



DOCTOR OF PHYSICAL THERAPY STUDENT HANDBOOK

2024 – 2025

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ABOUT THIS STUDENT HANDBOOK

THIS HANDBOOK SETS FORTH THE GENERAL GUIDELINES OF HAWAII PACIFIC UNIVERSITY'S DOCTOR OF PHYSICAL THERAPY PROGRAM. IT IS NOT AN EXHAUSTIVE, ALL-INCLUSIVE SET OF HAWAII 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 OF THE REQUIREMENTS, YOU ARE INSTRUCTED TO RESOLVE SUCH QUESTIONS BEFORE ENROLLING IN THE PROGRAM.

Hawai'i Academic Calendar - Class of 2025 & Class of 2026 (Schedule Subject to Change)	
Fall 2024: 8A	
Virtual Orientation c/o 2026	August 21-23, 2024
Term begins	August 26, 2024
Holiday: Labor Day	September 2, 2024
Onsite Orientation c/o 2026	October 6, 2024
Onsite Lab Immersion c/o 2026	October 7-19, 2024
Term ends	October 20, 2024
Fall 2024: 8B	
Term begins	October 21, 2024
Holiday: Veteran's Day	November 11, 2024
Onsite Lab Immersion c/o 2025	November 18-23, 2024
Holiday: Thanksgiving	November 28-29, 2024
Onsite Lab Immersion c/o 2026	December 2-7, 2024
Term ends	December 15, 2024
Spring 2025: 8A	
Term begins	January 6, 2025
Holiday: Martin Luther King, Jr Day	January 20, 2025
Onsite Lab Immersion c/o 2025	February 10-15, 2025
Onsite Lab Immersion c/o 2026	February 17-March 1, 2025
Term ends	March 2, 2025
Spring 2025: 8B	
Term begins	March 10, 2025
Holiday: Prince Johan Kūhiō Kalaniana'ole Day	March 26, 2025
Onsite Lab Immersion c/o 2025	April 21 – May 3, 2025
Term ends	May 4, 2025
Summer 2025: 8A	
Term begins	May 5, 2025
Holiday: Memorial Day	May 26, 2025
Holiday: Kamehameha Day	June 11, 2025
Holiday: Juneteenth	June 19, 2025
Onsite Lab Immersion c/o 2026	June 15-28, 2025
Term ends	June 29, 2025
Summer 2025: 8B	
Term begins	June 30, 2025
Holiday: Independence Day	July 4, 2025
Onsite Lab Immersion c/o 2026	August 10-22, 2025
Term ends & Program Completion c/o 2025	August 24, 2025

Nevada Academic Calendar – Class of 2026 (Schedule Subject to Change)	
Spring 2025: 8A	
Virtual Orientation c/o 2026	January 2-3, 2025
Term begins	January 6, 2025
Holiday: Martin Luther King, Jr Day	January 20, 2025
Onsite Orientation c/o 2026	February 16, 2025
Onsite Lab Immersion c/o 2026	February 17-March 1, 2025
Term ends	March 2, 2025
Spring 2025: 8B	
Term begins	March 10, 2025
Holiday: Prince Johan Kūhiō Kalanianaʻole Day	March 26, 2025
Onsite Lab Immersion c/o 2026	April 28-May 3, 2025
Term ends	May 4, 2025
Summer 2025: 8A	
Term begins	May 5, 2025
Holiday: Memorial Day	May 26, 2025
Holiday: King Kamehameha Day	June 11, 2025
Holiday: Juneteenth	June 19, 2025
Onsite Lab Immersion c/o 2026	June 16-28, 2025
Term ends	June 29, 2025
Summer 2025: 8B	
Term begins	June 30, 2025
Holiday: Independence Day	July 4, 2025
Onsite Lab Immersion c/o 2026	July 28 – August 9, 2025
Term ends	August 24, 2025
Fall 2025: 8A	
Term begins	August 25, 2025
Holiday: Labor Day	September 1, 2025
Onsite Lab Immersion c/o 2026	October 6-18, 2025
Term ends	October 19, 2025
Fall 2025: 8B	
Term begins	October 20, 2025
Holiday: Veterans Day	November 11, 2025
Holiday: Thanksgiving	November 27-30, 2025
Onsite Lab Immersion c/o 2026	December 1-13, 2025
Term ends	December 14, 2025

1.0: INTRODUCTION

1.1.0 HISTORY OF THE COLLEGE OF GRADUATE HEALTH SCIENCES

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, 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.

In July 2009, the College of Health & Society was established. The college housed a variety of nursing, social work, and public health degree programs. The Doctor of Physical Therapy program in Hawaii was added to the college and launched in the Summer 2022.

In July 2023, the College of Health & Society was changed to the Graduate College of Health Sciences (GCHS) which includes health professions programs for a Doctor of Physical Therapy, Doctor of Occupational Therapy, and Master of Medical Science - Physician Assistant degrees. The Dean of the College of Graduate Health Sciences is Dr. Tricia Catalino.

HPU has set out to expand the university's western footprint through the addition of a campus located in Las Vegas, Nevada. The Nevada campus will be home to a new Doctor of Occupational Therapy program set to launch in fall 2024 and a new Doctor of Physical Therapy Program launching in spring 2025.

1.2.0 HAWAI'I PACIFIC UNIVERSITY MISSION, VISION, AND VALUES

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, 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 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 in addition to those within the physical therapy profession. Our program values promoting academic, personal, and moral growth within a safe, challenging, and responsive community.

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

Likewise, our ethical values are delineated from the Code of Ethics for the Physical Therapist and serves 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.

1.4.0 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 95% graduation rate for every cohort. (Data collected immediately upon graduation)
- 2) Program achieves at least 95% 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) Two 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 and their first three years of graduating from the program. (Data collected via graduate survey one year 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) 100% of core faculty are members or corresponding members of APTA Hawai'i.
- 3) 50% of core faculty hold leadership or committee positions in professional or community organizations. (Data collected during the annual report and program assessment activities)
- 4) 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) 95% of students meet the professional behavior requirements identified in the syllabus in each Physical Therapy Practice (clinical education) course across the curriculum. (Data collected from PT Clinical Internship Evaluation Tool (CIET) data following DPT 8950 Physical Therapy Practice III)

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) 95% of students meet the patient management concepts requirements identified in the syllabus in each Physical Therapy Practice (clinical education) course across the curriculum. (Data collected from composite PT CIET data following DPT 8950 Physical Therapy Practice III)
- 2) 95% of students achieve a passing score on the Practice Exam & Assessment Tool (PEAT) before graduation. (Data collected from DPT 8350 Capstone)

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)

1.5.0 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.

DPT Program Hawaii

Effective November 2, 2021, Hawai'i Pacific University has been granted Candidate for Accreditation status for the DPT Hawaii by the Commission on Accreditation in Physical Therapy Education (CAPTE). If needing to contact the program/institution directly, please call 808-236-5830 or email dpt@hpu.edu. Candidate for Accreditation is an accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates the program may matriculate students in technical/professional courses. Achievement of Candidate for Accreditation status does not assure that the program will be granted Initial Accreditation.

DPT Program Nevada

Hawai'i Pacific University is seeking accreditation of a new physical therapist education program located in Las Vegas, Nevada from CAPTE. The program is planning to submit an Application for Candidacy, which is the formal application required in the pre-accreditation stage, on May 1, 2024. 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 CAPTE Rules of Practice and Procedure (22.3.12) 53 progress toward accreditation, it does not assure that the program will be granted accreditation.

2.0: PROGRAM REQUIREMENTS

2.1.0 PREREQUISITE COURSES FOR MATRICULATION

The DPT program admissions requirements are outlined on the DPT program webpage. The program specifically targets students with the demonstrated potential to navigate the academic rigors of an accelerated, hybrid model DPT curriculum. To matriculate into the program, students must have completed the following pre-requisite coursework with a GPA of 3.00 or greater on a 4.00 scale:

- 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.

2.2.0 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, caregivers, 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 at 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.

