COURSE TITLE: NURS 4362 JOINING FORCES: Understanding the Visible and Invisible Wounds of War

COURSE CREDIT: 3 Semester Hours Credit

MISSION: PHSSN is supported by the Mission and Vision of its three major supporting institutions. The mission of the Patty Hanks Shelton School of Nursing is to educate baccalaureate and advanced practice nurses for lives of Christian service and leadership to meet the ever changing health care needs of a global society.

PRE-REQUISITES: Professional Nursing Transitions

CO-REQUISITES: NURS 4364

FACULTY: Janet M. Viola, Psy. D., MS.Edu., BSN-BC, BA
Associate Professor/Remediation Coordinator
Major US Army (Ret)

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Office: # 213
Office Hours: Mon – Fri 9am – 5pm
E-Mail: janet.m.viola@phssn.edu

DESCRIPTION: NURS 4362 Interdisciplinary hybrid online course exploring therapeutic treatment methods in the acute care and community settings for service-members, veterans and family members in order to reduce the visible and invisible wounds of war.

PURPOSE AND Critical examination of conceptual, biological, pharmacological and theoretical foundations of nursing involved in caring for the visible and invisible wounds of war.
PRIMARY AUDIENCE: RN to BSN students/BSN Traditional

COURSE OBJECTIVES: Upon completion of this course, the student will be able to perform the following cognitive and analytical skills:
1. Examine the conceptual and biological needs of individuals due to post war trauma,
2. Explore evidenced based research concerning the psychological, physical and spiritual (Moral Injury) health care needs of the post war individuals,
3. Apply psychopharmacological evidence based research to promote wellness to treat PTSD; TBI; Visible wounds and other Mental Health problems,
4. Critically analyze the assessment process relevant to nursing in order to identify the invisible wounds of war,
5. Apply therapeutic communication techniques in order to assess post war issues; Analyze individual simulations through movies concerning both Moral Injury and Posttraumatic Disorder.
6. Explore the public health phenomenon; Demonstrate interdisciplinary response teamwork and access available community resources; Identify local Center for the Intrepid Rehabilitation, MASH Unit.

TEACHING/LEARNING METHODS:
1. Primary teaching/learning method is the seminar format via Hybrid on line and opening first meeting face to face seminar.
2. Other methods include, but not limited to lecture, discussion via e-mail/some face to face, audiovisual materials from state of the art military and veteran agencies, on-line voice over modules, observe and analyze theater movies depicting actual war time saga, assigned readings in text and articles, written papers, on-site visitation to San Antonio Texas Hospital-The Center for the Intrepid for Wounded Warriors, BURN Unit, possible Camp Bullis MASH Unit Field Hospital.

EVALUATION: All students are expected to consistently prepare for classroom discussion board if utilized, and actively participate, create well written APA papers, interview a service-member/family member or veteran of your choice or movie analysis, must complete on-line assignments and complete study questions for discussion in class and pass with 75% or higher on all assignments first to meet criteria to be successful in the course. Course grades are to be calculated as follows:

GRADING SCALE: 92 — 100------------------------ A
83 — 91.99----------------------- B
75 — 82.99---------------------- C
65 — 74.99---------------------- D
The syllabus is the primary document that communicates your responsibilities, the expectations and how your final grade will be determined in this course. Take the time to review the entire document and ask questions where clarification is needed. You are responsible for the information contained in the syllabus as part of your participation in this course. Attempting any course work is a sign that you agree to the terms set forth in the syllabus.

**SPECIFIC COURSE REQUIREMENTS:**

1. Interview (service-member/veteran/family member/ ⟨or Write assessment of one war movie listed⟩);
2. An article write up about Moral Injury)-
   http://projects.huffingtonpost.com/moral-injury/the-grunts and info from text book;
3. Visible Wounds of War – Visit Center for the Intrepid (CFI), Ft. Sam Houston; possible visit to Camp Bullis; possible visit through Burn Unit, Brooke Army Medical Center BAMC, Ft. Sam Houston;
4. Military Sex Trauma (MST)/Suicide and Depression – open book questions;
4. Understanding Military Culture – open book questions;
5. Traumatic Brain Injury – open book questions;
7. In Class project – Visit San Antonio Center for the Intrepid (CFI)
8. Participation in Class;
9. No late assignments please!
10. Maintain professional behavior and APA requirements.

