

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 529
Beyond Combat: Military Social Work Practice
Credit Hours: 3
CRN# 28779 Section #001 (3 credits)**

Instructor: Robert J. Campbell, LCSW, BCD

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Live Online Zoom Meeting Dates: 1/10, 1/24, 2/7, 2/21, 3/7, 3/21, 4/4 @ 6:00-8:00 CST

Zoom Meeting Time: 7:00-8:45 PM ET Wednesdays

Appointments by Telephone or Zoom Meeting

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity (*Hilltopics*).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:

<http://civility.utk.edu/>.

Disability

If you need course adaptations or accommodations because of a documented disability; or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), "the dimensions of diversity are understood as the intersectionality of multiple factors including" age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. "A person's diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim" (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Course Description

This course is a concentration elective course. This elective course draws from research data that explore the effects of deployment and combat stress on the physical and mental health of active duty U.S. service members and their families. Modalities grounded in a synthesis of trauma, attachment and cognitive-behavioral theories include individual, couple/family, group and clinical case management approaches. Attention to issues of diversity, ethics and use of “professional self” will be included throughout all clinical case discussions. Clinical issues involve intimate partner violence, complex responses of PTSD, other anxiety disorders, depression/suicidality, substance abuse and traumatic brain injury. Managing secondary trauma and the role of transference/countertransference phenomena are central in all discussions. *Priority is given to students who have worked with or who anticipate working with service members, Veterans and their families.* In order to include a global perspective, cultural relativity and universality of responses to traumatic events related to armed conflict and war are also highlighted.

Course Rationale

The wars in Afghanistan and Iraq represent America’s longest continuous combat engagement. We are challenged with a military that is exhibiting the consequences of long and multiple combat deployments and a rapidly growing veteran population in need of a wide range of combat- related physical and mental health care services. Every community in the United States has been affected, and service delivery systems are trying to respond. There is an urgent need to understand and engage with the military service members, Veterans, their families, and their communities in effective practices. Early in World War II the social work profession recognized the pressing need for clinical services, leading to the creation of a “military social work” specialization. Specialized education to prepare social work students and professional social workers to aid this population is clearly indicated (Council on Social Work Education, 2010).

Course Competencies

By the completion of this course, students (through course activities, assignments, and/or exams) are expected to be able to:

1. Recognize the historical context for psychological responses and treatment methods for combat Veterans and their families throughout the deployment cycle. (EBIP-1.5-1.7; MLCP-1.5-1.7; EBIP-2.8; 3.7; MLCP-2.7; 3.7-3.8; EBIP-3.8-3.9; 4.7-4.9).
2. Identify and critically assess the risk and protective factors in coping with traumatic stress. (EBIP-1.5-1.7; MLCP-1.5-1.7; EBIP-2.8; 3.7; MLCP-2.7; 3.7-3.8; EBIP-3.8-3.9; 4.7-4.9).
3. Identify and assess the neurobiological factors related to traumatic stress and subsequent behavioral and affective responses within socio-cultural context. (EBIP-1.5-1.7; MLCP-1.5-1.7; EBIP-2.8, 3.7; MLCP, 2.7, 3.7, 3.8; EBIP-3.8, 3.9, 4.7-4.9; MLCP-4.7-4.9).
4. Identify and assess the residual effects of combat and deployment stressors in relational and attachment patterns. (EBIP-1.5-1.7; MLCP-1.5-1.7; EBIP-2.8; 3.7; MLCP-2.7; 3.7-3.8; EBIP-3.8-3.9; 4.7-4.9; MLCP-1.5-1.7; 3.8).
5. Identify the role of diversity, ethics and use of “professional self” with all clinical modalities. (EBIP-1.5-1.7; MLCP-1.5-1.7; EBIP-2.8, 3.7; MLCP-2.7; 3.7-3.8; EBIP-3.8-3.9; 4.7-4.9; MLCP-1.5; 4.7-4.9).
6. Develop beginning knowledge and skills in individual, couple/family, group and clinical case management methods with clients coping with the aftermath of combat and deployment stressors. (EBIP-1.5-1.7; MLCP-1.5-1.7; EBIP-2.8; 3.7; MLCP, 2.7, 3.7, 3.8; EBIP-3.8, 3.9; 4.7-4.9; MLCP-1.5; 4.7-4.9).
7. Identify explicit and implicit ideological, policy and value assumptions inherent in the clinical work with combat Veterans and their families. (MLCP-1.5-1.7; 2.6-2.9; 3.9; 4.6-4.9).

8. Evaluate and critically assess the relationship between social welfare policy and clinical social work practice and how it impacts combat Veterans and their families. (MLCP-1.5-1.7, 2.6-2.9, 3.9, 4.6-4.9).

