Social Work 641

Clinical Practice with Service Members and Veterans

3 Units

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Office Hours: M 1000-1100 PST or by Appt  
Course Day: Monday  
Course Time: 0700 PST - 67564  
Course Location: VAC

I. COURSE PREREQUISITES

SOWK 505 and SOWK 535

II. CATALOGUE DESCRIPTION

This course addresses the needs of service members and veterans at different developmental phases of the military life cycles, both holistically and within the context of their families and communities. In addition, theoretical and practical approaches to treatment of chronic stress, acute stress and trauma-related stress disorders are examined with the goal of advancing students’ knowledge of best practices and current evidence-based models.

III. COURSE DESCRIPTION

Military social work students (per CSWE-2010 guidelines) will be prepared to facilitate client’s ways of coping with a range of physical health, mental health and psychosocial issues. Students learn to identify these concerns along with the risk and protective factors associated with navigating deployments and combat stressors. Those service members who are bolstered by their resilience and protective factors often return from deployment with a healthy transition, while others exposed to high intensity combat exposure and repeated deployments may develop injuries to their physical health, mental health and psychosocial coping.

While the course specifically highlights mental health and psychosocial needs as a result of combat, deployments, workplace and community stressors, it also highlights and addresses
treatment needs related to the impact of wars/conflicts on service members and veterans, i.e. Operational Iraqi Freedom (OIF) and Operation Enduring Freedom (OEF), Somalia Conflicts, etc.

Students will also learn to understand and apply evidence based clinical approaches that address signature injuries noted. Managing transference/countertransference phenomena and attending to secondary trauma are central. Attention will be paid to issues of diversity (gender, race, sexual orientation and culture) including specific issues relevant in work with culturally diverse client groups. Addressing stigma and barriers to service will help students establish alliances with their clients effectively. Finally, students will learn to use the range of practice models in a phase-oriented approach that values the therapeutic relationship, cultural responsiveness and theoretical grounding.

IV. COURSE OBJECTIVES

The Clinical Practice for Service members and Veterans course (SOWK 641) will:

<table>
<thead>
<tr>
<th>Objective #</th>
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<tbody>
<tr>
<td>1</td>
<td>Examine the many challenges facing service members and veterans including mental health problems, reintegration, and loss and grief.</td>
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<tr>
<td>2</td>
<td>Promote understanding of the role of diversity and demonstrate cultural responsiveness in practice with service members and veterans.</td>
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<td>3</td>
<td>Examine the military culture and ethical challenges for military social workers and how it affects clinical care.</td>
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<td>4</td>
<td>Explain complex bio-psycho-social spiritual factors germane to assessment and treatment planning with service members and veterans.</td>
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<tr>
<td>5</td>
<td>Promote a basic understanding of evidence-based interventions for working with service members and veterans.</td>
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V. COURSE FORMAT / INSTRUCTIONAL METHODS

Modes of instruction will consist of a combination of didactic lecture, in-class discussion, student clinical case presentations, experiential exercise, analysis of videotapes, role-plays and on-line teaching and learning environments.
VI. 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:

<table>
<thead>
<tr>
<th>Social Work Core Competencies</th>
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<tr>
<td>1</td>
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* 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.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Objectives</th>
<th>Behaviors</th>
<th>Dimensions</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 2. Engage Diversity and Difference in Practice</strong></td>
<td>Engage Diversity and Difference in Practice with respect to military culture</td>
<td>Recognize and communicate understanding of how diversity and difference characterize and shape the human experience and identity.</td>
<td>Values</td>
<td>Units: 3 - Ethical Dilemmas for Social Workers in Military Settings</td>
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<tr>
<td></td>
<td></td>
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<td>Assignments: All Assignments</td>
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</table>

Using research, social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity and are able to apply this knowledge to work empathically and effectively with diverse populations. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent which a culture’s structures and values, including social, economic, political and cultural exclusions may oppress, marginalize, and/or alienate adults and older adults or create privilege and power. Social workers through self-reflection, continue to assess and address their ageist values, building knowledge to dispel myths regarding aging and stereotyping of older persons. Social workers are able to consistently identify and use practitioner/client differences from a strengths perspective. Social workers view themselves as learners and engage those with whom they work as informants.
### Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities

