

PSYC432

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : PSYC432 **Title :** Psychology of Combat

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: This course is a study of acute and chronic behavioral response to battle. Students will review, analyze, and evaluate the range of psychological responses to combat, from "normal" reactions to variations of "Combat Stress Reaction." Case studies from combat action will provide material for application and synthesis of the concepts presented in the course. Topics include the U.S. military approach to psychiatric management of combat, POW experiences, mental adaptation for future warfare, and stress associated with other forms of conflict, such as peacekeeping.

Course Scope:

This course examines psychological aspects of the combat experience, including an overview of CSR (Combat Stress Reaction) and its recognition, treatment and prevention.

Objectives

Students successfully completing this course will:

1. Examine historic and contemporary theories of psychological impact of combat experience
 2. Articulate adaptive reactions of soldiers exposed to battle
 3. Compare the acute and long-term impacts of combat-related post-traumatic stress reactions
 4. Delineate prevention, management, and treatment approaches to combat stress conditions
 5. Describe the evolution of the US Military's approach to management of war-related psychological effects
 6. Examine the range of psychological experiences of POW's, soldiers wounded in battle and soldiers exposed to WMDs (Weapons of Mass Destruction) or asymmetrical warfare
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Outline

Week 1: Introduction to the Psychology of Combat

Weekly Learning Objectives

1. Examine the history and development of the field of military psychology, as well as the evolving role of the military psychologist in combat.
2. Explore the ways in which military psychologists have understood and identified psychological and physiological reactions to combat throughout history.
3. Discuss assessment of personnel engaging in high-risk operations and the attribute - performance success relationship.

Readings

1. *Military Psychology* Chapters 1 and 3
2. *On Killing* Introduction
3. **See the Lessons link for additional recommended reading materials**

Deliverables

Week 1 Forum 1

Week 2: Effects of Combat Exposure

Weekly Learning Objectives

1. Examine the various combat stress reactions experienced by service members, clearly identifying the factors distinguishing post-traumatic stress disorder (PTSD) from other combat stress reactions manifested.
2. Identify the psychological, physical, and sensory stresses of active combat, such as those experienced in a firefight.
3. Discuss the potential development of long-term, shared effects of combat trauma experienced by members of military families and communities.

Readings

1. *Military Psychology* Chapters 4
2. *On Killing* Section II - III
3. **See the Lessons link for additional recommended reading materials**

Deliverables

1. Week 2 Discussion Forum
2. Week 2 CSR Review Paper

Week 3: Effects of Combat - Traumatic Brain Injury

Weekly Learning Objectives

1. Identify the psychological, physical, and sensory stresses of active combat, such as those experienced in a firefight.
2. Examine the effects of traumatic brain injury (TBI), exploring the potentially delayed and unseen effects of injuries

Readings

1. *Military Psychology* Chapter 8
2. *On Killing* Sections IV – V
3. **See the Lessons link for additional recommended reading materials**

Deliverables

1. Week 3 Forum
2. Week 3 TBI Presentation

Week 4: Treatment Options, and Barriers

Weekly Learning Objectives

1. Examine the history and development of the field of military psychology, as well as the evolving role of the military psychologist in combat.
2. Identify models used by each military branch to make mental health services more accessible to service members during deployment and upon return home.
3. Explore the psychological, social, and other issues of concern, access and barriers to care, and available services for military and veteran populations affected by combat related trauma.
4. Discuss concerns related to PTSD (related disorders) comorbidity with other diseases or disorders (i.e. depression, substance use, insomnia) and the effects of such on treatment options and outcomes.
5. Identify evidence-based methods used in the treatment of CSR for combat veterans.

Readings

1. *Military Psychology* Chapter 4, 9, 10, and Chapter 5 pp. 103-111
2. *On Killing* Section VI
3. **See the Lessons link for additional recommended reading materials**

Deliverables

1. Week 4 Forum
2. Midterm Essay Exam

Week 5: Prisoners of War

Weekly Learning Objectives

1. Identify the psychological stressors experienced by prisoners of war (POWs) and coping mechanisms employed by POWs.
2. Explore training in which service members engage, developing skills to endure captivity.
3. Discuss service members' reintegration to society after captivity as a prisoner of war.

Readings

1. *Military Psychology* Chapter 12
2. *On Killing* Review previous reading of Section V
3. **See the Lessons link for recommended supplemental reading materials**

Deliverable

1. Week 5 Discussion Forum
2. Week 5 POW Review Paper

Week 6: Historical View of Combat Trauma WWI and WWII

Weekly Learning Objectives

1. Examine the approaches for identification and management of shell shock and other psychological manifestations of combat trauma during the First and Second World Wars.

