DEPARTMENT OF SOCIAL WORK
WESTERN KENTUCKY UNIVERSITY

	Military Social Work	
WKU	**SWRK 437-700** (3 credit hours)	*Spring, 2020*
Professor: Dr. LeAnn E. Bruce, LCSW		**Office: Off Site**
Email: leann.bruce@wku.edu or leann.bruce@yahoo.com		**Office Hours: By appointment only**
Phone: 270-668-3091 (call or text)		**Consultation: By appointment only**
Class Meeting Times/Dates: January 26 – May 15. 2020		
Location: This class meets on-line.		

Course Description:
This course is designed to increase knowledge and competence in the area of social work services delivered to military personnel, Veterans and their families. Knowledge, values and skills required to work with this special population will be covered, along with evidence-based interventions that would be best suited for this area of social work practice.

Required Text:
Rubin, A., Weiss, E. L., & Coll, J. E. (eds). (2012). *Handbook of military social work*. Hoboken, NJ: John Wiley and Sons.

Additional Required Reading (found on Bb):
Council on Social Work Education. (2010). *Advanced social work practice in military social work*. Washington, DC: Author.

National Association of Social Workers. (2012). *National Association of Social Work Standards for Social Work Practice with Service Members, Veterans and their Families*. Washington, DC: Author. Retrieved from http://www.socialworkers.org/practice/military/documents/MilitaryStandards2012.pdf

BSW Mission Statement:
The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.

MSW Mission Statement:
In keeping with the tenets of the program, the purposes of social work, constituent needs, and the regional characteristics of south central and western Kentucky, the mission of the MSW program at WKU is to educate and prepare students for professional social work practice to meet the needs of increasingly diverse rural populations. The program is particularly dedicated to addressing the work force needs of agencies working with Kentucky's families and communities. In addition, the program emphasizes professional and scholarly service to the community, the state, and the nation.

Academic Support
Most of us find that we need some academic support and direction during our time in the university. WKU offers many resources that can help you be successful in this course. These are listed below.

- STUDENT ACCESSIBILITY RESOURCE CENTER
  In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center (SARC) located in the Student Success Center in Downing Student Union, Room 1074. The contact telephone number is 270-745-5004 or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation from SARC.

- WKU MILITARY & VETERAN SERVICES
  If you are a Military or Veteran student, WKU honors you and thanks you for your services. The Veterans Resource Center (VRC) is located in Tate Page Hall 410 and is typically open Monday – Friday from 8 – 4:30. The staff of the VRC is there to assist you with your questions, help prepare for CLEP exams, connect you with campus and community services such as counseling and many other programs. A small computer lab with printer is also available for your use, as well as a quiet place for study. The Student Veteran Alliance is a coalition of student Veterans helping each other succeed. For more information or assistance, contact: student.veterans@wku.edu or visit http://wku.edu/veterans/.

- WRITING CENTER ASSISTANCE
  The Writing Center is located in Cherry Hall 123 on the Bowling Green campus and also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Our writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can help you brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper for you. See instructions of the website www.wku.edu/writingcenter for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.

- OFF CAMPUS LIBRARY SUPPORT The Extended Campus Library Services Office will copy citations and pull library books for students at extended campuses and send them through the mail. There is no cost to students (although you do have to pay to return the library books). WKU also has a courier service to extended campuses. For further information, go to: http://www.wku.edu/library/dlps/ext_camp.htm Turn-around time can be anywhere from a few days to two weeks, so plan ahead!

Policy:

Students are expected to adhere to all policies contained with the University Handbook
http://www.wku.edu/handbook/current/index.php?option=com_content&task=view&id=25&Itemid=26
and the Code of Student Conduct at Western Kentucky University (http://www.wku.edu/judicialaffairs/student-code-of-conduct.php).

Professionalism:

The NASW Code of Ethics (http://www.socialworkers.org/pubs/code/code.asp) is a guiding framework and source for identifying professional performance. Students are expected to practice in an ethical manner while in the classroom or completing assignments pertaining to this course in accordance with the WKU Student Code of Conduct and the NASW Code of Ethics Behaviors especially under consideration are those related to professional practice, mental illness and/or substance use, illegal activity and classroom behavior. Concerns in any of these four circumstances will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review. Students are expected to understand the policy, in its entirety, found in the University Student Handbook.

