

**Pacific University College of Health Professions
School of Occupational Therapy
Teaching & Learning Process**

As faculty and students engaged in the teaching and learning process in the School of OT, we recognize various individual, collective, and mutual responsibilities to promote optimal learning and teaching in classrooms, laboratories, fieldwork and internship settings. These responsibilities are in accord with the School's curricular philosophy, professional responsibilities of occupational therapists, and our intention to educate occupational therapists with excellent preparation to serve their clients.

By signing this agreement, you as the student, are accepting these expectations for professional performance and behavior in order to promote your learning and to support creation of an optimal teaching and learning environment in the total educational process.

I will:

- 1) take responsibility for my own learning process and consider the needs of others within the educational environment through:
 - a) creation of an educational community conducive to health and positive learning.
 - b) active participation in acquiring knowledge and understanding of my professional role, clients, and the occupational therapy process.
- 2) demonstrate a willingness to discuss my values and beliefs about occupation, health, and well-being.
- 3) be open to acknowledge and consider a diverse range of perspectives, beliefs, and values of clients and others, about health, occupation, and occupational therapy.
- 4) exercise effective and open communication to support creation of an optimal learning environment
- 5) display or develop Professional Behaviors in accordance with the School's standards. (See Professional Behaviors description on next page)

I also understand that faculty members also have specific responsibilities in facilitating the teaching and learning process, and I acknowledge that the faculty will provide the student with:

- 1) opportunities for active learning.
- 2) accurate, periodic, and timely feedback on academic and professional performance.
- 3) provide knowledge, scholarship, and skill development for current best practice.
- 4) open and effective communication that facilitates the learning process.

I understand that these are the expectations for my successful participation in the program and that fulfillment of these expectations is essential for successful completion of this curriculum.

Signature: _____

Please print name : _____

Date: _____

Professional Behaviors*	You will demonstrate:
1. Commitment to Learning	The ability to self-assess, self-correct, and self-direct; to identify needs and sources of learning; and to continually seek new knowledge and understanding.
2. Responsibility	The ability to fulfill commitments and to be accountable for actions and outcomes that includes group participation.
3. Use of Constructive Feedback	The ability to identify sources of and seek out feedback and to effectively use and provide feedback for improving personal interaction.
4. Communication Skills	The ability to communicate effectively (i.e., speaking, body language, reading, writing, listening, and use of virtual tools) for varied audiences and purposes.
5. Effective Use of Time And Resources	The ability to obtain the maximum benefit from a minimum investment of time and resources.
6. Interpersonal Skills	The ability to interact effectively with clients, families, colleagues, other health care professionals, and the community and to deal effectively with cultural and ethnic diversity issues.
7. Professionalism	The ability to exhibit appropriate professional conduct and to represent the profession effectively.
8. Problem-Solving & Safety Management	The ability to recognize and define problems, analyze data, develop and implement solutions, and evaluate outcomes. Includes awareness of, and intervening appropriately to minimize safety risks
9. Critical Thinking	The ability to question logically; to identify, generate, and evaluate elements of logical argument; to recognize and differentiate facts, illusions, assumptions, and hidden assumptions; and to distinguish the relevant from the and irrelevant.
10. Stress Management	The ability to identify sources of stress and to develop effective coping behaviors.

*This is a general list of Professional Behaviors and attitudes that are more specifically described in the Professional Behaviors Evaluation and Rating Form that is used in the advising process each semester.