

**WURZWEILER SCHOOL OF SOCIAL WORK`
YESHIVA UNIVERSITY**

**SOCIAL WORK PRACTICE WITH THE MILITARY
SWK 6810
Fall, 2015**

COURSE DESCRIPTION

Social Work Practice in the Military is an elective course that focuses on the specific problems of those who serve in the military and the response of social workers to those needs. The course will explore the nature of war, its impact on those who are wounded - physically and mentally -- and their loved ones/caregivers. The course content will look at theories, research and intervention strategies for social workers who choose to work with this population.

Students will be introduced to a theoretical orientation to combat stress management which acknowledges the stressors of war and the adaptations made by those engaged in battle. In addition, students will be provided with an overview of the management of various war related physical and mental health challenges for the returning war veteran. Particular emphasis will detail the impact of the current wars in Iraq and Afghanistan on returning veterans, many suffering with PTSD, Traumatic Brain Injury and substance abuse problems. Intervention strategies specifically designed for work with the war injured and their families/caregivers will be introduced.

Readings from the text will be used as well as numerous journal articles to further understanding of the scope of military related social work practice.

COURSE COMPETENCY OUTCOMES

At the conclusion of this course, students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly. They will employ a strengths based perspective based in person-in-the environment. They will engage in life-long learning, supervision, and consultation to enhance their knowledge and skills needed to work effective with service members, veterans and their families and communities (CSWE Advanced Competency 2.1.1).
2. Apply social work ethical principles that guide professional practice. They will be able to recognize their personal values, make informed ethical decisions, and manage professional boundaries. They will be able to recognize and understand the military culture with an emphasis on mission, service, honor, and cohesion and the potential value and ethical issues that can be provoked (CSWE Advanced Competency 2.1.2).

3. Apply critical thinking to inform and communicate professional judgments. They will analyze relationships between the client, family and worker and use appropriate practice models. They will understand the unique relationships between the client, family, and the military (CSWE Advanced Competency 2.1.3).

4. Engage diversity and difference in practice. They will manage potential conflicts between personal feelings and institutional responsibility, recognize and communicate their understanding of the importance of difference in shaping lives, gain self-awareness to eliminate their personal bias. They will communicate with a culturally responsive approach toward service members (CSWE Advanced Competency 2.1.4).

5. Locate, evaluate, and analyze current research literature related to military social work and evaluate research to practice with service members, veterans, their families and their communities. (CSWE Advanced Competency 2.1.6)

6. Apply knowledge of human behavior and the social environment. They will use conceptual frameworks to guide the process of assessment, intervention and evaluation including a recognition of the impact of military transitions and stressful life events throughout the individuals' and family's life course. (CSWE Advanced Competency 2.1.7).

7. Respond to contexts that shape practice. Practitioners in military social work are knowledgeable about the histories, traditions, and mission of those who serve/served and the current trends in the service delivery system to meet the needs of service members veterans, their families and communities. (CSWE Advanced Competency 2.1.9).

8 Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities . They will engage, asses, intervene, and evaluate their clients (CSWE Advanced Competencies 2.1.10 a, b, c, and d).

PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without

reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

STUDENTS WITH DISABILITIES

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, 917-326-4828, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

E-RES (Electronic Reserve)

Many of the articles mentioned in the curriculum are available on electronic reserve [**E-RES**]. You can access the full text articles from your home or from a university computer at no charge.

How do I Use E-RES?

1. Go to the library's online resources page:
http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.

3. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
- v
4. Click on the link to your course.
5. Enter the password given to you by your instructor.
6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

REQUIRED TEXT

Beder, J. (Ed.) (2012). *Advances in Social Work Practice with the Military*. New York: Taylor & Francis. ISBN: ISBN-13: 9780415891349. New paperback: \$37.28 at Barnes & Noble.

