

All Tips at a glance/All Scenarios at a glance

Toolkit for Training Faculty to Best Serve Student Veterans

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Minimal USE : Review tips below (more info in their chapters) + look over Scenarios for need/problem case referral
Otherwise...

BASIC USE: Go to “How to Use Toolkit” PDF for details on self training approaches (3 pg)

Overview by reading INTRODUCTION to Student vets At-A-Glance FOR FACULTY (profiles, FAQ, vitals) PDF

Use 10 themed chapters for Faculty /teaching best practices as needed/interested

3 TIPS for student veterans in classroom RATED MOST USEFUL for FACULTY (by peer review, 1/12/15):

40)CHECKLISTS

2) PREP SYLLABUS with a separate section HEADER

32)Pre-arranging signal between student/faculty for ‘need to take a moment’ and/or ‘take it down a level’

MF Recommended: 5) Startle Response + How to safely awaken/rouse a student vet asleep in class

All 74 tip titles at a glance:

	All Scenarios:	Found In chapter
1)	Understand why Student Veterans should/need to ‘self identify’to EACH instructor	1
2)	PREP SYLLABUS with a separate section HEADER	1
3)	Accommodations: Excused Absences for student veterans	1
4)	What if?: Dealing with sudden unit activation or rapid deployment	1
5)	Dealing with a DROP/W when the student veteran requests an F	1
6)	Be Clear: General Code of Classroom Conduct for all	1
7)	Issue-related Office Hour visits by student veterans (overview of what to expect)	1
8)	Quick orienteering for intro type classes with many new freshmen: mention campus layout maps, or point out where to find campus layout maps online	2
9)	LOCATION SEATING	2
10)	E-Learning courses are often a big risk for student veterans	2
11)	E-Learning: Use discussion groups to store model/sample assignments	2
12)	E-Learning: consider using checklists	2
13)	E-learning: consider closing every chapter, module, week, with a 1 min. voice/video clip that summarizes content	2
14)	E-learning: Testing time/Finals/ suggest ‘toys’ for distractions for student veterans with children	2
15)	E-learning: Working around ‘accommodation’ black out periods or alternative due dates	2
16)	Expectations of authority figures	3
17)	Behaviors in class may signal student veterans having transition trouble	3
18)	Faculty should have at least two quick remedy strategies ready for ‘on the spot’ student veteran reaction situations in class	3
19)	Classmate behaviors will subtly or not so subtly be influenced by the knowledge there is a student veteran in class	3
20)	Negative changes in behavior can be one shot sometimes	3
21)	Three (anecdotal) quick body language poses to improve communication effectiveness	3
22)	A really quick overview of the common symptoms of PTSD and link for TBI (Traumatic Brain Injury)	4
23)	What PTSD isn’t	4
24)	A variant of PTSD (Post 9/11) with different source dynamics and stronger build-up of depression and anger has started to become more common	4

