

SWK-D676 Military Social Work (3 cr.)

Course Information

Semester Year:	XXXXX	Instructor:	XXXXX XXXXXXXXXX
Section Number:	XXXXX	Office:	XXXX
Location:	XXXXX	Email:	XXXX
Day:	XXXXX	Phone:	XXXXX
Time:	XXXXX	Office Hours:	XXXXXXXXXX

Course Description

This course provides an overview of the social service delivery system for military personnel, veterans, and their families (MVF). It offers an overview of the social context and diversity dynamics of the military as a closed society and describes the unique cultures of the military, wounded warriors, and veterans. It contrasts the structures, stressors, and resilience of military and veteran families and outlines the different social service delivery systems with the military, their missions, and ethical challenges when working within this setting. Combat environments, signature injuries, and treatment strategies for combat veterans are reviewed and different roles and competencies of military social workers are examined, including how to best navigate this field of practice. Strengths, resilience, and coping skills of military personnel, veterans, and their families are highlighted.

Course Objectives

- S676-01** Contrast the unique cultures of the military, wounded warriors, and veterans and apply differential interventions to each culture.
- S676-02** Critique the military prejudice and opportunities for diverse populations navigating a military career.
- S676-03** Differentiate the definition and competencies of military social work.
- S676-04** Analyze the combat experience, deployment cycle, and risk of post-traumatic stress disorder, traumatic brain injury, and depression among military members, veterans, and their families.
- S676-05** Explore the structures, stressors, strengths, and resilience of military and veteran families.
- S676-06** Critique the ethical challenges when working with the military and veteran systems.
- S676-07** Differentiate the different interventions for military or veteran couples and families.
- S676-08** Highlight the programs for children or youth of military members and veterans.
- S676-09** Understand social service/community resources for military or veteran families.
- S676-10** Explore the issues for veterans or military members as they navigate higher education.
- S676-11** Build a skill set for working in military social work, especially highlighting secondary traumatization risk.

Required Texts

Rubin, A., Weiss, E. L., & Coll, J. (Eds.). (2013). *Handbook of military social work*. Hoboken, NJ: John Wiley & Sons.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: Introduction to Military Social Work/Veteran Culture

Weeks

Overview

This module provides an in-depth and broad understanding of the specialty field of practice called “military social work”.

Assignments

Readings

1. Blaisure, K., Saathoff-Wells, T., Pereira, A., MacDermid Wadsworth, S., & Dombro, A. (2012). *Serving military families in the 21st century*. New York, NY: Taylor and Francis Group (Canvas).
2. Daley, J. G. (1999). Understanding the military as an ethnic identity. In J. G. Daley (Ed.), *Social work practice in the military* (pp. 291-306). New York, NY: Haworth Press (Canvas).
3. Council on Social Work Education. (2010). *Advanced social work practice in military social work*. Alexandria, VA (Canvas).
4. Exum, H. A., Coll, J. E., & Weiss, E. L. (2011). *A civilian counselor's primer for counseling veterans* (2nd ed.). Deer Park, NY: Linus Publications. Chapter 2: Culture and the Mission of the Military (Canvas).
5. National Association of Social Workers. (2012). *NASW standards for social work practice with service members, veterans, and their families*. Washington, DC (Canvas).
6. Rubin, A., Weiss, E., & Coll, J. (Eds.). (2013), Chapters 1, 2, and 20 from required text.
7. Social Work Policy Institute. (2013). *Enhancing the well-being of America's veterans and their families: A call to action for a national veterans policy*. Washington, DC (Canvas).

Individual Assignments

8. Reflection Paper
9. Quiz 1

Group Assignment

1. Discussion: Military Experience & Goals for the Course

Module 2: Diversity and Ethical Context When Working in MiLSW

Weeks

Overview

This module describes the interaction of diverse populations and the military infrastructure, including prejudices and opportunities for success. It also provides information regarding ethical dilemmas and working in the military and veteran culture.