**REQUIRED TEXTBOOKS:**

APA/Writing Resources:
http://www.apastyle.org
http://owl.english.purdue.edu/owl/


http://projects.huffingtonpost.com/moral-injury/the-grunts

Listed Web Sites for academic journals and videos on Calendar > Mandatory

**Enrichment Only:**

New York, New York
**Calendar: Course Outline**

Assign #1a - Interview a vet/service-member/family/or analysis of article or
Alternate Assign #1b – Movie Write
Up/assessment
Assignment #1c – Written Article 28
Assign#1d- Read Attached Files in B.B. 0
Read Join Forces Brochure
Assign#2 – Understanding Military Culture 35
Assign #3- Traumatic Brain Injury (TBI) 32
Assign #4 – Invisible Wounds of war – PTSD 30
Assign #5- Military Sex Trauma - 40
Assign #6- Classroom Participation 10
TOTAL 325

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**Joining Forces**

March 24 – May 5, 2016

Meetings are held on Thursdays when in class!

First meeting Thursday
March 24, 2016

10am – 1pm

Classroom “C” - PHSSN

(FIRST THING - please watch this U-tube Joining Forces in order to understand this concept!) http://youtube/HjiibiZWIV0 (5min)

and

“WAR ON TERROR”


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**Dr. Janet Viola, Associate Professor**

phone: 325 671-2355 (office)

e-mail: janet.m.viola@phssn.edu

**REQUIRED TEXT:**


http://projects.huffingtonpost.com/moral-injury/the-grunts

(APA Reference)

https://owl.english.purdue.edu/owl/resource/560/02/

**Enrichment Only> (book in remediation library)**


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Expected Use of all Video, Web listed on this calendar>

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This is for Assignment #1c Written Article use both
http://projects.huffingtonpost.com/moral-injury/the-grunts and Brock “Soul Repair” text;

- (read all 3 sections, and assignment would be to write up to a 5 page report about the article.
- In your own words what this article did regarding your understanding of the Soul and Moral Injury Conflict.

For Alternate Assign #1b

- You may also choose to write an analysis of one of the following War Movies
  - “American Sniper” >>>>
  - “Home of the Brave” >>>>
Week 1 - Dr. Janet Viola

Objective: Demonstrate Professional Therapeutic Communication and Practice; Identify cultural diversity/psychological/physical and spiritual needs of the veteran/service-member/family; Understand ethical responsibility and Confidentiality of individual(s) interviewed particularly political issues addressed; Understand the essence of family centered care.

Resources: Look at Scannell-Desch et. Al., Nurses in War to acquire insight!

Resources: Links- MUST LOOK AT THESE LINKS IN ORDER TO GET STARTED ON THE INTERVIEW ASSIGNMENT

http://pediatrics.aappublications.org/content/131/6/e2002.full (good to review before interview)

http://www.homebaseprogram.org/communityeducation/~media/DDA3707BC4A648E89F1A7C619C48FC28.pdf (this is a tool kit) page 6

http://www(ptsd.va.gov/public/materials/videos/combastress-wellness.asp (military culture) (HISTORICAL PERSPECTIVE-for warriors and families)

http://www.youtube.com/watch?v=HhnCY2zC6tY (soldiers meet babies first time)

http://www.aacn.nche.edu/joiningforces

http://www.whitehouse.gov/joiningforces/about

http://www.whitehouse.gov/joiningforces/commitments.

Introduction Lecture to Joining Forces: MARCH 24, 2016

Meeting today- Classroom “C” PHSSN @ 10am – 1pm

Assignment #1a to follow – Interview a Veteran/Service-Member or Assignment #1b- War Movie

DUE AT END OF COURSE May 2 @9am via e-mail to janet.m.viola@phssn.edu

• **If you choose not to do an interview and do an alternate assignment#1b we will follow the same due dates as for the Assignment #1a by May 2, no later than 9am.

• Don’t rush to do this without having some background information of the issues faced by service-members/families.

• Interview a service-member/veteran/family member regarding service to country; issues upon return home; identify if cultural diversity; possible physiological and or physical issues they endure that exist with any or all members.

• Follow the Interview Sample (ON Black Board (B.B.) as it tells you the # of points per section – in the RUBRIC

• GO TO Black Board (B.B.)-Course Documents Assignment#1 for Outline Sample to follow for the Interview Criteria and Rubric

• For Assignment #1b – will entail watching war movies and follow RUBRIC.

