. The effects of a developmental physical therapy program on oxygen

saturation and heart rate in preterm infants. Phys Ther. 1989 June; 69(6): 467-474. PubMed PMID: 2727071

1. **Kelly MK**, Carvell GE, Kodger JM, Simons DJ. Sensory loss by selected whisker removal produces immediate disinhibition in the somatosensory cortex of behaving rats. J Neurosci. 15 October 1999; 19 (20): 9117-9125. PubMed PMID:10516329

1. **Kelly MK**, Carvell GE, Hartings JA, Simons DJ. Axonal conduction properties of antidromically identified neurons in rat barrel cortex. Somatosens Mot Res. 2001 18(3): 202-10. PubMed PMID:11562083
2. Rapport MJ, **Kelly MK**, Hankin TR, Rodriguez JW, Tomlinson SS. A shared vision for clinical education: The year-long internship. Journal of Physical Therapy Education. 2013

**PEER REVIEWED PRESENTATIONS**

1. Goldreich D, **Kelly MK**, Carvell GE, Simons DJ. Detecting whisker contacts during active touch.

Society for Neuroscience Annual Meeting, November 1995.

1. **Kelly MK**, Carvell GE, Simons DJ. Antidromic identification of efferent neurons in rat barrel cortex.

Society for Neuroscience Annual Meeting, October 1997.

1. Carvell GE, **Kelly MK,** Simons DJ. Thalamocortical response transformations in the whisker/barrel system during active touch. Society for Neuroscience Annual Meeting, October 1997.
2. **Kelly MK**, Hartings JA, Carvell GE, Simons DJ. Functional characteristics of cortico-thalamic neurons in the whisker/barrel system. Society for Neuroscience Annual Meeting, October 1999.
3. **Kelly MK**, Carvell GE, Simons DJ. Functional properties of PO and VB thalamic nuclei during active whisking in rats. Society for Neuroscience Annual Meeting, November 2001.
4. **Kelly MK.** Clinical Education Principles & Economic Models. APTA Annual Conference. June 2010
5. Delitto A, Irrgang JJ, **Kelly MK**, Miller DL, and Stevans J. Curriculum Redesign the in the Entry-Level Professional Physical Therapy Program: Teaching Students to put Evidence into Practice. All Together Better Health VII. June 6-8, 2014.
6. Fitzgerald LM, Delitto A, Hergenroeder AL, **Kelly MK**, Miller DL and Hankin TR. Clinical & Academic Faculty Collaboration. APTA Combined Sections Meeting. February 2014.
7. Irrgang JJ, Delitto A, and **Kelly MK.**  Integrating Evidence Based Practice & Performance Improvement to Prepare Students to Practice and Thrive in the Changing Healthcare Environment. APTA Combined Sections Meeting – *Preconference* *Course*: Knowledge Translation to Action. February 2014.
8. Arslanian LE, Deppler D, Euype S, **Kelly MK**, et al. Moving Clinical Education Forward: Preparing the Future DPT. APTA NEXT Meeting. June 2016.
9. Zeleznik H, Fitzgerald LM, and **Kelly MK**. Development of Performance Benchmarks to Standardize a Clinical Education Curriculum. Education Leadership Conference. October 2017.

**NON-PEER REVIEWED PUBLICATIONS**

1. **Kelly MK**. Neuroanatomical and neurophysiological correlates of minimal brain dysfunction.

Phys Occup Ther Pediatr. 1987; 7(4).

1. **Kelly MK**. Periventricular Leukomalacia. Phys Occup Ther Pediatr. 1988; 8(4).
2. **Kelly MK.** Demystifying research: Ethical issues in clinical research. Pennsylvania Physical Therapy AssociationNewsletter**.** Summer 1992.
3. **Kelly MK.** The Gross Motor Function Measure: A Means to Evaluate the Effects of Physical Therapy.

Neurology Report-*Abstract of Current Literature.* 1992; Vol 1.

1. **Kelly MK.** Single subject Research design: An alternative for the clinician researcher. Pennsylvania Physical Therapy Association Newsletter**.** Summer 2000
2. **Kelly MK.** InvitedCommentary on “Effect of Sensory Discrimination Training on Structure and Function in a in a Musician with Focal Hand Dystonia.” Physical Therapy Case Reports; 2000.
3. Feldman HM, Jaros K, **Kelly MK**, Ogonowski J, Oliver R, Rubin R, Shaikh N, Trovato CA. Building Partnerships: Interdisciplinary Problem-Based Learning for Health, Education and Community Service Personnel. UCLID Center at the University of Pittsburgh July 2003.