Social Media:

Privacy, confidentially and professional boundaries must be examined as professional social workers especially in the age of technology. Professional standards found in the NASW Code of Ethics must be strictly followed concerning social media. Students using social media sites are expected to use the highest privacy settings on their social media profiles, so field agency personnel and/or clients cannot access photographs and private information. Students are not permitted to link to or view the social media profiles of clients or employees of the field placement agency. In the event that a student's social media profile or linkage is considered a poor professional practice or an ethical violation, the student issue will be documented in a Professional Concerns Form and referred for a Student Professional Concerns Review.

Plagiarism and Academic Dishonesty:

Plagiarism and cheating are prohibited. Academic dishonesty is prohibited by the University Code of Student Conduct and is also counter to social work values and ethics included in the NASW Code of Ethics. Students are expected to be familiar with these policies and ethical guidelines and to follow them at all times. Any instances of academic dishonesty will mean a grade of "zero" for

the assignment and/or course failure. Student should review the "Academic Offences" section of the WKU Student Handbook at: http://www.wku.edu/handbook/current/index.php?option=com_content&task=view&id=25&Itemid=26 and the "Ethical Principles" and "Acknowledging Credit" sections of the 1999 Code of Ethics, National Association of Social Workers found at: http://www.socialworkers.org/pubs/code/code.asp

Attendance:
Students are expected to participate in developing a positive learning environment with the desire to learn. In an online class, attendance equals participation. Students are expected to turn assignments in promptly, participate in discussion board topics, respond to peers in a professional manner, and to respond quickly to emails/contact from the professor.

Assignment Completion:
Students are expected to turn all assignments in on time. Late assignments will be reduced at a rate of **10% per day.** Therefore, if you would have received 50 points on an assignment, which is three days late, the score is reduced by a total of 30 points. **After one week, late assignments will no longer be accepted for credit but must be turned in to complete the course.**

Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education

The Council on Social Work Education defines Generalist Advanced Practice as the following:

Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice. (EPAS, 2015, p. 11)

The core competencies taught in all CSWE accredited BSW programs are defined as follows:

Educational Policy 2.1—Core Competencies
"Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities." (EPAS, 2008, p. 3)

2015 Competencies Addressed in Course	Behaviors Addressed in Course	Course Requirements Addressing Behaviors
Competency 1: Demonstrate Ethical and Professional Behavior	• Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; • Use reflection and self-regulation to manage personal values and	• Professionalism Assessment • Online Assignments • Participation in Discussion • Exam

	maintain professionalism in practice situations; • Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication; • Use technology ethically and appropriately to facilitate practice outcomes; and • Use supervision and consultation to guide professional judgment and behavior.	
Competency 2: Engage Diversity and Difference in Practice	• Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; • Present themselves as learners and engage clients and constituencies as experts of their own experiences; and • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	• Online Assignments • Online Discussion • Paper/Project • Presentation
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	• Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and • Engage in practices that advance social, economic, and environmental justice.	• Professionalism • Paper/Project
Competency 4: Engage in Practice-informed Research and Research-informed Practice	• Use practice experience and theory to inform scientific inquiry and research; • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and • Use and translate research evidence to inform and improve practice, policy and service delivery.	• Paper/Project • Online Assignments
Competency 5: Engage in Policy Practice	• Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; • Assess how social welfare and economic policies impact the	• Paper/Project

	delivery of and access to social services; and • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	• Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	• Online Discussion
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	• Collect and organize data, and apply critical thinking to interpret information from clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and • Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	• Paper/Project
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	• Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; • Use inter-professional collaboration as appropriate to	• Paper/Project

	achieve beneficial practice outcomes; • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and • Facilitate effective transitions and endings that advance mutually agreed-on goals.	
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	• Select and use appropriate methods for evaluation of outcomes; • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; • Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	• Paper/Project • Online Assignments • Exam

Learning Outcomes

Upon successful completion of this course, students should be able to:

Knowledge

1. Demonstrate an understanding of, and sensitivity for the unique cultural composition of the military/Veteran population including shared values, experiences, and needs.
2. Demonstrate an understanding of the issues, strengths, and challenges specific to this population.

Values

3. Differentiate the needs of the military/Veteran population with regard to social issues such as mental health, substance abuse, domestic issues, sexual abuse, homelessness, etc.
4. Increase awareness of the unique challenges and demands of working as a military social worker

Skills

5. Identify and employ military/Veteran specific resources.
6. Demonstrate the ability to present material on military/Veterans in a professional manner.

