

# CLINICAL EXPERIENCE QUICK-START GUIDE

*The Clinical Experience Quick-Start Guide provides educators with resources to enhance their understanding of clinical experiences. It offers practical insights on how educators can effectively introduce their students to these experiences.*

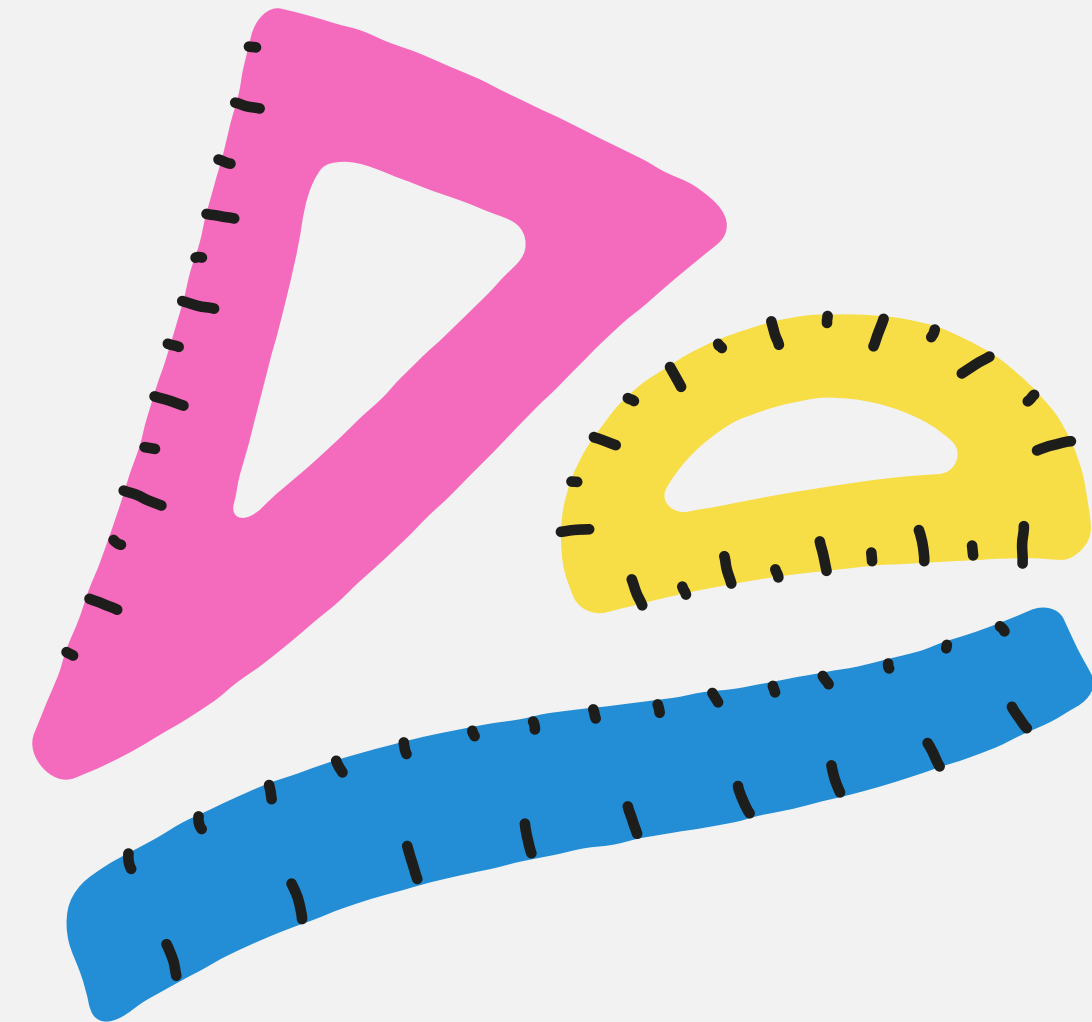


## WHAT IS A CLINICAL EXPERIENCE?

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Clinicals are a type of structured work experience for students. During clinicals, students learn specific job skills under close supervision. During this training, students often earn academic credit. These experiences help inform students' decisions about their next education and career steps.