Required Textbooks:

- (1) Rubin, Allen, Weiss, Eugenia L., and Coll, Jose E. (2013). **Handbook of Military Social Work**. Hoboken, NJ: John Wiley & Sons, Inc.
- (2) Kraft, Heidi Squier (2012, Paperback Edition). **“Rule Number Two: Lessons I Learned in a Combat Hospital”**. New York, NY. Little, Brown and Company.

Zoom Video Conferencing:

This course utilizes many Canvas features available through *Online@UT*. Please ensure the email address listed on the course roster is your current one. Zoom Video Conferencing software is used for the seven online classes. This software is available as a free download. Please contact helpdesk@utk.edu for all technology-related issues.

Assignments and Evaluation:

Assignment 1: “The Role of Mental Health during Deployment” Paper	30 points
Assignment 2: “Military Service – Implications for Individuals and Families” Paper	30 points
Assignment 3: “Psychosocial Issues in Military Social Work” Paper	30 points
Discussion Boards	8 points
Online Class Attendance/Participation	2 points
Extra Credit Activity	2 points

College of Social Work Grading Scale:

- A (95-100) Outstanding/Superior - Exceptional performance. Consistently exceeds expectations.
- B+ (90-94) Very Good. - Student consistently meets, and occasionally exceeds, normal expectations for the course.
- B (85-89) Good - Student consistently meets normal expectations for the course.
- C+ (80-84) Average - There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.
- C (70-79) Poor - There is lack of understanding of course content. Student does not meet course expectations.
- F (69-Below) Very Poor - There is a lack of attendance or incomplete assignments. Course expectations are not met.

LATE ASSIGNMENTS:

Late assignments may result in up to 1 point deduction per day. After the fifth day the assignment may not be accepted, resulting in a grade of zero for that assignment.

Course Assignments:

Assignment 1: The Role of Mental Health during Deployment (30/100 of Course Grade; CC-1, 2, 3, 4, 5)

Students will read **“Rule Number Two: Lessons I Learned in a Combat Hospital”**. A framework for the paper is provided with the questions found below. The paper should be 8-9 full pages, double-spaced (do not count cover page and bibliography). References are an indication of integrating class learning, required and optional readings, into this assignment. They will increase the overall quality of the paper. Please use APA style for all citations and references.

The paper should analyze the unique relationships of the clinician as a service member, clinician and member of her own family, within the context of the military culture in the deployed environment. Each of the following questions must be clearly addressed in

the paper:

- (1) Describe LCDR Heidi Squier Kraft's role and her use of "professional self" during her deployment. **(5 points)**
- (2) Identify risk and protective factors evident in the service members seen as patients by LCDR Kraft. **(3 points)**
- (3) Identify and assess the effects of combat and deployment stressors in LCDR Kraft's relationships with fellow medics and her family back home. **(5 points)**
- (4) Describe ethical issues and their clinical implications for working with military members in a combat environment. **(5 points)**
- (5) Identify policy issues evident in clinical work with service members in a deployed setting, as evidenced by LCDR Kraft's experiences. **(5 points)**
- (6) What thoughts do you have regarding your ability to work with military personnel and their families? What preconceptions, if any, did you have about service members and active duty mental health providers in a deployed environment before reading the book? **(2 points)**
- (7) If possible, what policy would you change or service would you make available, that could impact clinical practice with service members/Veterans and their families that is not already in place? **(5 points)**

Due: February 14, 2018

Assignment 2: "Military Service – Implications for Individuals and Families"
(30/100 of Course Grade; CC-4, 6, 7, 8)

Students will interview someone who served or is currently serving in the military. **Students must get advance approval of the person they plan to interview.** A framework for the paper is provided with the questions found below. The paper should be 6-8 full pages, double-spaced, not counting cover page or bibliography.

For the Service Member or Veteran interviewed:

- 1) Why did they enter the military? What impact did this decision have upon their family? Did values/belief systems change between entering the military and during their time in service? **(10 points)**
- 2) How did they characterize the relationship between the military, its mission and their personal and/or family life? What military core values/traditions did they identify with most, and why? **(5 points)**
- 3) How has military service impacted who they are today? If they have experienced combat, deployment or family separation, what was the impact on their lives, or their family? If the interviewee is a Retiree or Veteran, how did they describe their transition to civilian life? What helped them in the transition? What challenges did they face during the transition? **(10 points)**
- 4) Based upon your interview, what did you learn about military life and culture that you did not know before the interview? **(5 points)**

Due: March 14, 2018

Assignment 3: Issues in Military Social Work (30/100 of Course Grade; CC-2, 4, 5, 6, 7, 8)

Students will complete a paper based upon a case vignette, provided by the instructor, regarding military members and their families. The paper should be 8-9 full pages, double-spaced (not counting cover page and bibliography). References are an indication of integrating class learning, required and optional readings, into this assignment. They will increase the overall quality of the paper. Please use APA style for all citations and references.

