

Candidate Bio and Statement – 2026

The information below was provided by each candidate in response to a request to provide a brief bio and statement of interest and qualifications for the position.

Name: Ethan Hood, PT, DPT, EdD, MBA

Title: Program Director- DeSales University DPT

Candidate for: ACAPT - Reference Committee Member

Brief Bio

Ethan A. Hood, PT, DPT, EdD, MBA is the Program Director and an Associate Professor in the Doctor of Physical Therapy Program at DeSales University. He brings nearly three decades of experience as a clinician, educator, and academic leader, with deep expertise in neurologic and geriatric physical therapy. Dr. Hood holds board certification as both a Neurologic (NCS) and Geriatric (GCS) Clinical Specialist and maintains active licensure in Pennsylvania and New Jersey.

His scholarship focuses on knowledge translation, concussion management, gait and balance, and innovative educational strategies, including the use of simulation and asynchronous debriefing to foster clinical reasoning. He has authored multiple peer-reviewed publications and book chapters and regularly presents at national conferences. Dr. Hood currently serves as an ad hoc reviewer for several peer-reviewed journals and has extensive experience with CAPTE accreditation, program assessment, and academic governance.

Through his leadership roles and national service, Dr. Hood is committed to advancing academic physical therapy through evidence-informed policy, shared governance, and faculty engagement.

Candidate statement for Board position: I currently serve as Program Director of the Doctor of Physical Therapy Program at DeSales University, where I lead academic operations, faculty development, admissions, and ongoing accreditation activities in alignment with CAPTE standards. In this role, I regularly evaluate policy implications, interpret accreditation and governance language, and translate national standards into program-level practice. These experiences closely align with the responsibilities of the ACAPT Reference Committee.

My recent leadership includes service as Assistant Program Director, chairing faculty search and academic committees, and representing graduate education on university-wide committees. Nationally, I have contributed to professional policy and quality initiatives through service on the APTA Combined Sections Meeting Steering Committee, including as committee chair, and as an appointed member of the Academy of Neurologic Physical Therapy Concussion CPG Knowledge Translation Taskforce. I also serve as an ad hoc reviewer for multiple peer-reviewed journals, further strengthening my experience in critical review and evidence-informed decision-making.

If appointed, I will emphasize clarity, consistency, and procedural readiness to support well-organized business meeting deliberations and sound organizational governance within ACAPT. My goal is to support members with constructive guidance that advances effective governance and the mission of ACAPT.

Experience

Candidates were asked to rate their experience with the following criteria. (Developing): no experience, (Proficient): some courses/experience, (Advanced): fully competent with experience and educational courses. Candidates were also requested to identify examples to support their rating.

Advocacy (includes personal, professional, social, community, and patient advocacy): Advanced; My advocacy experience spans professional, academic, and policy-focused settings, with an emphasis on advancing evidence-informed practice and academic physical therapy priorities. I have served as a Legislative Ambassador Network member for the Pennsylvania Physical Therapy Association, where I supported state-level advocacy efforts related to practice, education, and professional issues. Nationally, I contributed to advocacy and professional guidance through service on the Academy of Neurologic Physical Therapy Concussion Clinical Practice Guideline Knowledge Translation Taskforce, working to promote appropriate adoption of guideline recommendations across clinical and educational settings.

Analytical Skills: Advanced; In my current role as Program Director of a Doctor of Physical Therapy program, I routinely apply analytical skills to complex academic, regulatory, and governance-related decisions. This includes evaluating accreditation standards and institutional policies, identifying areas of risk or misalignment, and developing clear, defensible plans to address them. For example, I regularly review program policies and curricular structures against CAPTE requirements, assess implications of proposed changes, and communicate recommendations to faculty and administration using evidence and clear rationale. This work requires careful interpretation of dense language, attention to intent versus implementation, and the ability to anticipate downstream effects of policy or procedural decisions.

At the national level, I demonstrated analytical reasoning as chair of the APTA Combined Sections Meeting Steering Committee, where I analyzed stakeholder input, and helped guide decisions that balanced feasibility, impact, and organizational priorities. Similarly, my service on the Academy of Neurologic Physical Therapy Concussion Clinical Practice Guideline Knowledge Translation Taskforce required appraising evidence, identifying gaps between guideline intent and clinical practice, and developing structured strategies to improve implementation.

Effective Communication & Public Speaking: Advancing; I have significant public speaking experience at the national and regional levels, primarily through professional and scholarly venues. I have delivered multiple peer-reviewed platform and poster presentations at APTA Combined Sections Meeting, Academy of Neurologic Physical Therapy conferences, and state meetings, often translating complex research findings, clinical practice guidelines, and outcomes data for broad professional audiences. I am comfortable presenting in large formal settings as well as leading interactive discussions and Q&A sessions.

I have also served as an invited speaker for continuing education courses, health system symposia, and nationally distributed online modules and podcasts. In these settings, I regularly adapt my message to clinicians, administrators, and interdisciplinary audiences, with a focus on clarity, relevance, and practical application. Across all venues, my approach is straightforward and audience-centered, to clearly communicate key points and support informed decision-making.

Skills to address the ACAPT strategic Initiatives: Proficient; In the Reference Committee role, I would apply my skills in a practical and collaborative way to support ACAPT’s current strategic priorities, including academic excellence, community engagement, data-informed decision making, leadership development, and organizational effectiveness. At a basic level, this means helping motion makers clarify intent, tighten language, and think through implications so proposals are clear, aligned, and ready for member discussion. In my current role as a program director, I do this regularly by reviewing policies and proposed changes against accreditation requirements, institutional expectations, and long-term impact. I would bring that same approach to Reference Committee work by using the strategic plan as a guide when considering scope, relevance, and feasibility.

I also recognize that I am entering this role as someone who has not yet held an elected or appointed office within ACAPT. Because of that, I would prioritize listening, learning committee norms, and contributing where my experience is most relevant. My background in program administration, committee leadership, national service, and peer review has prepared me to analyze proposals, ask clarifying questions, and help refine ideas without losing sight of process or purpose. My goal would be to support efficient, thoughtful governance that helps ACAPT members focus on meaningful decisions and forward progress.

Skill Set Evaluation

Candidates were asked to rate the following attributes on a scale of 1–5 and identify the top three in each category that best reflect their individual strengths.

STRATEGIC THINKING 5	RELATIONSHIP BUILDING 5	INFLUENCING 4	EXECUTING 5
<ul style="list-style-type: none"> - Analytical - Pragmatic - Collaborative 	<ul style="list-style-type: none"> - Respected - Thoughtful - Measured 	<ul style="list-style-type: none"> - Accessible - Honest - Dependable 	<ul style="list-style-type: none"> - Disciplined - Practical - Focused