

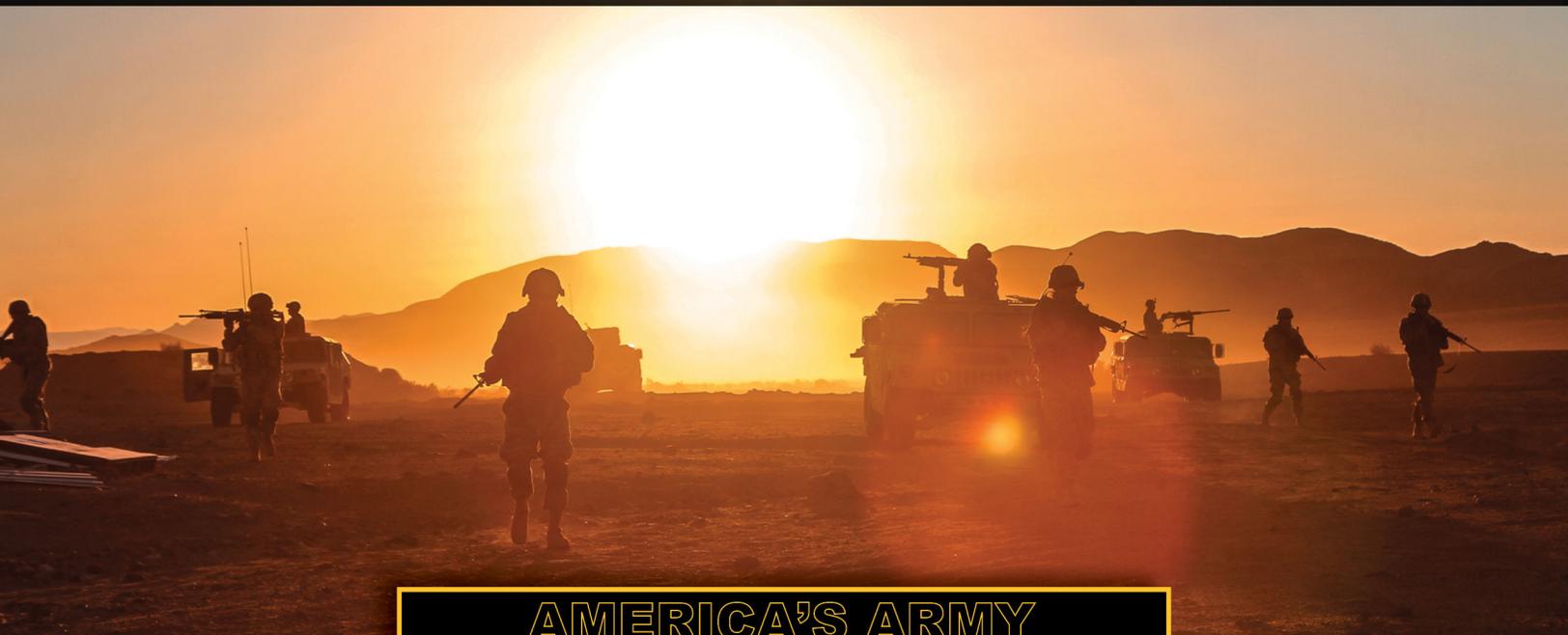


The Center for Army Profession and Ethic

Video Module

“FAILED MISSION”