The paper must include the following:

- 1) A brief synopsis of the presenting problem(s) **(3 points)**
- 2) As it pertains to the assigned vignette, describe how to establish an effective therapeutic relationship that addresses the unique issues associated with confidentiality and reporting requirements within a military

setting. Using the vignette, describe the potential stigma, risks, and benefits of seeking or not seeking treatment, as well as how the clinician would effectively engage and interact with military unit leadership and family members. **(10 points)**

- 3) Discuss what clinical interventions would be appropriate for problems identified in the assessment. Include community and military specific programs and services that may be utilized. **(7 points)**
- 4) Identify the risk and protective factors in the vignette that are associated with deployment, military service, and other life issues which impact resiliency. **(5 points)**
- 5) Describe any legal, ethical or policy issues identified in the vignette. Describe any diversity, gender or cultural issues, if any, associated with the vignette. **(5 points)**

Due: April 4th, 2018

Discussion Board (8/100 points of Course Grade)

Active participation in class enhances the experience for everyone. Students are expected to participate in eight Discussion Boards. The instructor will post questions that pertain to the readings for the designated week. Participation will earn one point for each Discussion Board. Postings must occur the week of that class, between Thursday and 11:59 PM the following Wednesday.

Attendance **and** participation in the online classes may earn an additional total of two points toward the final grade.

Extra Credit (2 points; CC-1, 2, 3, 4, 5, 6)

The Medical University of South Carolina offers free training in Cognitive Processing Therapy. Completion of this online course, as evidenced by a certificate of completion provided to the instructor, will count for 3 points towards the final grade.

<https://cpt.musc.edu/>

The online training must be completed by April 4th, 2018.

Course Schedule

- **(Jan 10 Online) Unit 1: Introduction and Review of Syllabus**
Student Written Introductions assigned and *due by Aug 25*.
- **(Jan 17) Unit 2: Foundations of Military Social Work (Discussion Board #1; CC-5)**
Required Readings:
 - 1) Rubin, A. & Harvie, H. (2013). A Brief History of Social Work with the Military and Veterans. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work* (pp. 3-19) Hoboken, NJ: Wiley & Sons, Inc.
- **(Jan 24 Online) Unit 3: Military Culture (Discussion Board #2; CC-7,8)**
Required Readings:
 - 1) Savitsky, Laura, Illingworth, Maria and DuLaney, Megan (2009). Civilian Social Work: Serving the Military and Veteran Populations. *Social Work*, Volume 54, Number 4, pp. 327-339.
- **(Jan 31) Unit 4: Mental Health Treatment for Service Members and Families; Stigma and Implications (Discussion Board #3; CC-1,2,3,6)**
Required Readings:
 - 1) Daley, J.G. (2013). Ethical decision making in military social work. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work* (pp. 51-65) Hoboken, NJ: Wiley & Sons, Inc.
 - 2) 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. *The New England Journal of Medicine*; 351(1): 13-22.
- 3) Chief Petty Officer Bob Page: “Iraq Never Leaves Us—PTSD and My Life” (PowerPoint)
 - 4) Department of Defense Instruction, Number 6490.08, August 17, 2011
- **(Feb 7 Online) Unit 5: Understanding Combat Stress, Post-Traumatic Stress Disorder, and Traumatic Brain Injury (Guest Speaker; CC-1,2,3,6)**
Required Readings:
 - 1) Yarvis, J. (2013). PTSD in Veterans. In A. Rubin, E.L.Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work* (pp. 81-97) Hoboken, NJ: Wiley & Sons, Inc.
 - 2) Taylor, Larry (2014). “A Chaplain’s Approach to Combat-Related Moral Injury”
 - 3) Hoge, Charles W, et. Al. (2008). Mild Traumatic Brain Injury of U.S. Soldiers Returning from Iraq. *The New England Journal of Medicine*.vol. 358; 5, pp. 453-463.
 - **(Feb 14) Unit 6: Domestic Violence, Sexual Assault and Substance Abuse in the Military (Discussion Board #4; CC-4,6; Assignment #1 due)**
Required Readings:
 - 1) Rubin, A. and Barnes, W.G. (2013). Assessing, Preventing and Treating Substance Use Disorders in Active Duty Military Settings. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work* (pp. 191-208) Hoboken, NJ: Wiley & Sons, Inc.
 - 2) Katz, Lori S., et. Al. (2007) Women Who Were In Iraq Seeking Mental Health Services: Relationships between Military Sexual Trauma, Symptoms and Adjustments. *Psychological Services*. Vol. 4, No. 4, pp. 239-249.
 - 3) Stappenbeck, Cynthia A. et. Al. (2014). The Effects of Alcohol Problems, PTSD and Combat Exposure on Non-Physical and Physical Aggression in OEF/OIF Veterans. *Psychological Trauma*. 2014 January 1; 6(1): 65–72.
 - **(Feb 21 Online) Unit 7: The Role of Mental Health during Deployment**
Required Reading:
 - 1) Mental Health Advisory Team (MHAT) V; Operation Iraqi Freedom 06-08. 14 Feb 2008. Office of the Surgeon, Multi-National Force-Iraq/Office of the Surgeon General, United States Army Medical Command.
 - **(Feb 28) Unit 8: Suicide in the Military (Discussion Board #5; CC-2,5,6)**
Required Readings:
 - 1) Cato, Colanda. (2013). Suicide in the Military. In A. Rubin, E.L.Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 225-244) Hoboken, NJ: Wiley& Sons, Inc.
 - 2) Harrington-LaMorie, J. (2013). Grief, Loss & Bereavement in Military Families. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 383-407) Hoboken, NJ: Wiley & Sons, Inc.

