San José State University  
Psychology 190 Section 2  
Current Issues in Psychology

Warriors at Home: Veterans and the Transition to College and the Civilian World  
Fall 2015

Instructor: Elena Klaw, PhD  
Office Location: Clark 203 (Also DMH 324)  
Telephone: (408) 924-6961 (Clark)  
Email: elena.klaw@sjsu.edu  
Office Hours: Mon 11-12:15, Wed. 11-11:45 in CL 203  
Class Days/Time: M/W 3-4:15  
Classroom: DMH 347  
Canvas: https://sjsu.instructure.com  
Web Site: http://www.sjsu.edu/people/elena.klaw/courses/190vets/

Course Description:
This course will allow students to gain an in depth understanding of the distinct challenges that veterans face in “coming home” and in attending college after separating from the military. The course will explain the coping strategies, skills and resources that veterans need to make positive transitions from the military to the civilian world and from deployment to post-deployment life. The class provides essential insights and training to individuals who want to provide support to veterans who are transitioning to civilian life and higher education.

Student Learning Objectives
By the end of this course, students will:

1. Understand common problems experienced by military members who have participated in modern warfare and recognize indicators of stress reactions, and stress related disorders. (*Essential activity: Integration writing assignment 1*)
2. Understand how veterans can develop effective coping skills for stress, anger management, and emotional regulation. (*Essential activity: Integration writing assignment 2*)
3. Understand the differences between healthy and unhealthy relationships for veterans and understand the skills necessary for veterans and others to have healthy relationships such as perspective taking, problem solving, conflict resolution, and assertiveness. (Essential activity: Integration writing assignment 3)

4. Understand key strategies for post military career success. (Essential activity: In class assignments)

5. Employ effective research skills, writing skills, and presentation skills that will form the basis for continued academic and occupational success. (Essential activity: Warriors at home research project)

6. Effectively use actively listening skills to support student veterans and connect them to helpful resources at SJSU and in the community including the VITAL Program, Career Center, Accessible Education Center, Counseling Services, and the San Jose Veteran Center (Integration writing assignment 4).

Required Readings:
4. Course Reader for Psych 190, Section 5: Warriors at Home is available at Maple Press as of the first day of class. Maple Press is located across from campus at 330 So. 10th St.. Please note that they only accept cash or check.

Classroom Protocol:

Class sessions are the heart of this course. Students are expected to arrive on time, to actively and attentively participate in, and to remain for full class sessions. A variety of teaching methods will be used, including presentations and discussions, small group assignments, informal student presentations, and speakers or videos.

All cell phones must remain on silent during course time. Surfing the web, listening to music and engaging in text messaging during class time are all prohibited. If you are unable to refrain from engaging in disruptive behaviors during class time, you will be asked to leave the class.

As part of this course, we will be discussing issues that may be of a sensitive nature or controversial. First and foremost, mutual respect is essential to the success of the class. During class discussion, we will examine whatever ideas are brought up, analyze them, and determine for ourselves what parts are valid and what parts are not valid based on different criteria such as empirical research literature, and personal values. Remember, this examination needs to be done in a context of controversy within civility-We will not allow people to be disrespectful of other people's ideas. Remember that you will never be graded on your opinion; only how well you support it.

Second, effective education is student-centered. This means that small and large discussion will play a major role in the course. This learning style makes it imperative that you do the readings before class and come in prepared to discuss what you have read.

Third, knowledge is obtained in the interactive process of action and reflection. This is why you will be involved in a community education project as your final project. Since the goal is for you to become active participants in the discovery of knowledge, you will be integrating ideas that have been
generated from the readings and class discussions with ideas that have originated from your own project work.

Course Requirements & Grading:

The total points possible for the class is 200.

I) Warriors at Home Project (80 points total)
II) 4 Integration Assignments (100 points total)
III) Participation (20 points)

Assignments:

I. Warriors at Home Project: 80 points

The Warriors at Home Project is a cumulative project that is divided into 4 distinct assignments, each worth 20 points. The due date of each assignment is noted on the green-sheet and a specific hand out for each assignment will be provided on the course web site. In this project, you will apply published social science research to understanding and developing strategies to best support veterans. Your project will be graded on the degree to which you clearly and effectively apply scientific literature to understanding and addressing an issue pertinent to veterans and how you present this material in a written format.

