[Extracts from the content modules]

SAMPLE TYPES OF ASSIGNMENTS THAT COULD BE PTSD TRIGGERS

Simulation

Case studies
creative demonstrations
Walkthroughs
Roleplays/reenactments

Creative writing/personal exploratory writing

Journalistic topics related to war

Group presentation

[again, imperative is accommodation/not exceptions. Problems are usually in non-major required classes with ‘pop’ demos etc, as most student veterans in a major will expect what occurs.]

SAMPLES BY DISCIPLINE THAT COULD BE PTSD TRIGGERS

Biology:

Cardiology simulations:
Dissection (frog, cow eye, fetal pig, etc)
Bone fracture simulation/testing
Nocturnal behavior simulation (simulating being blind)
Visible Human
Deep brain stimulation
Animal captivity and response
study of nurtured/abandoned animals
Skull identification
Crime scene/forensics
Bioterrorism

Business:
International business/cross cultural communication
Human Trafficking
smuggling/trade during wartime
Global economic crisis
Cultural misunderstandings
Human rights

Chemistry/Physics:
Explosions/combustion demos, popping balloons, firecrackers
Gases
Use of Burners
Remote control frequencies
Riding rollercoasters

Psychology
Abnormal Psychology
Abuse of children
Re-enactment of the Stanford Prison Experiment
Ethics
Sensory perception

Engineering:
Soldering/metalwork

Nursing:

Auscultation (breathing sounds)

Criminal Justice
Victim walkthrough/roleplay
profiling
Interrogation
Prison studies
Death penalty/treatment of minors

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SCENARIO 8: REAL EXAMPLE: A class assignment:**

* Class requires viewing and deeply studying the opening invasion scene of Saving Private Ryan with its heavy casualty and mutilation scenes.
* Someone shows up during 1st office hr and says he has PTSD and can't do that assignment.
* This activity IS listed in the class syllabus and a Vets Section says 'accommodation, not exception'
* **VARIABLES that affect decision?**
* **POSSIBLE APPROACHES?**
* **QUESTIONS TO ASK?**

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[www.miguelfernandez.com](http://www.miguelfernandez.com) and choose ‘Faculty resources for working with Veteran Students’ and enter email, name

SLIDE 2: I started seeing student veterans from OEF. Had seen a Gulf Wartaught a veterans cohort 4 years ago and have taught .

Made up the title.

SLIDE 4: \*GI Bill Beneficieries. Spouses, children, Gold Star.

* Student was taken aback
* I noticed. Explained. Joked.
* He’s visibly uncomfortable, stares at it, uses whatever internal, and moves on. He won’t stand in front of it.
* 3 weeks later he’s fine. Student veterans, even that small population that is %disability due to PTSD are transitioning. Transitioning is helped by accomodations. Not exceptions, not changing what’s required or regular practic. Accomodation in this case, in most cases only required an explanation. Some prep for first day, a few tactics for handling in classroom situation some prep for 1st office hr situation is all you have to do and what this session is a preview of, a part of a 6 month sabbatical on fac dev for betters serving student veterans

SLIDE 14: **’Military Educational Benefits’ in the college are called or handled by the office of**  **‘financial aid.’**
**1b) Identify Veteran services or Veteran office’s hours and contact information, especially web pages**.
**1c) Instructor office hour appointments are ‘highly suggested’ for questions related to class and required if having trouble / unclear about class**

5500 words of the full canvas module/chapter 🡪 extract the quick tips only 🡪 45 minute of facilitated presentation

SLIDE 23:

* Easy Example to illustrate (because it's Disability Act related):
* Class requires a climb off trail for field work
Someone without legs is in the class.
* This activity IS listed in the class syllabus and a Vets Section says 'accomodation, not exception'
* 1)For a geology class where this activity is part of the course requisites from the district, this would be an exception -- on the syllabus as required and the vet student may not be able to complete that requirement.   Might have to drop.
*
* 2)For a ENG101 course where the instructor is just a nature lover and includes this not as a MCCCD requirement, but a personal 'learning activity', should be made clear on syllabus before first day or if not 'accommodation' would be required.
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If there’s nothing else you can get faculty to do related to student veterans, here are 3 foundations that will prevent or triage MANY

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| Primer: Stereotypes | 6)Writing & Reflection |
| Primer: Teaching Space (physical & Elearning) | 7)Assignments & Feedback |
| Primer: In Processing - Orientation | 8)Grades & tutoring |
| 1)1st Day/First Office Hour | 9)Group work |
| 2)Attendance & In-Class behavior | 10)Work & EDU goals |
| 3)Physical issues/disabilities | 11)Supporting Services |
| 4)Non-Visible Issues | 12)End of class - Graduation |
| 5)Time Management & Study tips |  |