



DOCTOR OF PHYSICAL THERAPY STUDENT HANDBOOK

2022 – 2023

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ABOUT THIS STUDENT HANDBOOK

THIS HANDBOOK SETS FORTH THE GENERAL GUIDELINES OF HAWAI'I PACIFIC UNIVERSITY'S DOCTOR OF PHYSICAL THERAPY PROGRAM. IT IS NOT AN EXHAUSTIVE, ALL INCLUSIVE SET OF HAWAI'I PACIFIC UNIVERSITY'S POLICIES AND REQUIREMENTS FOR THE PROGRAM. OTHER DOCUMENTS AND POLICIES MAY APPLY TO STUDENTS IN THE PROGRAM AND SUCH POLICIES ARE SUBJECT TO CHANGE AT ANY TIME, WITHOUT NOTICE. THIS HANDBOOK DOES NOT CONVEY ANY CONTRACTUAL RIGHTS IN, TO OR UPON ANY STUDENT. THESE POLICIES APPLY TO ALL STUDENTS ENROLLED IN DPT COURSES. IF YOU HAVE SPECIFIC QUESTIONS ABOUT THIS HANDBOOK OR ANY REQUIREMENT OF YOU, YOU ARE INSTRUCTED TO RESOLVE SUCH QUESTIONS BEFORE ENROLLING IN THE PROGRAM.

ACADEMIC CALENDAR: CLASS OF 2024	
Summer 2022: 8B	
Orientation	June 29 – July 1, 2022
Term begins	July 3, 2022
Holiday: Independence Day	July 4, 2022
Onsite Lab Immersion	August 14-27, 2022
Term ends	August 27, 2022
Fall 2022: 8A	
Term begins	August 28, 2022
Holiday: Labor Day	September 5, 2022
Onsite Lab Immersion	October 16-22, 2022
Term ends	October 22, 2022
Fall 2022: 8B	
Term begins	October 23, 2022
Holiday: Veteran's Day	November 11, 2022
Holiday: Thanksgiving	November 24-25, 2022
Onsite Lab Immersion	December 4-17, 2022
Term ends	December 17, 2022
Spring 2023: 8A	
Term begins	January 9, 2023
Holiday: Martin Luther King, Jr Day	January 16, 2023
Onsite Lab Immersion	February 19 – March 4, 2023
Term ends	March 4, 2023
Spring 2023: 8B	
Term begins	March 12, 2023
Holiday: Kuhio Day (Observed)	March 27, 2023
Onsite Lab Immersion	April 23 – May 6, 2023
Term ends	May 6, 2023
Summer 2023: 8A	
Term begins	May 7, 2023
Holiday: Memorial Day	May 29, 2023
Holiday: Kamehameha Day (Observed)	June 12, 2023
Onsite Lab Immersion	June 18 – July 1, 2023
Term ends	July 1, 2023
Summer 2023: 8B	
Term begins	July 2, 2023
Clinical Experience I	July 2 – August 26, 2023
Holiday: Independence Day	July 4, 2023
Term ends	August 26, 2023
Fall 2023: 8A	
Term begins	August 27, 2023
Holiday: Labor Day	September 4, 2023
Onsite Lab Immersion	October 16-21, 2023
Term ends	October 21, 2023
Fall 2023: 8B	
Term begins	October 22, 2023
Holiday: Veteran's Day (Observed)	November 10, 2023
Holiday: Thanksgiving	November 23-24, 2023
Onsite Lab Immersion	December 4-16, 2023
Term ends	December 16, 2023
Spring 2024: 8A	
Term begins	January 7, 2024
Holiday: Martin Luther King, Jr Day	January 15, 2024
Clinical Experience II	January 7 – March 2, 2024
Term ends	March 2, 2024
Spring 2024: 8B	
Term begins	March 10, 2024
Clinical Experience III	March 10 – May 4, 2024
Holiday: Kuhio Day	March 26, 2024
Term ends	May 4, 2024
Summer 2024: 8A	
Term begins	May 5, 2024
Clinical Experience IV	May 5 – June 29, 2024
Holiday: Memorial Day	May 27, 2024
Holiday: Kamehameha Day (Observed)	June 11, 2024
Term ends	June 29, 2024

1.0: INTRODUCTION

1.1.0 HISTORY OF THE COLLEGE OF HEALTH & SOCIETY

Hawai'i Pacific University began in 1965 as Hawai'i Pacific College, an independent, non-sectarian liberal arts college. In 1972, the growing college expanded to include a School of Business Administration and in 1973 received its first Western Association of Schools and Colleges (WASC) accreditation. The college continued to grow rapidly, adding an English Foundations Program and a group of satellite programs on military bases. With approximately 30 associate and bachelor's programs/fields of study in place, and with two master's programs up and running, Hawai'i Pacific College became Hawai'i Pacific University in 1990.

In the summer of 1992, Hawai'i Pacific University merged with the other independent liberal arts college on Oahu, Hawai'i Loa College (HLC). The merger added an additional contingent of liberal arts students, a major in marine science, pre-professional programs, and a professional program - a Bachelor of Science in Nursing.

July 1st, 2009 the School of Nursing became the College of Health & Society, providing both nursing and Health Sciences bachelor's degrees at the undergraduate level. The MSN program was initiated in the fall of 1998 and currently graduates 20 - 25 Family Nurse Practitioner students per year.

In July 2014, the School of Social Work joined the College. The School of Social Work is comprised of both the BSW and MSW programs and is fully accredited by the Council on Social Work Education. During that time, the Health Sciences program was converted to a Public Health program, and the Master's in Public Health (MPH) Online Program launched Fall 2016.

A new name for the College, reflective of the various health-related programs was developed and approved effective August 17, 2015: the College of Health & Society. The current Dean of the College of Health & Society is Dr. Halaevalu Vakalahi.

The Doctor of Nursing Practice program was launched Fall 2017 and was the first doctoral program offered by Hawai'i Pacific University. During the Fall of 2018, the DNP program was accredited by the Commission of Collegiate Nursing Education (CCNE).

The Doctor of Physical Therapy program was launched Summer 2022 after achieving pre-accreditation status by the Commission on Accreditation of Physical Therapy Education (CAPTE). The founding and current DPT Program Director is Dr. Tricia Catalino.

1.2.0 HAWAI'I PACIFIC UNIVERSITY, MISSION, VISION, & VALUES STATEMENTS

University Mission: Hawai'i Pacific University is an international learning community set in the rich cultural context of Hawai'i. Students from around the world join us for an American education built on a liberal arts foundation. Our innovative undergraduate and graduate programs anticipate the changing needs of the community and prepare our graduates to live, work, and learn as active members of a global society.

University Vision: Hawai'i Pacific will be consistently ranked among the United States' top 10 Western, independent, comprehensive universities, leveraging its geographic position between the Western and Eastern hemispheres and its relationships around the Pacific Rim to deliver an educational experience that is distinct among American campuses.

University Values: The faculty, staff, students and overall university community of Hawai'i Pacific embrace the following values as representative of the spiritual, ethical and philosophical principles that support our community as well as of the aspirational ideals to which we collectively aspire. Expressed both in Hawaiian and English, they are as follows:

Pono, meaning righteous, honest and moral and an energy of necessity. Within the Hawai'i Pacific University community, it also stands for truth and ethics, trust and respect, civility, transparency, gratitude, acceptance and purposefulness.

Kuleana, meaning responsibility and rights and concern for all interests, property and people. Within the Hawai'i Pacific University community, it also stands for sustainability, student focused, value added, academic rigor, state of the art, stewardship and shared governance.

Aloha, meaning hello, goodbye, love, kindness and grace, unity, humility, patience and waiting for the right moment. Within the Hawai'i Pacific University community, it also stands for shared future/goals, collaboration, decisive, disciplined, culture of accomplishment and valuing university communities.

1.3.0 COLLEGE OF HEALTH & SOCIETY MISSION, VISION & VALUES

College Mission: The CHS is committed to educating competent and caring professionals in the practice of health promotion and healthcare. Graduates are life-long learners and leaders dedicated to delivering holistic care in the spirit of aloha for a global community.

College Vision: The CHS will be ranked in the top nursing and health science programs delivering a distinct transcultural healthcare educational experience.

College Values: The CHS is committed to HPU's values of pono, kuleana, and aloha.

1.4.0 DOCTOR OF PHYSICAL THERAPY PROGRAM MISSION AND VALUES

DPT Program Mission: Hawai'i Pacific University's innovative Doctor of Physical Therapy program develops movement specialists who provide evidence-informed, collaborative, and empathic care. We are committed to building a professional 'ohana of diverse and open-minded leaders who anticipate and respond to the needs of the global community.

DPT Program Values:

The faculty, staff, and students of the DPT program are dedicated to HPU's values of *pono*, *kuleana*, and *aloha*, and those of the physical therapy profession. Our program values promote academic, personal, and moral growth within a safe, challenging, and responsive community.

Our core professional values of accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility encompass our expectations for professional behaviors in physical therapy education and practice.

Likewise, our ethical values are delineated in the Code of Ethics for the Physical Therapist and serve as the foundation for ethically informed problem solving and decision-making. We will work diligently to model and instill these values in our students and hold them accountable for demonstrable professional behaviors in academic, clinical, and professional environments.

These values and attitudes provide the basis for interacting with patients, colleagues, and communities and are the stimuli for lifelong learning and contribution to the physical therapy profession.

1.5.0 GOALS AND EXPECTED OUTCOMES

The *goal of the curriculum* is to develop future Doctors of Physical Therapy who provide evidence-informed, collaborative, and empathic care and who anticipate and respond to the needs of the global community. *Program goals* demonstrate the commitment to teaching and modeling these professional behaviors and establishing the conditions necessary for academic excellence. *Faculty goals* set the expectation to facilitate active student learning and engagement of these behaviors by effectively modeling them in personal and professional performance. *Student goals* establish the expectation to learn, develop, and succeed in these key professional behaviors and accomplishments. *Graduate goals* outline the ultimate expectation of HPU DPT graduates to fulfill the mission of the DPT program.

HPU DPT Program Goals and Outcomes: HPU will deliver an accredited DPT program that embraces the core values of the profession and the university.

Program Goal 1: Enroll and graduate a diverse student body to support the demand for physical therapists in Hawai'i and the Western US (Arizona, Alaska, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming).

Program Outcome 1a: Graduate qualified entry-level physical therapists.

Level of Achievement:

- 1) Program achieves at least an 85% graduation rate for every cohort. (Data collected immediately upon graduation)
- 2) Program achieves at least 85% first time licensing exam pass rate for every cohort. (Data collected upon licensure exam)

Program Outcome 1b: Enroll and graduate students who are representative of the demographics of Hawai'i and the Western US.

Level of Achievement:

- 1) Compare the demographics of the student population relative to the demographics of the Hawai'i and the Western US population. (Demographics will be reported and evaluated during the annual DPT Strategic Planning meeting)
- 2) The program adopts new or improves at least one activity to improve holistic student admission or student retention processes that meet the changing demographics of the population. (Activity will be reported and evaluated during the annual DPT Strategic Planning meeting)
- 3) Five percent of students that enroll and graduate from the program in 2025 identify as Native Hawaiian or Pacific Islander (Data collected from admission applications)

Program Outcome 1c: Graduate students who work as licensed physical therapists in Hawai'i or the Western US.

Level of Achievement:

- 1) 75% of graduates report working as licensed physical therapists in Hawai'i or the Western US during their first year of graduating from the program. (Data collected via graduate survey one year post graduation)
- 2) 50% of graduates report working as licensed physical therapists in Hawai'i or the Western US during the first three years of graduating from the program. (Data collected via graduate survey three years post-graduation)

Program Goal 2: Develop exemplary career-focused physical therapists through innovative educational and clinical learning experiences.

Program Outcome 2a: Integrate innovative technologies and andragogy into all courses to include blended, distance, and clinical education courses.

Level of Achievement:

- 1) 100% of courses employ instructional technologies that support student learning. (Data collected from course evaluations)

Program Outcome 2b: Integrate intentional educational experiences to model the professional scope of physical therapy.

Level of Achievement:

- 1) Program sponsors at least one professional service event annually for faculty and student participation. (Data collected at the time of the event)
- 2) Program requires 100% of students to participate in at least one local, state, or national APTA conference event to prepare students for a professional career. (Required assignment embedded in Capstone course)

- 3) Program integrates at least one interprofessional educational activity within the curriculum and reviews its effectiveness annually. (Data collected at Annual Curriculum Review)

Faculty Goal: Demonstrate a commitment to excellence and professionalism through lifelong learning, service, and scholarship.

Faculty Outcome: Faculty demonstrate activity in learning, service, and scholarship of teaching and learning, application, engagement, discovery, or integration.

Level of Achievement:

- 1) 100% of core faculty participate in annual professional development activities that support teaching responsibilities and the maintenance of clinical competencies and/or specializations. (Data collected from activity reports conducted each semester)
- 2) 50% of core faculty hold leadership or committee positions in professional or community organizations. (Data collected during the annual report and program assessment activities)
- 3) 100% of core faculty will disseminate a minimum of one scholarly activity every two years. (Data collected during annual performance evaluations)

Student Goal 1: Demonstrate professional behaviors of the physical therapy profession.

Student Outcome 1: Demonstrate safety, professional ethics, initiative, and effective communication to understand and motivate patients/clients and enhance clinical outcomes.

Level of Achievement:

- 1) 90% of students demonstrate a level of “met the clinical benchmarks” for all professional behavior categories upon completion of the final clinical experience. (Data collected from PT Clinical Internship Evaluation Tool (CIET) data following Physical Therapy Practice IV)

Student Goal 2: Demonstrate a commitment to evidence-informed care in both academic and clinical preparation consistent with the professional scope of physical therapy practice.

Student Outcome 2: Demonstrate effective performance and knowledge related to physical therapy examination, evaluation, diagnosis/prognosis, and interventions to enhance clinical outcomes.

Level of Achievement:

- 1) 90% of students pass DPT 8940 Physical Therapy Practice IV (terminal clinical education course) and progress their clinical performance of PT CIET criteria to meet program expectations for all professional practice courses. (Data collected from composite PT CIET data following DPT 8940 Physical Therapy Practice IV)

- 2) 85% of students achieve a passing score on the Practice Exam & Assessment Tool (PEAT) before graduation. (Data collected from DPT 8340 Capstone II)

Graduate Goal: Demonstrate a commitment to professional leadership, lifelong learning, and evidence-informed care.

Graduate Outcome: Graduates pursue professional leadership roles, post-professional learning opportunities, and clinical specialization.

Level of Achievement:

- 1) 50% of licensed graduates are enrolled in or have completed a post-professional residency, fellowship, advanced education degrees, clinical certifications, or other specialization within three years of graduation. (Data collected from 3- year graduate surveys)
- 2) 20% of graduates will hold leadership or committee positions in professional or community organizations within three years of graduation. (Data collected from annual and 3-year graduate surveys)
- 3) 90% of graduates will be active members of a professional organization (Data collected from annual and 3-year graduate surveys)

1.6.0 ACCREDITATION STATUS

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Hawai'i Pacific University is seeking accreditation of a new physical therapist education program from CAPTE. On June 1, 2021, the program submitted an Application for Candidacy, which is the formal application required in the pre-accreditation stage. Submission of this document does not assure that the program will be granted Candidate for Accreditation status. Achievement of Candidate for Accreditation status is required prior to implementation of the professional phase of the program; therefore, no students may be enrolled in professional courses until Candidate for Accreditation status has been achieved. Further, though achievement of Candidate for Accreditation status signifies satisfactory progress toward accreditation, it does not assure that the program will be granted accreditation.

2.0: PROGRAM REQUIREMENTS

2.1.0 TECHNICAL STANDARDS

Technical Standards: The Technical Standards of Hawai'i Pacific University's Doctor of Physical Therapy Program (non-academic prerequisites) define the essential functions that an applicant must be able to perform to be admitted to the DPT Program, to progress satisfactorily, and to graduate. Upon matriculation, students must attest to meeting the Technical Standards and Essential Functions of the physical therapist student.

Essential functions of the physical therapist student refer to all non-academic criteria that are necessary to participate in the educational program. These include basic motor and communication skills, intellectual abilities, behavioral and social attributes, and other requirements. Listed below are considered minimum abilities required in the educational process of a physical therapist. The integrity of the curriculum must be maintained, and those elements deemed essential to the education of a physical therapist must be required and completed. In developing these criteria, the DPT Program faculty affirm the following expectations of our admissions candidates:

Observation: A student must be able to observe and monitor fellow students, patients, simulated patients, caregivers, volunteers, and faculty. The essential observation functions require the use of senses (e.g. vision, hearing, touch, smell) and include, the student must be able to:

- Observe movement patterns, activities and behaviors.
- Observe signs related to physical status (e.g. vital signs, symmetry and condition of the skin, soft tissue & wounds) and behavioral status (e.g. facial expressions, tone & volume of voice).
- Read information, in virtual and face to face classrooms and clinical environments such as course materials, patient medical record, diagnostic tests, dials, displays and equipment related to patient care.

Communication: A student must communicate in a professional manner that meet the needs of the target audience (fellow students, faculty, staff, patients, caregivers, health care team members, policy makers & third-party payors) in written, verbal and nonverbal forms. The essential communication standards include, the student must be able to:

- Receive and respond to verbal and written communications in an appropriate and professional manner.
- Obtain and report information verbally and in writing using the English language.
- Participate in student, curricular and community group activities.
- Apply teaching principles for patients, caregiver or simulated caregiver skill development to manage patients and simulated patients in academic and clinical activities.

Physical Performance Skills: A student must have sufficient mobility, coordination, gross and fine motor skills to manage heavy or immobile patients or simulated patients and equipment necessary for academic and clinical activities typically performed by a physical therapist. These essential physical performance functions include, the student must be able to:

- Safely lift, push, pull and carry heavy or immobile patients.
- Generate and apply force (strength and power) with all body parts.
- Move their body with adequate joint and soft tissue range of motion and flexibility.
- Apply timely reactions to maintain safety to self and others.
- Apply body mechanic principles to maintain safety to self and others.
- Apply fine motor skills and hand dexterity to safely perform examination and therapeutic interventions.

Cognition: A student must have the requisite cognitive abilities necessary for timely problem solving, safety judgment, and reasoning in academic and clinical settings. The essential cognitive functions include, the student must be able to:

- Measure, calculate, analyze, comprehend, integrate, and synthesize a large body of knowledge.
- Assimilate, understand and integrate information from multiple sources such as textbooks, published literature, internet, and presentations.
- Select and utilize appropriate verbal, non-verbal, and electronic communications.
- Utilize critical thinking skills and create effective solutions in all levels of the program.
- Assess self-performance to continually improve professional skills and implement plans for professional growth and development.

