**Social Work 656**

**National Military Immersion in Washington, DC: Military and Veterans Policy and Practice**

3 Units

Spring Semester, 2018

**Immersion Location: University Park Campus and Washington, DC  
Co-Instructor: Kristen Zaleski, Ph.D., LCSW**

**Course Period: February 17 – April 21, 2018**

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**Office Hours: By appointment; Office SWC 216**

**Co-Instructor: Fred P. Stone, Ph.D., LCSW**

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**Office: University Park Campus**

**Office Hours: By appointment**

**I. Course Pre-requisites, Co-requisites, and/or Other Restrictions**

Participation is open to MSW students in the USC School of Social Work who have an average GPA of 3.0 or higher. USC and non-USC students; faculty and staff from other educational institutions; and community leaders and professionals from any discipline or field may apply, but priority will be given to currently enrolled USC MSW students.

Potential participants must complete a program application form and meet other eligibility and selection criteria as determined by course instructors. Interviews may be required. Potential participants also should plan to attend an information session to become familiar with the program’s expectations and logistics.

Only a limited number of participants will be accepted and participation is not guaranteed. Early enrollment and course registration are strongly encouraged, but there is no guarantee of acceptance.

Throughout the immersion, participants are expected to have the level of maturity necessary to conduct themselves appropriately, responsibly and professionally, and to be a productive member of the group. Participants are also expected to be willing to accept a demanding travel experience, in good health, and physically capable of undertaking an intensive program of study that requires numerous site visits, rigorous walking, prolonged standing, and travel by public transit.

In addition to tuition costs, course/program costs include a program fee, air travel to/from Washington, DC, and daily expenses. Participants are responsible for all these costs.

**II. CATALOGUE DESCRIPTION**

A short study at the campus, online, and in Washington, DC addressing policies and programs for military members, veterans, and their families.

**III. COURSE DESCRIPTION**

There are roughly 23 million military veterans in the United States who experience a number of unique problems and challenges. This immersion program offers a unique opportunity to learn about the military and the important role of social workers in helping military members, veterans, and their families. It examines the military culture and the development of programs and policies to the military population. For students with little knowledge of the military, this course provides an opportunity to learn about this important group and their culture. For students who have experience with the military, it provides an in-depth look at policy development that few military members ever get to see.

This immersion course will take place online/campus for three weeks (three classes) and Washington, DC and the surrounding areas for the fourth week. The focus will be on understanding policies and programs concerning military members, veterans and their families. It will introduce students to the roles of the Congressional Branch and Executive Branch in the development and implementation of these policies. It will also examine the role of policy/advocacy groups that focus on mental health and social issues involving military members, veterans, and their families. Students will examine the effectiveness of government policies and programs as well as evidence-based practices for treatment of mental health programs among this group.

The eight days in Washington, DC will consist of (1) site visits to Congress, government agencies and policy/advocacy organizations; (2) seminars with guests from government agencies and policy/advocacy organizations; and (3) meetings with military leaders and (4) a one hour class session at the end of each day, allowing time for discussion and reflection on the day’s experiences with time set aside for journal writing.

This course builds upon core policy and practice classes. Using SOWK 534, *Policy and Practice in Social Service Organizations* as a foundation*,* this class provides an in-depth look at how policies are developed and implemented in the Department of Defense for military members, veterans and their families. The course will also expose students mental health practice issues with individuals, couples, and families in the military population. This will build upon SOWK 543 and 545.

The national immersion trip fulfills this USC School of Social Work mission in several ways. It contributes to the development of social work knowledge and skills by expanding students’ knowledge of the military and veteran population. The course examines the challenges to the ethics of social workers who work in military settings and with military members, veterans, and their families. The course also helps students to understand the unique elements of this important population.

Students will see the military from three perspectives—micro, mezzo, and macro. On the micro level, students will meet with individual service members and learn their personal perspectives on military service. Students will also inspect the organizations that implement policies and see how assistance is provided at the mezzo level. For example, they will see how mental health clinics in the military implement policy. Finally, students examine how the Department of Defense policies are developed at the macro level by meeting with policy makers and military leaders. This course is consistent with social work values and ethics that promote social justice. It helps students understand the different perspectives of policy development and implementation and form a policy advocacy platform.