Suggested Texts

Figley, C, Nash, W. (Eds.) (2007). *Combat stress injury: Theory, research, and management*. New York: Routledge. ISBN: 1397804594334. New \$35.14, used \$29.89 at Barnes & Noble.

Herman, J. (1997). *Trauma and recovery: The aftermath of violence - From domestic abuse to political terror*. New York: Basic Books. ISBN: 13-978046508703. New \$12.60, used \$ 7.95 at Barnes & Noble.

Klay, P. (2014). *Redployment*. New York: Penguin. ISBN: 97859420-499-9. New: \$26.95.

Tanielian, T., Jaycox, L., Schell, T. et al. (2008). *Invisible wounds of war: Summary recommendations for addressing psychological and cognitive injuries*. Santa Monica, CA: Rand Corporation. ISBN: 9780833044532. New \$17.70 at Barnes & Noble.

ASSIGNMENTS

1) Each student (or pair of students) will interview an active service member or Veteran and present a 15-minute overview of the interview to the class. Each service member and Veteran deals with the impact of the military in a different way; members of the military have had differing experiences. The goal of the interview/presentation is to present as many of those experiences as feasible. Questions to ask during the interview

- why did you join the service?
- how old were you when you joined?
- what was your experience at the recruiting station?
- what was the primary motivation that made you join?
- what was the reaction of your family and friends when you told them you joined?
- what did you pick the branch you joined?
- describe your orientation experience and first few days.
- where were you stationed?
- what were those first few weeks like for you?
- what was the experience transitioning from civilian to service member?
- did you keep in touch with family, friends, how?
- what was the service like for you?
- tell me about a few of the most memorable experiences.
- did you see active combat? How was that?
- how long were you deployed or away from family?
- did your military experience influence your thinking about war or active service?
- how was the reintegration experience for you? For the family?
- what do you think is important for social workers to know about military service.

Starting in session 5, students will be expected to present their interviews in class.

2) After viewing one of our films and based on class discussion and readings, select a category of veteran – (i.e. women, wounded, family member, children, etc)

- Design a comprehensive approach to work with a soldier and a soldier's family.
- Identify the major potential issues/challenges involved in the treatment plan.
- Discuss an approach to the helping effort - a theoretical base.
- What social work skills are utilized?
- What particular challenges do you anticipate would be faced by the social worker?

This paper must be typed, reflect reference from relevant literature and uses APA 5th edition. Due 12th class.

(CSWE Advanced Competency 2.1.7, 2.1.8, 2.1.9, 2.1.10 c)

This course will be graded in the following manner:

75% written assignments

25% Class participation and attendance

Unit 1. Introduction to military life, warfare Sessions 1, 2

Classroom focus - Overview of the military: units, structure, and training. Who joins the military and why. Identification and discussion of the military culture and how that impacts the service members/family.

Required Readings:

Beder, Chapter 1 – The importance of understanding military culture; Chapter 2 – No one leaves unchanged.

Hoffler, E., et al. (2014). Social work with service members, Veterans and their families. *Health and Social Work, 39*(1), 3-5.

Redmond, S., Campbell, S., Finney, K. et al., (2015). A brief introduction to the military workplace. *Work 50*, 9-20.

Suggested Readings:

Hall – Chapter 3 – The Unique culture of the military; Chapter 4 – The military family.

Manske, J. (2006). Social work in the Department of Veterans Affairs: Lessons learned. *Health and Social Work, 31*(3), 233-238.

Unit 2. The Stages of Deployment Session 3,4,5

Classroom focus - Exploration of the impact of the various stages of deployment and what occurs for the family members and the service member.

Session 3 –Pre-deployment

Required Readings:

Beder, Chapter 10 – Family resilience and the fortunes of war.

Pincus, S., House, R., Christenson, J., & Adler, L. (2001). The emotional cycles of deployment: A military family perspective. *U.S. Army Medical Department Journal*.

