Experiential Education During the COVID-19 Pandemic: A Reflective Process

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Abstract

The COVID-19 pandemic made a resounding impact worldwide, forcing brick-and-mortar higher education institutions to move online. During this transition, students had to adjust while attempting to construct meaning amidst myriad of pandemic related challenges. At the same time, educators had to transition from in-person to online course delivery, while navigating their own uncertain circumstances. All the while, learning continued. This article describes experiential education and outlines how educators can use a model that integrates the adventure wave and experiential learning cycle to guide online instruction. The proposed model is useful for enhancing the learning process and promoting wellbeing by providing students the needed time to construct new knowledge about course content within the context of the pandemic. Case examples demonstrating the application of experiential education using the proposed model in a counseling theories course and basic skills course are included. Emphasis is placed on ensuring student welfare so that learning can continue during the disruption of COVID-19.

Keywords: experiential education, constructivism, adventure wave, online education, COVID-19

Experiential Education During the COVID-19 Pandemic: A Reflective Process

In the spring of 2020, students and their professors entered uncharted territories with the COVID-19 pandemic, an event that forced brick-and-mortar clinical training programs online. Tools once foreign to many professors and students, such as Zoom, Hangouts, Skype, Teams, Screencastify, and Kultura, became not only common vernacular, but morphed from nouns to verbs. Internet infrastructure was stretched nearly to the breaking point at many spots across the U.S. and the world.

The challenge of transitioning to an online format raised concerns for student accessibility to necessary equipment and services (Sahu, 2020). Students scrambled to acquire computing equipment needed for their education, equipment and services universities previously provided for many. Students not only faced increased distress related to educational access, isolation, and mental/physical health concerns (Sahu, 2020; Zhang et al., 2020), but many also lost access to campus resources like shelter, food, income, and healthcare (Zhai & Du, 2020). In fact, many students were forced to move in with family members, sometimes hundreds of miles from campus. Regarding employment, some were able to transition online, while others found themselves unemployed or faced with the choice of whether to continue work in service or health industry positions deemed necessities, but with potential risk to their health. All the while, learning continued.

The COVID-19 pandemic also raised questions about educators' capability to use technology effectively. Professors had to find ways to transition course content online as quickly and seamlessly as possible. Although a plethora of technology exists to assist in online instruction, and entire institutions thrive in this format, many professors at brick-and-mortar institutions were unprepared for this expedient transition. In addition, many professors faced

similar issues as students regarding internet access, adequate computing equipment, and concern about future employment and meeting basic needs. Due to a median age of 49 for tenure track professors and with 37% of faculty members in the U.S. over the age of 55 years old (McChesney & Bichsel, 2020), there was likely an additional layer of stress related to increased risk of becoming seriously ill with COVID-19. All the while, teaching continued.

Individual Response to COVID-19: A Constructivist Approach

From a constructivist perspective, the creation of personal constructs is a dynamic process with the goal of increasing quality of life (Rorty, 1999) and enhancing survival based on one's current context (McWilliams, 2016). One such construct is the need for social interaction and cooperation (Rorty, 1999). Kelly (1977), the father of clinical constructivism, argued that people create constructs in an effort to predict continuously changing contexts (Kelly, 1955), something few were able to do with regard to COVID-19, which made adapting exponentially more difficult. With the onset of COVID-19, socializing was deemed to be not only less useful, but possibly detrimental to physical survival, and thus severely limited through social-distancing. Through suggestion or enforceable laws, students and professors found themselves physically and psychologically distanced from anyone not living under the same roof, in effect plunging many individuals into a state of isolation.

In response to social-distancing, individuals had to create new constructs they could use to make meaning of this new experience (Kelly, 1955/1963) in order to function in the changed world (Paris & Epting, 2016). This process might have proved particularly difficult for many students and professors due to the drastic change in context from in-person to online course delivery. As Paris and Epting (2016) pointed out, "however problematic or painful our process may be at any given time, if we are able to shift the meanings underlying it, we will be able to

change the process and, it is hoped, move on" (p. 186). The need to adapt to a world changed by COVID-19 required what Raskin (2008) referred to as blind variations which are untested approaches to novel situations where previous behavior is no longer useful or possible. While still preferred by many, educating students in a physical classroom where they sit side-by-side, sharing both air and space, was no longer adaptive in the current context. However, translating an exact replica of an in-person course to online format during COVID-19 is also misguided as it neglects to consider the aforementioned personal, psychological, and logistical concerns of students and professors.