Units of Study:

Unit I **Introduction to Military Social Work (Learning Outcomes 1 & 2)**
- Ch. 1:   A Brief History of Social Work with the Military and Veterans (Rubin & Harvie)
- Ch. 2:   Military Culture and Diversity (Coll, Weiss, & Metal)
- Ch. 3:   Women in the Military (Weiss & DeBraber) and Discussion of Military Sexual Trauma (MST)
- Ch. 19: Cycle of Deployment and Family Well-Being (Franklin)
- Ch. 20: Supporting National Guard and Reserve Members, and Their Families (Harnett)

Veterans and Systems of Care (Learning Outcomes 1, 2, & 3)
- Ch. 6:   Posttraumatic Stress Disorder (PTSD) in Veterans (Yarvis)

Ch. 7:   The Neurobiology of PTSD and Cognitive Processing Therapy (CPT) (Stehberg, Albright, & Weiss)
Ch. 8:   Treating Combat-Related PTSD with Virtual Exposure Therapy (Leaman,
         Rothbaum, Difede, Cukor, Gerardi, & Rizzo)
Ch. 9:   Psychopharmacology for PTSD and Co-Occurring Disorders (Capehart & Jeffreys)

Unit II   Special Challenges Unique to the Military/Veteran Populations
Ch. 10: Traumatic Brain Injury (TBI) and the Military (Boyd & Asmussen)
Ch. 11: TBI and Social Work Practice (Struchen, Clark, & Rubin)
Ch. 12: Assessing, Prevention, and Treating Substance Use Disorders in Veterans (Rubin & Barnes)
Ch. 13: Preventing and Intervening with Substance Use Disorders in Veterans (Burda-Chmielewski
         & Nowlin)
Ch. 14: Suicide in the Military (Cato)
Ch. 15: Homelessness Among Veterans (Carrillo, Costello, & Yoon Ra)
Ch. 22: Grief, Loss, and Bereavement in Military Families (Harrington-LaMorie)

Unit III   Serving as a Military Social Worker (Learning Outcome 5)
Ch. 4:   Ethical Decision Making in Military Social Work (Daley)
Ch. 5:   Secondary Trauma in Military Social Work (Rubin & Weiss)
Ch. 16: Navigating Systems of Care (Roberts)
Ch. 17: Transitioning Veterans into Civilian Life (Coll & Weiss)
Ch. 18: A Brief History of US Military Families and the Role of Social Workers (Harris)
Ch. 21: The Exceptional Family Member Program: Helping Special Needs Children in Military Families (Wheeler, McGough,
         & Goldfarb)
Ch. 23: The Stress Process Model for Supporting Long-Term Family Caregiving (Matthieu & Swenson)
Ch. 24: Family-Centered Programs and Interventions for Military Children and Youth (Leskin, Garcia, D'Amico, Mogil, &
         Lester)
Ch. 25: Couple Therapy for Redeployed Military & Veteran Couples (Basham)
Ch. 26: Theory and Practice with Military Couples and Families (Weiss, DeBraber, Santoyo, & Creager)

Description of Course Assignments:

EXPLORATION PAPERS: (200 points total - 8 assignments at 25 points each)
> Students will be required to submit 8 short (1-3 page) "Exploration" papers during the course which demonstrate an application and assimilation of the course material or exploration of resources pertinent to work with Veterans. These papers must be properly cited and referenced according to APA guidelines as applicable. Assignments must be uploaded to Blackboard by the due date listed on the course schedule.

> **Exploration Paper #1 – THE MILITARY AND ME** (Personal Narrative). Write a personal narrative describing your connection with the military (serving/served, family member of Servicemember/Veteran, friend, neighbor, work with military or Veterans, etc.). Also discuss why you wanted to take this course and what you hope to gain.

> **Exploration Paper #2 – MIKE'S JOURNEY:** After viewing the Video link entitled, "Mike's Journey", write a summary of your thoughts, observations or reaction to his story as it related to being a social worker who may work with military personnel. What are your impressions?