Behavioral and Social Attributes: A student must possess maturity, emotional health, and physical abilities required to fulfill all responsibilities in academic and clinical settings. Essential behavioral and social functions include, the student must be able to:

- Act in an ethical, legal, and responsible manner consistent with the Core Values and Professional Behaviors outlined by the American Physical Therapy Association.
- Engage in patient care delivery in all settings and deliver care to all patient populations including but not limited to children, adolescents, adults, vulnerable adults, or persons with developmental disabilities.
- Demonstrate behaviors that protect the safety and well-being of fellow students, faculty, staff, patients, simulated patients, and caregivers.
- Recognize and demonstrate respect for cultural, ethnic, ethical, and value differences among students, faculty, staff, patients, caregivers, and other health care professionals.
- Participate in collegial productive group and team activities with diverse populations.
- Manage personal and work-related stresses that may be physically, emotionally, psychologically or intellectually challenging in a timely professional manner.
- Demonstrate flexibility and adaptability to changing situations and uncertainty.
- Always maintain personal hygiene.
- Adhere to timeliness and attendance requirements.
- Transportation and access to curricular on-campus and off-campus locations.

2.2.0 COMPUTER REQUIREMENTS

Students are required to have a laptop computer **and** a mobile device that meet the following specifications.

Laptop Computer. A laptop computer, with Windows or Apple/Macintosh operating systems, is acceptable. The following is a list of **minimum** requirements:

	Windows	Mac
Processor	i5 or faster	i5 or faster
Display	13-inch display <i>(or larger recommended)</i>	13-inch display <i>(or larger recommended)</i>
Hardware	Webcam capabilities required	Webcam capabilities required
Operating System	Windows 10 or higher	Apple OS 10.10 or higher
RAM	8GB (or larger)	8GB (or larger)
Hard Drive	256GB (or larger)	256GB (or larger)
Networking	<u>Wireless</u> : 802.11g (or higher)	<u>Wireless</u> : 802.11g (or higher)
Carrying Case	Quality case suggested for your protection	Quality case suggested for your protection
Warranty	3 Yr. Limited Warranty with Next Business Day On-Site Service is suggested	AppleCare Protection Plan for up to 3 years is suggested
Flash Drive	32GB (or larger) USB Flash Drive	32GB (or larger) USB Flash Drive
Software	Microsoft Office 365 (Available for free download from HPU student email account.)	Microsoft Office 365 (Available for free download from HPU student email account.)
	Anti-Virus & Malware Software	Anti-Virus & Malware Software
	Acrobat Reader	Acrobat Reader
	Other computer software/ applications required by the program	Other computer software/ applications required by the program

Mobile Device. Android and Apple products are acceptable and must have mobile broadband capabilities. Please see below for example products:

- Android - Example products include phones and tablets from Acer, ASUS, Google, HTC, and Samsung. Android operating system version 6.0 or newer required.
- Apple - Example products include the iPhone and iPad of various generations. Apple operating system version 9.0 or newer required.
- Microsoft - Products such as Surface, Surface Pro, and Lumia devices are NOT supported as multiple software applications required for the program are not currently compatible with Windows operating systems.

Additional Requirements

- Students are required to have the laptop computer and mobile device in their possession at the time of the Doctor of Physical Therapy Program Orientation.
- Software is required that enables viewing and editing frequently used file types including Microsoft files (Word, PowerPoint, and Excel) and portable document files (PDFs). Even while using the most compatible applications, some software and applications may not be fully compatible with all hardware and across all platforms. For example, Adobe Flash files may not run on some Apple and Android operating systems. In these situations where incompatibility results, it is the student's responsibility to view any required files utilizing compatible hardware. All assessments, with the exception of certain lab exams, contributing to >5% of the final course grade will be administered via a secure-testing computer software. Students will download and register secure-testing software to their personal laptop computers during the onsite orientation. Tablets and mobile devices cannot be used for computer-based testing.
- A variety of mobile device applications are required for use throughout the program.
- Mobile broadband capability for the mobile device is suggested to provide an internet connection when a local wireless network is not available.

2.3.0 CRIMINAL BACKGROUND CHECKS AND DRUG TESTING

Criminal background checks and drug testing are becoming mandatory at medical institutions as a requirement of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). Individuals working in health care facilities often must consent to and be cleared to work through criminal background investigations and/or drug screenings. This is also a common policy/requirement in many physical therapy corporate entities and individual clinics.

The HPU DPT Program requires all students to complete a criminal background check prior to formal enrollment or matriculation in the DPT program. An additional background check and/or drug test may be required prior to beginning clinical experiences in year two of the program. Applicants should be aware that a prior criminal background could restrict the ability to obtain professional state licensure. Acceptance into the DPT program does not imply or guarantee that a student will be able to obtain such licensure.

2.4.0 HEALTH INSURANCE

Students are responsible for purchasing and maintaining health insurance coverage during their entire tenure in the DPT Program. Students must provide verification of personal health insurance to the DPT program to be kept on file.

All clinical experiences require health and immunization information to be provided to clinical facilities prior to the clinical rotation. Students should also have a copy of the form on their person the first day of the rotation. Please note that students without health insurance cannot be permitted to participate in patient contact activities both in the didactic and clinical phase, and therefore cannot successfully complete the program.

The health insurance marketplace provides information about available health insurance plans in the United States. To be eligible to enroll in health coverage through the Marketplace, you must live in the United States; must be a U.S. citizen or national (or be lawfully present); and cannot be incarcerated. To see if you are eligible and what is available in your state, go to <https://www.healthcare.gov/> or contact 1-800-318-2596.

2.5.0 IMMUNIZATION AND HEALTH REQUIREMENTS

Prior to entering the HPU DPT program, students must submit proof of health insurance, a physical examination, and updated information of immunizations. Health and immunization forms are to be completed and signed by a licensed healthcare provider. The State of Hawai'i law mandates that certain health requirements be cleared before students can enter into postsecondary institutions (Hawaii Administrative Rules, Title 11, Department of Health, Chapter 157 Examination and Immunization). Health requirements will be maintained and tracked in Exxat, an education management software, for the duration of the program.

A one-time submission of certain health requirements is required upon entry into the program. Proof of the following must be provided:

- Personal health insurance throughout the entire program
- Satisfactory and current physical examination
- Tuberculosis Clearance via QuantiFERON-Gold Blood Test, Tuberculin Skin Test, or documentation from a healthcare provider assessing tuberculosis status with a copy of any diagnostic reports
- Measles, Mumps, Rubella (MMR) vaccine (2 doses) OR immunity by titer
- Tetanus, Diphtheria, & Pertussis (Tdap) vaccine (at least 1 dose) within the last 10 years
- Varicella (Chickenpox) Immunization (2 doses) OR immunity by titer OR verification of history of varicella disease or herpes zoster
- Hepatitis B vaccine series (3 doses) OR immunity by titer

Recurring submissions of the following health requirements will be required during the program. Proof of the following must be provided:

- Annual Tuberculosis Clearance via a QuantiFERON-Gold Blood Test, Tuberculin Skin Test, or documentation from a healthcare provider assessing tuberculosis status with a copy of any diagnostic reports.
- Annual Influenza vaccine (to be given during influenza season: October through May)
- Tdap vaccine if it expires during enrollment in the program
- Any health insurance changes

Please note that individual clinical facilities may have specific health requirements. It will be the responsibility of the student to make sure these are met.

Documentation from outside of the U.S. on these health requirements may need to be reviewed per the HPU Student Handbook.

Information on medical exemptions can be found online with the HPU Registrar.

For more information about the immunization of Health Care Workers, refer to the Center for Disease Control's Recommended Vaccines for Healthcare workers or Immunization of healthcare workers:

recommendations of the Advisory Committee on Immunization Practices (ACIP) and the Hospital Infection Control Practices Advisory Committee (HICPAC).

2.6.0 PROFESSIONAL LIABILITY INSURANCE

All members of the faculty-student-clinical faculty team must be mutually indemnified. Students enrolled in the DPT Program are, through their enrollment, covered by professional liability insurance in the amount of at least 1 million dollars per occurrence and 3 million dollars in the aggregate.

HPU faculty, adjuncts, teaching assistants, and associated faculty are covered for malpractice by the terms of their employment while performing job responsibilities related to their role at HPU.

2.7.0 PROFESSIONAL ORGANIZATIONS AND MEMBERSHIPS

As stated in our mission, the HPU DPT program “we are committed to building a professional `ohana of diverse and open-minded leaders who anticipate and respond to the needs of the global community”. This mission speaks to our commitment to develop future leaders for the physical therapy profession; leaders that understand their obligation for active membership and involvement in physical therapy professional organizations.

The APTA is the national organization dedicated to serving the physical therapy profession. By becoming a member, students gain access to many benefits and professional opportunities. One significant benefit is access to the Physical Therapy Journal (which will be needed for many course assignments) and online access to research resources with many full text articles that may not be available through the university databases. The student will gain automatic membership in the Student Assembly which functions as a forum for future Physical Therapists and Physical Therapist Assistants. Membership applications and information will be given to each student during the DPT Program student orientation. Information may also be found on the Internet at <http://www.APTA.org> or <http://www.apta.org/CurrentStudents/>.

All DPT program students are required to become student members of the American Physical Therapy Association (APTA) and their respective State Chapter. Membership must be maintained throughout the duration of the program. This membership is at the student’s own expense. Failure to meet this or any other program requirements may result in dismissal from the program. These memberships will provide students with numerous opportunities for involvement in local, state, and national physical therapy organizations.

2.8.0 BASIC LIFE SUPPORT CERTIFICATION

As a student health provider, students are required to obtain and maintain certification in Basic Life Support (BLS) from the American Heart Association (AHA). The AHA’s BLS course has been updated to reflect new science in the 2020 American Heart Association Guidelines for CPR and Emergency Based Cardiovascular Care. This video-based, instructor-led course teaches both single-rescuer and team basic life support skills and application in both in-facility and prehospital settings. The certification is valid for two years and may require renewal during the program depending on the initial date of certification.

This course covers:

- Importance of high-quality CPR and its impact on survival
- Application of the steps of the Chain of Survival

- Signs of someone needing CPR
- High-quality CPR skills acquisition for adults, children and infants
- Importance of early use of an AED
- AED skill demonstration
- Effective ventilations with a barrier device
- Multi-rescuer resuscitation and skill acquisition
- Techniques for relief of foreign-body airway obstruction (choking) for adults, children and infants

3.0: ADMISSION AND APPLICATION PROCESS

3.1.0 ADMISSION REQUIREMENTS

The DPT program is designed for qualified individuals who wish to further their academic studies in the field of physical therapy. The program specifically targets traditional and nontraditional students with the demonstrated potential to navigate the academic rigors of an accelerated, hybrid model DPT curriculum. Students accepted into the DPT Program must meet the following criteria:

1. Complete a baccalaureate degree from a regionally accredited institution (or its equivalent) prior to class beginning. Admission may be granted pending completion of the degree.
2. Complete all required pre-requisite courses with a minimum cumulative grade point average (GPA) and pre-requisite course GPA of 3.00 or greater on a 4.00 scale.
3. Grades Below "C-" (Grade point of 1.70) in pre-requisite courses will not be accepted.
4. If a pre-requisite course is repeated, the repeated course needs to be a grade C (2.0 grade point) or better. The credit hours assigned to the repeated course may be counted only once in fulfilling the required number of hours. The pre-requisite GPA will be determined using the highest course grade achieved; however, all grades will be calculated into the cumulative GPA.
5. If cumulative GPA is less than 3.00 on a 4.00 scale, an applicant may still be eligible for admission if a cumulative GPA of 3.50 or greater has been achieved over the last 60 semester or 90 quarter hour credits of coursework.
6. Submission of two references: Letters of recommendation must be submitted by individuals who can attest to the applicant's ability to perform graduate level work successfully (e.g., physical therapist, former professors, academic counselors, employers, business colleagues). It is recommended, but not required, that one of the letters of recommendation is from a licensed physical therapist. References cannot consist of family, friends, clergy, or politicians.
7. Completion of a minimum of fifty hours of volunteer or work experience with a licensed physical therapist is recommended, but not required.
8. For all applicants for whom English is not their first language or those who have completed a degree and pre-requisite courses in a foreign country, demonstration of English language proficiency is required. English language proficiency can be demonstrated in one of the following ways: 1.) English Language Tests e.g.: TOEFL 2.) English Language School Certificate 3.) Undergraduate studies at a regionally accredited college or university in the U.S. or from an international institution that is officially recognized in that country and is on the HPU English Speaking Country and Territory List. Complete information can be found at: <https://www.hpu.edu/graduate-admissions/grad-international/index.html>
9. Successful completion of an admission interview. Applicants are selected for interviews based on a holistic evaluation of their application and supporting materials.
10. Ability to fulfill the technical standards and essential functions of the DPT program for admission.
11. Complete an approved Background Check and Drug Screening prior to matriculation.
 - a. Criminal background checks and drug testing are becoming mandatory at medical institutions as a requirement of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). Individuals working in health care facilities often must consent to and be cleared to work through criminal background investigations and/or drug screenings. This is also a common policy/requirement in many physical therapy corporate entities and individual clinics.

- b. The HPU DPT Program requires all students to complete a criminal background check prior to formal enrollment or matriculation in the DPT program. An additional background check and/or drug test may be required prior to beginning clinical experiences in year two of the program. Applicants should be aware that a prior criminal background could restrict the ability to obtain professional state licensure. Acceptance into the DPT program does not imply or guarantee that a student will be able to obtain such licensure.

Pre-requisite Courses Required for Admission

- Biology with laboratory recommended, but not required (6 semester hours/8 quarter hours) *
- Chemistry with laboratory (8 semester hours/12 quarter hours) *
- General Physics with laboratory (8 semester hours/12 quarter hours) *
- Human Anatomy and Physiology with laboratory (8 semester hours/12 quarter hours)*
- Statistics (3 semester hours/ 4 quarter hours)
- Any Psychology (3 semester hours/ 4 quarter hours)
- Abnormal or Developmental Psychology (3 semester hours/4 quarter hours)
- English Composition or Writing (3 semester hours/ 4 quarter hours)

*Introductory-level science courses are not accepted.

Additional explanation related to the admissions criteria and pre-requisite coursework is available in Appendix I of the DPT Policies and Procedures Manual: DPT Admissions Committee Policy & Procedures. Admissions criteria is also available on the website:

<https://www.hpu.edu/chs/dpt/info.html#admissionReq>

3.2.0 APPLICATION PROCESS

Current application instructions can be found on the HPU DPT Program website:

<https://www.hpu.edu/chs/dpt/info.html>

Applicants will use the Physical Therapist Centralized Application System (PTCAS) available at <http://www.ptcas.org/> to apply. PTCAS allows PT applicants to use a single Web-based application and one set of materials to apply to multiple PT programs. PTCAS is a service of the American Physical Therapy Association (APTA) and is administered by Liaison International (LI), an education information technology company located in Watertown, Massachusetts.

NOTE: The current PTCAS application fees are \$155 to apply to the first program and \$60 for each additional program. Additional information may be found at <http://www.ptcas.org/Fees>.

Procedure: Applicants who apply through PTCAS submit a completed web-based application comprised of biographical data, colleges and universities attended, academic course history, physical therapy observation hours, list of reference providers, work experiences, extracurricular activities, honors, professional licenses, and school-specific questions or supplemental requirements. It is the applicant's responsibility to read and follow all PTCAS and program-specific instructions.

NOTE: Applicants should apply early. It can take up to 5 weeks for PTCAS to verify the file, once it is in "complete" status.

Applicants should follow these steps:

1. Review the PTCAS instructions and program admission requirements.
2. Create a PTCAS application account.
3. Complete the “Colleges Attended” section first by entering all institutions attended.
4. Print a PTCAS transcript matching form for each institution attended.
5. Arrange for all official transcripts to be sent to PTCAS with the “Transcript Matching” form enclosed.
6. Enter all United States and Canadian college courses using personal copies of their transcripts.
7. Complete the References section for two (2) references, so their evaluators have adequate time to respond.
8. Complete the Observation Hours section, so a licensed physical therapist can verify their experiences.
9. Submit supplemental materials directly to HPU (where applicable):

Hawai'i Pacific University
Office of Admissions
1 Aloha Tower Drive
Honolulu, HI 96813-2882

3.3.0 ADMISSIONS REVIEW

The DPT Admissions Committee and faculty will review completed applications (e.g., application and all required credentials) in the order of receipt on a rolling basis.

Applicants are evaluated based on cumulative GPA, prerequisite GPA, references, and all supporting materials received. Other factors considered include relevant work experience and/or observation hours. The DPT Admissions Committee will grant admission interviews by invitation only.

- Interview process: The DPT Admissions Coordinator will coordinate interviews for all selected applicants. All interviews will be conducted asynchronously using a web-based video platform. Applicants will video-record and upload their responses to interview questions in real-time for review by the DPT Admissions Committee. Written responses (essays) or standardized questionnaires may also be part of the interview process and take place through the same web-based video platform.
- Selection Process: The DPT Admissions Committee and faculty will accept students into the program based on a holistic evaluation of their application, supportive documents, and interview. All applicants will be notified by email regarding final selection decisions. The Director of Admissions will make personal phone calls to applicants accepted into the program.
- The DPT Admissions Committee will use a combination of academic performance, personal references, video interviews, written responses (essays), and standardized measures to ensure nondiscrimination and equal opportunity for all applicants.

Candidate selection for Interviews & Acceptance into Program

The purpose of the interview is to become better acquainted with the candidate to ascertain their professional potential and alignment with both the DPT Program and HPU's College of Health and Society's mission, vision and values.

Applicants may be selected for interviews before fully completing their application file. Minimum requirements for interview consideration include completed application with a paid fee, official transcripts, two recommendation letters and a minimum of 8 prerequisite courses completed.

HPU 'Ohana Prioritized Application Process: Current HPU students who have achieved 90 undergraduate credits toward their bachelor's degree / HPU Graduate students / HPU alumni who have fully completed their application file and meet the minimum program requirements, are guaranteed an interview.

Acceptance into Program:

Following the completion of the interview sessions, all candidates who have interviewed are ranked. The top candidates will be offered acceptance into the program. At this point, candidates can follow one of the routes below:

1. The candidate accepts the offer and provides a non-refundable deposit to hold their spot in the program.
2. The candidate accepts the offer, provides a deposit, but later withdraws offer, forfeiting their deposit and position in the incoming class.
3. The candidate accepts the offer and provides a non-refundable deposit to hold their spot in the program but fails to register for program, thus forfeiting their position in the incoming class.
4. Candidate declines offer prior to deposit.
5. The candidate accepts the offer, provides a deposit, but requests deferred entry.