Programmatic Response to COVID-19: An Experiential Approach

As society struggled to grapple with this new way of existing, education had to continue. Students had paid tuition and professors had content that needed to be taught to ensure accreditation standards were met and students had the appropriate knowledge and skills to be deemed competent in their field of study. This transition has been particularly difficult for applied education programs such as those seeking to train counselors, psychologists, social workers, and other helping professionals. For the remainder of this article, the terms counselor and counseling will be used to encompass all helping professions. While there are online counselor training programs, the vast majority exist in brick-and-mortar institutions without the easily accessible infrastructure to ensure all courses can be taught and standards met online in a secure and confidential manner. Although many content-heavy courses such as those related to counseling theory, foundational concepts, human development, and statistics might seem easy enough to transition online, faculty still had to decide whether to deliver these courses synchronously, where all students met in an online classroom during a scheduled time to learn the content, or asynchronously, where faculty posted prerecorded and prepared content online for

students to access in a more flexible manner. Student preference as well as the aforementioned pandemic related issues influenced how students engaged in the chosen delivery and ultimately their evaluation of the course. Clinical or skill related courses, however, were more complicated for faculty to navigate. Basic skills courses, where professors often observe multiple live or recorded role-plays, required fundamental changes because students could no longer conduct these sessions in-person. These problems only amplified in more-advanced clinical courses.

As programs strive to address students' and educators' needs, many have developed creative ways to meet learning objectives while adhering to accreditation standards through online instruction. One such approach uses experiential education, a process of employing multisensory activities to engage the student (Cantor, 1995) in the transformation of experiences into knowledge (Kolb, 1984), in an online format. The purpose of this article is to describe how educators training future counselors can enhance a mixed synchronous/asynchronous online course by using the adventure wave and experiential learning cycle. The proposed design affords students the needed time to construct new knowledge about the course content within the context of the COVID-19 pandemic, by reflecting on this life altering experience (Raskin, 2008) and "spontaneously arriving at a unique understanding of the situation" (McWilliams, 2016, p. 15).

Thoughts on Format

It is important to address a critical formatting issue related to online instruction: synchronous vs. asynchronous delivery. Although constructivists acknowledge the potential influence of social structures, the development of personal constructs (i.e., learning) is seen as a particularly private and individualist process (Raskin, 2008). Thus, educators should consider the use of a mixed synchronous/asynchronous format when implementing experiential learning online. This type of format allows for experiences and reflection to occur through social

interaction during the synchronous portion of the course and allows for knowledge construction through personal endeavor, on a personal level (Raskin, 2008) during the asynchronous portion. In addition, using this mixed model takes into account the aforementioned issues students might be experiencing related to online instruction (i.e., access to computing equipment and internet) by allowing flexibility in when and how they access course content. It also provides social interaction, albeit through video conferencing platform, that might be lacking otherwise.

Defining Experiential Education

According to experiential education theory, experience alone does not produce knowledge. Dewey (1910/1986c), the founder of experiential education and a major influencer of George Kelly, wrote that it is through the process of thinking about the experience that one gains knowledge. More specifically, by reflecting on experiences, people can understand and transform the experiences into knowledge (Baker et al., 2002). Thus, from an experiential education perspective, the goal of education is to develop students' ability to transform experiences into new knowledge through reflection (Dewey, 1960; Kolb, 1984). In regard to training counselors, education is the process of making unfamiliar counseling concepts familiar (Baker et al., 2002) by reflecting on inter- and intra-personal experiences related to counseling knowledge, skills, and practice. Griffith and Frieden (2000) encouraged educators to use experiential learning activities to foster reflective thinking in counselors-in-training because counselors understand client issues and choose interventions based on the continuous examination of relevant experiences related to their training and practice.

Consistent with constructivist belief that students have a natural ability to think and construct knowledge primarily on their own (von Glasersfeld, 1995), is the deeply held belief that teaching cannot change the nature of learning, "it can only organize it or differentiate it in

some particular direction" (Dewey, 1897/1959, p. 19). However, while experiential educators disagree with essentialism – the belief in a body of knowledge that needs to be imparted to students – they do not reject it completely (Dewey, 1913; Simpson et al, 2005). This is an important point because training counselors requires educators to teach counseling skills, theoretical orientations, group processes, diversity and ethical issues, and research and assessment (Nelson & Neufeldt, 1998). Experiential educators believe the best way to promote learning is by reflecting on experiences that reinforce previously taught concepts (King & Kitchener, 2004).