• For Assignment #1c you will find the Joining Forces BROCHURE attachment in Black Board (BB) under Course Documents.

• Please read that Brochure for more Introductory Information about Joining Forces.

Terms to know:
OEF – Operation Enduring Freedom- Afghanistan
OIF - Operation Iraq Freedom

http://www.publichealth.va.gov/exposures/wars-operations/iraq-war.asp

IED – Improvised Explosive Device

(Welcome home soldiers you seriously need tissues for this one)!!

https://www.youtube.com/watch?v=LzCaA6IazFA


http://www.publichealth.va.gov/exposures/wars-operations/iraq-war.asp
CONTINUE With Introduction:
To Joining Forces- Brochure

- Please go to Black Board (B.B.)-under Course Documents – and read the Joining Forces Brochure
- It is ASSIGNMENT #1c
- Please do all of this and above web links on the left side of this calendar before going on to the following week.

- Please go to ASSIGNMENT #2
  <<< Understanding Military Culture – listen and answer assignment questions to be:

- TURN IN March 31 at 9am via e-mail-
  janet.m.viola@phssn.edu Thank you

http://www.youtube.com/watch?v=xUkQ57LJaYk
(cat) This is funny 😊

http://www.youtube.com/watch?annotation_id=annotation910421&feature=iv&src_vid=iD3cgDRsDck&v=JCyBVSS3ZdI

http://www.youtube.com/watch?v=LVeBHwRbXB0 (Dog Rocky Greets Soldier)

http://www.huffingtonpost.com/2013/07/19/dog-reunites-with-soldier-homecoming-video_n_3624840.html (dog cry)

http://www.youtube.com/watch?v=_Jb8qMM-bXs

http://jezebel.com/your-morning-cry-dogs-greeting-returning-soldiers-are-568287613

http://www.youtube.com/watch?v=iD3cgDRsDck

http://www.youtube.gov/professional/continuing_ed/military_culture.asp (40minutes) >>
(MUST DO! SO YOU CAN UNDERSTAND MILITARY CULTURE)

Assignment #2 – Military Culture
Week II - Dr. Janet Viola  
MARCH 31, 2016

Objective: Explore the emotional invisible wounds of war of Traumatic Brain Injury (TBI); Understand the pathophysiology of trauma and the neuro-physiological concepts of (e.g., Post Traumatic Stress Disorder (PTSD), Acute Stress Disorder and Traumatic Brain Injury (TBI)). TBI - The Invisible Wounds of War

 Resource: Links - MUST REVIEW ALL LINKS BELOW IN ORDER TO PERFORM ASSIGNMENT - This is considered class time!!

3. http://www.youtube.com/watch?v=sw1YiDxNcMdc
4. http://www.youtube.com/watch?v=AD16-ww99p0 (SILENT DEMO OF HOW BRAIN EXPERIENCES TRAUMA)
5. http://www.youtube.com/watch?v=souhZwZC2b8 (symptoms)
7. http://www.youtube.com/watch?v=AxpXBDyYXxc
8. http://www.youtube.com/watch?v=sg6-ZuK0EhG
11. http://www.youtube.com/watch?v=ADC93aoVKP8&list=PL0M85zUgnGw32z-xHo3iCOBZeMM7-poVD
12. http://www.youtube.com/watch?v=ADC93aoVKP8&list=PL0M85zUgnGw32z-xHo3iCOBZeMM7-poVD

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TBI – Traumatic Brain Injury

Go To Course Documents on Black Board B.B. for: Assignment #3- TBI DUE APRIL 7, by 9am!!! - send to janet.m.viola@phssn.edu

http://www.youtube.com/watch?v=3mkw1ugZAhE
http://www.avbi.org/

Please watch all of the resource links on the left side. Once you understand

Traumatic Brain Injury (TBI) “SIGNATURE INJURY of OEF AND OIF” Please answer the following questions which is your Rubric: (Rubric is under Assignment #3 in Course Documents on Blackboard).

Continuation with TBI and PTSD

ADAM will talk here
http://www.brainlinemilitary.org/content/multimedia.php?id=9393
http://www.brainlinemilitary.org/content/multimedia.php?id=8771
http://www.brainlinemilitary.org/content/multimedia.php?id=9399

Brain injury from Hyper-flexion/Extension injury in rear end collision. Concussive forces leading to axonal shearing and cognitive deficits.