2.3.0 TECHNOLOGY 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	Intel i5 or above	Intel i5 or above or Apple M1 System on a Chip
Display	13-inch display <i>(or larger recommended)</i>	13-inch display <i>(or larger recommended)</i>
Hardware	Webcam capabilities with a built-in microphone required	Webcam capabilities with a built-in microphone required
Operating System	Windows 10/11 or higher	Big Sur (mac OS 11.0) or higher

RAM	16 GB (or larger)	16 BG (or larger) for Intel based systems or 8GB (or larger) for M1 based chips
Hard Drive	256GB (or larger)	256GB (or larger)
Networking	WiFi 6/802.11ax technology	WiFi 6/802.11ax technology
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 Other computer software/ applications required by the program	Acrobat Reader 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. An Android operating system version that is no older than one year is required.
- Apple - Example products include the iPhone and iPad of various generations. An Apple operating system version that is no older than one year is 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.
- Tablets can be good for taking notes and checking email, however, many cannot handle required software for the program. Chromebooks are **NOT** recommended as they are **incompatible** with many applications required for classes.
- 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 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.

2.4.0 CRIMINAL BACKGROUND CHECKS

Criminal background checks at many organizations are a requirement of individual institutions, state laws and regulations, and 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.

All HPU Graduate College of Health Sciences (GCHS) programs (DPT, OTD, and PA) require students to complete a criminal background check prior to matriculation into the program through Universal Background Screening. An additional background check may be required prior to beginning clinical experiences in year two of the program, or prior to any clinical site that requests a more recent test result. Criminal background checks will be tracked and maintained in EXXAT; however, some clinical sites may require their own specific process. Students enrolled in the DPT, OTD, and PA programs will receive information about background check deadlines and results from their respective educational program. Students will be responsible for the cost of criminal background checks.

Students should note that acceptance into HPU does not imply or guarantee that a student will be permitted to sit for the national board examination or obtain national certification and/or state licensure. A prior criminal background may restrict the ability of students to participate in certain clinical experiences, sit for the national examination, and/or obtain national certification and/or professional state licensure. This may delay the completion of required courses, thus delaying graduation. It is the student's responsibility to assess potential conflicts with professional licensure.

Students should notify the Program Director if they are convicted of or may be convicted of a felony or misdemeanor while in the program or have a pending criminal case.

2.5.0 ALCOHOL AND DRUG TESTING

Regular drug testing at many organizations is a requirement of individual institutions, state laws and regulations, and the Joint Commission on Accreditation of Healthcare Organizations (JCAHO). Individuals working in healthcare facilities often must consent to and be cleared to work through drug testing. Furthermore, facility privileges, licenses, and/or certifications for health care providers may be revoked, limited, suspended, or denied for habituation or addiction to alcohol or drugs or being impaired by alcohol or drugs in clinical practice.

HPU Graduate College of Health Sciences (CGHS) programs (DPT, OTD, and PA) may require students to complete drug testing while enrolled. A negative drug test may be required for participation in certain clinical or fieldwork experiences. All drug tests will be tracked in EXXAT. Only designated individuals in each program will have access to the drug test results.

Regular Drug Testing Process

- Students enrolled in the DPT, OTD, and PA programs will receive information about any drug screening, deadlines, and results from their respective educational program. Students will be responsible for the cost of any required drug screening while enrolled.
- Students may be required to complete drug testing upon program matriculation, then in accordance with clinical or fieldwork education requirements of their respective educational program.
- Students may need to be tested multiple times, depending on the requirements of their assigned clinical site. Students may also be randomly drug tested by the program or a clinical site.
 - If a student is taking a prescription medication that may cause a failure of the test, the student must discuss this with the testing center and receive proper documentation to show the test is acceptable.
 - Regardless of evolving state laws regarding medical and recreational use of marijuana, students need to be aware that it is against federal law to possess or use marijuana. Use of THC is not permitted on HPU campus. Use of THC is not permitted by most health facilities.
- Drug screen results will be communicated to a designated individual within the educational program. The results may also be reported to clinical sites in compliance with contractual agreements.
- A student whose test results in a Negative Dilute or an insufficient sample may be required to retest as soon as possible, ideally within 24 hours. The costs of any retesting are the responsibility of the student. Multiple retests resulting in a negative dilute may be considered a failed test.
- Students who refuse to submit to any required drug test will be dismissed from their education program.
- Students who do not pass the required drug test may face disciplinary action and their progression in the program may be interrupted, including denial of admission to the program, academic probation, interim suspension, or dismissal from the program.
 - Students who receive a positive test will be reviewed by their respective program's committee. Any consequences and/or recommendations will be communicated to the student by the Program Director in writing.
 - Prior to making a final decision that may adversely affect the student, the Program Director will inform the student of their rights.

- The student has the right to review the information reported by the testing vendor for accuracy and completeness and to request that the vendor verify that the drug screen results are correct.
- In situations involving an alleged HPU Code of Conduct violation, the program may report the student to the Office of Student Conduct.

The use of drugs or alcohol is not permitted or tolerated in any classroom, laboratory, or clinical education environment.

- If there is suspicion of impairment that is related to drugs or alcohol on campus, a student may be immediately removed from the environment by faculty, security, local police, or an HPU representative and placed on interim suspension. The student will be required to immediately submit a drug screen. Safe transportation to a testing site is the financial responsibility of the student.
- If there is suspicion of impairment in the clinical environment, the student is subject to the policies of that institution for the process and reporting of drug testing. Upon notification of the academic program, the student may be placed on interim suspension.
- In any situation of a positive test, notified by a program-mandated drug screen or by a clinical site, the program will follow the process as outlined for positive tests.

2.6.0 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.

2.7.0 IMMUNIZATION AND HEALTH REQUIREMENTS

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). Students must submit proof of these requirements for enrollment at the university. There are additional requirements for

participation in the DPT program as there are specific requirements for clinical education in healthcare facilities. Health and immunization forms are to be completed and signed by a licensed healthcare provider. 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. Deadlines for requirements are determined based on the university or program requirement. 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
- Meningococcal vaccine if under the age of 23 years old (**Nevada students only**)

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. Students not meeting both HPU and clinical education health requirements will not be permitted to attend their clinical experience. Documentation from outside of the U.S. on these health requirements may need to be reviewed per the HPU Registrar: <https://www.hpu.edu/registrar/health-clearance.html>. Information on medical and religious exemptions can also be found on this website.

For more information about the immunization of Health Care Workers, refer to the Center for Disease Control's (CDC) 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).

2.8.0 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

2.9.0 PROFESSIONAL ORGANIZATION MEMBERSHIP

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 that understand their obligation for active membership and involvement in 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 information will be provided to students during the DPT Program student orientation. Information may also be found at <https://www.apta.org/apta-and-you/explore-apta-membership/dues-and-payment>.

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 may result in the student being placed on academic probation.

These memberships will provide students with numerous opportunities for involvement in local, state, and national physical therapy organizations.

2.10.0 PROFESSIONAL LIABILITY INSURANCE

All members of the faculty-student-clinical 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.

2.11.0 POTENTIAL HEALTH RISKS TO STUDENTS

DPT faculty and staff promote safe working conditions by following HPU Safety Guidelines.

- 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, 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.

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, in the Student Handbook for more details.

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. 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. 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.

3.0: OVERVIEW OF THE DOCTOR OF PHYSICAL THERAPY DEGREE PROGRAM

3.1.0 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 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.

3.2.0 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 *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-III*). Students complete a capstone project during the terminal experience, 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.

1. 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.
2. 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.
 3. 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.
 4. 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.
 5. 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 and 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. Students also learn professional roles, investigate constructs of cultural, emotional/ social, and caring competencies, and explore associated behaviors of medical professionals. Professional behaviors, psychosocial, and effective communication skills continue to be emphasized throughout the curriculum. 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 and III*) is scheduled during the final two 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.

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.