Implementing Experiential Education

Experiential educators advocate for the use of experience and reflection to promote learning and research suggests that counselors in training value experiential activities (Grant, 2006). But how do educators facilitate both the experience and the reflection process effectively, especially through an online format during the COVID-19 pandemic? What follows is an integrative model combining the adventure wave (Schoel & Maizell, 2002) with the experiential learning cycle (ELC, Kolb, 1984) educators can use when implementing experiential education in online instruction during the COVID-19 Pandemic.

The ELC has four steps: doing, reflecting, generalizing, and transferring (Kolb, 1984). The adventure wave consists of three phases: briefing, doing, and debriefing (Schoel & Maizell, 2002). The last two phases of the adventure wave—doing and debriefing—overlap with the ELC's four steps. Riding the adventure wave means to move through each phase of the wave: first the briefing, followed by the doing, and then the debriefing (Schoel & Maizell, 2002). Figure 1 depicts this integrated model. Educators can organize each class meeting by using the adventure wave, even guiding students through multiple waves each meeting. What follows is a

description of how educators can apply each phase of the adventure wave to experiential education in an online setting. Two case examples are provided to serve as illustrations for implementing experiential education in different types of counseling course (i.e., a counseling theories course and a basic skills course). These examples are included within each phase for clarity. Figure 2 depicts this integrated model as outlined in each example.

Briefing (Wave Phase 1)

The main addition the adventure wave brings to the ELC is briefing. Schoel and Maizell (2002) explained that during briefing, experiential educators introduce students to the activity and establish expectations for the learning experience. Educators assess background knowledge and teach important skills and concepts (Itin, 1999). Additionally, they help students set goals that guide subsequent phases of the wave. If the class appears to have sufficient knowledge of the concepts, the educator can spend more time on the next two phases. In short, briefing creates focus for the learning experience.

Educators also use briefing to frame the activity in a manner likely to be more engaging for students. Dewey (1913) believed that personal interest is influential for learning and encouraged educators to use that interest as a starting point for education. Experiential educators believe that once interest is aroused, students take the initiative to gain new knowledge by reflecting on their experiences, both past and present (Dewey, 1910/1986b). Kelly (1955) extended this thought with his belief that there are many workable ways to construe reality, but that our view of reality depends on our own constructions of it—our interests are part of our constructions based on previous experience.

Case Examples

Counseling Theories. Dr. Walker is a professor teaching a master's counseling theories course. Prior to transitioning online due to the COVID-19 pandemic, Dr. Walker's class met in-person once a week for approximately three hours. When her institution decides to transition to online delivery, she receives emails from many of her students voicing concerns about their ability to be online for live 3-hour lectures due to limited internet access in their locations. After surveying the class, she decides to conduct her class using a mixed synchronous/asynchronous format. Specifically, Dr. Walker plans to post video-recorded lectures online for students to access at their convenience. She directs students to view the video prior to their online meeting, scheduled during a portion of the usual class time to ensure they receive the relevant instruction on theory. During their first online meeting, Dr. Walker has students share individual learning contracts that include three goals they have for the remainder of the semester related to the course, an assignment they had been working on over the past week. Next, Dr. Walker uses the initial portion of the meeting to answer questions related to the pre-recorded lecture covering the week's theory (which for the purpose of this example was Adlerian theory). After she has addressed all questions, she briefs students on a two-part activity, explaining that for the first part, an outside volunteer will join the class to for a live demonstration of that week's theory. She explains that for the second part of their experience, she will separate students into pairs and place them into breakout rooms where they will practice using the week's theory as both counselor and client.