The Warriors at Home Project consists of the following assignments:

1. Problem Statement and Reference List (20 points): Each student will identify an issue of particular significance to veterans and will provide an APA formatted reference list of 5 articles from published, peer reviewed scientific journals pertaining to that issue. A detailed handout for this assignment will be provided on the course web site.

2. Research Paper Outline (20 points): Each student will complete an outline for an APA style research paper on the issue they selected. Outlines will involve using full sentences to spell out each section of the research paper including: Introduction, Key Ideas, Discussion, Implications, and Conclusion. The student will also provide contact information for a veteran or service provider that they have invited to the final event.

3. Research Paper (20 points): Each student will complete a 5-page APA formatted research paper that is based on the reference list and the outline that has been approved by Dr. Klaw. A detailed handout for this assignment will be provided on the course.

4. Final Research Poster (20 points): Each student will create an APA Style Science Fair Poster to summarize and showcase the results of their research paper. Campus and community members who are veterans, significant others of veterans, and professionals serving veterans will be invited to a forum held on finals day in which challenges and supports for the veteran community will be discussed.

II. Integration Assignments (100 points)

Four integration assignments, worth 25 points each, will provide an opportunity for you to integrate information from course readings and lecture with personal reflection and ideas. Specific integration questions
will be provided for each assignment. Each integration assignment will be no more than two pages, double-spaced, using a standard 12 point font.

III. Participation (20 points)

The purpose of evaluating your participation is to encourage and reward students who demonstrate engaged scholarship. Thus, you will be evaluated on the extent and quality of your participation in class and class related projects. In-class thought assignments based on the readings might be used to assess understanding of the class material. In class thought assignments will be considered in evaluating your participation. Your participation grade will be based on the following criteria:

Excellence (20 points) requires that you participate fully in the Warriors at Home Project, that you respond thoughtfully and clearly to all in-class thought assignments; submit all homework assignments; play a leadership role in discussions; demonstrate that you carefully read and thoughtfully consider the text; discuss points articulately, and listen sensitively and respond intelligently to other's views; do not interrupt, obstruct or dominate discussion; ask insightful, carefully-constructed questions, and take responsibility for the overall quality of the discussion.

Above average (15 points) requires that you participate fully in the Warriors at Home Project; respond thoughtfully and clearly to all in-class thought assignments; and participate actively in discussion, demonstrate good knowledge of the text, work to achieve understanding, listen to other viewpoints, and ask sound questions.

Average (10 points) requires that you participate fully in the Warriors at Home Project; respond thoughtfully and clearly to all in-class thought assignments; follow the discussion, make occasional comments; have a basic knowledge of the text, and sometimes ask questions.

Below average (5 points) requires that you participate fully in the Warriors at Home Project; provide a clear response to some of the in-class thought assignments; show up to class and occasionally ask questions.

At the end of the course, you will be asked to evaluate your level of participation and success in your community project. This self-evaluation will be taken seriously when participation grades are determined.

Grades

The various parts of the course add up to 200 possible points. To tabulate your final grade, divide your total points achieved by 2. For example if your total points achieved add up to 200, you have achieved 100% of all possible points and your percentage score corresponds to an A+. To convert your percentage points to a letter grade, use the following scale.
Other Important Information:

1. **Office Hours/Communication:**
Office hours are generally used to help clarify information from lectures, discussions, group activities, readings, or papers. At least once this semester, however, I would like you to stop by during office hours so that we can get to know you on a personal basis. I am also available to discuss other professional development issues. For a quick question, email is the best way to reach me. Please allow 2 business days for a response and do not expect a response on week-ends or University holidays. I will not read drafts of papers emailed to me. Please attend office hours if you would like to review your work.

2. **Late Assignments:**
All assignments are due the first 5 minutes of class. The late policy for any work is a 5-point drop in grade for each class period late. If a medical or legal emergency delays the turning in of an assignment, please contact us as soon as possible, provide documentation of the event, and we will work something out. Papers are generally not accepted by email. Late assignments may not be returned as promptly because they will be competing with papers in this class and in other classes, which are turned in on time.

