Course Number: FORS2201
Course Title: Wounded Warriors in Transition
Credits: 3
Level: Undergraduate
Pre-requisite: None
Faculty: Ann W. Burgess
Connell School of Nursing
E-mail: burges@bc.edu
Telephone: 617-552-6133
Tuesday 4-6:50 Cushing 334A
Office 371 Mahoney Hall, Office hours: By appointment

Lecturer: Sarah Gregorian, M.Ed.
Boston College, Presidential Scholars Program
Office Hours: By Appointment
Email: sarah.gregorian@bc.edu
617-552-3918

Boston College Mission Statement
Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation’s finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
Over 65,000 US troops have been wounded since 2001. Many have suffered “the hidden injuries” – traumatic brain injuries and post-traumatic stress disorder. The purpose of this course is for students to gain an understanding of military culture, catastrophic injuries, and the journey of Wounded Warriors and their family members. The course examines the history and culture of the Armed Services and the developing knowledge of the rehabilitation of Wounded Warriors.
Textbooks & Readings (Required)

Text: **Warrior Transition Leader: Medical Rehabilitation Handbook**  
Agency Publisher: Defense Dept., Office of the Surgeon General, Borden Institute

Editors Cooper, Pasquina, and Drach collaborated on Borden Institute’s Warrior Transition Leader Medical Rehabilitation Handbook which is a textbook for how to run a warrior care and transition rehabilitation program and lessons about how best to support, heal, rehabilitate and transition Soldiers (and their families) back into uniform or into civilian life.  
The handbook covers the gamut from the history of the Warrior Transition Command and AMEDD, the models of disability, how disability is defined, military-related disability rights movement, and the roles of the different healthcare professionals in medical rehabilitation to modern rehabilitation practices relating to soldiers in today’s conflicts.  
The handbook also helps non-medical leaders to understand medications, medication interactions, risk factors for self-medication, suicide, traumatic brain injury, and polytrauma, to name a few.

**Canvas**  
Canvas is the Learning Management System (LMS) at Boston College, designed to help faculty and students share ideas, collaborate on assignments, discuss course readings and materials, submit assignments, and much more - all online. As a Boston College student, you should familiarize yourself with this important tool. For more information and training resources for using Canvas, click [here](#).

**Course Objectives**  
At the completion of the course, the student will be able to:

1. Examine military cultures to understand the needs of the Wounded Warriors  
2. Differentiate types of catastrophic signature injuries by types of weapons  
3. Compare and contrast mounted and dismounted blast injuries  
4. Discuss the psychological impact of war and combat on the soldier  
5. Describe the psychological effects on the family of a severely wounded person  
6. Identify challenges faced by a discharged wounded warrior  
7. Discuss the composition of an ideal rehabilitation team based on the specified injuries of the wounded warrior

**Student Evaluation Methods**

- 1 paper  
- Weekly in-class work on lecture and panel discussion  
- Weekly 1-page Reflection paper on assigned readings of text and articles  
- Attendance on time for lectures is expected. The student is responsible for any missed class materials and information presented in lecture. Participation in in-class work documents attendance.  
- Students are responsible for any missed class materials and information. Missed class handouts may be picked up in Cathy Hill’s office in Maloney 236E between 9-5pm.
**Paper**
Students will be required to write one paper 8-10 pages on an interview with a veteran from any war. All students are required to cite all sources used in the preparation of the paper.

**HIPAA Guidelines**
Students are to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information. You must have the veteran’s written permission for the interview, writing, and presentation in class.

**Veteran Interview Paper**
Students will conduct a veteran interview applying principles of confidentiality, observation, analysis and documentation. The rubric follows for grading.

1. Provide summary of the veteran’s military service. Describe the service, rank, promotions, tours of duty, and work responsibilities. (25 points)
2. How has the veteran utilized resources available to him following discharge? Using terms and concepts taught in class, describe the response of the veteran to his family, work, education, family, and community. Include any media coverage that reflected the war experience. (15 points)
3. Describe any unusual or traumatic issues experienced by the veteran as a result of the war. (15 points)
4. Describe the long-term residual traumatic issues experienced by the veteran. (15 points)
5. Describe your response and analysis of the interview in terms of what you learned about the military and veteran. (25 points)
6. Paper format, including organization, spelling, grammar and sentence structure (5 points)

**Grading Criteria:**
Weekly Reflection paper & in-classwork meet the attendance criteria and missing papers can reduce final numerical grade points. The term paper and presentation comprises 90% of the grade. Numerical grades will transfer to a letter grade for the final grade.