Basic Skills. Like many counseling professors teaching a basic skills course, Dr. Blaker involved students working together to learn and practice necessary skills throughout the semester. Prior to the transition caused by the COVID-19 pandemic, Dr. Blaker's students engaged in weekly classroom lectures and demonstrations before partnering with a peer to

practice basic counseling skills in the program's counseling lab. Students recorded each practice session and reviewed them with the rest of the class, engaging in an open reflection to give and receive feedback from the other students. This process supports students' reflection on their own progress and strengthens their ability to provide constructive feedback to foster peer growth. When his institution decides to move to remote delivery, Dr. Blaker works quickly to transition his course online. He first surveys his students to gauge computing equipment and internet access. Based on the feedback, he decides to use a mixed synchronous/asynchronous delivery format where he will provide weekly synchronous online lectures and allow students to work asynchronously in triads to record weekly skills practice counseling sessions. He uses his institution's online learning platform, something the class has been using throughout the semester, to conduct the 2-hour live lectures. These synchronous lectures serve as a briefing where Dr. Blaker first presents new concepts and skills and then provides prompts to guide their weekly practice counseling sessions. Following the first week of online instruction, and each subsequent week, Dr. Blaker also uses these meetings as a time to reflect on the previous week's practice counseling experience.

Doing (Wave Phase 2/ELC Step 1)

The doing phase offers students a concrete experience related to course content. This phase of the adventure wave corresponds to the ELC's first stage. Educators provide students an opportunity to learn-by-doing by introducing experiential activities related to pertinent skills and/or concepts. Students often draw multiple meanings from each activity. Personalized learning is encouraged, but educators should place boundaries on the discussion during the debriefing phase that follows, in order to ensure important concepts are not lost (Boud & Walker, 1998).

Return to Case Examples

Counseling Theories. After the briefing, Dr. Walker demonstrates the week's theory – Adlerian – with the volunteer client. The volunteer discusses the upheaval the pandemic has brought to his life and how he feels isolated and helpless. He shares his desire to help others, and his despair at being unable to do so. Using Adlerian theory as a guide, Dr. Walker encourages the volunteer, exploring the perceived impact COVID-19 is having on the client's overall approach to life and other Adlerian concepts such as life tasks, family dynamics, significant relationship, wellbeing, and community feeling. After a facilitating a short reflection on their observations, she divides students into pairs and has them practice using Adlerian theory as both the counselor and client in breakout rooms. Dr. Walker visits each breakout room to observe students, provide feedback, and make necessary clarifications.

Basic Skills. After attending the online lecture and reviewing the provided prompts, Dr. Blaker instructs students to work collaboratively with peers in triads to practice counseling skills. Each week students rotate through the roles of counselor, client, and observer. Dr. Blaker informs students about continuing to maintain confidentiality while using the new online format. Although the practice sessions are role plays, thus not requiring HIPAA compliance, Dr. Blaker works with campus IT services to ensure students use a secure platform in order to underscore ethical practice. The triads conduct and record their weekly practice counseling sessions for the remainder of the semester.

Debriefing (Wave Phase 3/ELC Steps 2-4)

Consistent with the belief that educators should direct the focus of learning (Dewey, 1910/1986a), the final three steps of the ELC—reflecting, generalizing, and transferring— guide the adventure wave's debriefing phase. Because people are constantly moving and making sense

of their experiences (Butt, 2008), educators must allow adequate time during these discussions for reflective thinking and discussion. Students will learn when educators give them experiences and provide the opportunities to reflect on those experiences. Educators should give students experiences that allow them to act spontaneously, and then facilitate reflection (Cardellini, 2006; von Glasersfeld, 1995)—which is more akin to removing barriers to reflection than motivating them to reflect. Therefore, on the one hand educators guide reflection, while on the other hand they step aside to let learning happen.

Students use the activity to connect the abstract concepts presented in the briefing to real life practice through reflection and generalization. During the first step, reflection, students focus on what happened during their experience. Folan (2012) referred to these reflections as recreational debriefs. Next, students generalize the experience by discussing the significance of what happened. Folan (2012) referred to this process as an educational debrief which focuses on what the students learned from the experience. Finally, students enter the transfer step of the cycle as they plan to apply their experience in other areas of their lives. Folan (2012) referred to this step as a transformational debrief where students establish specific goals for everyday life, based on what they learned during the experience.

Return to Case Examples

Counseling Theories. Immediately following the conclusion of the demonstration, Dr. Walker facilitates a class debrief asking students questions regarding her application of Adlerian theory, the volunteer's response, and their reactions to the observed process. After students complete their paired practice, Dr. Walker facilitates a debrief by directing students to reflect on their experience as the counselor and client. Finally, students are required to journal about this two-part experience outside of class and respond to an online open-ended questionnaire that

facilitates comparison between the current and previously discussed theories. Specific prompts Dr. Walker might use to guide the group and individual reflections can be found in Table 1.