For interested educators, access this detailed, [self-paced module](#) created by Oregon educators that defines clinicals, internships and practicums, providing guidance on how to align them with CTE programs and offer programming in appropriate modalities to maintain its credit-bearing status.



# RATIONALE

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**Professional Experience:** Students gain experience in their field of study while they are still in school. This experience can be invaluable when students are looking for a job after graduation, as employers are increasingly recruiting candidates with relevant work experience.

**Skill Development:** Clinical experiences provide students with the opportunity to develop specific job-related skills and gain hands-on experience in their chosen field. This practical training enhances their readiness for the workforce.

**Application of Knowledge:** Students can apply the theoretical knowledge they've acquired in the classroom to real-world situations. Clinical experiences bridge the gap between theory and practice.

**Career Exploration:** Clinicals allow students to explore potential career paths and industries, helping them make informed decisions about their future. It provides a first-hand look at what a particular job or field entails.

# KEY CONCEPTS

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A structured work experience is when students get to work in a real job to learn specific skills. It can be for school credit or not. Be sure to know the differences:

- **Clinicals:** Students perform tasks while experienced workers closely observe and guide them.
- **Internships:** Students work more independently, but they still consult regularly with a supervisor.
- **Practicums:** Students show they have learned the basic skills for a job, and this experience guides their next steps, like getting more training or finding a job.



# WHERE CAN I GO TO LEARN MORE ABOUT CLINICAL EXPERIENCES IN OREGON?

Oregon's seventeen community colleges are a great place to begin!



Nursing Assistant



Physical Therapist Assistant



Healthcare Program



Medical Assistant



Public Health  
Nursing



Health Professions



CWE Courses



Program Preview



Healthcare



Nursing



Nursing



Health Science



Nursing



Healthcare Programs



Dental Assistant



Fire Science  
Nursing



Allied Health Occupations

# **OBJECTIVES**

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- Define clinical experience.
- Research potential experiences in students' locale.
- Debrief, reflect and connect clinical experiences to future career readiness and goals.

# PREPARATION AND MATERIALS

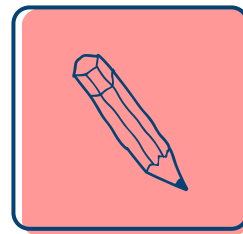
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- Links with local clinical opportunities.
- Computers and digital devices with internet access.

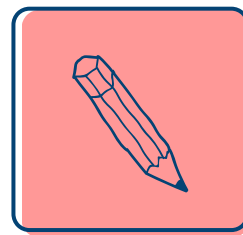
# ACTION PLAN

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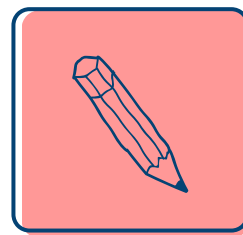
## **1) Introduction:**

- Teacher introduces lesson theme and topic | shares purpose and objectives | explains agenda.
- Teacher defines clinical experience and models a local search for clinical opportunities.



## **1) Research:**

- Students explore local opportunities that match student interests, beginning with community college links.



## **1) Exit ticket:**

- Choose an exit ticket idea from the bank of choices and have students reflect on their experience.



# STANDARDS OVERVIEW



Education standards provide a framework to ensure the lesson's effectiveness and relevance. The ASCA Standards integrated into this lesson focus on holistic student development. They stress the significance of the whole self, understanding the necessity of post-secondary education, critical thinking, perseverance, and effective communication, among other essential skills. On the other hand, the OAR Rules highlight the importance of tailoring education plans based on personal and career interests. They emphasize tracking academic progress, documenting achievements, and underscoring the value of comprehensive school counseling and career education.

