

# EXPERIENTIAL LEARNING POLICIES

## EXPERIENTIAL LEARNING

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Experiential learning (EL) involves the application of previously studied theories and skills and is targeted toward the development of sound clinical reasoning and strong ethical comportment, the third high-end apprenticeship. EL occurs in both simulated and live clinical environments, at an approximately 50/50 ratio, and is divided between online experiential learning and on-ground supervised field experiences.

### Virtual Experiential Learning

**Virtual Case-Based Client Care (VCBC):** Provides learners with an authentic experience for the application of previously studied theories and skills to clinical reasoning in a virtual, simulated clinical environment under the supervision of faculty. Each care experience is assigned a focus that invites the learner to apply skills and clinical reasoning to client care. Learners learn to establish and nurture the clinician-client relationship and integrate the ethics of caring for individuals while developing sound clinical reasoning.

### Applied Field Experience Learning

**Applied Field Experience (AFE):** Applied field experience activities include community- or practice-based application of previously acquired knowledge and skills and require submission of written assignments based on this application.

### Supervised On-Ground Field Experiences

**Direct Focused Client Care (DFC):** Provides learners with an authentic experience for the application of previously studied theories and skills to clinical reasoning in a live, on-ground clinical environment and healthcare facility under supervision of faculty. Each care experience is assigned a focus that invites the learner to apply skills and clinical reasoning to client care. Learners learn to establish and nurture the clinician-client relationship and integrate the ethics of caring for individuals, while developing sound clinical reasoning.

**Integrative Practicum (IP):** With faculty oversight, provides opportunity for the learner to apply all elements of prior learning in authentic clinical practice situations while beginning the transition into practice. Rather than being assigned to a client, the learner works directly with a practicing clinician to provide client care. The learner integrates knowledge, clinical reasoning, and program competencies while providing client care and assimilating into the practitioner role in an organizational environment.