3.3.0 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:

Online/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 7 to 14 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

3.4.0 DPT HAWAII CURRICULAR SEQUENCE

DPT Hawaii Class of 2026			
YEAR ONE		YEAR TWO	
	Credits		Credits
Fall 8A-1		Fall 8A-2	
DPT 8210 PT Fundamentals	3	DPT 8910 Physical Therapy Practice I	8
DPT 8110 Human Anatomy I	4		
DPT 8250 Health Promotion & Fitness Management	2		
DPT 8410 Professional Competencies I	1		
Fall 8B-1		Fall 8B-2	
DPT 8310 Evidence-based Practice I	2	DPT 8730 Mgt of Complex Patients	4
DPT 8230 Therapeutic Interventions I	3	DPT 8650 Mgt of the Pediatric Patient	3
DPT 8120 Human Anatomy II	3	DPT 8810 Diagnostics and Imaging	2
DPT 8130 Human Physiology	3		
Spring 8A-1		Spring 8A-2	
DPT 8240 Therapeutic Modalities	2	DPT 8261 Therapeutic Interventions II	2
DPT 8510 Musculoskeletal Practice I	3	DPT 8270 Integrative Pain Sciences	2
DPT 8220 Movement Science	2	DPT 8660 Primary Care Physical Therapy	2
DPT 8140 Clinical Neuroscience I	2	DPT 8440 Business Management & Entrepreneurship	3
Spring 8B-1		Spring 8B-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	2
DPT 8630 Bracing, Orthotics & Prosthetics	2		
DPT 8710 Pharmacology	2		
Summer 8A-1		Summer 16A-2	
DPT 8530 Musculoskeletal Practice III	3	DPT 8950 Physical Therapy Practice III	16
DPT 8610 Neuromuscular Practice I	2	DPT 8350 Capstone	2
DPT 8721 Cardiopulmonary Practice I	3		
DPT 8320 Evidence-based Practice II	2		
Summer 8B-1			
DPT 8540 Musculoskeletal Practice IV	3		
DPT 8620 Neuromuscular Practice II	3		
DPT 8640 Mgt of the Aging Adult	3		
DPT 8722 Cardiopulmonary Practice II	1		
Total Credits Year 1	59	Total Credits Year 2	54
		Total Program Credits	113

DPT Hawaii Class of 2025			
YEAR ONE		YEAR TWO	
	Credits		Credits
Fall 8A-1		Fall 8A-2	
DPT 8210 PT Fundamentals	3	DPT 8910 Physical Therapy Practice I	8
DPT 8110 Human Anatomy I	4		
DPT 8220 Movement Science	2		
DPT 8410 Professional Competencies I	1		
Fall 8B-1		Fall 8B-2	
DPT 8310 Evidence-based Practice I	2	DPT 8730 Mgt of Complex Patients	4
DPT 8230 Therapeutic Interventions I	3	DPT 8650 Mgt of the Pediatric Patient	3
DPT 8120 Human Anatomy II	3	DPT 8810 Advanced Diagnostics	2
DPT 8130 Human Physiology	3		
Spring 8A-1		Spring 8A-2	
DPT 8240 Therapeutic Interventions II	2	DPT 8260 Adv Therapeutic Interventions	2
DPT 8510 Musculoskeletal Practice I	3	DPT 8270 Integrative Pain Sciences	2
DPT 8250 Health Promotion & Fitness Management	2	DPT 8660 Primary Care Physical Therapy	2
DPT 8150 Clinical Neuroscience I	2	DPT 8440 Business Management	3
Spring 8B-1		Spring 8B-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	2
DPT 8630 Bracing, Orthotics & Prosthetics	2		
DPT 8710 Pharmacology	2		
Summer 8A-1		Summer 8A-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 8B-1		Summer 8B-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	59	Total Credits Year 2	54
		Total Program Credits	113

3.5.0 DPT NEVADA CURRICULAR SEQUENCE

DPT Nevada Class of 2026			
YEAR ONE		YEAR TWO	
	Credits		Credits
Spring 8A-1		Spring 8A-2	
DPT 8210 PT Fundamentals	3	DPT 8910 Physical Therapy Practice I	8
DPT 8110 Human Anatomy I	4		
DPT 8250 Health Promotion & Fitness Management	2		
DPT 8410 Professional Competencies I	1		
Spring 8B-1		Spring 8B-2	
DPT 8310 Evidence-based Practice I	2	DPT 8730 Mgt of Complex Patients	4
DPT 8230 Therapeutic Interventions I	3	DPT 8650 Mgt of the Pediatric Patient	3
DPT 8120 Human Anatomy II	3	DPT 8810 Diagnostics and Imaging	2
DPT 8130 Human Physiology	3		
Summer 8A-1		Summer 8A-2	
DPT 8240 Therapeutic Modalities	2	DPT 8261 Therapeutic Interventions II	2
DPT 8510 Musculoskeletal Practice I	3	DPT 8270 Integrative Pain Sciences	2
DPT 8220 Movement Science	2	DPT 8660 Primary Care Physical Therapy	2
DPT 8140 Clinical Neuroscience I	2	DPT 8440 Business Management & Entrepreneurship	3
Summer 8B-1		Summer 8B-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	2
DPT 8630 Bracing, Orthotics & Prosthetics	2		
DPT 8710 Pharmacology	2		
Fall 8A-1		Fall 16A-2	
DPT 8530 Musculoskeletal Practice III	3	DPT 8950 Physical Therapy Practice III	16
DPT 8610 Neuromuscular Practice I	2	DPT 8350 Capstone	2
DPT 8721 Cardiopulmonary Practice I	3		
DPT 8320 Evidence-based Practice II	2		
Fall 8B-1			
DPT 8540 Musculoskeletal Practice IV	3		
DPT 8620 Neuromuscular Practice II	3		
DPT 8640 Mgt of the Aging Adult	3		
DPT 8722 Cardiopulmonary Practice II	1		
Total Credits Year 1	59	Total Credits Year 2	54
		Total Program Credits	113

3.6.0 COURSE DESCRIPTIONS

The prerequisite for the first academic term is admission to the Doctor of Physical Therapy Program. Subsequent academic terms require both admission to the program and permission from the Program Director. Clinical education courses additionally require demonstrated readiness as determined by the DPT program faculty.

DPT 8630 Bracing, Orthotics, and Prosthetics

Introduces concepts of materials, design, fabrication, and technology of braces/orthotic/prosthetic devices and provide opportunities for clinical decision making relating to using these devices in physical therapy practice. Course activities emphasize gait analysis, movement analysis, residual limb management, wearing/fitting of orthotics/prosthetics, the importance of interprofessional collaboration, and the psychological considerations of the patient with orthotic/prosthetic devices through the lifespan.

DPT 8440 Business Management & Entrepreneurship

Provides an overview of practice management fundamentals and applies principles to various aspects of leadership and personal development, strategic planning, and business operations. Students gain knowledge in health care management, leadership, strategic planning, human resources, finance, organizational structures, and fiscal management as it relates to physical therapy practice.

DPT 8350 Capstone

Integrates and applies cumulative knowledge from all previous didactic courses and clinical experiences. By developing a professional portfolio, students will be engaged in reflective practice that integrates content learned across the curriculum, direct application relative to patient interactions, clinical experiences, APTA core values, and professional growth since commencing their DPT education. Students will develop a study plan and take a comprehensive exam simulating the National Physical Therapy Licensure Examination.

DPT 8721 Cardiopulmonary Practice I

Introduces the physical therapy management of patients with cardiovascular and pulmonary causes of movement system dysfunction across a variety of clinical settings. Course 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.

DPT 8722 Cardiopulmonary Practice II

Continues the physical therapy management of patients with cardiovascular, metabolic, and pulmonary causes of movement system dysfunction across the lifespan. Case discussions are presented to integrate evidence-based practice and enhance clinical decision-making and documentation for patients presenting across a variety of clinical settings.

DPT 8140 Clinical Neuroscience I

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.

DPT 8150 Clinical Neuroscience II

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.

DPT 8810 Diagnostics and Imaging

Integrates concepts of 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.

DPT 8310 Evidence-based Practice I

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.

DPT 8320 Evidence-based Practice II

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.

DPT 8250 Health Promotion & Fitness Management

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.

DPT 8110 Human Anatomy I

Introduces foundational knowledge of gross anatomy and neuroanatomy. Explores the clinical application of embryology, histology, and joint structure and function and the forces that affect human movement across the lifespan within a systems approach emphasizing the musculoskeletal, vascular, and neurological aspects of the extremities, cervical, and lumbar regions. Course activities include 3-dimensional anatomy software, living/surface anatomy, and cadaver prosections as available. This course addresses the content of the muscular, vascular,

and neurological systems across regions, including the lumbar and cervical spines, pelvis, and extremities. Emphasis is on the neuromuscular and musculoskeletal anatomy.

