**Social Work 650**

**Military and Veteran Policy and Program Management**

**3 Units**

**Term Year**

|  |  |  |  |
| --- | --- | --- | --- |
| **Instructor:** | Fred P. Stone | | |
| **E-Mail:** | fstone@usc.edu | **Course Day:** | Wednesday |
| **Telephone:** | 970-682-2405 | **Course Time:** | 0700/0845 Pacific |
| **Office:** | VAC | **Course Location:** | VAC |
| **Office Hours:** | 30 Minutes before/after class |
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# Course Prerequisites

The required Policy course will be required.

# Catalogue Description

This course addresses how military and veteran policy and programs within the Departments of Defense (DoD) and Veterans Affairs (VA) are developed and implemented to improve the health and wellbeing of service members, veterans and their families. Specific attention is given to policy and programs on the prevention and treatment of domestic violence, family maltreatment, sexual assault, suicide and substance abuse and other issues related to the military members, veterans, and their families. The roles of non-profits and veteran’s advocacy groups in the formation of policy and programs are also highlighted.

# Course Description

Social workers provide critical leadership and management roles in the development of Departments of Defense (DoD) and Veterans Affairs (VA) policy and programs designed to improve the health and welfare of service members, veterans, and families. This course provides military social work students with an in-depth understanding of how DoD and VA develops, funds and implements health and wellness programs. Social work students will learn how the VA and DoD fund health and wellness programs through the Plans, Programming, Budgeting and Execution System (PPBE).

Military social work students will gain detailed knowledge about the management and oversight of major DoD and VA programs including mental health, homelessness, vocational rehabilitation, GI bill, family advocacy, and prevention of sexual assault, suicide, domestic violence and alcohol and substance abuse. Special emphasis will be placed on how DoD and VA policy and programs advance diversity. The course will also address DoD and VA eligibility, compensation and benefits, and the disability rating system.

Military social work students will learn how non-profits and veteran advocacy groups work to shape DoD and veteran policy, as well as directly engage in activities to benefit the veteran as they transition from military service back to the civilian community. Finally, the course will provide an international perspective on how other nations are organized to support service members, veterans and families.

# Course Objectives

The Military and Veteran Policy and Program Management course (SOWK 650) will:

| **Objective #** | **Objectives** |
| --- | --- |
| 1 | Explain the complex interaction between civilian society and the military as two distinct yet interactive cultures |
| 2 | Illustrate how medical and behavioral health care doctrine and policies are developed, funded and implemented within the VA and DoD |
| 3 | Describe the major programs within the VA and DoD where the social worker plays a key role such as mental health, homelessness, vocational rehabilitation, GI bill, family advocacy, and prevention of sexual assault, suicide, domestic violence and alcohol and substance abuse |
| 4 | Uphold the importance of diversity policy within the VA and DoD as applied to sexual orientation, race, ethnicity and gender |
| 5 | Promote the value and scope of the role of the non-clinical social worker within the VA and DoD to improve the health and wellbeing of service members, veterans and their families |

# Course Format/Instructional Methods

Modes of instruction will consist of a combination of didactic lecture, in-class discussion, student case presentations, experiential exercise, and online teaching and learning environments.

# Student Learning Outcomes

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education’s 2015 Educational Policy and Accreditation Standards:

|  |  |
| --- | --- |
| **Social Work Core Competencies** | |
| 1 | **Demonstrate Ethical and Professional Behavior** |
| 2 | **Engage in Diversity and Difference in Practice** |
| 3 | **Advance Human Rights and Social, Economic, and Environmental Justice** |
| 4 | **Engage in Practice-informed Research and Research-informed Practice** |
| 5 | **Engage in Policy Practice\*** |
| 6 | **Engage with Individuals, Families, Groups, Organizations, and Communities** |
| 7 | **Assess Individuals, Families, Groups, Organizations, and Communities** |
| 8 | **Intervene with Individuals, Families, Groups, Organizations, and Communities\*** |
| 9 | **Evaluate Practice with Individuals, Families, Groups, Organizations and Communities** |

\* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Competency** | **Objective** | **Behaviors** | **Dimensions** | **Content** |
| Competency 5: Engage in Policy Practice Social workers understand that policy and its implementation at the federal, state, and local levels mediate human rights of individuals and social justice. Social workers understand the history and current structures of social policies and service delivery systems, the role of policy in service delivery, and the role of practice in policy development. Social workers actively engage in policy practice to effect change in communities, organizations and businesses. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation. | **1.** Explain the complex interaction between civilian society and the military as two distinct yet interactive cultures | **5a.** Identify social policies at the state, federal and global levels that emphasize the financial and personal well-being of individuals, families and communities | Skills | **Unit 1:** Society and the Military  **Unit 3:** Health Doctrine and Policy Approaches within the DoD and VA  **Unit 5:** DoD Policy/Programs and the Social Worker: Policies to Support Families  **Assignment 1:** Article Review |
| **Competency** | **Objective** | **Behaviors** | **Dimensions** | **Content** |
| Competency 8: Intervene with Individuals, Families, Groups, Organizations, and CommunitiesSocial workers are knowledgeable about evidence-based interventions that help them best address the goals of their clients and the systems that serve them. Social workers are able to intervene effectively at individual, group, and system levels. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to promote the well-being of individuals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. | **3.** Describe the major programs within the VA and DoD where the social worker plays a key role such as mental health, homelessness, vocational rehabilitation, GI bill, family advocacy, and prevention of sexual assault, suicide, domestic violence and alcohol and substance abuse | **8a.** Use knowledge of evidence-informed interventions to initiate actions that enhance the capacity and sustainability of organizations | Knowledge | **Unit 2:** Overview of the Departments of Defense (DoD) and Veteran Affairs (VA) Health Structure and Functions  **Unit 6:** DoD Policy/Programs and the Social Worker: Substance and Alcohol  **Unit 7**: DoD Policy/Programs and the Social Worker: Sexual Assault Prevention and Response  **Unit 9:** VA Programs and the Social Worker  **Unit 10:** DoD and Veteran Research Structure  **Unit 13:** The Military Health System, TRICARE, and Medical Discharges  **Assignment 4:** Policy Implementation |

# Course Assignments, Due Dates, and Grading

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment 1: Article Review** | **Unit 5** | 25% |
| **Assignment 2: Reflective Assignment** | **Unit 10** | 20% |
| **Assignment 3: Policy Presentation** | **TBD** | 15% |
| **Assignment 4: Policy Implementation** | **Unit 15** | 30% |
| **Class participation** |  | 10% |

Each of the major assignments is described below.