Basic Skills. After recording, students move into the debrief phase by reviewing the recorded session individually. They each reflect and provide feedback on the recorded session using the experiential learning cycle to guide the reflection process. The triad then reconvenes to meet and discuss their reflections on the video and provide feedback before the next class meeting. After the discussion, the student in the role of counselor submits the video, each student in the triad submits an individual reflection, and the group submits a composite reflection to the professor for review. Upon the next synchronous class meeting, the instructor facilitates a discussion with the students regarding their practice session experience and reflections. Specific prompts Dr. Blaker might use to guide the group and individual reflections can be found in Table 1.

Assessing Online Learning During the COVID-19 Pandemic

Assessment is the educator's attempt to understand how experiences have produced change, growth, and learning. The COVID-19 pandemic has also impacted assessment and evaluation methods, resulting in educators and universities being faced with challenges in administering and evaluating student performance (Sahu, 2020). Of specific concern are the integrity, validation, and quality of adapting traditional in-person forms of assessment and evaluation for online use (Mellar et al., 2018; Sahu, 2020). Further, while multiple choice and closed-ended questions are frequently used in online assessment, especially due to their ease of application and ability to provide prompt feedback, there is significant criticism as to whether this method accounts for assessing critical thinking, real-world applicability, and a valid measure for assessing knowledge of the curriculum (Alruwais, et al., 2018; Singh & de Villiers, 2017).

From an experiential perspective, it is important that students are actively involved in how they are assessed. Authentic assessment, defined as the measuring of "the real, actual, or genuine as opposed to measuring a poor substitute" (Case, 1992, p. 19), is key to gauging change, growth, and learning in students. When using experiential education in the classroom, educators should use authentic assessments, adaptable for use online, such as learning contracts (Chickering, 2000), naturalistic observations (Case, 1992), written reflections in the form of journals and papers (Hoban, 1999), open-ended questionnaires and engaged discussions (Stödberg, 2012), and portfolios (Granello, 2000). Although these preferred methods of online assessment can be more time consuming for educators (Stödberg, 2012), recent research indicates that a growing number of students prefer them because they are easy to access, quick to complete, provide expeditious or immediate feedback, and create an engaging and enjoyable learning environment (Alruwais et al., 2018).

Learning contracts are used to help students set goals (Chickering, 2000) and could include three concepts they would like to learn and three concrete goals they will accomplish during the semester. While learning contracts are consistent with the constructivist belief that students have a natural ability to think and construct knowledge primarily on their own (von Glasersfeld, 1995), individual online meetings with each student will give the educator time to help guide the student toward appropriate goals (Dewey, 1910/1986a). Naturalistic observation includes live supervision or review of recorded counseling sessions demonstrating students implementing their new knowledge or skills (Case, 1992). During naturalistic observations, educators provide verbal and/or written feedback to guide students' reflective thinking based on performance. This feedback helps students avoid future mistakes by teaching them how to reflect on the steps that precede their actions (Cardellini, 2006).

In addition, educators can use written reflective summaries throughout a course as well as a final cumulative summary of students' written reflections (Hoban, 1999). This type of assessment promotes learning by having students reflect on inter- and intra-personal experiences related to previously taught content making the unfamiliar concepts familiar (Baker et al., 2002; King & Kitchener, 2004). Educators hope to pique students' interest in why some concepts are useful to the therapeutic process, while others are not through these written reflections. As von Glasersfeld stated, it is "this interest which leads to understanding" (Cardellini, 2006, p. 182). Open-ended questionnaires are meant to elicit responses demonstrating their mastery of the content and ability to synthesize information into understanding. Engaged discussions often take the forms of synchronous class dialogue or asynchronous online forums. Although constructivists view learning primarily as a private and individualist process, they acknowledge the influence of social interactions (Raskin, 2008) that educators facilitate when using this type of assessment.