For participants enrolled in the USC MSW program, this course is considered an elective.

**IV. COURSE FORMAT/INSTRUCTIONAL METHODS**

## This course is comprised of three components, including: (1) a pre-immersion component, (2) an immersion component, and (3) a post-immersion component.

## The pre-immersion component consists of pre-departure course session that will take place online and/or on-campus.

The pre-departure course sessions will address issues related to traveling; pre-travel arrangements and logistics (including local contact information, transportation and lodging); University and School of Social Work policies, guidelines and expectations; and health and safety issues, insurance, and waivers. The pre-immersion sessions also will provide participants an introduction to the goals, objectives, and assignments as well as special considerations for visiting military facilities and government organizations.

The **immersion component** will take place over one week in Washington, D.C. and surrounding areas 11 to 17 March 2018.

The **post-immersion component** will take place following the immersion experience. During this period there are no scheduled course sessions; however, the instructor will be available to participants, by appointment, to provide assistance with the final assignments. As described later, the final assignment is due following the immersion in order to allow participants ample time to reflect on and integrate their experiences.

To accommodate a diverse range of learning styles, a variety of instructional methods and types of assignments will be used in the course:

* Collaborative, team-based learning
* Independent and self-directed learning
* Experiential, reflective learning
* Critical discussion, interaction and transaction among students, the instructor, and other participants
* Guest speakers, panels, lecturers and presentations
* Site visits to military installations and related civilian organizations
* Cultural excursions

Additionally, online teaching and learning environments, such as the University’s Blackboard Academic Suite, will support and facilitate instruction, communication and interaction between students and the instructor. The URL for Blackboard is <https://blackboard.usc.edu/>.

**V. COURSE OBJECTIVES**

| **Objective #** | **Objectives** |
| --- | --- |
|  |  |
| 1. | Provide students a framework for understanding how policies affecting military members, veterans, and their families are developed and shaped by the Congressional Branch, Executive Branch, military structure, and policy/advocacy organizations. |
| 2. | Promote students’ ability to use and expand evidence-based social work knowledge in professional practice to inform and evaluate policy, practice, and service-delivery systems ofmilitary social work programs and service systems for serve military members, veterans, their families, and/or their communities. |
| 3. | By meetings with military members, veterans, and their families, further students’ knowledge and insight regarding in-garrison and deployment issues of military service as well as stressors, changes, and transitions during a veteran’s life cycle. |
| 4. | Demonstrate the ability to understand diversity, including the role of gender, sex, sexual orientation, race, and ethnicity, in military and veteran settings and to practice effectively with a broad range of individuals, families, and groups. |
| 5. | Teach students how to conduct social work practice in accordance with public law and values-ethics of the NASW code of ethics in military settings. |
| 6. | Help enable students to work effectively with the military culture and form a basis for study and action with military members, veterans, and their families. |

**VI. STUDENT COMPETENCIES & 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** | **Objectives** | **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. | Provide students a framework for understanding how policies affecting military members, veterans, and their families are developed and shaped by the Congressional Branch, Executive Branch, military structure, and policy/advocacy organizations. | \*Identify social policies at the state, federal and global levels that emphasize the financial and personal well-being of individuals, families and communities.  \* Analyze, formulate, and advocate for policies that advance human rights and protect vulnerable populations in work environments or enhance access to employment across the life span. | Skills  Critical Thinking | Units:  Unit 2Military Social Work and Policy Development  Unit 3: Policy & Practice Issues  Assignment 3: Application Paper |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Competency** | **Objectives** | **Behaviors** | **Dimensions** | | **Content** |
| **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**  Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, groups, communities and organizations locally and globally. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery systems, as well as to inform their decision-making. Social workers use their knowledge of qualitative and quantitative methods to evaluate programs in community, organization, and business environments. | Promote students’ ability to use and expand evidence-based social work knowledge in professional practice to inform and evaluate policy, practice, and service-delivery systems ofmilitary social work programs and service systems for serve military members, veterans, their families, and/or their communities. | \* Apply critical thinking to design a systematic process of collecting useful, ethical, culturally sensitive, valid and reliable data about programs and outcomes that aid in case level and program level decision making. (Critical Thinking)  \* Critically analyze, monitor, and evaluate evidence-based interventions to improve practice, policy, and service delivery systems (Skills) | | Critical Thinking  Skills | Unit 4: The Week in DC  Assignment 3: Application Paper |