**Course Evaluation:**
The University Evaluation Form is used and needs to be completed at the end of the course. The form is found on the web.

**Course Policies:**
Students are expected to follow the policy on academic integrity listed in the catalogue and available from BCSON graduate administrative office.

Students with a disability who may require special accommodations during the course need to notify the TOR no later than the second week of class.

Students are expected to take the exams at the designated time. In the event of an undesignated absence, the TOR must be notified and the reason for the absence discussed as soon as possible. The examination will be re-scheduled at the discretion of the TOR if the cause of is deemed unavoidable.

All academic papers must be prepared in accordance with the American Psychological Association
Request for Accommodations:

If you have a disability and will be requesting accommodations for this course, please register with, Kathy Duggan [kathleen.duggan@bc.edu], Associate Director, Academic Support Services, The Connors Family Learning Center (learning disabilities and ADHD) or Suzy Conway [suzy.conway.1@bc.edu], Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.

Grading
All students can access final grades through Agora after the grading deadline each semester. Transcripts are available through the Office of Student Services.

Course Schedule/Assignments

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Guest Lecturer</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>5/17/16</td>
<td>War and Trauma in Historical Perspective</td>
<td>Dr. Ann W. Burgess</td>
<td><strong>Readings</strong>: John Keegan, The Face of Battle (207-289) and &quot;Invisible Wounds: The American Legion, Shell-Shocked Veterans, and American Society, 1919-1924&quot; in Traumatic Pasts: History, Psychiatry, and Trauma in the Modern Age, 1870-1930. &lt;br&gt; &lt;br&gt; Cedric King video: <a href="https://www.youtube.com/watch?v=Azcfhrb2ZLg">https://www.youtube.com/watch?v=Azcfhrb2ZLg</a></td>
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<td>5/24/16</td>
<td>Vietnam Conflict</td>
<td>Fr. McNellis</td>
<td>Ch 2: The History of the Army Medical Department&lt;br&gt; &lt;br&gt; Operation Bushmaster: Watch the video and write a 1-page reflection paper on this experience as a final exam to 4-years of the USUHS medical and graduate nursing curriculum <a href="https://www.youtube.com/watch?v=IWNJ6kdQpqY">https://www.youtube.com/watch?v=IWNJ6kdQpqY</a>&lt;br&gt; &lt;br&gt; Also watch Part 1 of the video on USUHS <a href="https://www.youtube.com/watch?v=5fuPQvlj_ug">https://www.youtube.com/watch?v=5fuPQvlj_ug</a></td>
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<td>Date</td>
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| 5/26/16 | GWOT    | Fr. Keane served more than two decades as a United States Navy chaplain. During his time as a chaplain, Fr. Keane served with a variety of Marine Corps ground units, ranging from stateside assignments to Operation Desert Storm and earthquake relief efforts in the San Francisco area in 1989.  
| 5/31/16 | War-related injuries | Ch. 6: Definitions, Descriptions, and Complications of War-Related Injuries and Illnesses  
| 6/2/16  | Total war | “Total War” and the pre-history of war neuroses in the 19th and 20th centuries  
Ch 4: Models of Disability and Impairment  
Ch 5: The Roles of Medical Rehabilitation Professional |
| 6/7/16  | PTSD     | Ch 7: Soldiers at Risk for Suicide or Medication Misuse  
Scott Clement and Peyton M. Craighill Mental Health Needs (Washington Post)  
[http://frontrow.bc.edu/program/vietnamexperience/](http://frontrow.bc.edu/program/vietnamexperience/) |
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<tr>
<th>Date</th>
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<tr>
<td>6/9/16</td>
<td>Kevin Powers, WCAS</td>
<td>Ch 8: Assistive Technology, Accessibility, and Universal Design</td>
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<td>Navy JAG</td>
<td>Ch 9: Resilience to Adapt and Overcome</td>
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<td>Herr is an associate professor in MIT's Program in Media Arts and Sciences</td>
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<td>and in the Harvard-MIT Division of Health Sciences and Technology. As head of</td>
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<td>the Biomechatronics research group at the MIT Media Lab, he focuses on</td>
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<td>developing wearable robotic systems that serve to augment human physical</td>
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<td>Watch Hugh Herr Video on The New Bionics</td>
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<td><a href="https://www.ted.com/talks/hugh_herr_the_new_bionics_that_let_us_run_climb_and_dance?language=en">https://www.ted.com/talks/hugh_herr_the_new_bionics_that_let_us_run_climb_and_dance?language=en</a></td>
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<td>6/14/16</td>
<td>Dr. Ann W. Burgess</td>
<td>Watch Restrepo and interview with Sebastian Junger</td>
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<td><a href="https://www.youtube.com/watch?v=mT_Auf_v9LQ">https://www.youtube.com/watch?v=mT_Auf_v9LQ</a></td>
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<td>Sebastian Junger on his film Restrepo</td>
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<td><a href="http://www.gq.com/story/-for-all-the-coverage">http://www.gq.com/story/-for-all-the-coverage</a></td>
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<td>PAUL McNELLIS, S.J., Ph.D.‘93, was an infantry officer advising South</td>
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<td>Vietnamese Army units in 1970–71. He received the U.S. Army Bronze Star with</td>
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<td>&quot;V&quot; for valor in combat, and the Republic of Vietnam twice awarded him a</td>
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<td>Cross of Gallantry, with Bronze and Silver Stars. Before entering the Society</td>
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<td>of Jesus in 1977, he worked as a journalist in Vietnam and with Catholic</td>
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<td>Relief Services in Cambodia. A member of the Boston College Philosophy</td>
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<td>Department, he has taught in the Perspectives on Western Culture Program</td>
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<td>Watch video of  “Front Row” Write 1 question to ask Fr. McNellis</td>
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<td>The Dancing Boys of Afghanistan</td>
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<td>Afghanistan sees rise in “dancing boys” exploitation</td>
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<td><a href="https://www.washingtonpost.com/pb/world/asia_pacific/afgans-tans-dancing-boys-are-invisible-victims/2013/12/30/bb8e8a5a-7c2b-11e1-8f65-4cbb23028e62_story.html">https://www.washingtonpost.com/pb/world/asia_pacific/afgans-tans-dancing-boys-are-invisible-victims/2013/12/30/bb8e8a5a-7c2b-11e1-8f65-4cbb23028e62_story.html</a></td>
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<td>The sexually abused dancing boys of Afghanistan</td>
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<td>An Afghan dancing boy grows up</td>
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Written Work
Summer Session students are expected to prepare professional, polished written work. Written materials must be typed and submitted in the format required by your instructor. Strive for a thorough yet concise style. Cite literature appropriately, using APA, MLA or CLA style per your instructor’s requirements. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation and spelling. For writing support, please contact the Connors Family Learning Center.