DPT 8120 Human Anatomy II

Expands upon the foundational knowledge of gross anatomy and neuroanatomy of Human Anatomy I. Explores the clinical application of embryology, histology, and joint structure and function and the forces that affect human movement across the lifespan within a systems approach emphasizing the musculoskeletal, vascular, and neurological aspects of the thorax, abdominal, pelvic, and cranio-facial regions. Course activities include 3-dimensional anatomy software, living/surface anatomy, and anatomical models. Students will have the opportunity to study the gross anatomy of the central and autonomic nervous systems, along with the muscular, vascular, and neurological systems of the thorax and craniofacial regions. Selected vascular, neurological and visceral components of the digestive, cardiopulmonary, and urogenital systems are also included in this course.

DPT 8130 Human Physiology

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.

DPT 8270 Integrative Pain Sciences

Provides an overview of supporting persons with persistent pain syndromes associated with neuromusculoskeletal disorders and psychosocial factors using emerging and evidence-based concepts of pain assessment, treatment, and outcomes. Using contemporary models, this course reflects the interprofessional consensus of core competencies for prelicensure health professions education in patient management and emphasizes a comprehensive pain management approach to optimize patient outcomes.

DPT 8640 Management of the Aging Adult

Introduces the physiologic changes of aging and sociologic and economic consequences of an aging population. Reviews natural aging processes and how complicating factors such as vascular compromise, fall risk, and comorbidities negatively impact the aging adult. Course activities focus patient management skills on the aging adult patient.

DPT 8730 Management of Complex Patients

Introduces patient management strategies for medically complex patients. 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.

DPT 8650 Management of the Pediatric Patient

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.

DPT 8220 Movement Science

Introduces students to the fundamentals of movement science, offers a framework for understanding normal and abnormal movement, and includes kinesiology, neuroscience, physiology, motor control, and motor learning concepts. 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.

DPT 8510 Musculoskeletal Practice I

Initiates the clinical application of biomechanics, functional movement, and examination principles for neuro-musculoskeletal dysfunction of 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 therapy, and therapeutic exercise in a patient-centered approach across the lifespan.

DPT 6440 Musculoskeletal Practice II

Explores the clinical application of biomechanics, functional movement, and examination principles for neuro-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.

DPT 8530 Musculoskeletal Practice III

Explores the clinical application of biomechanics, functional movement, and examination principles for neuro-musculoskeletal 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.

DPT 8540 Musculoskeletal Practice IV

Explores the clinical application of biomechanics, functional movement, and examination principles for neuro-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.

DPT 8610 Neuromuscular Practice I

Focuses on the physical therapy management of common neurological health conditions that result in impairments in body structure/function, activity limitations and participation restrictions. Emphasis is placed on interventions utilizing a functional task-oriented approach with the application and integration of motor control/learning, neuroplasticity, movement analysis, evidence-based practice, and the patient/client management model.

DPT 8620 Neuromuscular Practice II

Continues with the physical therapy management of neurological health conditions that result in impairments in body structure/function, activity limitations and participation restrictions and expands to include specialty areas of neurologic physical therapy. Emphasis is placed on interventions utilizing a functional task-oriented approach with the application and integration of motor control/learning, neuroplasticity, movement analysis, evidence-based practice, and the patient/client management model.

DPT 8710 Pharmacology

Introduces pharmacologic principles, the study of prescription and/or over-the-counter medications used 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 included cardiovascular, pulmonary, neurological, gastrointestinal, musculoskeletal, urogenital, rheumatologic, and integumentary systems.

DPT 8210 Physical Therapy Fundamentals

Prepares students 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 develop patient interview and documentation skills, perform examination tests and measures, and use standardized patient outcome measures.

DPT 8910 Physical Therapy Practice I

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.

DPT 8920 Physical Therapy Practice II

Advances the student's ability to perform examination, evaluation, and intervention skills during an 8-week mentored clinical internship. 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.

DPT 8950 Physical Therapy Practice III

Progresses students to entry-level patient management skills during a final 16-week mentored clinical experience. 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. The student will demonstrate consistent and effective time management abilities in treating patients and procuring accurate documentation.

DPT 8660 Primary Care Physical Therapy

Explores the physical therapist's role as an interdependent practitioner working within an interprofessional and 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 Hawai'i Pacific community through community service-learning.

DPT 8410 Professional Competencies I

Introduces students to the professional roles and responsibilities of the physical therapist and the interprofessional healthcare team. Integrates emotional/social intelligence, concepts of flourishing, learning theories, learning styles, characteristics of learners through the lifespan, and literacy and communication issues for patients. This course prepares students for the professional curriculum and clinical practice as life-long learners.

DPT 8420 Professional Competencies II

Prepares students professionally for physical therapy clinical practice, including roles as a lifelong learner, advocate, and clinical educator. Explores major forms of healthcare 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 that explore communication, individual and cultural differences, professional behavior and abilities, ethics, legal issues, and risk management within patient care.

DPT 8230 Therapeutic Interventions I

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

DPT 8261 Therapeutic Interventions II

Expands on the students' management of patients with pain and movement system dysfunctions. Interventions include the progression of contemporary therapeutic exercise, manual therapy, neuromuscular reeducation, and patient/education/communication skills. Emphasis will be placed on analysis and integration of current best evidence into the patient's plan of care. Course activities include clinical application and case scenarios to challenge clinical reasoning for the progression of comprehensive treatment plans.

DPT 8240 Therapeutic Modalities

Introduces the principles and application of selected therapeutic modalities to address impairments related to pain, tissue healing, mobility, strength, and motor control. Integrates current evidence and clinical decision-making to emphasize appropriate selection, instruction, and progression of interventions.

3.7.0 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.

3.8.0 STUDENT WORKLOAD

The two-year hybrid DPT curriculum is rigorous, challenging and requires full attention and dedicated time for study. The 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 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. 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 36 hours/week.

4.0: PROFESSIONALISM

4.1.0 APTA CORE VALUES

All HPU DPT students and faculty are expected to exhibit behaviors in alignment with the core values of the profession. These values, developed by the American Physical Therapy Association (APTA), are found on the APTA website at: <https://www.apta.org/apta-and-you/leadership-and-governance/policies/core-values-for-the-physical-therapist-and-physical-therapist-assistant>

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). 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.

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

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.

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 occur through:

- Intentional self-assessment, reflection, and discussion during Professional Competencies and Capstone 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 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, including a reference of character that students ask DPT faculty to assist with. 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 will be eligible to sit for the NPTE after conferral of their degrees. In some states, students may be eligible to sit for the licensure exam before degree conferral. In this case, special permission must be obtained from the program director. Further information regarding the NPTE, jurisprudence exams, and state licensure can be obtained on the FSBPT website.

5.0: DPT PROGRAM STANDARDS AND PROCEDURES

5.1.0 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:

- Students be on time for all learning activities:
 - Students are expected to be present in the classroom (virtual as required) or laboratory at the scheduled time. Faculty members may facilitate “Talk Story” prior to the start of class if students are interested in joining in.
 - 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 an appropriate 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.
- 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 complete self-assessments, faculty evaluations, course evaluations, and program assessments as directed in the DPT program assessment plan.
 - Students should review course objectives listed in syllabi to ensure they have met the learning outcomes.
- 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.
 - No use of 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 the policies and regulations of HPU, the DPT program, and the clinical education facility.
- Complete tasks on time, show reliability, and assume responsibility for their own conduct.

5.2.0 ACADEMIC PARTICIPATION

Regular and active class participation in learning activities is a hallmark of adult learning and the professional responsibility of 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 require 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

- It is expected that students will follow the same standards and guidelines for professional conduct in the virtual classroom as they would in face-to-face classes. Expected behaviors during synchronous virtual class sessions include, but are not limited to:
 - Cameras are visibly on, and the sound is muted unless speaking.
 - Remaining on camera throughout the session and demonstrating a posture of attentiveness. If a technical or personal issue prevents the camera from being utilized, then the student must communicate ahead of class or as soon as the issue arises to course faculty. Attending the session while driving is not acceptable.
 - Chat communication must be relevant to the content being addressed in the synchronous session.
- 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 or occurs due to an emergency, it is the student's responsibility to notify the instructor, by phone or email, as soon as reasonably possible.
- Instructors may utilize in-class quizzing, polling, or other learning activities during synchronous sessions. Missed synchronous session quizzes without prior communication may result in no credit for the activity.
- Students should consider 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 always have access to reliable high-speed internet service. Redundancy with one or more portable devices is highly recommended and encouraged.