Session 4, 5

Pre-deployment and Deployment

Classroom focus – Continued exploration of the impact of the various stages of deployment and what occurs for the family members and the service member.

Required Readings:

DiNola, G (2008). Stressors afflicting military families during military deployment. *Military Medicine* 173(5), pp. V-VIII.

Darwin, J. (2009, July/Dec). Families: They also serve who only stand and wait. *Smith College Studies in Social Work*, 79, 433-442.

Lincoln, A. & Sweeten, K. (2011). Considerations for the effects of military deployment on children and families. *Social Work in Health Care*, 50(1), 73-84.

Mmari, K., Roche, K., et al (2009, June). When a parent goes off to war. *Youth and Society*, 40(4), 455-475.

Suggested Reading

Bosco, M., Murphy, J., & Peters, W. (2015). Post-redeployment multi-symptom disorder rehabilitation. *Work*, 50, 143-148.

Hall, Chapter 4 The military family. Chapter 7. Major challenges of military families.

Sheppard, S. Malattas, J & Israel, A (2010). The impact of deployment on US military families. *American Psychologist*, 65(6)599-609.

Session 6

Film

Unit 3 – Coming Home Sessions 7-9

Exploration of the challenges faced by our returning military after having served overseas.

Required readings:

Beder – Chapter 6 – Coming Home, 92- 105.

Doyle, M.E. & Peterson, K.(2005, Winter). Re-entry and reintegration: Returning home after combat. *Psychiatric Quarterly*, 76(4) 361-370.

Klay, P. (2014). Redeployment.

Family concerns

Required readings:

Rabstejnek, C. (2008). Family's expressed emotion to returning to citizen soldiers. *Military Medicine*, 173(7), pp. XI-XV.

Walsh, T., Dayton, C., Erwin, M., et al. (2014). Fathering after military deployment: Parenting challenges and goals of fathers of young children. *Health and Social Work, 39*(1), 35-44.

Returning home from Iraq and Afghanistan: Assessment of readjustment needs of Veterans, Service Members and their families (2014, October). *Military Medicine, 179*, 1053-1055.

Mental Health Issues

Required Readings:

Garcia, H., Finley, E., Ketchum, N., et al. (2014, March). A survey of perceived barriers and attitudes toward mental health Care among OEF/OIF Veterans...*Military Medicine, 179*, 273-279.

Strong, J., Ray, K., Findley, P. et al., (2014). Psychosocial concerns of Veterans of Operation Enduring Freedom/Operation Iraqi Freedom. *Social Work, 39*(1), 17-24.

Suggested Reading:

Warner, C., Appenzeller, G. et al., (2008). Soldier attitudes toward mental health screening and seeking care upon return from combat. *Military Medicine, 173*(6), 563-569.

Unit 4. Special Populations Session 10-13

Exploration of the mental health and physical needs of particular groups in the military.

PTSD/TBI

Required readings:

Beder, Chapter 3. Civilian social workers guide to the treatment of war-induced of PTSD, 37-54.

Beder, Chapter 4. Care coordination in military traumatic brain injury, 55-71.

Suggested reading:

Hoge, C., McGurk, D. Thomas, J. Et al., (2008, Jan.31). Mild traumatic brain injury in US soldiers returning from Iraq. *NE Journal of Medicine, 358*(5) 453-463.

Women

Required readings:

Carlson, B. Stromwall, L., & Lietz, C. (2013). Mental health issues in recently returning women veterans: Implications for practice. *Social Work, 5*(1), 105-1145.

Lietz, C., Stromwall, L., & Carlson, B. (2013), Women service members and family reintegration. *Families in Society, 94*(3), 186-193.

Thompson, M. (2013). Women in combat, Vive la difference. *Time*, January 25, 2013.

Addictions

Required reading:

Beder, Chapter 14. Substance use disorders in Veterans, 215-235.

