



# HIGH POINT UNIVERSITY

---

## Department of Physical Therapy

### Doctor of Physical Therapy Student Handbook

Summer 2021-Spring 2022



High Point University reserves the right to change any provision or requirement, including fees, contained in this informational document at any time with or without notice. Please read this DPT Program Student Handbook Policies and Procedures Manual carefully. Questions related to the content of this Handbook should be directed to the Department Chair.

## Table of Contents

Preface

CAPTE Accreditation Status

Filing a Complaint about the HPU DPT Program to CAPTE

Message from the Department Chair

Department Administration and Personnel

Office of the Dean, Congdon School of Health Sciences

Department of Physical Therapy Core Faculty

Department of Physical Therapy Staff

Department of Physical Therapy Associated Instructors

Department of Physical Therapy Leadership Team

Department Chair

Director of Clinical Education

Director of Curriculum and Outcomes

Director of Students

Director of Clinical Practice

Director of Research

High Point University

History

Mission

Vision

Department of Physical Therapy

History

Mission

Vision

Values

Foundational Beliefs

Statement on Diversity, Equity, and Inclusion

Professionalism

Professional Conduct

Professional Technical Standards

Observation Skills

Behavior, Social Skills, and Professionalism

Communication

Cognitive/Integrative Abilities

Psychomotor

Professional Behaviors  
Professional Dress Code  
General Attire Guidelines  
Body Art and Jewelry  
Clinical Laboratory Attire  
Anatomy Laboratory Attire  
Off-site and/or Clinical Experience Attire  
Attendance  
Time Off Request Procedure  
Excused Absences  
Unexcused Absences  
Tardiness  
Illness Policy  
Inclement Weather Policy  
Remote Learning Policy  
Classroom Behavior  
Social Media and the Medical Professional  
Department Specific Social Media Expectations  
Photo and Video Permissions  
Dating and Relationships  
Drug and Alcohol Policy

Academics

Academic Honesty  
Student Goals and Expected Learning Outcomes  
Doctor of Physical Therapy Program Curriculum Overview  
Doctor of Physical Therapy Program Curriculum Outline  
Course Content Statement  
Time to Complete DPT Degree  
Grading Policies

- Assignment/Assessment Grades
- Final Grades
- Mid-Semester Status Report
- Written Assessments
- Practical (or other Clinical Skill-based/Integrative) Examinations
- Missed Assessments
- Tardiness to Assessments

Progress Testing: Comprehensive Assessments

Testing Policy

Basic Information:

Before the Exam:

During the Exam:

Computer Requirements

*For* Windows:

For Mac:

For iPad:

Student Academic Records

Family Education Rights and Privacy Act (FERPA)

Copyright Protection of Educational Materials

Graduate Assistants

Eligibility

Application and Selection Process

Responsibilities and Expectations of Graduate Assistants

Student Success and Retention

Student Retention

Criteria for Matriculation

Criteria for Dismissal

Student Support, Remediation, and Probation Policy

Concerns of Academic Progress and Development

Support Level

Remediation Level

Probation Level

Concerns of Professional Progress and Development, including Clinical Education

Support Level

Remediation Level

Probation Level

Probationary Status

Student Advising Policy

Background and Purpose

Advising Schedule:

DPT Student Big Brother Big Sister Program

Student Grievance Procedures, Appeals, and Withdrawal from the DPT Program

Student Grievance Procedures

Appeals of Disputed Course Grades

Leave and Withdrawal Policy

Leave of Absence

Withdrawal

Reapplication Policy

#### DPT Student Life

DPT Student Council

Graduate Student Government Association

Student Clubs and Organizations

Recreation Services

Events

Chapel and Religious Life

Multicultural Life

Community Outreach

#### Department of Physical Therapy Student Resources

DPT Student Access to Classroom and Laboratory Spaces

Student Lockers

Photocopying and Printing

Student Parking

#### University Student Resources

Library and Learning Resources

University Bookstore

Office of Information Technology

My.highpoint.edu

Email Account

Office of Student Life

Counseling Services

Counseling Center Hours:

*Experiencing a Mental Health Emergency?:*

Student Health

Health Center Hours:

To make an appointment

Office of Security & Transportation

Office of Accessibility Resources and Services

#### University Procedures

Personal Security

Contacting *Security*

Crimestoppers

Security Officers

Congdon School of Health Sciences Building

Emergency Preparedness

Class Laboratory Rights and Safety

Inherent Risk and Standard Precautions

Standard Precautions

Safety Training

Post-Exposure Protocols

Tobacco-Free Campus

Tuition and Expenses

Cost of Attendance

Financial Assistance

Payment

Refund Policy

Amount Student Will Be Charged by Day of Official Withdrawal

Appendix

HPU DPT COVID-19 Policy

Student Guidelines

Guidelines for student conduct:

Travel

COVID Monitoring

*Isolation (link)*

*Quarantine (link)*

COVID Vaccine

*Post COVID Vaccination (link)*

*Fully Vaccinated Students (link)*

Handbook Acknowledgement

Consent to Lab Participation

## Preface

This Doctor of Physical Therapy (DPT) Student Handbook Policies and Procedures Manual provides information regarding policies, procedures and requirements specific to the High Point University (HPU) DPT Program. This Student Handbook is designed to assure transparency of expectations and department policies and procedures between the DPT faculty and staff and the student. This manual is meant to unite the efforts of the Department of Physical Therapy and the students to provide excellent professional and clinical education.

Policies and procedures outlined in the Student Handbook Policies and Procedures Manual may change based on Department of Physical Therapy Program outcomes, assessment by the faculty, and feedback received by the students.

Students enrolled in the DPT Program are expected to be familiar with the information provided in this Handbook and the Clinical Education Manual. All students will acknowledge such by signing the form “ACKNOWLEDGEMENT OF RECEIPT” annually. The form is found in the back of this Handbook.

High Point University reserves the right to change any provision or requirement, including fees, contained in this informational document at any time with or without notice. Please read this Doctor of Physical Therapy Student Handbook carefully.

Questions related to the content of this Handbook should be directed to the Department Chair and the Director of Students.

### *Department Chair Contact Information*

Dr. Jeffrey B. Taylor, PT, PhD, DPT, SCS, CSCS  
Phone: (336) 841-9728  
Email: [jtaylor@highpoint.edu](mailto:jtaylor@highpoint.edu)

### *Director of Students Contact Information*

Dr. Renee N. Hamel, PT, DPT, CBIS, C/NDT  
Phone: (336) 841-9724  
Email: [rhamel@highpoint.edu](mailto:rhamel@highpoint.edu)

## CAPTE Accreditation Status

The Doctor of Physical Therapy Program at High Point University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA; phone: (703) 706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>.

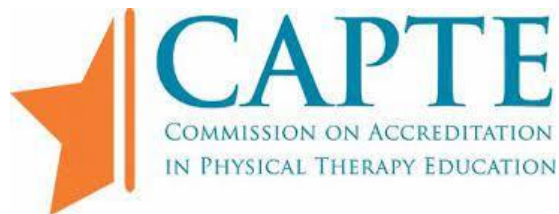
If needing to contact the program/institution directly, please call Dr. Jeff Taylor at (336) 841-9728 or email at [jtaylor@highpoint.edu](mailto:jtaylor@highpoint.edu).

### **Filing a Complaint about the HPU DPT Program to CAPTE**

Physical therapy education programs in the United States are accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), which works in conjunction with the American Physical Therapy Association (APTA) to maintain the standards of the profession.

*Any stakeholder to include but not limited to, students, parents, patients, faculty, and other affiliated or non-affiliated interests may LODGE A COMPLAINT regarding the HPU DPT Program to the APTA or the CAPTE to report a wrongdoing or concern that directly involves student rights and privileges, patient/client rights, and privileges, and or public safety.*

To contact CAPTE call (703) 706-3245 or at [accreditation@apta.org](mailto:accreditation@apta.org). All complaints should be followed up by a written letter of complaint that is signed and dated. USPS Mail should be sent to Department of Accreditation, APTA, 1111 N. Fairfax St. Alexandria, VA 22314.





## Message from the Department Chair



Welcome to the Department of Physical Therapy at High Point University! Congratulations on your prior academic, professional, and personal accomplishments. You have impressed our faculty and should be very proud of your accomplishments. HPU is a great place for you to continue the upward trajectory that you are on. We are committed to offering you an extraordinary education in an inspiring environment with caring people. I hope that you will find our faculty, staff, students, and University community to be encouraging and inspirational along your professional journey.

Our DPT program will likely be very different than your previous academic experiences. The classes will be harder, the hours will be longer, and the stakes will be higher than a typical undergraduate education. We will assess more than just your test grades, including your thought processes and professional behaviors. You are now in a Department that cares deeply about your academic and professional growth and will stand with you every step of the way. We want our students, graduates, and future clinicians to distinguish themselves by their professionalism, clinical skills, innovation, and evidence-based decision making. We want to provide you extraordinary opportunities to grow in each of these areas. Take advantage of all that we have to offer.

I look forward to getting to know and foster growth in each of you and seeing all the great things that you do.

A handwritten signature in black ink, appearing to read 'J. Taylor', written in a cursive style.

Jeffrey B. Taylor PT, DPT, PhD  
Chair & Associate Professor  
ABPTS Board Certified – Sports Physical Therapy  
Certified Strength and Conditioning Specialist  
Department of Physical Therapy  
Congdon School of Health Sciences  
High Point University  
Phone: (336) 841-9728  
Email: [jtaylor@highpoint.edu](mailto:jtaylor@highpoint.edu)

## Department Administration and Personnel

### Office of the Dean, Congdon School of Health Sciences

Kevin Ford, PhD, FACSM, is the Dean of the Congdon School of Health Sciences at High Point University. In this capacity, Dr. Ford bears overall responsibility for leadership of the educational, research, and clinical activities within the School of Health Sciences.

#### *Dean Contact Information*

Dr. Kevin Ford, PT, PhD  
[kford@highpoint.edu](mailto:kford@highpoint.edu)  
(336) 841-9495

### Department of Physical Therapy Core Faculty

Dr. Jeffrey B. Taylor PT, PhD, DPT, SCS, CSCS  
Chair & Associate Professor  
[jtaylor@highpoint.edu](mailto:jtaylor@highpoint.edu)  
(336) 841-9728

Dr. Alicia J. Emerson, PT, DPT, MS, OCS, FAAOMPT  
Director of Clinical Practice & Assistance Professor  
[aemerson1@highpoint.edu](mailto:aemerson1@highpoint.edu)  
(336) 841-9726

Dr. Dora J. Gosselin, PT, DPT, PCS, cNDT  
Director of Curriculum and Outcome & Assistant Professor  
[dgosseli@highpoint.edu](mailto:dgosseli@highpoint.edu)  
(336) 841- 9725

Dr. Renee N. Hamel, PT, DPT, CBIS, C/NDT  
Director of Students & Assistant Professor  
[rhamel@highpoint.edu](mailto:rhamel@highpoint.edu)  
(336) 841-9724

Dr. David R. Sinacore, PT, PhD, FAPTA  
Interim Director of Research & Professor  
[dsinacor@highpoint.edu](mailto:dsinacor@highpoint.edu)  
(336) 841-9842

Dr. Devon Werner, PT, DPT, NCS  
Director of Clinical Education & Assistant Professor  
[dwerner@highpoint.edu](mailto:dwerner@highpoint.edu)  
(336) 841-9270

Dr. Steven Dischiavi, PT, DPT, MPT, SCS, ATC, COMT  
Assistant Professor

[sdischia@highpoint.edu](mailto:sdischia@highpoint.edu)

(336) 841-4606

Dr. Don Goss, PT, PhD, OCS, ATC

Associate Professor

[dgoss@highpoint.edu](mailto:dgoss@highpoint.edu)

(336) 841-9274

Dr. Paul W. Kline, PT, DPT, PhD

Assistant Professor

[pkline@highpoint.edu](mailto:pkline@highpoint.edu)

(336) 841-2878

Dr. Susan E. Lad, PhD

Assistant Professor

[slad@highpoint.edu](mailto:slad@highpoint.edu)

(336) 841-9580

Dr. Lance M. Mabry, PT, DPT, OCS, FAAOMPT

Assistant Professor

[lmabry@highpoint.edu](mailto:lmabry@highpoint.edu)

(336) 841-9807

Dr. Nathan Morelli, PT, PhD, DPT

Assistant Professor

[nmorelli@highpoint.edu](mailto:nmorelli@highpoint.edu)

(336) 841-9352

Dr. Garrett Naze, PT, PhD, DPT, OCS, CCTT, NBC-HWC, FAAOMPT

Assistant Professor

[gnaze@highpoint.edu](mailto:gnaze@highpoint.edu)

(336) 841-9316

Dr. James M. Smoliga, DVM, PhD, CSCS, FACSM

Professor

[jsmoliga@highpoint.edu](mailto:jsmoliga@highpoint.edu)

(336) 841-9480

Dr. Lisa A. Zukowski, PhD

Assistant Professor

[lzukowsk@highpoint.edu](mailto:lzukowsk@highpoint.edu)

(336) 841-9581

## **Department of Physical Therapy Staff**

Mrs. Debbie Bowman

Department Administrator

[dbowman1@highpoint.edu](mailto:dbowman1@highpoint.edu)

(336) 841-9527

Ms. Tammy Hines  
Administrative Assistant  
[thines@highpoint.edu](mailto:thines@highpoint.edu)  
(336) 841-9791

Dr. Ilana Levin, PT, PhD, DPT  
Postdoctoral Scholar, Clinical Biomechanics  
[ilevin@highpoint.edu](mailto:ilevin@highpoint.edu)  
(336) 841-2842

Dr. Shelby Peel, PhD  
Postdoctoral Fellow  
[speel@highpoint.edu](mailto:speel@highpoint.edu)  
(336) 841-9269

Mrs. Dominique Reynolds  
Clinical Education Specialist  
[dreynold@highpoint.edu](mailto:dreynold@highpoint.edu)  
(336) 841-9723

Mrs. Gretchen Sanchez  
Administrative Assistant- Pro Bono Clinic  
[gmcmulle@highpoint.edu](mailto:gmcmulle@highpoint.edu)  
(336) 841-9285

Ms. Audrey Westbrook  
Biomechanics Research Engineer  
[awestbro@highpoint.edu](mailto:awestbro@highpoint.edu)  
(336) 841-9373

### **Department of Physical Therapy Associated Instructors**

Dr. Melissa Burgemeister, PT, DPT, LAT, ATC  
[mburgeme@highpoint.edu](mailto:mburgeme@highpoint.edu)

Dr. Jordan Felsberg, PT, DPT, CCS  
[jfelsber@highpoint.edu](mailto:jfelsber@highpoint.edu)

Dr. David Gustafson, PT, DPT, OCS  
[dgustafs@highpoint.edu](mailto:dgustafs@highpoint.edu)

### **Department of Physical Therapy Leadership Team**

The Department of Physical Therapy utilizes a distributed leadership model in which some members of the core faculty serve in key areas that foster Department development and student retention.

As a general rule, students should:

- First reach out to Course Directors with course-specific questions or concerns
- Seek counsel from their faculty advisor and review the DPT Student Handbook when seeking answers to general questions related to Department of Physical Therapy policies and procedures
- Contact Leadership Team members within their specific area for questions or resource needs
- Contact the Department Chair and/or Director of Students for matters that do not fit in to the above criteria

In summary, the most appropriate order of points of contact for students to follow is generally the Course Director → Faculty Advisor → Leadership Team → Department Chair.

#### Department Chair



Dr. Jeff Taylor is the Department Chair. He works closely with Mrs. Debbie Bowman, Department Administrator, to oversee all aspects of the Department of Physical Therapy.

#### Director of Clinical Education



Dr. Devon Werner is the Director of Clinical Education. She works closely with the Clinical Education Team, which consists of Dr. Melissa Burgemeister and Mrs. Dominique Reynolds, to coordinate the Clinical Education program for DPT students. This includes clinical compliance, clinical assignments, clinical education onboarding procedures, management of all clinical experiences, and implementation of clinical education policies. For more information regarding specific roles and responsibilities of the Clinical Education Team, please refer to the Clinical Education Manual.

#### Director of Curriculum and Outcomes



Dr. Dora Gosselin is the Director of Curriculum and Outcomes. She works closely with Mrs. Debbie Bowman to oversee the Department's academic calendar, coordinate academic course and selective information, implements ExamSoft, maintains DPT student GPAs, coordinates Comprehensive Assessments, and schedules Scorebuilders courses that prepare DPT students for the National Physical Therapy Board Exam (NPTE).

#### Director of Students



Dr. Renee Hamel is the Director of Students. She works closely with Ms. Tammy Hines to coordinate student life and student retention within the Department. This includes maintaining the DPT Student Handbook, implementing student policies and procedures, overseeing the DPT Admissions Committee, Academic Review Committee as outlined in the Student Support, Remediation, and Probation Policy, facilitating student access to University and Department resources for student support, coordinating academic and peer advising programs, and planning DPT Graduation and White Coat Ceremonies.

#### Director of Clinical Practice



Dr. Alicia Emerson is the Director of Clinical Practice. She works closely with Mrs. Gretchen Sanchez to oversee and coordinate all aspects of student participation in clinical practice, including practice within the HPU Pro Bono Physical Therapy Clinic and the Department's faculty clinical practice (TEAM). She also coordinates community

engagement activities that are associated with the Department's clinical practice entities, including collecting and distributing items from the food pantry, care of the community garden, and implementing Pro Bono Clinic policies and procedures.

#### Director of Research



Dr. Dave Sinacore is the Interim Director of Research. Dr. Sinacore collaborates with faculty to facilitate student and faculty research within the Department, including maintaining record of ongoing studies, presentations, and publications.

## High Point University

### History

Founded in 1924, High Point University is a private liberal arts institution with over 5,000 undergraduate and graduate students from around the world. The Department of Physical Therapy is housed in the Congdon School of Health Sciences (CSHS), which contains both undergraduate and graduate programs, including Exercise Science, Athletic Training, Physician Assistant Studies, Nursing, and Medical Sciences.

Leadership and faculty at High Point University and in the CSHS take a long-term outlook on student success with the aim of preparing students to function and thrive in their healthcare career for the next 40 to 50 years. Together, High Point University, the CSHS, and the Department of Physical Therapy strive to give every student an extraordinary education in an inspiring environment with caring people.

### Mission

The mission of High Point University is to deliver educational experiences that enlighten, challenge, and prepare students to lead lives of significance in complex global communities.

### Vision

The vision of High Point University is to be a nationally prominent, private institution recognized for the excellence of its academic programs, the depth of its values-based culture, the breadth of its inclusiveness, and the strength of its commitment to helping students lead lives of significance.

## Department of Physical Therapy

### History

The Department of Physical Therapy was established in January of 2011 and consists of internationally renowned **faculty** and the world-class **Human Biomechanics and Physiology Laboratory** (HBAPL) and Virtual Reality and Clinical Gait Analysis Lab (VRCGAL). The HBAPL houses department faculty's clinical practice entity: **Targeted Enhanced Athletic**

**Movement** (TEAM). TEAM translates the evidence produced by the HBAPL, VRCGAL, and by other scientists from around the globe into the clinical practice of injury prevention, athletic development, and rehabilitation. The department is driven by an innovative mission and vision and is grounded in our foundational values and beliefs.

## **Mission**

The mission of the Department of Physical Therapy is to promote excellence in clinical practice by:

- Recruiting and developing leaders within the health professions who actively engage in meaningful collaborative educational, research, clinical, and service experiences.
- Creating autonomous, ethical, and compassionate evidence-based clinicians and scientists who maximize the quality of life in the communities they serve.

## **Vision**

The HPU Department of PT will be diverse, student-centered, community-engaged, and a global leader in physical therapy education, research, and clinical practice.

## **Values**

As a Department, we value inclusivity and professionalism, as demonstrated by:

- Integrity
- Accountability
- Growth
- Respect
- Intrinsic motivation
- Humility
- Collegiality

## **Foundational Beliefs**

The faculty of the Department of Physical Therapy is comprised of an accomplished, motivated, and cohesive group dedicated to excellence and life-long learning.