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

| **Assignment** | **Due Date** | **% of Final Grade** |
| --- | --- | --- |
| **Assignment 1: Pre-Immersion Plan** | **5 March 2018** | 20% |
| **Assignment 2: Reflective Journal** | **2 April 2018** | 30% |
| **Assignment 3: Application Paper** | **21 April 2018** | 40% |
| **Meaningful Contribution to the Course** | **Ongoing** | 10% |

**Assignment #1: Pre-Immersion Learning Plan (20%)**

Military members, veterans, and their families face a number of challenges. Some examples include:

* Finding jobs after retirement or separation
* Coping with disabilities
* Substance Abuse
* Military Sexual Trauma
* Domestic Violence/Family Maltreatment
* Diversity including issues surrounding race, gender, sex, sexual orientation, and ethnicity
* Suicide
* War Trauma
* Deployments
* Family Stress

For this assignment, select two areas that you want to learn more about on the immersion trip. The three areas can be from the list above or areas of your own interest. The topic must be a challenge directly related to military members, veterans, or their families.

For each of the areas selected:

1. Summarize the issues and critically analyze at least **three** scholarly articles for each issue.

2. Discuss why you selected these issues.

3. Discuss how these issues relate to social work values and ethics.

4. Include a discussion of race, gender, sexual orientation or other diversity issues as appropriate.

5. Discuss three activities during the immersion trip that are related to each of the three topics you have chosen that will increase your knowledge, skill, and confidence to effectively address the issues with military members, veterans, or their family members.

The assignment should be between 4 to 6 pages, Times New Roman, 12 point font, double-spaced, with one inch margins, APA style. Grading will be based upon the depth of analysis, quality of the writing, and adherence to the assignment requirements.

**Due: 5 March 2018 at 12pm (noon, Pacific Daylight Time).**

**Submit assignment to the course Blackboard account.**

*This assignment relates to student learning outcomes 1-12.*

## Assignment 2: Reflective Field Journal (30%)

Assignment 2 is composed of two parts. You will keep a field journal in which you will record and comment on your experience as a learner each day of the trip. At the end of the course you will submit a longer assignment based on your reflections upon your daily immersive journals.

For your journal submissions, students have two options. The first option is to email your instructors and Word document with the submission for the day. The other option is to hand write your submissions in a blue book. All students will be given two blue books. Please write your name on the outside front cover of your blue book. Journal entries must be legible in order to receive credit for the daily journal assignment. If your assignment deemed illegible by the instructor, you will be given one opportunity to transcribe your journal entry legibly. After the first opportunity to rewrite, subsequent illegible entries will not be reviewed and will not receive credit. Journal entries must be written in pen. Each day, you will submit your journal to your faculty or staff instructor by 4:30PM local time or as required by your instructor. Daily journal entries will be returned to you within 48 hours.

**Field Journal Part A – Daily Submission**

At the end of each instruction day, please write your journal entry (Hand written entries: 1 page minimum – 2 page maximum; Typed entries: Half a page minimum –1 page maximum, double spaced, 12 point font) using the questions below to guide your reflection.

* What specific aspects of today’s experience stood out?
* What do you think and feel about what you saw, heard, and learned?
* What new knowledge or understanding will you take away?
* What part of the experience remains unresolved or confusing?
* Were any of your assumptions, beliefs, values and/or attitudes challenged today?
  + Which ones? What specific moments challenged them?
* What ethical challenges were presented?
* What diversity issues among military members, veterans, and their family members were raised?