> **Exploration Paper #3—PILOTS** National Center for PTSD Website & Database. Explore articles and topics related to PTSD & Military/Veteran Issues. Write a synopsis demonstrating the topics explored and information reviewed (1-2 paragraphs about your search). Then, **choose one topic/issue to submit for approval as the topic of your Research Paper or Project proposal.** Explain why you are interested in that topic. Feel free to begin to collect sources for your paper/project from this and other sites, once approval is provided. (For a partial list of possible topics – see Research Paper/Project description below). Link: http://www.ptsd.va.gov/professional/pilots-database/index.asp

Exploration #4 – THERE'S AN APP FOR THAT - Conduct a search on internet and phone app sites for assistive apps, devices and technology aimed at helping Military/Veterans with coping skills, suicide prevention and or therapy, or those that assist a therapist or social worker in treatment with this population or their families. Use search terms such as PTSD, Military Suicide Prevention, CPT, Relaxation, etc. Also, there is a world in Second Life that is created by the National Center for PTSD for use in treatment, education & resources. Write a 1 –page paper about your search, what you found, how you think this might help our target population, if you think it is helpful or if there are any concerns that you have about the use of these tools in military social work.

Exploration Paper #5 – THE BRAIN INJURY ALLIANCE OF KENTUCKY (BIAK) website and other Traumatic Brain Injury sites of your choice. Write 1 –page paper describing the information and resources that you found, any new information you learned from your search and how this applies to working with Military Servicemembers and Veterans. Link: http://www.biak.us/

Exploration Paper #6 – MORAL INJURY – After listening to the lecture and reading the supplemental information provided, write a paper describing your thoughts about the concept of moral injury. You may relate this to the military or to the general public or other trauma work. You may also use a web search to find additional information, but be sure to cite any additional materials or sources.

Exploration Paper #7 - NASW CREDENTIALS - Go to the National Association of Social Workers (NASW) website – view the requirements for the NASW Military, Veteran and Family Social Work Certification. Write a summary of the requirements and your plan (if any) to pursue military social work as a career, obtain the credential, or use this training in the future. Link: http://www.socialworkers.org/military.asp

Exploration Paper #8 – Anthony Hassan Podcast – after viewing the podcast on Military Social work and nearing the end of this course, please write a summary of your thoughts about your own Social Work Career. Please discuss what you learned from this course about being a social worker working with the military. Discuss if you feel you would like to work in the area of military social work or how you might use the knowledge you gained from this course in working with the general public or agencies.
http://socialworkpodcast.blogspot.com/2011/06/training-and-education-of-military.html

RESEARCH *PAPER OR PROJECT* (100 points)

PAPER OPTION:
Write an 8-10 page paper (cited and referenced) that discusses an issue related to social work with military personnel, veterans, and/or their families **discussed in the text(s) or other readings/explore assignments.**

This research paper will demonstrate a thorough exploration of a topic related to military social work. Be sure to use recent literature or reliable sites to support the information presented in your paper. Use APA (6TH edition) style citation when referencing sources. Use correct grammar, punctuation, and spelling and coherent and logically arranged thoughts. You should cite 4 to 6 sources in this paper. The majority of your sources should be from scholarly journals but due to the on-going and unfolding nature of current research, emerging statistics and trends cited by reliable sites (such as the Department of Defense, Department of Veterans Affairs, Health and Human Services, etc) will be accepted . The textbook in the class can be used as a source but there should be 4-6 sources in addition to the required text. If you use textbooks from other classes, they cannot count for any of the 4-6 outside sources.

Approved/Suggested Topics: *PTSD, TBI, MST, Suicide prevention, pain management, Psychopharmacology, Substance abuse, homelessness, family issues and secondary trauma. Other topics must be cleared by the instructor before beginning work on the paper. Submission of your topic for approval counts as **10 pts. of the 100 point total for this assignment**. Failure to obtain instructor permission could result in a 0 score.*

PROJECT OPTION:

Based on an issue related to social work with military personnel, veterans, and/or their families **discussed in the text(s) or other readings/explore assignments**, choose a project that provides a rich learning or outreach experience. The project must demonstrate and in-depth exploration of the topic or question proposed in your EXPLORATION paper # 2 and your idea for the project must have received pre-approval from the instructor. Be sure to use recent literature or reliable sites to support your proposal. Use APA (6TH edition) style citation when referencing sources (which will be required). You should cite 4 to 6 sources in this paper. The majority of your sources should be from scholarly journals but due to the on-going and unfolding nature of current research, emerging statistics and trends cited by reliable sites (such as the Department of Defense, Department of Veterans Affairs, Health and Human Services, etc) will be accepted . The textbook in the class can be used as one source. In addition, if your project involves working with Military personnel or Veterans, you must demonstrate an adherence to HIPAA, provide documented informed consent, approval or agreement from agency (if applicable), and protect identity at all times.