**Assignment 1: Article Review (25%)**

Select and critically analyze two scholarly articles on policies or programs that address one of the topic areas in this course. For example, two articles on the military sexual assault programs in the military. Submit a four- to six-page, double-spaced paper (not including the title or reference page) of your analysis. (Do NOT select an article on military families.) Integrate the articles by highlighting points of similarity and difference. The articles should be from scholarly sources such as peer-reviewed journals. They should not be articles from newspapers or popular magazines or media outlets. **Only one article can be from the recommended or required readings in the syllabus.**

The assignment should be double-spaced with 12-point font, Times New Roman.

**Requirements:**

1. Select two scholarly articles. The articles should be on the same topic. For example, two articles that concern military sexual assault policies.

2. Integrate the articles highlighting similarities and differences.

3. Summarize the articles: Explained the 2-3 key points the author(s) share about the policies or programs.

4. Evaluate the strengths and weaknesses of the articles in terms of its scholarship.

5. Explained the importance of the article in terms are addressing or solving the problem addressed.

6. Discussed how the articles fit into a bigger context (or not) of helping military members, veterans, and their families.

7. Discussed how the articles can be applied to race, gender or sexual orientation issues.

Provide a copy of the policy and/or program description to the instructor (electronically or hard copy).

**Due: Unit 5**

*This assignment relates to student learning outcome 5.*

**Assignment 2: Reflective Assignment (20%)**

Submit a four page typed paper (not counting the title or reference page) summarizing your learning from this course that may influence your future practices as a social worker. The assignment should be double-spaced with 12-point font, Times New Roman.

**Grading Criteria:**

1. Select three specific areas discussed in class or reading that were particularly important for you and discuss how each will influence your role as a social worker.
2. Provide examples of these areas and specific experiences, readings, or discussions to support your analysis.
3. Show an awareness of the social impact of these, issues, and topics (e.g., how these policies would affect your work in a military/Veteran setting, how these policies or programs could potentially affect the military member/Veteran in trying to obtain services).
4. Specifically discuss new insights and awareness.
5. Clearly discuss the influence of these insights on future practices as a social worker.

Instructors are looking for evidence related to the course objectives where you provide an account of a particular issue, or topic; demonstrate an awareness of the activity engendered; and describe the outcome of reflecting on the experience such as a new awareness or significant insight.

**Due: Unit 10**

*This assignment relates to student learning outcomes 1, 3, and 4.*

**Assignment 3: Policy Presentation (15%)**

Students will work in teams of two: partners and presentation dates will be assigned during the second class session. This assignment is a **class** **presentation** of a case analysis of a DOD or Veteran program based on Federal Regulation (examples of programs based on Federal Regulation. Ideally the program based on Federal Regulation will come from the student’s field placement; however, where the student does not have access, topic area will be provided by the instructor. **Presentations are not to exceed 20 minutes.** This presentation requires a review of the Federal Regulation and Program, impact it has on the population being served and current outcomes due to Regulation and/or Program. A PowerPoint presentation will be used on the platform for this presentation should not exceed 20 slides including references and title slide.

**Grading Criteria:**

1. Demonstrate working knowledge of Federal Regulation and associated program.
2. Thoughtful discussion of the Military service member or Veteran population being served.
3. Evaluate policy for potential barriers to Military and/or Veteran population affected by or being served.
4. Discuss lessons learned in process of reviewing Federal Regulation, policy and/or program area.
5. Discuss some ethical considerations of the policies in regards to the values of social work.
6. Discuss how the articles can be applied to race, gender or sexual orientation issues.

**Due: To be arranged by course instructor and students during second class discussion**

*This assignment relates to student learning outcomes 1, 2, 3, 4, and 5.*

**Assignment 4: Policy Implementation (30%)**

This assignment is a **written paper** on policy and program operationalization. In the administrator of the Social Service/Behavioral Health division you will select a current policy under DOD or VA and create program that can be operationalized to benefit the social needs of military service member or Veteran. The write up should include your background on program need, description of program as related to policy and population being served, staffing plan, implementation timeline, intake assessment for client entry into program and how program will be monitored. **The paper should be between 8 and 10 pages.** Written paper must include citations according to APA style. The paper must use 12-point font, Times New Roman, double-spaced.

**Grading Criteria:**

1. Appropriately assessed policy and program assessment of need (two to three pages). This section should be concise and provide evidence that supports policy intention and population need.
2. Provided and supported the appropriate implementation guidelines, staffing plan and intake assessment (two to four pages).
3. Provide explanation of how program will be monitored and desired outcome of program design.
4. Included citations from scholarly sources (minimum of **10 sources—**three must be readings that are not contained in the syllabus.) **BOLD THE OUTSIDE READINGS IN THE REFERENCE LIST.**
5. Included a discussion of the problem in the military and/ or Veteran services and the context for the client. For example, if the policy is on a Homeless Service, discuss and analyze the history of Veteran Homelessness and examine how the client fits into the broader problem of homelessness and potential risks to client if policy and programs were not in place (one to two pages).
6. Examined issues of diversity, gender, race, and ethics (one to two pages).

**Due: Unit 15**

*This assignment relates to student learning outcomes 1, 2, 3, and 4.*

The instructor may offer an alternative assignment for some students.