Applicants accepted in the program must maintain minimum standards through the completion of all outstanding pre-requisites and overall GPA course work.

- Applicants who fail to complete all pre-requisite courses, either through lack of registration or grade work below a C- (1.7 grade point), will not be granted entrance into the program. These applicants will need to re-enter the general pool of applicants for the following year.

Transfer of Credits

Transfer credits are not accepted for HPU's DPT program. Applicants who were previously enrolled in a DPT program at another institution and who are offered admission to the HPU DPT Program, must start their degree from Year 1, Term 1, and meet all requirements to graduate.

Deferment

If an applicant is accepted and requests **deferment**, a position in the class may be held for one year. The Admissions Committee is not required to offer a deferment but can choose this option with a viable candidate. A written request to defer admission for one year may be reviewed on a case-by-case basis. The applicant must provide a deposit at the time of deferment. Students must continue to report grades earned after removing themselves from consideration and cannot fall below standards.

Waitlist

The remaining candidates will be notified that they are on the waitlist for our program. Candidates are provided the option of remaining on the waitlist or asking to be removed from consideration. This process will be ongoing until the admissions cycle is closed.

Waitlist candidates are accepted into the program based on the availability of spots, which is determined by the higher ranked candidates confirming or declining acceptance into the program. Waitlist candidates are offered spots until a complete class is created.

Citizenship Requirements

The HPU DPT program is open to U.S. citizens, naturalized US citizens and U.S. permanent residents.

4.0: PROFESSIONALISM

4.1.0 PROGRAM VALUES

The faculty, staff, and students of the DPT program are dedicated to HPU's values of *pono*, *kuleana*, and *aloha*, and those of the physical therapy profession. Our program values promote academic, personal, and moral growth within a safe, challenging, and responsive community.

Our core professional values of accountability, altruism, compassion/caring, excellence, integrity, professional duty, and social responsibility encompass our expectations for professional behaviors in physical therapy education and practice.

Likewise, our ethical values are delineated in the Code of Ethics for the Physical Therapist and serve as the foundation for ethically informed problem solving and decision-making. We will work diligently to model and instill these values in our students and hold them accountable for demonstrable professional behaviors in academic, clinical, and professional environments.

These values and attitudes provide the basis for interacting with patients, colleagues, and communities and are the stimuli for lifelong learning and contribution to the physical therapy profession.

4.2.0 APTA CODE OF ETHICS

All HPU DPT students and faculty are expected to comply with the ethical standards of the profession. These standards, developed by the American Physical Therapy Association (APTA), are found on the APTA website at:

https://www.apta.org/uploadedFiles/APTAorg/About_Us/Policies/Ethics/CodeofEthics.pdf

4.3.0 PROFESSIONAL BEHAVIORS

These ten professional behaviors are expectations of our DPT faculty and students. These behaviors are taught in the curriculum both explicitly (coursework) and implicitly (modeled by faculty). Your self-assessments and academic coaching will focus on both your academic progress and your development in these ten areas. These abilities were identified as Professional Behaviors (previously “generic abilities”) by the Physical Therapy Program, University of Wisconsin, and defined as follows:

1. **Critical Thinking:** The ability to question logically; identify, generate, and evaluate elements of logical argument; recognize and differentiate facts, appropriate or faulty inferences, and assumptions; and distinguish relevant from irrelevant information. The ability to appropriately utilize, analyze, and critically evaluate scientific evidence to develop a logical argument, and to identify and determine the impact of bias on the decision-making process.
2. **Communication:** The ability to communicate effectively (i.e. verbal, non-verbal, written, etc.)
3. **Problem Solving:** The ability to recognize and define problems, analyze data, develop, and implement solutions, and evaluate outcomes.
4. **Interpersonal Skills:** The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.
5. **Responsibility:** The ability to be accountable for the outcomes of personal and professional actions and to follow through on commitments that encompass the profession within the scope of work, community, and social responsibilities.
6. **Professionalism:** The ability to exhibit appropriate professional conduct and to represent the profession effectively while promoting the growth/development of the Physical Therapy profession.
7. **Use of Constructive Feedback:** The ability to seek out and identify quality sources of feedback, reflect on, and integrate the feedback, and provide meaningful feedback to others.

8. **Effective Use of Time and Resources:** The ability to manage time and resources effectively to obtain the maximum possible benefit.
9. **Stress Management:** The ability to identify sources of stress and to develop and implement effective coping behaviors; this applies for interactions for: self, patient/clients and their families, members of the health care team and in work/life scenarios.
10. **Commitment to Learning:** The ability to self-direct learning to include the identification of needs and sources of learning; and to continually seek and apply new knowledge, behaviors, and skills.

References: Adapted from: Warren May, PT, MPH, Laurie Kontney PT, DPT, MS and Z. Annette Iglarsh, PT, PhD, MBA: Professional Behaviors for the 21st Century, 2009-2010.

Developed by the Physical Therapy Program, University of Wisconsin-Madison, May et al. Journal of Physical Therapy Education 9:1, Spring 1995.

4.4.0 PROFESSIONAL CONDUCT

The development of professional behaviors is an essential part of the integration of students into a profession. Development and assessment of professional behaviors for students in the professional DPT program occurs through:

- Intentional self-assessment, reflection, and discussion during Professional Competencies and Mindful Patient Management courses.
- Monitoring of professional behaviors and feedback occurs on a regular basis through meetings between students and their academic coach, the Director of Clinical Education and/or the Director of Student Affairs based on feedback from clinical instructors, program faculty and ongoing student self-assessment.
- Assessment of students in the program by clinicians during the required clinical experiences using the Professional Behaviors section of the Clinical Internship Evaluation Tool (CIET).

Students are expected to conduct themselves in a professional manner during all components of the DPT curriculum. Student conduct must conform to the principles outlined in the APTA Guide for Professional Conduct and the APTA Code of Ethics, and any legal guidelines and/or statutes. The policies and procedures of the Program and any clinical facility involved in clinical education must be adhered to.

4.5.0 ACADEMIC INTEGRITY

The DPT Program adheres to HPU's Academic Integrity Policy that can be found in the HPU Student Handbook. It is HPU's policy that any act of academic dishonesty will incur a penalty up to and including expulsion from the university. A student who cheats on an academic exercise, lends unauthorized assistance to others or who hands in a completed assignment that is not his or her work will be sanctioned. The term academic exercise includes all forms of work submitted either electronically or on paper for points, grade or credit.

Academic Dishonesty involves the following:

1. Cheating
 - a. The intentional use of or attempted use of unauthorized assistance, materials, information and/or study aids in completing an academic exercise.

- b. The act of collaborating and working together on any academic exercise without the approval of the instructor, producing an exercise which is similar in content and form, so as to create doubt as to whether the work was truly the product of individualized effort.
 - c. Examples of cheating include, but are not limited to:
 - i. Giving or receiving unauthorized assistance during examinations.
 - ii. Submitting an assignment that is so similar in appearance, content and form to an assignment submitted by another person that it could not have been independently produced.
2. Plagiarism
- a. The use or reproduction of ideas, words, or statements of another as one's own without proper acknowledgement or citation.
 - b. Examples of plagiarism include, but are not limited to:
 - i. Using verbatim or paraphrased text without proper citation.
 - ii. Paraphrasing so as to mislead the reader regarding the source.
 - iii. Submitting, without permission, the same written or oral material in more than one course.
 - iv. Obtaining research or laboratory data from another individual or source but presenting it as one's own.
3. Fabrication
- a. The intentional or unauthorized falsifying or inventing of any information or citation in an academic exercise or university document.
 - b. Examples of fabrication include, but are not limited to:
 - i. Falsifying data or signatures of an official university document (e.g., registration form, college record and/or transcript).
 - ii. Misrepresenting a fact in order to obtain a course exemption, waiver or withdrawal.
4. Facilitating Academic Dishonesty
- a. This is defined as intentionally or knowingly helping or attempting to help another to commit an act or acts of academic dishonesty as defined in this policy. Those who help others to commit acts of academic dishonesty are in violation of the Code of Student Conduct and may be subject to the penalties described in that section of the Student Handbook.

5.0: OVERVIEW OF THE DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM

5.1.0 INTRODUCTION TO THE PROFESSIONAL CURRICULUM

The professional curriculum leading to the Doctor of Physical Therapy degree requires successful completion of 113 semester credit hours completed in twelve 8-week continuous academic terms over 24 months. The curriculum for this accelerated program is based on two foundational documents developed by the American Physical Therapy Academy – the *Normative Model for Physical Therapy Education* and the *Guide to Physical Therapist Practice 3.0*. These documents provide an educational framework for DPT education but also “a foundation for the development of innovative programs and curricular designs that reflect institutional mission” (Normative Model, APTA, 2004). The HPU DPT program is one such program and curriculum.

The core curriculum of foundational science, clinical science, and patient and practice management courses is delivered in a blended learning environment that optimizes technology and web-based teaching strategies for foundational didactics, integrates critical psychomotor skill development during onsite lab immersion sessions, and incorporates a structured and collaborative clinical education program. The DPT curriculum integrates course content and assignments that emphasize collaboration, critical thinking, research, and student accountability. The curriculum is tailored to provide a balance of theoretical, practical, and analytical instruction to prepare students for the unique challenges of providing healthcare in the 21st century.

5.2.0 CURRICULUM PLAN

The integration of knowledge across body systems that allows students to view the patient comprehensively must be taught to students. It is the student’s responsibility to integrate information across multiple systems that affect a patient or client’s movement and function. The movement system represents the collection of systems (cardiovascular, pulmonary, endocrine, integumentary, nervous, and musculoskeletal) that interact to move the body or its component parts. Such integration must be taught to students, and it is the responsibility of those in physical therapist education to embrace and teach the next generation of students this identifying professional paradigm of the movement system. The curriculum plan is divided into five categories or curriculum tracks rooted in the movement system (described below) and integrated through learning activities:

Foundational Sciences: Basic and Applied Sciences of Human Movement.

Basic foundational sciences provide the framework to allow the application to human movement. Students apply for knowledge of the basic and applied sciences with normal human movement and musculoskeletal and neuromuscular conditions. Basic sciences provide foundational learning experiences in *Human Anatomy I-II*, *Human Physiology*, *Clinical Neuroscience*, and *Pharmacology*. Applied sciences focus students learning on the fundamentals of *Movement Science* (motor control and motor learning), and biomechanical principles impact on the human movement system. Necessary psychomotor and assessment skills are introduced in *Physical Therapy*

Fundamentals. Therapeutic Interventions I and Therapeutic Interventions II address interventions targeted to improve dysfunctions in the human movement system, including pain, impairments in mobility, strength, and motor control tissue injury and healing. *Health Promotion and Fitness Management* provide an introduction to the physical therapist's role in prevention, of negative health consequences, and the promotion of health and wellness of society through exercise testing and exercise prescription. Later in the curriculum, the *Advanced Therapeutic Interventions* course increases emphasis on treatment of the whole person from a movement system perspective with the introduction of contemporary treatment approaches to address complex multi- system movement dysfunctions. These studies are designed to prepare students for the clinical management courses and clinical experiences.

Critical Inquiry and Research Science of the Human Movement System

Students learn general research principles, critical appraisal of evidence to become intelligent consumers of scientific literature, and how to use evidence to guide interpretation of examination findings to plan treatment interventions (*Evidence Based Practice I and II*). The learned concepts are applied throughout the curriculum in clinical management courses and during clinical experiences (*Physical Therapy Practice I-IV*). Students complete a capstone project during the terminal clinical experience (*Capstone I-II*), which requires the integration and application of previous didactic coursework, clinical experiences, advocacy strategies, interprofessional teamwork, and/or evidence-based practice principles. It also serves as a course for licensure preparation.

Clinical Management Courses for the Human Movement System

These clinical management courses integrate information across multiple systems that affect a patient or client's movement and function. Courses provide a foundation for clinical reasoning, documentation, foundational assessment, and analytical skills. The progression facilitates the application of psychomotor skills and the clinical application of human biomechanics, functional movement, motor control, and motor learning principles to the effective management of patients across the lifespan. Courses prepare students to treat patients with complex needs, including those experiencing chronic pain or psychosocial factors interfering with and resulting in a disruption in optimal human movement.

- Musculoskeletal practice is covered using a regional approach across four courses (*Musculoskeletal Practice I-IV*) and includes the lumbopelvic, lower extremity, cervicothoracic, and upper extremity. The organization, of course, content emphasizes the movement system and neuromusculoskeletal dysfunction manifested within. Course content focuses students on their role as movement specialists – understanding the anatomical and biomechanical influences on normal and dysfunctional movement and developing necessary patient management skills to assess and treat impairments with the domains of the International Classification of Functioning (ICF). Finally, students apply knowledge in neuroscience to the exploration of pain science and the management of patients with chronic musculoskeletal or complex pain disorders in *Integrative Pain Sciences*.

- Neuromuscular practice content is integrated across several courses. Beginning with a foundation in *Clinical Neuroscience I-II*, students develop management skills for patients with movement disorders and neurological conditions stemming from the central nervous system, to include spinal cord injury, stroke, acquired brain injury, and other neurodegenerative conditions (*Neuromuscular Practice I-II*). Age- appropriate management of neuromuscular disorders are addressed in *Management of the Aging Adult and Management of the Pediatric Patient*. Students develop patient management skills to assess and treat impairments with the domains of the International Classification of Functioning (ICF). *Bracing, Prosthetics, and Orthotics* provides advanced gait analysis and a variety of supportive devices in the management of movement dysfunctions associated with genetic or acquired disorders. Finally, students apply knowledge in neuroscience to the exploration of pain science and the management of patients with chronic or complex pain disorders in *Integrative Pain Sciences*.
- Cardiovascular practice is integrated across multiple courses in the curriculum as part of the movement system. *Health Promotion and Fitness Management* teaches exercise testing and exercise prescription in apparently healthy individuals, and provides the basis for the management of patients with acute and chronic cardiovascular and pulmonary disorders in later coursework in *Cardiopulmonary Practice*. Concurrently, students develop individual and community-based intervention skills for the effective disease management of cardiovascular, pulmonary, metabolic, oncological, lymphatic, and rheumatologic disorders in the *Management of Complex Patients*.
- Integumentary practice is covered within the context of *Management of Complex Patients* with the potential for multiple co-morbidities and occurs between the first and second clinical experience (*Physical Therapy Practice I & II*). Curricular content addresses wound healing, the factors that adversely affect healing, and the clinical management of patients with various types of wounds, to include arterial and venous insufficiency ulcers, pressure ulcers, neuropathic ulcers, lymphedema, and burns. This course is taught following *Management of the Aging Adult* course to emphasize the effects of aging on the integumentary system and effective management of age-related disorders that impact the human movement system.
- Advanced Practice is a course series that prepares students for working as part of an interprofessional healthcare team and within clinical practice in a doctoring profession. The courses within this series build on clinical decision making and interprofessional collaborative practice. The *Advanced Diagnostics* course includes knowledge and appropriate use of diagnostic testing procedures for clinical reasoning, medical screening, and differential diagnosis. The *Primary Care Physical Therapy* course emphasizes the physical therapist's role both as a collaborative and self-directed healthcare practitioner to provide comprehensive services by working with patients, their families, caregivers, and communities to deliver the highest quality of care. A service-learning activity is embedded within this course to deepen learning and provide a service to our local community.

Behavioral and Professional Science

The courses within this track align with the core values of the profession. Professionalism courses address ethics, respect, communication and accountability skills. Additionally, the course series provides students with the affective, behavior and cognitive skills needed to serve as movement specialists in clinical experiences to prepare for entry-level practice. All the courses address ethics, legal issues, interprofessional behaviors, and supervisory obligations required of physical therapists in a professional and interdisciplinary healthcare environment as they are prepared to be professionals. Students also understand the role of PT and its impact on individual and community health and the healthcare system, and they understand their role as clinical practitioners who help to manage patients in the healthcare delivery system.

Specifically, within *Professional Competencies I-II*, social psychology including affect, behavior, and cognition related to the practice of physical therapy are explored. Professional behaviors, psychosocial, and effective communication skills continue to be emphasized throughout the curriculum. Students learn professional roles, investigate constructs of cultural, emotional/ social, and caring competencies, and explore associated behaviors of medical professionals in *Mindful Patient Management*. The *Business Management* course explores the intersection of healthcare of fiscal responsibility, reimbursement, and sound ethical business management principles that can be applied across patient care settings.

Clinical Experiences

The program's clinical education curriculum plan requires that each student gain clinical experience in a variety of practice environments. Clinical education provides each student with exposure to the management of patients/clients with diseases and conditions representative of those commonly seen in practice across the lifespan and the continuum of care. Interprofessional competencies are threaded throughout this aspect of the curriculum.

The first full-time clinical experience is integrated into the curriculum during the first academic term of the second year in *Physical Therapy Practice I*. The 8-week experience focuses on foundational skills of patient management to prepare students for future clinical experiences.

Objectives for *Physical Therapy Practice I* include professional behavior categories and patient management skills consistent with the Clinical Internship Evaluation Tool (CIET) benchmarks. Students gain confidence in all aspects of the patient encounter and develop examination, evaluation, and intervention skills supervised by a licensed physical therapist in a clinical setting. Skill development may take place in any non-complex practice environment that has already been covered in the curriculum. *Physical Therapy Practice I* is ideally situated within the curriculum as students finish all foundational science coursework, clinical management coursework, and behavioral and professional science coursework in mindful practice, empathy, and professionalism.

In every setting, students are expected to manage patients across the lifespan with diseases and conditions that represent a variety of systems. A six-month terminal clinical experience (*Physical Therapy Practice II, III, and IV*) is scheduled during the final three academic terms and will allow students to progress and refine examination, evaluation, and intervention skills supervised by a

licensed physical therapist in a clinical setting. Students may also choose to split these clinical experiences into one 8-week experience and one 16-week experience based on individual circumstances and site availability.

Special emphasis is placed on patient and family education, case experiences, staff in-services, community outreach and all aspects of the patient management model appropriate to the setting (Physical Therapy Practice IV). These experiences may occur in any practice environment and are designed to expose students to a variety of patient settings with movement system dysfunctions, foster greater depth of learning and skill development as a generalist physical therapist, and prepare students for national licensure and entry-level practice. By the conclusion of the terminal clinical experience, students are expected to meet specific benchmarks on the CIET to demonstrate professional behaviors and patient management skills for entry level physical therapist practice.