Social workers in health, behavioral health and integrated care settings understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of, diverse individuals, and groups. Social workers understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups. Social workers collect, organize, and interpret client data with a primary focus of assessing client’s strengths. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

| Evaluate research to practice with service members, veterans, families, and their communities. | Understand theories of human behavior and the social environment, person in environment, and other multi-disciplinary frameworks, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, and groups. | Knowledge Units: 7- PTSD Assessment | Assignments: 3: Case Analysis |
VII. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Assignment 1: Case Vignette(s)</td>
<td>30%</td>
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<tr>
<td>Assignment 2: Case Presentation</td>
<td>20%</td>
<td></td>
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<tr>
<td>Assignment 3: Case Analysis</td>
<td>40%</td>
<td></td>
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<tr>
<td>Class participation</td>
<td>10%</td>
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</tr>
</tbody>
</table>

Each of the major assignments is described below.

**Assignment 1: Case Vignette(s) (30%)**

Instructors will provide a case vignette(s) for student to analyze using the material from the first 7 Units of the class. These vignette(s) may be articles, stories, or videos that student will review. The students will submit 5-7 pages, double-spaced paper of the analysis not including the cover or reference pages. The assignment should be double spaced with 12 point font, Times New Roman. The analysis should be supported by at least 6 scholarly references (overall) from the required or recommended readings. Instructors will provide instructions with detailed requirements.

**Due: Week 7**

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

**Assignment 2: Case Presentation (20%)**

Students will work in teams of two: partners and presentation dates will be assigned. This assignment is a class presentation of a case analysis of an adult service member or veteran client. Ideally the cases will come from the student’s field placement; however, where the student does not have access to an adult service member or veteran client, a case study will be provided by the instructor. Presentations are not to exceed 20 minutes. This presentation requires a biopsychosocial-spiritual perspective. This assessment may be used to guide their selection of an appropriate evidenced-based practice intervention (from those discussed in class and in the clinical literature, e.g., CBT) to match the needs identified for the client.

**Grading criteria:**
1. Demonstrate working knowledge of the biopsychosocialspiritual model and the recommendations of evidence based interventions and clinical or agency referrals.
2. Thoughtful discussion of the clinical assessment and generation of possible diagnosis and rule out diagnosis, if applicable.
3. Willingness to be self-reflective (i.e., countertransference)
4. Discussion of race, gender, sexual orientation, spirituality, etc. considerations as appropriate to your client interviewed.
5. Provide one slide outlining the situation, background, assessment and recommendations included in the treatment plan (SBAR) at the end of the presentation.

Due: To be arranged by course instructor

This assignment relates to student learning outcome 4 and 5.

Assignment 3: Case Analysis (40%)

This assignment is a written paper of a case analysis of an adult service member or veteran client provided by the instructor. This case is based on a historical military service member. The report requires a biopsychosocial (spiritual) assessment. Include the appropriate DSM 5 diagnosis. This assessment will determine the appropriate evidenced-based practice intervention (from those discussed in class and in the clinical literature) to match the needs identified for the client and outlined in the treatment plan. The development of a phase-oriented, culturally responsive, research-informed practice plan that involves diverse practice modalities (e.g., individual, group, couple/ and/or clinical case management) should also be included in the treatment plan. Issues of diversity, gender, race, ethics and use of professional self (including transference/countertransference phenomena) should be explored. The paper should be 8 to 10 pages in content. The paper should include 8 scholarly references, two of which should not be in the syllabus. The paper must use 12 point font, Times New Roman, double-spaced, APA format. Instructors will provide a rubric and further guidance.

Due: Week 15

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

Class participation

This is 10% of class grade. Students will pair and present an interactive group exercise that can be used as an ice breaker or psychoeducational intervention. The instructor will model one or two exercises for the class. This grade is also 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.
**Interactive Group Exercise (optional based on instructor)**

Students will pair and present an interactive group exercise that can be used as an ice breaker or psychoeducational intervention. The instructor will model one or two exercises for the class over the first two or three units. The purpose of this assignment is to increase group skills while receiving real time feedback from the instructor on skill set. This assignment will also help to develop the student's ability to engage and facilitate group discussion.