**Class Participation**

This is 10% of class grade. This grade will be based on the student’s ability to demonstrate professional courtesy, support to peers, and active participation during discussions and presentations of fellow classmates. **Cell phone usage (texting) and recreational computer use are not permitted during class time.**

**Grades**

Grades in the School of Social Work are determined based on the following standards that have been established by the faculty of the school:

**Grades of A or A–** are reserved for student work that not only demonstrates strong mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in his or her approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

**A grade of B+** will be given to work that is judged to be very good and demonstrates a more-than-competent understanding of the material being tested in the assignment.

**A grade of B** will be given to student work that meets the basic requirements of the assignment and demonstrates work that meets course expectations at an adequate level.

**A grade of B–** will indicate that a student’s performance was less than adequate on an assignment and reflects only moderate grasp of content and/or expectations.

**A grade of C** will reflect a minimal grasp of the assignments, poor organization of ideas, and/or several areas requiring improvement.

**Grades between C– and F** will denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

Class grades will be based on the following:

| **Class Grades** | | **Final Grade** | | |
| --- | --- | --- | --- | --- |
| 3.85–4.00 | A | | 93–100 | A |
| 3.60–3.84 | A– | | 90–92 | A– |
| 3.25–3.59 | B+ | | 87–89 | B+ |
| 2.90–3.24 | B | | 83–86 | B |
| 2.60–2.89 | B– | | 80–82 | B– |
| 2.25–2.59 | C+ | | 77–79 | C+ |
| 1.90–2.24 | C | | 73–76 | C |
|  |  | | 70–72 | C– |

# Required and Supplementary Instructional Materials and Resources

## Required Textbooks

No textbooks are assigned in this course.

This syllabus lists the required and recommended readings for the course. Additional required and recommended readings may be assigned by the instructor throughout the course.

**Course Overview**

| **Unit** | **Topics** | **Assignments** |
| --- | --- | --- |
|  | | |
| **1** | * Society and the Military |  |
| **2** | * Overview of the Departments of Defense (DoD) and Veteran Affairs (VA) Health Care Mission, Structure and Functions |  |
| **3** | * Health Doctrine and Policy Approaches within the DoD and VA |  |
| **4** | * Fiscal Management within the DoD and VA |  |
| **5** | * DoD Policy/Programs and the Social Worker: Policies to Support Families |  |
| **6** | * DoD Policy/Programs and the Social Worker: Substance and Alcohol/Suicide/PTSD/TBI |  |
| **7** | * DoD Policy/Programs and the Social Worker: Sexual Assault Prevention and Response |  |
| **8** | * Combat Healthcare |  |
| **9** | * VA Programs and the Social Worker |  |
| **10** | * DoD and Veteran Research Infrastructure |  |
| **11** | * Non-profits and Veteran Advocacy Groups |  |
| **12** | * The Military Transition |  |
| **13** | * Military Social Work and Ethics |  |
| **14** | * Diversity Policy |  |
| **15** | * Non-clinical Careers for the Social Worker within the VA and DoD/Burnout/Course Review |  |

**Course Schedule―Detailed Description**

| **Unit 1: Society and the Military** |  |
| --- | --- |
| **Topics**   * Military Culture * Evolving Military Culture * Military Life   This unit relates to course objectives 1 and 4. | |

**Required Readings**

## Hall, L. K. (2011). The Importance of Understanding Military Culture. *Social Work in Health Care, 50*, 4-18. doi:10.1080/00981389.2010.513914

Sarkesian, S. C., & Connor, R. E. (2006). *The US military profession into the twenty-first century: War, peace and politics* (2nd Edition). Portland, Oregon: Frank Cass.(Read Chapter 5, Civilian and Military Cultures, pp. 77-91.)

Soeters, J. L., Winslow, D. J., & Weibull, A. (2006). Military culture. In G. Caforio (Ed.) *Handbook of Sociology of the Military* (pp. 237-254). New York, NY: Kluwer Academic/Plenum Publishers. doi:10.1007/0-387-34576-0

**Recommended Readings**

Coll, J., Weiss, E., & Metal, M. (2013). Military culture and diversity. In A. Rubin, E. Weiss, & J. Coll (Eds.), *Handbook of military social work* (pp. 21-36). Hoboken, NJ: Wiley. (Read pp. 21-28)

Dunivin, K. O. (1994). Masculine culture: Change and continuity. *Armed Forced and Society, 20*(4), 531-547.

Hajjar, R. M. (2014; 2013). Emergent postmodern US military culture. *Armed Forces & Society,* 40(1), 118-145. doi:10.1177/0095327X12465261

Kadis, J., & Walls, D. (2006). *Military facts for non-military social workers.* Washington, DC: Veterans Health Association Handbook. (Strongly recommended for students with no experience with the military)

Kohn, R. H. (2009). TARNISHED BRASS: Is the U.S. military profession in decline? *World Affairs, 171*(4), 73-83. doi:10.3200/WAFS.171.4.73-83.

MacLean, A., & Elder, G. H. (2007). Military service in the life course. *Annual Review of Sociology, 33,* 175-196.

| **Unit 2: Overview of the Departments of Defense (DoD) and Veteran Affairs (VA) Health Care Mission, Structure and Functions** |  |
| --- | --- |

**Topics**

* Structure and Function of the Military Health System (DoD) and the VA Health Care System
* Services for military members, veterans, and their families
* Role of policy within the DoD and VA

This unit relates to course objectives 2, 3 and 5.

**Required Reading**

Department of Defense. (August, 2014). *Final Report to the Secretary of Defense: Military Health System Review.* Washington, D.C. (Overview of DoD’s Military Health System (pp. 19-32).

Department of Veterans Affairs. (2016). *Federal Benefits of Veterans, Dependents, and Survivors.* (Read Chapter 1 Health Care Benefits, pp. 2-14, SKIM the rest). Retrieved from https://www.va.gov/opa/publications/benefits\_book/2016\_Federal\_Benefits\_for\_Veterans.pdf

Jansen, D. J. (2014). Military medical care: questions and answers. *Congressional Research Service.* [www.crs.gov](http://www.crs.gov). RL33537.