The curriculum of the HPU Doctor of Physical Therapy program has been designed and revised by the expert faculty at HPU and in conjunction with a Curriculum Advisory board composed of clinicians from around the nation. The education of future physical therapists must allow the autonomous practitioner to practice along the entire continuum of care and across the lifespan, but the need for that autonomous practitioner to be part of a healthcare team cannot be lost along the way.

The HPU DPT curriculum is infused with the following foundational beliefs, which the faculty believe will set HPU DPT graduates apart. These foundational beliefs are encouraged and infused both formally and informally throughout the curriculum:

1. Professionalism is a fundamental component of physical therapy practice.

2. Significant learning takes place in mentored clinical practice, which cannot be replicated in a classroom setting.
3. Systems Based Thinking is a priority.
4. Our students will differentiate themselves by their skill in the interventions of exercise prescription, manual therapy, and building self-efficacy.
5. Innovation and creativity are valuable skills that transcend time periods and market forces.
6. Physical therapists are experts in comprehensively analyzing human movement across the lifespan.
7. Physical therapists must be skillful in interprofessional practice along the continuum of care including roles as first responder, primary care practitioner and wellness consultant.

While HPU DPT faculty feel strongly that the education of the future physical therapist is of vital importance, it is not the only way in which the program strives to develop students to be impactful in the field of physical therapy through the following three pillars of physical therapy:

- *Clinical practice* is a natural component of experiential learning for HPU DPT students and promotes professional growth for clinically active department faculty. In addition, clinical practice makes classroom teaching more effective, provides the opportunity for faculty and clinicians to work together for the education of students and is one very important way to give back to the community.
- *Scholarship*, producing and professionally disseminating the science of physical therapy and rehabilitation, is important for the profession on a global scale. Scholarship is one of the chief mechanisms by which professions are recognized and can distinguish themselves. Looking forward, it is abundantly clear that healthcare is changing and that professions will need to work together more closely and efficiently to be effective. Student participation in consuming, discussing, and producing scholarly activity is an excellent area in which to demonstrate the interdisciplinary approach to a problem.
- Finally, physical therapists of the future will need to be prepared to impact the *global stage*. Therefore, while HPU DPT faculty recognize the shortage of physical therapists locally in the Piedmont Triad region of North Carolina and plan to meet those needs, the department will search worldwide for collaboration in experiential learning, research and clinical practice.

By focusing on HPU DPT foundational beliefs and these three pillars of physical therapy, laying their foundation on fiscal responsibility and being ever vigilant about assessing internally while looking outside the department, DPT faculty believe that graduates of the program will be responsible forward-looking physical therapists that will have a positive impact on the Department of Physical Therapy, the Congdon School of Health Sciences, High Point University and the lives of the populations served.

At the completion of the curriculum, HPU DPT students will be trained as generalists able to practice in a variety of settings and with a variety of patient populations throughout the lifespan. However, with the multitude of clinical education experiences, research opportunities, specialty selectives, and expert faculty, students will be provided with the tools to pursue specialization at their choosing.



## Statement on Diversity, Equity, and Inclusion

High Point University considers a strong commitment to diversity, equity, and inclusion as a core component of our mission and an essential ingredient to a holistic education in the liberal arts tradition. A liberal arts education develops critical thinkers, moving students from a fixed-mindset to a growth-mindset. This approach to learning prepares students for reflective action in an interdependent and diverse world. We not only understand and respect the unique talents and perspectives of all individuals, but we also embrace and utilize their contributions. Our breadth of inclusiveness creates a path by which all individuals can achieve their highest potential in an increasingly complex and pluralistic society.

We welcome and respect all students, faculty, and staff of all races, ethnicities, religions, genders, sexual orientations, sexual identities and gender expressions, abilities, classes, ages, and political ideas. We recognize that diversity also includes a range of geographic locations, communication styles, family makeup, educational background, military service, and other unique life experiences. To encourage diversity and inclusion we endorse dynamic curricula and research agendas—through the university’s core education as well as all fields of study, programming, and community engagement—that include a multiplicity of views and perspectives.

Diversity, equity, and inclusion are not merely moral imperatives or societal goals, they can be a competitive advantage. Our continued success as a university rests in our collective ability to embrace a multitude of opinions, ideas, and beliefs so that we can effectively educate the next generation of leaders who are culturally responsive, knowledgeable, and globally engaged. Our commitment to diversity, equity, and inclusion cultivates students’ desire for citizenship in complex global communities.

For more information, please contact the Director of [Multicultural Affairs](#) and the Director of Students.

### *Director of Multicultural Affairs Contact Information*

Mr. Terry Chavis  
Phone: (336) 841-9695  
[tchavis@highpoint.edu](mailto:tchavis@highpoint.edu)

### *Director of Students Contact Information*

Dr. Renee N. Hamel, PT, DPT, CBIS, C/NDT  
Phone: (336) 841-9724  
Email: [rhamel@highpoint.edu](mailto:rhamel@highpoint.edu)

# Professionalism

## Professional Conduct

In addition to a core of cognitive and psychomotor skills, it has been recognized by educators and practicing professionals that a repertoire of behaviors is required for success in any given profession (Alverno College Faculty, Assessment at Alverno, 1979). The process of developing professional behaviors takes place over time. Students are educated about the specific professional behaviors that relate to the physical therapy profession at multiple points throughout the curriculum. In addition to facilitate discussion on related topics, students are provided opportunities to develop self-reflective skills to determine appropriate venues/directions for professional growth and development. Professional behaviors are emphasized both in the classroom and clinical environments. A supporting document utilized throughout the curriculum on Professional Behaviors included on the following pages. This generated list of abilities and behaviors were identified by clinicians as the most important abilities for DPT graduates to possess. These abilities and the behavioral criteria reflect the Program's values and expectations for matriculating students and graduates.

The DPT Degree Program utilizes abilities-based assessment throughout the curriculum to ensure the acquisition of entry-level skills and promote the development of professional behaviors. Ability-based assessment is a dynamic process that focuses on behavior to complement knowledge acquisition and skill building. Basic science knowledge provides the framework for physical therapy education; however, to cultivate successful practitioners, the didactic delivery must bear responsibility for instilling characteristics that promote personal responsibility and the development of professional behaviors.

Students will participate in ongoing assessment of their behaviors utilizing the list of abilities and behaviors for self-assessment. Both formative and summative assessments may be utilized by faculty to inform students of their performance and to provide direction for improving performance in the classroom and during clinical education.

## Professional Technical Standards

Enrollment in the DPT Program assumes certain essential cognitive, emotional, and technical skills. In addition to the academic admissions requirement, the Essential Technical Standards delineate the abilities and skills that degree candidates must possess to engage safely and competently in required learning activities.

The HPU DPT Program prepares physical therapists to serve as generalist practitioners. In order to function as a physical therapist with generalist skills in a variety of clinical, classroom, and community situations, an individual must have abilities and skills in the following areas: observation; behavior, social skills, and professionalism; communication; cognitive/integrative abilities; and psychomotor skills. Also inherent in performance expectations are providing services in a timeframe appropriate to the context of care.

Overall, the purpose of technical standards is to delineate the skills deemed essential for continuation in and completion of the educational program. Technical standards are necessary to

identify and communicate specific expectations for student performance in the academic and clinical environments. Reflected in the standards are those behaviors, knowledge, and skills that degree candidates must possess to engage safely and competently in required learning activities and in clinical practice to ensure the well-being of the patient/client, self, and others. Skills fundamental to physical therapist practice and to the curriculum of the HPU DPT Program include but are not limited to the following:

### Observation Skills

1. Demonstrate visual perception, including depth and acuity.
2. Demonstrate the ability to observe lectures, laboratory dissection of cadavers, and lecture and laboratory demonstrations.
3. Interpret written and illustrated material both in print and in electronic form.
4. Observe patients at a reasonable distance and close at hand, noting nonverbal as well as verbal signals.
5. Demonstrate the ability to obtain an appropriate medical history directly from the patient or guardian including observation of skin color; breathing regularity; temperature of skin; muscle tone; facial expression; palpation of peripheral pulses, bony prominences and ligaments; visual and tactile evaluation for areas of inflammation; and visual and tactile assessment of the presence and degree of swelling.
6. Display sufficient vision, hearing, and touch to detect patient/client needs in a busy clinical environment.
7. Read and interpret equipment, patient charts, and diagnostic tests.
8. Demonstrate the ability to accurately monitor dials, displays, and equipment used in treatment of patients including exercise equipment and electrical modalities.

### Behavior, Social Skills, and Professionalism

1. Practice in a safe, ethical, legal, and responsible manner, following guidelines for standard practice as established by federal, state, and local law, the University, clinical facilities, the American Physical Therapy Association (APTA), and related professional organizations.
2. Meet externally imposed deadlines and time-requirements.
3. Possess the emotional health for full use of intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities pursuant to the educational process and to the care of patients.
4. Tolerate physically, emotionally, and mentally demanding workloads.
5. Identify, acknowledge, and accept responsibility for actions and report errors with the intent of developing a plan for professional growth and lifelong learning.
6. Establish professional relationships, based on mutual trust, with all individuals of the learning and working community from a variety of backgrounds, ages, and needs.
7. Demonstrate tolerance, altruism, honesty, empathy, integrity, respect for self and others, diligence, interest, and motivation during interactions in both the classroom and clinical settings.
8. Recognize the psychosocial impact of dysfunction and disability, and integrate the needs, including cultural needs, of the patient/client, family, significant other, and caregiver into the plan of care.
9. Self-assess performance and implement plans for professional growth and development.

10. Consistently demonstrate professional behaviors in interactions with patients/clients, families, caregivers, health care providers, students, faculty, consumers, and payers.
11. Demonstrate the ability to cope and adjust to recurrent stresses, which are inherent in clinical practice.

### Communication

1. Read at a level sufficient to accomplish curricular requirements and provide clinical care for patients.
2. Demonstrate expressive and receptive communication skills (verbal, nonverbal, and written) that meet the needs of the target audience (students, faculty, patients/clients, families, caregivers, practitioners, community members, payers, and policy makers).
3. Read and record observations and plans legibly, efficiently, concisely, and accurately in both written and electronic form.
4. Convey compassion and empathy both verbally and nonverbally (actions and listening behaviors).
5. Appropriately document the delivery of physical therapy services.
6. Elicit a thorough history from patients/clients/care providers.
7. Communicate complex findings in appropriate terms to patients and other members of the health care team.
8. Function effectively as part of an interdisciplinary team.

### Cognitive/Integrative Abilities

1. Demonstrate the ability to problem solve, analyze, and synthesize large bodies of knowledge in the basic, clinical, and behavioral sciences at a level deemed appropriate by faculty and CAPTE in a timely manner.
2. Select appropriate physical therapy examination procedures and synthesize findings to formulate an appropriate physical therapy evaluation.
3. Identify key findings from a history, examination or medical record; provide assessment (inclusive of diagnosis, prognosis and goals); construct an evidence-based plan of care; and modify interventions/approaches in a timely manner as warranted based upon patient presentation.
4. Recall and retain information in an efficient and timely manner.
5. Recognize and respond appropriately in emergency situations.
6. Effectively engage in self-assessment of performance to continually improve professional skills, as well as provide objective and constructive assessments of peers and faculty.

### Psychomotor

1. Attend and fully participate in all educational components within the PT curriculum in a safe and timely manner.
2. Observe and process information with accuracy and efficiency via the senses: visual, auditory, exteroceptive (smell, touch, pain, temperature) and proprioceptive (position, pressure, movement, stereo gnosis, and vibratory) phenomena.
3. Elicit information via palpation, auscultation, percussion and other diagnostic maneuvers and therapeutic procedures for patients across the lifespan.

4. Palpate accurately for anatomical structures and appropriately handle involved body regions to reduce additional injury or threat of injury.
5. Effectively administer examination tests/measures, exercise protocols, and manual techniques that require resistance or facilitation for patients across the lifespan.
6. Use motor skills to accurately assess changes in: muscle tone, tissue and skin temperature, joint position, chest sounds and peripheral pulses, joint play and other examination tests.
7. Demonstrate the ability to perform emergency procedures such as: cardiopulmonary resuscitation; safely lift, transfer and position patients; safely assist and guard patients during gait training; safely and effectively administer exercise and examination procedures that require resistance or facilitation; perform non-surgical wound debridement, and manually adjust exercise equipment and assistive devices.
8. Demonstrate the strength, mobility, balance, fine motor coordination, endurance, perceptual, and sensory capabilities sufficient to provide physical therapy to any adult or pediatric patient/client, including heavy or immobile patients/clients.
9. Effectively apply compression, traction, resistance, and percussion; and demonstrate sufficient fine motor skills to be able to manipulate small objects and write legibly.

If a student has a documented disability and is unable to directly provide safe and effective care, they must demonstrate the ability to manage patient/client care with the assistance of approved reasonable accommodations.

It is High Point University's policy to ensure that no qualified student with a disability is denied the benefits of, excluded from participation, or otherwise subjected to discrimination in any University program or activity. In response to a request made by a qualified student with a documented disability, the University will arrange, at no cost to the student, for the provision of reasonable academic and programmatic accommodations and supports while upholding the academic, clinical, and technical standards of the DPT Program.

Accommodations are determined by the [Office of Accessibility Resources and Services](#) to be necessary to afford the student with the opportunity for full participation in University programs.

If any student needs assistance with regards to any disability, the student must contact:

Ms. Rebecca Berger, M.S, CRC  
Director, Office of Accessibility Resources and Services  
Phone (336) 841-9026  
Fax (336) 888-6324

## **Professional Behaviors**

### **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.

- Raises relevant questions
- Understands and accepts scientific method
- Thinks analytically
- Uses information effectively
- Formulates alternate hypotheses
- Critiques solutions
- Feels challenged to understand and solve problems

## 2. Communication

The ability to communicate effectively (i.e., verbal, non-verbal, written, etc.)

- Demonstrates basic English skills
- Presents verbal or written message with logical organization and sequencing

## 3. Problem Solving

The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes.

- Recognizes problems and prioritizes them
- States problems clearly
- Can identify solutions to the problem or resources needed to develop solutions

## 4. Interpersonal Skills

The ability to interact effectively with patients, families, colleagues, other health care professionals, and the community in a culturally aware manner.

- Maintains professional demeanor in all clinical and classroom interactions
- Recognizes impact of verbal and non-verbal communication and modifies all communication to meet situational needs
- Listens actively and uses appropriate body language
- Assumes responsibility for mistakes, apologizes
- Demonstrates interest and ability to work with peers in a group process/project

## 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.

- Demonstrates dependability
- Demonstrates punctuality
- Fulfills commitments
- Budgets time wisely
- Accepts responsibility for actions and outcomes
- Provides safe and secure environment for patients

## 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.

- Projects professional image
- Continuous positive regard for all
- Abides by APTA code of Ethics and standards of practice
- Follows state licensure regulations
- Abides by facility policies and procedures
- Abides by university and department policies and procedures
- Demonstrates involvement in and commitment to local and national chapters of the APTA
- Contributing creatively to classroom and community projects on a regular basis
- Demonstrates leadership qualities
- Demonstrates respect for others

#### 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.

- Actively seeks feedback and help
- Demonstrates a positive attitude towards feedback
- Critiques own performance
- Integrates feedback for positive change in growth

#### 8. Effective Use of Time and Resources

The ability to manage time and resources effectively to obtain the maximum possible benefit.

- Meets external deadlines
- Demonstrates flexibility and adaptability
- Sets priorities
- Sets realistic goals
- Utilizing university library resources
- Utilizes time wisely outside of class and clinic

#### 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."

- Reads articles critically and understands limits of application to professional practice
- Demonstrates a positive attitude (motivation) towards learning
- Monitors own progress
- Takes a collaborative approach
- Seeks assistance from professors or peers regarding difficult concepts
- Demonstrates initiative towards learning

- Demonstrates equal participation in progression and completion of group projects

## **Professional Dress Code**

Wearing professional attire is one means of identifying as a professional in physical therapy and as a representative of High Point University's Doctor of Physical Therapy Program. Professional attire is required for all classes and Department meetings unless otherwise instructed by Department leadership or the course director. It is the responsibility of the student to seek guidance if there is any question on the acceptability of a chosen outfit. Students are expected to use discretion and good judgment in their personal appearance and grooming. Students should be mindful that some outfits, although neat and stylish, may not be appropriate for a professional or clinical environment. Good personal hygiene is required of all students, at all times. The goal is to present a professional appearance. Violations of this dress code policy may result in a citation for professionalism.

## **General Attire Guidelines**

Students should present a professional and clean appearance, including:

- Business professional attire
  - Students who identify as male: dress shirt and tie.
  - Students who identify as female: dress as for a professional business meeting.
  - Students who do not identify with these binary gender identities and/or gender expressions can select from any of the above options. Students with questions can reach out to the Director of Students at any time.
  - Professional footwear required.
  - Clothing cannot be overly worn, ripped, tight, or revealing.
  - Clean and combed hair, including facial hair.
  - Clean and trimmed fingernails.
- Business professional attire can be relaxed on the following occasions (clinical education excluded):
  - On days where the forecasted temperature is to exceed 90 degrees, students may resort to business casual dress.
  - On Fridays, students may relax to business casual so long as they participate in "HPU Purple Friday" by wearing purple or appropriate clothing with an HPU logo (clinical education excluded).

## **Body Art and Jewelry**

Body art showing depictions of violence, foul language, nudity, or symbols that may be offensive to others (including patients) must be covered in all professional settings. Jewelry should not be functionally restrictive or excessive. Students should avoid wearing long or dangling earrings for their own and for patient safety. If excessive, students may be asked to remove jewelry. In the case of religious requirement, certain jewelry/piercings may be acceptable; please consult the Department Chair and the Director of Students if you have a religious requirement for piercings.



## **Clinical Laboratory Attire**

Students are required to come to skills labs ready to work and donned in the appropriate attire. Unless otherwise specified, all students are required to wear shorts and T-shirts. Tennis shoes or sneakers that are in clean and in good repair should be worn.

In some labs, direct access to the body region or skin is needed (i.e., shoulder, spine examination) and therefore should be accessible.

Frequently, students move directly from lecture to lab and must be prepared to dress appropriately for both environments. Students should also cover themselves appropriately when not directly inside the laboratory (i.e., when walking between lockers and lab). Students seeking lab accommodations for cultural reasons should provide such requests, in writing, to the Director of Students at the start of the term for discussion and consideration.

If a class is labeled a laboratory that involves bringing patients into the classroom, then professional dress code is required, unless stated otherwise by the course director. Occasionally, students are allowed to wear laboratory/casual attire when taking an exam (at the discretion of the course director). In this case, students are not allowed to wear a hat of any kind.

## **Anatomy Laboratory Attire**

Students are required to purchase and wear properly cleaned medical scrubs. Students must wear closed-toed shoes in the gross anatomy laboratory.

## **Off-site and/or Clinical Experience Attire**

When students are engaged in professional activities in which they are representing HPU DPT off campus, appropriate professional dress is required.

- *Clinical Education* - This dress code will be superseded by clinical-site specific policies for all areas in which the site-specific guidelines are more professional than the Department of PT policy or which the clinical site (or clinical instructor) mandates a different dress code. On occasion and depending on the setting or patient population, a clinical site may require specific dress (ex: scrubs for wound care), and the student should follow the Clinical Education Manual and the dress code of their clinical site.
- *Professional Conferences* – Students are required to follow the dress code guidelines of the conferences. If no guidelines are given, students must contact and discuss with the Director of Students or Department Chair
- *Other* (e.g., professional advocacy)- Requirements for business professional attire off-campus are the same as they are within the classroom unless otherwise stated by a DPT faculty member.

