USC Suzanne Dworak-Peck
School of Social Work

SOWK 633

Life in the US Military: Foundations of Practice for Military Social Work

3 Units

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Course Day:	Thursday
Course Time:	4:00 p.m.- 7:00 p.m.
Course Location:	CITY C
Office Hours:	Tuesday 11:00 a.m. -12:45 p.m.

I. COURSE PREREQUISITES

SOWK 506 and SOWK 536.

II. CATALOGUE DESCRIPTION

III. THIS COURSE DESCRIBES THE NORMATIVE BEHAVIOR, TRENDS, BELIEFS AND CULTURE INDIVIDUALS EXPERIENCE DURING AND FOLLOWING MILITARY SERVICE, THE CHALLENGES SERVICE MEMBERS AND VETERANS ENCOUNTER DURING AND FOLLOWING MILITARY SERVICE AND THE THEORETICAL AND EMPIRICAL FOUNDATIONS FOR UNDERSTANDING AND ADDRESSING SUCH CHALLENGES THROUGH SOCIAL WORK CLINICAL PRACTICE.

IV. COURSE DESCRIPTION

This course provides military social work students with a foundation for understanding military social work practice with service members and veterans. Students will learn about the factors within the military that define its distinct culture, as well as the importance of understanding that culture. Students will also learn about the challenges commonly encountered by individuals who serve in the U.S. military and how those challenges may stem from the unique nature and demands of military life.

This course will focus on the unique life experiences serving in the military creates, as well as the norms, behaviors, and values that shape military service and how those experiences impact service members' and veterans' perception of the individual, the military and the civilian world. The course will also demonstrate how military culture impacts the military organization and its leadership, and the importance of cultural competence within military social work practice.

The course will emphasize theories that provide frameworks for understanding and addressing service member and veteran challenges such as the strain of military demands, the development of behavioral health issues, barriers to receiving care and transition to civilian life. Students will explore theories such as military resilience, combat theory, trauma theory and the stressor-strain model as they relate to military social work practice and the application of evidence-based treatments in the military. The course will also provide theoretical frameworks for understanding military organization, military leadership and transition from the military.

The course will also explore the unique experiences of special populations within the military such as LGBT and women service members and veterans, minority service members and veterans and aging

veterans. Special emphasis will be placed on important factors in the treatment of such populations by examining theories such as military identity theory, stigma in the military, and gender theory. Finally, the course will address military training and indoctrination and the societal and cross-cultural international perspective of the military.

V. COURSE OBJECTIVES

After completing SOWK 633, students will be able to:

Objective #	Objectives
1	Explain the complex interaction between civilian and military society and provide illustrative examples of how the cultures clash and interact.
2	Describe how military related theories provide a framework for understanding social work practice with service members and veterans.
3	Explain the importance of having a holistic understanding of the military, as well as the individuals who serve or who have served in it. This includes what it means to be culturally competent military social workers.
4	Describe the theoretical framework for understanding the impact of military service and military culture as it relates to serving in the military, transition out of the military and throughout the life course.
5	Explain how the treatment of service members and veterans is informed by military theories and empirical knowledge, with special emphasis placed on issues of diversity/special populations in the military.

VI. COURSE FORMAT/INSTRUCTIONAL METHODS

Modes of instruction will consist of a combination of didactic lecture, in-class discussion, and experiential exercise.

VII. 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

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 2: Engage Diversity and Difference in Practice	1. Explain the complex interaction between civilian society and the military as two distinct yet interactive cultures, and provide illustrative examples. 3. Explain the importance of cultural competence.	Evaluate the strengths and weaknesses of multiple theoretical perspectives.	Exercise of Judgement	Assignment 1, Assignment 2, Class Quizzes, Class Participation Unit 2: Military life and culture Unit 3: Importance of theory in research and practice Unit 9: Military Transition Theory Unit 10: Stigma Theory and the Military Unit 11: Military Identity Theory Unit 13: Gender and Minority Theories

Competency	Objectives	Behaviors	Dimensions	Content
Competency 4: Engage In Practice-informed Research and Research-informed Practice	2. Describe military theory and its application to social work practice and policy, including its use as a framework for understanding the role of social work in the military and the norms, behaviors and values inherent in military culture. 5. Explain how military theory informs the treatment of service members and veterans with special emphasis placed on issues of diversity/special populations in the military.	Critically assess the range of information based on research for the development of evidence informed decision-making for effective clinical practice.	Critical Thinking	Assignment 2, Assignment 3, Class Quizzes, Class Participation Unit 4: Military Mental Health Model and Stressor-Strain Model Unit 5: Military Trauma Theory Unit 6 & 7: Theories of Behavioral Health Challenges in Military and Veteran Populations