**INVITED PAPERS, BOOK CHAPTERS, AND REVIEWS**

1. **Kelly MK.** Children with ventilator dependence. In: Campbell SK, Palisano R, Vander Linden DW, editors. Physical Therapy for Children, 1st edition. WB Saunders; 1994. p. 663-685.
2. **Kelly MK.** Children with ventilator dependence. In: Campbell SK, Vander Linden DW, Palisano R, editors. Physical Therapy for Children, 2nd edition. WB Saunders; 2000. p. 711-733.
3. Fritz JM and **Kelly MK**. Evidence in Practice special Feature: What signs and symptoms can be used to differentiate low back pain of a musculoskeletal origin from a potentially more serious non-musculoskeletal condition in a 12-year-old girl? Phys Ther, 82 (5); 2002; p. 504-10.
4. **Kelly MK.** Physical therapy interventions: Practice pattern J: impaired ventilation, respiration and aerobic capacity and endurance secondary to respiratory failure in the neonate. In: DeTurk WE, Cahalin LP, editors. Cardiopulmonary Physical Therapy**.** McGraw Hill; 2004. p. 647-663.
5. **Kelly MK.** Children requiring long-term ventilator assistance. In: Campbell SK, Vander Linden DW, Palisano R, editors. Physical Therapy for Children, 3rd Ed. Saunders/Elsevier; 2006. p. 793-817.
6. **Kelly MK**. Bottom Line on “Reliability and validity of data for 2 newly developed shuttle run tests in children with cerebral palsy.” Phys Ther. 2006; 86 (8):p. 1108.
7. **Kelly MK**. Bottom Line on “Are teaching principles associated with improved motor performance in children with developmental coordination disorder? A pilot study.” Phys Ther. 2006; 86 (9): p. 1222.
8. **Kelly MK**. Bottom Line on “Temporal and spatial gait characteristics of children with Hurler Syndrome after umbilical cord blood transplantation." Phys Ther. 2007; 87(8).
9. **Kelly MK.** Bottom Line on “Movement training advances the emergence of reaching in infants born at less than 33 weeks of gestational age: A Randomized clinical trial." Phys Ther. 2008; 88(3).
10. **Kelly MK**. Bottom Line on “Gross motor development of children with Hurler Syndrome after umbilical cord blood transplantation.” Phys Ther. 2007; 87(11).
11. **Kelly MK.** Children requiring long-term ventilator assistance. In: Campbell SK, Vander Linden DW, Palisano R, editors. Physical Therapy for Children, 4th Ed. Saunders/Elsevier; 2011. p. 756-780.
12. **Kelly MK.** Children requiring long-term ventilator assistance. In: Palisano RJ, Orlin MN, Schreiber J, editors. Physical Therapy for Children, 5th Ed. Elsevier; 2017. p. 600-613.

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**PROFESSIONAL ACTIVITIES**

**TEACHING:**

***Department of Physical Therapy – DPT Program***

**1997-present PT 2055 Growth & Development I**

* Primary course instructor
* Taught once per year during 2nd summer term
* DPT students
* 2 credits
* ~60 students

The major emphasis of this course is on the examination, evaluation and treatment of children. General principles relating to growth and development of the major systems will be reviewed, in addition to common diseases and diagnoses affecting those systems. The students will learn to prioritize appropriate examination and intervention strategies for pediatric patients; interpret results of clinical findings; develop and prioritize problem lists; and formulate treatment goals that are functional and age appropriate. This course will specifically cover gross motor development of typically developing children; the musculoskeletal and cardiopulmonary systems. Students are expected to integrate the basic information covered in Musculoskeletal PT I and II and Cardiopulmonary PT I.

**1997-present PT 2056 Growth and Development II**

* Primary course instructor
* Taught once per year during 2nd fall term
* DPT students
* 2 credits
* ~60 students

This course is a continuation of PT 2055 with the major emphasis on the examination, evaluation and treatment of children with neuromuscular diagnoses and neurodevelopmental delays and disabilities. Diagnoses commonly seen in Pediatrics will be covered, as well as general examination and treatment strategies. The students will learn to interpret results of clinical findings in these patient groups; develop and prioritize problem lists; and formulate treatment goals that are functional and age appropriate. Students will also learn about specific practice settings unique to Pediatric practice. The students are expected to integrate the information presented in the Neuromuscular PT sequences.