FACILITATOR GUIDE

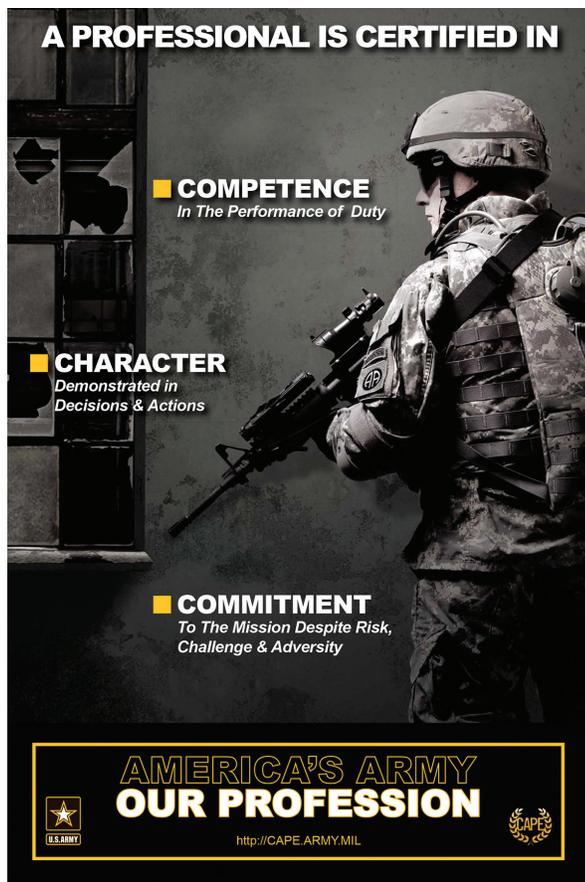


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■ History of CAPE

To reinforce the Army Profession and the Army Ethic, the Chief of Staff of the Army (CSA) established the Army Center of Excellence for the Professional Military Ethic (ACPME) at West Point, NY in May 2008. ACPME was later redesignated as the Center for the Army Profession and Ethic (CAPE) under TRADOC and CAC in August 2010. This action also expanded CAPE’s proponent mission to include the Army Profession, the Army Ethic, and character development.



The **Army Profession** is a unique vocation of experts certified in the design, generation, support, and ethical application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people.

An **Army Professional** is a member of the Army Profession who meets the Army’s certification criteria of competence, character, and commitment.

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■ Scope

This “*Failed Mission*” Facilitator Guide employs the Experiential Learning Model (ELM). It enables students to work in collaborative groups with a facilitator/instructor who engages the learners in discussion. The learning is progressive and builds on a three-tier foundation. Students investigate the topics that are then enhanced in the collaborative work group and their facilitated discussion. Facilitators/instructors/leaders guide the students as necessary to achieve the Learning Objectives.

Background

The goal of this instructional video with facilitator guide is to promote personal and professional development among Army Professionals. Unlike training to task, adult developmental theories indicate that character development must be part of a learning continuum throughout an Army Professional’s career and beyond. Explorations of important topics through critical thinking and analysis allow not only cognitive but also affective development. Although self-education and directed education can lead to comprehension of this material, the desired learning in the higher categories of the cognitive and affective domains (where development is promoted) is best performed through peer-to-peer, facilitated group, and student-to-advisor interactions and collaborations. The ELM promotes this type of development (see Army Learning Model 2015).

■ Applicability

The facilitator guide can be used by facilitators/instructors/leaders as part of a course of study in Army institutional training and education, or as part of professional development programs in units and organizations.

It is recommended that facilitators/instructors/leaders use this guide as it best fits into their course of study or professional development programs, following the learning outcomes. They are also encouraged to examine the needs of their students and integrate other related topics to meet those needs.

Character and identity are foundational for a person’s behavior, ethical reasoning, and decision-making, and critical for the ethical discretionary judgments and actions of Army Professionals. Clearly, leaders at all levels need to reemphasize development in this critical domain.



■ Suggested Delivery Method - Experiential Learning Model (ELM)

For more information, see

- TRADOC Pamphlet 350-70-7, *Appendix D: Examples of Lesson Plans*
- *Appendix C: Experiential Learning Model (ELM) Overview*

■ Terminal Learning Objective

Action

Apply concepts and principles of the Army Profession, Army Ethic, and professional identity and character development in an analysis of an Army Professional’s story.