VIII. **Course Assignments, Due Dates, and Grading**

Assignment	Due Date	% of Final Grade
Assignment 1: Essay: Understanding and Application of Military Culture	Unit 5 September 28th 2019	15%
Assignment 2: Theory Paper	Unit 8 October 26th, 2019	25%
Assignment 3: Team Debates & Paper	Unit 11-12 Debates November 14th & 21st 2019 Paper Due: December 7th 2019	40% (25% Paper, 15% Debate)
Class Quizzes		10%
Class Participation		10%

An overview of each of the major assignments is described below. Detailed guidelines will be disseminated in class.

Assignment 1: Understanding and Application of Military Culture Essay (15%)

Students must summarize their understanding of military culture, and how military culture may influence their future practice as social workers with military clients. In preparing their essays, students will be asked to:
- Select **two** specific areas discussed in class, web training and readings that were particularly important for you and discuss how each will influence your practice as a social worker.
- Provide examples of these areas and specific experiences, readings or discussions to support your analysis.
- 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).
- Specifically discuss new insights and awareness.
- Clearly discuss the influence of these insights on future practices as a social worker.

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Due: Unit 5, September 28th, 2019
This assignment relates to student learning outcome 1 and 3

Assignment 2: Theory Paper (25%)

For this assignment, the student will write a 7-8-page paper demonstrating their ability to use theory to inform military social work practice. Students will choose a military social work practice problem relevant to their areas of professional interest. They will provide an overview of the military social work practice problem, supported by scholarly references. For the assignment, students will be asked to identify a

theory relevant to the social work problem they identified. Students will also be asked to briefly describe the theory and then demonstrate how the theory informs their practice problem.

Due: Unit 8, October 26th, 2019

This assignment relates to student learning outcomes 2, 3, 4 & 5

Assignment 3: Team Debates (40%)

Working in teams of 2-4, students will engage in a scientific and clinical debate with other students in the class. Examples of topics include but are not limited to:
- Importance of military culture in assessing and treating service members, veterans and families
- Treating behavioral health issues in a deployed environment
- Modifying/adapting EBP based on ethnic/racial/minority considerations
- Theory-based versus clinic-based approaches to treatment

Each student team will be asked to advocate (i.e., debate) opposing positions on each issue by being asked a series of challenge questions by the instructor. Students will also submit a **written paper** (5-6 pages) articulating support for their position on a particular topic, while refuting the arguments for support of the counter position. The paper should clearly identify and discuss the critical points (e.g., by providing a list) that support their position and the critical counter points to their position. Throughout the paper the student should identify and discuss the critical military cultural aspects that are relevant for each point as well as any applicable theories or empirical knowledge that support their position.

Debates: Unit 11-12 November 14th & 21st 2019

Paper Due: December 7th 2019

This assignment relates to student learning outcome 1, 2, 3, 4 & 5.

Quizzes

There will be six pop quizzes that make up 10% of the class grade. Quizzes will be focused on the current weeks reading assignments, the past weeks lecture, and/or the past weeks guest speaker. Quizzes will consist of 3-5 short answer, multiple choice, and/or true/false questions. Quizzes will be conducted at the beginning of each class. There are no make-ups for missed quizzes. The lowest quiz score will be dropped.

Class Participation

Class participation is 10% of the 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
1.60 – 1.89	C–	70–72	C–

IX. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks
This course will not utilize a standard textbook as one has not been identified that meets the needs of the course. Thus, a Reader will be developed that consists of the latest articles in the literature.