Review these websites:

<http://www.defense.gov/>

<http://www.va.gov/>

**Recommended Readings**

Department of Veterans Affairs. (n.d.). VA History in Brief. Retrieved from <http://www.va.gov/opa/publications/archives/docs/history_in_brief.pdf>.

Department of Veterans Affairs. (2014). *Federal Benefits of Veterans, Dependents, and Survivors.* Retrieved from <http://www.va.gov/opa/publications/benefits_book/2014_Federal_Benefits_for_Veterans_English.pdf>.

| **Unit 3: Health Doctrine and Policy Approaches within the DoD and VA** |  |
| --- | --- |
| **Topics** | |
| |  | | --- | | Health Care Policy   * Role of policy * Development and dissemination of policy * Policy evaluation   This unit relates to course objectives 2, 3 and 4. | | |

**Required Reading**

Department of Defense. (2012). *Joint Publication 4-02: Health Services Support.* Retrieved from <http://www.dtic.mil/doctrine/new_pubs/jp4_02.pdf>. (Read the Executive Summary and Chapter 1.)

Mundell, B. F., Friedberg, M. W., Eibner, C., & Mundell, W. C. (2013). US military primary care: Problems, solutions, and implications for civilian medicine. *Health Affairs (Project Hope), 32*(11), 1949-1955.

Netting, F. E., Kettner, P., & McMurty, S. L. (2012). Assessing human service organizations. In *Social work macro practice* (5th ed., Chapter. 8, pp. 258-305). Boston, New York, San Francisco: Pearson.

Review these websites:

<https://www.health.mil/dha>

<http://www.health.mil/dhapublications>

<http://www.tricare.mil/CoveredServices/HowBenefitBecomesCovered.aspx>.

**Recommended Readings**

Parker, V. A., Wubbenhorst, W. H., Young, G.I., Desai, K.R., & Charns, M.P. Implementing Quality Improvement in Hospitals: The Role of Leadership and Culture. *American Journal of Medical Quality, 14*, 64-69. doi: 10.1177/106286069901400109.

| **Unit 4: Fiscal Management with DoD and VA** |  |
| --- | --- |
| |  | | --- | | **Topics** | | * Overview of the Congressional budget process * The Plans, Program, Budgeting and Execution (PPBE) | |  |   This unit relates to course objectives 2 and 5. | |

### Required Reading

Congressional Budget Office (January, 2014), Approaches to Reducing Federal Spending in Health Care. Retrieved from: <http://www.cbo.gov/sites/default/files/44993-MilitaryHealthcare.pdf>.

Garrick J. (2017) Whistleblowers Can Benefit from Peer Support to Remain Resilient while Dealing with Organizational Retaliation and Adversity. *Federal Practitioner,* 34(7), 38-41.

Gregerson, B. (2012). Curing military health care. *Armed Forces Journal*, 14.

[Video: The PPBE System: https://www.youtube.com/watch?v=LVe9E1qCwsY](Video:%20%20%20The%20PPBE%20System:%20%20https://www.youtube.com/watch?v=LVe9E1qCwsY)

**Recommended Reading**

Department of Defense (2006). Department of Defense planning, programming, budgeting, and execution system (PPBE) process/Army planning, programming, planning, budgeting and execution (PPBE) process – An executive primer. Access at: http://www.acqnotes.com/Attachments/Army%20PPBE%20Executive%20Primer.pdf.

Department of Defense. (2014). Planning and Programming. *Defense Contract Management Agency.*

Holcombe, S.G. & Johnston, N.C. (2008). Analysis of the PPBE Process in the current dynamic political environment. Naval Postgraduate School, Monterey, CA.

Smith, B. (2012). Understanding the PPBE Process. *Navy Supply Corps Newsletter, 75*, ISSN 0360-716X.

| **Unit 5: DoD Policy/Programs and the Social Worker: Policies to Support Families** |  |
| --- | --- |
| **Topics** | |
| * Family Advocacy Program (FAP) * Exceptional Family Member Program * Support Programs | |

This unit relates to course objectives 2, 3, 4 and 5.

### Required Reading

Blaisure, K. R., Saathoff-Wells, T. Pereia, A. Wadsworth, S. M. & Dombro, A. L. (2016). *Serving Military Families: Theories, Research, and Application* (2nd Edition)*.* (Reading Chapter 11, 259-286.). New York: Rutledge.

Lutgendorf, M. A., Snipes, M. A., Rau, T., Busch, J. M., Zelig, C. M., & Magann, E. F. (2012). Reports to the navy's family advocacy program: Impact of removal of mandatory reporting for domestic violence. *Military Medicine, 177*(6), 702-708. doi:10.7205/MILMED-D-11-00436

Milner, J. S. (2015). Child maltreatment in United States military families: The military family advocacy program has given increased attention to the prevention of family violence. *Child Abuse & Neglect, 47*, 102-118.

Wheeler, B.Y., McGough, D., & Goldfarb, F. (2013). The Exceptional Family Member Program: Helping special needs children in military families. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work (pp. 359-381).* Hoboken, NJ: Wiley & Sons, Inc.

**Recommended Reading**

Department of the Air Force. (2015). Air Force Instruction 40-301: Family Advocacy Program. .

Department of the Army. (2011). *Army Regulation 608-18: The Family Advocacy Program*.

| **Unit 6: DoD Policy/Programs and the Social Worker: Substance and Alcohol Abuse/Suicide/PTSD/TBI** |  |
| --- | --- |
| **Topics** | |
| * Alcohol and Substance Abuse Program (ASAP) * Suicide * Post-Traumatic Stress Disorder * Traumatic Brain Injury | |

This unit relates to course objectives 2, 3, 4 and 5.