**1999- present PT 2052 Pediatric Physical Therapy**

* Course coordinator/instructor
* Taught once per year during 2nd spring term
* DPT students
* 3 credits
* ~10 students

This course provides an overview of infant and child development from a behavioral, social, emotional, cognitive and motor perspective. The student will gain an appreciation of the unique interaction of a child and their environment throughout development, and in the presence of a disease or disability. In addition, topics relevant to the contemporary practice of Pediatric Physical Therapy are discussed. Students are expected to integrate the information from this elective course with the Pediatric content in PT 2063 in order to demonstrate entry level skills in the evaluation and management of common pediatric diagnoses. This elective course will also include opportunities for the students to spend time in a pediatric setting where they will be expected to independently evaluate pediatric patients and develop an appropriate treatment plan given the child’s age, diagnosis and psychosocial status.

**2016-2019 PT 2088 Special Topics**

* Course coordinator
* Taught once per year during 2nd spring term (duration of training grant)
* DPT students
* 1 credit
* ~60 students

The *Special Topics* course is divided into 2 separate and distinct modules. The purpose is to provide students with a fundamental understanding of two major areas that impact their future practice as physical therapists. The first module covers the clinical innovations and translation of emerging science(s) in the field of rehabilitation. In this course, students are introduced to the work being done in regenerative medicine and specifically the impact on rehabilitation of musculoskeletal and neurological conditions.

The second module (begins March 4th) covers the broad topic of psychologically informed physical therapy practice. Students will become familiar with cognitive behavioral therapy approaches as well as motivational interviewing techniques with the goal of enhancing their awareness of psychosocial factors that influence the patient outcomes. The content will also include information and training on the SBIRT model, designed to identify individuals across a continuum of substance abuse.

The course is organized and delivered in a seminar-based format with the expectation of student engagement and during the discussions.

***Department of Physical Therapy - Master of Science: Neuromuscular track***

**2009-10 HRS 2356 Concepts of Sensorimotor Control**

Teaching assistant to primary instructor

**2009-present HRS 2306 Motor Learning and Control**

Lecturer for ‘Movement Disorders in Children’ [2.5 hours in fall term]

**2009-present HRS 2312 Seminar in Neurologic PT**

Lecturer for ‘Cerebral Palsy: Classification and Prediction’ [ 2 hours in summer term]

***Other:***

**2001 I&L 2594 Interdisciplinary Leadership Seminar**

* + - 2 credits
    - ~15 students

I was jointly responsible for coordinating this course during a faculty’s sabbatical. This course met for 2 hours per week during the fall term. This seminar provided an opportunity to study and analyze current issues affecting children with neurodevelopmental disabilities, their families, and their communities. Within a framework of interdisciplinary, family-centered and cross-cultural principles, the seminar examined issues related to the neurodevelopmental disabilities across the life span.

**2009-2018 Reh Sci 1018 Survey of Health & Rehabilitation Professions**

* + - 2 credits
    - ~20-35 students

Responsible for providing an overview of the Physical Therapy profession for undergraduate students on the Oakland campus.

**2009-2018 OT 2108 Clinical Neurology and Orthopedics (MOT program)**

Lecturer for ‘Management of Children with Spina Bifida’ [ 2 hours in spring term]

**2011-16** **Robert Morris University, School of Education**

Lecturer for ‘Motor Development in Children’

~18-25 students

**2019** **Robert Morris University, School of Education**

Invited panel discussant – ‘Managing in Diverse Instructional Environments’

EDML 8220 (PhD program in Instructional Management and Leadership)

***Doctoral Dissertation Committee Member***

1. Ann Coffaro, PhD

School of Education – Early Intervention

2009

Committee Chair- Louise Kaczmarek, PhD

‘Role of Maternal Locus of Control as a Predictor of Family Outcomes’

1. Shiyao Gao, PhD student

Graduate School of Public Health - Epidemiology

2017-present

Committee Chair – Steve Wisnewski, PhD

‘The impact of rehabilitation after hospital discharge on neuropsychological, functional and quality-of-life outcomes in children with severe traumatic brain injuries’