Major Themes in this Video

Character, Courage, Post Traumatic Stress, Resilience

■ Resources

- Army Doctrine Publication (ADP) 1: *The Army*, Chapter 2
- Army Doctrine Reference Publication (ADRP) 1: *The Army Profession*
- Army Doctrine Reference Publication (ADRP) 6-22; *Army Leadership*, Chapter 3
- TRADOC Pamphlet 350-70-7: *Appendix D: Examples of Lesson Plans - Conduct of Lesson: Experiential Learning Model (ELM)*
- Additional: Training Support material as designated by instructor; see materials list or use other appropriate materials as desired

■ Conduct

Concrete Experience

Facilitator Note: Precede Part 1 of “Failed Mission” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “Failed Mission.”

Facilitator Tool: The full transcript of the “Failed Mission” is in Appendix A.

Publish and Process

Facilitator Note: Have the participants react to the Concrete Experience. Start by ensuring that they understand the scenario by having them summarize it (if required, a full transcript is in Appendix A). Provide appropriate questions to facilitate the discussion. The facilitator can use the following example questions or create ones to meet the lesson objectives.

Publish

The Publish sub-step relies on observation by asking the learners to state what happened in the Concrete Experience—just the facts. Publishing may include determining the sequence of events as well as the individuals involved in the Concrete Experience.

Summary: On her fourth deployment, CSM Bogad was 1SG of an EOD Company. Her mission while deployed was to counter, disarm, disable, and neutralize IEDs to make an area safe and keep it safe. After taking part in numerous post-blast investigations and losing two Soldiers throughout the course of the deployment, the situation began to weigh heavily on CSM Bogad as she struggled to gain and maintain control.

1. What are the facts (what happened)?
2. Who were the major contributing individuals or main individual involved in the video?
3. What factors affected CSM Bogad’s thinking or actions?

4. What were the implications for CSM Bogad (what did it mean/ what was learned)? Explain.
5. What is your reaction to what happened?

Process

After the facts of the Concrete Experience have been established, students are then asked to Process the Concrete Experience by discussing what happened and the implications of the Concrete Experience. Note any gaps in student knowledge or lesson content that would prevent the students from reaching the Learning Objective or inhibit them from processing the Concrete Experience. Address any identified gaps during the Generate New Information step.

“Failed Mission” Part 1 (0:00 to 5:02) Discussion:

As CSM Bogad struggles with the situation, how is her ethical decision-making contributing to or detracting from the Army Profession’s essential characteristics? Specifically:

1. What would be the effects of her decision on “building Trust within the Army and with the American people”?
2. How did her expert knowledge (Military Expertise) play into her evaluation of the situation?
3. What may be the effects of her decision on organizational morale and Esprit de Corps?
4. How is she acting as a Steward of the Army Profession?
5. What specific behaviors/statements in the scenario show CSM Bogad’s professional identity and character, and their contributions to or detractions from Honorable Service?

Additional questions:

1. For Army Professionals, Selfless Service “is the commitment of each team member to go a little further, endure a little longer, and look a little closer to see how he or she can add to the effort.” Did CSM Bogad demonstrate Selfless Service? If yes, in what ways?
2. CSM Bogad said, “During that deployment, things started to weigh heavier and heavier.” Would it have been a sign of Personal Courage to ask for help as she struggled with the challenges?



Did her role as a leader affect her decision to not seek help while deployed and after she returned home? Why or why not? If a Soldier in a leadership position is struggling, does it affect his or her subordinates? If yes, how?