5.3.0 COURSE DELIVERY AND DESIGN

The DPT curriculum is based on a blended- or hybrid-learning model. Blackboard, the HPU learning management system, is used extensively in every course. Blackboard allows for the creation, dissemination, and assessment of a wide variety of teaching and learning activities. Multimedia is embedded within course lectures and materials to enhance students' abilities to interact with one another, the faculty, and with the course content. Web-based resources are uploaded into Blackboard sites, allowing students to review and evaluate additional course content. Activities, assignments, and online discussions promote critical thinking and students' abilities to reflect on previously learned information, determine new facts, and integrate new materials into their understanding of the subject matter at hand. Discussion forums and online audio and video communication tools (both synchronous and asynchronous) are used to promote collaboration and further sustain interaction between students and between the instructor and students. Instructors consider time zone changes that may affect geographically dispersed students. Each course syllabus clearly identifies to the student the expectations for both face-to-face and web-enhanced engagement.

Distance education library services are provided to HPU students and faculty for whom geographical distances between Honolulu and their local addresses may prohibit visits to the main campus where they could make use of HPU research facilities in person.

<https://www.hpu.edu/libraries/index.html>

The DPT curriculum is comprised of three types of course design:

Distance/Blended: Online, distance-based education comprises 60% (68.5 credits) of the overall curriculum of which 20 credits are distance-only courses. Blended learning courses use a combination of distance and lab immersion learning activities and comprise 48.5 credits of the curriculum. The program's didactic courses are completed primarily via an asynchronous online format using the learning management system (Blackboard). This provides a quality, rigorous, and yet flexible learning experience for a diverse student body that comprises both traditional and

nontraditional students. Online didactic courses are supplemented by lecture presentations prepared and delivered by many of the leading clinicians, researchers, and academicians in the physical therapy profession today. Faculty incorporate online lectures into learning activities that include required readings, asynchronous forum-based discussions, synchronous online patient case discussions, online quizzes and exams, and evidence-based reviews to develop critical thinking/reasoning and professional communication with peers and faculty. An online course may have varying module timelines.

Lab Immersion: Onsite laboratory immersion sessions comprise 12% (13.5 credits) of the curriculum and reflect the importance of hands-on skill acquisition for the physical therapy student. Throughout the program, lab time is consolidated into a series of on-ground lab immersion sessions scheduled during each academic term to facilitate student travel. These lab immersion sessions range in duration from 5 to 12 days. This face-to-face time with faculty is focused on the development of the student’s communication, problem solving, clinical reasoning, and psychomotor skills required for effective patient and physical therapy practice management.

Clinical: Clinical education is a major emphasis in this program, comprising 28% (32 credits) of the overall curriculum and consisting of an 8-week clinical education experience during the first term of the second year and a terminal 24-week clinical education experience during the final three academic terms. During these clinical experiences, students are paired with clinical practices in Hawai‘i and nationwide to offer a collaborative, structured learning environment that oversees the student’s professional development and transition to an entry-level practitioner. Clinical faculty mentor students in direct patient care for a minimum of 36 hours per week. Clinical faculty consist of licensed physical therapists in the jurisdiction in which they practice, have a minimum of one year of experience in clinical practice, and possess clinical competence in the practice area in which they will provide clinical instruction. Clinical exposures are tracked for all students during their clinical experiences to ensure the widest possible exposure to patient types, diagnoses, and ages across the continuum of care.

5.4.0 CURRICULAR SEQUENCE

YEAR ONE		YEAR TWO	
	Credits		Credits
Summer 8B-1		Summer 8B-2	
DPT 8210 PT Fundamentals	3	DPT 8910 Physical Therapy Practice I	8
DPT 8110 Human Anatomy I	4	DPT 8430 Mindful Patient Management	2
DPT 8220 Movement Science	2		
DPT 8410 Professional Competencies I	1		
Fall 8A-1		Fall 8A-2	
DPT 8310 Evidence-based Practice I	2	DPT 8730 Mgt of Complex Patients	4
DPT 8230 Therapeutic Interventions I	2	DPT 8650 Mgt of the Pediatric Patient	3
DPT 8120 Human Anatomy II	3	DPT 8810 Advanced Diagnostics	2
DPT 8130 Human Physiology	3		

Fall 8B-1		Fall 8B-2	
DPT 8240 Therapeutic Interventions II	3	DPT 8260 Adv Therapeutic Interventions	2
DPT 8510 Musculoskeletal Practice I	3	DPT 8270 Integrative Pain Sciences	2
DPT 8250 Health Promotion & Fitness Mgt	2	DPT 8660 Primary Care Physical Therapy	2
DPT 8150 Clinical Neuroscience I	1	DPT 8440 Business Management	3
Spring 8A-1		Spring 8A-2	
DPT 8150 Clinical Neuroscience II	2	DPT 8920 Physical Therapy Practice II	8
DPT 8520 Musculoskeletal Practice II	3	DPT 8420 Professional Competencies II	1
DPT 8630 Bracing, Orthotics & Prosthetics	2		
DPT 8710 Pharmacology	2		
Spring 8B-1		Spring 8B-2	
DPT 8530 Musculoskeletal Practice III	3	DPT 8930 Physical Therapy Practice III	8
DPT 8610 Neuromuscular Practice I	2	DPT 8330 Capstone I	1
DPT 8720 Cardiopulmonary Practice	4		
DPT 8320 Evidence-based Practice II	2		
Summer 8A-1		Summer 8A-2	
DPT 8540 Musculoskeletal Practice IV	3	DPT 8940 Physical Therapy Practice IV	8
DPT 8620 Neuromuscular Practice II	3	DPT 8340 Capstone II	1
DPT 8640 Aging Adult	3		
Total Credits Year 1	58	Total Credits Year 2	55
		Total Program Credits	113

5.5.0 COURSE DESCRIPTIONS BY ACADEMIC TERM

SUMMER 8B-1

DPT 8210 Physical Therapy Fundamentals

3 credits

This course is designed to prepare the student for patient care activities including patient-centered communication, assessing vital signs, body mechanics awareness, patient positioning and draping, transfers, assistive device training, and basic exercise. Learners will be introduced to fundamental physical therapy skills for various clinical settings and a patient management framework used throughout the curriculum. Psychomotor skills that are foundational to examination and evaluation are introduced, including vital signs, goniometry, range of motion, muscle testing, and anthropometric measures. Students will begin to develop patient interview and documentation skills, perform examination tests and measures, and use standardized patient outcome measures.

Prerequisite: Admission to Doctor of Physical Therapy Program

DPT 8110 Human Anatomy I

4 credits

This course introduces foundational knowledge of gross anatomy and neuroanatomy. Explores clinical application of embryology, histology, and joint structure and function and the forces that affect human movement across the lifespan of the lower quarter. Laboratory experiences include 3-

dimensional anatomy software, living/surface anatomy, synthetic human anatomical models, and cadaver prosections. This course addresses the content of the anatomical regions, including the lumbar spine, pelvis, and lower extremities. Emphasis is on the neuromuscular and musculoskeletal anatomy.

Prerequisite: Admission to Doctor of Physical Therapy Program

DPT 8220 Movement Science

2 credits

This course introduces the student to the fundamentals of movement science, offers a framework for understanding normal and abnormal movement, and includes concepts of kinesiology, neuroscience, physiology, motor control, and motor learning. The course will integrate theory and basic principles of motor behavior, motor development, motor control, and motor learning as they relate to human motor performance and gait across the lifespan. Emphasis is on the integration of theory, structured movement analyses of activities performed in daily life, and the International Classification of Functioning, Disability, and Health (ICF) model to inform clinical decision making in physical therapist practice.

Prerequisite: Admission to Doctor of Physical Therapy Program

DPT 8410 Professional Competencies I

1 credit

The course defines professional conduct and application of generic skills as they relate to the practice of physical therapy. Throughout this course, students explore the interprofessional roles and responsibilities of the healthcare team, including those of the physical therapist. This course highlights the importance of communication (verbal, nonverbal, and written), individual and cultural differences, professional behavior and abilities, ethics, legal issues, scope of practice, and responsibility for professional development and is designed to prepare students for the professional curriculum and clinical practice.

Prerequisite: Admission to Doctor of Physical Therapy Program

FALL 8A-1

DPT 8230 Therapeutic Interventions I

2 credits

This course introduces and integrates musculoskeletal biomechanical principles to joint structure and function, movement analysis, and therapeutic interventions. Introduces the principles and application of therapeutic exercise, manual therapy, and selected physical agents for the management of patients with pain and mobility impairments. Integrates current evidence and clinical decision-making to emphasize appropriate selection, instruction, and progression of interventions.

Prerequisite: Permission of DPT Program Director

DPT 8120 Human Anatomy II

3 credits

This course expands foundational knowledge of gross anatomy and neuroanatomy. Explores clinical application of embryology, histology, and joint structure and function and the forces that affect human movement across the lifespan of the upper quarter. Laboratory experiences include 3-dimensional anatomy software, living/surface anatomy, synthetic human anatomical models, and

cadaver prosections. This course addresses the content of the anatomical regions, including cervical/thoracic spines, thorax, and upper extremities.

Prerequisite: Permission of DPT Program Director

DPT 8130 Human Physiology

3 credits

This course explores the physiology and pathophysiology of the cellular, integumentary, neuromuscular, cardiovascular, and pulmonary systems. Studies medical physiologic principles necessary for physical activity and the associated effects of physical activity on health and wellness across the lifespan.

Prerequisite: Permission of DPT Program Director

DPT 8310 Evidence-based Practice I

2 credits

This course introduces the foundation to general research and evidence-based principles by exploring research methodologies and outcome measures used in health care. Introduces foundational concepts of scientific inquiry for clinicians with creating clinical questions, searches appropriate literature sources, and assesses the evidence quality.

Prerequisite: Permission of DPT Program Director

FALL 8B-1

DPT 8240 Therapeutic Interventions II

3 credits

This course introduces the principles and application of selected physical agents for the management of patients with pain and tissue injury while addressing impairments related to mobility, strength, and motor control. Integrates current evidence and clinical decision-making to emphasize appropriate selection, instruction, and progression of interventions.

Prerequisite: Permission of DPT Program Director

DPT 8510 Musculoskeletal Practice I

3 credits

This course initiates examination, evaluation, and treatment sequence of the neuro-musculoskeletal system. This course provides the fundamentals of examination and treatment that will be utilized across the series. This course emphasizes the clinical application of biomechanics, functional movement, and examination principles for musculoskeletal dysfunction specific to the lumbar spine, pelvis, and hip regions. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual physical therapy, and therapeutic exercise in a patient-centered approach across the lifespan. This course begins the development of critical thinking and reasoning strategies through clinical presentations and management.

Prerequisite: Permission of DPT Program Director

DPT 8250 Health Promotion & Fitness Management

2 credits

This course introduces prevention health, wellness, and fitness as they relate to injury prevention, nutritional influences, fitness testing, and exercise prescription in a healthy population. Students

develop injury prevention and exercise programs based on test results and adapt the execution to specific healthy populations using proper clinical procedures.

Prerequisite: Permission of DPT Program Director

DPT 8140 Clinical Neuroscience I

1 credit

This course explores the neuroscience of the movement system, with emphasis on the neuroanatomical structures and neurophysiological functions of the motor and sensory systems that regulate movement.

Prerequisite: Permission of DPT Program Director

SPRING 8A-1

DPT 8150 Clinical Neuroscience II

2 credits

This course applies the neuroscience of the movement system, with emphasis on the neuroanatomical structures and neurophysiological functions of the motor and sensory systems that regulate movement. Lab activities emphasize elements of the neurologic examination and an introduction to common outcome measures and assessment tools.

Prerequisite: Permission of DPT Program Director

DPT 6440 Musculoskeletal Practice II

3 credits

This is the second course in the examination, evaluation, and treatment sequence of the neuromusculoskeletal system. This course explores the clinical application of biomechanics, functional movement, and examination principles for musculoskeletal dysfunction of the lower extremities. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual physical therapy, and therapeutic exercise in a patient-centered approach across the lifespan. This course begins the development of critical thinking and reasoning strategies through clinical presentations and management.

Prerequisite: Permission of DPT Program Director

DPT 8630 Bracing, Orthotics, and Prosthetics

2 credits

This course provides a foundation for decision making relating to the use of bracing/orthotics/prosthetics in physical therapy practice. The course will introduce concepts of materials, design, fabrication and technology of braces/orthotic/prosthetic devices. The course will emphasize the principles of gait analysis, limb amputation, wearing/fitting of orthotics/prosthetics, importance of therapeutic alliance and interprofessional collaboration, and the psychological considerations of the patient with orthotic/prosthetic devices.

Prerequisite: Permission of DPT Program Director

DPT 8710 Pharmacology

2 credits

This course introduces pharmacologic principles, the study of prescription and/or over-the-counter medications use in the management of a variety of patient conditions encountered during physical therapy management, and their impact on patient management across the lifespan. The impact of

medications on patient presentations, timing of rehabilitation sessions, and physical therapy outcomes are emphasized. Content includes cardiovascular, pulmonary, neurological, gastrointestinal, musculoskeletal, urogenital, rheumatologic, and integumentary systems.

Prerequisite: Permission of DPT Program Director

SPRING 8B-1

DPT 8530 Musculoskeletal Practice III

3 credits

This is the third course in the examination, evaluation, and treatment sequence of the neuro-musculoskeletal system. This course explores the clinical application of biomechanics, functional movement, and examination principles for neuromusculoskeletal dysfunction of the cervicothoracic region. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual physical therapy, and therapeutic exercise in a patient-centered approach across the lifespan. This course builds on the student's critical thinking and reasoning strategies through clinical presentations and management.

Prerequisite: Permission of DPT Program Director

DPT 8610 Neuromuscular Practice I

2 credits

This is the introductory course in the examination and management of movement disorders and neurological conditions stemming from central nervous system pathology, with emphasis on stroke, spinal cord, and traumatic brain injury. Lab experiences apply neuroplasticity principles to recovery-based treatment techniques and develop patient management skills for patients with neurologic dysfunction. This course builds on the student's critical thinking and reasoning strategies through clinical presentations and management in a patient-centered approach.

Prerequisite: Permission of DPT Program Director

DPT 8720 Cardiopulmonary Practice

4 credits

This course explores the management of patients with cardiovascular, metabolic, and pulmonary causes of movement system dysfunction across a variety of clinical settings. Lab activities include, but are not limited to, ECG analysis, exercise testing, heart and lung auscultation, lung function testing, and chest examinations. Case discussions are presented to enhance communication, safety, patient management skills, and discharge planning. Students develop appropriate observation and clinical skills necessary for completing a comprehensive evaluation and formulating a comprehensive plan of care that considers relevant educational, social, economic and cultural factors. Students will apply models of clinical decision making that include knowledge translation.

Prerequisite: Permission of DPT Program Director

DPT 8320 Evidence-based Practice II

2 credits

This course expands elements of applied research design and statistics that foster students to become intelligent consumers of scientific literature. Items related to measurement, research design, statistical analysis, critical inquiry, and strength of evidence are presented.

Prerequisite: Permission of DPT Program Director

SUMMER 8A-1

DPT 8540 Musculoskeletal Practice IV

3 credits

This is the final course in the examination, evaluation, and management of the neuro-musculoskeletal system. This course explores the clinical application of biomechanics, functional movement, and examination principles for musculoskeletal dysfunction of the upper extremities. Concentrates on the application of psychomotor skills related to regional palpation, examination, and evidence-based interventions emphasizing patient education, manual physical therapy, and therapeutic exercise in a patient-centered approach across the lifespan. This course builds on the student's critical thinking and reasoning strategies through clinical presentations and management.

Prerequisite: Permission of DPT Program Director

DPT 8620 Neuromuscular Practice II

3 credits

This is the second course in the examination, evaluation and management of specific neuromuscular disorders including movement disorders and neurological conditions. This course focuses on central nervous system pathology, with emphasis on movement disorders, vestibular conditions, motor neuron diseases, and cerebellar conditions. Lab experiences continue to develop critical thinking and reasoning, and psychomotor skills for treatment and management of patients with neurologic disease. This course builds on the student's critical thinking and reasoning strategies through clinical presentations and management in a patient-centered approach.

Prerequisite: Permission of DPT Program Director

DPT 8640 Management of the Aging Adult

3 credits

This course introduces the physiologic changes of aging and sociologic and economic consequences of the aging population. Natural aging processes and how complicating factors such as vascular compromise, fall risk, and comorbidities negatively impact the aging adult will be addressed. Modules within the course are built from the six domains of health promotion and safety, evaluation and assessment, care planning and coordination across the care spectrum, interdisciplinary and team care, caregiver support, and healthcare systems and benefits. Lab activities focus on patient management skills of the aging adult patient. Students are introduced to usual and pathological changes with aging and are challenged to problem solve treatment issues relevant to the types of older clients seen in physical therapy clinical settings.

Prerequisite: Permission of DPT Program Director

YEAR TWO

SUMMER 8B-2

DPT 8910 Physical Therapy Practice I

8 credits

This course develops student examination, evaluation, and intervention skills during an 8-week mentored clinical experience. The student begins to communicate with patients/clients, family, and other professionals in healthcare and begins to appreciate the role of each team member. This is an integrated clinical experience which builds on the didactic and psychomotor courses within the

curriculum. This clinical experience is the first practice experience where students are exposed to evidence-based patient management and clinical reasoning skills as an adult learner and a healthcare professional as part of an interprofessional collaborative team.

Prerequisite: Permission of DPT Program Director and demonstrated readiness for clinical education (as determined by faculty)

DPT 6240 Mindful Patient Management

2 credits

This course explores the professional roles physical therapists need for culturally competent interactions with patients, healthcare team members, and society. Applies the principles of "mindful practice" and patient centered care to improve the therapeutic alliance including, assessing health literacy, motivational interviewing, cultural awareness, and empathetic caring into the patient care setting. Students use patient scenarios to practice, self-access, and self-reflect on interviewing skills.

Prerequisite: Permission of DPT Program Director

FALL 8A-2

DPT 8730 Management of Complex Patients

4 credits

This course introduces patient management strategies for the medically complex patient. Community-based strategies and outpatient management for patients with primary disease or comorbidities of the cardiovascular, pulmonary, metabolic, oncologic, lymphatic, and integumentary systems are emphasized. Students will design individual and community-based interventions for effective screening and disease management that will be used in their community service project later in the curriculum.

Prerequisite: Permission of DPT Program Director

DPT 8650 Management of the Pediatric Patient

3 credits

Using a framework of normal development from birth to young adulthood, this course presents fundamental concepts for the physical therapy management of children and adolescents with musculoskeletal, neurological, and cardiopulmonary dysfunction. Topics include atypical developmental and associated impairments, functional limitations and participation restrictions. Topics of family centered care, advocacy, and assistive technologies are implicit in this course.