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**RESEARCH/GRANTS**

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| --- | --- | --- | --- | --- |
| MCJ-429414 | *University, Community, Leaders and Individuals with Disabilities*  The UCLID Center at the University of Pittsburgh | Core Faculty/Training Coordinator  15% | 7/1/99-6/30/04 | MCH  $900,000 |
| 2T73MC00036-04 | *University, Community, Leaders and Individuals with Disabilities*  The UCLID Center at the University of Pittsburgh | Core Faculty/Training Coordinator  15% | 7/1/99-6/30/04 | MCH/HRSA  $1,750,000 |
| 5T73MC00036-10-007 | *University, Community, Leaders and Individuals with Disabilities*  The UCLID Center at the University of Pittsburgh | Core Faculty/Training Coordinator  15% | 7/1/05-6/31/06 | MCH/HRSA  $400,000 |
| 2 T73MC00036-15-00 | LEND Center of Pittsburgh | Core Faculty/Training Coordinator  12% | 7/1/11-6/30/16 | MCH/HRSA  $514,511 |
| 1H79TI026423-01 | SBIRT Training Grant | Core Faculty  9.42%  Curriculum Committee and Council of Directors  5% | 7/1/2016-2021  9/30/16-9/29/19 | HHS/SAMHSA  $222, 241 |

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**SERVICE**

**University**

2004-2014 Senate Educational Policies committee (SEPC) Working Group Co-Chair

2008- present Provost Office Calendar Committee

2009-2014 Chair, Senate Educational Policies Committee

2010-12 University Steering Committee for Middle States Accreditation

2010-12 Co-Chair, Working Group “*Using Assessment to Improve the Student Experience*”

2011 Nationality Room Scholarship Committee

2011-2014 Faculty Representative - Board of Trustees Student Affairs Committee

2011-2014 Member, University Planning & Budgeting Committee

2012-13 University of Pittsburgh Web Advisory Committee

2014-16 Pro Tem member – Senate Educational Policies Committee

2014-present Senate Committee – Plant Utilization & Planning

2015-2019 Member, University Planning & Budgeting Committee (Parameters Sub-committee)

2015 Digital Ethics Working Group of the University Senate

2015-present Provost Office - Task Force on Technology Accessibility

2016-19 Co-Chair, Senate Plant Utilization & Planning Committee

2016-17 Provost Office - Middle States *Periodic Review Report* Committee

2016-present Faculty Representative – Board of Trustees Property & Facilities Committee

2017-present Member, Electronic Information and Technology Accessibility Committee

2018- present Member, Recreation/Wellness Facility Steering Committee

2019 -present Member, Parking Rates Advisory Group

2019 Invited Member, Search Committee– Senior Vice Chancellor for the Health Sciences, and John & Gertrude Petersen Dean, School of Medicine

**School**

1999-present Faculty Advisory for Recruitment and Admissions Committee

2000-06 SHRS Academic Integrity Board

2002-05 SHRS Executive Committee

2002-present Mentor, Rehab Science undergraduate students

2004-06 B.S. in Rehab Science Advisory Committee

2004-06 Council on Entry-level Professional Education

2006-2016 Academic Policies Committee

2010-12 Chair/ Chair-elect, SHRS Executive Committee

2011-2014 SHRS Space Planning Committee

2014-present SHRS Diversity Committee

2016 Moderator, PhD Comprehensive Exam

2016-18 Ad Hoc Promotion Committee

2018 Faculty Search Committee (Athletic Training)

2018- present Educational Excellence Advisory Committee

2019 Faculty Judge – 1st Annual SHRS 3MT Competition

**American Physical Therapy Association**

*Section on Pediatrics (now Academy of Pediatric PT)*

1989-95 Research Committee

1991-99 Program Chairman

2010-2013 Clinical Practice Guidelines- Work Group member and Reviewer

*Neurology Section (now Academy of Neurologic PT)*

1991-98 Nominating Committee, Brain Injury Special Interest Group

*Private Practice Section*

2011-present Entry-level Clinical Internship Taskforce member

*American Council of Academic Physical Therapy (ACAPT)*

2015-2019 DPT Terminal Internship Consortium member

**Pennsylvania Physical Therapy Association**

1984-85 Education Committee – Southwest District

1991-93 Research Committee

1997-2003 Education Committee – Southwest District

2001-03 Chair, Education Committee – Southwest District

2004-07 Nominating Committee – Southwest District

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**CONSULTATIVE & ADVISORY POSITIONS**

2007-2009 Consultant Reviewer – Texas Higher Education Coordinating Board