3. While deployed, CSM Bogad worked right up until she had to get on a plane to return home. What are some other examples of her competence, character, and commitment? How did she as a leader affect her command climate?
4. After her fourth deployment, CSM Bogad said, “You think you can come out of that stronger. It seems that I came out of it weaker and I didn’t want to feel that way.” Recognizing there was a problem, what actions should or could have CSM Bogad taken to avoid future complications? If you were experiencing difficulties, would you be able to recognize that you had reached your limit? What would you do? Would you speak to a battle buddy? Would you speak with your superior? Why or why not?
5. CSM Bogad said she had a desire to avenge the fallen Soldiers. Is having the desire to avenge acceptable in the Army Profession? Why or why not? How does this mindset affect a Soldier’s decision making process?
6. Back at division headquarters, CSM Bogad began focusing on the emotional issues with which she was struggling. Her way of coping was to drink heavily. Have you drunk heavily to deal with a problem? Is it the best way to handle a situation? Why or why not? Would you be able to determine if a fellow Soldier had a drinking problem? What would you do?
7. After the third day CSM Bogad missed work, a battle buddy grew concerned and went to her house. He found her armed and called the police. Even if it were the best course of action, would you have difficulty calling the police on a battle buddy? Why or why not?

Generate New Information

Check on Knowledge

Facilitator Note: Assess any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibit the students from processing the Concrete Experience. Use the following questions to generate student responses that can then be compared to the resources. Other suggested questions can be found in Appendix B.

Questions

1. How did the actions of the individual and/or organization detract from or contribute to the five essential characteristics of the Army Profession?

(Resource: ADRP 1: Characteristics of the Army Profession, paragraphs: 1-23 through 1-29)

2. How did the actions of the individual demonstrate or show lack of competence, character, and commitment of an Army Professional?

(Resource: ADRP 1: Certification Criteria, paragraphs: 3-16 through 3-18)

3. What moral and legal obligations and aspirations from the Army Ethic can be seen in the story?

(Resource: ADRP 1: Our Obligations and Aspirations from the Army Ethic, paragraphs: 2-11 through 2-14)

4. Were discretionary judgment and ethical reasoning (ethical decision-making) exercised in the video? Give specific examples.

(Resources: ADRP 1: Discretionary Judgment, paragraphs: 1-9; 3-10 through 3-11; ADRP 6-22: Ethical Reasoning, paragraphs: 3-37 through 3-40)

5. What moral characteristics of leaders were demonstrated or ignored in the video? Give specific examples.

(Resource: ADRP 6-22: Leader Character, paragraphs: 3-1 through 3-25)

6. What moral implications occurred as a result of the actions taken in the video?

(Resource: ADRP 1: Trust, paragraphs: 2-6 through 2-10)

Present New Information

Facilitator Note: Provide new information from the reference doctrine under “Resources” and/or other additional sources needed to fill any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibits the students from processing the Concrete Experience. Facilitate a discussion of the material to improve depth and retention.

Develop

This step is characterized by a simple question to the students about how they will use the new information from the Generate New Information step. A best practice during the Develop step is to ask questions that “personalize” student responses—do not ask what others would do or even what the students think others should do, but what the students themselves would do if they were in the situation.

Facilitator Note: The most effective approach for the Develop step is a specific open-ended question asked in the second person: “How will you use this information in the future?” or “What value does this have for you?” It is important to ensure that students are allowed appropriate time to answer this question so they can see the value of what they have learned and the relevance of the material covered. The facilitator may have to provide some examples of how the material is relevant and get some level of acknowledgement from the students.

Additional questions about the Concrete Experience for the students to ensure relevance:

1. CSM Bogad said, “Nobody gets hurt or dead on my watch. But, I can’t control it.” Is it possible for a leader to control every situation? Give examples of situations that a leader can control. Give examples of situations that a leader cannot control.
2. She stated that she was better at focusing on her Soldiers than focusing on herself. Would most Army Professionals say this? Why or why not? How does Army culture reinforce this way of thinking?
3. After deployment, many Soldiers are faced with challenges when adjusting to a slower optempo. How can you tell whether it is just difficulty adjusting or something more serious like PTSD?

4. CSM Bogad did not wish to go to behavioral health because she did not want to appear weak. Why would she think it weak to seek help? How does Army culture reinforce this way of thinking?