Reported rates of combat-related stress disorders and traumatic brain injury, as well as increases in suicide rates among service members and veterans over the past decade and the distress and challenges faced by their children and families. ***More than 2.5 million Americans currently serve in the U.S. military on active duty, in the Reserves, or in the National Guard, and more than 20 million civilians are veterans. Military/veterans seek health care in military, veteran, and civilian settings, and their mental health concerns are as diverse as those encountered in the civilian population.

**244,217 US service-members sustained a TBI from 2000 through 1st quarter of 2012.

http://dvbic.dcoe.mil/sites/default/files/2012_Acute%20tri-fold_lo-res_FINAL.pdf (brochure)

Week III Dr. Janet Viola
APRIL 7, 2016
Objective: Understand the meaning or
Posttraumatic Stress Disorder (PTSD);
Investigate and comprehend the
pharmacological treatment interventions
necessary for care of the service-member post
war suffering from PTSD- the invisible wounds
of war - PTSD ; Understand the differential
diagnosis.

Resource Text
Resource – Links
THIS IS THE VIDEO FOR PTSD
ASSIGNMENT
http://www.ptsd.va.gov/professional/ptsd101
/flashfiles/ptsd/Player/launchPlayer.html?cou
rseID=1477&courseCode=PTSD101-02
(IMPORTANT audio visual FOR YOUR
ASSIGNMENT 4 PTSD)
http://www.ptsd.va.gov/professional/treatment/ove
rview/clinicians
guide
medications
ptsd.
asp
http://www.sciencedaily.com/releases/2014/01/140
116130648.htm
VIOLA, et.al.,1997. ( uploaded in blackboard
under course documents)
Pharmacological Management of Post-Traumatic Stress Disorder
Clinical Summary of a Five-Year Retrospective Study, ‘990-1995
MILITARY MEDICINE, 162, 9:616, 1997
***************************************
An Eclectic Inpatient Treatment Model for Vietnam and
Desert Storm Veterans Suffering from Posttraumatic
Stress Disorder
Military Medicine, Vol. 159, March 1994
http://www.medicinenet.com/posttraumatic_stress
_disorder_quiz/quiz_result.htm (take quiz)

ASSIGNMENT #4 – DUE April 14 send
to janet.m.viola@phssn.edu by 9am!
******************************************************************************
Watch all these profiles after you
learn PTSD!!!!!
http://www.realwarriors.net/multimedia/profiles/resilience.php
Assignment #4 – Posttraumatic Stress Disorder and Pharmacological
Interventions.
ABC NEWS REPORT-4 minutes
http://abcnews.go.com/WNT/video/ptsd-
numbers-battling-post-traumatic-stress-
18394379

(Find this in BlackBoard)
Appendix C: Evidence-Based Assessment and Treatment
Recommendations for Posttraumatic Stress Disorder (p. 2 of 3)
III. Treatment Management

A. Pharmacotherapy
1. Pharmacotherapy may be the first-line intervention for acutely translated
patients.
2. SSRls may be used for the treatment of PTSD;
Based on recent research outlined in the 2009 APA Guideline Update
for PTSD.
‘Tolerance for sustained high doses of SSRls may be achieved for
non-responded PTSD’ – Relevance of efficacy best recognized for
SSRls, among amine serotonin and con-occurring depressive and
disability.
3. ‘SSRls may be no longer recommended with the same level of
efficacy to continue the use of 30% or more in patients with
non-responded PTSD’.
4. Consider antidepressant trial of C feebly to better localize the therapeutic
response.
5. Proprietary may be considered for the treatment of immediate post-event time.
6. Consider augmentation with drug for the management of nightmares
and other symptoms of PTSD (a).
7. Pharmacotherapy to be used for non-responders to previous drugs, with
prophylactic potential.
8. Other pharmacotherapy for treatment of PPD: (b)
A. Anticonvulsant for hyperarousal/essential personality
B. Benzodiazepines
C. Nonbenzodiazepine hypnotics
D. Proprietary for non-essential personality
8. Consider augmentation with drug for the management of nightmares
and other symptoms of PTSD (a).