**University Policies:**

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**Consent for Recording of Class and Public Sharing of Instructor Material**
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The
recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  o In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
• “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic Integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Resources:

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide
variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located Student Wellness Center Room 300B. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
*Course schedule is subject to change. You are expected to come to class and check Canvas to remain current.

<table>
<thead>
<tr>
<th>Week/Class</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Evaluation Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td>Transitioning From The Armed Forces to College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon 8/24</td>
<td>Introduction to Course &amp; Overview</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Wed 8/26 | Reactions to War and Military Readjustment | **Hoge**: Postwar Transition-Readjustment, pp. x-xix.  
**Hoge**: Chapter 1, Combat Stress and PTSD, pp. 1-36.  
**Reader**: Holmstedt, Intro, pp. xi-xxiii. | |
| Mon 8/31 | TBI, Depression & Anger | **Armstrong**: Ch. 1, Reactions to War, pp. 10-33.  
**Hoge**: Ch. 2, Combat MTBI, pp. 37-47.  
| Wed 9/2 | Understanding Reactions | **Armstrong**: Ch. 2, Strengthening Mind & Body, pp. 34-69; Ch. 3, Coping Strategies, pp. 70-112.  
**Hoge**: Ch. 3, Navigating the Home Zone, pp. 48-50; Ch. 4, Life Survival Skills, pp. 51-86. | |
<p>| Mon 9/7 | Labor Day, No School | | |</p>
<table>
<thead>
<tr>
<th>Week/Class</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Evaluation Due</th>
</tr>
</thead>
</table>
| Wed 9/9   | Managing Reactions and Finding Happiness  
*Speakers: TBD* | **Armstrong:** Ch. 3, Coping, pp. 70-112.  
**Hoge:** Ch. 4, Life Survival, pp. 51-86. | **Integration Assignment #1 Due** |
| Mon 9/14  | **No Class Meeting**  
Community Release Day  
*Do Kognito On-Line Peer to Peer Training* | | |
| Wed 9/16  | Grief & Loss | **Armstrong:** Ch. 4, Grief & Loss, pp. 113-126.  
**Hoge:** Ch. 5, Attend to and Modulate your Reactions, pp. 87-115. | |
| M 9/21    | Dealing with Stress at Home  
*Speakers: VET Connect Peer Leaders* | **Armstrong:** Ch. 6, Returning to Civilian Life, pp. 151-171.  
**Hoge:** Ch. 9, Acceptance: Living and Coping with Major Losses, pp. 213-252. | **Problem Statement & Reference List Due** |
| W 9/23    | **No Class Meeting**  
Community Release Day  
*Invite a Veteran or relevant Service Provider to Final Event* | | |
| M 9/28    | Integrating the Past and the Present  
*Film: How to Fold a Flag* | **Hoge:** Ch. 6, Narrating Your Story, pp. 116-133.  
**Reader:** Grossman: On Killing, Ch. 4: The Limits of Human Endurance, pp. 294-299. | **Veteran/Service Provider Contact Due** |
<table>
<thead>
<tr>
<th>Week/Class</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Evaluation Due</th>
</tr>
</thead>
</table>
| W 9/30    | Adjusting to College  
10 things, pp. 81-90. | Integration Assignment #2 Due |
|           | Module 2 | Having Healthy Relationships | |
| M 10/5    | Adjusting to Relationships & Family Roles  
Speakers: VET Connect Peer Leaders | Armstrong: Ch. 7,  
Family Roles, pp. 172-201.  
Reader: Holmsedt,  
Taking Command of ..  
Herk, Part 1. | |
| W 10/7    | Masculinity & the Military  
Film: Tough Guise | Kivel: Ch. 1, Men  
Relating to Men, pp. 3-34 | |
| M 10/12   | Military Women & Coming Home  