Facilitator Note: *To increase the relevance of the material for the students, show Part 2 of “Failed Mission” video. Then facilitate a discussion using the new information combined with supplemental questions that guide the group through a rich discussion on how the new information relates to professionals, how it shapes a professional’s behavior, and ethical decision-making.*

“Failed Mission” Part 2 (0:00 to 1:19) Discussion:

1. CSM Bogad said, “Their solution for me was ‘go to this PTSD program’.” Is there a stigma towards programs such as these? If a Soldier told you that he was in a PTSD program would you look at him differently? Why or why not? What are some ways Army Professionals can mitigate the negative stereotypes associated with these types of programs?
2. Experiencing guilt or despair regarding events, witnessing scenes, or losing a Soldier is natural, and often people isolate themselves in difficult times instead of reaching out. Do you talk about issues or keep them to yourself? Why do you keep troubles to yourself?
3. When reflecting on her deployment, CSM Bogad did not mention any of her achievements—only areas that she felt that she failed. Why do negatives sometimes outweigh positives in situations? When you reflect on events, do you only contemplate negatives? If so, why?
4. Valuable lessons can be gained from experiences, both good and bad. Do you have any hard learned lessons gained from an experience? If so, what was your experience? What did you learn?
5. After CSM Bogad received needed help, she said that “it just started to melt away ... I feel this lift off of my chest.” Have you experienced a resolution to a problem where you felt as if a weight had been lifted? What was it? What did you learn by moving past the incident?
6. In the end, she said that her perspective was broadened and that she no longer saw herself as a failure. By overcoming the situation, do you feel CSM Bogad is stronger now? Will her experience change or improve her leadership skills? If yes, why? If no, why not?



7. What did you (the students) take away from this video?
8. How do you (the students) feel about the information presented in this video?
9. What will you (the students) do with this new information when you return to your organization?

Apply

The fifth and final step in the ELM is the Apply step where the material is actually put to the test—either through a practical exercise, some type of an assessment (such as a written product), or through real-life application of the Learning Objective. The Apply step should provide an assessment as to whether the Learning Objective was met. In the Apply step, feedback to the student is essential.

Facilitator Note: Choose an appropriate question, story, video, written vignette, exercise, picture/poster, etc., that will allow the students to apply their new knowledge and will generate discussion within small/large group settings. Choose an appropriate assessment to ascertain if the objective has been met.

Assessment Suggestion: You may choose to replay Part 1 and evaluate students by comparing their analysis and understanding of concepts and principles during the “Publish and Process” step to their analysis and understanding after the “Generate New Information” and “Develop” steps. (See additional questions in Appendix B.)

■ Summary

During this lesson, you used the ELM to examine a factual account of an event and assess the event using the Army Profession doctrine. The individual Soldier used her discretionary judgment and ethical reasoning to make a decision. From this learning session, you are able to derive meaning that you can apply in your career.

■ Appendix A: Video Transcription

Part I

CSM Bogad: Well, my last deployment was 2010-2011 and that was my fourth deployment. I was company 1SG of an EOD company and during that deployment, things started to weigh heavier and heavier. (00:26)

*On Screen Graphic:
Soldier Kneeling Before a
Battlefield Cross*

CSM Bogad: I ended up losing two Soldiers during that deployment. It just started to wear on me there. The amount of deaths and the things that were going on, the post-blast investigations that we were doing. Walking and trying to sift through, as respectfully as we can, the mess that was left after something detonated and help find what, who did it. We collect evidence and work that piece... (00:52)

*On Screen Graphic:
Cell Phone Triggering
Mechanism for IED*

CSM Bogad: ...to try to help get that device together and find out, just kind of backtrack everything to who made it and who's funding it. (01:01)

*On Screen Graphic:
EOD Team Investigating
and IED*

CSM Bogad: I got really wrapped up into that. I had this desire to revenge, or avenge or find something, or do something to make it better, to help the situation. I worked with the Combined Explosive Exploitation Cell, and we did the investigation portion of a lot of the IED events and any explosive events. (01:23)