Suggested topics/project ideas: For the project, you might want to find a way to explore the topics mentioned above for the Research Paper more thoroughly – or to investigate any of the topics presented in the textbook. Some ideas for appropriate projects include:

- *Interview a Military/Veteran Social Worker, Therapist or Chaplain*
- *Volunteer with a community organization serving Veterans*
- *Spend the day at the VET Center*
- *Interview a government official about Veteran's issues*
- *Interview a family member/ Veteran about their experiences*
- *Serve in a shelter or soup kitchen*
- *Develop a directory of all of the Veteran services in your community*
- *Develop an idea for a service, program or app that could help Veterans.*

PROFESSIONALISM & PARTICIPATION – 75 points:

Your active participation in this course is vital to your individual success as well as for the beneficial experience for your classmates. The following professional behaviors are required to receive full credit.

- Turn assignments by the deadline. Not only will late assignments lose points for that assignment, will also affect the P&P score. If extenuating circumstances prevent you from completing an assignment in the week it is due, please contact the instructor PRIOR to submitting the late assignment.
- Participation in the weekly discussion board. On-line courses have the added challenge of providing opportunities for class discussion. Therefore, it is imperative that you participate in the weekly discussion board. You are required to submit one original post each week and to read your classmates posts and respond to at least one post each week to receive full credit for this requirement.
- Check these discussion boards and your WKU email daily and respond promptly and respectfully to correspondence from your professor and classmates.

FINAL EXAM WITH ESSAY (50 points):

The comprehensive final exam will be a combination of objective response questions and an essay. It will cover all the course content (Units I, II, & III, reading assignments as well as explore assignments and additional material provided (videos, links and lectures). The exam is designed to address all Learning Outcomes.

COURSE WEEKLY DISCUSSION BOARD (75 points total)

Each week, students are expected to post an original comment about the week's readings or assignments and to respond to at least 2 peers. Participation in discussion will also be factored into the points for professionalism and participation.

Reminder about Web Postings:

As we participate in electronic discussions via Blackboard, in e-mail discussions, Discussion Board postings, or in Virtual Classroom, please follow the National Association of Social Workers Code of Ethics regarding confidential information shared by your peers. **Although Blackboard is a secure site, please give some thought to the information you post during discussions**. From time to time, Blackboard has maintenance and update personnel examining the Blackboard site. Any information you disclose may be read by Blackboard personnel during this time. To access the NASW Code of Ethics, please use the following website

EVALUATION & GRADING:

		Points	Your Score
Exploration Papers	8 X 25 points each	200 points	_____
Research Paper or Project		100 points	_____
Professionalism & Participation		75 points	_____
Weekly Discussion Boards		75 points	_____
FINAL EXAM WITH ESSAY		50 points	
	Total	500 points	_____ / 500 = ___%

Grading Scale:

90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

Course Bibliography

Beder, J. C. (2012). Social work in the Department of Defense Hospital: Impact of the work. *Advances in Social Work, 13*(1), 132-148.

Blanchard, S. E. (2012). Are the needs of single parents serving in the Air Force being met? *Advances in Social Work, 13*(1), 83-97.

Bruce, L.E. (2016). Assessing moral injury and existential well-being in returning servicemembers using the Spiritual Attitudes Inventory – Revised. Dissertation (Doctoral Dissertation). Retrieved from http://ir.library.louisville.edu/etd/2595.

Council on Social Work Education. (2008). *Educational Policy and Accreditation Standards*. Washington, DC: Author. Retrieved from http://www.cswe.org/File.aspx?id=13780

Daley, J. (ed.) 1999). *Social work practice in the military*. New York: The Haworth Press.

Daley, J. G., & Hassan, M. A. (2012). Embracing the diversity of military social work. *Advances in Social Work, 13*(1), i-iv.

DeVoe, E. R., Ross, A. M., & Paris, R. (2012). Built it together and they will come: The case for community-based participatory research with military populations. *Advances in Social Work, 13*(1),149-165.

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

Huebner, A. J., Mancini, J. A., Wilcox, R. M., Grass, S. r., & Grass, G. A. (2007). Parental deployment and youth in military families: Exploring uncertainty and ambiguous loss. *Family Relations, 56*, 112-122.

Jensen-Hart, S. J., Christensen, J., Dutka, L., & Leishman, J. C. (2012). Child Parent Relationship Training (CPRT): Enhancing parent-child relationships for military families. *Advances in Social Work, 13*(1), 51-66.