## **Attendance**

Students are expected to model professional behavior by attending, being on time, and being prepared for classes, labs, tutorials, meetings, and clinical experiences. Students should view their courses in a manner similar to the way they would view a professional career. In the

workplace, on-time attendance is mandatory, and absences or lateness require reasonable notification and approval. Likewise, student attendance throughout the HPU DPT curriculum is required for all class sessions unless otherwise explicitly stated in the course syllabus or by the course director.

Students should refer to the Clinical Education Manual for all clinical phase policies and procedures related to attendance, tardiness, and illness in clinical education experiences.

Attendance is required for all program classes, labs, meetings, and other and activities. Students receive semester schedules prior to the beginning of each semester. It is recommended that, throughout the duration of the HPU DPT Program, students refrain from making other commitments during the hours of 8:00am-5:00pm, Monday through Friday. Medical/dental appointments should be scheduled, when possible, at times when classes or scheduled activities are not in session. It is the responsibility of the student to review the semester schedule and to avoid conflicts where possible. Students are expected to make every effort to modify their schedule conflicts to avoid absence from class. As an example, students should change an early plane flight to a later one to allow attendance at class. If, however, conflicts cannot be avoided, it is the student's responsibility to complete a Centralized Time Off Request Form.

### **Time Off Request Procedure**

During the didactic phase, students are allowed to request one excused absence per semester. Excused absences are not "days off", rather to be utilized for significant life circumstances or department-sponsored events. Examples of excused absences could include, but are not limited to:

- Weddings or other major family events
- Family illness, death, or other emergency
- Observance of a religious holiday
- Birth of a child
- Department-sponsored clinical, research, educational, service activities

***Students must request an excused absence at least one month in advance*** of the required class session to determine whether approval of the absence will be obtained. The one-month time frame is required in all instances except for situations with extenuating circumstances.

All requests for excused absences must be submitted via the Centralized Time Off Request Form. Students must:

- Navigate to the HPU DPT website and click Centralized Time Off Request under DPT Student Resources quick link from the left menu or access the form directly via this link:
  - [http://highpoint.co1.qualtrics.com/jfe/form/SV\\_4H3CCXpUqHzuzwV](http://highpoint.co1.qualtrics.com/jfe/form/SV_4H3CCXpUqHzuzwV)
- Once the student completes all fields and submits the time off request, the Director of Students will distribute the request to Course Directors of the classes the student will miss.
- Each course director will vote
  - Yes- approve this as an excused absence
  - No- this is an unexcused absence
- Majority vote will determine the outcome
- In the event of a tie, the Department Chair will be the tie-breaker.

- The student will be notified by the Director of Students regarding the outcome of the time off request within one week of submission.

Additional excused absences will only be approved in extremely extenuating circumstances. If students wish to request an additional excused absence, they will complete the Centralized Time Off Request Form as stated previously. Once complete, the form is forwarded to the Department Chair who will gather additional information as needed and notify the student of their decision within three (3) business days.

### **Excused Absences**

Students are responsible to make up the work for excused absences from all classes and activities. Students are expected to communicate with classmates to obtain course information. Students should contact Course Directors to discuss make-up work and missed assignments, if applicable. The onus is on the student to make up missed material. Students will be able to make up assignments and assessments and should contact the course director to establish a plan prior to the excused absence.

### **Unexcused Absences**

Any absence that is not excused through the Centralized Time Off Request process outlined above is considered an unexcused absence. An unexcused absence is considered unprofessional and may result in formal professionalism citation. Students are responsible to make up the work for unexcused absences from all classes and activities. Students are expected to communicate with classmates to obtain course information.

Unexcused absences will follow the penalties as outlined in the course syllabus. If not explicitly outlined in the syllabus, the following policies for assessments will prevail when an absence is deemed unexcused:

- Zero credit on quizzes or other written examinations/assignments; at the discretion of the Course Director, the student may be permitted to engage in the assessment for a maximum score not to exceed half the total point value for that assignment or assessment.
- Zero credit for a psychomotor assessment or other practical examination; students will be permitted to take the psychomotor assessment or practical examination one time (considered 2<sup>nd</sup> attempt) and must earn the passing standard for that attempt (there are no further repeat opportunities beyond this attempt), if permitted by the course director.

In the case of an unforeseen unexcused absence, the student must contact the Course Director and the Director of Students within 24 hours to explain their absence from class.

### **Tardiness**

Punctuality is a mandatory professional behavior. Students are expected to be fully prepared at the scheduled start of each class, meeting, or other activity. Students are allowed one instance of tardiness per class without consequence. On the second instance, they will be cited for a professionalism concern.

## **Illness Policy**

Missing classes or other Department events due to illness or injury are not considered excused or unexcused absences but do require timely notification and communication with Course Directors and the Director of Students.

In the case of illness or injury, each student is personally responsible for calling or emailing the Course Director(s) and Director of Students to notify them of the absence as expediently as possible. This absence does not relieve the student of the responsibility for completing discussed materials or assignments. Many courses incorporate small group dialogue, and grades are affected if students do not actively participate or come to class unprepared to discuss expected materials. Absences due to illness or injury on three (3) or more days throughout the semester or that require make up examinations or any alteration in assessment must be substantiated by a written letter from a licensed health care practitioner.

The Department is committed to assisting students with illness in keeping pace with their academic work during their recovery. However, there are situations wherein too much time may be missed, or a student is unable to fulfill the technical standards of a course, therein necessitating a medical leave of absence. The Director of Students facilitates this process when contacted by the student and/or course faculty.

## **Inclement Weather Policy**

The policy of High Point University is to conduct scheduled classes, keep offices open, and carry-on normal college operations under conditions deemed to be reasonably safe. When adverse weather conditions or other events force the temporary closing of the university or postponement of classes, students and faculty will be notified via email and postings on the HPU website. Emergency situations (i.e., tornado warnings) are communicated via the Panther Alert system. This includes emergency text/voice messaging, emails, desktop alerts and campus sirens (when necessary). It is the responsibility of the student to ensure that the university has up-to-date contact information.

In the event that Program activities are being held, students should not attempt to travel in unsafe conditions or take unnecessary risk due to inclement weather. The Department Administrator and/or Course Director should be notified if the student is unable to attend class or other activity due to the weather.

## **Remote Learning Policy**

In alignment with the High Point University and Department of Physical Therapy's attendance policies, all students are expected to attend all scheduled classes, labs, tutorials, meetings, and clinical experiences in person unless otherwise specified in the syllabus or by the course director. After a student completes required aspects of the attendance and/or illness policies to obtain permission for an excused absence or absence due to illness, a remote learning option may be available. Remote learning options include, but are not limited to, use of Blackboard Collaborate Ultra, FaceTime, WebEx, Teams, and Zoom formats. Recording of activities will be at the discretion of the course director.

Students must request permission to access remote learning in these exceptional cases from each course director and work with the director(s) to learn which class sessions and outcomes are

appropriate and reasonably accessible in this format. This includes consideration that significant modification of learning experiences by faculty are not needed. Students must make every effort to communicate this request proactively to Course Directors allowing as much notice as possible. Not all courses and learning activities can be accessed remotely, and remote learning options are not guaranteed. Even if remote learning is a possibility, students must note that the particular learning activity may not be conducive to virtual attendance. The burden for learning material remains with the student.

Approval for remote learning will be provided on a case-by-case and course-by-course basis at the discretion of the course director. Appeal of the decision can be requested by the student through the Department Chair.

The onus is on the student to make-up any skills or hands-on class activities missed during remote learning experiences. This includes any content missed due to technology or internet issues. The student is expected to communicate with classmates to obtain information and practice as needed.

Students who participate in remote learning without prior approval of the course director will be considered absent from class, and the unexcused absence policy will be followed.

Students who request utilization of remote learning on a regular or consistent basis or exceed three (3) days of remote learning throughout a semester must contact OARS to request ongoing remote learning accommodations and provide appropriate medical documentation. OARS will review remote learning accommodation requests in the same manner it reviews disability accommodations. Information on the accommodations process can be found by contacting OARS at 336-841-9026.

## **Classroom Behavior**



Students are expected to behave in a manner commensurate with their status as mature, intelligent, and professional adults. Actions and behaviors should reflect the student's awareness and appreciation of the importance of all instructed material. Examples of unacceptable classroom behavior include, but are not limited to:

- Tardiness
- Early departure
- Excessive talking or texting between students during lecture
- Cell phone use
  - Note, cell phones must be on silent mode during class
- Inattentive or distracting behavior
  - This includes but is not limited to a head on a desk, feet on a table, sleeping, or engaging in activities that are unrelated to the class itself

Computers used in the classroom are to be used only for course related activities. Checking email or engaging in activities not directly related to the course being instructed is strictly prohibited.

## Social Media and the Medical Professional



The HPU Department of Physical Therapy supports the American Physical Therapy Association's (APTA) Policy and Position Statement HOD PO6-12-17-16 "Standards of Conduct in the Use of Social Media" and is outlined below:

- Whereas, social media creates opportunities to communicate in a public forum;
- Whereas, Physical therapists (PT), physical therapist assistants (PTA) and physical therapy students (students) must be knowledgeable and respectful of the principles of patient/client privacy and confidentiality in safeguarding identifiable patient/client information as it relates to social media;
- Whereas, PTs, PTAs, and students who use social media should represent their own views and be professional and accurate in their communications;
- Whereas, errors and omissions in communication, harassing statements, and unprofessional language presented via social media may have a long-lasting and possibly negative impact on the individual or the physical therapy profession;
- Whereas, PTs, PTAs, and students shall consider when and how to separate their personal and professional lives on social media; and,
- Whereas, PTs, PTAs, and students should be knowledgeable about employers', educational institutions', or clinical training sites' published policies on social media;
- Resolved, Physical therapists (PT), physical therapist assistants (PTA) and physical therapy students (students) shall consider whether to interact with patients on social media or create separate personal and professional social media profiles;
- Resolved, PTs, PTAs, and students shall not misrepresent when they are speaking for themselves or the American Physical Therapy Association (APTA), other organizations, educational institutions, clinical sites, or employers; and
- Resolved, if an individual identifies content posted to social media by a colleague that appears unprofessional, s/he has a responsibility to bring that to the attention of the individual that has posted the content so that s/he can remove it or take other appropriate action;
- Resolved, PTs, PTAs, and students engaging in social media activities shall demonstrate appropriate conduct in accordance with the Code of Ethics for the Physical Therapist and Standards of Ethical Conduct for the Physical Therapist Assistant.

### Department Specific Social Media Expectations

HPU Department of Physical Therapy students, faculty, and staff should understand and adhere to the following guidelines and professional considerations when engaging in social media networking:

- HPU PT faculty and staff members are not permitted to befriend or follow on any student on any social media outlet, including but not limited to Facebook, Instagram, Twitter, Snapchat, etc. This also includes the liking of their photos, tweets, or any other posts created by the student.
  - The exception to this policy is if that faculty is the immediate family of the DPT student, or immediate family or partners of that DPT student.
  - Faculty who are already social media "friends" with an incoming DPT student must "defriend" the student upon their enrollment into the DPT Program.

- Classroom and clinical site training commitments should be respected. Students should not engage in social networking during in-class and on-site clinical time
- The integrity of the coursework of the HPU DPT Program, student, and classroom should be protected. Students should not share questions or answers to assignments, exams, or quizzes via social media.
- Patient privacy must be protected. Students should not share any identifiable patient or clinical information via social media. HIPAA laws apply to all social networking sites.
- Students should ensure accuracy regarding statements made about the HPU DPT Program and its community members. Students should not provide false, intentionally inaccurate, or inflammatory comments.
- All laws governing copyright and fair use of copyrighted material must be followed.
- Students should recognize that one's professional reputation can be affected through social networking and therefore be judicious when posting content.

### **Photo and Video Permissions**



High Point University reserves the right to take photos and videos of University students, family members and guests on campus. The images may be used in University publications, marketing materials, or on the University website. HPU may edit the material for brevity, clarity, focus, and to enhance audio and visual formats for consistency and best results. The images and/or commentary may appear in any of the wide variety of formats and media available to the University or may come available in the future, including but not limited to print, DVD, social media channels, YouTube, and other electronic/online media. High Point University is released and discharged from any and all claims and demands arising out of or in conjunction with the use of the photographs and/or video or other commentary, including any and all claims for libel. This policy will be in compliance with FERPA guidelines.

### **Dating and Relationships**

The University prohibits dating and romantic or sexual relationships between University faculty or staff members and students. This includes, but is not limited to, dating faculty, asking faculty for dates, engaging in romantic or sexual activities with faculty, asking faculty to engage in romantic or sexual activities, or engaging in any activities designed to encourage or which does encourage a romantic or sexual relationship with faculty.

Faculty members and other University employees who work with students must also take care not to exploit students in other situations, such as mentoring, advising, or work-study assignments.

Inappropriate relationships are not limited to sexual, romantic, and dating relationships, and may also include close friendships, partnerships, business, fiduciary, and other types of relationships. It is difficult to define when a positive, healthy, and appropriate relationship has “crossed the line,” and therefore students are encouraged to be cognizant of such relationships with faculty.

Students and their immediate family should avoid developing any relationships with faculty or staff and their immediate family, which are disruptive to the learning environment, create a

conflict of interest or the appearance of a conflict of interest, and potentially lead to charges of favoritism, discrimination, exploitation, coercion, and harassment.

Strong suspicion of inappropriate relationships should be reported to the Department Chair and/or Director of Students or other appropriate administrator for further investigation and intervention.

High Point University reserves the right to take whatever action is appropriate, in its discretion, to protect the University's interests in the event of inappropriate relationships or violation of this policy. This may include, among other things, reassignment, or dismissal of one or more of the employees or interns involved.

### **Drug and Alcohol Policy**

The University prohibits the unlawful possession of alcohol and illicit drugs by students, faculty, and staff either on University property or at any University-sponsored activity. This prohibition extends to activities sponsored by groups or organizations related to the University; and it extends to off campus professional activities, including professional conferences, where attendance by faculty, staff, or students is sponsored, wholly or in part, by the University or by organizations related thereto. Furthermore, the University reserves the right to discipline members of the University community who, in other situations, whether on campus or off, are found to be in violation of federal, state, and local laws related to the use of controlled substances.

**There will be no tolerance of alcohol or illicit drug use during class, laboratory or clinic hours while on campus or during rotations.** If a student appears to be under the influence of alcohol or illicit drugs, the student will be immediately referred to the Academic Review Committee (ARC) as outlined in the Student Support, Remediation, and Probation Policy. The student will **not** be allowed to participate in classroom or clinical activities until the situation has been resolved.

Consequences of drug or irresponsible alcohol may include suspension and/or dismissal from the program as determined by the ARC and Department Chair in consultation with the Dean of the Congdon School of Health Sciences.



## Academics

### Academic Honesty

Academic dishonesty in any form, be it plagiarism, fabrication, cheating, or academic misconduct, will not be tolerated and will be treated severely. The [University Honor Code](#) espouses the values of truth, honesty and fairness. The [University Code of Conduct](#) serves to remind students that while each individual strives for the pursuit of excellence, behavior should align with and respect the societal standards in which the effort takes place. Students are encouraged to review the University Honor Code on the [Student Life](#) website and also included within every DPT course syllabus for a more comprehensive review of the standards by which students are bound. In addition, as members of an established profession, the program faculty and students will adhere to the [American Physical Therapy Association Code of Ethics](#). A hard copy of the Code of Ethics will be provided in PT 7090, Professionalism and Leadership I during Summer Semester I.

*Any* violation of the University Honor Code, the University Code of Conduct, and/or the American Physical Therapy Association Code of Ethics is subject to disciplinary action up to and including dismissal from the Program.

Additional standards reflective of academic honesty and appropriate conduct on all examinations, assignments, and assessments throughout the DPT curriculum are as follows:

1. All formal assignments and assessments are required activities. Failure to take the understanding and mastery of knowledge necessary for patient care seriously will be recorded in the student's file as a breach of professionalism.
2. The following principles apply to all mechanisms of evaluation, be they oral, written, or psychomotor (practical) in nature:
  - a. It is expected that all students demonstrate academic honest and integrity through demonstrating awareness and affirmation of the fact that one's physical therapy education is the product of one's individual effort.
  - b. "Cheating" will not be tolerated and is considered a violation of the spirit of physical therapy education and, as such, will result in judicial action. "Cheating" includes, but is not limited to:
    - I. Plagiarism
    - II. Transmission (giving and/or receiving) of examination content to others
    - III. Use of past assessments not authorized by the faculty member of record
    - IV. Transmission of information during an assessment inconsistent with the format/directions
  - c. Unless otherwise specified, students are reminded that all work should be completed individually.
    - i. Assignments and assessments given in the spirit of individual initiative should be carried out in that same fashion.
    - ii. Representing the contributions of others as one's own is not permitted.
  - d. Collaboration with others to prepare for exams and to complete group projects is permissible up to the limits set by the instructor of record.
  - e. Copyright restrictions and computer hardware/software should be utilized fairly and appropriately up to the limits set by the instructor of record.

Students and faculty have a responsibility to report known or suspected violations of academic honest and integrity as this is an ethical responsibility that rests with every individual. Making accusations in the absence of reporting such information demonstrates unethical and unprofessional behavior.

## **Student Goals and Expected Learning Outcomes**

*Students and graduates of the HPU DPT Program will:*

**GOAL 1.** Find, critically evaluate, and apply best evidence and innovation when solving clinical questions in order to maximize patient outcomes.

**OUTCOME 1A.** Demonstrate the ability to find, critique, summarize and present best evidence.

**OUTCOME 1B.** Demonstrate the use of patient history information in examination, treatment and establishment of a prevention or treatment plan of care.

**OUTCOME 1C.** Demonstrate the use of outcome measures.

**OUTCOME 1D.** Demonstrate reflective practice.

**GOAL 2.** Apply movement analysis as part of evaluation, diagnosis, prevention, and treatment of patients and clients.

**OUTCOME 2A.** Demonstrate the ability to perform movement analysis.

**OUTCOME 2B.** Demonstrate the ability to modify movement through intervention to optimize outcomes.

**GOAL 3.** Safely address local (impairment), regional (functional), and global (ability) needs of patients and clients through interventions, especially manual therapy, exercise prescription, and building self-efficacy.

**OUTCOME 3A.** Demonstrate excellent manual therapy skills with an understanding of contraindications and precautions.

**OUTCOME 3B.** Demonstrate exercise prescription and other interventions that address impairments, functional limitations, and disability with an understanding of contraindications, precautions, and tissue healing parameters.

**OUTCOME 3C.** Demonstrate the ability to instill an internal locus of control in patients and clients by making them a partner in the rehabilitation process.

**GOAL 4.** Function in a highly professional, ethical, legal, and culturally-competent manner and demonstrate commitment to society and the profession.

**OUTCOME 4A.** Demonstrate professional behaviors.

**OUTCOME 4B.** Become lifelong learners.

**OUTCOME 4C.** Demonstrate commitment to the profession.

**OUTCOME 4D.** Collaborate with other health care team members.

**OUTCOME 4E.** Participate in activities for the benefit and education of the public.

**GOAL 5.** Communicate and educate the individual, family, community, and other professionals about rehabilitation, positive health, prevention, and wellness.

**OUTCOME 5A.** Demonstrate effective communication skills.

**OUTCOME 5B.** Demonstrate effective teaching skills.

**GOAL 6.** Value and respect each healthcare professions' unique skills and expertise in working collaboratively to provide care that is effective, safe, and of high quality for individual patients, communities, and populations.

**OUTCOME 6A.** Actively engage other healthcare team members in consultation/discussion to improve communications and provide effective and high-quality care.

### **Doctor of Physical Therapy Program Curriculum Overview**

The professional entry-level DPT program consists of 129 credit hours of full-time study which are offered in nine semesters over three calendar years. Students typically start the Program each May. Upon successful completion of the Program, graduates are awarded a Doctor of Physical Therapy (DPT) Degree. This degree prepares students to be autonomous general practitioners equipped with the necessary tools to practice physical therapy in the 21st century. In addition to receiving a degree, students must pass the National Physical Therapy Examination to apply for licensure.