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

Course Overview

Unit	Topics	Assignments
	Section 1: Military Culture and Theory	
1	• Course Overview/Military Social Work/Importance of Theory in Military Research and Practice	
2	• Military Life and Culture	
	Section 2: Military Demands and Impact on Behavioral Health	
3	• Military Occupational Demands and Mental Health	
4	• Military Trauma	
5	• Physical and Behavioral Health Challenges in Military and Veteran Populations (Part 1)	
6	• Physical and Behavioral Health Challenges in Military and Veteran Populations (Part 2)	
	Section3 : Prevention and Intervention in the Military	
7	• Military Resilience, Military Leadership and Military Identity	
8	• Moral Injury	
9	• Military Transition	
	Section 4: Factors in the Assessment and Treatment of Service Members, Veterans and their Families	
10	• Gender & Minority Issues	
11	• Stigma in the Military	
12	• National Guard and Reserve Service in the Military	
13	• Applying Evidence Based Treatments in Military and Veteran Populations	

Course Schedule—Detailed Description

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8/29/19 Unit 1: Course Overview
Introduction to Military Social Work
Importance of Theory & Research in Military Social Work

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Topics

- Welcome and Introductions
- Course Overview
- Military Social Work
-     Defining Military Social Work
- History of Military Social Work
- Role of Military and Civilian Social Workers
- Populations Served
- Theory as a Foundation for Research and Practice
- Utilizing Theory in Research and Practice

This unit relates to course objective 1, 2, 3, 4 & 5.

No Required Reading

Recommended Reading

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.

National Cancer Institute. (2005). *Theory at a glance: A guide for health promotion practice.* NIH Publication No. 05-3896. Washington, D.C. Pages 4-33.

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9/5/19 Unit 2: Military Life and Culture

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Topics

- Structure of the Military
- Recruitment, Training, and Socialization
- Military Culture
- Description of Military Life: Deployment & Combat
- The impact of military culture and life post-service
- Beyond Military Culture

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

Required Reading

Meyer, E. G., Writer, B. W. & Brim, W. (2016). The importance of military cultural competence. *Current Psychiatry Reports*, *18*(26), 1-8. doi:10.1007/s11920-016-0662-9

Recommended Readings:
Cole, R. F. (2014). Understanding military culture: A guide for professional school counselors. *The Professional Counselor*, *4*(5), 497.

Weibull, A. (2006). Military culture. In *Handbook of the Sociology of the Military* (pp. 237-254). Boston, MA: Springer US. doi:10.1007/0-387-34576-0_14

Hall, L. K. (2011). The importance of understanding military culture. *Social Work in Health Care, 50*(1), 4-18.

9/12/19 Unit 3: Military Occupational Demands and Mental Health

Topics

- Relationship between occupational demands and mental health
- Individual and organizational resources that mitigate the impact of demands
- Role of organizational culture, training and social environment
- Application of the Military Mental Health Occupational Model to military social work research and practice
- Implications for training, intervention and the military organization
- Military stressors, strains, individual moderators and unit/organizational moderators
- Role of Leadership
- Impact of Combat on Mental Health
- Application of Stressor-Strain Models to military social work research and practice
Implications for training, intervention and the military organization

This unit relates to course objectives 2, 4 and 5

Required:
Adler, A. B., & Castro, C. A. (2013). The occupational mental health model for the military. *Military Behavioral Health, 1*, 1-11. doi:10.1080/21635781.2012.721063.

Recommended:

Burrell, L. M., Adams, G. A., Durand, D. B., & Castro, C. A. (2007). The impact of military lifestyle demands on well-being, Army, and family outcomes. *Armed Forces and Society, 33*, 43-58.

Harmon, S. C., Hoyt, T. V., Jones, M. D., Etherage, J. R. & Okiishi, J. C. (2012). Postdeployment mental health screening: An application of the soldier adaptation model. *Military Medicine, 177*(4), 366-73.

McKibben, E. S., Britt, T. W., Hoge, C. W., & Castro, C. A. (2009). Receipt and rated adequacy of stress management training is related to PTSD and other outcomes among operational Iraqi Freedom veterans. *Military Psychology, 21*(2), S68 –S81.

Stetz, M. C., Castro, C. A., & Bliese, P. D. (2007). The impact of deactivation uncertainty, workload, and organizational constraints on reservists' psychological well-being and turnover intentions. *Military Medicine, 6*, 576-580.