Prerequisite: Permission of DPT Program Director

DPT 8810 Advanced Diagnostics

2 credits

This course integrates concepts of advanced diagnostic testing and imaging of the major systems of the body regions related to physical therapy practice. Specific content reviews diagnostic ultrasound, magnetic resonance imaging, computed tomography, nuclear medicine, and radiographs. Rationale and guidelines for examination selection are introduced, and clinical scenarios provide an emphasis on critical thinking regarding the utility and interpretation of medical diagnostic tests.

Prerequisite: Permission of DPT Program Director

FALL 8B-2

DPT 8260 Advanced Therapeutic Interventions**2 credits**

This course expands on the students' critical thinking, clinical reasoning, and management of patients with movement system dysfunctions. This course is a progression of techniques related to spinal stabilization, movement impairments, and soft tissue dysfunction. Interventions include a progression of exercise therapy, manual therapy techniques, dry needling, manipulation, mobilization, muscle energy, proprioceptive neuromuscular facilitation, and proprioceptive/vestibular treatments. Students are provided with expanded knowledge and skills from foundational content previously taught. Lab activities use case scenarios to challenge clinical reasoning for the development and progression of comprehensive treatment plans.

Prerequisite: Permission of DPT Program Director

DPT 8270 Integrative Pain Sciences**2 credits**

This course provides an overview of managing people with chronic pain syndromes associated with neuro-musculoskeletal disorders and psychosocial factors using emerging and contemporary concepts of pain assessment, treatment, and outcomes. This course builds on the previous courses within the curriculum on the pain management domains and core competencies that were integrated within the body systems. Built from contemporary models, this course reflects the interprofessional consensus of core competencies for prelicensure health professions education in patient management. This course emphasizes the core knowledge necessary for offering best care of patients and provides integrated interprofessional discussion on comprehensive pain management designed to improve patient outcomes.

Prerequisite: Permission of DPT Program Director

DPT 8660 Primary Care Physical Therapy**2 credits**

This course explores the therapist's role as an interdependent practitioner working within a collaborative medical model. Presenting the clinical tools and decision-making processes necessary to more efficiently and effectively collect, evaluate, and communicate examination data while promoting differential diagnostic principles and clinical decision-making. This course will have a service-learning experience for the students' annual wellness and screening to improve the health of the HPU community.

Prerequisite: Permission of DPT Program Director

DPT 8440 Business Management & Entrepreneurship**3 credits**

This course provides an overview of basic business principles, as it relates to the practice of physical therapy with a systems-based thinking healthcare approach. Students will gain knowledge on various topics related to healthcare business management. There is a specific focus on understanding payer relationships, diagnostic coding, current procedural terminology, clinical productivity, and operating margin. The course will prepare students to be stewards of fiscal responsibility in the field of physical therapy.

Prerequisite: Permission of DPT Program Director

SPRING 8A-2

DPT 8920 Physical Therapy Practice II**8 credits**

This course advances the student's ability to perform examination, evaluation, and intervention skills during an 8-week mentored clinical experience. The student further develops the ability to communicate with patients/clients, family, and other healthcare professionals. Emphasizes evidence-based patient management and clinical reasoning skills as an adult learner and a healthcare professional as part of an interprofessional collaborative team.

Prerequisite: Permission of DPT Program Director and demonstrated readiness for continued clinical education (as determined by faculty)

DPT 8420 Professional Competencies II**1 credit**

This course prepares students professionally and emotionally for physical therapy clinical practice, including roles as a lifelong learner, clinical research, advocacy roles, and clinical educator. The student explores major forms of health care delivery and how they interact with physical therapy services, including but not limited to, medical ethics, health care regulations, and risk management strategies. This course blends topics through case applications that explore communication, individual and cultural differences, professional behavior and abilities, ethics, legal issues, and risk management within patient care.

Prerequisite: Permission of DPT Program Director

SPRING 8B-2**DPT 8930 Physical Therapy Practice III****8 credits**

This is the first of two courses that progress students to entry-level patient management skills during an 8-week mentored clinical experience. The student refines the ability to communicate with patients/clients, family, and healthcare professionals. The student develops advanced evidence-based patient management and clinical reasoning skills. This course emphasizes evidence-based patient management and clinical reasoning skills as an adult learner and a healthcare professional as part of an interprofessional collaborative team.

Prerequisite: Permission of DPT Program Director and demonstrated readiness for continued clinical education (as determined by faculty)

DPT 8330 Capstone I**1 credit**

This is the first of two courses that integrate and apply cumulative knowledge gained from all previous didactic courses and clinical experiences. Throughout this course, students will be engaged in reflective practice in three main areas including integration of content learned through the curriculum, direct application relative to patients managed in the clinical experiences, and professional growth since commencing their DPT education. Students will also articulate how they will uphold the 8 core values for physical therapists as outline by the American Physical Therapy Association. Finally, students develop a plan of study for the National Physical Therapy License Exam.

Prerequisite: Permission of DPT Program Director

SUMMER 8A-2

DPT 8940 Physical Therapy Practice IV

8 credits

This is the second of two courses that progress students to entry-level patient management skills during a final 8-week mentored clinical experience. The student refines the ability to communicate with patients/clients, family, and healthcare professionals. The student develops advanced evidence-based patient management and clinical reasoning skills. This course emphasizes evidence-based patient management and clinical reasoning skills as an adult learner and a healthcare professional as part of an interprofessional collaborative team.

Prerequisite: Permission of DPT Program Director and demonstrated readiness for continued clinical education (as determined by faculty)

DPT 8340 Capstone II

1 credit

This is the second of two courses that integrate and apply cumulative knowledge gained from all previous didactic courses and clinical experiences. Throughout this course, students will be engaged in reflective practice in three main areas including integration of content learned through the curriculum, direct application relative to patients managed in the clinical experiences, and professional growth since commencing their DPT education. Students will also articulate how they will uphold the 8 core values for physical therapists as outlined by the American Physical Therapy Association. Students will take a comprehensive exam simulating the National Physical Therapy Licensure Examination.

Prerequisite: Permission of DPT Program Director

5.6.0 CURRICULUM OVERSIGHT

The program relies heavily on feedback from our faculty colleagues, students, and graduates. This feedback is a critical element in identifying curricular and/or faculty strengths and weaknesses and potential improvements to the program. As such both student and faculty feedback are solicited through anonymous evaluations after every course and during periodic open forums with the Program Director.

In addition, students and graduates are invited to provide feedback via email to the Program Director at any time during or after the program. Specific DPT program graduate feedback is solicited at the end of the program and Alumni feedback during 1- and 3-year surveys.

The DPT Director of Curriculum, the DPT Curriculum Committee, the Faculty, and the Program Director are responsible for the overall design, implementation, evaluation, and ongoing reform of the curriculum. Curriculum evaluation is an ongoing process to ensure all courses are evidence based and reflect contemporary clinical practice, and the DPT Curriculum Committee (a faculty committee) oversees this process for the program.

Committee meetings, led by the DPT Director of Curriculum, evaluate collected data and outcomes from various stakeholders (i.e., students, graduates, employers, patients, etc.), identify

curriculum strengths and weaknesses, assess the program's effectiveness in achieving stated goals and outcomes, and develop proposals for needed curriculum changes. Information gathered from the DPT Curriculum Committee is reported back to the Faculty and Program Director for collaborative decision-making.

5.7.0 STUDENT WORKLOAD

The accelerated nature of the two-year hybrid DPT curriculum means that students should expect a workload that is more challenging than that of typical graduate education, one requiring full attention and dedicated time for study. The accelerated pace of the program will result in a higher volume of work across the 2-year enrollment when compared to a 3-year traditional DPT Program. This pace is similar to the demands of other accelerated graduate programs at the doctoral level.

Throughout program matriculation, the faculty recommend that students do not seek outside employment so that sufficient time is available for reading of assigned materials, viewing of instructional videos, engaging in synchronous class sessions, completing homework, participating in group projects, and fulfilling other course requirements as assigned by the course instructor.

Student contact hours will vary across terms according to course content, format, and curricular sequence. Due to the accelerated nature of the curriculum, the course load varies between 9 to 11 credit hours per eight-week academic term. Refer to the HPU Academic Affairs Policies and Procedures Manual Section 1.06.10 for further details on how student workload is calculated. On average, students can expect a workload of 44.5 hours with a range of 42 to 52 hours/week dedicated to coursework. During onsite lab immersions, students can expect to engage in lab activities 40 hours/week. Clinical education hours per week will vary depending on the setting but minimally must be an average of 38 hours/week.

6.0: ACADEMIC PROGRESSION

6.1.0 STUDENT ASSESSMENTS

The DPT program uses a variety of evaluation processes to assess student learning and performance outcomes across the curriculum.

Quizzes/Examinations: Faculty will incorporate written quizzes or examinations at least twice during the course. These evaluation instruments typically consist of a variety of multiple choice, true/false, matching, short answer, and essay questions to assess the depth and breadth of student knowledge. Examinations are high-stakes student assessments that will comprise a significant portion of each student's course grade. This testing environment focuses on assessing student comprehension, determining student readiness for clinical education experiences, and preparing graduates for the national licensure examination. Examinations and quizzes typically occur online.

Practical Examinations and Competency Skills Checks are high-stakes assessments used during patient management courses to assess psychomotor skill development. Practical examinations assess the student's application of knowledge, psychomotor skills related to examination and treatment techniques, and clinical reasoning and decision-making during simulated patient management scenarios. Competency skills checks are graded assessments of the student's ability to perform a specific examination and/or treatment technique for a body region or simulated patient presentation. These assessments include the required demonstration of appropriate professional behaviors and safety awareness during the activity.

Online forum discussions occur periodically in didactic courses. Students contribute to online discussions using original posts and response posts to faculty/classmate questions. Each discussion question addresses three major tenets: knowledge of content; critical thinking; and general attitude, professionalism, netiquette, writing style.

Integrated Clinical Observations have required learning activities for several patient management courses. These learning activities require students to observe a patient evaluation and treatment session in a local physical therapy clinic. Students are responsible for finding a suitable clinic for these activities; however, faculty and staff will assist the student in finding a suitable clinic whenever necessary.

Variety of video-based and written assignments faculty members may use external software for projects, and presentations as graded individual and group learning activities within their courses. These assignments may include critical (evidence-based) reviews of the literature, health promotion/ educational projects, professional development projects, reflection and feedback, role-playing exercises, and video uploads of examination and treatment skill demonstrations. The student will upload to Blackboard (LMS) for grading many of these written and video-based assignments.

Student evaluations in addition to course-specific student evaluations, the students also perform self-assessment and peer- assessment activities during many courses within the curriculum. These assessments develop essential skills as a mindful, reflective practitioner. The student discusses these assessments with faculty advisors and jointly develops action plans to address identified weaknesses and facilitate professional development.

Physical Therapist Clinical Internship Evaluation Tool (PT CIET), developed by The University of Pittsburgh, which is available, will be used by clinical faculty to formally assess student performance during clinical education experiences. This instrument also facilitates student self-assessment, individual tracking of progress, and realistic goal setting toward entry-level clinical skill development. All students and Clinical Instructors (CIs) must complete the CIET Web training through the Webinar Platform Course. This will allow the student to access the instrument once a CI is registered by the University as a clinical instructor using the CIET.

- The DCE will provide SCCEs, CIs, and students with instructions for accessing CIET Web training and utilizing the Tool and validation study. The DCE will answer questions related to student assessment using the CIET. Clinical faculty will use the Clinical Internship Evaluation Tool (CIET) to formally assess student performance during clinical education experiences. This instrument also facilitates student self-assessment, individual tracking of progress, and realistic goal setting toward entry-level clinical skill development.
- All students and Clinical Instructors (CIs) must complete a webinar CIET training. Training will be coordinated by the DPT Program's DCE. All questions related to the CIET should be directed to the DPT DCE.

6.2.0 ASSESSMENT/ REMEDIATION

Written Examinations: Students have only one opportunity to take written examinations within academic courses.

- Formal Remediation and re-testing (re-grading) will not be offered for failed written examinations other than the PEAT examination in the Capstone course to ready the student for the NPTE.

Practical Examinations and Competency Skills Checks: A student must pass all practical examinations and/or competency skills checks within a course. A minimum score of 80% to pass the assessment.

- If the student does not pass the initial assessment, the course instructor or examiner will determine when the re-test will be conducted to reattempt the ability to achieve the minimum score. The highest possible grade for the retest of a practical exam or competency skills check is 80% and is reported to the DPT Director of Student Affairs.
- A student may receive one re-test per failed practical or competency skill assessment. Any student who does not pass a re-attempt of a final practical exam or competency skills check will fail the learning assessment and will be reflected within the course grade. The student is also reported to the Director of Student Affairs (DSA) and the DPT Administrative committee.
- Any failures on competency skills checks and practical examinations will be examined by the faculty to determine if a learning plan is necessary prior to clinical experiences.

Any demonstration of unsafe, unprofessional, or unethical behavior during any assessment will result in an automatic failure regardless of overall score (i.e., Safety fail). Students who fail a practical exam or competency skills check due to unsatisfactory performance or behavior will be afforded one opportunity to re-test and pass the activity. Before the re-test, a student may be required to complete additional assignments to ensure satisfactory achievement of requisite knowledge and skills.

Remediation of all other learning activities within a course is at the discretion of the faculty member assigning the activity.

6.3.0 COURSE GRADING SYSTEM

The course faculty/instructor determines the grades for each course with specific requirements defined within the course syllabus. Evaluation methods assess student achievement of specific educational learning objectives, and in a broader sense, their communication skills and professional behaviors. The course should be a mix of formative assessment processes to provide feedback and rich learning.

The means by which a final grade is computed may include but are not limited to, written examinations, practical examinations, skill checks, oral presentations, written assignments, laboratory exercises, online class participation, clinical participation, and clinical performance.

All academic courses are graded according to the scale below:

Numeric Grade	Letter Grade
95-100%	A
90-94.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
< 80%	Unsuccessful completion of the course

Clinical Coursework: Clinical education courses are graded according to the scale below:

P	***	Passing
F	***	Failure
I	***	Incomplete

Other: Final course grades are calculated to two decimal points. Students are required to achieve a final grade of “B-” or higher (i.e., $\geq 80.00\%$) for all academic courses. It is the responsibility of any student who is underperforming to seek the assistance of the course instructor and their advisor.

6.4.0 MINIMUM REQUIREMENTS FOR PROGRESSION

Successful progression in the DPT program requires each student:

1. Earn a minimum of 80% (B-) in academic courses or a passing (P) grade in clinical coursework
2. Maintain at least a 3.00 cumulative GPA
3. Exhibit appropriate professional behaviors consistent with program, institutional and professional standards
4. Perform and adhere to the Technical Standards and Essential Functions of the DPT program

Student performance is evaluated at the completion of each academic term for progression in the program. Students that achieve or surpass these minimum standards will be allowed to progress in the program. Extenuating circumstances leading to unacceptable academic and/or clinical performance may be evaluated by the Administrative Committee.

6.5.0 ACADEMIC PROBATION

A student is placed on academic probation for any of the following conditions:

1. Cumulative GPA of less than 3.00 at the end of any academic term for the first time.
2. Violation of the HPU Academic Integrity Policy to a degree that does not warrant academic dismissal.
3. Inability to consistently perform or adhere to the Technical Standards and Essential Functions of the DPT Program.

The Program Director will notify the student of this action in writing. The student will be required to meet with their faculty advisor to develop a remediation plan that supports the student in the area(s) of the academic difficulty and defines requirements to remove probation status. Included within this remediation plan may be regular meetings with the advisor.

To remove academic probation status, the student must:

1. Achieve a cumulative GPA of at least 3.00 by the end of the next academic term following placement on academic probation.
2. Demonstrate corrective action and a consistent pattern of professional behaviors consistent with the HPU Student Conduct Policy, HPU Academic Integrity Policy, and the DPT Program Code of Professional Conduct.

The student is not allowed to be on academic probation for more than one academic term in relation to cumulative grade point average requirements or one academic term relating to academic professionalism. A second issue relating to either area will result in dismissal from the program. The Program Director will notify the Dean of the College of Health and Society and the Registrar of this academic dismissal action in writing. The student will be notified of Academic Dismissal from the Dean.

6.6.0 ACADEMIC WITHDRAWAL

A student who chooses to withdraw from the program must complete the online withdrawal form available through the registrar. This form must be signed by the Dean of the College of Health & Society. The student should notify the Program Director and the Director of Student Affairs and complete an exit interview. It is the student's responsibility to contact the Financial Aid and Business Office to discuss the financial implications of withdrawal or with questions regarding refunds.

Any student who withdraws may be considered for readmission. The student must apply and be accepted for readmission to the program. Initial acceptance into the program does not guarantee re-admittance. Supplementary information may be required.

6.7.0 ACADEMIC DISMISSAL

The Program Director may order the dismissal of a student where the student fails to achieve the expectations for progress as those expectations are stated in the policies and procedures. Academic dismissal may occur upon the occurrence of any one of the following grounds:

1. A student receives a grade of less than 80% in any academic course or a "Fail" in any clinical course.
2. A student has a cumulative GPA of less than 3.0 at the end of any term, is placed on probation, and fails to raise the cumulative GPA to 3.0 at the end of the next term.
3. A student's cumulative GPA falls below 3.0 for a second time at the end of a term.
4. Violation of the HPU Academic Integrity Policy.
5. Inability to be removed from probation status in the time frames established in this handbook.
6. Inability to complete the required Federated State Board of Physical Therapy Examiners (FSBPT) Academic PEAT exam remediation plan or to obtain a score equivalent to or greater than the "on track to pass" score, as described in the syllabus for DPT 8340 Capstone Project, within 2 months of course completion.
7. Inability to consistently perform and adhere to the DPT Program Technical Standards and Essential Functions.
8. Any determination by the Program Director or DPT Faculty that the student is unfit for clinical practice as a physical therapist or is otherwise not meeting the requirements of the DPT program and HPU.

The student is notified of this academic dismissal in writing by the Dean of the College of Health and Society and is informed of the appeal procedure. Also, included in the notice is information regarding loss of all privileges and services from HPU.

1. The student has twenty-four (24) hours after the notification of the dismissal to contact the Director of Student Affairs regarding an appeal. The Director of Student Affairs will advise the student of the appeal process described below.
2. The student must submit to the Director of Student Affairs a written appeal of the decision to dismiss the student from the program.
3. The Director of Student Affairs will convene a meeting of the DPT Program Academic Standing and Progression Committee to review the appeal from the student.
4. The Academic Standing and Progression Committee will forward to the Program Director its decision regarding the appeal.
5. The Program Director may accept or reject the recommendation of the Committee. The Program Director will notify the student and academic advisor via email and in writing of the Academic Standing and Progression Committee's decision and whether the Program Director

accepted or rejected the recommendation. The Program Director will notify the Registrar of any grade change and the Dean of the College of Health and Society and the Provost of the student outcome.