Lab Immersion Sessions

- 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.
- 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 published on the DPT program website and provided to all incoming students through their DPT Student Site on Blackboard. Although changes to the schedules are not anticipated, students are encouraged to book one lab immersion session (travel and lodging) at a time to avoid any financial penalties due to changes in the schedules. Students should also confirm dates of synchronous sessions and final examinations prior to booking their travel.
- 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 of 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 or Remediation

- 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, the individual instructor may refer the matter to the Student Affairs Committee 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 must make arrangements with the course faculty. Due to the scheduling of the lab, remediation may need to occur in the online environment.

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.
- Attendance is required and there is no “time off” or “days off” permitted during the clinical experience.
- Additional expectations are outlined in the DPT Clinical Education Handbook.

5.3.0 LATE ASSIGNMENTS

Students are responsible for submitting all work on time according to the syllabus and course schedule as part of expected professionalism standards. Late assignments may be accepted, at the instructor’s discretion, if the student requests an extension PRIOR to the assignment due date/time OR if there is an emergency that prevents the student from contacting the instructor PRIOR to the due date/time. Late assignments outside of these situations are typically not accepted. If the instructor allows a late submission, a penalty will be applied at the instructor's discretion.

If an extension is granted but the assignment is not submitted by the revised due date/time, no credit will be earned for the assignment. On the rare occasion that an online course is unavailable, students should contact the instructor for further directions on access or extensions on testing and assignments. NO make-up exams will be given except in the case of extreme extenuating circumstances with timely communication with the instructor.

5.4.0 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, University Partners, and/or 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, University Partners,

and/or the DPT Program to any other individuals, including HPU students. Failure to comply may result in a violation of the Academic Integrity Policy or Code of Student Conduct.

5.5.0 CLASS INTERRUPTIONS & CANCELLATION

Onsite and Online Class Cancellation

If a faculty member must cancel an on-site or online class, the faculty member will notify all students via email prior to the scheduled class time. If unable to do so, the faculty will notify the Program Director, who in turn, will notify the students. The faculty member will determine the most appropriate means of rescheduling the cancelled class and will communicate this to students.

Online Class Interruption

Internet outages, power outages, webinar service downtime, and other technology difficulties may periodically disrupt the initiation or ongoing delivery of live online learning activities or classes. If an interruption occurs that affects the faculty, the faculty will notify students as soon as possible. Students must remain online for a minimum of 30 minutes and await further instructions while service is being restored. If a service interruption affects an individual student, it is the student's responsibility to immediately notify the instructor via email or phone. The instructor will determine whether make-up work is required.

5.6.0 CONTACT INFORMATION POLICY

Every student is required to report their telephone number, email address, and home address upon matriculation into 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. Students should also update their contact information in EXXAT.

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 responsible for reviewing 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 Program Director at the end of each academic term.

5.7.0 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. In alignment with FERPA requirements, students must use their my.hpu.edu email for all communication with HPU faculty and staff. The DPT program faculty, staff, and students use email and mailing lists to communicate important information. Email may be utilized by faculty when distribution of course information through Blackboard is not possible.

Upon 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.

5.8.0 HEALTH INSURANCE PORTABILITY & ACCOUNTABILITY ACT (HIPAA)

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.

5.9.0 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.*

5.10.0 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.

5.11.0 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. Therefore, student attire should conform to the image of a professional physical therapist. Students are expected to dress in an appropriate manner whether in a classroom (physical or virtual,

including video based assignments), laboratory, clinic, or other professional setting. In general, within the DPT program:

- Students must be able to sit/stand, reach overhead, squat, and reach to the floor or toward the feet without exposing skin of the trunk. Any exposure of the stomach, back or chest should be intentional and only for learning purposes.
- For safety, hair must be clean, neat, and out of the face. 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. Facial hair must allow for the appropriate fit of personal protective equipment.
- Nails should be kept short and clean to enable easy cleaning, prevent puncture of gloves, and prevent injury to classmates and patients/clients. Artificial nails and nail jewelry should not be worn.
- Avoid wearing excessive fragrance.
- Hats, bandannas, and head coverings are NOT permitted unless approved for medical or religious reasons.

Students will be informed of the appropriate attire for various learning activities throughout the program. Faculty may provide more specific guidance, but in general, attire will be defined as:

- Professional: Dress slacks, dress shirt, blouses or shirts of modest cut, and closed toed shoes
- Clinic: Dress slacks or khakis, dress shirt or polo, blouses or shirts of modest cut, scrub tops and bottoms, and closed toed shoes (no t-shirts or tank tops)
- Lab: Varies based upon lab activities but may include tank tops or t-shirts, athletic pants, shorts with appropriate undergarments underneath, sports bras, athletic leggings, and athletic shoes or sandals

In general, dress should be modest but allow students to expose areas for observation and palpation applicable to the specific learning experience. Additional or more specified requirements for lab clothes may be stated in the course syllabus or on Blackboard.

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. Students should be aware that clinical sites may have specific dress code requirements that restrict extreme hairstyles, hair colors, visible tattoos, and body piercings. If a facility has no specific dress code, students must conform to the standard dress code established by HPU.

Dress Code Violation Consequences:

- The HPU DPT Program has made professionalism a point of emphasis. As such, adopting and projecting a professional look is essential for all students, staff, and faculty. 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.

5.12.0 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.

5.13.0 FOOD AND BEVERAGES

Outside food and beverages are prohibited inside the lab area. Students may bring water into the lab area in a container with a lid for full closure. Students will be informed of designated eating areas during each lab immersion.

5.14.0 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.

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 Student Conduct and may face disciplinary action, up to and including, dismissal from the University.

5.15.0 COMPLAINTS

Student with grievances or complaints should follow the procedures as outlined in the HPU Student Handbook. For example, for complaints involving faculty or staff, the student should contact their supervisor. For DPT faculty and staff, this is the Program Director. If the complaint is against the program director, the student should contact the Dean of the college. Complaints of sexual discrimination or sexual harassment should be reported to the appropriate authority and directed to the Title IX office. This information is provided in this handbook and in the HPU Student Handbook. Complaints related to Academic Grade Appeal Procedures is outlined in the HPU Student Handbook. Students are protected from retaliation for complaints made in good faith.

Students 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.

5.16.0 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 Student Records Coordinator. Electronic permissions are set to provide the Program Director, Director of Student Affairs, Director of Clinical Education, and the DPT Program Student Records Coordinator with access to all academic records. Faculty coaches are provided online access to the academic records of their assigned students.
 - c. All student records are always secured, with access limited to the Registrar, Program Director, Director of Student Affairs, Director of Clinical Education, Student Records Coordinator, and the student's coach.

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.

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.

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 are 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.

Students are not permitted to review a proctored examination upon its completion. Students may request additional information from instructors regarding frequently missed topics, themes, or content with further instruction in areas of weak performance. Faculty may provide examination statistics about the performance of the exam and/or specific questions to optimize student learning.

Practical Examinations are summative assessments used in courses to assess the integration of knowledge, psychomotor skill development and/or clinical reasoning and clinical decision-making. These assessments typically comprise a significant portion of the student’s grade if utilized in a course and require minimum competency of 80% to pass. Failure to meet the essential safety elements or professional behaviors during a competency skills check will result in a failure of the assessment.

All practical examination rubrics will have safety and professional behavior standards that students must pass. These criteria are as follows:

Essential Safety Elements	Professional Behaviors
<ul style="list-style-type: none"> • Demonstrates awareness of contraindications and precautions throughout the patient-client management process • Recognizes "red flag" signs and/or symptoms and appropriately identifies the need for referral or consultation • Demonstrates patient and therapist safety throughout the patient-client management process • Recognizes physiological and psychological changes in patient scenarios and adjusts examination/intervention accordingly 	<ul style="list-style-type: none"> • Communication (verbal and nonverbal) • Introduces self, gains consent • Demonstrates professional rapport • Responds professionally (verbal and nonverbal) to feedback • Displays problem solving and critical thinking skills

Other Laboratory Assessments may be assigned. Details related to these assessments are further defined in the course syllabus.

Online forum discussions occur periodically in 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.

