

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

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