*On Screen Graphic:
EOD Soldiers and Allied Team
On Site of an IED Incident.*

CSM Bogad: When their main weapon is something that we are there to ... my job is to counter, disarm, disable, neutralize, make the area safe, and I can't keep it safe, it's ... I take that personal. Nobody gets hurt or dead on my watch. But, I can't control it. (01:44)

*On Screen Graphic:
IED Incident Vehicle Recovery.*

CSM Bogad: I mean, I completed it successfully, but still coming out of that, it was just, did I do enough? I mean, I was literally working till the last second. They took all my bags and had it ready in the truck and I was still creating this ID guide, an IEID ID Guide, and I'm still creating this thing literally at the last second. They're like, you have to get in the truck right now because you have to get on a plane and go the hell home. (02:06)

*On Screen Graphic:
Soldiers Boarding a Bus.*

CSM Bogad: I got put—placed up in division headquarters and my job and operational tempo shifted quite a bit going from having Soldiers, even from a student perspective, then to just being on a division staff. As a SGM there wasn't a whole lot for me to do, which unfortunately gave me a lot of time to start focusing on me, which is never a good idea. I'm better at focusing on my Soldiers and the issues at hand than focusing on myself and my own issues at hand. (02:41)

On Screen Text:
“I'm better at focusing on my Soldiers... than focusing on myself...”

CSM Bogad: My way of coping, though, was not healthy. I was drinking a lot. I was very meticulous about how I timed my drinking. Once I would get home to knowing when my stop time was, but I knew in that time period, I was going to get some good drinks in. (02:59)

On Screen Text:
“I was drinking a lot.”

CSM Bogad: It got to a point where I did have to eventually hit rock bottom. And it wasn't something that you want to admit to as a leader in this position. (03:11)

On Screen Text:
“It wasn't something that you want to admit to as a leader...”

CSM Bogad: I have 20 years of service and have done enough things, have four deployments behind me that I was the EOD operator in, during two of them, worked forensics in another, and then as a company 1SG. You think you can come out of that stronger. It seems that I came out of it weaker and I didn't want to feel that way. (03:31)

On Screen Text:
“...I came out of it weaker and I didn't want to feel that way.”

CSM Bogad: But when I hit rock bottom, I basically ended up having probably about three days where I actually didn't go to work. I was afraid to leave the house. I was drinking, and the thought of getting help wasn't on my mind. As it turned out, on that third day, one of my battle buddies that I went through the academy with, another SGM, was noticing that I was gone.

CSM Bogad: And, uh, found out from one of the civilians that I worked with where I lived and the two of them came to my house. And I didn't want them there. I was armed and told them to leave. Just getting into that point of such anxiety and uh, I don't know. It's hard to describe the feelings you end up having at that time,

On Screen Text:
“...A battle buddy of mine ... did the right thing, he called the police.”

but I wasn't myself and I wasn't fully present and capable of doing anything. But even for him being a battle buddy of mine, he did the right thing. (04:35)

CSM Bogad: He called the police, the police came. They worked it out and got me down and then they brought me to behavioral health. I was diagnosed, basically then, with PTSD but, you know, I didn't want to go to behavioral health. As a 1SG, as a key leader, you don't want to get the help that you need and you think that you can maintain and remain stoic and not appear weak...(04:58)

CSM Bogad: ...or unable or incapable in front of your Soldiers. (05:02)

PART 2

CSM Bogad: Their solution for me was 'go to this PTSD program'... (00:05)

CSM Bogad: I was really good at isolating myself so I didn't want to have to be talking in front of these other people, kind of like I'm doing now, I guess I've practiced enough, whether in front of formations or during that program to realize that keeping...holding it in wasn't working, and trying to drink it down when it started to bubble up wasn't the way to go. (00:24)