**Due: Daily – 4:30PM (local time) to your faculty/staff group leader (The time may change depending on the day’s activities)**

**11-17 March 2018**

***The instructor has the option of offering a substitute activity for the daily submissions.***

**Field Journal Part B – Reflection Paper**

At the end of the course, you will review all of your daily journal entries and submit a 3-4 page reflection essay on how the course learning experiences contributed to your personal learning plan. Your paper should be in Times New Roman 12pt. font. APA Style should be used throughout. You are strongly encouraged to use the first person in your paper.

Please use the following questions to guide your paper:

* How has this experience affected your view of what it means to be a social worker, in general and as a social worker serving military populations?
* How will this experience influence your own interest in, and pursuit of a career in, social work serving military populations?
* How did the immersion support your pre-immersion learning plan? How was your view of the problems you selected in your pre-immersion plan influenced by the trip?
* What ethical concerns did you identified on the trip that most concerned you about working with the military or veteran populations? Explain.
* What issues surrounding race, gender, sexual orientation or other diversity issues concerned you the most during the trip? Explain.

Grading of the daily journals and the field reflection paper will be based on the extent to which entries show evidence of self-reflection, learning, and working through challenges to previously-held beliefs from the experience (versus summarizing the experiences).

The assignment is worth 30% of the final grade (5% daily journal submissions; 25% reflection paper).

**Due: 2 April 2018 12 p.m. (noon, Pacific Daylight Time). Submit assignment to the course Blackboard account.**

*This assignment relates to student learning outcomes 1-5, 9-12.*

## Assignment 3: Application Paper (40%)

Scenario:

With your USC diploma in hand, you have decided to be a consultant on issues related to veterans, military members, and their families. You have recently been asked to consult on this population with an organization. (Select an organization or group from the immersion trip.) You have heard their presentations and are going to offer some direction and advice to improve their services and tackle the problems addressed in their presentations.

Write a report that addresses the following:

1. Explain the most important problem that you think this organization needs to address. Use scholarly sources to support your conclusion.

a. This section should provide a literature review of the problem. For example, if the problem is reducing stigma around mental health services, then you should provide a literature review that discusses stigma and mental health in depth.

b. The problem can be one of the three problems/issues that you discussed in Assignment 1, and you can use references from Assignment 1 but they do not count towards the required 8 scholarly sources. This section, however, should have more depth and analysis than the problem discussion in Assignment 1.

2. Discuss at least one current policy or program in place that addresses this problem and explain why it is or is not effective.

3. Apply one theory that helps to explain the problem and points to a possible solution.

4. Propose a recommendation(s) to the organization/person. Consider counter arguments to your recommendations and respond to them. The recommendations should include an analysis of evidence-based practices if available that address this problem. For example, you might examine interventions such as prolonged exposure therapy in helping military members and veterans overcome post-traumatic stress disorder. You might also consider a policy change. Do NOT propose a recommendation that the organization is already using.

5. Discuss the ethical considerations in the analysis of recommendation and other areas as appropriate.

6. Include a discussion of race, gender, sexual orientation and other diversity issues as appropriate.

**Your paper should be supported by at least 8 scholarly references not including the articles that you analyzed in Assignment 1.** It should be 8 to 10 pages long, double-spaced with one-inch margins all around, in Times New Roman 12pt. font. APA Style should be used throughout.

**Due: 21 April 2018 by 12 p.m. (noon, Pacific Daylight Time). Submit assignment to Blackboard.**

*This assignment relates to student learning outcomes 1-5, 6-12.*

**Meaningful Contributions to Course (10%)**

Participants are expected to contribute to the development of a positive learning environment and to demonstrate their learning through written assignments and through active, oral class participation. Contributions should consist of meaningful, thoughtful, and respectful participation based on having completed required and independent readings and assignments prior to class. "Meaningful contribution" also includes demonstrating personal behavior that is appropriate and responsible throughout the immersion and travel to Washington, DC.

Class grades will be based on the following:

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 which 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 her or his 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, which 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** would 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** | | **Final Grade** | | |
| --- | --- | --- | --- | --- |
| 3.85 – 4 | 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- |

Failure to assume the above responsibilities and to meet the course expectations will result in less than optimal learning and satisfaction with the course.