9/19/19 Unit 4: Military Trauma

Topics

- Overview and history of trauma theory
- Understanding trauma: Differentiating combat trauma
- Individual and organizational factors that impact risk for PTSD
- Trauma over the lifetime – the impact of military trauma post-service.
- Application of Military Trauma Theory to military social work research and practice: Theories for Intervention
- Implications for training, intervention and the military organization

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

Required Reading:

Nijdam, M. J., & Wittmann, L. (2015). Psychological and social theories of PTSD. In U. Schnyder, & M. Cloitre (Eds.), *Evidence based treatments for trauma-related psychological disorders: A practical guide for clinicians* (pp. 41-61). Springer International Publishing, Cham. doi:http://dx.doi.org.libproxy1.usc.edu/10.1007/978-3-319-07109-1_3

Recommended Readings:

Castro, C. A., & McGurk, D. (2007). The intensity of combat and behavioral health status. *Traumatology, 13*, 6-23.

Foa, E. B. (2011). Prolonged exposure therapy: past, present and future. *Depression and Anxiety, 28*, 1043-1047.

Foa, E. B. & Kozak, M. J. (1986). Emotional processing of fear: exposure to corrective information. *Psychological Bulletin, 99*, 20-35.

Killgore, D. S., Stetz, M. C., Castro, C. A., & Hoge, C. W. (2006). The effects of prior combat experiences on the expression of somatic and affective symptoms in deploying soldiers. *Journal of Psychosomatic Research, 60*, 379-385.

Hoge, C. W., Castro, C. A., Messer, S. C., McGurk, D., Cotting, D. I., & Koffman, R. L. (2004). Combat duty in Iraq and Afghanistan, mental health problems, and barriers to care. *New England Journal of Medicine, 351*, 13-22.

9/26/19 Unit 5: Physical and Behavioral Health Challenges in Military and Veteran Populations (PART 1)

Topics

- Physical Health
- Substance Use
- Grief
- Survivor Guilt
- Violence
- Anxiety and Depression
- Suicide and Risk Taking Behavior: Interpersonal theory of suicide
- Comorbidity

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

Required Readings:

Castro, C.A. (2014). The U.S. 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 research. *European Journal of Psychotraumatology, 5,* 1-13. doi:10.3402/ejpt.v5.24713.

Recommended Readings:

Brown, S. (1994). Alcoholism and trauma: A theoretical overview and comparison. *Journal of Psychoactive Drugs, 26*(4), 345-355.

Hupp, S. D., Reitman, D., & Jewell, J. D. (2008). Cognitive behavioral theory. In M. Hersen & A.M. Gross (Eds.), *Handbook of clinical psychology* (Vol. 2, pp263-290). Hoboken, NJ: John Wiley & Sons

Pfeiffer, P. N., Brandfon, S., Garcia, E., Duffy, S., Ganoczy, D., Kim, H. M., & Valenstein, M. (2014). Predictors of suicidal ideation among depressed veterans and the interpersonal theory of suicide. *Journal of Affective Disorders, 152-154*, 277-281.

10/3/19 Unit 6: Physical and Behavioral Health Challenges in Military and Veteran Populations (PART 2)

Topics

- Physical Health
- Substance Use
- Grief
- Survivor Guilt
- Violence
- Anxiety and Depression
- Suicide and Risk Taking Behavior: Interpersonal theory of suicide
- Comorbidity

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

Required Readings:

Castro, C. A. & Kintzle, S. (2014). Suicides in the Military: The post-modern combat veteran and the hemingway effect. *Current Psychiatry Reports, 16*, 460-469. doi:10.1007/s11920-014-0460-1.

Recommended Readings:

Castro, C. A., & McGurk, D. (2007). Battlefield Ethics. *Traumatology, 13*, 24-31.

Lawson, J. (2012). Sociological theories of intimate partner violence. *Journal of Human Behavior in the Social Environment*, *22*(5), 572-590. doi:10.1080/10911359.2011.598748

Wilk, J. E., Bliese, P. D., Thomas, J. L., Wood, M., McGurk, D., Castro, C. A., & Hoge, C. W. (2013). Unethical battlefield conduct reported by soldiers serving in the Iraq War: A combat model for the development of misconduct. *Journal of Nervous and Mental Disease, 201,* 259-265. doi: 10.1097/NMC.0b013e318288d302.