The DPT curriculum is predicated on evidence-based practice. Clinically oriented courses draw extensively from primary source research as well as traditional theory and practice. A strong foundation in basic science is established early in the curriculum alongside courses in which students learn skills necessary for the practice of physical therapy. The physical therapy curriculum explores motor control and movement theory as foundational principles of PT education. Students study movement and its effects on each body system and how it relates to physical therapy management across the lifespan.

A major goal of the curriculum is to encourage students to develop lifelong learning skills as a means of remaining up to date throughout their careers. This is accomplished, in part, by educating students to be consumers of relevant literature and make wise choices for their future continuing education experiences. To provide opportunities for students to build professional relationships in the field, recognized clinical experts are regularly utilized as instructors in the Program.

The future of health care has always rested on the art and scientific inquiry of its practitioners. Physical therapy is a profession, which like other health care professions, is ever evolving and advancing in the quality, nature, and extent of services offered. The body of knowledge of physical therapy will only grow if its practitioners engage in basic and clinical research. The DPT Program at High Point University is firmly committed to developing new knowledge and advancing the profession of physical therapy.

The curriculum is designed in a core curriculum format with each student taking all courses within the designated timeline. The curriculum design along with the academic/clinical schedule are described in the Plan of Study.

## Doctor of Physical Therapy Program Curriculum Outline

 DOCTOR OF PHYSICAL THERAPY (DPT) CURRICULUM								
FIRST YEAR			SECOND YEAR			THIRD YEAR		
SUMMER SEMESTER	FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER	FALL SEMESTER	SPRING SEMESTER	SUMMER SEMESTER	FALL SEMESTER	SPRING SEMESTER
PT 7000 Anatomy  PT 7010 Movement Science I  PT 7020 Cardiovascular & Pulmonary I  PT 7040 Foundational Clinical Skills  PT 7090 Professional Ethics & Values	PT 7170 Dry Needling & Modalities  PT 7280 Evidence Based Practice I  PT 7510 Movement Science II  PT 7520 Cardiovascular & Pulmonary II  PT 7600 Musculoskeletal I  PT 7810 Clinical Pathology	PT 7180 Typical Development & Aging  PT 7480 Neuroscience I  PT 7610 Musculoskeletal II  PT 8400 Selective I  PT 7050* Local Clinical Experience I	PT 7060* ICE: Physical Health Behaviors  PT 7580 Neuroscience II  PT 7590 Clinical Management & Documentation  PT 7680 Evidence Based Practice II  PT 7770 Pain Science  PT 8385 Pediatrics	PT 7560* ICE: Communication & Outreach  PT 7690 Interprofessional Communication & Practice  PT 8380 Adult Neuro Rehab  PT 8410 Selective II  PT 7550* Local Clinical Experience II	PT 8060* ICE: Global Health Considerations  PT 8070 Regional to Global Interventions  PT 8075 Orthotics & Prosthetics  PT 8160 Primary Care  PT 8490 Medically Complex Patients	PT 8090 Professionalism & Leadership III  PT 8110 Integumentary & Specialty Practice  PT 8420 Selective III  PT 8050* Intermediate Clinical Experience III	PT 8900* Terminal Clinical Experience I  PT 8910* Terminal Clinical Experience II	

\* Denotes course within the clinical education curriculum.

### Course Content Statement

Faculty reserve the right to modify curricular content and alter course requirements on a yearly basis if deemed to be in the best interest of student learning or if required by availability of resources. Students will be held accountable for content, assignments, and assessments as outlined in the syllabus corresponding to their enrollment in the particular course. Students may, however, be referred to, and to some degree held accountable for, information in courses not yet taken if required for clinical care.

### Time to Complete DPT Degree

Students in the Program have a maximum of four years to complete the DPT degree.

### Grading Policies

Grading policies utilized in the Department were chosen based on educational literature which reports that a Pass/Fail Grading System helps encourage self-regulated learning, including more active, collaborative, and student-centered methods. In addition, Pass/Fail grading systems have found an increase in student satisfaction and improved well-being without sacrificing overall academic performance.

## Assignment/Assessment Grades

A “color” will be earned for each assignment or assessment. The color represents a range of grades and associated performance narrative:

- “Green” ( $\geq 85\%$ ): pass with no concerns
- “Yellow” (84-77%): close to low pass or actual low pass
- “Red” ( $\leq 76\%$ ) – close to fail or actual fail

## Final Grades

Each didactic course within the DPT curriculum is graded as Pass (‘P’), Low Pass (‘LP’), or Fail (‘F’). A ‘P’ is earned when the student achieves a score of at least 80% on the outcomes/learning objectives assessed, unless otherwise more stringently specified by the course syllabus. A ‘LP’ is obtained when the student achieves a score between 70% and 79%.

A ‘F’ grade is any score  $< 70\%$ . This grading policy was chosen based on educational literature which reports that a Pass/Fail Grading System helps encourage self-regulated learning, including more active, collaborative, and student-centered methods. In addition, Pass/Fail grading systems have found an increase in student satisfaction and improved well-being without sacrificing overall academic performance.

Please see the Clinical Education Handbook for more details about grading for Clinical Education courses. Students will earn a Pass (“P”) or Fail (“F”) for each course within the clinical education curriculum. Determinants of the grading criteria for each clinical education experience are found in each course’s syllabus.

- Fail (“F”): Defined as unsuccessfully meeting the minimum passing criteria at the end of the course. In the event a clinical course is terminated prior to completion, and it is determined to be the fault of the student, this will constitute grounds for failure. Likewise, a failing grade will be assigned if a student is removed from the clinical course for safety, performance, attendance, or other professional violations. A ‘F’ grade will trigger a citation and involvement of the Academic Review Committee. Either a remediation agreement or a probation plan will be created, or the student will be dismissed from the Program. If the student receives a second failing grade, the student will be dismissed from the Program.
- Withdrawal (“W”): The student may be given a grade of “W” in the event the student is unable to complete the clinical experience due to prolonged illness, injury, or other circumstances. The ARC will review the pertinent circumstances and make a determination regarding a remediation agreement.
- Incomplete (“I”): The student may be given a grade of “I” if the student has not met passing criteria at final evaluation, but it is determined by the DCE/ADCE in connection with the CI and SCCE that a brief additional experience will allow the student another opportunity to meet the passing criteria. This process requires a defined deficit that can be met in the time frame determined by the CI, SCCE, and DCE. A grade of “I” will be converted to either a “P” or “F” at the end of the additional exposure. A student will not matriculate in the curriculum until the “I” is resolved.

## Mid-Semester Status Report

Faculty are required to calculate total grades when 40% of the total points within the course have been accounted for in didactic courses. At this point, students who are in the 'Red' or 'Yellow' range should be referred to the Director of Students for an 'academic concern' citation at the 'Support' level through documentation in "Starfish".

### Written Assessments

1. Test questions may be formulated from required readings (whether discussed directly in class or not) and may be retained, at the discretion of the faculty member, regardless of the percentage of students responding appropriately.
2. Students are not allowed to ask questions about examination content during the examination; however, questions or concerns related to exam formatting or technology concerns are allowed.
3. Faculty will review assessment data to determine the clarity or appropriateness of a particular question in situations when less than half of the class responds correctly. Faculty retain the right to accept multiple answers, retain the question "as-is," or eliminate the question entirely from the examination (including reducing the total number of questions by which the examination is calculated).
4. Faculty will analyze assessment quality metrics (when available) as well as cohort performance for each assessment. When student performance is below the expected level, faculty are encouraged to determine which variable(s) (assessment development, content dissemination, student knowledge acquisition, etc.) contributed to lower than expected performance. It is the responsibility of the Course Director to assure that student knowledge and performance meets course outcomes. Furthermore, it is at the discretion of the Course Director to make adjustments to scoring, as deemed appropriate after analysis.

### Practical (or other Clinical Skill-based/Integrative) Examinations

1. For courses with a laboratory component, a passing grade must be achieved on all practical examinations to successfully pass the course, regardless of the overall combined point total in the class.
  - a. A passing grade for a practical examination is deemed an 80%, unless otherwise noted in course syllabus.
2. Practical examinations not passed on the first attempt can be repeated a second time. Students who score below 80% on the first attempt must complete a remedial exam. On the 2<sup>nd</sup> attempt, the highest possible score a student can receive will be the passing standard of 80%. Failure to achieve an 80% on the practical examination on the 2<sup>nd</sup> attempt will result in an 'academic concern' citation.
  - a. Repeat assessments will consist of a new practical examination (different case/scenario/skill). However, faculty reserve the right to require a student to demonstrate mastery over the initial practical examination content as well should the repeat assessment embody different knowledge, skills, and behaviors than the initial assessment.

### Missed Assessments

Assessments missed due to an unexcused absence will not be rescheduled and students will receive a score of zero. Exceptions will be made only in extenuating situations where prior

notification and excuse were not possible under the circumstances. In situations where the absence is excused, the faculty member of record will determine a suitable time for the make-up assessment. The student will not incur academic penalty when absences are pre-approved and deemed “excused” per the ‘Attendance’ Policy and associated processes outlined in the DPT Student Handbook.

### Tardiness to Assessments

A student who, without prior notification and excuse, arrives late to an assessment will not be allowed extra time to compensate for the late arrival unless the student demonstrates good cause for the late arrival and demonstrates that prior notification and excuse could not reasonably be given under the circumstances.

### Progress Testing: Comprehensive Assessments

To monitor overall student performance over time and assess advancement toward competency, progress testing will occur at least three times throughout the curriculum. Students are required to pass the examinations and will be allowed no more than three (3) attempts on each exam.

The purpose of Comprehensive Assessment is to ensure that students acquire the foundational knowledge, attitudes, and clinical skills (both cognitive and physical) necessary to succeed on the National Physical Therapy Examination (NPTE) and to learn optimally from the Terminal Clinical Experience phases of the curriculum. The assessment strategy for each component is listed below. All assessment dates are listed on the current Plan of Study.

1. Comprehensive Assessment I – (content from all courses within first year of curriculum)  
This assessment will occur at the end of Year 1 and will weigh heavily on basic science and musculoskeletal content. The assessment strategy will be multiple choice using specialty examination software, and it will try to replicate a similar format to that of the National Physical Therapy Licensure Exam. A score of 70% is required to pass this exam.
  - a. Students that fail the first attempt at CA I, will be given an “academic concern” citation at the ‘Remediation’ level. They will be allowed to retake the exam on the Friday immediately preceding Semester 4.
  - b. Students that fail the second attempt at CA I will be given an “academic concern” citation at the ‘Probation’ level. They will be allowed one more attempt to pass CA I on the first Friday of Semester 4.
  - c. Students that fail the third attempt at CA I will be decelerated in or dismissed from the program.
2. Comprehensive Assessment II, III, and IV – The Program will utilize a reputable, standardized computer-based multiple choice practice exam for Comprehensive Assessments (CA) II and III. A score of 65% or greater is required to pass CA II and CA III. The following policies are related to administration of the CA exams:
  - a. The exams are administered in August, December, and February (when needed) of Year 3
  - b. Students who pass CA II (August of Year 3) are required to sit for CA III (December of Year 3)
  - c. Students who fail to meet the passing standard on CA II will be allowed to matriculate into Terminal Clinical Experience I (PT 8900) during the fall semester, but will be cited for an ‘academic concern’ at the ‘Support’ level,

resulting in remediation with designated faculty, during Terminal Clinical Experience I (PT 8900)

- d. Students who pass CA II but do not pass CA III will be cited for an 'academic concern' at the 'Support' level, resulting in remediation with designated faculty, during Terminal Clinical Experience II (PT 8910).
- e. Students who do not pass CA II or III will be required to take CA IV in February of Year 3.
- f. Students who do not pass CA IV will participate in an additional, individualized remediation, which may include taking additional board preparation course(s), with a strong recommendation to not sit for the NPTE until the requirements outlined in the remediation are met.

## **Testing Policy**

The following procedures are to be followed for Doctor of Physical Therapy Program examinations:

1. Once an assessment has begun, students will not be permitted to leave the testing room until they have completed and submitted the exam. This includes leaving to use the restroom unless a doctor's note documenting the student's medical needs is provided prior to the exam. The only exception will be in the case of an emergency at the discretion of the instructor/proctor. Any time taken for personal needs as deemed necessary by the proctor will be deducted from the allotted exam time. Students must abide by Academic Honesty and Integrity standards at all times if permission to leave the room is granted.
2. Students are not permitted to communicate amongst themselves, verbally or nonverbally, during the examination. This includes, but is not limited to, methods of communication such as gesturing and facial indicators.
3. Hats are not to be worn during testing.
4. The area surrounding a student taking an exam must be free of books, cell phones, iPads, electronic devices, smart watches, papers, etc. These items are to be placed at a specified area in the testing room prior to the designated testing time. If students are using their own computer for the exam, they are permitted to access only the exam during this time period. Students may be given blank paper with pen/pencil or blank marker board with marker to be used as "scratch." This must be handed in to the proctor and labeled with the student's name at the end of the exam.
5. Students must sit with one empty seat between themselves and any other exam takers. If a student opts to take his/her exam at one of the examination tables, he/she must sit at the opposite end and opposite side of another student at the same table. There may be no more than two students per examination table.
6. All students must take the exam in the same assigned area. Exceptions include:
  - I. Students who have current documented need for accommodations through the HPU Office of Accessibility Resources and Services.
  - II. Students who must miss an exam for illness or who have a prior-approved alternate make-up time.
7. Grades will be accessible via the online learning management system.

In most cases, DPT written assessments are administered electronically using ExamSoft®. ExamSoft® is an exam testing software that blocks access to all applications



and stored files on the laptop during the exam. Once the exam begins, students can work only on the exam and cannot regain access to their files until they exit the exam. Even if the laptop is shut off, crashes, or freezes, upon rebooting the computer a dialog box appears informing the student that an unfinished exam has been located and gives the student an option of continuing the exam or, if the student is finished and wants to exit, of exiting the exam. The application saves the student's exam every 60 seconds and creates multiple backup copies, all of which are stored in encrypted format on the student's hard drive. If the student's laptop crashes during an exam and there are problems with rebooting it, an encrypted copy of the exam will be on the laptop, which only authorized personnel can retrieve. At the end of an exam, students upload their exam answers to a secure server via the internet. The answer files are retrieved and graded by the professors.

An additional service through ExamSoft® is ExamID and ExamMonitoring, which provide proctoring via automated intelligence. This service will be used, when necessary, to assure assessment integrity.

#### Basic Information:

1. Students must install the software and complete the process of registering their computers with ExamSoft® prior to the first day of class. This can be completed by following the installation instructions provided by the ExamSoft® link that is e-mailed to the students.
2. It is the student's responsibility to provide his/her own laptop and power cord and to install the ExamSoft® software on the laptop. It is also the student's responsibility to ensure that hardware conforms to program requirements (see Technology Policy).
  - It is the student's responsibility to make sure the laptop/computer is in working condition.
  - Students are expected to be fully familiar with the equipment and ExamSoft® program.
  - Training in the ExamSoft® program is the responsibility of the student.
    - I. Training video may be viewed at: <http://learn.examssoft.com/exam-takers>
    - II. Technical Support is provided by ExamSoft® at [support@examssoft.com](mailto:support@examssoft.com) or by phone at 1-866-429-8889
    - III. DPT faculty and HPU tech support staff are not trained to provide ExamSoft technical support and will only be able to assist with maintaining internet connections.
3. Students must have a current copy of Adobe Reader installed on their testing computer. Other brands of pdf readers are not compatible with ExamSoft.
4. In the event of a catastrophic computer failure or other extenuating circumstances (not due to lack of student ExamSoft training/installation or equipment preparation), the student should immediately notify the proctor. An alternative testing method may be provided by the instructor at the course instructor's discretion.
5. Any attempt to disable or tamper with or otherwise circumvent the security features of ExamSoft® will be treated as a violation of the Department's Honor Code and/or Academic Integrity Policy.
6. Students who accidentally use the "practice mode" to type their exam will receive a grade of zero (0) for the exam. Exams typed in the "practice mode" are not saved, printed or produced.

### Before the Exam:

1. Student must download the exam. This must be completed during the scheduled download time/prior to the scheduled start time for the examination period. Additional time to download the exam will come out of the allotted testing time. It should be noted that a re-posting of the exam to allow additional downloads requires a fifteen (15) minute waiting period.
2. Updates that automatically run on student's laptop should be scheduled for non-exam times.
3. Students must resolve any ExamSoft® technical problems prior to arrival for the exam. Technical support information is provided above.
4. Students must have the appropriate materials for the exam which may include:
  1. Functioning laptop with ExamSoft® installed, power cord and charged battery pack (required).
  2. Pen, pencil and/or calculator as allowed by course instructor.
  3. Student login and ExamSoft® password.

Note: Any actions the student must take to remedy the situation for 2 - 4 above will come out of the allotted time for the exam.

### During the Exam:

1. Start Time: Students are not allowed to write/type until instructed to do so by the proctor.
2. ExamSoft® users who experience software/computer failure should notify the proctor immediately.
3. Questions about the exam are limited to those of a technical nature only. No questions about content or wording of questions are permitted.

### *After the Exam:*

1. Calling Time: When proctors say "stop," students must stop writing/typing immediately unless the exam is configured for an automatic upload at the end of the allotted time.
2. Students must upload their exam files immediately upon completion of the exam.
3. When the exam is uploaded, proctor must confirm successful submission of the exam prior to student leaving the room. Proctor will confirm notification on computer screen.
4. Following verification of exam submission by the proctor, students should exit the room as quietly as possible.
5. Students MAY NOT remove any of the exam materials, scratch paper, etc. from the classroom.

## **Computer Requirements**

### *For Windows:*



- Operating System: 32-bit and 64-bit versions of Windows 10.

- Alternate versions of Windows 10, such as Windows RT and Windows 10 S, are NOT supported at this time.
- *If you are using a Microsoft Surface device, please read [this](#) article for important instructions on Windows 10 “S mode” versus the standard Windows 10. S mode is not compatible with Exemplify.*
- Only genuine versions of Windows Operating Systems are supported.
- The versions of Windows 10 certified for use are 1909, 2004 and 20H2.
- The English (United States) Language Pack must be installed.
- ExamSoft does not support tablet devices other than Surface Pro as detailed above.
- CPU Processor: 2.0 GHz Intel i3 processor or equivalent (Qualcomm Snapdragon chipsets are not supported)
- RAM: 4GB or higher
- Hard drive: highest recommended for the operating system or 4GB of available space.
- For on-site support, and in order to back up the answer files to a USB drive, a working USB port is required. (Newer devices may require an adaptor.)
- For technical troubleshooting, account passwords including BitLocker keys, may be required.
- Internet connection for download, registration, exam download, upload and some exam features.
- Exemplify cannot be run within virtualized environments or environments that require persistent network (local or otherwise) connections during secure exams. This includes, but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc.
- Screen resolution should be at least 1024 x 768.

#### For Mac:



- MacOS Catalina (version 10.15.7) is only compatible with Exemplify version 2.0.6 or higher (Released on 10/14/19 or later)
- MacOS Big Sur (version 11.0) is only compatible with Exemplify version 2.5 or higher (Released on 11/13/20 or later)
- Supported operating systems: OS X 10.14.6 (Mojave), macOS Catalina (10.15.7), macOS Big Sur (11.0). Only genuine versions of Mac operating systems are supported.
- CPU: Intel processor. Devices using Apple’s M1 processor and Apple Rosetta 2 are supported on Exemplify version 2.6 and higher.
- RAM: 4GB or higher.
- Hard Drive: 4GB or higher available space.
- For on-site support, and in order to back-up the answer files to a USB drive, a working USB port is required (Newer devices may require an adaptor).
- For technical troubleshooting, account passwords including device passwords may be required.
- Server version of Mac OS X is not supported.
- This software cannot be used on virtual operating systems such as Microsoft’s Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.
- Internet connection for download, registration, exam download and upload.
- Exemplify cannot operate within virtualized environments or environments that require persistent network (local or otherwise) connections during secure exams. This includes,

but is not limited to, VMWare, Parallels, Citrix workspace, virtual disks, streamed images, etc.