Suggested Reading

Larson, M., Wooten, N., Adams, R, et al., (2012). Military combat deployments and substance use. *J. of Social Work Practice in Addictions*, 12(6) 6-27.

Sexual Assault

Required reading:

Beder, Chapter 5 – Working with survivors of sexual harassment and sexual assault in the military

Wounded

Required reading:

Beder, Chapter 6 – When they return from Iraq/Afghanistan: The needs of the wounded.

Suicide

Required reading:

Beder, Chapter 11, Assessing and responding to suicidal risk, 164-179.

Unit 5. – Unique Interventions and approaches to care Session 14

Classroom focus: Intervention approaches to military care.

Required Reading:

Beder – Chapter 15 – Animal assistance interventions

Suggested Readings:

Greene, C., Hoffman, J. et al. (2014, January). Preliminary assessment of PTSD coach, a Smartphone App for PTSD symptoms. *Military Medicine*, 179(1), 12-18.

References

- Bride, B. , Radey, M. & Figley, C. (2007). Measuring compassion fatigue. *Journal of Clinical Social Work, 35*, 155-163.
- Bride, B. (2007). Prevalence of secondary traumatic stress among social workers. *Social Work, 52*(1) , 63-70.
- Canfield, J. (2005). Secondary traumatization, burnout and vicarious traumatization: A review of the literature as it relates to therapists who treat trauma. *Smith College Studies in Social Work, 75*(2), 81-88.
- Daley, J. (1999). *Social Work Practice in the Military*. New York: Haworth Press.
- Daley, J. (2003). Military social work. *International Social Work 46*(4), 437-448.
- Figley, C. (1995). *Compassion Fatigue: Coping with Secondary Traumatic Stress Disorder in those who Treat the Traumatized*. New York: Brunner-Mazel.
- Finkel, D. (2013). Thank you for your service. New York: Macmillan.
- Genrty, J.E., Baranowsky, A., & Dunning, K. (2002). The accelerated recovery program (ARP) for compassion fatigue. C. Figley (Ed.), *Treating compassion fatigue* (pp. 123-37).
- Henderson, J. (2007). US Army social work care manager program: An initial program Analysis. *Military Medicine 172*(5), 533-538.
- Iraq War Clinician Guide, 2nd ed/(2004). National Center for PTSD. Department of Veterans Affairs.
- National Social Work VA Health Administration (2008). Washington, D.C.
- Palm, K., Polusny, M. & Follette, V. (2004). Vicarious traumatization: Potential hazards and interventions for disaster and trauma workers. *Pre-hospital and Disaster Medicine, 19*(1), pp. 73-78.
- Rahia, N. (1999). Medical social work in the US armed forces. J.G. Daley (Ed.), *Social work practice in the military*, pp.107-121. NY: Haworth Press.
- Robichaux, R. Keese,N. (2008). What can social workers do for warriors in transition? *US Army Medical Department Journal, 25-26*.
- Serve, Support, Simplify (2007). Report of the President's Commission on Care for America's returning wounded warriors. Washington, DC: Government Printing Office.
- Shay. J. (2002). *Odyseus in America: Combat trauma and the trials of homecoming*.

- New York; Scribner.
- Sherman, N. (2015). *Afterwar: Healing the moral wounds of our soldiers*. New York: Oxford,
- Sprang, G., Clark, J., & Whitt-Woosley, A. (2007). Compassion fatigue, compassion' Satisfaction, and burnout: Factors impacting a professional's quality of life. *Journal of Loss and Trauma, 12*(259), 259-280.
- Stamm, B.H. (2005). *The ProQOL manual*. Baltimore, MD: Sidran Press.
- Tyson, J. (2007). Compassion fatigue in the treatment of combat-related trauma During wartime. *Journal of Clinical Social Work, 35*, 183-192.
- U.S. Government Accountability Office. GAO-07-606T DOD and VA Health Care: Challenges Encountered by Injured Service Members during their Recovery Process, March 2007.