10/10/19 Unit 7: Military Resilience, Military Leadership and Military Identity

Topics

- Military Resilience
  - Defining psychological resilience
  - Factors that affect risk and resilience in the military
  - Comprehensive Solider Fitness
  - Application of Military Resilience to military social work research and practice
  - Implications for training, intervention and the military organization
- Military Leadership
  - Describe leadership in the military
  - Differences in military leadership
  - The impact of destructive vs. supportive leadership in the Stressor-Strain model
- Military Identity
  - Formation of military identity
  - Impact of military Identity on transition and post-service life (veteran identity)
  - Considering military identity during social work practice with military clients

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

Required Reading:

Lancaster, S. L., Kintzle, S., & Castro, C. A. (2018). Validation of the warrior identity scale in the chicagoland veterans study. *Identity: An International Journal of Theory and Research, 18*(1), 34-43. doi:http://dx.doi.org.libproxy1.usc.edu/10.1080/15283488.2017.1410157

McGurk, D., Sinclair, R., Thomas, J. L., Bliese, P. D., Merrill, J. C., & Castro, C. A. (2014). Destructive and supportive leadership in extremis: Relationships with post-traumatic stress during combat operations. *Military Behavioral Health*, *2:3*, 240-256. doi: 10.1080/21635781.2014.963765

Recommended Reading:

Britt, T. W., Davison, J., Bliese, P. D., & Castro, C. A. (2004). How leaders can influence the impact that stressors have on soldiers. *Military Medicine, 7,* 541-545.

RAND. (2011). Promoting Psychological Resilience in the US Military, 1-76 (Focus on pages 1-8; page 29;.page 67-76) Retrieved from www.rand.org

Simmons, A., & Yoder, L. (2013). Military resilience: A concept analysis. *Nursing Forum*, *48*(1), 17-25. doi:10.1111/nuf.12007 Access the article here: https://onlinelibrary.wiley.com/doi/epdf/10.1111/nuf.12007

10/17/19 Fall Break

10/24/19 Unit 8: Moral Injury

Topics

- Understanding moral injury
- The competing theoretical frameworks for moral injury
- Moral Injury vs. PTSD
- Moral Injury and military social work practice

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

GUEST SPEAKER: DR. HAZEL ATUEL

Required Readings:

Jinkerson, J. D. (2016). Defining and assessing moral injury: A syndrome perspective.
    Traumatology: An International Journal, 22(2), 122-130.

10/31/19 Unit 9: Military Transition

Topics

- Overview of Military Transition Theory
- Understanding factors that impact transition
- Outcomes associated with transition
- Application of Military Resilience to military social work research and practice
- Implications for training, intervention and the military organization

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

Required Readings:

Kintzle, S. & Castro, C. A. (2018). Examining veteran transition to the workplace through military
    transition theory. In P.D. Harms, P.L, Perrewe, J.R.B., Halbesleben & C.C. Rosen (Eds.),
    Occupational Stress and Well-being in Military Contexts (pp. 117-128). Emerald Publishing:
    Bingley, UK.

11/7/19 Unit 10: Gender and Minority Issues in the Military

Topics

- The history of gender and minority issues in the military
- Current state of gender and minority issues in the military
- LGBT individuals in the military
- Gender, minority and military/veteran identity
- Considerations for military social work practice based on gender and minority theory

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

Required Readings:

Goldbach, J. T. & Castro, C. A. (2016) Lesbian, gay, bisexual and transgender (LBGT) service
members: Life after don't ask don't tell. *Current Psychiatry Reports*,18(6), 1-7.
doi:10.1007/s11920-016-0695-0

Recommended Readings:

Dansby, M. R., Stewart, J. B., & Webb, S. C. (2001). *Managing diversity in the military:
Research perspectives from the defense equal opportunity management institute*. New
Brunswick, N.J: Transaction Publishers.

De Angelis, K., & Segal, D. R. (2012). Minorities in the military. In J. H. Laurence, & M. D. Matthews
(Eds.), *The Oxford handbook of military psychology* (pp. 325-343). New York, NY: Oxford
University Press. doi:http://dx.doi.org/10.1093/oxfordhb/9780195399325.013.0117

Di Leone, B. A. L., Wang, J. M., Kressin, N., & Vogt, D. (2016). Women's veteran identity and utilization of
VA health services. *Psychological Services, 13*(1), 60-68.

Moradi, B. (2009). Sexual orientation disclosure, concealment, harassment, and military
cohesion: Perceptions of LGBT military veterans. *Military Psychology*, *21*(4), 513-533.
doi:10.1080/08995600903206453

Pawelczyk, J., & Mickiewicz, A. (2014). Constructing American female war veterans'   military identity in
the context of interviews. *Women and Language*, *37*(1), 87-111.