For iPad:

- Hardware Requirements: iPad 5+, iPad Air, iPad Mini 2+, iPad Pro.
- Operating Systems: iPadOS 12, iPadOS 13, and iPadOS 14 (Only genuine versions of iOS are supported).
- 500 MB of free space required to commence an exam.
- iPad must not be Jailbroken.
- Internet connection for download, registration, exam download and upload.
- In order to take an exam using an iPad, your institution must first enable iPad support.

Additional information on computer requirements is available here:

<https://examsoft.com/resources/examplify-minimum-system-requirements>

## **Student Academic Records**

Student files are maintained in a locked storage unit in a locked office accessible only to DPT Program faculty and staff. Students who have matriculated into the DPT Program are permitted to view their own personal student files and make copies of the information. However, students are not permitted to take ownership of the original files maintained by the DPT Program, nor are they allowed to leave the DPT Program office while viewing their files. Students are not permitted to have access to the academic records or other confidential information of other students or faculty.

Student files kept by the Program include the following:

- Documentation that the student has met published admission criteria
- Documentation that the student has met institution and program health screening and immunization requirements
- Student performance while enrolled including progression requirements,
- identification of student deficiencies in knowledge or skills and remediation efforts and outcomes
- Summaries of any formal academic/behavioral disciplinary action taken against a student
- Documentation that the student has met requirements for program completion

Health information and documentation required by the Clinical Education Program will be retained and kept confidential by Student Health Services operated by Novant The Program. Confidentiality will be maintained consistent with Family Educational Rights and Privacy Act (FERPA) and any other appropriate requirements and/or guidelines.

## **Family Education Rights and Privacy Act (FERPA)**

FERPA is a Federal law designed to protect the privacy of education records. It also provides guidelines for appropriately using and releasing student education records. It is intended that students' rights be broadly defined and applied. Therefore, the student is considered to be the

“owner” of his or her education record, and the institution as the “custodian” of that record. If you have questions regarding release of information, please visit [www.highpoint.edu/registrar](http://www.highpoint.edu/registrar).

## Copyright Protection of Educational Materials



Students may not copy or redistribute educational materials (print, audio and/or visual) that they receive through their education at the University or within the Department of Physical Therapy without the expressed written consent of the Course Director. Dissemination or unauthorized duplication of educational materials will be considered a violation of this policy and a breach of academic honesty and integrity.

## Graduate Assistants

Graduate Assistants (GA) are instrumental in helping throughout the DPT curriculum. The number and hours of graduate assistants will vary year to year, depending on need and budgetary constraints.

In March of each year, the Department Chair will ask core faculty to identify additional help needed in the courses they direct for the following academic year (Summer-Spring)\*, including teaching assistants and GA's. Once approved, the Department Chair will notify course directors of the budgeted help, including the number of hours available for GA support. In April of each year, the Director of Curriculum and Outcomes (DCO) will distribute a list of Graduate Assistant openings available to students for the upcoming year.

*\*Some courses require that GA consideration occur outside of this timeline. Requests for GA's will still be based upon the Summer-Spring academic year; however, for these courses, selection of GA's will fall outside of the above timeline, agreed upon by the Course Director and DCO. When the initial requests for GA's are distributed, they will include information regarding which courses will have alternate timelines for GA selection and what the altered timeline will be. Courses with alternate timelines will still be subject to the other requirements of this policy.*

## Eligibility

All students are eligible to serve as a GA's for a course provided they:

- Are not currently on probationary status
- Did not receive a support plan from the Academic Review Committee (ARC) as outlined in the Student Support, Remediation, and Probation Policy when taking the course in question

GA's may not miss any other required academic work, didactic or clinical, to perform GA duties.

Students are only allowed to serve as a GA for one course or one course series, depending on the individual course director. Course series include musculoskeletal (PT 7600 and 7610), cardiovascular & pulmonary (PT 7020 and 7520), movement science (PT 7010 and 7510) etc.

## Application and Selection Process

All GA positions will be subjected to the following process:

- Students will submit an application to the DCO, including a cover letter and curriculum vitae for each position that they are interested in applying for. The cover letter must specify the course(s) of interest.
- Course Directors will review applicants for their courses and decide on the number of students they wish to interview. Assuming a sufficient number of applicants, a minimum of three students will be interviewed for one position.
- All GA interviews will occur during a one-week timeframe in April, each year. Interviews will be 15-30 minutes in length with the course director. The format for the interview (in person, virtual) will be up to the course director.

Course directors will be able to establish their own criteria for ranking candidates. These criteria may or may not include: interview score, teaching potential, previous performance in the course, and previous academic or professional citations. After the interview process, all course directors will meet with the DCO to match GA's with open positions. Students will be notified by May 1.

At times throughout the year, additional GA's may be needed. A notice of openings will be sent to all eligible students. The application and interview process, as well as eligibility requirements, will be the same as listed above.

### **Responsibilities and Expectations of Graduate Assistants**

GA responsibilities, general and specific, will be formally outlined in the "Graduate Assistant Roles and Expectations" document which will be developed, discussed and agreed upon between the Course Director and GA prior to the beginning of the course.

GA's will not participate in grading of student assignments and/or performance, at any time.

## **Student Success and Retention**

### **Student Retention**

Students are the focal point of the Program, and the ability to address their areas of academic and professional concern is crucial to their success. There are always open lines of communication between faculty and students. For example, students are encouraged to seek faculty consultation on any academic or professional issue they believe is pertinent to their success in the Program. Each student is assigned a faculty advisor and is required to meet with their advisor at least once per semester. Students also have the option of seeking further help as needed. Faculty provide individual mentorship, hold mid-term evaluations of student progress, maintain regularly scheduled office hours, and offer open labs to assist in skills competency. Students may also access the [Office of Accessibility Resources and Services](#) if reasonable accommodations are needed.

### **Criteria for Matriculation**

Students must earn the grade of P (Pass) in all courses to proceed in the curriculum. Those students scoring a Low Pass (LP) will be placed on Academic Probation. Students are allowed a maximum of two grades of LP in separate courses to matriculate in the curriculum. Students who earn a 3rd grade of LP will be given the grade of Fail at which time policies regarding a failing

score are implemented. Those students earning the grade of Fail (F) will be given a grade of “incomplete” for the specified course and referred to the Academic Review Committee (ARC) as outlined in the Student Support, Remediation, and Probation Plan. The ARC will submit a formal recommendation to the Department Chair advocating for student re-entry into the program with recommendations regarding remediation of failed content or advocating for formal dismissal of the student from the program. The Department Chair makes the final decision.

If re-entry with remediation is decided upon, the student will then be permitted to pursue remediation of failed content within the course one time to achieve the passing standard. The remediation must be completed successfully before the student can continue in the curriculum.

Students must earn the grade of Pass or Low Pass in all courses required for the degree to participate in terminal full-time clinical experiences. Students must earn the grade of Pass in all clinical courses.

Students who receive the grade of Fail in a terminal full-time clinical experience may not proceed to other full-time clinical experiences until successful completion of remediation has occurred. A student permitted to repeat a terminal full-time clinical experience must obtain the passing standard on the repeat experience prior to enrolling in a different full-time clinical experience. There are no opportunities to repeat the remediation if the outlined standards are not achieved. Please see Clinical Education Manual for detailed information re: matriculation within the Clinical Education Program.

There are no decelerated curriculum options. If, under extreme circumstances, a change in academic progression needs to occur, the pre-requisite and co-requisite curricular table will govern academic progression.

Graduation requires a grade of Pass or Low Pass in all required academic and a grade of Pass in all clinical education courses as well as the Comprehensive Assessments. In addition, students must demonstrate patient safety, professional behaviors, and ethical behaviors throughout the curriculum. Failure to do so may result in penalties ranging from failure of a class and remediation to dismissal from the program.

### **Criteria for Dismissal**

1. Achieving a grade less than ‘Low Pass’ during the repeat (second attempt) of a didactic course will result in a recommendation for dismissal from the Program to the Dean of the Congdon School of Health Sciences.
2. Achieving a grade less than ‘Pass’ during the repeat (second attempt) of any integrated clinical experience or terminal full-time clinical experience will result in a recommendation for dismissal recommendation from the Program to the Dean of the Congdon School of Health Sciences.
3. Failing to achieve the initial minimum passing grade in three required courses (didactic and/or clinical) will result in a recommendation for dismissal from the Program to the Dean of the Condon School of Health Sciences.
4. Electing not to participate in remediation (lack of agreement to stipulations as written), will result in a recommendation for dismissal from the Program to the Dean of the Congdon School of Health Sciences.

5. Inability to obtain an overall cumulative Passing grade in courses required for the degree (as required for matriculation to full-time clinical experiences) within the 4-year established timeframe for completion of the DPT degree will result in a recommendation for dismissal from the Program to the Dean of the Congdon School of Health Sciences.
6. In addition to the factors above, faculty may also vote to recommend dismissal of a student to the Dean of the Congdon School of Health Sciences for reasons including, but not limited to:
  - a. Inability to function adequately in a professional capacity.
  - b. Inability to demonstrate competence or to ensure patient safety despite reasonable and appropriate accommodation of a qualifying physical and/or mental health problem (refer to Technical Standards).
  - c. Behavior determined illegal, unethical, or so objectionable as to be inconsistent with the suitability for the physical therapy profession.

### **Student Support, Remediation, and Probation Policy**

The Department of Physical Therapy has created a Student Support, Remediation and Probation Plan (SSRP) to help navigate various academic and professionalism-based citations that may occur without the program. The intent of this plan is to foster student retention and development throughout the program, but also serves as a formal disciplinary and notification mechanism when students are not meeting the academic, professional, and/or technical standards of the DPT program.

All students matriculate into the DPT program in ‘good standing’ and remain with this status unless notified. Instances of academic or professional concerns will be documented by the appropriate faculty member in “Starfish” by raising a flag. This process notifies the Director of Students who sends a letter to the student within one business day that explains the level of citation and the expected process.

Upon receiving an academic or professional citation, students are placed at either the ‘Support’, ‘Remediation’, or ‘Probation’ level. The ‘Support’ level is designed to provide proactive aid to students at the first sign of concern via a support pathway created by Department faculty in consultation with the student. Citations that reach the ‘Remediation’ level involve a temporary status that limits students’ ability to participate in departmental extra-curricular activities to focus on the academic or professional concern via a remediation agreement. Successful completion of a remediation agreement results in students’ return to ‘good standing’. Individual citations or the accumulation of multiple citations that reach the ‘Probation’ level are serious and represent the need for a permanent plan for student improvement for the remainder of their time in the DPT program. At each level, an ad-hoc committee (Academic Review Committee (ARC)) is formed for each individual case. The specific procedures for each level of academic and professional concerns can be found below and a schematic of the SSRP can be found attached to this policy.

### **Concerns of Academic Progress and Development**

#### **Support Level**

After 40% of the grade for each course or midterm in the semester (whichever occurs first), course directors calculate student grades and notify the Director of Students of any student that has earned an 83% or below for the course. This notification serves as an



academic flag at the ‘Support Level’. The Director of Students works with the course director to develop a student Support Pathway that fosters improvement in the course. This may include, but not be limited to, extra reading assignments, additional meetings with the course director, teaching assistants, or graduate assistants, or thorough review of previous assessments. This pathway is formally drafted by the Director of Students and sent, via email, to the student and the student’s advisor. The student is required to meet with the course director to discuss the developed pathway.

### Remediation Level

Despite the efforts of the support pathway, students may earn a final grade of 70-79% resulting in a ‘low pass’ of a course. After the first ‘low pass’, students receive an academic citation at the ‘Remediation Level’ by the Director of Curriculum and Outcomes. This citation triggers a meeting of the student and the ARC, which in this case comprises the student’s academic advisor, the Director of Curriculum and Outcomes, and the Director of Students. The meeting is intended to serve as a review of this policy, notification to the student of their temporary probation status and the stipulations associated with this status (please refer to policy on student probation), and discussion with the faculty present to create a remediation agreement to help foster subsequent success in the program. This remediation agreement may include review of previous material, encouragement to change study habits, or other recommendations of the ARC.

### Probation Level

If a student receives two ‘low pass’ grades over the course of the DPT curriculum, the student will receive an academic citation at the ‘Probation level’ by the Director of Curriculum and Outcomes. This citation triggers a meeting with the student and the ARC, which in this case comprises, the student’s academic advisor, the Director of Curriculum and Outcomes, and the Director of Students. This meeting is intended to reflect the very serious nature of the citation and reminder that another ‘low pass’ grade will result in dismissal from the program (see policy on ‘Dismissal’). In discussions with the student, the faculty present at the meeting will develop a probation plan that will remain tied to the student for the duration of the program.

### **Concerns of Professional Progress and Development, including Clinical Education**

For professionalism and clinical education concerns, the ‘Support’, ‘Remediation’, and ‘Probation’ levels are not intended to be sequential. For example, the severity of the citation may rise straight to the ‘Remediation Level’ without a stop at the ‘Support Level’. More than one professionalism citation will automatically trigger at least a ‘Remediation Level’ citation; however, the next citation does not automatically trigger a ‘Probation Level’ citation.

Whereas the level of academic citations is determined by the nature of the citation, the level of professionalism citations will be determined by the ARC that meets with the student to review the citation. Upon receiving the citation, the Director of Students (DOS) will form and lead the ARC that also includes the student’s advisor, and any additional faculty the DOS deems appropriate. This may include (but is not limited to) a member of the clinical education team for clinical education concerns, the Director of Clinical Practice for concerns in Department-run clinical ventures, or the Director of Research for ethical concerns related to scholarly activities. After reviewing the citation and the student’s past history of citations,

the ARC votes on the level of current citation. The faculty committee reserves the right to change the level of professionalism citation (in either direction) after meeting with the student. This will be formally communicated with the student in writing after the meeting. Examples of various levels of professionalism / clinical education citations include, but are not limited to:

- Minor citations
  - A missed due date on an academic or clinical education document, test, or assignment
  - Inappropriate email without intent to do harm
  - First violation of the attendance and tardiness policy.
  - First violation of the dress code policy
  - Use of cell phones, text messaging, or computer messaging systems during class
  - Engaging in activities not directly related to class
- Moderate citations
  - Second violation of the attendance policy, including 3 or more tardy arrivals to class
  - Disruption of classroom or clinic learning environment
  - Consistent and/or persistent inattentive or distracting behavior during class
  - Use of unprofessional language including swearing
  - Use of potentially discriminating or demeaning language including but not limited to speaking ill of a patient or use of a joke that could reasonably be considered demeaning or discriminatory
- Major citations
  - Demonstration of disrespect to faculty, staff, fellow students, clinical partners, and/or patients
  - Cheating, plagiarism, and/or other acts of academic or professional dishonesty
  - Student intoxication or presumed intoxication from alcohol, prescription, or other drugs during Department sponsored events
  - Student communication or interaction that is openly discriminatory, demeaning, or could reasonably be physically harmful to another
  - Violation of Essential Technical Standards
  - Violation of APTA Code of Ethics
  - Violation of HPU Code of Conduct

After the initial determination of professionalism citation level, a meeting is initiated with the student as discussed below.

### Support Level

The first minor professionalism/clinical education citation, as determined by the ARC, is housed at the 'Support Level'. This citation triggers a meeting with the student, the student's advisor, and the Director of Students. The intent of the meeting is to notify the student of the professionalism concern and create a support pathway to ensure professional success in the future. At this level, the student remains in good standing.

## Remediation Level

The 'Remediation Level' represents a step up in severity of citation. This type of citation triggers a meeting with the student, and the ARC, which in this case comprises of the student's advisor, and the Director of Students. The DOS may ask another faculty member to participate at their discretion. The meeting is intended to notify the student of the citation and develop a remediation agreement to ensure subsequent student success. The agreement may include plans or guidelines from other aspects of the department (i.e. clinical education) if warranted. A citation at this level results in temporary probationary status with ramifications found below. The remediation agreement will define the length of the probationary status. If the agreement is upheld, students will return to good standing at the specified time.

## Probation Level

The 'Probation Level' represents the "last chance" for the student. At this level, a meeting is had with the student, and the ARC, which in this case comprises of the student's academic advisor, the Director of Students, the Department Chair and any other faculty member at the discretion of the Director of Students. This meeting delineates the professionalism concerns, the permanent probationary status, the ramifications of another citation (dismissal from the program) and components of an action plan for student development.

Each citation, whether academic or professional, results in a formal written summary. This summary is distributed to the student and all pertinent faculty members for their signatures. After all signatures are confirmed, the plan is then submitted to the Department Chair as a point of notification.

There are times when faculty members may have to recuse themselves from being part of the committee that meets with the student and decides upon the resulting plan in the spirit of limiting potential bias and ensuring the process is fair, equitable, defensible, and reproducible. At these times, the DOS will collaborate with the Department Chair to decide upon another faculty member to serve on the ARC to fulfill the role of the recused faculty member.

## Probationary Status

Students at the Remediation and/or Probation level are on 'Probationary Status'. If the remediation agreement or probationary plan cannot be achieved prior to the start of the subsequent semester, the student may be given a grade of 'incomplete' and removed from the program with the ability to re-apply upon the formal recommendation of the ARC.

When on 'Probationary Status', students may *not* be allowed to:

- take more than one selective.
- participate as a research assistant outside of class.
- work as a Graduate Assistant.
- participate in student interview days.
- be approved for more than 1 excused absence from class.

## Student Advising Policy

## Background and Purpose

Advising is a required component of the HPU DPT curriculum. The aim of advising is to facilitate student development of professional and academic strategies imperative for success during the academic and clinical rigors of the program. Faculty advisors have training and expertise in the discipline of physical therapy and are invaluable resources to students. The advisor serves as a resource for students to access to support academic, professional, and personal success.

All students will be assigned a principal faculty advisor. Students and advisors will officially meet on a regular schedule as outlined below. Additionally, students or advisors may request additional meetings as the need arises. Students are encouraged to maximize their time with their advisors during each advising session.

Academic advising is designed to be progressive through the course of the curriculum. General advisement begins with topics including transition to adult learning and differences between undergraduate and graduate education. Over time, there are greater discussions about readiness for clinical practice and professional development, including faculty feedback and student self-assessment. The following are some examples of dialogue that may occur between students and advisors:

- Evaluation of personal interests and abilities leading to the creation of realistic academic and professional goals
- Student ability to access and navigate Department and University academic and student support resources
- Student ability to access and follow Department and university policies and procedures
- Current course grades, study habits, test-taking skills, and any other aspects of physical therapy education where the student desires or requires support
- Student progress in the development of critical thinking and independent decision-making skills as they contribute to making and accepting responsibility for academic and professional decisions

One of the most important outcomes from the advising relationship is to identify, acknowledge and proactively address areas of desired or necessary growth in academic and professional domains. For more significant concerns that result in a referral to the Academic Review Committee, the Director of Students will be involved in the intervention. When appropriate, advisors will collaborate with the Director of Students to assist the student in locating helpful resources, and promptly initiate referrals. Both on-campus and off-campus resources may be utilized.

For first-year students the two initial advising sessions in the first semester will be initiated by the student's primary faculty advisor to begin the process of establishing a professional relationship with their advisor. It is then the student's responsibility to schedule all remaining individual advising sessions with their primary advisor each semester as outlined below.