Film Clip: Thank You for Your Service | Reader: Carlson, B.  
(2013). Mental Health  
Issues in Recently Re- 
turning Women Veterans,  
pp. 105-113.  
Reader: Wadsworth &  
Riggs: Ch. 12, Tension  
Between Family &  
Career, pp. 219-237. | |
| W 10/14   | Coping  
Speakers: VET Connect Panel | Reader: Wadsworth &  
Riggs: Ch.10, Post  
Deployment Reintegration, pp. 173-192. | Outline Due |
<table>
<thead>
<tr>
<th>Week/Class</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Evaluation Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 10/19</td>
<td>Communicating Across Genders</td>
<td><strong>Hoge:</strong> Ch. 10, Navigation Strategies for partners, pp. 253-272.</td>
<td>**<em>Web Link:</em> <a href="#"><em>Nine Months After Repeal, Gay Troops Slowly Come Out</em></a></td>
</tr>
<tr>
<td></td>
<td><em>Film Clip: He Said, She Said: Gender, Language...</em></td>
<td><strong>Kivel:</strong> Ch. 2, Men Relating to Women, pp. 35-52.</td>
<td></td>
</tr>
<tr>
<td>W 10/21</td>
<td>Relationship Violence and The Military</td>
<td><strong>Kivel:</strong> Ch. 5, Drugs &amp; Violence, pp. 76-86.</td>
<td></td>
</tr>
<tr>
<td>M 10/26</td>
<td>Gender, Sexual Assault, Harassment &amp; the Military</td>
<td><strong>Kivel:</strong> Ch. 7, Why are Men Violent? pp. 93-114.</td>
<td></td>
</tr>
<tr>
<td>W 10/28</td>
<td>Gender, Harassment, Sexual Orientation in the Military, DADT: Policies and Coping</td>
<td><strong>Web Link:</strong> <em>Nine Months After Repeal, Gay Troops Slowly Come Out</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Film Clip: The Strange History of “Don’t Ask Don’t Tell</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 3:</td>
<td>Forging A New Identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 11/2</td>
<td>Identity Changes &amp; Moral Injury</td>
<td><strong>Armstrong:</strong> Ch. 5: Changed Views of Self, Others &amp; the World, pp. 127-150.</td>
<td></td>
</tr>
<tr>
<td>Week/Class</td>
<td>Topic</td>
<td>Reading Due</td>
<td>Evaluation Due</td>
</tr>
<tr>
<td>------------</td>
<td>-------</td>
<td>-------------</td>
<td>----------------</td>
</tr>
</tbody>
</table>
| W 11/4     | Veterans and Homelessness  
| M 11/9     | Planning for Post Military Career  
*Speaker: Career Center* | Armstrong: Ch. 6: Returning to Civilian Life, pp. 151-171.  
Weblink: *2 Civility, Respect & Engagement in the Workforce (CREW)* |  |
| W 11/11    | Veterans Day, No Class |  |  |
| W 11/18    | Social Support, PTSD, & Substance Abuse  
Reader: Wadsworth & Riggs: Ch. 15: Combat Related PTSD pp. 281-292.  
Reader: Tsai, et al., (2014). Alcohol and Drug among Homeless Veterans, pp. 455-460 | Integration Assignment # 3 Due |
<table>
<thead>
<tr>
<th>Week/Class</th>
<th>Topic</th>
<th>Reading Due</th>
<th>Evaluation Due</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Film:</strong> Hotline</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Speakers:</strong> VET Connect Peer Leaders</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Speakers:</strong> The Mission Continues</td>
<td></td>
</tr>
</tbody>
</table>
| M 11/30  | Getting Help | **Hoge:** Ch. 8, ..Mental Health Care, pp. 170-212.  
**Kivel:** Ch. 12-13. Getting help for Ourselves, pp. 146-155. | |
|          |      | **Speakers:** SJSU Student Services | |
| W 12/2   | Violence in Society | **Kivel:** Ch. 4, … Understand Men, pp. 67-75.  
**Reader:** Grossman: Ch. 1 Virus of Violence, pp. 304-336. | |
| M 12/7   | Conclusion | **Kivel:** Conclusion, pp. 243-244.  
Hoge: Ch. 11: The “Vs “,” pp. 273-277/ | **Integration # 4 Due** |
| Final Day Event | Warriors at Home Campus-Community Forum | | **Final Poster Due** |
| Fri, 12/11 | 12:15-2:30PM, location TBD | | |