Additional details regarding participation and meaningful contributions to the course will be provided and discussed during the pre-immersion session.

**Tentative Course Schedule**

**Tentative Course Schedule**

**~ SUBJECT TO CHANGE ~**

| **Day 1** | **Introduction/Understanding the Military Culture** | **February 17, 2018** |
| --- | --- | --- |

**Topics**

* Welcome and introductions
* Course overview & organization
* Student expectations and getting the most out of the course
* Introduction to military and veterans policies and practice
* Relevance of research evidence to policy development
* Other areas of expressed interest to students (e.g., juvenile justice, child care, elementary/secondary education, teen pregnancy, special needs of military families)
* Travel arrangements and logistics

⮚Safety, local contact information, travel and lodging

⮚USC student health insurance plan

* **Presentation Groups Assigned:** Each group will pick one agency we will visit in DC and prepare a 10 minute presentation on the agency’s mission, relevance to social work, and identify 2 topics the class can seek to understand more when visiting in DC. Presentations will be given during next class meeting.

This Unit relates to course objectives 1, 4, 5, 6

**Required Readings:**

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

Jansson, B. S. (2011). Analyzing problems in the first step of policy analysis. In B.S. Jansson (Ed.), *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.). Australia: Brooks-Cole. (pp. 214-254).

Redmond, S. A., Wilcox, S. L., Campbell, S., Kim, A., Finney, K., Barr, K., & Hassan, A. M. (2015). A brief introduction to the military workplace culture. *Work (Reading, Mass.), 50*(1), 9-20.

Rubin, A. & Harvie, H. (2013) A brief history of social work with military veterans. In Rubin, A., Weiss, E. & Coll, J. (Eds.). *Handbook of Military Social Work* (pp. 3-20), Hoboken, New Jersey: John Wiley & Sons, Inc.

**Recommended Readings:**

Barlas, F.M., Higgins, W.B., Pflieger, J.C., & Diecker, K. (2013). *2011 Health Related Behaviors Survey of Active Duty Personnel.* Washington, D.C.: 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).

Currey, R. (2007). PTSD in today’s war veterans: The road to recovery. *Social Work Today, 7*(4), 12-16. Access at: http://www.socialworktoday.com/archive/julyaug2007p13.shtml (Classic Reading)

Matsakis, A. (2007). I have to be twice as good. In *Back from the front: Combat trauma, love and the family* (chap. 9, pp. 244-275). Baltimore, MD: Sidran Press. (Classic Reading)

Najavits, L. M. (2006). Seeking safety: Therapy for post-traumatic stress disorder and substance use disorder. In V. M. Follette & J. I. Ruzek (Eds.), *Cognitive-behavioral therapies for trauma* (pp. 228-257). New York: Guilford Press. (Classic Reading)

Netting, F. E., Kettner, P., & McMurty, S. L. (2012). Understanding organizations. In *Social work macro practice* (5th ed., chap. 7, pp. 212-257). Boston, New York, San Francisco: Pearson.

Netting, F. E., Kettner, P., & McMurty, S. L. (2012). Analyzing human service organizations. In

*Social work macro practice* (5th ed., chap. 8, pp. 258-305). Boston, New York, San Francisco: Pearson.

Petrovich, J. (2012). Culturally competent social work practice with veterans: an overview of the U.S. military. *Journal of Human Behavior in the Social Environment, 22*(7), 863-874.

Tanielian, T. & Jaycox, L.H. (Eds.) (2008). *The Invisible Wounds of War: Psychological and Cognitive Injuries, Their Consequences, and Services to Assist Recovery.* RAND: Center for Military Health Policy Research. Retrieved from: [http://www.rand.org/multi/military/Veterans.html](http://www.rand.org/multi/military/veterans.html). (Skim). (Classic Reading)

Additional readings may be required and will be posted on Bb and available in ARES.

| **Day 2** | **Military Social Work and Policy Development** | **February 24, 2018** |
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**Topics**

* Group presentations and discussion of relevant questions for stakeholders during immersion trip.
* Discussion of mental health issues among military members, veterans, and their families and the policies that impact this population.