Student development, both academic and professional, is the focus of the advising relationship. As such, students have a responsibility to actively contribute to the process by defining their academic and professional goals. Each student is expected to schedule advising meetings proactively, arrive on time, and come prepared for every meeting with the following:

- Self-reflection and assessment of

- Strengths
- Areas of opportunities
- Challenges and successes to date in the program
- Semester goals
  - Rationale
  - Steps taken toward goals
  - Resources needed
- Student-specific advising topics
  - Long term career goals
  - Strategies needed to meet goals
  - Academic support needed
  - Professional advice
  - Inquiries about campus and/or program resources

Advising Schedule:

Session #	Semester	Week	Topics
1	Summer 1	2-3	Adjustment to adult learning and life in High Point; student study strategies, P/F grading system, attendance expectations, campus resources including learning centers, study spaces, and counseling center, self-care and mental health resources, professionalism topics, clinical education compliance
2	Summer 1	8	Progression through summer curriculum; school-life balance; student-specific issues, time off request policy, ARC/ASC policies, initial DEI trainings, Comprehensive Assessments and early NPTE policy
3	Fall 1	2	Adjustment to progressive curriculum; student burn-out; student study strategies; review resources for mental health support, progression through spring curriculum; student issues, continued DEI trainings, self-care and mental health resources, professionalism topics
4	Fall 1	8	Adjustment to progressive curriculum; student burn-out; student strategies; Progression through fall curriculum; student issues, preparation for clinical experiences, introduction to selectives
5	Spring 1	4-6	Adjustment to progressive curriculum; student burn-out; student strategies; Progression through spring curriculum; student issues, preparation for end of year comprehensive exam, self-care and mental health resources, professionalism

			topics, preparation for integrated clinical experience in Pro Bono Clinic
6	Summer 2	4-6	Adjustment to second year progressive curriculum; student vision/career goals; student progression during year 1, student issues, professionalism topics
7	Fall 2	4-6	Student vision/career goals; student issues, professionalism topics
8	Spring 2	4-6	Student vision/career goals; student issues, self-care and mental health resources, professionalism topics
9	Summer 3	4-6	Board prep; readiness for practice/expectations of graduates; student issues, professionalism topics, FSBPT process
10	Fall 3	4-6	Adjustment to third year progressive curriculum, Board prep; readiness for practice/expectations of graduates; student issues, professionalism topics
11	Spring 3	4-6	Board prep; readiness for practice/expectations of graduates; student issues, professionalism topics

### **DPT Student Big Brother Big Sister Program**

The DPT Student Big Brother Big Sister Program is a peer mentoring program developed in the spirit of fostering peer-to-peer support and networking within the Program. The DPT Student Council and Director of Students collaborate to oversee the pairing of incoming students with their Big Brother or Sister. They make every effort to match peers who have similar interests and experiences through a survey process that occurs during the Spring Semester preceding new student orientation each year.

Through the matching process, each incoming 1<sup>st</sup> year DPT student is paired with a 2<sup>nd</sup> year DPT student. This upperclassman student acts as a mentor and a source of support and guidance throughout the program. Each incoming 1<sup>st</sup> year student is also paired with a 3<sup>rd</sup> year student, who is available for further guidance and support as needed.

This Big Brother Big Sister Program aims to benefit incoming students and facilitate student retention by providing meaningful support and mentoring opportunities between peers. This program also benefits the Department of Physical Therapy as a whole by creating networking and ongoing interaction between all cohorts throughout their time in the HPU DPT Program

### **Student Grievance Procedures, Appeals, and Withdrawal from the DPT Program**

#### **Student Grievance Procedures**

Any student who is unsatisfied with their experience or with an encounter with any student, faculty or staff member of the Department of Physical Therapy at High Point University is advised to file a timely written complaint with the department.

*The process for handling complaints is as follows:*

When possible, the grievance must first be discussed between the parties involved. If the grievance is not resolved to the student's satisfaction after this initial encounter, the grievance may be submitted through the following administrative channels:

1. Director of Students
  - Dr. Renee Hamel, [rhamel@highpoint.edu](mailto:rhamel@highpoint.edu)
2. Department Chair
  - Dr. Jeffrey Taylor, [jtaylor@highpoint.edu](mailto:jtaylor@highpoint.edu)
3. Dean of the Congdon School of Health Sciences
  - Dr. Kevin Ford, [kford@highpoint.edu](mailto:kford@highpoint.edu)
4. Senior Vice President of Academic Affairs
  - Dr. Daniel Erb, [derb@highpoint.edu](mailto:derb@highpoint.edu)

While it is recommended that the filing student pursue appeal to the personnel above in an ascending order beginning with the person with whom they have an issue, it is of primary importance that the filing student feel comfortable with the appeal process, and therefore, the student may pursue their grievance at the level where they feel most comfortable.

Complaints that fall outside of due process should be directed in writing to the Department Chair.

If the complaint that is being filed is against Dr. Taylor, the complaint should be addressed to the Dean of the Congdon School of Health Sciences.

### **Appeals of Disputed Course Grades**

All grade appeals must be initiated within the first four weeks of the semester or term following receipt of the grade that is being challenged.

The following procedure is to be followed if students wish to protest a grade received in a course:

1. The student first contacts the Course Director and reviews the issue(s). If the grade remains in dispute the student should follow step 2.
2. The student contacts the Director of Students in writing to dispute the grade.
  - a. Both the student and the Course Director then submit written statements explaining the issue(s) to the Director of Students.
  - b. The Director of Students arranges an Academic Review Committee to consist of three faculty members to review the case.
    - i. The student and the instructor each appoint one of the three committee members. The third committee member is chosen by the Director of Students.
    - ii. Note: The size of the committee may vary slightly based on the situation as outlined in the Student Support, Remediation, and Probation Policy. In all cases, the student will have the opportunity to select a committee member to participate.
    - iii. The Department Chair participates as an ex-officio member of the committee.

- c. The committee reviews evidence in any manner the committee deems equitable. This is usually a written statement from each party which the other party can review and respond to in writing.
  - d. Oral presentations to the Academic Review Committee may be requested. Care should be taken lest either of the parties be intimidated through the oral procedure.
  - e. Following a review of the evidence and other relevant information by the committee, a recommendation is made to the Department Chair.
  - f. The Department Chair reviews the proceedings to date, obtains any new information deemed appropriate, and makes a final determination.
  - g. The Department Chair then notifies the student and the Course Director of the decision in writing.
  - h. If either party wishes to further contest the outcome, step 3 should be followed.
3. The dissatisfied party appeals to the Dean of the Congdon School of Health Sciences within two weeks of receipt of the Department Chair decision or solution.
    - a. The Dean reviews the proceedings to date, obtains any new information deemed appropriate, and makes the final determination.
    - b. The Dean notifies all parties in writing.
    - c. The decision of the Dean is final.

## **Leave and Withdrawal Policy**

### **Leave of Absence**

Students who wish to leave the University temporarily for academic, medical, religious or military-service reasons may request a Leave of Absence for a specified period of time. Medical leaves will only be granted for one of the following: fall term or spring term. Other types of leaves may be approved for up to one academic year. Leaves planned in advance must be requested at least three weeks before the beginning of the term during which the student wants to be absent from HPU. Requests for unplanned (i.e., health-related) leaves must be made immediately and are not considered retroactively. Reinstatement is contingent upon good conduct in the interim and, if studying at another college or university, an acceptable academic record. Students who take a medical leave need to include a statement by their care provider that they are medically cleared to return to High Point University.

Students should contact the Director of Students and complete the [leave of absence form](#) to initiate this process.

Students who do not return for the appointed term will be withdrawn retroactive to their leaving date, which may have financial consequences.

### **Withdrawal**

A student may voluntarily withdraw from the University from all classes in which he/she is currently enrolled and receive a final grade of W with the exception of those classes in which the grade of Fail has already been earned if the withdraw is on or before the last day of class. Withdraws submitted after the last day of class will be processed after grades are recorded.



The procedural requirements for withdrawal in good standing will be explained and coordinated by the Office of the University Registrar. The process is essentially the reverse of enrollment. All accounts must be clear and academic records reviewed before withdrawal is complete. The University Withdrawal Form must be completed by the last class day of the semester

Students should contact the Director of Students and complete the [withdrawal form](#) to initiate this process.

### **Reapplication Policy**

In the event that a student withdraws or is dismissed from the HPU DPT Program, he/she will have the option to reapply for admission within one year following his/her dismissal and contingent upon a positive recommendation from the Academic Review Committee, the Department Chair, and the Dean of the Congdon School of Health Sciences. The reapplication process is as follows:

1. The student must reapply to the Graduate School and the HPU DPT Program to be readmitted no earlier than one semester following the semester of dismissal. If the student is granted readmission, he/she will be readmitted at the point in the curriculum where he/she has received passing grades. The point in the curriculum of readmission is contingent upon the recommendations and approval of the Academic Review Committee, the Department Chair, and the Dean of Congdon School of Health Sciences.
2. The reapplication to the Program must include a statement addressing the reason for dismissal and actions that have been taken to remediate the student's success in completing the HPU DPT Program if readmitted. The student may include any documentation to support or validate his/her growth and development in academic, professional and/or clinical areas in the time since his/her dismissal from the Program.
3. A copy of the reapplication must be submitted in writing to the HPU DPT Program and should be addressed to the Department Chair and the Academic Review Committee. A copy must also be sent to the Dean of the Congdon School of Health Sciences.
4. The Department Chair, with input from the Academic Review Committee and the Dean of the Congdon School of Health Sciences, will make the final decision regarding re-admission.
5. If a student was dismissed based on clinical performance, he/she may be readmitted at the point in which he/she was previously enrolled in the Program, and the student must complete clinical coursework contingent on the recommendation of the Academic Review Committee, the Director of Clinical Education, the Department Chair, and the Dean of the Congdon School of Health Sciences.
6. If a student is readmitted and probation is warranted for any reason after his/her readmission, he/she will be immediately dismissed, but will have the option of appeal.

### **DPT Student Life**

High Point University provides an engaging environment for students as well as an appropriate network of student support services. These opportunities and supports are consistent with HPU

and the Department of Physical Therapy's missions and are intended to promote student learning and enhance the development of all students. These opportunities include:

- Access to student records via the Registrar's Office (enrollment verification; official academic records, etc.)
- Financial Assistance (Federal Direct Unsubsidized Loan, if qualified through the Free Application for Federal Student Aid; private, alternative loans based on a standard credit analysis, etc.)
- Multiple on-Campus Dining Options
- On-Campus Exercise Options
- Campus Safety and Security coordinated by 24- hour High Point University Security team
- Cultural enhancement programs (theater, music, art exhibits, and lectures)
- University Bookstore (textbook purchasing, online ordering, delivery options)
- Access to my.highpoint.edu and Blackboard for electronic access to grades, financial accounts, registration, and other personal information
- Counseling, including assistance for emotional, behavior, psychological, and/or substance abuse problems
- Routine medical care provided at the Student Health Clinic
- Professional advising by faculty in the Department of Physical Therapy
- Academic tutoring for professional courses
- Twenty-four-hour access to library services
- Access to computers and printing
- Accommodation of Students with Disabilities via the Office of Disability Support
- Opportunities to participate in community service projects via professional student organizations
- An active Campus Ministry representing numerous denominations
- Airport transportation to and from regional airports

Because of the specialized and intensive nature of physical therapy education, all students enrolled in the High Point University DPT Program will receive ongoing attention and guidance from all faculty members within the Department of Physical Therapy. This academic and mentoring support will benefit students long after they leave the Program, as it will provide them with points of professional contact throughout their careers.

For questions regarding student life and/or support services available, please see the [HPU Student Life](#) website or contact the Director of Students, Dr. Renee Hamel, at [rhamel@highpoint.edu](mailto:rhamel@highpoint.edu) or 336-841-9724.

### **DPT Student Council**

The Department of Physical Therapy has an active Student Council comprised of current DPT students from each cohort elected into office by their peers. The DPT Student Council serves as the primary vehicle through which students communicate collectively with the DPT Program faculty, the Congdon School of Health Sciences, University Administration, HPU Graduate Student Council, the APTA and various community organizations.

Through the DPT Student Council, current DPT students gain access to a variety of professional development, community service and fundraising opportunities. All students are strongly encouraged to participate.

At the beginning of the fall semester of year one of the Program, the President of the second year DPT class will call for nominations for class representatives from the first year DPT class. Students receiving two or more nominations will be notified of all positions for which they were nominated and will be asked to identify one position for which they wish to run. Following all nominations, a formal election process will be held within the class, and the student receiving the majority of votes will be elected. The responsibilities of these individuals may include, but are not limited to:

1. Communicating on behalf of the class at faculty meetings and/or faculty retreats.
2. Serving on department ad hoc committees.
3. Representing the Program on the HPU Graduate Student Council.
4. Communicating with liaisons at the APTA, North Carolina Chapter of the APTA and other outside groups.

Elected officers of each class shall be President, Vice-President, Secretary, Treasurer and Admissions Chair. These individuals constitute the Executive Committee. All officers shall participate in all Class Government meetings as active voting members and serve as liaisons between the Student Class Government and the student body for the class.

For more information on specific DPT Student Council Officer roles and responsibilities, please see the DPT Student Council Handbook.

### **Graduate Student Government Association**

The [Graduate Student Government Association](#) (GSGA) is open to all graduate students enrolled at HPU. The organization serves as point-of-contact for incoming and current High Point University students in the Norcross Graduate School. The organization offers fellowship for all graduate students via social events, networking, and professional activities. The GSGA serves as a source for information about research and graduate studies to foster opportunities to grow as a person, student, and professional.

### **Student Clubs and Organizations**

High Point University has nearly 100 student clubs and organizations that provide undergraduate and graduate students diverse opportunities to get involved on campus. These organizations are student-led and advised by HPU faculty and staff. To find a full list of current student clubs and organizations and contact information, please visit [HPU Connect](#).

### **Recreation Services**

The Slane Student Center is a state-of-the-art fitness facility which offers High Point University Students a full line of fitness amenities and recreational services. [HPU REC](#) is tailored to a comprehensive approach to wellness, fellowship and life-long fitness. All services provided by the recreation department are complimentary. The fitness center includes a wide range of industry leading strength and cardio equipment. Each cardio machine features a high-definition

touch screen display with HD television, web browser, and Apple/Android accessible media jacks.

The multi-functional recreation court has the capability to hold two full-court basketball or volleyball games simultaneously. Surrounding the court is the suspended cushioned running track. A fully operational group exercise room allows for both private and group exercise classes. Group Exercise Certified Instructors offer an array of classes ranging from the ever-popular Yoga, Spinning and Zumba to the latest, cutting edge fitness workouts and trends.

HPU REC has five outdoor heated pools each including a 16-person Jacuzzi which offers a relaxing break. There are nine fitness facilities located across campus to provide an opportunity for exercise wherever you live. Leisure activities include Bocce Ball, Corn Hole, Ladder Golf, Bicycles, Trikkes and a Tandem bike. There are also three outdoor basketball courts and four beach volleyball courts available for your enjoyment.

Intramural Sports (IM) feature competitive and non-competitive programming for female, male, and co-ed teams. Each semester IM Sports provides students with both team and individual competition. Some of the sports offered include flag football, soccer, softball, indoor and beach volleyball, tennis, basketball, ultimate frisbee, softball, dodgeball and racquetball

Additional student activities include [The Point Arcade](#) and [The Extraordinaire Cinema](#), both located on the lower level of the R.G. Wanek Center.

## **Events**

Our campus continually hosts a wide array of artists, scholars and innovators at venues across campus who explore matters of diversity across races, cultures, sexual orientations, abilities and more. Students, faculty, staff, and members of our community have enjoyed such guests as actor Lea DeLaria from Orange is the New Black, best-selling author Wes Moore, and Queen Noor of Jordan. Peruse HPU's cultural enrichment [calendar](#) for upcoming events or visit the [Campus Concierge](#) website.

## **Chapel and Religious Life**

Because of its religious heritage, High Point University strives to be a place of radical hospitality to people of all faith traditions. The University is committed to not only providing space and support to multifaith development but also, interfaith engagement and service. Interfaith engagement is about creating bridges of understanding and empathy across lines of religious traditions.

Both undergraduate and graduate students are active in many campus ministries, including, but not limited to:

- Alpha Delta Theta
- Alphi Phi Omega Service Fraternity
- Board of Stewards
- Campus Outreach
- Catholic Campus Ministry
- Chapel Choir
- Collision Worship Band
- Genesis Gospel Choir

- Habitat for Humanity
- Hillel
- HPUSunday
- Infinite Space
- Interfaith United
- Pre-Ministerial
- Young Life- College

For more information, please visit the [Office of Religious Life](#), located in Hayworth Chapel, or call 336-841-9132.

## **Multicultural Life**

At High Point University, students, faculty and staff all play a meaningful role in gifting our campus community with a diversity of identities, thoughts, beliefs and perspectives. Our appreciation of human diversity and engaging of differences is a collective commitment throughout our campus brought forth by collaborative efforts. Multicultural life at High Point University is shaped by these pillars which drive our programming, support, resources and activism. The [Office of Multicultural Affairs](#) is dedicated to enriching the High Point University experience for our underrepresented populations while also nurturing a climate of respect for all persons.

Multicultural life at High Point University is deeply connected to student involvement and leadership in our multicultural organizations. These organizations are student-led, advised by our faculty/staff and fully supported by the office, and include, but are not limited to:

- VOICE Advisory Board
- Black Cultural Awareness
- Diversity Club
- People Representing Individuality, Diversity, and Equality (PRIDE)
- Hillel
- College Life
- Campus Outreach
- Catholic Ministries
- Interfaith United
- Global Student Association
- Japanese Animation Club
- Joining Hands in Healthcare Club
- French Club
- Spanish Club
- College Democrats
- College Republicans

For a continuously up-to-date list of all Multicultural Life organizations and opportunities, please visit the [Multicultural Affairs Student Organizations](#) website or contact Mr. Terry Chavis, Director of Multicultural Affairs, at [tchavis@highpoint.edu](mailto:tchavis@highpoint.edu) or 336-841-9695.

## **Community Outreach**

Under the leadership of Dr. Nido Qubein, High Point University students and faculty have served over one million hours in the City of High Point and invested millions of dollars. Following the

trail blazed by Dr. Qubein, who has been a life-long citizen and advocate for High Point, the mission of the [Service-Learning Program](#) at High Point University is to engage students in an experiential and interdisciplinary learning environment that promotes their understanding of and commitment to responsible civic leadership.

- Students serve in courses where they take the classroom out into the community through real-world service builds on and critiques the theories they read in the class.
  - One such course is offered by the Department of Physical Therapy as an Advanced Neurological Selective during Year 2 of the Program.
- Students serve in clubs and organizations that make long-term commitments to particular agencies in High Point to become partners for sustainable change.
- Students serve by becoming engaged in local politics, community development, non-profit boards, and social enterprise opportunities.
- And recent graduates serve through one of the largest campus-based AmeriCorps VISTA Programs in the nation.

Together, students, faculty, and staff partner with the community to make High Point a more safe and livable community for all people.

Some of the other programs that DPT students are actively involved with in service to the High Point community include, but are not limited to, the [HPU Pro Bono Physical Therapy Clinic](#), Community Garden, and Food Pantry, the High Point Community Writing Center, the [MLK Day of Service](#), Habitat for Humanity, the HPU [Volunteer Center](#), the annual DPT [Halloween Family 5K Fun Run and Walk](#), and other activities coordinated through the DPT Student Council.

## Department of Physical Therapy Student Resources

For questions regarding resources available for DPT students within the Department of Physical Therapy, please review the resources provided in this handbook or contact the Director of Students, Dr. Renee Hamel, at [rhamel@highpoint.edu](mailto:rhamel@highpoint.edu) or 336-841-9724.

### DPT Student Access to Classroom and Laboratory Spaces

Physical Therapy students will have unrestricted access to the Congdon School of Health Sciences with their valid HPU Passport card via swipe lock system. Additional academic building access is available with faculty approval.

Classrooms, clinical laboratories, and equipment stored in classroom closets within Congdon Hall are available to physical therapy students outside of class times and after hours as a priority. However, in a best effort to be good citizens of campus, the Department of Physical Therapy may share these spaces with other faculty and students on campus. The Director of Students and Department Administrators will make every effort to provide students with weekly room-use schedules to allow DPT students to plan their study time accordingly. DPT students may also reserve classroom space through the room reservation system. Students who have reserved spaces will have priority use of the space during their reservation time. Classrooms can be reserved by contacting Mrs. Debbie Bowman, Department Administrator, at [dbowman1@highpoint.edu](mailto:dbowman1@highpoint.edu).