### Required Reading

Congressional Research Service. (2013). *Post-traumatic stress disorder and other mental health problems in the military. CRS report.*

**Recommended Readings**

Barlas, F. M., Higgins, W. B., Pflieger, J. C., & Diecker, K. (2013). *2011 Health Related Behaviors Survey of Active Duty Personnel.* Washington, DC: U.S. Department of Defense. Access at <http://www.murray.senate.gov/public/_cache/files/889efd07-2475-40ee-b3b0-508947957a0f/final-2011-hrb-active-duty-survey-report.pdf> (SKIM)

Department of Defense. (2014). *Problematic Substance Use by DOD Personnel.* Number 1010.04. Retrieved from <http://www.dtic.mil/whs/directives/corres/pdf/101004p.pdf>.

Department of Defense (2015). *Department of Defense Strategy of Suicide Prevention.* Retrieved from <http://www.dspo.mil/Portals/113/Documents/TAB%20B%20-%20DSSP_FINAL%20USD%20PR%20SIGNED.PDF> (Read Sections 1 and 2).

Hanwella, R., Silva, V. A., & Jayasekera, N. E. (2012). Alcohol use in a military population deployed in combat areas: A cross sectional study. *Substance Abuse Treatment, Prevention, and Policy, 7*(24), 1-7.

Institute of Medicine (IOM). (2012). *Substance use disorders in the U.S. armed forces.* (Read Chapter 6, pp. 137-183.) Washington, DC: National Academies Press.

Miech, R. A., London, A. S., Wilmoth, J. M., & Koester, S. (2013). The effects of the military's antidrug policies over the life course: The case of past-year hallucinogen use. *Substance use & Misuse, 48*(10), 837-853. doi:10.3109/10826084.2013.800120

Moore, M. (2013). Mild traumatic brain injury: Implications for social work research and practice with civilian and military populations. *Social Work in Health Care, 52*(5), 498-518.

Yarvis, J. (2013). Posttraumatic stress disorder (PTSD) in veterans. In A. Rubin, E. Weiss, & J. Coll (Eds.), *Handbook of military social work* (pp. 81-97). Hoboken, NJ: Wiley.

Walton, T. O., Walker, D. D., Kaysen, D. L., Roffman, R. A., Mbilinyi, L., & Neighbors, C. (2013). Reaching soldiers with untreated substance use disorder: Lessons learned in the development of a marketing campaign for the warrior check-up study. *Substance use & Misuse, 48*(10), 908-921. doi:10.3109/10826084.2013.797996.

| **Unit 7: DoD Policy/Programs and the Social Worker: Sexual Assault Prevention and Response.** |  |
| --- | --- |

**Topics**

* Military Sexual Assaults
* SAPR

This unit relates to course objectives 1, 2, 3, and 4.

**Required Readings**

Castro, C. A., Kintzle, S., Schuyler, A. C., Lucas, C. L., & Warner, C. H. (2015). Sexual assault in the military. *Current Psychiatry Reports, 17*(7), 1-13. doi:10.1007/s11920-015-0596-7

Department of Defense. (2015). *Sexual Assault Prevention and Response Program Procedures.* Retrieved from <http://www.dtic.mil/whs/directives/corres/pdf/649502p.pdf>. (SKIM)

National Defense Research Institute. (2014). Top-Line estimates for active-duty service members from the 2014 RAND military workplace study. Sexual Assault and Sexual Harassment in the U.S. military. (Read pages 9-30). Retrieved from <http://www.rand.org/content/dam/rand/pubs/research_reports/RR800/RR870/RAND_RR870.pdf>.

Review this website: <http://www.sapr.mil/>

**Recommended Readings**

Sexual assault in the military: Sexual misconduct and the culture of the U.S. armed forces. (2013). *Congressional Digest, 92*(8), 1.

U.S. Commission on Civil Rights. (2013). *Sexual Assault in the Military.* Retrieved from <http://www.usccr.gov/pubs/09242013_Statutory_Enforcement_Report_Sexual_Assault_in_the_Military.pdf>

| **Unit 8: Combat Healthcare** |  |
| --- | --- |

* Military medicine
* Casualty Care

**Required Readings**

Department of the Air Force. (2014). *TTP 3-42.71, Expeditionary Medical Support (EMEDS) and Air Force Theater Hospital (AFTH).* (Read Chapters 1-3, Skim the other chapters). Retrieved from<http://static.e-publishing.af.mil/production/1/af_sg/publication/afttp3-42.71/afttp3-42.71.pdf>

Donohue, J., H J. (1992). A combat support hospital in the gulf war. *Physician Executive, 18*(1), 29.

Review these websites:

<http://militarymedic.com/combat-support-hospital/>

<http://www.airforcemedicine.af.mil/>

<http://www.med.navy.mil/Pages/default.aspx>

**Recommended Readings**

Blackbourne, L. H., Baer, D. G., Eastridge, B. J., Renz, E. M., Chung, K. K., Dubose, J.. . Holcomb, J. B. (2012). Military medical revolution: Deployed hospital and en route care. *The Journal of Trauma and Acute Care Surgery, 73*(6 Suppl 5), S378-S387. doi:10.1097/TA.0b013e3182754900

Gibbons, S. W., Shafer, M., Aramanda, L., Hickling, E. J., & Benedek, D. M. (2014). Combat health care providers and resiliency: Adaptive coping mechanisms during and after deployment. *Psychological Services, 11*(2), 192-199.

Hatzfeld, J. J., Dukes, S., & Bridges, E. (2014). Innovations in the en route care of combat casualties. *Annual Review of Nursing Research, 32*, 41.

Johannigman, J. (2008). Maintaining the continuum of en route care. *Critical Care Medicine, 36*(7 Suppl), S377-S382. doi:10.1097/CCM.0b013e31817e31e1

Mitka, M. (2013). Combat casualty care research. *Journal of the American Medical Association, 309*(14), 1452. doi:10.1001/jama.2013.3559

Owens, B. D., Kragh, J., John F, Wenke, J. C., Macaitis, J., Wade, C. E., & Holcomb, J. B. (2008). Combat wounds in operation iraqi freedom and operation enduring freedom. *The Journal of Trauma: Injury, Infection, and Critical Care, 64*(2), 295-299. doi:10.1097/TA.0b013e318163b875

Sorbero, M. E., Olmsted, S. S., Morganti, K. G., Burns, R. M., Haas, A. C., & Biever, K. (2013). *Improving the deployment of army health care professionals: An evaluation of PROFIS.* RAND Corporation.

| **Unit 9: VA Programs and the Social Worker** |  |
| --- | --- |
| **Topics** | |
| * Homelessness * Vocational Rehabilitation * Patient and Family * Veteran Courts * The GI Bill | |

This unit relates to course objectives 3, 4 and 5.