6. If the Program Director agrees that the student's situation warrants an appeal to the Dean of CHS, then the Program Director will provide a letter of support. If the Dean of CHS agrees with the department's assessment, the student will be readmitted on probation for the next academic term or decelerated to the corresponding term in the next cohort of students. If the Dean of CHS denies the request, there is no further appeal.

6.8.0 FINANCIAL EFFECT OF ACADEMIC WITHDRAWAL

Refunds of tuition and required fees for those receiving financial aid are based on the official withdrawal date and are pro-rated based on the total calendar days in that payment period up to the date that represents 60 percent of the payment period. Unless specifically noted, other fees are considered non-refundable. For further details, see the Policies and Procedures outlined by the Financial Aid Office.

6.9.0 TRANSFER OF CREDIT

Transfer credits are not accepted for the DPT program. Applicants who were previously enrolled in a DPT program at another institution and who are offered admission to the HPU DPT Program, must start their degree from Year 1, Term 1, and meet all requirements to graduate.

6.10.0 GRADUATION REQUIREMENTS

For a student to graduate from the Doctor of Physical Therapy program, the student must be in a good academic and professional standing, have had satisfactory progress in all terms of the academic program, and satisfactorily complete the following:

1. Successfully complete the required credit hours of academic and clinical education course work.
2. Maintain a minimum cumulative grade point average of 3.00 or above.
3. Achieve a "Pass" or letter grade of "B-" ($\geq 80\%$) or better in all academic courses as stipulated within each course syllabus.
4. Achieve a "Pass" in all clinical education courses as stipulated within each course syllabus which includes specific performance standards on the Physical Therapist Clinical Internship Evaluation Tool (CIET).
5. Exhibit professional behaviors consistent with clinical practice as described in the Professional Behaviors, APTA Core Values, the Code of Ethics for the Physical Therapist, and the Technical Standards within the DPT Student Handbook.
6. Achieve an "on track to pass" or higher score on at least one Practice Exam and Assessment Tool (PEAT) from The Federation of State Boards of Physical Therapy (FSBPT).
7. Complete all required HPU and DPT Program documents in preparation for graduation.
8. Honor all professional and financial obligations to HPU as published in the HPU University and DPT Program Handbooks, and as specified in any written communications from the University's administrators.

6.11.0 PHYSICAL THERAPIST LICENSURE

Licensure as a Physical Therapist is regulated by individual states and typically overseen by a State Board of Physical Therapy. Many states have unique licensure requirements that each graduate will need to investigate. It is the student's responsibility to contact the appropriate licensing board in their home state to confirm whether the HPU DPT program will meet the requirements for licensure in that state. The following link provides contact information for state licensing authorities:

<https://www.fsbpt.org/FreeResources/LicensingAuthoritiesContactInformation.asp>

National Physical Therapist Examination:

- To be licensed as a physical therapist, the graduate must pass the National Physical Therapist Examination (NPTE). The Federation of State Boards of Physical Therapy (FSBPT) administers this examination and publishes data regarding pass rates.
- The purpose of the NPTE is to assess basic entry-level competence after graduation from an accredited DPT program. The FSBPT develops, maintains, and administers the NPTE to help ensure that only those individuals who have the requisite knowledge of physical therapy are licensed in the physical therapy field.
- Passing scores established for the NPTE reflect the level of performance required to provide minimally safe and competent physical therapy services by physical therapists and physical therapist assistants. Individuals scoring at or above the passing score have met the performance standard and are eligible for licensure.

Jurisprudence Examination: A jurisprudence exam is required in many states to test the graduate's knowledge of state laws, rules, and the practice act that governs physical therapy practice.

Graduates of the DPT Program are encouraged to take state and nationally recognized licensing examinations as soon after graduation as possible. Further information regarding the NPTE, jurisprudence exams, and state licensure can be obtained on the FSBPT website.

7.0: DPT PROGRAM STUDENT SERVICES

7.1.0 STUDENT SUPPORT

The DPT program is committed to providing our students with an outstanding educational experience that fully prepares them for physical therapist practice. The DPT program is assisted and supported in this effort by a variety of HPU support services. HPU is committed to providing services that meet the needs of students including needs unique to the hybrid curriculum, promote student learning, support academic pursuits, enhance student development, and are consistent with the university's mission. Students in our hybrid curriculum have access to HPU's student services commensurate with the access of students on campus.

HPU Student Services include, but are not limited to:

Student Services Center: The Student Services Center is committed to providing students with a wide range of comprehensive services. This integrated center is designed for students to manage university transactions and get information needed to make sound decisions surrounding their academics and financial obligations.

Financial Aid: HPU's Financial Aid programs are designed to help students pay their educational expenses. The Financial Aid office aims to help and empower students to make informed decisions. To maximize financial aid eligibility, HPU encourages all students to complete the Free Application for Federal Student Aid (FAFSA). Federal financial aid is meant to supplement, not replace, the payment responsibilities of students and families. Completing the FAFSA does not commit students to accepting Title IV Federal Student Aid. It does, however, increase their opportunities for all financial aid assistance. The HPU Federal School Code 007279.

The Business Office: The Business Office is responsible for the overall accounting and reconciliation of University and student accounts. They help students by accepting tuition payments; creating payment plans; clarifying eBill account activity, 1098-Ts, and financial holds; and answering questions about refunds.

Registrar: The Registrar's Office promotes student development through their comprehensive information and service center for registration and academic records. Their team is committed to administering and updating the University's registration and records processes utilizing new technologies, resources, and procedures to enhance student learning and success. The Registrar's Office is the responsible authority for the security, confidentiality, integrity, and proper dissemination of student academic record data maintained throughout the University, in accordance with institutional, state, and federal policies and regulations.

Center for Academic Success Accessibility Services: As part of HPU's continuing commitment to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities, the university established and maintains Accessibility Services (AS), formally disability resources. Under the administration of Center for Academic Success (CAS), the office implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities.

Center for Academic Success Tutoring Services: The Center for Academic Success (CAS) provides free, individualized tutoring assistance to all registered HPU undergraduate and graduate students. Virtual tutoring is available 24/7 to students through SMARTHINKING. SMARTHINKING provides real people to work with students in a wide range of subjects including anatomy and physiology. Students can also submit their writing from ANY class to SMARTHINKING's Online Writing Center for a tutor review. The tutor will provide students with detailed, personalized feedback typically within 24-48 hours.

Library and Learning Commons: Students have access to online databases and eBooks through the library's HPU Discovery catalog. The library at the downtown campus is located at Waterfront Plaza and the Learning Commons are located in Aloha Tower Marketplace. Hours of operation are posted on the Library website.

Bookstore: HPU contracts with Barnes & Noble as the campus bookstore and is conveniently located at Aloha Tower Marketplace. Bookstore hours are posted on the HPU Official Bookstore website. Students are not required to purchase books from the HPU bookstore. Textbooks, HPU apparel, and gifts and accessories can be purchased and shipped to students.

Health Services: HPU students have access to on-campus health services during the fall and spring semesters. The third-party provider, SP Health Clinic, staffs the office in Health Services Office (ATM Ste. 1315; 808-544-9361; studenthealth@spclinic.org) and is open 16 hours a week during the semester. A list of common illnesses and conditions that students may access the walk-in clinic for are listed on the Health Services website. Any other conditions or diagnosis falling outside the scope of these common illnesses will be subject to referral to an off-campus medical provider based on the clinic staff's judgement.

Counseling and Behavioral Health: The Counseling and Behavioral Health Services (CBHS) department provides free and confidential counseling services to current registered HPU students. The CBHS staff provides the following counseling services: individual, couples, family, group, grief & loss, crisis intervention, consultation, referral services, and outreach services. Appointments must be made in person or by phone at (808) 687-7076.

You@HPU: Succeed, Thrive and Matter: You.hpu.edu is a path to self-exploration that connects students to personalized resources, whenever and wherever, to help them make the most of their college experience and to support their goals to Succeed, Thrive and Matter. Students can assess and expand on their lifestyle in a way that captures their health, sense of purpose and life trajectory. Based on input from the student, the portal shuffles its cards in order to serve the most relevant content for each, unique student. The YOU Portal serves students the right resources at the right time, so they are better able to deal with the issues and life events that occur in college. As the first of its kind on college campuses, YOU emphasizes individual well-being and self-awareness in order to connect students to information, campus resources, peers and opportunities - whenever they need it.

Chaplain: A chaplain is a member of the clergy in a specialized ministry and are called upon to serve in a pluralistic environment. The university chaplain is available for those seeking spiritual support. Students can reach out or drop by the chaplain's office during office hours at the Aloha Tower Marketplace, Ste. 1314.

Student Government Association: The HPU Student Government Association (SGA) is the student governing body. Every registered HPU student taking at least one credit is a constituent of the SGA. All students are encouraged to attend weekly meetings of the Student Senate and to voice their comments and concerns to the student senators.

Registered Student Organizations: HPU has several registered student organizations (RSO) for students to connect with others and enrich their experience at HPU. Organizations include various academic and profession, cultural and spiritual, and special interest organizations. A full list of RSOs is available on the HPU Student Activities website.

Leadership Development: Leadership development opportunities at HPU are in the form of student clubs/organizations, training, and workshops. These programs are open to all students. HPU's Leadership Education and Development Series (L.E.A.D.S.) is a year-long, self-directed leadership development program customized to suit a student's interests. Take the Lead Seminars are scheduled monthly and feature notable community leaders and HPU staff and faculty.

Career Development Center: HPU's Career Development Center provides students and alumni with the necessary resources to be highly competitive individuals in the college-to-career transition. Recognizing that the global workplace is a forever changing environment, Career Development supports students to be prepared, adaptable, dynamic and resourceful, while embodying the values of Pono, Kuleana, and Aloha.

7.2.0 ACADEMIC COACHING

The HPU DPT Academic Coaching program was developed to foster academic success in an innovative, blended-learning curriculum. Academic coaching is an integral part of any educational process, but often takes on greater significance in the DPT program given the accelerated curriculum and distance learning that takes place.

Upon entry into the DPT program, students are assigned to an academic team, consisting of approximately 8-10 students, with a core faculty serving as the team's academic coach. The academic team is the student's first `ohana in the program, and the academic coach serves an important role in advising, coaching, and mentoring students through successes and challenges. Coaches listen to students' reflections, track academic progress, assist students in creating academic and professional goals, and support students in meeting their goals. The coaching program is essential for fostering academic success, maintaining clear and effective communication, and supporting a cohesive and collaborative culture among faculty and students who are often geographically separated.

Initial coaching occurs in a group setting at orientation. Coaches will review the program with their assigned student team, establish expectations, and facilitate team building. Key elements discussed at this initial session include professional communication and responsibility and timely access to assistance for students. Coaching, advising and/or mentoring occurs with students in formal, regularly scheduled individual sessions as outlined in Appendix II of the HPU DPT Policies and Procedures Manual using video conferencing technology (i.e., Zoom, Microsoft Teams, etc.).

Formal meetings must be documented on the Academic Coaching form (located in the Forms section of the DPT Program SharePoint drive) and uploaded to the student record.

Students with non-academic concerns are also encouraged to contact ComPsych for services offered via the Student Assistance Program. For help anytime, students should call 866.606.6352 or go to www.guidanceresources.com.

7.3.0 CLASS REPRESENTATIVES

Each student cohort will elect a Class Leader and Assistant Class Leader to serve as their class representatives. Class leaders will generally serve 9-12-month terms and are eligible for re-election. Elections are planned and conducted by the Director of Student Affairs.

- Duties of the Class Leader include:
 - Serve as a liaison between the class and DPT administration and faculty
 - Periodic meetings with the DPT Program Director and the Director of Student Affairs
 - Solicit feedback from the class pertaining to the DPT program curriculum, operations, student services, etc. Provide pertinent feedback to the Program Director and faculty (anonymous if desired) as a means for program assessment and improvement
 - Provide class with periodic updates as provided by the DPT administration and faculty
- Duties of the Assistant Class Leader include:
 - Oversee organization of class events such as review sessions, service projects, or social events
 - Assist the Class Leader as requested or needed

Additional class representatives may be identified and elected at the discretion of each incoming class.

7.4.0 STUDENT IDENTIFICATION CARD

All students receive an identification card (HPU UniCard) during orientation that shows their photograph and student identification number. Students are expected to carry their UniCard during onsite lab immersion sessions and always when on campus. Students will present their ID to members of the faculty, staff, administration or security when requested.

7.5.0 PREFERRED FIRST NAME

HPU recognizes that as a community many of its members use names other than their legal names to identify themselves. For many students, a first name is an important part of their identity. To foster a more welcoming, supportive, and respectful campus climate HPU students may use preferred first names (other than their legal names) to identify themselves at HPU. To add, delete or update preferred first name or legal name, the submission of a Change of Student Information form through the registrar is required.

HPU will make every effort to display the preferred first name to the university community where feasible and appropriate and will make a good faith effort to update reports, documents, and systems

accordingly, including: student ID card, class roster, Blackboard LMS, email address, MyHPU Portal, and Degree Works. Legal name will still be used on certain records that require the use of an official name of record. For additional information, see the Preferred First Name Policy in the HPU Student Handbook.

7.6.0 CONTACT INFORMATION POLICY

Every student is required to report their telephone number, email address, and home address upon matriculation in the HPU DPT program. Name, Address, and telephone number changes must be submitted within three days of any change to the Office of the Registrar. These changes can be made through MyHPU.

Failure to maintain accurate contact information may lead to missing important communications from HPU and/or the DPT program.

Official correspondence from HPU and/or the DPT Program may be sent to students by email. Each student is considered to be on notice of the information contained in email messages sent to the student's HPU email address.

Communication related to academic probation or dismissal will come from the Dean of the College of Health and Society at the end of each academic term.

7.7.0 EMAIL POLICY

Email is an official communication mechanism in the HPU DPT program. The HPU Information Technology Services (ITS) Department issues an email account to each student. All students are required to obtain, maintain, and check their official HPU email account at least daily. DPT program faculty, staff, and students use email and mailing lists to communicate important information. Some faculty may also use email as an official mechanism to distribute handouts, reading lists, or other course materials.

After matriculation students are required to adhere to the following requirements:

1. Monitor and maintain the official email address account.
2. Check email on a regular basis (daily at minimum).
3. Know and be responsive to requests and deadlines sent through email, as appropriate for the content of the message.
4. Write messages and communicate using responsible, courteous, and professional language.
5. Keep the class roster of names and personal information confidential. Do not give this information to outside individuals or organizations.
6. Avoid exceeding capacity for email storage on the university server.
7. Ensure email notifications are "on" for Blackboard announcements.

7.8.0 POTENTIAL HEALTH RISKS TO STUDENTS

Students may be subject to known and unknowns during the DPT program.

- During DPT lab immersion sessions, practice sessions, and practical examinations, students will alternate in role-playing the physical therapist and the patient in clinical scenarios. As a patient, students will be exposed to physical therapy interventions and procedures delivered by fellow students. These include, but are not limited to, physical agents such as ultrasound and electrical

stimulation, therapeutic exercise, spinal and extremity joint manipulation, and trigger point dry needling.

- During DPT clinical experiences and internship, students will be exposed to patients with infectious and communicable diseases, chronic and degenerative diseases, mental illness, and injury/illness risks associated to the work environment.

The DPT Program will make every effort to protect the safety and interests of the student. Basic instruction in prevention procedures such as universal precautions and in the application of reasonable and prudent personal habits is provided. Additionally, faculty will provide instruction regarding the indications, contraindications, and precautions for physical therapy interventions and their associated risk. Instruction will emphasize the safe and effective delivery of these interventions to fellow students and patients. Basic instruction is designed to limit unnecessary exposure and risk and constitute a measure of safety for students and patients. Ultimately, it is the student's responsibility to apply these safety procedures and to take appropriate steps to protect their fellow students and themselves. Students are responsible to self-identify when lab procedures performed on them may be contraindicated due to a personal medical condition.

As a condition of enrollment in the program, students are required by the HPU DPT program to show proof of health insurance and completion and submission of immunizations and laboratory testing. Further, students are expected to abide by the university's policies regarding risk exposure management. Students are responsible for the costs associated with any necessary emergency services.

In the event of an accident resulting in student injury or illness, the student should immediately notify their academic or clinical faculty as soon as possible. See Section 10.2.0 Personal Injury & Medical Emergency Procedures for more details. Students must provide evidence of personal health insurance. Any expenses related to illnesses or injuries occurring during a lab immersion or clinical rotation that are not covered by the student's personal health insurance may be the responsibility of the student.

7.9.0 MEDICAL CONDITIONS, INCLUDING PREGNANCY

Immediately upon medical confirmation, any medical condition that may impact the ability of a student to safely and fully participate in the educational experience should be reported to the student's academic coach, Director of Clinical Education, Director of Student Affairs and/or the Program Director. This will allow planning of a learning experience that will ensure maximum safety to all concerned. Any condition that impairs a student from being able to meet the requirements of the clinical education course may result in a delay in progression in the program.

7.10.0 TUITION AND FEES

Estimated program costs, to include tuition and fees, are posted on the HPU DPT program website.

7.11.0 FINANCIAL AID

Financial aid is the economic assistance available to help students pay for college. This economic assistance may be in the form of scholarships, grants, work-study programs, or loans.

To apply for any form of financial aid at Hawai'i Pacific University, a student must:

- Apply for admission to HPU.
- Complete a Free Application for Federal Student Aid (FAFSA). To access the online FAFSA, please visit www.fafsa.ed.gov. The HPU Federal School code is 007279.

Depending upon the type of aid and the source of that aid, other documentation may also be requested. Financial Aid Officers are available to provide assistance as needed. Please see the HPU Financial Aid website for more information.

7.12.0 FERPA RIGHTS AND RELEASE OF EDUCATIONAL RECORD

The Family Educational Rights and Privacy Act of 1974 (FERPA) affords students certain rights with respect to their education records. FERPA rights are:

1. The right to inspect and review student education records within 45 days of the day the university receives a request for access.
2. The right to request amendment of the student education records that a student believes is inaccurate, misleading, or otherwise in violation of his or her right to privacy.
3. The right to provide written consent before the university discloses personally identifiable information contained in student education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by HPU to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
Department of Education
400 Maryland Avenue, SW
Washington DC 20202-4605

Questions regarding the rights and release of information that this act provides to HPU students should be directed to the university registrar:

Hawai'i Pacific University Registrar's Office
500 Ala Moana Blvd., Suite 5A Honolulu, Hawai'i 96813
Tel. (808) 544-0239
Email: registrar@hpu.edu

The university designates the following as "directory information" and may, upon inquiry, disclose this information at the university's discretion without prior consent of the student: name of student, local and other addresses, local and other telephone numbers, email addresses, date of birth, dates of attendance, enrollment status (full-time, part-time, etc.), major field of study, education level, class standing, previous educational institution(s) attended, degrees received and dates of conferral, honors and awards received, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

HPU is under no obligation to release directory information to anyone who inquires. FERPA only states that an institution *may* release directory information. When in doubt, HPU will not release directory information and may require that a written release from the student be provided before directory information is released.