Attendance
Attending class is an important component of learning. Students are expected to attend all class sessions. When circumstances prevent a student from attending class, the student is responsible for contacting the instructor before the class meets. Students who miss class are still expected to complete all assignments and meet all deadlines. Many instructors grade for participation; if you miss class, you cannot make up participation points associated with that class. Makeup work may be assigned at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class.

Consistent with BC’s commitment to creating a learning environment that is respectful of persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing their academic status. Students are responsible for reviewing course syllabi as soon as possible, and for communicating with the instructor promptly regarding any possible conflicts with observed religious holidays. Students are responsible for completing all class requirements for days missed due to conflicts with religious holidays.

Accommodation and Accessibility
Boston College is committed to providing accommodations to students, faculty, staff and visitors with disabilities. Specific documentation from the appropriate office is required for students seeking accommodation in Summer Session courses. Advanced notice and formal registration with the appropriate office is required to facilitate this process. There are two separate offices at BC that coordinate services for students with disabilities:

- **The Connors Family Learning Center (CFLC)** coordinates services for students with LD and ADHD.
- **The Disabilities Services Office (DSO)** coordinates services for all other disabilities.

Find out more about BC’s commitment to accessibility at [www.bc.edu/sites/accessibility](http://www.bc.edu/sites/accessibility).

**Scholarship and Academic Integrity**

Students in Summer Session courses must produce original work and cite references appropriately. Failure to cite references is plagiarism. Academic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on exams or assignments, or submitting the same material or substantially similar material to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work. Please see the [Boston College policy on academic integrity](http://www.bc.edu/) for more information.