The Passport is created by [Campus Security](#) and allows access to campus buildings and allows the University to be a cashless campus. Exceptions to this rule are the Human Biomechanics and Physiology Laboratory (HBAPL) and the Anatomy Laboratory. The HBAPL will not be accessible outside the hours of 8:00 AM – 5:00 PM without direct supervision and/or permission from the Director of the Human Biomechanics and Physiology Laboratory. The Anatomy Laboratory will be available 24/7 to DPT students during the summer of year 1. Students who are associated with the DPT program, but who are not DPT students, must contact the Director of the Willard Body Program for permission to use the Anatomy Laboratory. DPT students not currently enrolled in the gross anatomy course must ask the Director of the Willard Body Program for permission to use the Anatomy Laboratory.

The use of specific equipment may require permission and/or supervision by individual faculty as determined on a case-by-case basis. Students must consult with the faculty member of record for the course in which the equipment was used for instruction.

Students may be denied temporary or permanent access to laboratory space for the following reasons:

1. University property is found to be damaged or missing. Students will be held responsible for damaged or missing equipment.
2. Laboratories are left in an untidy state and unwanted items remain following use.
3. Students who admit any unauthorized guests into laboratory or classroom space.
4. Unauthorized recording or photography of anatomical specimens.

### **Student Lockers**

Lockers and changing areas are available for DPT students within the department area on the 4<sup>th</sup> floor of the Congdon School of Health Sciences building.

### **Photocopying and Printing**

Black and white and color printing and copying are free and unlimited for DPT student at Follow-Me-Print locations on campus. Custom prints, posters, and other larger prints made in the [Media and Digital Services Department](#) incur additional cost. Follow-Me-Print devices are located on the 1<sup>st</sup> and 4<sup>th</sup> floors of the Congdon School of Health Sciences building as well as in other academic buildings across campus. To access free printing and copying services, students swipe their HPU Passport cards on the swipe lock system installed on Follow-Me-Print devices prior to each use.

### **Student Parking**

All graduate students who park a vehicle on main campus are required to register their vehicle(s), display a valid parking permit, and should park in the appropriately designated spaces and lots on campus.

Students must begin registration online on [the HPU Security and Transportation's website](#), and then pick up their decals from the R.G. Wanek Center lobby Security Service Center or at the main Security office at the North College Administration building located at 1911 N. Centennial Street. Please note, a valid state registration must be present at time of decal acquisition unless said vehicle was previously registered.



The first parking registration cost is included in tuition fees. There is a \$500 fee for every other concurrently registered vehicle. There is no charge for a replacement set of decals provided:

1. The old decal pieces are presented
2. Official documentation is presented that demonstrates the vehicle or decals are no longer in use.

Students are prohibited from parking in Visitor, Student Health, and reserved parking spaces Monday – Friday between 7am to 5pm. Service & Delivery and Security parking spaces are reserved 24 hours a day. Citations shall be issued for parking and other traffic-related offenses.

Parking/ traffic citations may be appealed via an online process at [www.highpoint.edu/parking](http://www.highpoint.edu/parking). Appeals must be submitted within seven days of the receipt of citation. Visit the HPU Security & Transportation [Parking Terms & Conditions](#) for complete details.

## University Student Resources

High Point University provides abundant support resources for enrolled graduate students. Information is updated on a regular basis and may be found at <https://www.highpoint.edu/graduate/student-resources/>.

### Library and Learning Resources

Open 7 days a week, 24 hours a day, Smith Library is a 50,000 square foot facility that houses the university's book, journal and media collections. As the center of information resources and research on campus, the library is responsible for developing and housing a collection used by the High Point University community. Access is provided to a traditional collection and online materials to support undergraduate and graduate majors at the university. The materials at Smith are available to all students, faculty and staff.

The four floors of Smith Library contain a variety of study venues. The lower level offers group study areas and several high-tech collaboration spaces where students can work together. The library contains 125 computers, a library instruction lab, and a technology lab. The main floor of the library houses two computer labs, circulation services, reserves and a current magazine/journal collection. The third floor is a place where students can find a quiet study area and browse the bulk of the book collection. The Fourth floor houses the Office of Academic Services such as disabilities support and tutoring.

High Point University Libraries are here to help all students! We know how important library support is to student success. As members of the High Point University community, DPT students have access to librarians 24 hours a day and 7 days a week, in person, online via the chat widget on the Library home page, or by text to 336-289-9974. Whether students live close by or far away, the library staff will assist in academic and research needs. For a personalized research session, students can contact the Physical Therapy library liaison David Bryden at [dbryden@highpoint.edu](mailto:dbryden@highpoint.edu).

If students need materials that the library does not hold, the library will provide access by purchasing the items or borrowing them from another library through our Interlibrary Loan Service. This service is available to students free of charge. Books will be delivered to Smith Library and journal content will be available in a digital format.

TALA (Triad Academic Library Association) is an agreement by which students, faculty and staff have borrowing privileges at regional academic libraries in the area. Students can travel to



schools including Wake Forest University, UNC-Greensboro, NC A&T, and Guilford College and borrow materials by showing their High Point University Passport card. Information about this service is included on the [Library home page](#).

Citations can be tricky. HPU Libraries provide access to Endnote, free of charge! Endnote is a citation management tool that allows students to format, collect, organize and share citations. Endnote is compatible with hundreds of citation styles such as AMA, APA, and CSE and provides formatting styles for specific journals as well. The “cite while you write” plugin for Microsoft word can be used to format papers in the preferred styles. EndNote web is available as a download for MACs and PCs. The web version, <http://www.myendnoteweb.com> is free to use and will sync with the PC/MAC version.

HPU Libraries also offer customized research guides to help students in the DPT program. Students can find these guides on the HPU Libraries main webpage under [research guides](#). This resource provides citation guides, selected journals and books, even preferred databases, all customized for Physical Therapy. All online resources are accessible on the web for students, faculty and staff and seamless off-campus access is available to those with a High Point University email username and password.

Students can access all library resources on the library home page located at this link: <http://www.highpoint.edu/library/>.

## **University Bookstore**

The campus bookstore is located on the second floor of the Slane Student Center and offers new, used, rental and electronic textbooks as well as HPU clothing items and supplies. Students may contact the bookstore at 336-841-9221 or [bookstore@highpoint.edu](mailto:bookstore@highpoint.edu). Books are ordered online only and then delivered to the bookstore location in the Slane Student Center within 24-48 business hours.

### *Bookstore Hours:*

- Monday–Friday: 8:30 – 5:00 p.m.
- Saturday: 10:00 – 3:00 p.m.

## **Office of Information Technology**

The Office of Information Technology (IT) covers all electronic systems and services including data and voice networks, the campus telephone system, internet access, my.highpoint.edu, the campus-wide wireless network and Blackboard. To contact or seek assistance, call 336-841-4357 or [helpdesk@highpoint.edu](mailto:helpdesk@highpoint.edu).

### **My.highpoint.edu**

My.highpoint.edu is an online service that allows students electronic access to their information such as grades, transcripts, online registration, and other information related to their academic lives.

- Access important information about your university account
- Click into your Blackboard Courses
- Find a centralized collection of useful university systems.

## Email Account

Students are provided free High Point University email accounts. Norcross Graduate School uses this email account as the primary channel of communication to graduate students. Email accounts are activated after a graduate student pays their matriculation deposit with the University.

## Office of Student Life

At High Point University, we are committed to our students' success, both in and out of the classroom. It is a time for a life journey that is full of promise and opportunities. College and Graduate School are times of intellectual pursuit and a time for personal development and growth.

For all HPU students, there are times that the journey can be enhanced by the support from others and personal discovery that is necessary. [Care Alert](#) is a mechanism that community members may utilize to help someone who is in need. This program is offered through the [Office of Student Life](#) and the [Counseling Center](#).

Care Alerts may be submitted for support in many areas including, but not limited to, mental health, death in the family, disruptive or disturbing behaviors, anxiety, stalking (including cyber stalking), physical attacks, intimidation, interpersonal relationships, substance concerns, family issues, etc.

The main goal of the HPU Care Alert program is to help students to be successful at HPU through individual support, care, and the coordination of HPU resources. Care Alert staff will reach out to the student to discuss the concerns they may be facing and to devise a strategy to help address these concerns. Students may continue to meet with our staff on a regular basis, be referred to the Office of Counseling Services or offices on campus or decide that they have received sufficient information after the first meeting.

Referrals from staff/faculty, family members, peers and students themselves may be done via telephone, email, or in person. Referrals to Care Alert may be kept anonymous.

If students would prefer to email a Care Alert or a request for supportive assistance from the Office of Student Life, please email [care@highpoint.edu](mailto:care@highpoint.edu).

In the event of a personal emergency or someone is in need of immediate assistance, please call 911 or (336) 841-9111.

## Counseling Services

The [Office of Counseling Services](#) is located on the 3<sup>rd</sup> floor of the Slane Student Center. The Office strives to provide comprehensive, developmental counseling services to all University students who may experience emotional, behavioral, and/or psychological concerns during college life. All clinical staff are North Carolina Board Licensed Clinical Mental Health Counselors or North Carolina Board Licensed Clinical Social Workers. They also contract with a North Carolina Board Licensed psychiatric provider to manage psychiatric medication needs.

Counseling services are available to currently enrolled students at High Point University and are covered by student fees. Any costs associated with medication that may be prescribed by our

psychiatric provider are the responsibility of the client. The Office of Counseling Services also assists students in need of referral to local mental health providers as needed.

To make an appointment, students can email the Counseling Center at [counseling@highpoint.edu](mailto:counseling@highpoint.edu) or call 336-888-6352.

#### Counseling Center Hours:

- Monday-Friday: 8:30am-5:00pm

#### *Experiencing a [Mental Health Emergency](#)?:*

- During Business Hours: walk-in to the Counseling Center
- If students are in physical danger, call 911 as well as Campus Security at 336-841-9111
- After Business Hours and Weekends: Call HPU Campus Safety and Security at 336-841-9111
- [Suicide Prevention Lifeline](#) has 24/7 chat and phone lines: 1-800-273-8255

### **Student Health**

DPT students, like all full-time University students, have access to routine medical services at the [Student Health Center](#) by Novant Health located at 1300 University Parkway in the new Parkway Commons. The fee for this service is included in student tuition and fees.

#### Health Center Hours:

- During the academic year, Monday-Friday: 8:00am-5:00pm
- During the summer semester, Monday-Friday, 8:00am-12:00pm

To make an appointment, students may call 336-841-4683 or email [studenthealth@highpoint.edu](mailto:studenthealth@highpoint.edu).

Of note, all students in the DPT Program are required to have health insurance coverage. This coverage can be provided by their own personal policy (through parents or spouse, for example) or can be purchased from HPU. If the student is covered by a non-HPU policy, he or she will have to offer proof of insurance.

### **Office of Security & Transportation**



Security Officers provide safety coverage 24 hours a day 7 days a week.  
Contact is:

- 336-841-9111 for an emergency
- 336-841-9112 for non-emergency issue

The HPU Passport is an identification card that allows students access to buildings and into events. The Passport is created in the [Security Office](#). Registering continuously and ahead of time for each term ensures that the Passport remains active allowing access to buildings.

- The High Point University campus is open daily from 6am-10pm. When campus is closed a valid HPU Passport must be presented for access to campus.

- All academic and administrative buildings are open Monday-Friday from 8am-5pm.

Graduate students may access academic buildings with their Passport until 10 pm. Additional academic building access is available with faculty approval. Access matters may be addressed by calling 336-841-9142 or at the Security Service Center in the R.G. Wanek Center. The Security Service Center can also assist students with Passport issues, decal issuance, lost or found items, or filing a report.

HPU is a cashless campus program. Students are able to make deposits to their Passport Card “General Account” by visiting the HPU website and using a credit or debit card, 24 hours a day. Additionally, the university provides Passport Teller machines that accept both cash and credit card deposits.

For graduate students who attend classes or use the library on the main campus, campus vehicle registration must be completed. Vehicle registration begins online at <http://community.highpoint.edu>. Also refer to “Student Parking” section of this handbook.

### **Office of Accessibility Resources and Services**

High Point University will not discriminate in the recruitment, admission, educational process or treatment of students with disabilities. In making reasonable accommodations for students with disabilities, the University will consider educational modifications, architectural barriers, and other services available to all students.

The [Office of Accessibility Resources and Services](#) (OARS) aspires to empower students to receive equal access to education and all aspects of University life, through removing barriers to equal access and promoting self-advocacy through multidisciplinary partnerships. OARS is committed to helping students with disabilities achieve their academic goals by providing reasonable accommodations under appropriate circumstances.

At the beginning of each term, a student must request their accommodation letters through OARS and provide the accommodation letters to faculty teaching course in which accommodations will be requested in a timely manner *prior* to the need for the accommodation. Accommodations are not retroactive, so students are asked to request accommodation letters the first week of classes. Accommodations are in place only after the student presents the accommodation memos to the instructor and discusses arrangements to be made.

Accommodations approved by the University will be made available at no cost to the student.

Students who believe they may need assistance or do have need for accommodations, please call OARS at 336-841-9652.

# University Procedures

## Personal Security



The safety of students, faculty, staff, and patients is of utmost importance to the Department of Physical Therapy, the Congdon School of Health Sciences, and High Point University. The University's safety website can be found at <http://www.highpoint.edu/safety/>.

Campus safety and security are enhanced by a professional security force and supplemented by officers with the High Point Police Department on a well-lighted and fenced campus. Technological enhancements include Campus Assistance Response to Emergency (C.A.R.E.) points (blue security towers), expansive video system, and a robust access control system.

### Contacting [Security](#)

If emergency assistance is required:

- Dial extension 9111 from a campus extension
- Call (336) 841-9111
- Push the emergency call button on any C.A.R.E. point

Security's non-emergency phone number is (336) 841-9112 or campus ext. 9112.

To access the Security Department in person, students may go to the following locations:

- The main office located in the North College Administration building at 1911 N. Centennial Street
- The Security Service Center located in the main lobby of the R. G. Wanek Center

### C.A.R.E. Points

C.A.R.E. points are located throughout campus and may be used for Security assistance. Students should become familiar with their locations across campus.

### Crimestoppers

The Security Department maintains a [Crimestoppers site](#) for anonymously reporting suspicious activity on campus. To offer suggestions or comments visit the Crimestoppers website or call (336) 841-4646.

For crimes or suspicious activity in progress, please call Security Communications at (336) 841-9111.

### Security Officers

High Point University has well-vetted and trained officers and dispatchers to maintain the safety and security of persons and property. Dispatchers receive calls for service and coordinate responses. Officers evaluate situations, provide assistance and investigate incidents.

## Congdon School of Health Sciences Building

The personal safety and security of all Department of Physical Therapy students, faculty, staff, and facilities are very important. Please observe the following policies regarding activities in the Department of Physical Therapy areas:

- Routine hours of the Department of Physical Therapy are 8:00 am to 5:00 pm Monday through Friday
- DPT students, as with all graduate students, have access with their Passport cards after hours
- There may be occasions where student Passport cards will not allow access to campus buildings
  - In these cases, students should security at (336) 841-9112 or campus ext. 9112
- Certain doors to the Congdon School of Health Sciences building will be locked at all times, and students will be made aware of these areas
- Doors should never be propped open for anyone at any time
- When leaving any area, turn off the lights as well as any appliances, computers, or other audiovisual equipment that has been used
- Following use, restore the area to original order, including proper disposal of trash, so that it is ready for use the next day
- Failure to follow these rules may result in referral to the Academic Review Committee as outlined in the Student Support, Remediation, and Probation Policy for disciplinary action and may also result in revocation of student after-hours access privileges to the department area

## Emergency Preparedness

The HPU emergency preparedness website can be located at this link:

<http://www.highpoint.edu/safety/emergencypreparedness/>.

Details of emergency procedures to be observed in every event from fire to bomb threat to inclement weather can be found at this site. High Point University uses a two-tiered emergency notification system:

- A Panther ALERT
  - Issued for situations that pose an immediate threat to campus safety (i.e., tornado warning, active shooter).
  - Panther Alerts are sent to every possible communications device including text, email, campus computers, Facebook, Twitter, etc.
- A Panther ADVISORY
  - Issued for situations that may affect the safety of the campus, but immediate, life-protecting action isn't required (i.e., tornado watch, robbery near campus).
  - Panther Advisories are sent as a text and email only.

Students are automatically enrolled in the emergency notification system.

## Class Laboratory Rights and Safety

Serving as patients/subjects for classmates is a vital learning tool for the Program. All DPT students have the right to safety when serving as a subject/patient. In order to help with student safety, the department will maintain and calibrate all equipment. In addition, every effort will be taken to ensure modesty and safety. Should the student feel uncomfortable with any draping,

manner of touch, or treatment, he or she will appropriately address the involved individual. If the subject/patient is unable to obtain satisfactory resolution, he or she will discuss the issue with the course instructor(s), Director of Students or Department Chair.

Students agree to follow the dress code for lab as outlined in the DPT Student Handbook and individual course syllabi and understand that failure to do so impairs the learning of classmates.

Students will provide academic and clinical faculty with advance notice of any allergies, such as latex, nylon fibers, asthma or other cardiovascular conditions, and other medical conditions that may impact their participation in laboratory sessions and will alert faculty of any precautions or contraindications they may have that may influence their ability to safely participate in laboratory sessions.

### **Inherent Risk and Standard Precautions**

There are inherent risks for DPT students throughout their training and clinical practice in the Doctor of Physical Therapy Program including injury, exposure to infectious materials and bodily fluids, etc. These are similar risks to those encountered by practicing physical therapists. This policy is designed to minimize those risks.

DPT students, staff and faculty must adhere to all established High Point University safety policies and all Congdon School of Health Sciences safety policies:

- Students must notify their Course Director and the Director of Students when in didactic classes or the Director of Clinical Education (DCE) and their Clinical Instructor when in clinic as soon as possible of any exposure to bodily fluids or potentially serious infectious diseases.
- All faculty, staff and students will utilize standard precautions during all activities that present a risk of exposure to blood/body fluids or chemical hazards.
  - Failure to do so will be grounds for disciplinary action and immediate referral to the Academic Review Committee as outlined in the Student Support, Remediation, and Probation Policy.
- When participating in the clinical education program, the policies and procedures in the Clinical Education Manual as well as those of the clinical site apply.

### **Standard Precautions**

Definition: Standard precautions are the minimum safety and infection prevention practices that apply to all patient care and laboratory or technical skills training experiences in any setting where healthcare or healthcare training is delivered. These practices are designed to protect healthcare professionals (HCP) and prevent HCP from spreading infections to others. Students will be instructed in standard precautions in the Clinical Methods and Procedures I course and again in the Introduction to Clinical Education course.

Standard precautions include:

- **Hand hygiene.** Good hand hygiene is critical to reduce the risk of spreading infection. Current CDC guidelines recommend use of alcohol-based hand rub for hand hygiene except when hands are visibly soiled (e.g. dirt, blood, body fluids), or after caring for

patients with known or suspected infectious diarrhea, in which cases soap and water should be used. Key situations where hand hygiene should be performed include:

- Before touching a patient, even if gloves will be worn
- Before exiting the patient's care area after touching the patient or the patient's immediate environment
- After contact with blood, body fluids or excretions, or wound dressings
- Prior to performing an aseptic task
- If hands will be moving from a contaminated-body site to a clean-body site during patient care
- After glove removal
- **Use of personal protective equipment (PPE):**
  - Exam gloves will be worn when there is risk of contact with or when handling blood or body fluids or when there is a potential for contact with mucous membranes, non-intact skin or body orifice areas, or contaminated equipment.
  - Facial masks, protective eyewear and/or gowns (as well as gloves) will be worn when performing/assisting procedures with a risk of body fluid or other hazardous material splashes or sprays.
- **Safe injection practices:**
  - No recapping of needles unless required by the specific procedure being performed
  - Use of self-sheathing needles and/or needleless systems when available
  - Placing all needles and other disposable sharps in designated puncture resistant containers as soon as possible after their use
- **Safe handling of potentially contaminated surfaces or equipment:**
  - Environmental cleaning: Areas in which patient care activities are performed will be routinely cleaned and disinfected at the conclusion of the activity.
  - Medical equipment safety: Reusable medical equipment must be cleaned and disinfected (or sterilized) according to the manufacturer's instructions. If the manufacturer does not provide guidelines for this process the device may not be suitable for multi-patient use.
- **Respiratory hygiene/cough etiquette:**
  - Cover mouth/nose when coughing or sneezing
  - Use and dispose of tissues
  - Perform hand hygiene after hands have been in contact with respiratory secretions
  - Consider using a mask to prevent aerosol spread
  - Sit as far away from others as possible when ill with respiratory symptoms

Compliance with all safety practices is a not just good procedure, it is a mark of professionalism. Persistent failure to observe and practice standard precautions may result in adverse/disciplinary action for unprofessional behavior and referral to the Academic Review Committee as outlined in the Student Support, Remediation, and Probation Policy.