Students have the right to restrict the release of their directory information. To exercise this right, a student must submit a signed request in writing to the HPU Registrar's Office in person or by mail. A request form is available at the Registrar's Office or at www.hpu.edu/registrar/ferpa.html. Once the request is filed, it becomes a permanent part of the student's record and shall remain in effect until the student instructs HPU, in writing, to have the request removed.

The university will not disclose official transcripts and/or information not identified as "directory information" to non-school officials without prior written consent from the student unless it is an exception under FERPA.

7.13.0 CONFIDENTIALITY OF STUDENT RECORDS

The Program maintains all student files in electronic academic records. A secure electronic record for each student provides secure access to program administrators, faculty, and staff, as assigned. Fillable forms are provided to allow electronic completion of student conferences and assessments. Administrative, faculty members, and staff members have the responsibility to protect the confidentiality of educational records in their possession in accordance with established FERPA guidelines. No information concerning a student's progress or standing will be released to organizations or persons outside the HPU community without the student's consent.

Procedures for maintaining security and confidentiality of electronic academic records are as follows:

1. The DPT Program and Registrar maintain student files. A secure electronic record for each student secures access to program administration and faculty members as assigned.
2. Security measures such as firewall protection, secure wireless connections across the campus and remotely, two-factor authentication, and unique usernames provide high levels of information security and protection for these records.
3. The following procedures are utilized to ensure the confidentiality of student records:
 - a. Electronic academic files are uploaded into a unique username and password. Records are retained in accordance with HPU's policies.
 - b. Electronic programmatic folders are created within the DPT secured shared drive for each new student by the DPT Program Administrative Coordinator. Electronic permissions are set to provide the Program Director, Director of Student Affairs, Director of Clinical Education, and the DPT Program Administrative Coordinator with access to all academic records. Faculty advisors are provided online access to the academic records of their advisees.
 - c. All student records are secured always, with access limited to the Registrar, Program Director, Director of Student Affairs, Director of Clinical Education, Administrative Coordinator, and the student's faculty advisor.

After graduation, the entire class folder is archived and stored electronically for future use as permissible and necessary. Records are retained in accordance with HPU policies.

All student files accessed through the DPT secured shared drives will be viewed on the faculty member's computer and be secured at all times. Student files will not be saved to faculty hard drives, sent via email to addresses outside the HPU domain, or viewed in public locations where unintentional access may result. Faculty members should access student electronic records only when privacy can be assured.

Faculty members accessing electronic student records are responsible for the security and confidentiality of the file(s) until such time as it is returned to secure storage. At no time will students have access to secure or confidential files. Students may gain access to their personal records under the direct supervision of the program DPT Program Director and Registrar.

7.14.0 ACCESSIBILITY SERVICES

Accessibility Services is committed to equal access to HPU's programs and services for qualified students with disabilities through reasonable accommodations. A qualified student with a disability is a student with a disability who meets the academic and technical standards required for admission or participation in the university's education program and services. As defined in the Americans with Disabilities Act (ADA) and section 504 of the Rehabilitation Act of 1973, a person has a disability if they have a physical or mental impairment that substantially limits one or more major life activities of such individual; have a record of such an impairment; or are regarded as having such an impairment.

In order to determine eligibility for services and fully evaluate requests for accommodations or auxiliary aids, Accessibility Services requests reasonable documentation of the reported disability. The documentation should include information about functional limitations associated with any disability. Accessibility Services reviews and evaluates documentation on a case-by-case basis. Documentation guidelines are based on the [Association on Higher Education and Disabilities \(AHEAD\)](#) description of quality disability documentation.

ADA and related regulations provide for "reasonable accommodations" to eligible students so long as not an undue hardship or fundamentally altering the nature of the service, program or activity. To initiate the process of receiving accommodations, students must complete the process as outlined on HPU's Accessibility Services website.

The HPU DPT Director of Student Affairs will work closely with Accessibility Services to identify students with accommodations and work with course faculty to discuss and arrange accommodations.

7.15.0 INFORMED CONSENT

Within the HPU DPT Program, we strive to provide equitable, patient-centered, high-quality communication and this process starts within our curriculum and lab immersions. In each lab and with every simulated patient, we promote professionalism, respect, and appropriate informed consent. All persons participating during lab activities will provide informed consent prior to the interventions being performed.

Individuals who serve as demonstration or practice subjects for any component of the DPT Program will acknowledge their voluntary participation after being briefed regarding the contraindications, risks, and benefits of the physical therapy procedure to be performed. Written informed consent will be obtained from any person or patient volunteer who participates in a demonstration or practice session using the *Participant Informed Consent* form. In cases of children or minors (during pediatric courses), the parent or legal guardian will be informed of the lab procedures prior to signing the consent form. *All participants have the risk-free right to not participate in demonstrations performed in the academic laboratory setting.*

Students will follow local clinic policies and all applicable state or federal regulations regarding patient informed consent during clinical education experiences. *All patients have the risk-free right to not participate in clinical education.*

7.16.0 MEDIA RELEASE

All students will complete a media release consent during orientation. This consent grants HPU and the DPT program the right to use the student's name, photograph, likeness, or voice in any production connected with the University (i.e., social media, promotional materials, etc.).

At various times throughout the program, students will be required to photograph or videotape themselves while performing selected examination or treatment procedures on subjects. During academic courses, subjects may be fellow students, family members or friends willing to support your professional development. The student will obtain the subject's consent using the *Media Consent* form prior to photographing or filming.

Students will follow local clinic policies when filming or photographing patients for clinical education coursework. If no policy exists, students will gain permission from the clinical faculty to use the HPU *Media Consent* form.

8.0: DPT PROGRAM STUDENT CONDUCT STANDARDS AND REGULATIONS

8.1.0 ACADEMIC PARTICIPATION

Regular and active class participation in learning activities are hallmarks to adult learning and the professional responsibility for every student. The DPT curriculum, as well as individual courses, arranges learning experiences in a sequential manner to ensure understanding of new information, knowledge, and skills and integration with previously introduced material. In addition, the collaborative learning activities used in virtually all DPT courses requires regular interaction between and among students and faculty. Students are expected to be *present and on time* for all scheduled learning activities and assessments. Students are advised not to schedule travel arrangements or other appointments during weekdays until they have received the syllabi for the academic term. Travel arrangements or other appointments that conflict with a learning activity or assessment must be rescheduled or result in a grade of zero for that activity or assessment.

Online courses

- While most learning activities occur asynchronously during online courses, this should not be construed as being self-paced or self-study. Many of these activities have completion dates and/or times that must be adhered to. These dates help students stay on schedule and allow time for student interaction and collaboration during learning activities. As a result, active participation and effective time management are critical behaviors for the online student.
- All courses utilize synchronous learning activities such as live webinars and online chat sessions. These activities are considered *class time* for which student participation is mandatory. Faculty will use the course syllabus to clearly identify the dates and times for all live online sessions. Refer to the individual course syllabus for all course requirements and expectations.
- If an absence from a synchronous session is anticipated, it is the student's responsibility to notify the instructor, in person, by phone, or email, prior to the scheduled class or activity. Absences must be pre-approved by the course instructor and may be granted on a case-by-case basis. Non-emergent travel or events, and non-urgent medical appointments are unlikely to be approved by the faculty as the course schedule of expected synchronous classes was made known at program orientation.
- Instructors may utilize in-class quizzing, polling, or other learning activities during synchronous sessions. Missed synchronous session quizzes without prior approval (as noted in the previous paragraph) may result in no credit for the activity.
- Students should consider webinar login time and potential internet issues/availability when logging into synchronous learning activities to ensure full student participation. It is also the student's responsibility to maintain an operable computer and reliable high-speed internet service at all times. Redundancy with one or more portable devices is highly recommended and encouraged.

Lab Immersion Sessions

- Lab Immersion Sessions may be Onsite, Virtual, or a combination of the two for a course.
- Onsite lab immersion sessions are strategically scheduled within each academic term. Student participation is mandatory for each onsite lab immersion. In addition to providing critical face-to-face learning activities for hands-on skill development, these sessions provide opportunities

for academic and professional counseling with your academic coach or other faculty, student services with administrative personnel, and social interactions with other students.

- Virtual lab immersion sessions may be scheduled for a course, either at timepoints during the didactic portion, or at the end of a didactic portion of a course. Student participation is mandatory. These sessions provide critical learning activities for critical thinking, skills development, case, and group-based discussions, as well as testing sessions for both practical exams and skills checks.
- All lab immersion dates are scheduled well in advance. Onsite lab immersion dates are available on the program’s academic calendar and provided to all incoming students during orientation. Although changes to the schedules are not anticipated, students are encouraged to book 1 lab immersion session (travel and lodging) at a time to avoid any financial penalties due to changes in the schedules.
- Due to their importance and compressed nature, excused absences from lab immersion sessions are not permitted. It is not possible to provide make-up for missed lab sessions. Therefore, students who miss lab (virtual or onsite) for any reason may be at risk for receiving a grade deduction or “incomplete” for the course, which may require them to retake the course the following year, impacting their progression in the curriculum. It is the student’s responsibility to block these dates and schedule significant life events (marriage, reunions, etc.) accordingly. Students must ensure their travel arrangements provide for full participation during all scheduled class activities.

Online/Lab Immersion/Exam Make-up

- Students are responsible for all information presented in each class, whether they are present or not. It is the student’s responsibility to obtain information missed. Individual instructors will determine whether make-up work is required or allowed. Refer to the individual course syllabus for specific information on making up points or time missed.
- If a student misses a significant portion of a course (approx. 10% or more), the individual instructor may refer the matter to the Director of Student Affairs to recommend decisions on student status and ability to progress.
- If a student requires remediation and/or re-testing for the lab immersion portion of a course, they may be required to stay onsite for additional days. Costs for housing and travel arrangements are the responsibility of the student.

Clinical Education Experiences

- Expectations of professional behaviors and patient management standards and benchmarks on the CIET should be used to guide participation in clinical education experiences.
- Timely and appropriate communication among all relevant stakeholders (CI, SCCE and DPT Clinical Education Team) is essential.
- Students should seek additional learning opportunities offered by clinical sites.
- Additional expectations are outlined in the DPT Clinical Education Handbook.

8.2.0 CLASS CANCELLATION

Onsite Class Cancellation

Onsite class cancellation will follow established procedures in Chapter 1.06.12 of the HPU AAPP.

Online Class Cancellation

Generally, faculty members should initiate the live online session no later than 15 minutes prior to the scheduled activity. In the event of weak, interrupted, or absent internet service, the lead faculty/instructor should:

- Notify all co-lead and associated faculty members and initiate the student notification system through the class leader. Provide all faculty members and students with an estimated start time. Students are required to remain online for 30 minutes after the scheduled start time to allow adequate time for notification and/or internet resolution.
- Troubleshoot internet issues and exhaust all options for restoring service locally. If unable to restore service within a reasonable time:
 - Delegate class initiation and/or lead instructor role to the co-lead faculty members while internet service is being restored.
 - Move to an alternate location with reliable internet service (i.e., a nearby library, etc.) as necessary.
 - End all faculty members and students a class cancellation notice if internet service cannot be restored. Provide all participants with a rescheduled date and time for the cancelled class session.
- In the event of illness or emergency, the lead faculty/instructor should notify the Program Director of the need to cancel an online session. If possible, the faculty member should notify all faculty and students via email of the cancelled session and provide a date and time for the rescheduled session. If needed, the Program Director will assist with notification of class cancellations in cases of emergency.

8.3.0 DPT STUDENT CONDUCT

Students are expected to conduct themselves in a professional and responsible manner, creating an environment that embraces the values of HPU and the DPT program. Student conduct will adhere to the following requirements.

- It is required that students be on time for all scheduled didactic class sessions (online lecture, chat, etc.) and laboratory sessions:
 - Students are expected to be present in the classroom (virtual as required) or laboratory at the scheduled time.
 - Students are expected to be in practice sites as scheduled by the Director of Clinical Education and Clinical Faculty.
- Students must be prepared for class, laboratory, and clinical sessions:
 - Students are expected to utilize a device (i.e., laptop computer or tablet) with wireless capabilities for each class, laboratory, and clinical session.
 - Students are expected to complete the assigned readings and any other out-of-class assigned work before the start of each class, laboratory, and clinical session.
 - Students are expected to adhere to the dress code requirements outlined in the Dress Code Policy published in the DPT Student Handbook.
- Students must be attentive and engaged in the learning process:
 - Students should be actively engaged in all online and onsite learning activities. Participation in online discussion forums, live webinars, and onsite learning activities is

imperative for collaborative student learning. This participation may be a graded element in online courses.

- If a student is unsure of their ability to progress or to perform any required skill, they should ask the faculty member for assistance in a timely manner.
- Students should assure mastering of all course objectives and programmatic learning outcomes and competency statements as described in the course syllabus and DPT program assessment plan.
- Students should complete self-assessments, faculty evaluations, course evaluations, and program assessments as directed in the DPT program assessment plan.
- Students are expected to be respectful, responsible, and professional:
 - Treat fellow students, faculty, staff, and all employees with respect.
 - Be helpful, friendly, cooperative, and demonstrate advocacy and compassion.
 - Students will not use any electronic communication devices (e.g., cell phones, email, social media, etc.) during class, laboratory instruction or clinical education sessions unless authorized by the faculty or clinical instructor.
 - Respond to the needs of patients and healthcare providers with guidance from the clinical instructor or faculty member.
 - Act in accordance with policies and regulations of HPU, the DPT program, and clinical education facility.
 - Complete tasks on time, show reliability, and assume responsibility for their own conduct.

8.4.0 DRESS CODE

The DPT Program is a setting where students, faculty, guests, patients, other professionals, and the public may form an impression of us based on our appearance and conduct. Students are required to wear attire that conforms to the image of a professional physical therapist. This style of dress is expected of students while on campus for classes, on-campus events, during classes (synchronous sessions), meetings and off-campus events, unless otherwise specified.

Appropriate dress is a subject of contention for many professional schools, businesses, and corporations. While business formal is more easily defined, business casual has many interpretations, causing confusion among the members of these organizations. Business casual is not a uniform, but it does set expectations for acceptable daily attire. The HPU DPT Program defines business casual as dressing in a professional, relaxed, yet neat and pulled together manner; a middle ground between formal business attire and casual wear.

During clinical education experiences, students must follow the facility-specific dress code policies of each clinical site to which they are assigned. If lab coats and/or scrubs are required by the facility, then the student will be responsible for securing those items. Students should be well groomed, and appearance should reflect modesty and cleanliness. Dress and attire should conform to the image of the professional physical therapist. If a facility has no specific dress code, students must conform to the standard dress code established by HPU.

Personal Grooming: Students with long hair should be prepared to fasten hair up for some lab or patient care activities. If worn, beards and mustaches should be clean and neatly trimmed. Nails need to be kept

short (i.e., not longer than ¼ inch in length) to enable easy cleaning, prevent puncture of gloves, and prevent injury to classmates and patients/clients. Students should avoid wearing excessive fragrance.

Laboratory Activities: Course syllabi will stipulate appropriate dress standards for lab activities as this may vary between courses. In general, loose fitting gym shorts, t-shirts or tank tops, appropriate undergarments, and sneakers or sandals are commonly required for lab sessions. Dress should be modest but allow students to expose areas for observation and palpation applicable to the specific laboratory experience. For example, a sports bra or swimsuit top may be worn when upper quarter or trunk laboratories are held. Hats may not be worn during lab activities.

Dress Code Violation Consequences:

- The HPU DPT Program has made professionalism a point of emphasis of its academic and clinical components. As such, adopting and projecting a professional look should be part and parcel of the student experience. Following the dress code guidelines is an expectation of the DPT program. If there is doubt if an item of clothing is a violation of the dress code, it should not be worn.
- All members of the DPT Program administration and faculty have the authority to enforce this policy. Faculty may choose to not admit students to class or lab, causing an absence. Administrators may counsel students and/or require the student to change into appropriate clothing. Instructors may refuse to let a student participate in the activity for the day.

8.5.0 JEWELRY AND TATTOOS

Any jewelry, including jewelry displayed as body piercings, that interferes with the student's ability to perform class, lab or clinic activities or poses a safety concern for simulated or actual patients is prohibited. Students may be asked to remove excessive jewelry prior to learning or clinical activities.

Visual displaying of tattoos that offend a reasonable standard of decency (e.g., obscene, sexually explicit, vulgar) are prohibited. Such tattoos are required to be covered. During clinical education experiences, students must follow the facility-specific policies related to jewelry and tattoos.

8.6.0 FOOD AND BEVERAGES

During lab immersions, students may bring water into the lab area in a container with a screw on lid or top. The eating and drinking of foods and beverages during the "hands-on" portion of the lab immersions is prohibited except in designated areas.

8.7.0 USE OF DISTRIBUTED MATERIALS AND LECTURES

As a hybrid program, DPT students will have extensive access to audio and video recorded lectures, handouts, and other printed or electronic media materials. These lectures and materials have been developed by or for HPU and the DPT program for the sole purpose of educating students enrolled in the program.

It is a violation of the HPU Student Conduct Code to communicate or distribute through any vehicle or media any materials recorded at or produced by or for HPU and the DPT Program to any other individuals, including HPU students. Violation of this policy may lead to academic dismissal.

8.8.0 HIPAA AND RELATED POLICIES

DPT Program students will have access to confidential information related to other students, patients/clients, or others during their course of physical therapy education. Students receive training in protecting patient/client confidentiality and Health Insurance Portability and Accountability Act (HIPAA) guidelines. It is a student responsibility to maintain the confidentiality of any information related to patients and/or clients. Specifically, per HIPAA guidelines, the following behaviors are prohibited:

- Releasing confidential patient/client information by any means (i.e., verbally, electronically, or in print) to any individual/agency who does not have the legitimate, legal, or clinical right to the information.
- Unauthorized use, copying, or reading of patient medical records.
- Unauthorized use, copying or reading of employee/hospital records.
- Taking patient records outside the clinical facility.
- Any tampering of patient information.

This policy applies not only to patients/clients with whom the student has direct contact in the clinical setting, but to any personal/confidential information to which the student may have access while participating in physical therapy education.

The student is to use discretion when discussing patient/client information with other appropriate individuals to assure that the nature of the discussion remains professional, pertains only to information clinically relevant while in the clinical setting, and cannot easily be overheard by those not involved in the patient's care. When discussing any patient information for educational reasons in the classroom, information must be properly de-identified and/or appropriate authorization obtained.