### Required Readings

Balshem, H., Christensen, V. A., Tuepker, A. (2011). *A critical review of the literature regarding homelessness among veterans*. Washington, DC: Department of Veterans Affairs, Veterans Health Administration, Health Services Research & Development Service. (Read the Executive Summary.)

Gundlapalli, A. V., Fargo, J. D., Metraux, S., Carter, M. E., Samore, M. H., Kane, V., & Culhane, D. P. (2015). Military misconduct and homelessness among US veterans separated from active duty, 2001-2012. *JAMA, 314*(8), 832-834.

Katz, I. R. (2012). Geriatric psychiatry in the department of veterans affairs: Serving the needs of aged and aging veterans. *The American Journal of Geriatric Psychiatry,* 20(3), 195-198.

Roberts, J. (2013). Navigating systems of care. In A. Rubin, E. Weiss, & J. Coll (Eds.), *Handbook of military social work* (pp. 271-280). Hoboken, NJ: Wiley.

Review this website: <http://www.benefits.va.gov/gibill/>

**Recommended Readings**

Altschuler, G. C., Blumin, S. M. (2009). *The GI bill: A new deal for veterans*. New York: Oxford University Press.

Belanger, H. G., Uomoto, J. M., & Vanderploeg, R. D. (2009). The veterans health administration system of care for mild traumatic brain injury: Costs, benefits, and controversies. *The Journal of Head Trauma Rehabilitation, 24*(1), 4-13. doi:10.1097/HTR.0b013e3181957032

Bradley, M. H. (2010). *Veterans' benefits and care*. Hauppauge, N.Y: Nova Science Publishers.

Slattery, M., Dugger, M. T., Lamb, T. A., & Williams, L. (2013). Catch, treat, and release: Veteran treatment courts address the challenges of returning home. *Substance use & Misuse, 48*(10), 922-932. doi:10.3109/10826084.2013.797468

United States. Government Accountability Office. (2012). *Recovering servicemembers and veterans: Sustained leadership attention and systematic oversight needed to resolve persistent problems affecting care and benefits: Report to congressional committees*. Washington, D.C.: United States Government Accountability Office.

| **Unit 10:** DoD and Veteran Research Infrastructure |  | |
| --- | --- | --- |
| **Topics**   * Wellness research within the DoD * Military laboratories and infrastructure * VA research centers   This unit relates to course objectives 1, 2, 3, 4, and 5.  **Required Reading** | | |

Resnik, L., Reiber, G. E., Steager, P., Evans, R.K., Barnabe, K, & Harris, J. (2013). VA/DoD Collaboration Guidebook for Healthcare Research. <http://www.research.va.gov/va-dod/va-dod-guidebook-2013.pdf>. (Read pp. 1-16, Skim the rest.)

Institute of Medicine. (2013). *Preventing psychological disorders in service members and their families: An assessment of programs.* Washington, DC: National Academies Press. (SKIM)

Meredith, L. S., Sherbourne, C. D., Gaillot, S., Hansell, L., Ritschard, H. V., Parker, A. M., & Wrenn, G. (2011). *Promoting psychological resilience in the U.S. military.* Santa Monica, CA: RAND: Center for Military Health Policy Research. (Read Chapter 3, pp. 31-66)

Review these websites:

Defense Centers of Excellence: <http://www.dcoe.mil/>

National Center for PTSD: <http://www.ptsd.va.gov/>

Watch this video: <https://www.youtube.com/user/DARPAtv>.

**Recommended Readings**

Defense Laboratories Enterprise. Retrieved from <http://www.acq.osd.mil/chieftechnologist/publications/docs/Defense_Laboratory_Enterprise.pdf>

Girard, P. (2007). Military and VA telemedicine systems for patients with traumatic brain injury. *Journal of Rehabilitation Research and Development*, 44, 1017-1026.

Weinberger, S. (2008). Military research: The pentagon's culture wars. *Nature, 455*(7213), 583-585. doi:10.1038/455583a

| **Unit 11: Non-profits and Veterans Advocacy Groups** |  |
| --- | --- |
| **Topics** | |
| * What is a non-profit? * Organization and role of non-profits as veteran support organizations * Influence and impact of veteran advocacy groups | |

This unit relates to course objectives 1, 4 and 5.

### Required Reading

Boris, E. T. (2012). Introduction—Nonprofit organizations in a democracy: Varied roles and responsibilities. In E. T. Bois & Steuerle, C. E. (Eds.) *Nonprofits & government: Collaboration & conflict* (2nd ed.). Washington, D.C: Urban Institute Press.

Flynn, M., Hassan, A. M., & West, K. (2012). Emerging Community Mental Health Challenge:

Meeting the needs of veterans and families impacted by military service. In J. Rosenberg and J. Rosenberg (Eds), *Community Mental Health: Challenges for the 21st Century* (2nd Edition) (Chapter 4, pp. 45-62). New York: Routledge.

Wilson, C. E. (2013). Leadership, collaboration, and Veterans‐Related nonprofit organizations. *Journal of Leadership Studies, 7*(1), 48-53. doi:10.1002/jls.21279

Zacchea, M. (2013). Veteran’s advocacy: Social justice and healing through activism. In R. M. Scurfield & K. T. Platoni (Eds.), *Healing war trauma: A handbook of creative approaches* (Chapter 3, pp. 30-44). New York, NY: Taylor & Francis.