Luby, C. D. (2012). Promoting military cultural awareness in an off-post community of behavioral health and social support service providers. *Advances in Social Work, 13*(1), 67-82.

Military Partners and Families Coalition (MPFC). (2012). MPFC Community Health Care Study Report 2011-2012. Washington, DC: Author. Retrieved from http://jtpconsulting.com/com.milpfc.org/milpfc-content/uploads/2012/02/MPFC-Study-Report-2011-2012.pdf

National Association of Social Workers. (2012). *National Association of Social Work Standards for Social Work Practice with Service Members, Veterans and their Families*. Washington, DC: Author. Retrieved from http://www.socialworkers.org/practice/military/documents/MilitaryStandards2012.pdf

National Association of Social Workers (2013). *Social work and service members: Joining forces to support veterans and military families*. Washington, DC: Author. Retrieved from http://www.socialworkers.org/military.asp

Nedegaard, R. C., Foster, R. E., Yebboah-Ampadu, M., & Stubbs, A. J. (2012). Lessons learned in Afghanistan: A multi-national military mental health perspective. *Advances in Social Work, 13*(1), 98-111.

Newell, J. M., (2012). Addressing the needs of veterans and military families: A generalist practice approach. *The Journal of Baccalaureate Social Work, 17*, 53-68.

Osborne, V. A., Gage, L. A., & Rolbiecki, A. J. (2012). The unique mental health needs of military women: A social work call to action. *Advances in Social Work, 13*(1), 166-184.

Ponder, W. N., & Aguirre, R. T. P. (2012). War-related trauma: Increasing the American GI's resilience through marriage. *Advances in Social Work, 13*(1), 203-215.

Ponder, W. N., & Aguirre, R. T. P. (2012). Internet-based spousal communication during deployment: Does it increase post-deployment marital satisfaction? *Advances in Social Work, 13*(1), 203-215.

Rubin, A., Weiss, E. L., & Coll, J. E. (eds). (2012). *Handbook of military social work*. Hoboken, NJ: John Wiley and Sons.

Smith-Osborne, A. M. (2012). Supporting resilience in the academic setting for student soldiers and veterans as an aspect of community reintegration: The design of the student veteran project study. *Advances in Social Work, 13*(1), 34-50.

Stotzer, R. L., Whealin, J. M., & Darden, D. social work with veterans in rural communities: Perceptions of stigma as a barrier to accessing mental health care. *Advances in Social Work, 13*(1), 1-16.

Van Breda, A. D. (2012). Military social work thinking in South Africa. *Advances in Social Work, 13*(1),17-33.

Weiss, E. L., Coll, J. E., Gerbauer, J., Smiley, K., & Carillo, E. (2010). The military genogram: A solution-focused approach for resiliency building in service members and their families. *The Family Journal: Counseling and Therapy for Couples and Families, 18*(4), 395-406.

Western Kentucky University (2013). *Process for academic dishonesty*. Bowling Green, KY: Author. Retrieved from http://wku.edu/handbook/academic-dishonesty.php

Whitworth, J. D., Herzog, J. R., & Scott, D. L. (2012). Problem-based learning strategies for teaching military social work practice behaviors: Review and evaluation. *Advances in Social Work, 13*(1),112-131.

Yarvis, J. S., Yoon, E., Ameuke, M., Simien-Turner, S., & Landers, G. (2012). Assessment of PTSD in older veterans: The Posttraumatic Stress Disorder Checklist: Military version (PCL-M). *Advances in Social Work, 13*(1), 185-202.

Appendix
Council on Social Work Education (CSWE)
2015 Educational Policy and Accreditation Standards (EPAS)

Core Competencies

In 2008 CSWE adopted a competency-based education framework for its EPAS. As in related health and human service professions, the policy moved from a model of curriculum design focused on content (what students should be taught) and structure (the format and organization of educational components) to one focused on student learning outcomes. A competency-based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing the students' ability to demonstrate the competencies identified in the educational policy. (EPAS, 2015, p. 4)

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models of ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communication;
- Use technology ethically and appropriately to facilitate practice outcomes; and
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identify. 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 to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social works understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research;
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- Use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structure of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- Assess how social welfare and economic policies impact the delivery of and access to social services; and
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-

professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:
- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve clients and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:
- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individual, families, groups, organizations, and communities.   Social workers recognize the importance of evaluating processes and outcomes to advance practice policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:
- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes, and
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.