Students must also submit a typed version of the group exercise to the instructor and a designated volunteer will collect all the presentations and provide a full collection to each student at the end of the semester. The written version of the exercise will outline each step and summarizing learning objectives from this training that may influence future practices as a social worker. The assignment should be no longer than 15-20 mins.

1. Students will be graded on clear instructions and delivery of the steps to the class

2. Each student will facilitate the implementation of the group exercise and at the conclusion facilitate discussion of the overall tasks that were completed by the group.

3. At the end of the presentation the student will provide the purpose of the exercise and how the exercise can be used with veterans and service members.

4. Students will provide examples of these areas discussed and specific observations, experiences, readings or discussions to support your discussion as indicated.

5. Students will show an awareness of the emotional impact of these experiences, issues and topics (i.e. counter transference, relating personally or professionally to the topic on an emotional level) after the exercise has been concluded.

**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 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 will be based on the following:

<table>
<thead>
<tr>
<th>Class Grades</th>
<th>Final Grade</th>
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<tbody>
<tr>
<td>3.85 – 4</td>
<td>93 – 100</td>
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<tr>
<td>3.60 – 3.84</td>
<td>90 – 92</td>
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<td>3.25 – 3.59</td>
<td>87 – 89</td>
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<td>2.90 – 3.24</td>
<td>83 – 86</td>
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<td>2.60 – 2.87</td>
<td>80 – 82</td>
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<tr>
<td>2.25 – 2.50</td>
<td>77 – 79</td>
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<td>1.90 – 2.24</td>
<td>73 – 76</td>
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<td></td>
<td>70 – 72</td>
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</tbody>
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VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks


Optional Textbooks


Note: Additional required and recommended readings may be assigned by the instructor throughout the course.
# Course Overview

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Overview/The Military and Military Culture</td>
<td></td>
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<tr>
<td>2</td>
<td>Military Social Work and Mental Health</td>
<td></td>
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<tr>
<td>3</td>
<td>Ethical Dilemmas for Social Workers in Military Settings</td>
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<tr>
<td>4</td>
<td>Substance Abuse in the Military</td>
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<td>5</td>
<td>Suicide and Homicide in the Military</td>
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<td>6</td>
<td>Combat Trauma</td>
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<td>7</td>
<td>PTSD Assessment</td>
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<td>8</td>
<td>PTSD Treatment</td>
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<td>9</td>
<td>Traumatic Brain Injury</td>
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<td>10</td>
<td>Adjustment to Loss and Change</td>
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<tr>
<td>11</td>
<td>Military Sexual Trauma</td>
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<tr>
<td>12</td>
<td>Resilience and Positive Psychology</td>
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<tr>
<td>13</td>
<td>Physical Injuries and Case Management</td>
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<tr>
<td>14</td>
<td>Diversity</td>
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<tr>
<td>15</td>
<td>Coming Home: Transitions</td>
<td></td>
</tr>
</tbody>
</table>
Course Schedule—Detailed Description

**Unit 1: Course Overview/The Military and Military Culture**

**Topics**
- Military culture
- Combat masculine warrior paradigm
- Who do we treat?
  - Military life
  - Populations served
  - Treatment considerations for military members and veterans

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

**Required Reading**


**Recommended Reading**


**Unit 2: Military Social Work and Mental Health**

**Topics**

- Mental health in the military
- Social work in the military
- Stigma and other barriers to care
- Assessing veterans and military members

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

**Required Reading**


**Recommended Reading**


Unit 3: Ethical Dilemmas for Social Workers in Military Settings

Topics
- Ethical issues for social workers in the military
- Challenges of maintaining confidentiality
- Command-directed referrals
- Self-referral for treatment

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

Required Reading


Recommended Reading


Unit 4: Substance Abuse

Topics

- The military culture and substance abuse
- Prevalence of PTSD and substance abuse disorders for military service members
  - Prescription drug abuse
  - Alcohol abuse
  - Illicit drug abuse
- The relationship between substance use and trauma
- The negative impact of substance use on coping
- Treating substance use or abuse
- Diagnosing co-occurring DSM-5 conditions
- Determining treatment priorities

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

Required Reading


Recommended Reading


Unit 5: Suicide and Homicide in the Military

Topics
- Suicide in the military
- Homicide in the military
- Treating suicidal behavior
- Suicide assessment and prevention

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

Required Reading


Recommended Reading

Army STARRS. This website contains a host of scholarly articles related to mental health and resilience. [http://www.armystarrs.org/publications/](http://www.armystarrs.org/publications/)


**Unit 6: Combat Trauma**

**Topics**
- Combat experience and the experience of killing
- Stress and coping
- Combat stress control teams
- Individual therapies, evidence-based practices, and other interventions
- Psychological first aid
- Combat experiences

This unit relates to course objectives 3 and 4.