Video-based and written assignments 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. Video-based assignments often require that students have a participant. Participants can be family members or members of the community and must sign the designated video consent form prior to being filmed for the assignment. 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 courses within the curriculum. These assessments develop essential skills as a mindful, reflective practitioner. The student discusses these assessments with their coach and 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, 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 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 REMEDIATION OF ASSESSMENT

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 prepare the student for the NPTE.

Practical Examinations. A student must pass all practical examinations with a minimum score of 80% while also demonstrating success on all safety elements and professional behaviors criteria. Any demonstration of unsafe, unprofessional, or unethical behavior will result in an automatic failure regardless of the overall score (i.e., safety failure or professional behavior failure). If the student does not pass the initial practical examination (scores lower than 80% or an automatic failure for safety or professional behavioral issues) the course instructor(s), in consultation with the examiner, will determine when a re-take will be conducted.

- A student is allowed up to two re-takes per failed practical examination. A minimum score of 80% as defined by the practical rubric must be achieved for a student to pass the practical examination on any re-takes.
 - If the student passes the first re-take, the highest grade that will be recorded will be 80%, regardless of the score achieved on the rubric.
 - Any student who does not pass the first re-take of a practical examination will be placed on a learning plan that defines a remediation process prior to a second and final re-take. The remediation process may require a student to complete additional assignments to ensure satisfactory achievement of requisite knowledge and skills and/or ensure adequate safety or professional behaviors.
 - A student that is unable to pass the first re-take of a practical examination may result in the student receiving an incomplete grade in the course until the learning plan is fulfilled and the student completes the second and final re-take of the practical examination. The timeline for completion of the remediation and final re-take is defined on the Incomplete Grade Contract that is signed by the student, course instructor, and Dean.
 - If the student passes the second re-take, the highest grade that will be recorded will be 75%, regardless of the score achieved on the rubric. If the student does not pass the second re-take, they will fail the course.
- All practical examination failures are reported to the DPT Director of Student Affairs and the DPT Student Affairs Committee and taken into consideration in the evaluation of the student's readiness for Clinical Education.

Other: 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.

Most courses use the DPT Program Grading Schema as below:

Numeric Grade	Letter Grade
93-100%	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
< 73%	Course Failure
Incomplete	I

Some courses use a credit/no-credit grading scale as below:

CR	***	Credit
NC	***	No Credit

Other: Final course grades are calculated to two decimal points. Students are required to achieve a final grade of “C” or higher (i.e., $\geq 73.00\%$) in courses with letter grades. It is the responsibility of any student who is underperforming to seek the assistance of the course instructor and their coach. Final course grades will not be rounded.

The assignment of an Incomplete (I) grade is reserved for cases of illness, unforeseen circumstances, military assignments, or other verified emergencies that prevent a student from completing a course by the due date. An Incomplete grade may only be issued if the student has completed a substantial portion (more than 50%) of the coursework and the work to date has been of passing quality. If warranted, the student should initiate an Incomplete Grade Contract with the instructor, providing appropriate documentation to support the request. The Incomplete Grade Contract is available through the registrar. If granted, the Incomplete grade will allow a student a maximum period of six weeks (for an eight-week or shorter class) to complete the appropriate coursework for the DPT program.

According to the University's Capstone, Thesis, and Dissertation Policy, students who are enrolled in required final Capstone courses for their program may be certified for full-time status, even if the total credit load is below 9 credit hours for that term.

6.4.0 MINIMUM REQUIREMENTS FOR PROGRESSION

Successful progression in the DPT program requires each student:

1. Earn a minimum of 73% (C) in courses with letter grades.
2. Earn credit in courses with credit/no credit grades.
3. Maintain at least a 3.00 cumulative GPA.
4. Exhibit appropriate professional behaviors consistent with program, University, and professional standards.
5. 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. The Program Director supports the Student Affairs committee and reserves the right to determine if a student is placed on probation or dismissed from the DPT program.

Extenuating circumstances leading to unacceptable academic and/or clinical performance may be evaluated by the Student Affairs Committee. Students should note that maintaining a 3.00 GPA is also required for maintaining Satisfactory Academic Progress at HPU to receive federal financial aid. Additional information about financial aid policies can be found at:

<https://www.hpu.edu/financial-aid/policies-and-procedures/progress.html>.

6.5.0 LEARNING PLAN

A learning plan sets forth an opportunity for supporting the academic and professional growth of students in the DPT program. The learning plan is a written identification of an area of improvement for a student that outlines expected behaviors or actions to remain in good standing with the program. The learning plan will include specific learning goals and/or outcomes expected of the student and an established time frame to meet the goals.

A student is notified of a learning plan in writing from the Director of Student Affairs. The plan may be developed with input from relevant stakeholders, including but not limited to DPT program faculty, clinical instructors, students, patients/clients, or community members. Depending on the nature of the learning plan, the student will be required to meet with the Director of Student Affairs or Director of Clinical Education (or Assistant Director of Clinical Education) to identify potential resources to achieve the goals and/or for individualized coaching.

Students that meet the established goals and/or outcomes during the prescribed time frame

will be removed from the learning plan. A demonstration of progress towards the goals may warrant a re-evaluation of the learning plan. Students that fail to progress towards or are unable to meet the goals and/or outcomes may be placed on Academic Probation.

6.6.0 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, HPU Code of Student Conduct Policy, APTA Guide for Professional Conduct, or the APTA Code of Ethics to a degree that does not warrant academic dismissal.
3. Inability to consistently adhere to the DPT Program Conduct Standards.
4. 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 the Director of Student Affairs to develop an action plan that supports the student in the area(s) of difficulty and define requirements to be removed from probation status.

To be removed from academic probation status, the student must:

1. Achieve a cumulative GPA of at least 3.00 within two consecutive terms following placement on academic probation.
2. Demonstrate a corrective course of action and a pattern of professional behaviors consistent with the HPU Code of Student Conduct Policy, HPU Academic Integrity Policy, APTA Guide for Professional Conduct, APTA Code of Ethics, and/or the DPT Program Conduct Standards.
3. Demonstrate consistent performance or adherence to the Technical Standards and Essential Functions of the DPT Program.

Progress towards corrective action will be documented. Feedback on the inability to progress towards the standards will be reported to the Student Affairs Committee or Program Director. A second issue relating to successful program progression may result in dismissal from the program.

6.7.0 ACADEMIC DISMISSAL

Certain violations of the university policies may trigger immediate dismissal from the program and the university. The Program Director may order the dismissal of a student where the student fails to achieve the expectations for progress as outlined in the professional, academic, and conduct standards in Sections 4, 5, and 6 of the DPT Student Handbook. Academic dismissal from the DPT program may occur upon the occurrence of any one of the following grounds:

1. A student receives a grade of less than 73% (C) in any course graded with the DPT Program Grading Schema.

2. A student is unable to achieve "credit" in a course graded with credit/no credit.
3. 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 2 consecutive terms.
4. A student's cumulative GPA falls below 3.0 for a second time at the end of a term after the student has already completed probation.
5. Violation of the HPU Academic Integrity Policy or HPU Code of Student Conduct Policy.
6. Inability to be removed from probation status within two academic terms (one full semester).
7. 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 as defined in Sections 4 (Professionalism), 5 (DPT Program Standards) and 6 (Academic Progression). This determination will be substantiated by observation of behaviors in the classroom or clinical environment and evaluated by standards set forth by the APTA Code of Ethics, the Professional Behaviors for the 21st Century, or the Clinical Internship Evaluation Tool.

The student is given notice of academic dismissal in writing by the Program Director. The notice provides the information for when the student must respond to the Academic Standing Committee, which is convened by the Director of Student Affairs and comprised of core faculty members within the college.

1. The student will have the option to meet virtually with the Academic Standing Committee at a specified time OR submit a written response to the committee.
2. The Academic Standing Committee gathers information verbally from the student or through their written response, then makes a written recommendation to the Program Director regarding the dismissal.
3. The Program Director may accept or reject the recommendation of the Committee. The Program Director will notify the student and their coach in writing of the Academic Standing Committee's decision and whether the Program Director accepted or rejected the recommendation.
4. The student has 3 business days from the date of the dismissal to submit an appeal to the Dean. An appeal may only be submitted on the grounds of a dismissal process procedural error, facts presented were insufficient to support the dismissal, or there is new evidence that is relevant and significantly impacts the findings presented for the dismissal.
5. Should an appeal be submitted, the Dean has 2 business days to accept or deny the appeal. If the appeal is accepted, the student will be decelerated to the corresponding term in the next cohort of students. If the appeal is denied, there is no further appeal and the student is dismissed.
6. The Program Director will notify the Registrar of the final outcome.