## ASCA STANDARDS & OARS

Oregon defines the stages of career development through a system of Career Connected Learning (CCL), a framework of career awareness, exploration, preparation and training that is both learner-relevant and directly linked to professional and industry-based expectations. CCL connects the interests, aptitudes, education, and goals of every Oregon youth to their future. Each of the following standards can be applied to the academic, career, social/emotional, and community involvement domains.

ASCA: K-12 CAREER AND COLLEGE READINESS FOR EVERY STUDENT	OARS, SIMPLIFIED
<p><b>M Mindsets Standards</b></p> <ul style="list-style-type: none"> <li>M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</li> <li>M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment</li> <li>M 3. Positive attitude toward work and learning</li> <li>M 4. Self-confidence in ability to succeed</li> <li>M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> <li>M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success</li> </ul>	<p><b>1.</b> Students should develop an education plan that identifies personal and career interests, tentative educational and career goals, and post-high school next steps. (S81-022-2000: 6a)</p> <p><b>2.</b> Students should design, monitor, and adjust a course of study that meets their interests and goals. (S81-022-2000: 6a,D)</p> <p><b>3.</b> Students should monitor and track progress toward standards, including content standards, essential skills, and extended application standards. (S81-022-2000: 6b,A)</p> <p><b>4.</b> Students must participate in career-related learning experiences outlined in the education plan. (S81-022-2000: 8)</p> <p><b>5.</b> School districts must provide a coordinated comprehensive school counseling program that includes career-related learning standards and career education as part of their K-12 instructional program to support the academic, career, social-emotional, and community involvement development of each and every student. (OAR 581-022-2030: 2d,e; S81-022-2055; S81-022-2060, 1a)</p>
<p><b>LS Learning Strategies</b></p> <ul style="list-style-type: none"> <li>B-LS 1. Critical thinking skills to make informed decisions</li> <li>B-LS 2. Creative approach to learning, tasks and problem solving</li> <li>B-LS 3. Time-management, organizational and study skills</li> <li>B-LS 4. Self-motivation and self-direction for learning</li> <li>B-LS 5. Media and technology skills to enhance learning</li> <li>B-LS 6. High-quality standards for tasks and activities</li> <li>B-LS 7. Long- and short-term academic, career and social/emotional goals</li> <li>B-LS 8. Engagement in challenging coursework</li> <li>B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias</li> <li>B-LS 10. Participation in enrichment and extracurricular activities</li> </ul>	
<p><b>SMS Self-Management Skills</b></p> <ul style="list-style-type: none"> <li>B-SMS 1. Responsibility for self and actions</li> <li>B-SMS 2. Self-discipline and self-control</li> <li>B-SMS 3. Independent work</li> <li>B-SMS 4. Delayed gratification for long-term rewards</li> <li>B-SMS 5. Perseverance to achieve long- and short-term goals</li> <li>B-SMS 6. Ability to identify and overcome barriers</li> <li>B-SMS 7. Effective coping skills</li> <li>B-SMS 8. Balance of school, home and community activities</li> <li>B-SMS 9. Personal safety skills</li> <li>B-SMS 10. Ability to manage transitions and adapt to change</li> </ul>	
<p><b>SS Social Skills</b></p> <ul style="list-style-type: none"> <li>B-SS 1. Effective oral and written communication skills and listening skills</li> <li>B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them</li> <li>B-SS 3. Positive relationships with adults to support success</li> <li>B-SS 4. Empathy</li> <li>B-SS 5. Ethical decision-making and social responsibility</li> <li>B-SS 6. Effective collaboration and cooperation skills</li> <li>B-SS 7. Leadership and teamwork skills to work effectively in diverse groups</li> <li>B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary</li> <li>B-SS 9. Social maturity and behaviors appropriate to the situation and environment</li> <li>B-SS 10. Cultural awareness, sensitivity and responsiveness</li> </ul>	

# DIVERSE LEARNING STYLES & COOPERATIVE STRATEGIES



Encourage students to explore different ways to organize information and cooperate with their peers. Each Career Connect Oregon lesson plan comes embedded with these strategies.

