Core Values

The core values of the Department accord with those of Sacred Heart University’s College of Health Professions, which are:

1. **Active and Engaged Learning** – We believe an academic environment in which both the faculty and students are committed to making optimal use of available teaching-learning strategies and resources. Among those resources, our clinical and fieldwork experiences are integral to the learning process. We provide an engaging, welcoming, yet challenging environment where students experience faculty and staff who demonstrate caring, respect, a commitment to their success.

2. **Pursuit of Wisdom** – Our faculty is engaged in scholarly and creative pursuits, exhibit enthusiasm for “the search for truth,” engage with students in challenging received ideas, and use their discoveries to inform their teaching and benefit their students and the community.

3. **Innovation** – We develop and use methods such as problem-based, inverse teaching, team-based, inter-professional, and service learning methods in our curricula.

4. **Integrity** – We hold our students and ourselves to high professional standards for ethical behavior within our academic programs and in interactions with each other.

5. **Leadership** – We encourage faculty, students, and staff to take on leadership roles in both the professional and general communities, contribute to the growth of knowledge and its dissemination within our given disciplines, and take active roles in policy development and implementation.

6. **Diversity** – We offer opportunities for students with diverse backgrounds and learning styles by hiring a culturally competent faculty and staff who can adapt offerings and support systems within the college and university to provide the best opportunity for success. We infuse diversity issues throughout all aspects of the academic and clinical curriculum.

7. **Service to Others** – We are preparing leaders to serve and because of this our students must interact with, empathize with, communicate with, and learn from the diverse populations we call community. Our graduates can neither teach, nor care for, nor serve people they do not understand so community-based instruction is critical to their success as professionals and human beings. Our community-based clinical education models insures that student interact with clients and colleagues from diverse communities throughout their education.

8. **Spiritual and Personal Growth** – We believe meaningful lives come from an education built upon deep respect for the dignity of each person, the value of compassionate service, and a recognition of the responsibility of each individual to contribute to building a more just society.

9. **Collaboration** – We encourage inter-professional collaboration with the other departments within the Colleges of Health Professions and Education to deliver curricula that model the team-based practices clinicians experience in their work settings. We involve community-based practitioners and educators in the learning process because we believe theoretical knowledge is complemented by experience and skills honed in the workplace, and provide field placements in real clinical settings, under the guidance of experienced clinical supervisors, from the earliest point in the clinical education curriculum.

10. **Professionalism** – We strive to provide a model of professional attire, demeanor, communication, and interaction in all our interactions with students, clients, and colleagues, and to expect professional behavior in students’ academic and clinical activities.

11. **Responsiveness** – As leaders in professional education, we believe it is our role to anticipate and be responsive to the changing environment in education and health care, to enhance our own knowledge through active participation in continuing professional education, to monitor our teaching effectiveness through the examination of student attitudes and outcomes and make adjustments as necessary, and to respond to the learning needs of all students.