BRAIN AND PTSD (SOO GOOD !!!!)
**********************************************
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2567822/
(Therapy for PTSD Victims)
http://www.youtube.com/watch?v=R6WfDX8KPFU
(Dogs) (MUST WATCH THIS!)
http://www.youtube.com/watch?v=oK1GxEeg2bc
(MUST SEE THIS!!)
http://www.puppiesbehindbars.com/our-video
http://www.youtube.com/watch?v=VrjYwl9sgow
http://www.youtube.com/watch?v=4F4i6vEZ-H4
(Virtual Reality) Video
http://www.youtube.com/watch?v=M1orx97saFGc
(Virtual Reality) CNN Sanja Gupta

SCREEN for Primary Care
http://www.integration.samhsa.gov/clinical-
practice/PC-PTSD.pdf
<table>
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<th><strong>Week IV – Dr. Janet Viola</strong></th>
<th><strong>Week V – April 21, 2016</strong></th>
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<tr>
<td><strong>April 14, 2016</strong></td>
<td><strong>Dr. Janet Viola</strong></td>
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<td>Objectives: Understand gender issues of war and the effects of Military Sex Trauma (MST) on female service-members. (Invisible Wounds of War). Women Veterans represent an enduring legacy of leadership, service, and sacrifice. Each woman's experience is unique, yet many face similar challenges while serving in the military and after returning to civilian life. Hear inspiring stories from women who discovered ways to stay strong and find success.</td>
<td>Objectives: Understand pressures military have regarding suicide issues and depression and the Invisible Wounds of War.</td>
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<td><strong>Assignment #4 due today at 9am - TBI</strong></td>
<td><strong>NO ASSIGNMENT FOR THIS SECTION</strong></td>
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<td><a href="http://www.youtube.com/watch?v=VuZAW4dX_PA">http://www.youtube.com/watch?v=VuZAW4dX_PA</a> (women in the military)</td>
<td><strong>BUT ASSIGNMENT #5 (MST) is due April 21 from last week at 9am— send to <a href="mailto:janet.m.viola@phssn.edu">janet.m.viola@phssn.edu</a></strong></td>
</tr>
<tr>
<td><a href="http://www.pbs.org/newshour/2016_03/03/military-sex-trauma">http://www.pbs.org/newshour/2016_03/03/military-sex-trauma</a> (excellent report -)</td>
<td><strong>BUT READ AND LISTEN TO THE POTENTIAL FOR SUICIDE AND DEPRESSION Suicide Risk –</strong></td>
</tr>
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<td><a href="http://www.youtube.com/watch?v=SpofBhYTNPU">http://www.youtube.com/watch?v=SpofBhYTNPU</a> (Women in the military)</td>
<td><strong>(Depression Fact Sheet)</strong></td>
</tr>
<tr>
<td>ASSIGNMENT #5-Military Sexual Trauma (MST)- (40) points</td>
<td><a href="http://www.youtube.com/user/VeteransMTC?list=playlist_all">http://www.youtube.com/user/VeteransMTC?list=playlist_all</a> (Women in military)</td>
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**Week VI: Dr. Janet Viola**  
**Gulf War Illness:**  
**APRIL 28, 2016**

Objectives: Understand the monumental toxic effects of environmental fallout causing physical Medically Unexplained Visible and Invisible Wounds of War. Various Chemical Agents responsible for the Gulf War Illness.

See web sites!

- [http://www.huffingtonpost.com/2013/02/07/gulf-war-syndrome-veterans_n_2634838.html](http://www.huffingtonpost.com/2013/02/07/gulf-war-syndrome-veterans_n_2634838.html)
- [http://www.va.gov/RAC-GWVI/Recently_published_Gulf_War_ILLness_related_Research_Articles.asp](http://www.va.gov/RAC-GWVI/Recently_published_Gulf_War_ILLness_related_Research_Articles.asp)

**Week VII – Dr. Janet Viola**  
**May 5, 2016 – Travel to San Antonio**

Objectives: Comprehend the monumental Tasks veteran soldiers need to accomplish in order to acclimate to a new world without limbs; Understand the treatment centers objectives and outcomes.  
**and MAY 5, 2016 Visit San Antonio CFI**

**Physical- Visible Wounds of War**


(The Center for the Intrepid (CFI))

**SAN ANTONIO**

The Brooke Army Medical Center (BAMC) includes the Center for the Intrepid, the San Antonio Military Medical Center Texas, the largest inpatient medical facility in the Department of Defense, and several outlying clinics.