Assignments

Readings

1. Rubin, A., Weiss, E., & Coll, J. (Eds.). (2013), Chapters 2, 3, and 4 from required text.

Individual Assignments

1. Reflection Exercise
2. Quiz 2

Group Assignment

1. Discussion: Diversity

Module 3: Combat Deployment Cycle and Issues

Weeks

Overview

This module describes the context of combat, the cognitive dissonance in combat, and the interactive dynamics of the deployment cycle.

Assignments

Readings

1. Klug, W., O'Dwyer, A., Barry, D., Dillard, L., Polo-Neil, H., & Warriner, M. (2011). The burden of combat: Cognitive dissonance in Iraq war veterans. In D. C. Kelly, S. Howe-Barksdale, & D. Gitelson (Eds.), *Treating young veterans: Promoting resilience through practice and advocacy* (pp. 33-79). New York, NY: Springer Publishing (Canvas).
2. Pryce, J. G., Pryce, D. H., & Shackelford, K. K. (2012). *The cost of courage: Combat stress, warriors, and family survival*. Chicago, IL: Lyceum. Chapter 7: Warriors and families speak out (pp. 101-116) (Canvas).
3. Quinn, T., & Quinn, E. (2011). Trauma and the developmental course of PTSD postdeployment. In D. C. Kelly, S. Howe-Barksdale, & D. Gitelson (Eds.), *Treating young veterans: Promoting resilience through practice and advocacy* (pp. 23-32). New York, NY: Springer Publishing.
4. Rubin, A., Weiss, E., & Coll, J. (Eds.). (2013). *Handbook of military social work*. Hoboken, NJ: John Wiley & Sons. Chapter 19: Cycle of Deployment and Family Well-Being (pp. 313-334) (Canvas).

Individual Assignment

1. Quiz 3

Group Assignment

1. Mock Interview, Part 1
2. Discussion: Cognitive Dissonance

Module 4: PTSD, TBI, and Depression

Weeks

Overview

This module builds on Module 3, continuing to provide information about trauma exposure and signature injuries from war.

Assignments

Readings

1. Rubin, A., Weiss, E., & Coll, J. (Eds.). (2013), Chapters 6, 7, 10, 11, and 14 from required text.

Individual Assignment

1. Quiz 4

Group Assignments

1. Mock Interview, Part 2
2. Discussion: Reflection on Interviews

Module 5: Resilience, Coping Skills, and Strengths Building

Weeks

Overview

This module focuses on stress and resilience models that may help military members and their families.

Assignments

Readings

1. Blaisure, K. R., Saathoff-Wells, T., Pereira, A., MacDermid-Wadsworth, S., & Dombro, A. L. (2012). *Serving military families in the 21st century*. New York, NY: Routledge. Chapter 5: Ways of Thinking About Family Stress and Resistance (Canvas).
2. Mallow, A., Williams-Gray, B., Kelly, D. C., & Alex, J. (2011). Living beyond the intersection of war theater and home: Protective factors for healthy reintegration. In D. C. Kelly, S. Howe-Barksdale, & D. Gitelson (Eds.), *Treating young veterans: Promoting resilience through practice and advocacy* (pp. 13-22). New York, NY: Springer Publishing Company (Canvas).
3. Rubin, A., Weiss, E., & Coll, J. (Eds.). (2013), Chapter 23 from required text.

Individual Assignment

1. Building Resistance

Group Assignment

1. Discussion: Paper Topics

Module 6: Military/Veterans Families, Children-centered Programs, and Family Advocacy

Weeks

Overview

This module continues the discussion of specialty programs that serve military families and expands the discussion of military and veteran families.

Assignments

Readings

1. Blaisure, K. R., Saathoff-Wells, T., Pereira, A., MacDermid-Wadsworth, S., & Dombro, A. L. (2012). Serving military families in the 21st century. New York, NY: Routledge. Chapter 9 and Chapter 10 (Canvas).
2. Rubin, A., Weiss, E., and Coll, J. (Eds.). (2013), Chapters 21, 22, 24, 25, and 26 from required text.
3. Sneath, L., & Rheem, K. D. (2011). The use of emotionally focused couples therapy with military couples and families. In R. B. Everson, & C. R. Figley (Eds.), *Families under fire: Systemic therapy with military families* (pp. 127-152). New York, NY: Routledge (Canvas).