Additionally, some clinical facilities will have their own published policies/ procedures related to protecting patient/client information that students are expected to follow. Violations of this policy may result in sanctions and may be grounds for dismissal from the program.

8.9.0 SOCIAL MEDIA POLICY

Students are expected to adhere to the same professional conduct and behavioral standards when using social media as they use when interacting with others in any other medium (by phone, in person, via email, etc.). Social media are powerful, accessible communication tools for effectively communicating worldwide, but when used inappropriately can damage reputations and cause harmful reactions.

DPT students, faculty and staff are prohibited from disclosing the following through social media:

- Protected Health Information (PHI)
- Confidential Personnel Information
- Confidential, non-public or proprietary information about:
 - Families, clinical facility staff or clinical institutions
 - The University, its faculty/staff and students
- Copyrighted or intellectual property, belonging to the University
- Comments that express or imply sponsorship or endorsement by the College or the University

The use of social media for clinical discussions that includes identifiable information related to patients or affiliated clinical facilities is prohibited. If a student identifies themselves as such online (e.g. list affiliation with HPU or the DPT program in their social media profile); a disclaimer should be added that any opinions or views expressed do not represent the opinions of the DPT program or the University.

Additionally, a student is in violation of this policy when they use social media to slander, harass, demean, degrade, bully, discriminate, or threaten others and/or when postings are offensive to the prevalent standards of the university or its community. These postings include photographs, pictures, diagrams, drawings, video, video clips, films and other material which may be inflammatory or demeaning.

Students in violation of this policy will be considered as having violated HPU Code of Conduct and may face disciplinary action, up to and including, dismissal from the University.

8.10.0 COMPLAINTS

Due Process

Complaints involving faculty, staff or students, discrimination or harassment, or complaints involving grades or academic integrity, should follow the procedures outlined in HPU Student Handbook (for students) and HPU Employee Handbook (for faculty and staff). HPU faculty, staff and students are protected from retaliation for complaints made in good faith.

Outside of Due Process

Any individual may file a complaint regarding aspects of the DPT Program. Complaints about a student or the program should be documented in writing and discussed first with the person involved. If resolution is not achieved, the complaint should be elevated to the Program Director and submitted in writing. The Program Director has the discretionary authority to gather additional information to take appropriate action or involve other university officials. If the complaint involves the program director, it should be submitted to the Dean of the College of Health & Society.

Complaints to the Accrediting Body

Any individual who would like to file a complaint with CAPTE regarding what appears to be the DPT Program's inability to meet an evaluative criterion may do so by following the directions provided on the CAPTE website (<http://www.capteonline.org/Complaints/>) or may call the Department of Accreditation of APTA at 703-706-3245.

If a member of the DPT faculty is approached by a student, consumer, or clinical facility staff member regarding the desire to file a complaint with CAPTE, assistance will be provided to direct that party to the above website or phone number. Upon receipt of the complaint from CAPTE, the DPT Program Director will make every attempt to investigate the complaint, reach compliance, and report findings back to CAPTE.

8.11.0 TECHNOLOGY AND INFORMATION SECURITY

The DPT program encourages faculty and students to develop, integrate, and/or use emerging technology in ways that improve course delivery, active learning, and student outcomes. In all circumstances, faculty must ensure the protection of student data in accordance with FERPA and HPU

Security and Privacy policies. All personal computers and electronic devices must be password protected and maintained in secure environments.

The Hawai'i Pacific University Network is protected by a firewall that includes VPN, two-factor authentication on Office 365, and secure wireless connections across the campus. All-faculty and all-student resources require a secure login with a unique HPU-specific username and password.

The institution assigns a unique username and initial password; on the first login, students are prompted to choose a unique password that meets the complexity requirements. Students must log on and be authenticated to gain access to Office 365 (email, calendar, OneDrive, and more), Library Resources, Blackboard learning management sites, and the HPU website-based faculty resources.

Information Technology Systems/Platforms for Education and Security. The program uses the following standardized systems to ensure test security and integrity, determine student identity, and ensure student privacy and course quality:

- Blackboard – HPU uses the learning management system Blackboard to support the delivery of hybrid and distance learning courses and programs. Students are provided an orientation to Blackboard during the program orientation. Students have access to their grades in Blackboard but are not able to see the grades of other students. Faculty access to student grades and records in Blackboard is restricted to appropriate faculty and staff for each course.
- Respondus Lockdown Browser and Monitor – Respondus Lockdown Browser and Monitor are integrated into the Blackboard Learning Management System. Respondus markets an industry-leading system for securing and monitoring online exams. LockDown Browser is a custom browser that locks down the testing environment within a learning management system for securing online exams. Respondus Monitor uses a student's webcam and video analytics to prevent cheating during non-proctored exams.

Support is available via the Information Technology Support Portal, email at help@hpu.edu, or by phone at 808-566-2411. Hours of operation are listed on the ITS website. The ITS Client Portal Knowledge Base is available 24 hours a day.

9.0: HPU STUDENT CONDUCT STANDARDS AND REGULATIONS

9.1.0 NONDISCRIMINATION STATEMENT

Hawai'i Pacific University admits students without regard to sex, race, age, color, disability, religion, sexual orientation, gender identity or expression, or national or ethnic origin to all programs and activities generally accorded to or made available to students at the university.

As provided for and to the extent required by state and federal laws, the university provides educational opportunities without regard to, and prohibits discrimination, including harassment, against students on the basis of sex, race, age, color, disability, religion, sexual orientation, gender identity or expression, national or ethnic origin, or any other characteristic protected by applicable law in the administration of its educational programs, policies, admissions policies, scholarships, activities and loan programs, and athletic and other university- administered programs.

9.2.0 SEX DISCRIMINATION, SEXUAL HARASSMENT AND SEXUAL MISCONDUCT

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. Sex discrimination includes sexual harassment and sexual assault. Any complaint of sex discrimination, sexual harassment and sexual assault can be made to the Title IX Coordinator, who is responsible for overall administration of discrimination-related grievance procedures for faculty, staff, students and other members of the university community.

In addition to contacting the Title IX Coordinator, if you have a complaint against a student for sex discrimination, sexual harassment and sexual assault, you have the option of contacting the Assistant Dean of Students/Director of Student Conduct. The Assistant Dean of Students/Director of Student Conduct is responsible for Title IX investigation for matters involving students. If you have a complaint against an employee for sex discrimination you have the option of contacting the Employee Relations Manager. The Employee Relations Manager is responsible for Title IX investigation for matters involving employees, including administration of all complaints against employees and vendors.

To make a report, go to www.hpu.edu/titleix. Below are the staff members referenced above who have primary responsibility for complaints of Title IX sex discrimination, harassment and assault:

Title IX Coordinator
Jason Howie
Hawai'i Pacific University
1 Aloha Tower Drive, Suite 1400; Honolulu, HI 96813
Telephone: (808) 544-0276; Email: jhowie@hpu.edu

Deputy Title IX Coordinator (Students)
Kathryn Conlon
Assistant Dean of Students/Director of Student Conduct Hawai'i Pacific University
1 Aloha Tower Drive, Suite 1400, Honolulu, HI 96813

Telephone: (808) 544-1461; Email: kconlon@hpu.edu

Deputy Title IX Coordinator (Employees)
Wendy Pierre
Employee Relations Manager
Human Resources
Hawai'i Pacific University
500 Ala Moana Blvd., Suite 4-545, Honolulu, HI 96813
Telephone: (808) 544-1191; Email: wpierre@hpu.edu

9.3.0 STUDENT CODE OF CONDUCT

Each student must be able to study, learn and enjoy their educational career at Hawai'i Pacific University. If these freedoms are to be experienced by all students, they must be respected by all. Therefore, students are expected to act in ways that demonstrate respect for order, decency, personal honor, and the rights of others. Implicit in the Code of Student Conduct is the understanding that students are responsible for making their own decisions and accepting the consequences of those decisions. Students are expected to respect the rights and privileges of others. The Code of Student Conduct applies on all university premises and at all university activities, whether on or off campus. The university reserves the right to apply the Code to any student's behavior even when it occurs off campus and/or is unconnected to a university activity if, in the judgment of the university, the alleged misconduct adversely impacts the university community or its objectives.

Prohibited conduct and sanctions for violations of this code are outlined in the HPU Student Handbook. Any prohibited conduct should be reported immediately to a lead faculty, Director of Student Affairs, or the Program Director.

Students facing decisions or sanctions by the presiding campus disciplinary officer and/or the Student Conduct Hearing Board related to a violation of the Student Code of Conduct are entitled to one appeal. These procedures are outlined in the HPU Student Handbook.

9.4.0 ALCOHOL AND DRUG POLICY

HPU prohibits the unlawful manufacture, distribution, dispensing, possession or unlawful use of alcohol, controlled substances, illegal drugs, or drug paraphernalia by students on university grounds, in university-controlled buildings or at university-sponsored locations and activities. Any student's behavior on campus or at any university event held on or off campus, that is unruly, disruptive or destructive as the result of alcohol consumption or drug use will be documented and is subject to disciplinary action as reflected in the Code of Student Conduct.

This policy additionally outlines an Amnesty Policy and Good Samaritan Statement for students that disclose a violation of a related university policy and/or the Code of Student Conduct to a university employee or make a good faith call for medical help on behalf of a fellow student while under the influence of alcohol or drugs. Details pertaining to university policies; local, state and federal laws, violations, and penalties; and health risks and support resources can be found in the Alcohol and Drug Policy in the Student Handbook.

9.5.0 NETWORK & COMPUTING USAGE AGREEMENT

Students shall abide by the HPU Network & Computing Usage Agreement as outlined in the HPU Student Handbook. All students, faculty, staff, and other authorized users are responsible for seeing that computer and network resources are used in an effective, efficient, ethical, and lawful manner. The use of these resources is a privilege and subject to HPU policies and procedures as well as state and federal laws governing computer network and internet access.

Students shall not share files with peers without authorization, and/or illegally download and/or distribute copyrighted materials using the institution's information technology system without authorization. It is the policy of HPU to fully respect all rights that exist in any material protected by the copyright laws of the United States. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. Students may also be subject to disciplinary sanctions under the Code of Student Conduct.

Students are responsible for all uses of their computer accounts. Security passwords should be protected information, changed periodically to improve security, and not shared with other individuals.

As a hybrid program, a significant portion of the curriculum is delivered in a credit bearing distance-learning format. As such, the program must comply with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315 concerning the verification of student identity in distance learning. The program must verify that the student registered for a course is the same student who participates in and completes the course requirements and receives academic credit.

The DPT program will use the following methods to ensure registered students are completing the assigned coursework:

- Students will use an individual secure login and password when accessing courses and completing coursework in the Blackboard Learning Management System.
- Responds Lockdown Browser, Respondus Monitor and Blackboard SafeAssign are used to ensure academic integrity is maintained throughout the program. Additionally, faculty will use pedagogical practices to verify student identity. Faculty will be alert for sudden changes in academic performance, writing styles, or odd online behaviors exhibited by the student.

HPU will protect the privacy of all student information used to verify student identity. This includes, but is not limited to, the student's security password and any personal identifying information used in the process of resetting passwords. Individual usernames and passwords are sensitive information and should be protected by the student.

9.7.0 WEAPONS

Weapons, including but not limited to, firearms, explosives, incendiary devices (including propane tanks), spear guns, nun chucks, brass knuckles, air-powered pellet or "BB" guns, and knives (including diving knives) over 3 inches in length measured from the top of the hilt to the end of the blade and/or knives prohibited by Hawaii State law are prohibited in any university-owned or university-controlled

buildings. Weapons will be confiscated and destroyed—regardless of value or ownership—by university personnel, including HPU security, Housing and Residence Life staff, and Dean of Students staff. University personnel will document the incident and notify the appropriate staff of policy violation. Depending on the circumstances, the university may contact local police.

9.8.0 SMOKING/ VAPING POLICY FOR STUDENTS

Smoking (including vaporizing from an electronic device or smoking any product including medical marijuana from any device) is prohibited in all university buildings and vehicles. Smoking is also prohibited within twenty (20) feet of all entrances and exits to buildings in which HPU business or classes are held. Consistent with State of Hawaii law, smoking and possession of tobacco products by persons under the age of 21 is prohibited. At the Aloha Tower Marketplace, students are required to go to the designated smoking area at Irwin Park.

9.9.0 PARKING

HPU does not provide an institutionally owned parking garage or parking lot in downtown Honolulu for the exclusive use of its students or visitors. Parking, for a charge, is available in private and municipal parking garages and parking lots (including Aloha Tower Marketplace). The city and county of Honolulu offer an affordable and convenient public transportation system, theBus. HPU students can purchase a UPass at a discounted price for the year. HPU also has partnerships with Hui, Biki, and Ride Sharee for car and bike sharing.

10.0: STUDENT SAFETY

A top priority of the HPU DPT program is to ensure a safe and secure environment for students, faculty, staff, and visitors. Students are initially informed of safety and security information and emergency procedures during new student orientation. Continued orientation will occur at any lab immersion training locations.

10.1.0 SECURITY AND SAFETY AT HPU

The Security and Safety Department at HPU is dedicated to providing the students, staff, and faculty with a safe and secure working environment. Their team of in-house and contract security professionals train constantly and maintain a close liaison with law enforcement and security community leaders to enhance that mission. Security officers are licensed by the State of Hawaii Security Guard program and consistently exceed the minimum training requirements of the program. All are trained in CPR/First Aid/AED and licensed accordingly. Security Officers also receive annual training regarding federal laws such as the: Clery Act, Violence Against Women Act, Title IX, and other rules germane to protecting students and staff. OSHA safety principles are covered in daily briefings and unsafe conditions are constantly looked for through frequent inspections.

The downtown campus has security coverage during working hours Monday thru Friday 6:30 AM to 10:30 PM and on Saturday from 7:00 AM to 5:00 PM. The Aloha Tower Marketplace has security coverage 24 hours a day, 7 days a week. Calls to the Security Office at 808-544-1400 can be directed to the Downtown Campus or Aloha Tower Marketplace.

10.2.0 PERSONAL INJURY & MEDICAL EMERGENCY PROCEDURES

In the case of a personal injury or medical emergency, lab instructors should be notified immediately. First Aid and Basic Life Support skills should be utilized by trained individuals as appropriate. Someone not attending to the medical emergency should call 911. If using an HPU landline the # button must be pressed first.

Lab instructors will determine if the individual needs to be transported to a local urgent care or emergency department and the safest transportation for the student (personal vehicle or emergency medical services). All injuries, illnesses, incidents, accidents, sprains, or strains should be reported in a prompt manner preferably by the injured party. An Accident Report form should be completed as soon as reasonably possible.

10.3.0 PERSONAL INJURY PREVENTION MEASURES

Musculoskeletal injuries are common in healthcare providers related to the nature of their work. Faculty and lab instructors will instruct and reinforce proper body mechanics for safe patient handling to decrease the risk of injury. It is the responsibility of the student to apply proper body mechanics during

all lab activities. All equipment, instruments and substances should be handled with caution and respect.

10.4.0 LAB EQUIPMENT FAILURE OR MALFUNCTION

The HPU DPT faculty and staff makes every effort to ensure that all laboratory and classroom facilities and equipment are safe and functioning properly through regularly scheduled maintenance and, where appropriate, calibration procedures. However, if any equipment malfunction is experienced:

- Unplug or turn off the equipment immediately.
- Place a temporary “Out of Order” sign on the equipment so that others do not attempt to use it prior to you notifying the school personnel.
- Inform your lab instructor, program staff, or Program Director as soon as possible.

As necessary, program staff or faculty will remove all malfunctioning equipment from the classroom or laboratory facilities.

10.5.0 INFECTION CONTROL AND BLOODBORNE PATHOGENS

All DPT students will receive training in Universal Precautions and Bloodborne Pathogens in the Physical Therapy Fundamentals course (DPT 8210) and review in later courses where applicable. Training will cover, but is not limited to: handwashing, personal protective equipment, cuts or needle sticks, and exposure to bodily fluids. It is the responsibility of the instructor to ensure that these procedures are modified to accurately reflect current practices and compliance with Occupational Safety and Health Administration (OSHA) requirements, including 29 CFR 1910.1030 Bloodborne Pathogens and Center for Disease Control (CDC) recommendations.

Faculty and lab instructors are responsible for reinforcing infection control policies. It is the responsibility of students and instructors to ensure:

- All plinths and treatment surfaces are be cleaned with a bactericidal agent immediately following use
- All lab equipment is cleaned with the approved agents
- Linens and towels are be changed after each use and all soiled linens are be promptly placed in the designated receptacle for laundering
- Handwashing with soap and water or an approved hand sanitizer is performed before and after contact with another individual
- Personal protective equipment is utilized in accordance with local and national regulations

Any reports required by OSHA occurring on (insert institution) property or during formal lab immersion instruction will be maintained by the University. All reports (training certificates, health and immunization records, and exposure reports) will be maintained by the program.

10.6.0 USE OF CHEMICAL AND LAB SUBSTANCES

Any liquids or substances used in laboratory exercises must be used with caution, safely stored, and properly marked. Any chemicals or substances will have a Safety Data Sheet (SDS) available at location identified by the instructor. Universal precautions are to be followed at all times. In the event of a liquid

spill, the instructor must be notified and procedures listed in the SDS must be followed to clean and dispose of the liquid or substance. HPU's Chemical Hygiene Plan can be found at MyHPU.

10.7.0 EMERGENCY PREPAREDNESS PLAN

The HPU Emergency Preparedness Plan has been developed to assist the University during an emergency situation. All students, faculty, and staff are encouraged to review the emergency preparedness plan and become familiar with suggested recommendations with emergencies or disasters that may impact HPU (<https://www.hpu.edu/security/emergency-preparedness.html>).

In addition to the HPU Emergency Preparedness plan, it is recommended that students, faculty and staff sign up for [HPU's RAVE Alert](#) Emergency Notification System. In an emergency affecting HPU, RAVE Alert will send a text message to the cell number provided and to the individual's university email address.

10.8.0 STUDENT SAFETY DURING CLINICAL EDUCATION

During clinical education, students should use safety and prevention measures learned in their didactic education. In addition, students are expected to follow all safety policies and procedures specific to the clinical site. Orientation to the clinical site should include the location and use of emergency and safety equipment and supplies. Additional information is provided in the DPT Clinical Education Handbook.

10.9.0 FAILURE TO COMPLY

All of the above guidelines, policies and procedures, and expectations are designed to foster each student's sense of responsibility in preparation for employment as an entry-level physical therapist. Failure to comply with these guidelines and policies and procedures or failure to meet these expectations may reflect the inability to meet the technical standards and essential functions or may be considered a violation of the Student Code of Conduct.