- [http://www.christopherreeve.org/site/c.mtKZKgMWKwGrb.4577111k.285C/A_Christopher_Reeve_Type_Injury.htm#](http://www.christopherreeve.org/site/c.mtKZKgMWKwGrb.4577111k.285C/A_Christopher_Reeve_Type_Injury.htm#)

NO WRITTEN ASSIGNMENT

**MUST READ THE FOLLOWING FOR CLASS ROOM DISCUSSION**


The Center for the Intrepid Wounded Warriors (CFI)

- [http://www.youtube.com/watch?v=L4yCdlq1tk](http://www.youtube.com/watch?v=L4yCdlq1tk)

Published on Jun 30, 2013........

“Alive Day Memories: Home from Iraq Pt ¼” In 2007, James Gandolfini produced a documentary with HBO focused on injured Iraq War Veterans and their devotion to America, while surveying the physical and emotional costs of war. Ten surviving soldiers were interviewed by Gandolfini, who revealed their thoughts on the challenges they face integrating back into society and family life. They also reflected on the memories of the day when they narrowly escaped death, and what life may have been like in other circumstances. God Bless America’s Military Heroes and HBO for making these Doc’s.♥ In Memory of James Gandolfini RIP

- [http://www.youtube.com/watch?v=6hx2RypEzs](http://www.youtube.com/watch?v=6hx2RypEzs)

VIDEO

Please read all and watch videos before we travel to San Antonio

- [http://www.youtube.com/watch?v=Pg1yD_KR8K0](http://www.youtube.com/watch?v=Pg1yD_KR8K0)

VIDEO

U.S. Wounded In Iraq, Afghanistan

Includes More Than 1,500 Amputees
**Week VIII – Dr. Janet Viola**  
**MAY 5, 2016**  
End of Course. – Must turn in papers MAY 2. No later!  
I turn in grades May 7

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<tr>
<th>Assignment #1a – Interview due MAY 2</th>
<th>Service-member Interview or Alternate choice</th>
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<td>Assignment #1b – Movie Assessment</td>
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Turn in by 9:00am Today May 2 via e-mail –to janet.m.viola@phssn.edu

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**Cory Remsburg – Army Ranger**

Listen to the web regarding this Army Ranger who was honored at the 2014 State of the Union, Washington, DC.

**MUST VIEW THIS!!**


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America's armed forces, namely Cory an Army Ranger left partially paralyzed and blind in one eye after being hit by a roadside bomb in Afghanistan. Photo: Getty Images. Cory Remsburg – Army Ranger
Assignment #1a - NURS 4362 Criteria and Rubric of:

A Nurse Interview: A Service-member/Military Family Members

**Points**

1. Select a service-member or a military family member (spouse, children), or both for your interview.

2. Interview to include the following topics in five to six pages and write the interview in a narrative format. If you make reference to a journal article etc., then please use APA reference in paragraph and make a Reference Sheet on your last page.

3. Within the paper's introduction, explain your interview selection see below

   - Sample Introduction (is a centered heading)

   During my search for a military service-member and or family to interview, J.Z. came to mind due to the fact that I worked with him/her in the emergency room at S.Y. Hospital, Texas. She/he was such a capable and competent nurse and I knew she/he had returned from active duty (or active reserve duty) service and I wanted to emulate her/his abilities to handle stress in the E.R. because of her/his appearance of confidence, concise ability, leadership and basically being on top of the emergency issues at hand.......etc. etc.

   Or - during my search etc. etc. I was driven to ask M. if she would permit me to interview her since she served as well (being a wife, mother) during her husbands three tours in Iraq..............etc. etc.

   Or - during my search etc. etc. I was introduced to children who are family members of their mother Sgt. M. who served in Afghanistan while they were taken care of by their father during Sgt. M tour of duty.............etc. etc.

4. Do not identify the individual by name- just use initials- make sure the interviewee understands that confidentiality is optimal.

