Veteran Educators Resource Packet

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Veteran Educators Resource Information:
This packet was designed to give resources to faculty and staff, to include specific tools, links, contact information
Student Veterans Resource Guidesheet

Office of Veteran and Military Student Affairs – services provided

- Counseling Referral
- Education Benefits Certification
- Education Benefits Counseling
- General Campus Information
- Transition/Deployment Assistance
- In-State Tuition Waivers
- Computer Terminals for Completing VA Related Paperwork for Students

Resource Contact Information

- Office of Veteran and Military student Affairs, [http://www.uccs.edu/~military/](http://www.uccs.edu/~military/)
  255-3253, Forster House (East of Parking Lot 1)

- Mental Health Counseling Center, [http://www.uccs.edu/~counsel/](http://www.uccs.edu/~counsel/)
  255-3265, Main Hall 324

- Disability Resources and Testing Services, [http://www.uccs.edu/~dservice/](http://www.uccs.edu/~dservice/)
  255-3536, Main Hall 105

- Public Safety, [http://www.uccs.edu/~pusafety/](http://www.uccs.edu/~pusafety/)
  255-3111, Public Safety Building (DPS1) (First floor Parking Garage)

- Dean of Students, [http://www.uccs.edu/~dos/](http://www.uccs.edu/~dos/)
  255-3091, Main Hall 322

Affiliate Partner Resources – Counseling and Suicide Prevention

- Mobile Vet Center, (Readjustment Counseling), [http://www.uccs.edu/military/mobile-vet-center.html](http://www.uccs.edu/military/mobile-vet-center.html) Brian Murphy, 719-471-9992

- Aspen Pointe (Peer Navigator Program for Veterans)
  719-635-7000 (crisis line)
  719-572-6100 (call center)

  800-273-8255
text to 838255 for immediate text response from a counselor
Online Resources for Teaching and Learning:

U.S. Department of Veteran’s Affairs (http://va.gov/) can be used to search for specific Veteran related issues e.g. PTSD

Veteran Friendly Toolkit, Site containing resources for Faculty and Students Specific to Veterans (https://vetfriendlytoolkit.acenet.edu/Pages/default.aspx)

- Opening Lines of Communication: (https://vetfriendlytoolkit.acenet.edu/academic-services/Pages/Opening-Lines-of-Communication.aspx)

- Accommodations for Student veterans (https://vetfriendlytoolkit.acenet.edu/academic-services/Pages/Accommodations.aspx)
Are you a veteran friendly instructor?

- Use multiple delivery methods in the classroom and alternative media for reviewing classroom assignments.
- Provide syllabus and PowerPoint presentations in advance.
- Provide opportunities for students to submit assignments for feedback prior to the final grade.
- Schedule time to interact with the student veteran population, both in and outside of the classroom.
- Get to know your students collect information from all students on note cards, or through an on-line survey.
- Give useful, immediate feedback on all assignments.
- Develop a course packet to avoid expensive text books.
- Include psychological services contact information in your syllabus.
- Include in syllabus ADA statement: psychological health injuries (such as PTSD), or cognitive disabilities (TBI).
- Clearly defined all assignments in the syllabus.
- Foster an atmosphere that encourages direct communication with all students (office hours, email, etc.)
- Distinguishes political policies from those individuals who have had to actually carry out those policies.
- Modify attendance policy in the syllabus to include flexibility for VA appointments or military duties.
- Include visible signs of support in your office (such as an American flag).
- Seek to reduce classroom distractions (laser pointers, setting classroom behavior expectations).
- State clear learning objectives for the course.
- Include practical and hands-on types of activities.
- Incorporate active learning in your course (think-pair-share, role playing, discussion).
- Scaffold longer assignments (provide detail of smaller tasks with specific deadlines).
- Clearly define team projects with unambiguous goals.

UCCS FALL 2013 Enrollment: 10500
Veteran/Military Students: 1000
Some Ideas To Help Accommodate Working With Students With PTSD

Memory:
• Provide written instructions
• Post written instructions for use of equipment/regular, consistent tasks involving this office
• Use a wall calendar
• Use a daily or weekly task list
• Provide verbal prompts and reminders
• Help use electronic organizers or hand held devices
• Allow/recommend the students to tape record meetings
• Provide written minutes of each meeting
• Allow additional training/practice time for new tasks

Lack of Concentration:
• Reduce distractions in the environment
• Provide space enclosures or a private space for tasks they have to perform
• Allow for the use of white noise or environmental sound machines
• Allow the student to play soothing music through a headset while waiting
• Increase natural lighting or increase full spectrum lighting
• Divide large assignments into smaller goal oriented tasks or steps
• Plan for uninterrupted work time

Time Management/Performing or Completing Tasks:
• Make TO-DO lists and check items off as they are completed
• Divide large assignments into smaller tasks and steps
• Schedule weekly meetings to determine if goals are being met
• Remind the student of important deadlines via memos or e-mail
**Disorganization:**
- Use calendars to mark meetings and deadlines
- Use electronic organizers
- Assign a mentor to assist student whenever possible

**Coping with Stress:**
- Allow longer or more frequent work breaks
- Provide additional time to learn new responsibilities/tasks
- Restructure task to include only essential functions
- Recommend/refer to counseling
- Assign one consistent person to answer student's questions

**Working Effectively:**
- Giving instructions or training in writing or via e-mail
- Provide detailed frequent guidance and feedback
- Provide positive reinforcement
- Provide clear expectations and the consequences of not meeting expectations
- Develop strategies to deal with problems

**Dealing with Emotions:**
- Refer to counseling
- Use stress management techniques to deal with frustration
- Allow the use of a support animal
- Allow frequent breaks

**Sleep Disturbance:**
- Keep one consistent schedule as much as possible
- Allow for a flexible start time

**Muscle Tension or Fatigue:**
- Build in "stretch breaks" during a long appointment
- Know physical therapy and yoga resources

**Panic Attacks:**
- Allow the student to take a break and go to a place where s/he feels comfortable to use relaxation techniques or contact a support person
- Identify and remove environmental triggers such as particular
• Allow the presence of a support animal

**Diarrhea/Vomiting/Nausea:**
• Allow flexible bathroom breaks
• Make sure the student can access the bathroom discreetly

**Headaches:**
• Provide alternative lighting
• Take breaks from computer work or from reading print material
• Practice stress-relieving techniques

**Transportation Issues:**
• Eliminate non-essential travel
• Allow extra time for travel
• Allow/recommend the student bring a support person
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MILITARY BELIEFS AND VALUES TO CAMPUS

As a result of military training and experiences, what beliefs and values does a Veteran bring to a college or university campus?

- I will never fail....I must get perfect grades.
- I will respect authority.
- I live my life in selfless service to others.
- I will not hesitate or falter in my mission.
- Success is a matter of life and death.
- Quick decision-making saves lives.
- You don't understand the world I come from.
- I can never show weakness – "Pain is weakness leaving the body."
- I can't ask for help because others perceive me as weak and less able.
- The world is about fight or flight or absolutes.
- I must contain my emotions.
- Every detail is important.
- I must be in control of my surroundings.
- Being lethally armed means that I can protect myself and others.
- For junior enlisted, I expect someone to tell me what I need to do.

Others?