Review these websites:

<http://servicewomen.org/>

<http://www.militaryreligiousfreedom.org/appeal-2015/appeal.html>

<http://www.militaryfamily.org/about-us/>

<http://www.woundedwarriorproject.org/>

**Recommended Reading**

Balassiano, K., & Chandler, S. M. (2010). The emerging role of nonprofit associations in advocacy and public policy: Trends, issues, and prospects. *Nonprofit and Voluntary Sector Quarterly, 39*(5), 946-955. doi:10.1177/0899764009338963

Levasseur, D. G. (2005). The role of public opinion in policy argument: An examination of public opinion rhetoric in the federal budget process. *Argumentation and Advocacy*, 41, 64-79.

| **Unit 12: The Military Transition** |  |
| --- | --- |
| **Topics** | |
| * Military Transition Theory * Individual and role of DoD and VA in the transition process * Role of the community in the transition process | |

This unit relates to course objectives 1, 3 and 5.

### Required Reading

Buddin, R. & Kapur, K. (2005). An analysis of military disability compensation. Santa Monica, CA: RAND. Retrieved from <http://www.rand.org/pubs/monographs/MG369.html> (Read Chapters 1 and 2).

Castro, C. A., Kintzle, S. & Hassan, A. (2014). *The state of the American veteran: The Los Angeles country veterans study.* USC School of Social Work: Center for Innovation and Research on Veterans & Military Families. (SKIM).

Robertson, H., & Brott, P. (2014). Military veterans’ midlife career transition and life satisfaction. *The Professional Counselor, 4*(2), 139-149. doi:10.15241/hcr.4.2.139

Wolpert, D. S. (2000). Military retirement and the transition to civilian life. In J. A. Martin, L. N. Rosen, & L. R. Sparacino (Eds.). *The military family: A practice guide for human service providers* (pp. 103-122). Westport, CT: Praeger.

### Recommended Reading

Amdur, D., Batres, A., Belisle, J., Brown, J. H., Cornis-Pop, M., Mathhewson-Chapman, M….Washam, T. (2012). VA integrated post-combat care: a systematic approach to caring for returning veterans. In Beder, J. (Ed.), *Advances in social work practice with the military* (Chapter 16, pp. 253-262). New York: Routledge. doi:10.4324/9780203825747

Burnett-Zeigler, I., Valenstein, M., Ilgen, M., Blow, A. J., Gorman, L. A., & Zivin, K. (2011). Civilian employment among recently returning Afghanistan and Iraq national guard veterans. *Military Medicine, 176*(6), 639-646. doi:10.7205/MILMED-D-10-00450

Castro, C. A. (2014). The US framework for understanding, preventing, and caring for the mental health needs of service members who served in combat in Afghanistan and Iraq: A brief review of the issues and the research. *European Journal of Psychotraumatology, 5*, 1-12. doi:10.3402/ejpt.v5.24713

Department of the Army (2012). *Physical evaluation for retention, retirement, or separation.* Army Regulation 635-40.

Hazle, M., Wilcox, S.L., & Hassan, A.M. (2012). Helping veterans and their families fight on! Advances in Social Work, 13(1), 229-242.

Heaton, P., Loughran, D. S., & Miller, A. R. (2012). *Compensating wounded warriors: An analysis of injury, labor market earnings, and disability compensation among veterans of the Iraq and Afghanistan wars*. Santa Monica, Calif: RAND. doi:10.7249/mg1166osd

Hudak, R. P., Morrison, C., Carstensen, M., Rice, J. S., & Jurgersen, B. R. (2009). The U.S. army wounded warrior program (AW2): A case study in designing a nonmedical case management program for severely wounded, injured, and ill service members and their families. *Military Medicine, 174*(6), 566-571. doi:10.7205/MILMED-D-04-0408

Institute of Medicine (2010). *Returning home from iraq and afghanistan: Preliminary assessment of readjustment needs of veterans, service members, and their families*. Washington, D.C: National Academies Press.

Muller, L. S., Early, N. & Ronca, J. (2014). Veterans who apply for social security disability worker benefits after receiving a department of veterans affairs rating of “total disability” for service-connected impairments: characteristics and outcomes. *Social Security Bulletin, 74*, No. 3. Retrieved from <http://www.ssa.gov/policy/docs/ssb/v74n3/v74n3p1.html>.

Panangala, S.V. & Jansen, D.J. (2011). *TRICARE and VA health care: Impact of the patient protection and affordable care act (PPACA).* Congressional Research Service. Retrieved from <http://www.ncsl.org/documents/health/TRICARE&VA_PPACA.pdf>.

Scott, C., Panangala, S.V. & Henning, C. A. (2010). Disability evaluation of military service members. In M. H. Bradley (Ed.), *Veterans' benefits and care* (Chapter 6, pp. 123-142). Hauppauge, N.Y: Nova Science Publishers.

Veterans Administration (2014). Federal Benefits for Veterans, Dependents, and Survivors. <http://www.va.gov/opa/publications/benefits_book/2014_Federal_Benefits_for_Veterans_English.pdf>

Wilcox, S. L., Oh, H., Redmond, S. A., Chicas, J., Hassan, A. M., Lee, P., & Ell, K. (2015). A scope of the problem: Post-deployment reintegration challenges in a National Guard unit. *Work (Reading, Mass.), 50*(1), 73-83.

Wilcox, S. L., Redmond, S., & Hassan, A. M. (2014). Sexual functioning in military personnel: Preliminary estimates and predictors. *The Journal of Sexual Medicine, 11*(10), 2537-2545. doi:10.1111/jsm.12643

William, M. B. (2013). Slogging the bog of war to return to the world of work. In R. M. Scurfield & K. T. Platoni (Eds.), *Healing war trauma: A handbook of creative approaches* (Chapter 18, pp. 273-286). New York, NY: Taylor & Francis.

| **Unit 13: The Military Health System, TRICARE and Medical Discharges** |  |
| --- | --- |
| **Topics** | |
| * Military Health System * TRICARE * Wounded Warrior Program * Medical boards and discharges | |

This unit relates to course objectives 2, 3, 4 and 5.