2. Discuss the moral, medical, social, and psychological perspectives of combat stress reactions during the World War eras.

Readings

1. *Military Psychology Review* Chapter 1
2. **See the Lessons link for recommended supplemental reading materials**

Deliverables

Week 6 Forum

Week 7: Historical View of Combat Trauma the Vietnam War

Weekly Learning Objectives

1. Examine the approaches for identification and management of psychological manifestations to combat trauma during the Vietnam War.
2. Discuss the medical, social, and psychological perspectives of combat stress reactions during the Vietnam era.

Readings

1. *Military Psychology Review* Chapter 1
2. *On Killing* Section VII
3. **See the Lessons link for recommended supplemental reading materials**

Deliverables

1. Week 7 Discussion Forum
2. Week 7 Treatment Project

Week 8: Post-Traumatic Growth

Weekly Learning Objectives

1. Delineate prevention, management, and treatment approaches to combat stress conditions.

Readings

1. *On Killing* Section VIII
2. **See the Lessons link for recommended supplemental reading materials**

Deliverables

Week 8 Discussion Forum

Evaluation

Graded Coursework Includes:

Forums: The course contains eight discussion forums. Instructions are located on the classroom Forums screen.

Review Papers: Two review papers are assigned throughout the course, one in Week 2 and one in Week

5. Instructions are located on the classroom Assignments screen.

TBI Scenario Presentation: A scenario presentation is assigned during Week 3 of the course. Instructions are located on the classroom Assignments screen.

Blog Posts: A blog post is assigned during week 7 of the course. Instructions are located on the classroom Assignments screen.

Midterm Short-Essay Assignment: A Midterm Short-Essay Assignment is assigned during Week 4 of the course. Instructions are located on the Assignments screen.

Grading:

Name	Grade %
Forums	32.00 %
Week 1 Forum	4.00 %
Week 2 Forum	4.00 %
Week 3 Forum	4.00 %
Week 4 Forum	4.00 %
Week 5 Forum	4.00 %
Week 6 Forum	4.00 %
Week 7 Forum	4.00 %
Week 8 Forum	4.00 %
Assignments	30.00 %
Week 2 CSR Review Paper	10.00 %
Week 3 TBI Presentation	10.00 %
Week 5 POW Review Paper	10.00 %
Projects	20.00 %
Week 7 Treatment Project	20.00 %
Essay Assignments	18.00 %
Midterm Short-Essay Assignment	18.00 %

Materials

Book Title: On Killing, Revised - eBook available through the APUS Online Library. Links provided inside the classroom in the Lessons section.

Author: Grossman

Publication Info: Hachette Book Group

ISBN: 9780316040938

Book Title: A War of Nerves: Soldiers and Psychiatrists in the Twentieth Century

Author: Ben Shephard

Publication Info: Harvard University Press

ISBN: 9780674011199

Book Title: Military Psychology, 2nd ed.- e-book available in the APUS Online Library. Links provided inside the classroom in the Lessons section.

Author: Kennedy, Carrie H.

Publication Info: Guilford Press

ISBN: 9781462506491

Book Title: Black Hawk Down - Film available inside the classroom. DVD available to purchase from the APUS Bookstore or other sellers

Author: Ridley Scott

Publication Info: Swank

ISBN: APUDVD15

Book Title: To find the library e-book(s) req'd for your course, please visit <http://apus.libguides.com/er.php> to locate the eReserve by course #. You must be logged in to eCampus first to access the links.

Author: N/A

Publication Info: N/A

ISBN: N/A

Course Guidelines

Citation and Reference Style

- Students will follow APA format as the sole citation and reference style used in written assignments submitted as part of coursework in the Psychology Department.
- Please note that no formal citation style is graded on forum assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding forum communication below).

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

School of Arts & Humanities Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, we understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact your instructor before the due date so you can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes/tests, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes/tests, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Turn It In

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc.) and submission file type (such as .docx, .pdf, etc.). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Forum

- Forums are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, you are strongly discouraged from waiting until the due date to contribute your comments/questions on the forum. The purpose of the forums is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree", even if wordy and thus, meets the length requirement, is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each other as colleagues. Hateful, aggressive, or hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly forums prompt and post the required number of replies to other students – refer to the grading rubric and/or forum instructions for specific expectations on number of replies and word count requirements.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your assessments.

University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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