Individual Assignment

1. Quiz 5

Group Assignments

1. Discussion: Grief and Loss
2. Discussion: Family Interventions

Module 7: Military/Veterans Children and Community Context

Weeks

Overview

This module discusses different models for working with families and how they have been used with military families.

Assignments

Readings

1. Kelly, D. C., & Ward, S. (2011). Veterans-by-proxy: Amending loss of self among the children of combat veterans. In D. C. Kelly, S. Howe-Barksdale, & D. Gitelson (Eds.), *Treating young veterans: Promoting resilience through practice and advocacy*. New York, Springer Publishing (Canvas).
2. Rubin, A., Weiss, E., & Coll, J. (Eds.). (2013), Chapters 16, 17, and 20 from required text.

Individual Assignment

1. Quiz 6

Group Assignment

1. Discussion: Transition to Civilian Life

Module 8: Understanding Social Service/Community Resources

Weeks

Overview

This module focuses on the social services delivery systems in military institutions.

Assignments

Readings

1. Pryce, J. G., Pryce, D. H., & Shackelford, K. K. (2012). *The cost of courage: Combat stress, warriors, and family survival*. Chicago, IL: Lyceum Books, Inc. Chapter 9: Veterans' Higher Education Challenges and Opportunities (Canvas).
2. Rubin, A., Weiss, E., & Coll, J. (Eds.) (2013), Chapter 15 from required text.

Individual Assignment

1. Web Search

Group Assignment

1. Discussion: Service Websites

Module 9: Building Your Own Skills Pack

Weeks

Overview

This module discusses the risk of secondary traumatization when working with combat veterans and how to build and sustain your own resilience.

Assignments

Readings

1. Rubin, A., Weiss, E., and Coll, J. (Eds.). (2013), Chapter 5 from required text.
2. Schupp, L. J. (2004). *Assessing and treating trauma and PTSD* (Canvas).

Individual Assignment

1. Final Paper

Group Assignment

1. Discussion: Self-Care

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a wordprocessor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Reflection Paper (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
2. Quiz 1 (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.

3. Discussion: Military Experience & Goals for the Course (Group Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
4. Reflection Activity (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
5. Quiz 2 (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
6. Discussion: Diversity (Group Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
7. Quiz 3 (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
8. Mock Interview, Part 1 (Group Assignment)
 - a. DUE:TBD
 - b. Points:20 pts.
9. Discussion: Cognitive Dissonance (Group Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
10. Quiz 4 (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.
11. Mock Interview, Part 2 (Group Assignment)
 - a. DUE:TBD
 - b. Points:20 pts.
12. Discussion: Reflection on Interviews (Group Assignment)
 - a. DUE:TBD
 - b. Points:5 pts.
13. Building Resistance (Individual Assignment)
 - a. DUE:TBD
 - b. Points:10 pts.

14. Discussion: Paper Topics

- a. DUE:TBD
- b. Points:5 pts.

15. Quiz 5 (Individual Assignment)

- a. DUE:TBD
- b. Points:10 pts.

16. Discussion: Grief and Loss (Group Assignment)

- a. DUE:TBD
- b. Points:5 pts.

17. Discussion: Family Interventions (Group Assignment)

- a. DUE:TBD
- b. Points:5 pts.

18. Quiz 6 (Individual Assignment)

- a. DUE:TBD
- b. Points:10 pts.

19. Discussion: Transition to Civilian Life (Group Assignment)

- a. DUE:TBD
- b. Points:5 pts.

20. Web Search (Individual Assignment)

- a. DUE:TBD
- b. Points:10 pts.

21. Discussion: Service Websites (Group Assignment)

- a. DUE:TBD
- b. Points:5 pts.

22. Final Paper (Individual Assignment)

- a. DUE:TBD
- b. Points:25 pts.

23. Discussion: Self-Care (Group Assignment)

- a. DUE:TBD
- b. Points:5 pts.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students' work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the "good," "the high quality," "the competent," or the "satisfactory." They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

Grading scale

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality (expected of most MSW students)
B-	80%	Satisfactory Quality

C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

Course Policies

Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It's up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.