**Required Reading**


**Recommended Reading**

(Instructor Note: CD/DVD. Nine videos that focus on PTSD and mental health issues of OIF/OEF combat veterans and their family members.)

(Instructor Note: Related film documentary—Restrepo. Viewing of documentary.)


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**Unit 7: PTSD Assessment**

**Topics**

- PTSD criteria
- Applying the biopsychosocial assessment to military clients
  - Differential assessment related to signature injuries
    - Operational combat stress vs. acute stress reaction vs. PTSD vs. anxiety disorder
    - Affective disorders vs. grief reaction vs. depression (unipolar, bipolar, or reactive)
    - Traumatic brain injury vs. PTSD/PTS vs. substance abuse vs. polytrauma
  - Addressing ongoing assessment of safety, risks, self-care, suicidal ideation, danger to self and others
- Using standardized assessment tools
  - Beck Depression Inventory
  - PCL -17 (posttraumatic stress list 17)
  - PDHA/PDHRA (post deployment health assessment)
- Assessing for psychosocial factors

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

**Required Reading**


Recommended Reading


Unit 8: PTSD Treatment

**Topics**
- PTSD treatment
- Treatment options
- Pharmacology and PTSD
  - EMDR
  - Cognitive processing therapy
  - Prolonged exposure therapy

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

Required Reading

Center for Deployment Psychology. Take the online course *Cognitive Processing Therapy for PTSD in Veterans andMilitary Personnel* and *Prolonged Exposure (PE) for PTSD in Veterans and Military Personnel* at this website:

http://deploymentpsych.org/online-courses


Recommended Reading


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**Unit 9: Traumatic Brain Injury**

**Topics**
- Overview of traumatic brain injury
- Recovering from TBI
- Understanding TBI treatments and future directions

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

**Required Reading**


Recommended Reading


Unit 10: Adjustment to Loss and Change

Topics
- Coping with deployment-related losses
- Combat-related grief and survivor guilt
- Guilt assessment
- Cognitive therapy for guilt
- Suicide and guilt

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


Recommended Reading


**Unit 11: MILITARY SEXUAL TRAUMA**

**Topics**
- Overview of military sexual trauma and assault
- Rape trauma syndrome
- Treatment considerations
- The theory and application of cognitive processing therapy

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

**Required Reading**


Zaleski, K. (2015). *Understanding and treating military sexual trauma (Read Chapters 2 and 3, pp. 17-47)*. Springer. doi:10.1007/978-3-319-16607-0

**Recommended Reading**


**Unit 12: Resilience and Positive Psychology**

**Topics**
- Overview of resilience
- History of resilience
- Resilience programs
- Positive psychology

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

**Required Reading**


**Recommended Reading**


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**Unit 13: Physical Injuries and Case Management**

**Topics**
- Comprehensive care
- Returning to duty
- Defining the comprehensive care service delivery model
- The role of the primary care manager in military social work
- Services provided by care management
  - Ongoing assessment of risk and safety
  - Care coordination and collaboration among multiple providers
  - Advocacy and brokering with stakeholders

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


Recommended Reading


**Unit 14: Diversity**

**Topics**
- Diversity in the military
- Women in the military
- LGBT military members
- Race in the military

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

**Required Reading**


**Recommended Reading**


Unit 15: Coming Home

Topics

- Coming home
- Deployments
- Reintegration
- Homelessness
- Course review

Required Reading


Recommended Reading


University Policies and Guidelines

IX. 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) 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.

X. 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 Part B, Section 11, “Behavior Violating University Standards” https://policy.usc.edu/scampus-part-b/. 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.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.
https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. 
https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

Student Support & Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC – https://diversity.usc.edu/
Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

XII. 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.”

XIII. 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.

XIV. 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.

XV. 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 well-being 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.

XVI. 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 department. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

XVII. 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.