CSM Bogad: But we had group therapies, and the guilt and the despair that I felt over things that I did, and things that I saw, and having lost the Soldiers. It just, it almost, in a sense, in one moment, while I was there, it just started to melt away. And I feel this lift off of my chest, that it's uh ... I got it. It was just this ah ha moment that I got it. And I realized that the perspective that I was looking at broadened a lot more. It let me see and understand a lot more things. I got stuck in my simple responsibilities, I'm responsible for those Soldiers, I'm responsible for bringing them home, and I have failed my mission. So instead of looking at myself as a failure, it was looking at other things. I can't control everything. (01:19)

On Screen Text:

"I was diagnosed with PTSD"

On Screen Text: "Their solution for me was to go this PTSD program..."

On Screen Text: "Holding it in wasn't working, and trying to drink it down ... wasn't the way to go."

On Screen Text:

"I can't control everything."

■ Appendix B: General Questions for Facilitators to Support Discussions about the Army Profession, Army Ethic, and Professional Identity/Character Development

Area: Army Profession and Army Professionals

Honorable Service

1. How did the actions of the individual contribute to or detract from the Honorable Service that the Army provides to the American people?
2. Did the individual serve the interests of the American people? If yes, how?
3. Did the individual support and/or defend the Constitution and/or Nation? If yes, how?
4. Army Professionals motivate and inspire Honorable Service through ethical conduct of the Mission and in performance of duty. Did the actions of the individual and/or organization motivate or inspire Honorable Service? If yes, how? Or, did their actions violate training and standards? If yes, how?

Military Expertise

1. What examples of Military Expertise were in the video?
2. How did the individual demonstrate the Army’s expert knowledge in military-technical, moral-ethical, cultural-political, and/or human-leader development?

Stewardship of the Profession

1. Did the individual demonstrate Stewardship of the Army Profession? Why or why not?
2. What are some examples in the video of the individual stewarding or wasting the Army’s resources (material and personnel)?
3. What are some examples in the video of the individual providing professional/personal development through counseling, coaching, and/or mentoring?
4. Stewardship is the responsibility of Army Professionals to ensure the Profession maintains its five essential characteristics. How did the individual maintain the essential characteristics?

Esprit de Corps

1. Are there some examples in the video of the individual taking action to enhance Esprit de Corps? If yes, what are they?
2. Did the individual do anything to create an organizational climate that promoted Esprit de Corps? If yes, how?

Trust

1. How did the individual promote Trust between the Army and the American people?
2. How did the individual promote Trust within the Army (teamwork, leader-subordinate, peer-to-peer, etc.)?
3. Trust is based on qualities such as professional competence, character, and commitment. Did the individual display any of those qualities? If yes, what?

Army Professionals’ Competence, Character, and Commitment

1. Did the individual demonstrate her competence, character, and commitment as an Army Professional? If yes, how?
2. Did the individual demonstrate any courage in the video? If yes, how?
3. Did the individual’s character support mission accomplishment? If yes, how?
4. Did the individual support other Army Professionals in the video? If yes, how?

Area: Army Ethic

Army Values and Warrior’s Ethos/Service Ethos

1. What Army Values were shown in the video? Give specific examples.
2. Did the individual demonstrate the Army Values? If yes, how?
3. Are there any examples in the video of the individual demonstrating the Warrior Ethos/Service Ethos? If yes, what?

Why and How the Army Provides Service (Fights, Supports, Defends)

1. Were there examples of upholding the Army’s legal requirements in the video (laws, regulations, treaties, rules of engagement, etc.)? Explain.
2. Were there examples of upholding the Army’s moral/ethical requirements in the story (human rights, the Golden Rule, proper application of force – military necessity, discrimination, proportionality, avoiding unnecessary suffering, etc.)? Explain.

Ethical Decision-Making

Recognize the Conflict

1. At what point did the individual recognize the presence of a moral/ethical conflict, problem, or dilemma?

Evaluate the Options

1. What feasible alternatives were there for this situation?
2. Which was the most moral/virtuous or right thing to do?
3. What are the rules or norms that govern this situation?
4. What were possible outcomes of the event?
5. What are the competing values/beliefs/norms/rules that caused the conflict, problem, or dilemma?