This Unit relates to course objectives 1, 2, 4, 5, 6

**Required Readings:**

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. (2014). *Federal Benefits of Veterans, Dependents, and Survivors.* (Read Chapter 1, pp. 1-33). Retrieved from <http://www.va.gov/opa/publications/benefits_book/2014_Federal_Benefits_for_Veterans_English.pdf>.

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

Jansson, B. S. (2011). Developing policy proposals in the second, third, and fourth steps of policy analysis. In B.S. Jansson (Ed.), *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.). Australia: Brooks-Cole. (pp. 256-289).

**Recommended Readings:**

Burk, J. & Espinoza, E. (2012). Race relations in the US military. *Annual Review of Sociology,* 38, 401-422.

Coll, J., Weiss, E., and Metal, M. (2013). Military culture and diversity. In Rubin, A., Weiss, E. & Coll, J. (Eds.). *Handbook of Military Social Work* (pp. 21-36), Hoboken, New Jersey: John Wiley & Sons, Inc.

Crum, N. F., Grillo, M., & Wallace, M. R. (2005). HIV care in the U.S. Navy: A multidisciplinary approach. *Military Medicine, 17*(12), 1019-1025. (Classic Reading)

Department of Defense Task Force on the Prevention of Suicide by Members of the Armed Services (2010). *The Challenge and the Promise: Strengthening the force, preventing suicide and saving lives.* Retrieved from <http://www.health.mil/dhb/downloads/Suicide%20Prevention%20Task%20Force%20final%20report%208-23-10.pdf>.

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

Institute of Medicine (IOM). (2010). Ethnicity, race and culture. In *Returning home from Iraq and Afghanistan: Preliminary assessment of readjustment needs of veterans, service members and their families* (pp. 90-93). Washington DC: The National Academies Press.

Institute of Medicine (IOM). (2010). Mental health, substance abuse and psychosocial outcomes. In *Returning home from Iraq and Afghanistan: Preliminary assessment of readjustment needs of veterans, service members and their families* (pp. 67-86). Washington DC: The National Academies Press.

Jansson, B. S. (2011). Analyzing problems in the first step of policy analysis. In B.S. Jansson (Ed.), *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.). Australia: Brooks-Cole. (pp. 214-254).

Jansson, B. S. (2011). Presenting and defending policy proposals in the fifth and sixth steps of policy analysis. In B.S. Jansson (Ed.), *Becoming an effective policy advocate: From policy practice to social justice* (6th ed.)Australia: Brooks-Cole. (pp. 290-336).

Additional readings may be required and will be posted on Bb and available in ARES.

| **Day 3 Policy & Practice Issues March 3, 2018** |  |
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This class will include pre-immersion plan presentations as well as discussion of policy and practice issues.

**Topics**

* Military mental health problems
* Policy and Program issues

This Unit relates to course objectives 1, 2, 4, 5, 6

No readings assigned this week

| **Week in Washington, DC Immersion March 11-18, 2018** |  |
| --- | --- |

**The tentative schedule includes meeting with**:

* Members of Congress (or their staffs) who focus on military and veteran issues.
* Lobbying Groups that focus on military and veteran issues and other related issues such as military sexual assault and family maltreatment.
* Representatives of the Veterans Administration.
* Organizations that help military members and their families such as the National Military Families Association.
* Different staffs in the Pentagon that work on a different social work issues such a military sexual assault and mental health programs.
* Military members and their families who have experienced deployments.
* Military base personnel that provide mental health care for military members and their families.

This Unit meets course objectives 1-6.

(The schedule is subject to change.)

**Post-Immersion No Scheduled Classes**

There are no classes scheduled during this period; the instructors, however, are available for consultation on assignments or other matters upon request. Please contact your instructor via email to set up an online or telephonic meeting.

Assignment 1 Due: 5 March 2018

Assignment 2 Due: 2 April 2018

Assignment 3 Due: 21 April 2018

**University Policies and Guidelines**

1. **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 ([fstone@usc.edu](mailto:fstone@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.

1. **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.

1. **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.

1. **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 week 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.”

1. **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.

1. **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.

1. **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.

1. **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.

1. **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.*