Ramirez, M. H., Rogers, S. J., Johnson, H. L., Banks, J., Seay, W. P., Tinsley, B. L., & Grant, A. W.
(2013). If we ask, what they might tell: Clinical assessment lessons from LGBT military personnel
post-DADT. *Journal of Homosexuality*, *60*(2-3), 401-418. doi:10.1080/00918369.2013.744931

<div style="background:#c00;color:#fff">**11/14/19 Unit 11: Stigma in the Military**</div>
Topics

- Stigma as a barrier to help seeking in service members and veterans
- The role of military culture and identity and the relationship to stigma
- The challenge of overcoming the stigma barrier
- Current research on initiatives aimed at overcoming stigma
- Implications for military social work practice and research

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

DEBATES

Required Reading:

Ben-Zeev, D., Corrigan, P. W., Britt, T. W., & Langford, L. (2012). Stigma of mental illness and service
use in the military. *Journal of Mental Health*, *21*(3), 264-273. doi:10.3109/09638237.2011.621468

Recommended Reading:

Britt, T. W., Greene-Shortridge, T. M., Brink, S., Nguyen, Q. B., Rath, J., Cox, A.Castro, C. A.
(2008). Perceived stigma and barriers to care for psychological treatment: Implications for

reactions to stressors in different contexts. *Journal of Social and Clinical Psychology, 27*, 317-335.

Gibbons, S., Migliore, L., Convoy, S., Greiner, S., & DeLeon, P. (2014). Military mental health stigma challenges: Policy and practice consideration's. *The Journal for Nurse Practitioners, 10*(6), 365-372. doi: 10.1016/j.nurpra.2014.03.021

Johansen, R. B., Laberg, J. C., & Martinussen, M. (2014). Military identity as predictor of perceived military competence and skills. *Armed Forces & Society*, *40*(3), 521-543. doi:10.1177/0095327X13478405

Wright, K. M., Cabrera, O. A., Adler, A. B., Bliese, P. D., Hoge, C. W., & Castro, C. A. (2009). Stigma and barriers to care in Soldiers postcombat. *Psychological Services, 6,* 108-116.

11/21/19 Unit 12: National Guard and Reserve
Topics
- Understanding reserve service
- Challenges associated with reserve service
- Social work practice with reservists
- Transition from reserve service

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

DEBATES

Required Reading:

Renshaw, K. D. (2010). Deployment experiences and post-deployment PTSD symptoms in national Guard/Reserve service members serving in operations enduring freedom and Iraqi freedom. *Journal of Traumatic Stress, 23*(6), 815-818.

Recommended Reading:

Kim, P. Y., Thomas, J. L., Wilk, J. E., Castro, C. A. & Hoge, C. W. (2010). Stigma, barriers to care, and use of mental health services among active duty and National Guard soldiers after combat. *Psychiatric Services, 61*, 582-586.

12/5/19 Unit 13: Applying Evidence Based Treatments in Military and Veteran Populations

Topics

- Theoretical foundation for evidence-based treatments
- The military context and treatment considerations
    - Treatment and care during deployments
- Role of commander in behavioral health care
- Considerations for veterans
- Deviations in delivery
- Alternative treatments
- Topics Unaddressed
- The future of military social work practice

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

University Policies and Guidelines

VI.   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.

VII.   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.

VIII.   SUPPORT SYSTEMS

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

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

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
USC Student Health Sexual Assault & Survivor Support: https://studenthealth.usc.edu/sexual-assault/
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

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: sarc.usc.edu

Office of Equity and Diversity (OED) / Title IX Compliance – (213) 740-5086
equity.usc.edu, titleix.usc.edu
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran

status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support – (213) 740-2421
 USC Policy Reporting to Title IX: https://policy.usc.edu/reporting-to-title-ix-student-misconduct/
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response.

The Office of Disability Services and Programs (213) 740-0776
dsp.usc.edu
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, and assistance with architectural barriers, assistive technology, and support for individual needs.

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

Diversity at USC – (213) 740-2101
diversity.usc.edu
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
dps.usc.edu
Non-emergency assistance or information.

IX. ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

X. 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."

XI. 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.

XII.   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.

XIII.   CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

Preamble

The primary mission of the social work profession is to enhance human well-being 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 well-being 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.

XIV.   ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and

criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XV.   COMPLAINTS

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

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.