5. Use centered headings of topics to separate parts of the interview

The Following Centered Heading Topics:

**POINTS**

*Introduction, Overview, Reason, Description, Health Issues, Present Work or Career, Usefulness of Military Experience, Pearls of Wisdom, Conclusion, Insight Gained*

a. **Introduction** – Explain your interview selection -

b. **Overview of the person chosen**- as far as their life prior to the military
c. **Reason for seeking a military career**-(ie., possibly a family member was military etc.)(10)

d. **Description of military role**/if family member description of role as sole provider during spouse deployment. (10)

e. **Health Issues since deployment**- (20)

f. **Description of present work/career of your selected person**- (10)

   (ie., “I work in the emergency room and St. Brenda Hospital in Houston, Texas and mainly performed all triage and assessments of potential cardiac cases” since I was a medic in the Army etc.…)

g. **Usefulness of military experience** preparation for his/her present role- (20)

   (ie., finds that as her/his role in the out-patient clinic has increased in management and also her salary and autonomy are more desirable than what her previous degree provided etc.)

h. **Pearls of wisdom** he/she is willing to share- (ie., possibly if the family member is being interviewed what would he/she share about that experience) (20)

i. **Conclusion**- identify a competency from the interview that is consistent with PHSSN program competencies (such as your ability to incorporate psycho-social issues into a well-balanced interview; or how do you relate to the interviewee regarding empathy while utilizing good communication skills; possibly identify cultural diversity; or the essence of family centered care). (20)

j. **Provide a statement** that reflects what insight you gained from the interview- (20)

**TOTAL POINTS POSSIBLE** 150
A RUBRIC to follow for "Home of the Brave" -

Alternate Assignment #1b

Follow this Rubric ONLY IF your Assignment #1 has anything to do with "Home of the Brave" movie!! 150 points

Here is a Rubric that you can follow: Please write this paper in APA format with a front cover and running head.

Remember don’t over kill, but at least 5 typed pages, not counting front page or references. You may present more than 5 pages if you feel the need.

1. The movie features: an African American Doctor, a Female Enlisted Soldier, an African American Soldier and a Caucasian soldier - first in Iraq, then at home. (10)

2. Please refer to them all by the character they played in the movie, their role (rank) in the movie and their name in the movie. (15)

3. Tell their story while "in country" in IRAQ, their specific job, what was the traumatic event specifically that seemed to affect them. (5)

4. Tell about their return home: (15)
   - specifically each one's story post war;
   - how their family and friends interacted with them;
   - what impact that had on these individuals;
   - were they happy with how they seemed to be treated and received by either family, friends, and or physicians etc.

5. Once you characterize them in your story, tell each story by their character name, please see if you can give a diagnosis. (15)

6. Do you believe any of them had (10)
   - Posttraumatic Stress Disorder?
   - Do you believe any of them had Moral Injury?
   - Is it possible they had both?
Whatever your diagnosis, you need to give the symptoms that lead your to the diagnosis. (20)

7. What were the unique events, once they were home, that may lead you to one of the characters of having more than one diagnosis? (the doctor was experiencing ETOH?). (20)

Summary: Please in your own words (40)

- tell us how you think this movie helped you to understand the impact of war;
- how it plays out with family and friends, and the players themselves;
- Were you surprised that a movie could make you see something different than just an entertainment entity? TOTAL 150

Do your best. This is YOUR synopsis and you can do whatever you want with it in order to bring out your creative experience.
Assignment #2- Understanding Military Culture- (35)Total Points
http://www.ptsd.va.gov/professional/continuing_ed/military_culture.asp (40 minutes)

POINTS
1. How to refer to military personnel – (page 6) (1)

2. COMMON STRESSORS IN THE MILITARY – (page 14) (5)
   (life therapy, loss, inner conflict, wear and tear/lack of control)

3. MST (military Sexual Trauma) (page 15) (3)

4. Military Sexual Trauma(MST) (page 16) (3)

5. Why do military service member hesitate to report mental health problems (page18, 19, 20 (FAMILY ISSUES). (3)

6. BATTLEMIND (page 24- explain) (10)

7. Exposure History regarding trauma (page 34,35,36) (5)
   (this will help you if you are going to ask particular questions in your interview)

8. Conclusion page 41 and 42 (5)

Total 35
Assignment #3 - Traumatic Brain Injury (TBI) 32 Points

• Please look on your calendar of information and on the left side of the page for web links that will take you to specific videos related to all aspects of TBI. **If you use these links properly all you have to do is to go to the calendar that is on line in your syllabus, hover over the link you want to access, hit the control key and left mouse click and the video will come right up for you to watch.**

• You must listen to all of the web links on the calendar in order to answer your questions you have to prepare for your assignment.