All assessments can be compiled into a portfolio (Case, 1992) defined as evolving collections that provide evidence of learning (MacIsaac & Jackson, 1994). Being used with increasing frequency in counseling training (Granello, 2000), portfolios allow educators to assess progress as well as help students reflect and make meaning out of their course experiences (Barnett & Lee, 2994). It is critical that everything included in the portfolio possess a reflective statement summarizing how the experience impacted learning, otherwise the portfolio resembles a scrapbook more than a comprehensive, authentic assessment (MacIsaac & Jackson, 1994). These portfolios can be submitted for evaluation, but also presented live via video conferencing software, allowing students to share their accomplishments with other students.

Return to Case Examples

Rather than transition the original in-person assessments online, Drs. Walker and Blaker used the integrated adventure wave and ELC model to guide online delivery and implement authentic assessment. Specifically, Dr. Walker used learning contracts, naturalistic observations, open-ended questionnaires, and engaged discussions to assess learning in the counseling theories course. To assess learning in the basic skills course, Dr. Blaker used naturalistic observations, written reflections, and engaged discussions. Although not included in the case examples, both educators might consider having students combine all forms of assessment into a portfolio that can be used for program evaluation or accreditation purposes.

Addressing Student Wellbeing

The COVID-19 pandemic placed educators and students in an ever-changing and chaotic world, a world that threatened the students' wellbeing, hindering their ability to learn. Students and educators attempted to create new constructs to make meaning of this constantly evolving experience, but its novelty and unpredictability has made adaptation difficult. This section is placed at the end of the article to ensure readers understand necessary concepts. However, educators should consider providing students with time at the beginning of each class to reflect on their lived experiences during the COVID-19 pandemic. Specific prompts to aid the reflection are provided in Table 1. Educators can also integrate questions into assessments that help students construct new knowledge about course content within the context of the COVID-19 pandemic. For example, in the counseling theories class, Dr. Walker might ask, "how has the pandemic affected you in terms of social interest, community engagement, lifestyle, choices, attachment, control, order, meaning, and purpose?" In the basic skills example, Dr. Blaker might ask question students "How has social distancing as a result of the COVID-19 pandemic affected the delivery of traditional counseling services and telemental health counseling services?" By

processing their experiences, students create new constructs and make meaning of this new experience (Kelly, 1955/1963) in order to function in their changed world (Paris & Epting, 2016).

Conclusion

As counselor training programs continue to be impacted by the COVID-19 pandemic, students still need to learn concepts and practice skills related to counseling. Educators can help students navigate the unknown and promote learning by integrating the adventure wave and ELC to guide experiential education in mixed synchronous/asynchronous online course delivery. While this integrated model may not address the needs of all students, the proposed model is useful for enhancing the learning process and promoting wellbeing by providing needed time to construct new knowledge about the course content within the context of the COVID-19 pandemic. The true test of this model is its usefulness for teaching and learning online.

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Table 1

Prompts for Guiding Each Step of the Experiential Learning Cycle During Debrief

ELC Step	Counseling Theories	Basic Skills	COVID-19
Step 2. Reflecting/Recreational	**Demonstration:** What did you observe during the theory demonstration? What did you most/least like about the theory? **Paired Practice:** What did you most/least like about using this theory? What was it like being the counselor/client?	What happened during the practice counseling session? What felt most comfortable/least comfortable during the practice session? What did you notice about the client during the practice session?	What has changed in your world as a result of the pandemic? What have you observed about yourself/others as a result of the COVID-19 pandemic? What has been the hardest/easiest thing to cope with this week?
Step 3. Generalizing/Educational	**Demonstration:** What was different about the way this theory was applied? What did you learn from this demonstration that you didn't know before? **Paired Practice:** How useful was this theory in your practice session? How did applying this theory as the counselor differ from experiencing it as the client?	What did you find challenging/supportive during this session? How useful was each technique/skill for accomplishing (or progressing toward) the therapeutic goal of the session?	How have these changes impacted you during the pandemic? What have you learned about yourself/others during the COVID-19 pandemic? What ways have you coped with all of these changes? What has worked best/least?
Step 4. Transferring/Transformational	**Demonstration:** How will observing this demonstration shape your understanding and future use of this theory? **Paired Practice:** How could you use this theory with future clients? What about this theory might facilitate/hinder growth in future clients?	How will participating in this practice counseling session inform your future sessions? What techniques/skills are most difficult for you to apply? What will you do differently in future practice sessions to improve your understanding of counseling skills?	What will you continue to do during the COVID-19 pandemic? What will you discontinue during the COVID-19 pandemic? Set a specific goal for this week that will improve your world.