**Required Reading**

Daley, J. (2013). Ethical decision making in military social work. In A. Rubin, E. Weiss, & J. Coll (Eds.), *Handbook of military social work* (pp. 51-66). Hoboken, NJ: Wiley.

Simmons, C. A., & Rycraft, J. R. (2010). Ethical challenges of military social workers serving in a combat zone. *Social Work, 55*(1), 9-18.

**Recommended Reading**

Hall, J. C. (2009). Utilizing social support to conserve the fighting strength: Important considerations for military social workers. *Smith College Studies in Social Work, 79*(3/4), 335-343*.*

Jeffrey, T. B., Rankin, R. J., & Jeffrey, L. K. (1992). In service of two masters: The ethical-legal dilemma faced by military psychologists. *Professional Psychology: Research and Practice, 23*(2), 91-95. (Classic reading)

Tallant, S. H., & Ryberg, R. A. (1999). Common and unique ethical dilemmas encountered by military social workers. In J. G. Daley (Ed.), *Social work practice in the military* (pp. 179-187). New York: Haworth Press.

| **Unit 14: Diversity Policy** |  |
| --- | --- |

**Topics**

* LGBTQI in the military
* Race and ethnicity issues in the military
* Gender, Sex, and the Military

This unit relates to course objectives 1, 2, 3 and 4.

### Required Reading

Belkin, A., Ender, M. G., Frank, N., Furia, S. R., Lucas, G., Packard, G., & Segal, D. R. (2013). Readiness and DADT repeal: Has the new policy of open service undermined the military? *Armed Forces & Society, 39*(4), 587-601.

Burk, J., & Espinoza, E. (2012). Race relations within the U.S. military. *Annual Review of Sociology, 38*, 401-422. Congressional Research Service **(**7-5700), R40795.

Matthews, M. & Lim, N. (2015). *Improving the timeliness of equal employment opportunity complaint processing in department of defense*. Santa Monica, Calif: RAND Corporation. (Read the Summary and Chapter 2).

Truhon, S. A. (2008). Equal opportunity climate in the United States military: Are differences in the eye of the beholder? *European Journal of Work and Organizational Psychology, 17*(1), 153-169. doi:10.1080/13594320701643535

**Recommended Readings**

Coll, J., Weiss, E., & Metal, M. (2013). Military culture and diversity. In A. Rubin, E. Weiss, & J. Coll (Eds.), *Handbook of military social work* (pp. 21-36). Hoboken, NJ: Wiley.

Department of Defense. (2015). *Department of Defense Military Equal Opportunity (MEO) Program.* Retrieved from <http://dtic.mil/whs/directives/corres/pdf/135002p.pdf>.

Crompvoets, S. (2011). The health and wellbeing of female veterans: A review of the literature. *Journal of Military and Veterans Health, 19*(2), 25-31.

Feder, J. (2013). “Don’t Ask, Don’t Tell”: A Legal Analysis. Congressional Research Service. Retrieved from <https://www.fas.org/sgp/crs/misc/R40795.pdf>.

Pierce, P. F. (2006). The role of women in the military. In T. Britt, A. Adler, & C. Castro (Eds.), *Military life* (vol. 4, pp. 97-118). Westport, CT: Praeger Security International.

Titunik, R.F. (2000). The First Wave: Gender Integration and Military Culture. *Armed Forces & Society, 26*, 229-257. doi: 10.1177/0095327X0002600204

| **Unit 15: Non-clinical Careers for the Social Worker** |  |
| --- | --- |

### Topics

* Careers within the DoD – uniformed officers or civilians
* Careers with the VA
* Careers within non-profits
* Research career

This unit relates to course objectives 1, 2, 3, 4 and 5.

### Required Reading

Beder, J. C. (2012). Social work in the department of defense hospital: Impact of the work. *Advances in Social Work, 13*(1), 132-148.

Bride, B., & Figley, C. R. (2009). Secondary trauma and military veteran caregivers. *Smith College School for Social Work,* *79*(3/4), 314-329.

Harrington, D., Bean, N., Pintello, D., & Mathews, D. (2001). Job satisfaction and burnout: Predictors of intentions to leave a job in a military setting. *Administration in Social Work, 25*(3), 1-16. doi:10.1300/J147v25n03\_01

Review this website for social work jobs: <https://www.usajobs.gov/>

Review these websites:

<http://www.vacareers.va.gov/application-process/navigating/top-10.asp>

**University Policies and Guidelines**

# Attendance Policy

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([xxx@usc.edu](mailto:xxx@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students’ observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

# Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences.  Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*<https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>.  Other forms of academic dishonesty are equally unacceptable.  See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university.  You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>.  This is important for the safety whole USC community.  Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person.  *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage [sarc@usc.edu](mailto:sarc@usc.edu) describes reporting options and other resources.

# Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing.  Check with your advisor or program staff to find out more.  Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students.  *The Office of Disability Services and Programs* <http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html> provides certification for students with disabilities and helps arrange the relevant accommodations.  If an officially  declared emergency makes travel to campus infeasible, *USC Emergency Information* [*http://emergency.usc.edu/*](http://emergency.usc.edu/)will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

# Statement about Incompletes

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th Unit of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

# Policy on Late or Make-Up Work

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

# Policy on Changes to the Syllabus and/or Course Requirements

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

# Code of Ethics of the National Association of Social Workers (Optional)

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

## Preamble

The primary mission of the social work profession is to enhance human well­being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual well­being in a social context and the well­being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

Service

Social justice

Dignity and worth of the person

Importance of human relationships

Integrity

Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

# Complaints

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

# Tips for Maximizing Your Learning Experience in this Course (Optional)

* Be mindful of getting proper nutrition, exercise, rest and sleep!
* Come to class.
* Complete required readings and assignments BEFORE coming to class.
* BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
* Come to class prepared to ask any questions you might have.
* Participate in class discussions.
* AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
* If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
* Keep up with the assigned readings.

*Don’t procrastinate or postpone working on assignments.*