All Tips at a glance/All Scenarios at a glance

25	Startle Response + How to safely awaken/rouse a student vet asleep in class	4
26	Anxiety attacks can chain react or 'domino effect'	4
27	Recovering from a public PTSD incident/trigger	4
28	PTSD can be triggered by discussion topics outside of war and politics and violence	4
29	Change in social status and structure/routine becomes frustration as a transition byproduct	4
30	Social media cues or eLearning discussion board cues or in-class interaction 'casual comment' signs of trouble with PTSD towards suicidal behavior	4
31	Service learning and community partnerships are excellent vehicles of transition or launch pads for positive contribution and integration into the community	4
32	Pre-arranging a hand signal between student/faculty for 'need to take a moment' and/or 'take it down a level'	4
33	A few types of class activity that could potentially carry PTSD triggers	4
34	A non-comprehensive SAMPLE LIST ACROSS VARIOUS DISCIPLINES THAT COULD BE PTSD TRIGGERS	4
35	Give extra credit for attending on campus time management workshops	5
36	4 time management essentials often overlooked by student veterans	5
37	Don't forget notetaking workshops, and if can't make on-campus workshops, there is always youtube	5
38	Overloaded schedule	5
39	Give extra credit for attending on campus time management workshops	5
40	CHECKLISTS:	6
41	Model example assignments	6
42	For assignments that have too much free choice...have a small sample topics list	6
43	Always give an example of what's wrong or details of what leads to a specific grade	6
44	Military Topics are fine, as options	6
45	"Keep your work and notes!" Student veterans don't always know they should keep their notes etc for 'portfolio submission at end,' 'check against plagiarism,' etc	6
46	One student vet's preferred topic is another's trigger	6
47	Don't suggest tutoring. TELL THEM to go to TUTORING/it's a 'Mandatory suggestion'	6
48	Application of course content to real world applications always make for better assignments	6
49	Give out or encourage the student vet create a checklist calendar hybrid	6
50	Quick tip for class management of meandering 'war stories'	6
51	GROUPWORK etiquette rules and discussion etiquette	6
52	GROUP WORK TIMING	6
53	Group Work culture shock/problem types (&problem people) student veteran may encounter in group work	6
54	Definitions of a few types of 'vet friendly' classes – especially useful for writing/reflection courses or groups.	7
55	Writing/Reading/Reflection activities as military related service learning	7
56	Assignments with therapeutic as well as academic (grammar, paper writing, research,etc) value	7
57	Some examples/models of writing and other expressive arts as therapeutic, academic, or creative outlets for vets	7
58	Tutoring	8
59	Plow ahead	8
60	Study groups are good but no one has time to meet	8
61	Early Alerts can work...but only if the student veteran feels part of the campus culture	8
62	Hold a faculty open office hour for student veterans	9
63	Consider suggesting and supporting creation of a (non funded) Faculty Liaison position on campus	9
64	Alliance, connect with other 'vet friendly' faculty, with faculty and employees with military background (for quick fact checking or questions about military culture or jargon) and with 'vet friendly'/'vet aware' counselors	9
65	Informal peer or 'blind' review of syllabi and assignments	9
66	Be aware: Secret lists of the 'vet friendly' faculty WILL form	9
67	LEVERAGING VETERANS ALREADY ON CAMPUS	9
68	Vets can train others how to advocate and work the system for themselves	9
69	Lobby for counseling to pre-reserve some appts	9
70	Include support materials for student veterans in orientation packets	9

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71	End of Class/Learn what could be better	10
72	Encourage student veterans join SVO, committees or follow up with community participation	10
73	Consider suggesting a student veteran event or activity for the next Veteran's day or a student showcase	10
74	Presence at convocations/graduations...counts	10

All 68 Scenarios at a glance*:

	All Scenarios:	Found In chapter
1)	Issue concerning Hat or Jacket or Insignia worn in class or at campus event	1
2)	Seating	1
3)	"Don't know if I'm ready for college"	1
4)	Veteran new to a disability (hearing, seeing etc) or disability related tech & trouble adjusting	1
5)	Student Vet gives inappropriate student comment , response, remark	1
6)	notification from your disability student services office... % certified PTSD disability	1
7)	requests alternative class content, topic, assignment	1
8)	non-vet student gives inappropriate student comment or feedback	1
9)	MID-SEMESTER: Student express worry of triggers related to...	1
10)	Student veteran asks first day if they can do a presentation/assignment that is 'raw' ...	1
11)	Student veteran request a service animal in class	1
12)	'transition trouble' working in a collaborative group with a particular cultural identity...	1
13)	Declares publically, that they suffer from PTSD and the meds...	1
14)	Office hour revelation that student veteran is going through treatment for...	1
15)	needs to know what will the stress level really be for this class...	1
16)	issue of non respect to other students (despite syllabus w/keystones or classroom etiquette)	3
17)	issue of non respect w/teachers	3
18)	issue of not respect w/ethnicity	3
19)	Asks for non participation because of subject matter	3
20)	non participation at all in a course that requires participation	3
21)	Threatening behavior happens in class – out of the blue ...	3
22)	Dropped or disciplined student vet waits outside...	3
23)	In middle of heated discussion, student vet uses inappropriate or salty language. ...	3
24)	Student vet disappears during/after topic, story or discussion in class, about rape, torture or ...	3
25)	... behaves inappropriately or too attentively to someone in class of a specific gender or ethnicity ...	3
26)	Student veteran is constantly late to class and that lateness is disrupting the class flow.	3
27)	Other students (group or general class population) report to you student veteran seemed drunk ...	3
28)	Other students (in group or general class population) tell you student veteran had in backpack...	3
29)	Student veterans in class are doing non-verbal passive acts of intimidation ...	3
30)	... what kind of documentation do you need for my absences to be excused?	4
31)	... student veteran emerges embarrassed. How does class instructor recover the class?	4
32)	Student vet appears flushed, anxious, jittery, sweaty or tearful in class, but when asked ...	4
33)	Student veteran is asleep in class and class is ending or an activity is about to begin. How ...	4
34)	How many classes can I miss – what do I have to do just to pass this class?	5
35)	Needs an extension (emailed day before deadline)...	5
36)	A student misses three consecutive classes. Sends an email pleading not to drop...	5
37)	Alerting you I will need to miss a week (for funeral, battle buddy in foreign hospital...	5
38)	GI Bill benefits end next semester. Can you approve me late [missed 1 st week]/over-enroll ...	5
39)	I have no quiet place to study. Can I sit in during your office hour to get work done?	5
40)	I have VA surgeries scheduled this semester. Don't know specific dates and I ...	5