• Once you understand **Traumatic Brain Injury (TBI)**. Please answer the following questions which is your Rubric.

• Do not hand write your answers – Must be a word document please!

• USE these questions as headings and fill in the blanks from the resource links to your left on the calendar explaining:

  *Areas of Brain and function* - Tell me some things that occur when specific areas of the brain are injured. **How are the injuries classified?**

  **ANSWER:**

  *How TBI occurs (especially in war zone),* and what parts of the brain are involved? **ANSWER:**

  *What are the symptoms of TBI? **ANSWER:**

  *How are they screening for TBI? **ANSWER:**

  *What is an IED? - explain (IMPROVISED EXPLOSIVE DEVICE) **ANSWER:**

  *What are the actual deficits that can occur from TBI? **ANSWER:**

17
*What are the cognitive deficits expressed in these U-tube sites by the patients and by the physicians? (3)

ANSWER:

* What about emotional disturbance etc.? (2)

ANSWER:

*How does TBI affect the patient, the family and future career objectives post war? (5)

ANSWER:

*How is Virtual Reality related to TBI? Explain the concept? (2)

ANSWER:

*What do you think this information will do for you as a practicing nurse? (3)

ANSWER:

Total points 32

(Remember even though you are civilian, working in a civilian facility, you will now be coming in contact with family members, service-members who are no longer on active duty or reserve duty. You may also be taking care of these individuals already because of TRI-CARE services where many of their health care needs are taken care of in our community resources. TBI occurs in other than military incidents, and the effects are debilitating and difficult to endure for both the patient and the family members).
ASSIGNMENT #4 – POSTTRAUMATIC STRESS DISORDER (PTSD) (30)points

(40 minutes)


“What is PTSD” video by National Center for PTSD

POINTS

1. What is PTSD? (page 4,5) (2)
2. Historical overview of PTSD – (page 6,) (2)
3. Name DSM-V Symptoms (9)
4. Name other forms of PTSD other than WAR (page 16) (2)
5. Lifetime prevalence of PTSD among combat vets =39% (Page 18) (1)
6. Page 20 – PTSD Prevalence from other wars- just listen! (0)
7. Page 21 – Consequences of PTSD (2)
8. Are you at greater likely hood of having other comorbid mental health disorder if you have PTSD? (Yes) (No) Page 22 (1)
9. Functioning in Veterans with PTSD (page 23,25) name 4 issues that veterans may experience if they have PTSD (4)
10. RISK FACTORS for PTSD name the three (page 31,32,34,35,36,38) (5)
11. Treatments for PTSD- name treatment methods and pharmacological treatments (page 40) (4)
12. CONCLUSIONS- (Page 41) take away - please write them out. (2)

Total Points 30
Assignment #5 - Military Sexual Trauma (MST) - (40) points

http://www.ptsd.va.gov/professional/continuing_ed/militaryexual_trauma.asp (40 minutes)

Sexual Harassment and Sexual Assault during Military

<table>
<thead>
<tr>
<th>POINTS</th>
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<tbody>
<tr>
<td>1. Definition (Page 4, 5, 6, 7)</td>
<td>4</td>
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<tr>
<td>2. Reported offensive sexual behavior in military (page 11)</td>
<td>1</td>
</tr>
<tr>
<td>3. Page 15 for frequency stats on men and women experienced MST</td>
<td>2</td>
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<tr>
<td>4. Page 17 what about men—how are they impacted because of MST?</td>
<td>3</td>
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<tr>
<td>5. Page 19 What is the impact on MST on male and or females veterans?</td>
<td>4</td>
</tr>
<tr>
<td>6. Page 20 part of the impact of MST</td>
<td>3</td>
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<tr>
<td>8. Page 27 – you as students should not really ask these questions of your person you are going to interview. These are for the therapist! The Interviewee may offer to you a situation of MST and if so, then ask them if they were able to obtain VA treatment in order to discuss this incident.</td>
<td>2</td>
</tr>
<tr>
<td>9. Treatment page 28, 29</td>
<td>2</td>
</tr>
<tr>
<td>10. Common Themes (page 30, 31, 32, 33)</td>
<td>4</td>
</tr>
<tr>
<td>11. Gender Issues (page 34, 35, 36)</td>
<td>3</td>
</tr>
<tr>
<td>12. Group therapy (page 37)</td>
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Total Points 40