These tools can improve engagement in classrooms, trainings, in-services, and conferences, too!

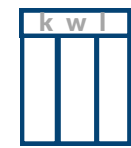
## GRAPHIC ORGANIZERS



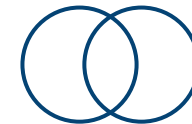
OUTLINE



MIND MAP



KWL CHART



VENN DIAGRAM



STORYBOARD

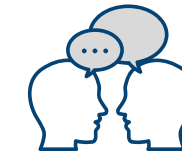


CHARTS



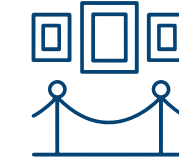
TIMELINE

## COOPERATIVE LEARNING STRATEGIES



### THINK-PAIR-SHARE

Students think, talk with peers, then share with the class.



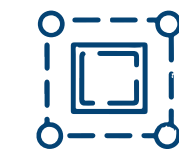
### GALLERY WALK

Students walk around the room reflecting on one another's posted work.



### 3 STAY - 1 STRAY

One member from each group visits other groups, acting as a reporter and exchanging information.



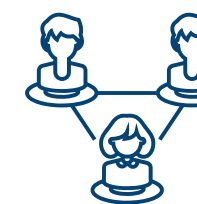
### FOUR CORNERS

Students self-sort, moving near statements posted in the room they agree with and discuss reactions.



### JIGSAW

Groups become "experts" in one aspect of a learning objective.



### NUMBERED HEADS TOGETHER

Students in groups collaborate to ensure mutual understanding, each prepared to answer a question tied to their assigned number.

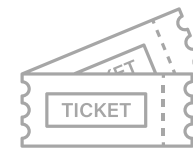
# ASSESSMENT STRATEGIES



Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson's objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.

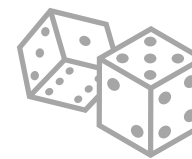
## QUICK REFERENCE ASSESSMENTS

Varying assessments can keep your lessons fun and engaging while ensuring they meet your lesson's objectives. The following assessments offer different ways to assess students. Choose assessments that best match your circumstances.



### EXIT TICKET

Students respond to a prompt or question on a 3x5 card or slip of paper before leaving class.



### INTERACTIVE GAMES

Students play an analog or digital game that tests their learning competitively or cooperatively.



### MULTIMEDIA PROJECT

Students create slide decks, videos, posters, drawings, diagrams, how-to guides, and mini publications.



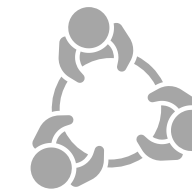
### QUIZZES

True or false, multiple choice, short answer, thumbs up or down, and verbal responses are all ways to quickly assess student learning.



### WRITTEN RESPONSES

Short essays (descriptive, narrative, persuasive), poems, advertisements, menus, and speeches are all useful ways to show learning.



### DISCUSSION

Small group, individual, and whole-class Socratic seminars help students stay engaged and practice reasoning skills.



### ORAL PRESENTATIONS

Try planned or impromptu oral presentations. Students can develop these in groups or on their own.



### POLLS

Hands, fingers, thumbs, and pen and paper are great for analog polls. Digital polls are convenient for tallying results quickly.



### RANKING ACTIVITIES

Students rank items and explain their reasoning. A great way to measure critical thinking skills.



### OBSERVATION

This can include both teacher and student perspectives, along with student self-reflection and peer feedback.



# Student Reflection Activity

## ***Prompt students to reflect on:***

- How they might explain a clinical experience to a friend or family member
- What clinical experiences most align were their interests
- What plans they have for further research

## **Get Creative!**

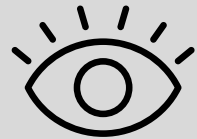
3-2-1: Write down 3 things you learned today, 2 things you want to learn more about, and 1 question you have.