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41)	I missed a week for ... I am sorry I could not notify you before this...	5
42)	Requests deadlines accommodation due to disabilities.	5
43)	Unit may activate near end of semester. Can I reschedule/take ...	5
44)	Unit will likely activate near end of semester. I will only get 72 hours warning. Can I reschedule...	5
45)	Wants to keep taking course but coming from work so 10 minutes late every ...	5
46)	Your course activities has required activities outside of class schedule and can't ...	5
47)	Can I make up/submit all my missed homework (and/or quizzes) at one time/at end of semester?	6
48)	Group members report to teacher very unusual behavior from student vet ...	6
49)	I had to leave class because of an anxiety attack related ...	6
50)	My presentation group refuses to follow orders and assignments ...	6
51)	Student claims it's unfair in group when others are not doing their work. Mentions ...	6
52)	Student vet discussion/participation is escalating to 'rant' and ...	6
53)	Student Veterans want to stick to other veterans-only in group or ...	6
54)	I was rattled by the previous presentation	7
55)	I wrote an intense piece but now don't feel I can share/present even though ...	7
56)	Mid presentation/mid reading, student starts to break down. Class looks to instructor ...	7
57)	Reveals disturbing communication	7
58)	Has a disturbing assignment share	7
59)	Gives inappropriate feedback	7
60)	Can I get an incomplete instead of a W or F? Only 1 week of ...	8
61)	I just saw my posted grade today. I assumed I would be given an F grade/didn't ...	8
62)	It's not fair I was dropped without warning from class because of issues related to ...	8
63)	Other students (in group or general class population) report to you student veteran seemed ...	8
64)	Other students (in group or general class population) tell you student veteran had ...	8
65)	Student veteran that has been disciplined or called out on disruptive behavior sends ...	8
66)	Student WHILE in ongoing class wants to raise/dispute a grade from a teacher NOW	8
67)	Student WHILE in ongoing class wants to raise/dispute a comment during/from peer review NOW	8
68)	... wants to meet with instructor (and/or chair) with faculty liaison or SVO officer as mediator to ...	9

*** Where are the solutions?** There are too many different ways to 'solve' each, agreeing and disagreeing, similar and dissenting, so instead you have 1)the scenario 2)suggested steps below to find your own localized solutions. **Forcing people to start discussions - active learning -- rather than reading/skimming what I thought/found worked in MY location/culture is the key to action and owning the problem and approaches.** Only homegrown solutions SOLVE WITH PURPOSE.

List of chapters:

- Table of Contents (1 page, pdf)
- How to Use toolkit (3 pages, pdf)
- A)INTRODUCTION to _Student_vets_At-A-Glance (12 pgs, pdf)
- 1)First class, First office hour (prep syllabus, tone, common situations) (11pgs)
 - . Actual syllabus w/section for Student Veterans/Active Military
- 2)Teaching Spaces (3 pages, pdf)
- 3)In-Class Behavior (4 pages, pdf)
- 4)Non-Visible Issues: PTSD, Crisis, Transition (8 pages, pdf)
- 5)Time Management & Schedules (5 pages, pdf)
- 6)Assignments, Classwork, Groups & Feedback (9 pages, pdf)
- 7)Writing, Readings, Presentations (Reflection in the classroom) (8 pages, pdf)
- 8)Grades, Intervention, Tutoring (3 pages, pdf)
- 9)Leveraging resources, allies + faculty role in in-processing (5 pages, pdf)
- 10)Faculty roles in 'Separations'(end of class, convocations, graduations)(4pg, pdf)
- 11) Appendix: ALL 74 TIP titles + ALL 68 Scenarios AT-A-GLANCE

Contact information:

Miguel Fernandez
Miguel.fernandez@cgc.edu or
me@miguelfernandez.com

<http://miguelfernandez.com>
 Composition, Creative Writing, Literature Faculty
 Faculty Liaison for Student Veterans
 Chandler Gilbert Community College
 2626 E Pecos Road
 Chandler, AZ 85225