Commit to a Decision

1. What responsibilities did the individual have to balance as she made the decision?
2. How did the individual choose a course of action out of the options available?

Act

1. What actions did the individual demonstrate when executing the decision?
2. What would have happened if the individual had not taken action?
3. Did the individual need courage to go ahead with the decision? If yes, why?
4. What moral/ethical adversity did the individual wrestle with in making the decision?

Area: Professional Identity and Character Development

Moral/Ethical Maturity

1. What do the individual’s actions say about her moral/professional identity?
2. Did the individual show that she understood the importance of being a “Professional Soldier?” If yes, how do you know?
3. Did the individual reason through the conflict, problem, or dilemma? If yes, how do you know?
4. Did the individual understand the situation and consequences? If yes, how do you know?

5. What dialog or behaviors showed that the individual considered who she was (identity) and what principles and values (character) she upheld in making decisions and taking action?
6. How might the individual’s professional identity and character change/modify as a result of the event?

Moral/Ethical Strength

1. How might the individual’s moral confidence change/modify as a result of the event?
2. How did the individual display self-discipline?
3. How did the individual display resilience?

Feedback/Reflection

1. Did the individual recognize the presence of a moral/ethical situation in this experience? If so, how did that affect her actions, behaviors, and/or decisions?
2. Did the individual make a clear decision and communicate it to her unit? How would you make decisions clear in ambiguous situations?
3. How will the individual’s decision affect future decisions she may make?
4. If you were in this situation, what would you do?
5. What actions could the individual take to better prepare for moral/ethical conflicts, problems, or dilemmas?

■ Appendix C: Experiential Learning Model (ELM) Overview

Experiential learning happens when a person engages in an activity, singularly or in a group, looks back, and critically analyzes what happened during the activity. Experiential learning allows predictability about what may happen given the same or similar event. Learners draw useful insight from their analysis, and then put the result to work.

The ELM has impact, because it adds the interest and involvement of the members during an activity, and it contributes significantly to the transfer of learning. Once members see the relationship between these issues and their demonstration in the experience, the relevance of the model becomes clear.

While group interaction is important, nothing is more relevant to us than we are. Experiential learning is based on this concept. In other words, experiential learning provides a forum for self-knowledge. Regardless of the content under consideration, group members must see, hear about, and examine their own uniqueness in action. The experiential model, then, allows cognitive and affective behavioral involvement. Experiential learning combines personal experience, cognitive and affective involvement and feedback, and theoretical and conceptual material for a more complete learning event.

Concrete Experience

- Serves as a trigger of past knowledge and experience, a focusing mechanism for the module that follows, and a support for teaching new content. Connects the topic with student understanding of it and appeals to the affective domain for both motivation and internalization of the content.
- The facilitator provides written or video vignettes or other material as a prior-to-class experience or as the first experience in the class.

Publish and Process

- Starts with solicitation then reaction to the Concrete Experience to reflect knowledge and experience of the topic. Begins the reconciliation of where the learning starts with the learning outcome.
- The facilitator gets learner reaction to the Concrete Experience verbally or in writing. Learners share their reactions and discuss with other learners.

Generate New Information

- Presentation of new content through a method designed at the learner level.
- The facilitator chooses best method for content delivery. If the learner has little knowledge, this may be lecture. If the learner has more knowledge, then discussion or project-based may be the preferable delivery method(s).

Develop

- Reflective process to enhance motivation and valuing, and develop possible future uses for the content.
- The facilitator asks questions, such as: What was learned? Why is it important? What will you do with the new learning?

Apply

- Opportunity for student to demonstrate what was learned by applying the new information to a new experience or in a new way.
- Examples: Project to solve a problem, presentation for discussion, paper that synthesizes or analyzes a situation or condition, etc.