## STUDENT REFLECTION USING EXIT TICKETS



Formative assessments can help students build confidence and critical thinking skills, while providing teachers with real-time feedback they can use to enhance further instruction. Modify these exit ticket suggestions to best suit your classroom!



SIGHT

- **Draw an emoji** of your emotional response to the lesson. Write about how it relates to what you learned.
- **Take a selfie** of an expression reacting to something you learned and share it!
- **Draw a visual summary** of images that narrate the lesson. This could be a comic strip or an infograph.
- **Recall a movie scene** that relates to the lesson and explain why.
- **Label a line graph** with peaks and valleys describing how you and other students engaged with the lesson.



SOUND

- **Think of song lyrics** that describe something you learned and explain your reasoning.
- **Listen to a brief audio clip** (music, quote, sounds) and explain how it connects to what you have learned.
- **Record yourself** sharing a 20-second response to your favorite part of the lesson.
- **Listen to a peer** share their favorite part of the lesson, and then share yours with them.
- **Connect a sound** to your mood during the lesson and explain how the sound relates.



SMELL

- **Create a smell continuum** with your favorite and least favorite smells; rate the lesson and explain.
- **Use scented markers or stickers**, and make a connection between the scent and a key concept.
- **Relate the lesson to a specific scent**, explaining the similarities and reasons behind your choice.
- **Choose 3 main ideas**, and relate them to 3 different smells. Explain your reasoning.



TASTE

- **Create a recipe**, choosing ingredients from the lesson. Name the recipe with a relevant title.
- **Use a food metaphor or simile** to describe something you learned in the lesson.
- **Divide a paper plate** into portions and label each portion with key concepts from the lesson.
- **Recall a food memory** related to the lesson and write down why you chose it.



TOUCH

- **Use the provided material** (blocks, clay, wire) to build a concept from the lesson that stood out to you.
- **Give a thumbs up, down or sideways** to indicate your level of understanding after the lesson.
- **Move around the room** to defend, challenge, or qualify your level of agreement with an argument or concept.
- **Build a collage** that represents the most important takeaways from the lesson.
- **Act out a concept** from the lesson that you think is most important.



THOUGHT

- **Agree or disagree** with a prompt and write down your reasons with examples.
- **Write about a personal connection** you can make with today's lesson and the concepts you have learned.
- **3-2-1** Jot down three ideas you learned, two ideas you want to learn and one question you have.
- **Select an adjective** that best describes the lesson. Explain your reasoning.
- **Write important ideas** from the lesson and rank them in terms of importance.

## ABOUT THE SOURCE

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### ***Oregon Department of Education***

The Oregon Department of Education (ODE) fosters equity and excellence for every learner through collaboration with educators, partners, and communities.

The ODE oversees the education of over 560,000 students in Oregon's public K-12 education system. ODE encompasses early learning, public preschool programs, the state School for the Deaf, regional programs for children with disabilities, and education programs in Oregon youth corrections facilities. While ODE isn't in the classroom directly providing services, the agency (along with the State Board) - focuses on helping districts achieve both local and statewide goals and priorities through strategies such as:

- Developing policies and standards
- Providing accurate and timely data to inform instruction
- Training teachers on how to use data effectively
- Effectively administering numerous state and federal grants
- Sharing and helping districts implement best practices



# **CONCLUSION**

Clinical experiences allow students to acquire and refine specific skills and competencies relevant to their chosen field. This hands-on training helps them become more proficient and confident in their abilities. By researching potential programs with clinical experiences, students can identify career paths that align with their interests and skills.

*Work-Based Learning in a secondary CTE Program of Study is a Federal Program Quality Indicator for Perkins V accountability. Oregon schools must ensure that Work-Based Learning experiences connected to a high school CTE Program of Study meet the criteria and types as outlined by the Oregon Department of Education (please visit the [WBL webpage](#) for resources and support).*

*This quick-start guide does not meet the requirements for Work-Based Learning experience in a secondary CTE Program of Study.*