### **Safety Training**

DPT Students will be required to complete any clinical site-specific safety or security training requirements in preparation for clinical education experiences. When participating in the Clinical Education program, the policies and procedures in the Clinical Education Manual as well as those of the clinical site will apply.



## Post-Exposure Protocols

Should an exposure to blood and/or other body fluid or a needle stick injury occur, the procedure for obtaining appropriate medical care is as follows:

1. When an exposure occurs: Wounds and skin sites that have been in contact with blood or body fluids should be washed with soap and water; mucous membranes should be flushed with water. Use of caustic agents (e.g., bleach) is not recommended.
2. The student should notify his/her Course Director and/or clinical instructor immediately.
  - a. The instructor and student should fill out the DPT "Incident Report" form located in the DPT Student Handbook as well the digital DPT Student Handbook found on the [Department of Physical Therapy homepage](#) under "Student Resources" quick link as well as any forms in use by the clinical site. These forms should go with the student to his/her evaluation for treatment.
3. Medical Evaluation: It is very important that medical evaluation take place immediately because treatment decisions must be made within 2 hours of exposure.
  - a. HIV prophylaxis for high-risk exposure appears most effective if started within 2–4 hours.
  - b. It is also extremely important to evaluate the donor's risk status immediately.
4. Medical Evaluation Facilities: The student should report IMMEDIATELY to Student Health Service if the exposure occurs on the High Point University Campus during regular working hours. If the exposure occurs at an off-campus clinical site, the student should follow the infection control policy of that facility.
  - a. Outside of these hours, the student should go IMMEDIATELY to the nearest emergency room associated with the clinic or office where the incident occurred for the initial evaluation.
  - b. Follow-up can be done at Student Health.
  - c. Note: If the incident occurs at a VA Hospital, the VA Employee Health Clinic may be able to do the initial evaluation.
5. Program Participation: Continued participation in the activities of the DPT Program will not be affected by any injury or illness that occurs while enrolled provided the student continues to meet all Technical Standards and fulfill all defined requirements for program progression as outlined in the DPT Student Handbook and is not directly infectious by way of routine contact.
  - a. Note: This only applies to serious, potentially life-threatening infections.
6. Insurance: The student's health insurance identification card should be shown when medical evaluation is needed. Students will be financially responsible for all costs incurred during compliance with this policy.
7. Laboratory Testing/Treatment:
  - a. To determine whether treatment of the student is necessary, blood must be drawn from the patient/donor (i.e. source of contamination) to evaluate Hepatitis B, C, and HIV status. In a hospital setting, the Infection Control Nurse or Nursing Supervisor is often authorized to order these tests on the patient/donor. The Infection Control Nurse or Nurse Supervisor should also review the medical record, question the patient/donor about risk factors, and obtain the patient's/donor's consent to do the tests necessary to evaluate their health status.
  - b. If the exposure occurs in an outpatient setting (and these tests cannot be done), the patient/donor may need to accompany the exposed student for evaluation.

## **Tobacco-Free Campus**

High Point University is a tobacco-free campus. This policy prohibits tobacco use across campus including inside and outside of buildings, patios and walkways, parking lots, university owned properties, inside vehicles, and any and all other areas of campus. No one is allowed to sell or discard tobacco-related products on campus.

## **Tuition and Expenses**

### **Cost of Attendance**

The comprehensive fee schedule for the High Point University DPT Program is set annually. The comprehensive fee includes all tuition and University fees and is a convenient way for students to determine their investment accurately.

Cost of Attendance for Year 1 of the DPT Program in the 2021-2022 academic year is as follows:

- Summer Semester 2021: \$26,254
- Fall Semester 2021: \$24,254
- Spring Semester 2022: \$24,255

The comprehensive fee does not include books or course-specific fees. Also, please bear in mind that the comprehensive fee is revised on an annual basis.

For detailed costs of attendance for the 2021-2022 academic year, including additional estimates of expenses related to costs of living, please review the table included on the HPU DPT website: <https://www.highpoint.edu/physicaltherapy/tuition-fees/>.

\*Cost of Attendance amounts were developed to establish maximum financial aid allowances for typical students. Students are highly encouraged to establish a budget, reduce expenditures, and borrow via student loans in incremental amounts to help limit their educational debt. This estimate includes Program-related expenses associated with maintaining a functional laptop computer and obtaining necessary criminal background checks and drug screenings required for enrollment and completion of supervised clinical practice experiences.

### **Financial Assistance**

Graduate Program students are eligible for loan funds through the Federal Direct Stafford Loan Program. Graduate students should submit the Free Application for Federal Student Aid (FAFSA) in order to be considered for financial assistance. The FAFSA should be filed online at <http://www.fafsa.ed.gov> as soon as the student knows he or she is pursuing admission at High Point University. High Point University's Title IV School Code is 002933. The maximum annual limit for the Federal Stafford Loan is \$8,500, and the maximum annual limit for the Federal Unsubsidized Stafford Loan is \$12,000. Students attending summer school should make sure they do not borrow their entire eligibility during the fall and spring semesters so that they will have enough funding remaining for summer.

The FAFSA worksheet may be picked up at the [Office of Student Financial Planning](#) or accessed online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). If further assistance is needed concerning the financial aid process, contact the Office of Student Financial Planning at (336) 841-9124 or [finplan@highpoint.edu](mailto:finplan@highpoint.edu).

## Payment

Payment of all tuition and fees is due at the beginning of each term of enrollment.

## Refund Policy

### *Calculation of Charges for Withdrawal from High Point University*

When a student registers, it is for the full term or semester. If the student withdraws from the University within the first five (5) days of the semester, for whatever reason, the student will be charged 50% of the comprehensive fees<sup>#</sup> (includes: tuition and fees, plus any housing and dining). After the first five (5) days of the semester, 100% of the comprehensive fee will be charged and no refund will be issued.

Any refund is contingent on a student officially withdrawing from the university. To officially withdraw from the university, a student must complete a withdrawal form. This form can be obtained from the Office of Graduate Operations located on the first floor of the Norcross Graduate School.

Students wishing to withdraw should also consult with the Office of Student Financial Planning to determine if stipulations associated with financial aid or loans will lead to changes in the financial statement. The following table indicates the amount a student will be charged upon official withdrawal. It does not indicate how much a student will be refunded. Refunds are dependent on the total amount of out-of-pocket payments received and the amount of financial aid a student is eligible to keep based on the official withdrawal date.

### **Amount Student Will Be Charged by Day of Official Withdrawal**

<b>Day</b>	<b>Student Will Be Charged</b>
Within the first 5 Days of the Semester	50%
After the 5 <sup>th</sup> Day of the Semester	100%

<sup>#</sup> The non-refundable deposit to hold a student's slot in the class, originally credited to tuition, will not be included in the refund calculation.

## Appendix

### HPU DPT COVID-19 Policy

These policies and procedures are designed and implemented to minimize the risk of transmission of COVID-19 to all stakeholders and were established with consideration of guidelines made public from the Centers for Disease Control and Prevention (CDC), High Point University's Health and Safety Task Force and the American Council of Academic Physical Therapy. Students, staff, and faculty must also refer to the separate policies for High Point University's Pro Bono Physical Therapy Clinic and DPT Clinical Education, not included in this document, for their site specific COVID-19 Safety Plans.

Based on current CDC guidance and internal infection control expertise, the keys to reducing COVID-19 transmission are diligent symptom monitoring, use of a proper face covering, hand hygiene, avoidance of high-risk behaviors and non-essential travel, and physical distancing to prevent asymptomatic spread of disease. The effectiveness of these policies and procedures depends on the consistent compliance of the stakeholders themselves, on and off campus. Wearing a face covering is not a substitute for practicing good hygiene and physical distancing and monitoring one's own health.

Students, faculty and staff should follow all HPU COVID-19 safety protocols and policies, as well as the following CDC recommendations:

- Maintain regular handwashing routines and observe hygienic ways to sneeze or cough (i.e. cough into elbow).
- Limit exposure to others and consult with a health care provider, preferably through telehealth, if individuals are feeling unwell.
- Avoid close contact with people who are sick, even inside your home. If possible, maintain six feet between the person who is sick and other household members. When not possible, wear a mask and be diligent with hand hygiene.
- Put distance between yourself and other people who do not reside in your home.
- Remember that some people without symptoms may be able to spread virus.
- Stay at least six feet (about two arms' length) from other people. ([link](#))
- Do not gather in groups that are greater than the North Carolina Governor's Executive Order. ([link](#))
- Keeping distance from others is especially important for people who are at higher risk of getting very sick. ([link](#))
- Keep on hand several high-quality face masks and wash them daily.

Doing your part is paramount and personal responsibility and actions will be critical for everyone. This is a fluid situation that may require additional and immediate modifications at any time. Stay up-to-date on all University related guidance and measures at [www.highpoint.edu/coronavirus](http://www.highpoint.edu/coronavirus).

### Student Guidelines

All students are mandated to do their part and comply with the department and campus requirements. Resources and detailed student information is located on the HPU Health Hub. ([link](#))

## **Guidelines for student conduct:**

All students must be able to provide evidence of having completed the NIH COVID-19 Safety Module. ([link](#))

Additionally, all students must complete a daily self-symptom questionnaire before coming to campus. ([link](#))

When on campus, students must wear face masks. It is each individual's responsibility to wash face masks in the laundry, using hot water and detergent, each day. There is not enough evidence to support the effectiveness of masks with one-way valves or vents, gaiters, or face shields for controlling transmission of the virus, and thus these face coverings are not an acceptable substitute for face masks. Exceptions may be made for the use of face shields with an approved medical excuse, or when public speaking, with greater than six feet of distance between speaker and audience. In addition, all personnel are responsible for making sure that any area is cleaned and disinfected using wipes provided by the university, and each person is responsible for proper hand washing.

Students should avoid large gatherings outside of class, practice responsible distancing everywhere, and wear a mask out in public.

### *Vulnerable Persons (as taken directly from the Graduate School policy)*

Graduate students, in face-to-face programs who fall within the CDC's definition of a "vulnerable person" or with a documented disability may request reasonable accommodations to their educational environment. For the duration of the pandemic, OARS will review remote learning accommodation requests from vulnerable persons in the same manner it reviews disability accommodations.

In addition, students who would not themselves qualify as a vulnerable person based on the CDC guidelines or someone with a disability but who have concerns for others who may be at risk in their home due to COVID-19 should work with the director of their graduate program to assess which classes might be accessible through remote learning\*. Accommodation will be made on a case-by-case and course-by-course basis.

Not all courses can be accessed remotely, so students unable to attend those classes in person need to discuss the consequences of course withdraw with their program director. Your program director can provide you with a list of courses not available through remote instruction.

Information on the accommodations process can be found by contacting OARS at 336-841-9026. More thorough documentation of the remote learning accommodations for graduate students can be found in the policy set forth by the Graduate School.

## **Travel**

Out of a professional duty to each other and our community, all travel must be in alignment with CDC guidelines ([link](#)). Students should be aware of the risks associated with travel during the pandemic and engage in travel of any type with caution.

Due to the high risks, CDC COVID-19 testing requirements, non-uniform COVID-19 healthcare and policy guidelines of other countries, the unknown availability, accessibility, and feasibility of COVID-19 testing outside of the U.S. and CDC mandated quarantine time upon return to the U.S., international travel is not supported or endorsed by the Department at this time.

If a student elects to travel internationally, they must follow CDC guidelines for testing and quarantine prior to return to campus ([link](#)). Additionally, students must be aware that remote learning accommodations will not be guaranteed and delays in matriculation may result.

Please refer to the Pro Bono Clinic or Clinical Education policies for specific guidelines on travel.

### **COVID Monitoring**

HPU DPT Students must self-monitor for COVID-19 symptoms, daily. Per the CDC, commonly reported symptoms include: Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, and diarrhea. This list is not inclusive and students should refer to the CDC website for an updated list of common COVID-19 symptoms. ([link](#))

A faculty member who observes a student with COVID-19 symptoms may ask the student to leave campus until appropriate medical evaluation has been provided. Any campus community member may contact Campus Security at 336-841-9112 if they have concerns about protocols not being followed. Students, faculty, or staff may also issue a CARE Alert about any concerns.

### **Isolation ([link](#))**

Students must not report to campus if they have observed any COVID-like symptoms. Students who are symptomatic must complete the following steps:

- Contact HPU Student Health (336-841-4683) and complete a “Care Alert” ([link](#))
- Contact the Director of Students, Dr. Renee Hamel ([rhamel@highpoint.edu](mailto:rhamel@highpoint.edu), 336-841-9724)
- Contact other HPU PT Faculty as appropriate
  - o If the student is scheduled for class, they must notify the course director(s) as expediently as possible.
  - o If the student is in clinical education or the Pro Bono clinic, students must additionally contact Dr. Werner and/or Dr. Emerson, respectively.

Students who are symptomatic will be advised to isolate off-campus, away from classmates and others in the presence of:

- COVID-19-like symptoms ([link](#))
- OR**
- a positive COVID-19 test

Students experiencing symptoms may return to campus after:

- at least 10 days since symptoms first appeared **AND**, at least 24 hours with no fever without fever-reducing medication **AND**, other symptoms of COVID-19 are improving (loss of taste and smell may persist for weeks or months after recover and need not delay the end of isolation)
- OR**
- documentation and clearance from a licensed medical provider (which must include a negative COVID-19 test)

Students that are asymptomatic but have a positive COVID-19 test may return to campus 10 days after the positive test.

### **Quarantine ([link](#))**

Students will be required to quarantine off-campus, away from classmates and others if:

- they have been in close contact with someone who has a confirmed case of COVID-19, or is suspected of having COVID-19 (presumed-positive).
- Students are considered close contacts if *they*
  - have been within 6 feet of an infected person, for at least 15 minutes, starting from 2 days before illness onset (or, for asymptomatic persons, 2 days prior to specimen collection) until the time the person is isolated as well as individual exposures added together over a 24-hour period (e.g., three 5-minute exposures for a total of 15 minutes).”
  - provided care, at home, to someone who is sick with COVID-19
  - had direct physical contact (hugged or kissed) someone with COVID-19
  - shared eating or drinking utensils with some with COVID-19
  - were sneezed on, coughed on, or somehow got respiratory droplets on them from someone with COVID-19.

If a “presumed-positive” close contact tests negative for COVID-19 AND has received clearance from a licensed medical provider, students may return to campus, if they are asymptomatic.

If a close contact tests positive for COVID-19 and has received clearance from a licensed medical provider, testing of the student is recommended. If the student is tested and receives a negative result (must occur on Day 5 or later), then the student may return to campus after 7 days. If the student is not tested, they may return to campus after 10 days from the last contact with that person. The CDC provides information on quarantine when living together or continuous close contact cannot be avoided. ([link](#))

A student who has quarantined must fill out the HPU DPT online Student Return to Campus COVID survey available on the HPU DPT website under Student Resources quick link as documentation that they have recovered. ([link](#))

### **COVID Vaccine**

The Department of Physical Therapy highly encourages all students to get vaccinated, but currently participation is optional and not mandatory. Students must stay up to date with policy changes as the Department/University reserve the right to make the vaccine mandatory in the future.

### **Post COVID Vaccination ([link](#))**

Per the CDC, systemic signs and symptoms, such as fever, fatigue, headache, chills, myalgia, and arthralgia, can occur following COVID-19 vaccination. Preliminary data from mRNA COVID-19 vaccine trials indicate that most systemic post-vaccination signs and symptoms are mild to moderate in severity, occur within the first three days of vaccination (the day of vaccination and following two days, with most occurring the day after vaccination), and resolve within 1-2 days of onset.

Since systemic post-vaccination signs and symptoms might be challenging to distinguish from signs and symptoms of underlying COVID-19, all students who experience COVID-like symptoms post COVID-19 vaccination will self-quarantine for 48 hours and contact the Director of Students.



If COVID-like symptoms are still present after 48 hours, the student must contact Student Health or qualified licensed medical provider of their choice before returning to campus. Differentiation of symptoms and whether testing is indicated must be determined by a licensed healthcare provider at that time. Documentation of negative test results and medical approval to return to class must be submitted to the Director of Students prior to returning to in-person experiences.

Prior to returning to campus, all students who experience COVID-like symptoms post COVID-19 vaccination must be fever-free for 24 hours without medication and receive a green on their daily self-health screen ([link](#)).

***Fully Vaccinated Students*** ([link](#))

A student who is fully vaccinated (i.e., two weeks after receiving the last required dose of vaccine), has uploaded documentation of vaccine in EXXAT, and has received approval for the vaccination in EXXAT may refrain from quarantine and testing if they do not have symptoms of COVID-19 after contact with someone who has COVID-19. If a fully vaccinated student does develop symptoms of COVID-19, with or without known exposure, they should immediately cease contact with people, stay home, contact the Director of Students, and contact an appropriate licensed medical professional to distinguish the nature of their symptoms (per “isolation” protocol outlined above).

All fully vaccinated students should continue to take steps to protect themselves and others by following COVID-19 precautions when on campus and in other public settings. These measures include: wearing a well-fitted mask, staying at least 6 feet from people they do not live with, avoiding medium- and large-sized in-person gatherings, avoiding poorly ventilated spaces, getting tested if experiencing COVID-19 symptoms, and following CDC and health department travel requirements and recommendations.



**High Point University**

**Department of Physical Therapy**

**Handbook Acknowledgement**

My signature and date below demonstrate that I have read, accept, and will abide by the policies and standards as documented in the Student Handbook, including but not limited to the Technical Standards and Professional Behaviors for the 21st Century documents. Further, I have knowledge of the implications resulting from deviation from the academic and professional standards outlined within this Policy Document.

I recognize that it is my responsibility to review the Student Handbook on a yearly basis to ascertain pertinent updates. I also understand that changes may be instituted during the time that I am a student in this Program.

Name (Print) \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Witness (Print) \_\_\_\_\_

Witness Signature \_\_\_\_\_

## Consent to Lab Participation

My signature and date below provide my informed consent to serve as a subject during the instruction, practice and examination of various physical therapy techniques and procedures.

I agree to be treated by my instructors, guest lecturers, and/or classmates during any or all lab, lecture, or testing sessions for the duration of my tenure in the Program. I understand that I have the right to safety when serving as a subject/patient and that this means the department will safely maintain and calibrate equipment. I also understand that all efforts will occur to ensure my modesty and safety. Should I feel uncomfortable with any draping, manner of touch, or treatment, I will appropriately address the involved individual. If I fail to obtain satisfactory resolution, I will discuss the issue with my instructor, Director of Students, or Department Chair.

I will follow the dress code for lab as explained in the course syllabi and am aware of the implications resultant from lack of compliance.

I will provide academic and clinical faculty with advance notice of any allergies, such as latex, nylon fibers, or asthmatic conditions and will alert faculty of any precautions or contraindications I may have that may influence my ability to safely participate in laboratory sessions.

**Name (Print)** \_\_\_\_\_

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_