Figure 1

An Integrative Model Combining the Adventure Wave with the Experiential Learning Cycle to Guide Experiential Education

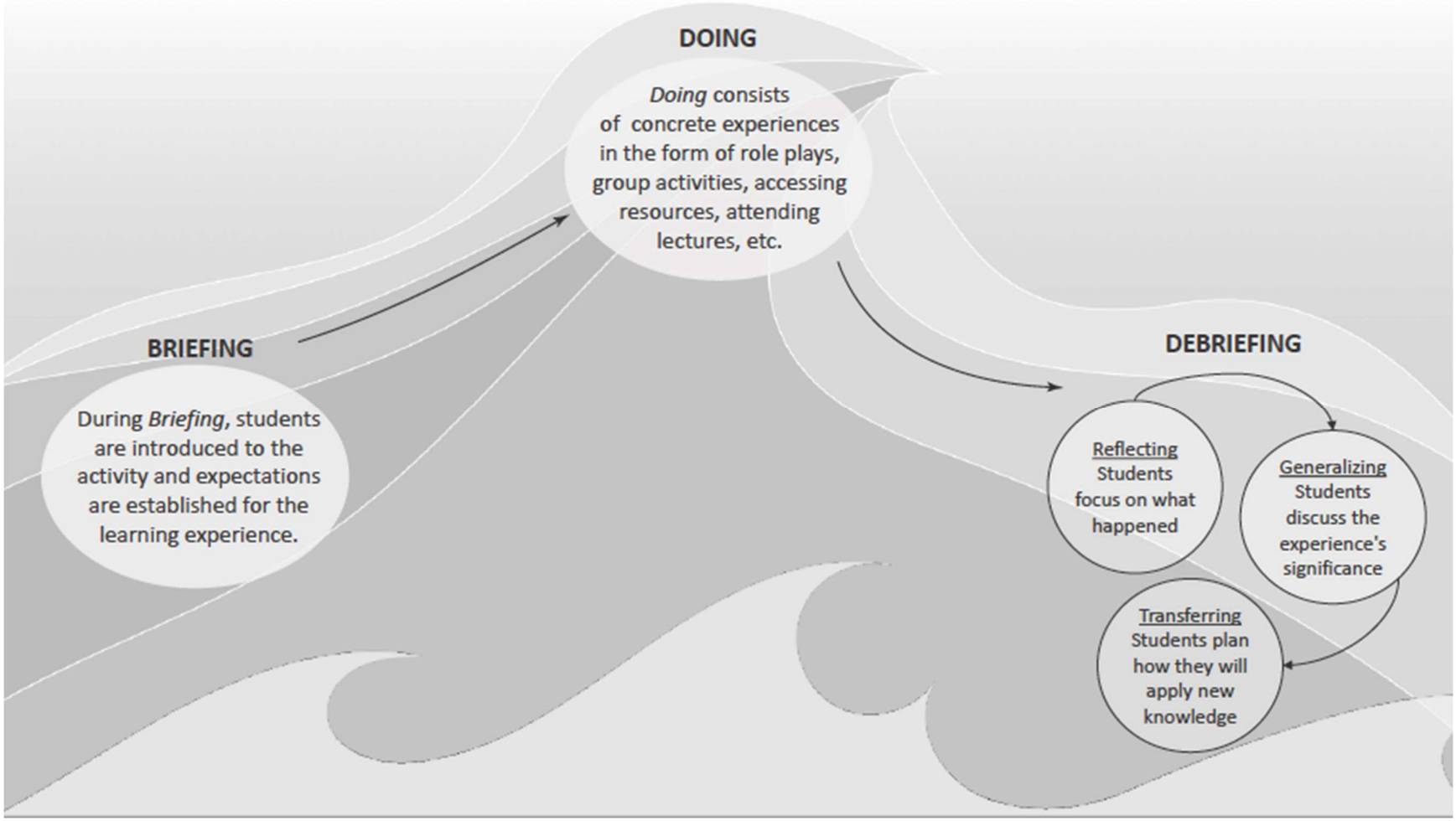


Figure 2

The Integrative Model Applied to a Counseling Theories Course and Basic Skills Course