6.8.0 WITHDRAWAL AND LEAVE OF ABSENCE

The DPT Program adheres to the University's Withdrawal and Leave of Absence Policy as outlined in the Academic Catalog. This process includes completing appropriate documentation available through the registrar. 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.

6.9.0 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 admitted 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 the DPT program coursework.
2. Maintain a minimum cumulative grade point average of 3.00 or above.
3. Achieve a letter grade of "C" ($\geq 73\%$) or better or "credit" in all academic courses as stipulated within each course syllabus.
4. Receive "credit" 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 a passing score on at least one Practice Exam and Assessment Tool (PEAT) from The Federation of State Boards of Physical Therapy (FSBPT) as outlined in the Capstone course syllabus.
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

7.0: DPT PROGRAM STUDENT SUPPORT

7.1.0 OVERVIEW OF STUDENT SUPPORT AT HPU

The DPT program is committed to providing 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:

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.

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 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). A list of common illnesses and conditions that students may access the walk-in clinic for is listed on the Health Services website. Any other conditions or diagnoses 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 judgment. This clinic will require cash payment for DPT students as they do not pay the Student Health Fee. DPT program faculty can assist students with determining a clinic or hospital that will accept a student's health insurance in the case of illness or injury while on campus. Hospitals and clinics near campus are also listed on the Health Services website.

Counseling and Behavioral Health: The Counseling and Behavioral Health Services (CBHS) department provides free and confidential counseling services to current registered HPU students who resides in Hawai'i, regardless of enrollment in the Hawaii or Nevada programs. 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. Students wishing to schedule a consultation during an on-site lab immersion on the Hawaii campus should call in advance for an appointment and identify themselves as a DPT student.

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 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.

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. Students are encouraged to attend 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 professional, cultural and spiritual, and special interest organizations. A full list of RSOs is available on the HPU Student Activities website. To establish a new student organization, see the RSO Handbook on the Student Organization tab within MyHPU.

7.2.0 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 help as needed. See the HPU Financial Aid website for more information.

7.3.0 ACCESSIBILITY SERVICES

Accessibility Services (AS) 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.

Students in the DPT Program in need of accommodations are encouraged to contact the AS office as soon as possible after admission to the Doctor of Physical Therapy Program. The Director of Student Affairs will work to facilitate the connection between the student and the AS office if requested by the student. Students should be advised that the review process can take several weeks, and accommodations cannot be implemented without formal documentation from AS. The HPU DPT Director of Student Affairs will work closely with AS to facilitate arrangements for accommodations. Faculty will make every effort to support reasonable accommodations that are requested within a timely manner. Failure to communicate with faculty and provide documentation of accommodations as soon as possible may result in an inability to provide the necessary accommodations.

Once accommodations are determined by AS, they must be updated every academic term. It is the responsibility of the student to activate their accommodations for each course in which they intend to use accommodations by emailing the lead instructor. Students should notify instructors as early in the term as possible to apply their accommodations. Students should note that accommodations in practical and clinical assessments and settings may not be the same as those received in the academic setting.

7.4.0 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 Google Workspace, and secure wireless connections across the campus. 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 Google Workspace (email, calendar, GoogleDrive, and more), Library Resources, Blackboard learning management sites, and the HPU website-based faculty resources.

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 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.

7.5.0 COACHING IN THE DPT PROGRAM

The HPU DPT Coaching program was developed to foster academic success and professional development in a blended-learning curriculum. Upon entry into the DPT program, students are assigned to a team, consisting of approximately 10 students, with a core faculty member serving as the team’s coach. The team is the student’s first professional `ohana in the program, and the coach serves an important role in supporting 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 necessary for fostering academic success, maintaining clear and effective communication, and supporting a collaborative culture among faculty and students.

Initial connections with the student teams and coach occur during the program orientation. Coaches will establish expectations and help to facilitate a sense of community. Key elements discussed at this initial session include professional communication and responsibility as well as timely access to assistance for students. Coaching sessions are conducted between coaches and individual-students in formal, regularly scheduled sessions using video conferencing technology (i.e., Zoom). The date, time, general topics covered, and any referrals made will be uploaded to the student’s record. Coaches will also facilitate team meetings during academic terms when they are not meeting with students individually.

7.6.0 ACADEMIC LIVE CARE

HPU has contracted with Academic HealthPlan, Inc. to deliver AcademicLiveCare (ALC) to graduate students learning in online and hybrid programs. ALC solutions are based on a 360 approach that focuses on the comprehensive physical, mental, and financial well-being of students. ALC includes unlimited access to 24/7 telehealth for urgent care, scheduled appointments for psychiatric, therapy, and nutrition counseling, 24/7 immediate crisis counseling, and self-service online health and wellness resources - all with a \$0 copay to students. Students will receive access to HPU’s custom CARE Hub with a unique URL. On this

site, students will be able to access all services and resources available to them through ALC. They will also be able to access FAQs and contact information.

All students in the DPT program will have access to:

- **Therapy Program:** With the Therapy Program, students can schedule visits with certified psychologists or therapists to receive individual or family therapy. Services are provided by credentialed clinicians including psychologists, clinical social workers, marriage and family therapists, and professional counselors. Licensed therapists provide counseling, assessments, social work, and individual therapy. Students are seen in regular 45-minute scheduled sessions to address mental health concerns, varying from depression and bipolar disorder to family therapy.
- **Psychiatry Program:** The Psychiatry Program enables students to schedule visits with board-certified psychiatrists to receive medication evaluations and medication management. ALC psychiatrists make consultative recommendations for medication and treatment options, providing a robust medical assessment during the initial assessment. When appropriate for follow-up treatment, students can continue to see the same psychiatrist throughout their treatment, enabling longitudinal relationships. Board-certified psychiatrists focus on medication evaluations (45-minute appointments) and ongoing medication management (25-minute and 15-minute appointments).
- **Urgent Care Program:** Urgent Care telehealth is a convenient option to see a doctor for a variety of common conditions, from the flu to colds and rashes, keeping students out of the emergency room and instead giving them access to adequate in-network care via telehealth. ALC's urgent care providers are U.S. board certified, credentialed, and are licensed in multiple states. Medical clinicians are trained in internal medicine, family medicine, emergency medicine, and pediatrics. ALC providers support, diagnose, and treat a variety of urgent health concerns, as well as issue prescriptions in accordance with laws, regulations, and Medical Board rules.
- **Nutrition Program:** This program offers virtual nutrition counseling with Registered Dietitians who help design personalized nutrition plans for a variety of chronic conditions and health concerns, including eating disorders.
- **Women's Health Program:** ALC clinicians cater to the full care continuum across life stages and provide medical care for women-specific health issues, ranging from prenatal and postnatal care to menopause care. Doctors and nurse practitioners provide medical care for women 18+ for a variety of women's health-focused conditions. Medical providers can answer questions about getting pregnant and support during postpartum. Therapists provide specialized counseling and support for prenatal and postpartum mothers, and board-certified lactation consultants provide mothers with the help they need surrounding breastfeeding issues.
- **Academic Student Assistance Program:** Benefits of this program include crisis counseling, financial consultation, legal consultation, and other online resources.

7.7.0 MEDICAL CONDITIONS, INCLUDING PREGNANCY

Immediately upon medical confirmation, any medical condition that may impact the ability of a student to participate in the educational experience safely and fully 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 the planning of a learning experience that will ensure maximum safety for 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.

7.8.0 STUDENT LEADERSHIP

There are multiple student leadership opportunities in the HPU DPT program to support active engagement, provide social/emotional support, build community, and encourage professional development of students in the program while not overburdening individual students. Each student cohort will have their own leadership.

The term for all positions will be 2 years, the duration of the DPT program. Should a student be unable to fulfill the terms of their leadership position, the Director of Student Affairs (DSA) will consider a midterm election consistent with the election procedures to fill the vacant position.

Student Class Representatives (3 Positions)

- **President**
 - Serve as the primary liaison between the class and the DPT Faculty, working closely with the Director of Student Affairs
 - Attend scheduled meetings with the Student Class Representatives, DPT Program Director and Director of Student Affairs, typically at least once per term
 - Solicit constructive feedback from the class for program assessment and improvement (support on gathering feedback will be provided)
 - Provide the class with periodic updates upon request of the DPT administration and faculty
 - Schedule and facilitate meetings among class representatives as needed
- **Vice President (includes roles of a Treasurer)**
 - Support president in their duties and act in place of, or in the absence of, the president
 - Attend scheduled meetings with the Student Class Representatives, DPT Program Director, and Director of Student Affairs, typically at least once per term
 - Manage the class budget and fundraising
 - Support the class engaging in Pono community through a graduation legacy gift
- **Secretary**
 - Establish communication channels between the Student Class Representatives and the DPT program

- Attend scheduled meetings with the Student Class Representatives, DPT Program Director, and Director of Student Affairs at least once per term
- Record minutes for all meetings of the Student Class Representatives
- Manage communication channels among the student cohort including social media or forms of group communication

Aloha Committee (Lead and Co-Lead): *The Aloha Committee acts as student ambassadors of the DPT program in person, in virtual events, and within the program.*

- Attend meetings with the DPT Program Director and Director of Student Affairs
- Support various admission, recruitment, and welcoming events
- Serve as admissions ambassadors during virtual Meet & Greet sessions
- Assist with creating content for DPT social media platforms

Pono Committee (Lead and Co-Lead): *The Pono Committee is responsible for student service engagement within the University, community, and the APTA.*

- Attend meetings with the DPT Program Director and Director of Student Affairs
- Solicit input from the class on service opportunities of interest
- Communicate to the class service opportunities through HPU and the APTA
- Encourage and coordinate student involvement in HPU community service activities
- Encourage and coordinate student involvement in the APTA at the local and national level
- Work with the DPT faculty to identify community organizations for potential community service opportunities or collaboration
- *Requirement specific to this committee: the leaders must be local to Oahu to allow for more familiarity and "face time" with community organizations*

Kuleana Committee (Lead and Co-Lead): *The Kuleana Committee is responsible for creating a sense of community among the students*

- Attend meetings with the DPT Program Director and Director of Student Affairs
- Create opportunities for connection in the online environment
- Organize class social gatherings during lab immersion
- Promote well-being among the DPT student cohort

Coaching Team Leaders (1 per team):

- Attend meetings with the DPT Program Director and Director of Student Affairs
- Oversee organization of team events to provide academic and social support e.g. review sessions, social events, Facebook group, etc.
- Maintain regular, open communication with team members to facilitate a sense of community and connection within the team
- Serve as a liaison between the coaching teams and the Student Leadership Board
- Attend periodic meetings with the coach of the team

Appointment of Team Leaders: It is recommended that coaches solicit interest from students in their coaching team during orientation. At the end of virtual orientation, coaches will make recommendations to the DSA for a team leader. The DSA will ask the recommended student if they are interested in this role and team leaders will begin their service during the first week of classes. If a team leader is elected to another leadership position, a new team leader will be designated.

Elections for Student Leadership: The DSA will introduce leadership opportunities to all students during online orientation. After the first lab immersion, the DSA will put out a call for nominations. All leadership positions must receive endorsement from their coach. The DSA will then ask students if they are interested in running. Additional nominations will be taken from the class if there is not a full slate of candidates for open positions. All interested students will submit a brief bio and statement to the DSA. The DSA will post bios and statements for slate of candidates and will run the election through online polling. A majority votes will win.

8.0: HPU STUDENT CONDUCT STANDARDS & UNIVERSITY POLICIES

A complete overview of the University Student Conduct Standards and Policies are located in the HPU Student Handbook published annually on the university website. This section is intended to highlight the most pertinent standards and policies to DPT students.

8.1.0 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.

8.2.0 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 Conflict Resolution & Community Engagement. The Assistant Dean of Students/Director of Conflict Resolution & Community Engagement 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
Carly Morman
Hawai'i Pacific University
1 Aloha Tower Drive, Suite 1400, Honolulu, HI 96813
Telephone: (808) 544-0276
Email: cmorman@hpu.edu

Deputy Title IX Coordinator (Students)
Deonne Yeager
Assistant Vice President/Dean of Students & Interim Deputy Title IX Coordinator
Hawai'i Pacific University
1 Aloha Tower Drive
Honolulu, HI 96813
Telephone: (808) 236-7999
E-mail: dyeager@hpu.edu

8.3.0 CODE OF STUDENT CONDUCT

HPU cares about each student and is committed to providing an environment conducive to learning. Inherent in this is the expectation that students act in accordance with shared community values (Pono, Kuleana, Aloha), abide by university policies, report to HPU when they observe others violating those rules, protect the health, safety and well-being of the community, and act with integrity and respect toward other persons, property, and the community.

The purpose of the Code of Student Conduct is to provide general notice of the expectations for HPU students, to articulate the University's procedures for resolving violations and conflicts, and to education students about the impact of their behavior on others. As members of the HPU community, students are responsible for reviewing, understanding, and abiding by this Code and HPU's Policies.

Any prohibited conduct should be reported immediately to a DPT faculty member, the Director of Student Affairs, the Program Director, or another university official. The Code of Conduct is detailed in the HPU Student Handbook.

8.4.0 ACADEMIC INTEGRITY

The DPT Program strictly 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 their 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. 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.
4. 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.

8.5.0 FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law that affords students certain rights with respect to their education records. These 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.

Students are notified of their FERPA rights annually by publication in the HPU Student Handbook.

8.6.0 STUDENT IDENTIFICATION CARD

All students receive an identification card (HPU UniCard) during the first onsite lab immersion 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.

8.7.0 PREFERRED FIRST NAME POLICY

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. For additional information, see the Preferred First Name Policy in the HPU Student Handbook.

8.8.0 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.

8.9.0 NETWORK & COMPUTING USAGE AGREEMENT

DPT 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.

8.10.0 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.

8.11.0 SMOKING/ VAPING POLICY

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.

8.12.0 PARKING AND LOCAL TRANSPORTATION

Hawaii Campus

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). Monthly and non-monthly parking options are outlined on the HPU Transportation website: <https://www.hpu.edu/residence-life/off-campus/commuter-services.html>

Additionally, the city and county of Honolulu offer an affordable and convenient public transportation system, theBus. HPU students can purchase a UPass at the Barnes & Noble Bookstore at a discounted price for the year. HPU also has partnerships with Hui, Biki, and Ride Sharee for car and bike sharing.

Nevada Campus

Parking is available onsite at no charge. Due to limited parking, students are encouraged to carpool when possible. Additionally, the city of Las Vegas offers affordable and convenient public transit. For more information visit <https://www.rtcsnv.com/>.

9.0: 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.

9.1.0 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.

Hawaii Campus

The downtown campus has security coverage during working hours Monday through 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.

Nevada Campus

Campus security will be present onsite for lab immersion activities for students' protection and safety.

9.2.0 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. Any expenses related to illnesses or injuries occurring during a lab immersion that are not covered by the student's personal health insurance may be the responsibility of the student. An Accident Report form should be completed as soon as reasonably possible for any injuries sustained in the lab.

9.3.0 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.

9.4.0 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.

9.5.0 INFECTION CONTROL AND BLOODBORNE PATHOGENS

All DPT students will receive training in Universal Precautions and Bloodborne Pathogens during orientation 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 to be cleaned with a bactericidal agent immediately following use
- All lab equipment will be cleaned with the approved agents
- Linens and towels are to be changed after each use and all soiled linens are to be promptly placed in the designated receptacle for laundering
- Handwashing with soap and water or an approved hand sanitizer will be performed before and after contact with another individual
- Personal protective equipment will be utilized in accordance with local and national regulations

Any reports required by OSHA occurring on HPU 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.

9.6.0 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 the 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.

9.7.0 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 for 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.

9.8.0 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. Any expenses related to illnesses or injuries occurring during a clinical rotation that are not covered by the student's personal health insurance may be the responsibility of the student. Additional information is provided in the DPT Clinical Education Handbook.

9.9.0 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 Code of Student Conduct.