- **(Mar 7 Online) Unit 9: Cycles of Deployment and Resilience**
Required Readings:
 - 1) Franklin, Keita. (2013) Cycle of Deployment and Family Well-Being. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 313-333) Hoboken, NJ: Wiley & Sons, Inc.
 - 2) Arincorayan, Derrick et al. (2013) Army Social Work: Helping At-Risk Soldiers Come Home. *Journal of Human Behavior in the Social Environment*, 23:692-698.

- **(Mar 14) Unit 10: Military Families (Assignment #2 due; Discussion Board #6; CC-6,7,8)**
Required Readings:
 - 1) Harris, Jesse. (2013). A Brief History of U.S. Military Families and the Role of Social Workers. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 301-311) Hoboken, NJ: Wiley & Sons, Inc.
 - 2) Harnett, Christina. (2013) Supporting National Guard and Reserve Members and Their Families. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 335-357) Hoboken, NJ: Wiley & Sons, Inc.

- **(Mar 21 Online) Unit 11: Women in the Military (Guest Speaker)**
Required Readings:
 - 1) Weiss, E.L. & DeBraber, T. (2013). Women in the Military. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 37-49) Hoboken, NJ: Wiley & Sons, Inc.
 - 2) Southwell, K.H. & MacDermid Wadsworth, S.M. (2016) The Many Faces of Military Families: Unique Features of the Lives of Female Service Members. *Military Medicine*. Vol 181, January Supplement, pp. 70-79.

- **(Mar 28) Unit 12: “Military Brats”: Deployments, Schools, Moves and More. (Discussion Board #7; CC-6)**
Required Readings:
 - 1) Leskin, G.A., Garcia, E. D’Amico, J., Mogil, C.E., and Lester, P.E. (2013) Family-Centered Programs and Interventions for Military Children and Youth. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 427-441) Hoboken, NJ: Wiley & Sons, Inc.
 - 2) Park, Nansook. (2011) Military Children and Families: Strengths and Challenges During Peace and War. *American Psychologist*. Vol. 66, No. 1, pp. 65-72.

- **(Apr 4 Online) Unit 13: Self-Care and Military Social Work (Guest Speaker; CC-5; Assignment #3 is due.)**
Required Readings:
 - 1) Rubin, A. & Weiss, E.L. (2013). Secondary Trauma in Military Social Work. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp.67-78) Hoboken, NJ: Wiley & Sons, Inc.
 - 2) Reuben, Aaron (2015). When PTSD Is Contagious. *The Atlantic*, Dec 2015.

Extra Credit CPT Certificates must be turned in by April 4th, 2018

- **(Apr 11) Unit 14: Homelessness Among Veterans (Discussion Board #8; CC-7,8)**

Required Readings:

- 1) Carrillo, E.V., Costello, J.J. and Yoon Ra, Caleb. (2013). Homelessness Among Veterans. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 247-269) Hoboken, NJ: Wiley & Sons, Inc.

Military Internet Resources (Not a Complete List)

Army:

<http://www.army.mil/>

Navy:

<http://www.navy.mil/>

Air Force:

http://www.military.com/Resources/ResourceSubmittedFileView?file=air_force_links.htm

Marine Corps:

<http://www.marines.mil/>

Coast Guard:

<http://www.uscg.mil/>

National Guard:

<http://www.nationalguard.mil/>

Department of Veteran Affairs Mental Health Services

<http://www.mentalhealth.va.gov/index.asp>

National Military Family Association:

<http://www.nmfa.org/>

Iraq and Afghanistan Veterans of America

<http://iava.org/>

Center for Deployment Psychology

<http://deploymentpsych.org/>

Defense Center of Excellence

<http://www.dcoe.mil/>

National Center for PTSD

<http://www.ptsd.va.gov/professional/>

Iraq War Clinician Guide

http://www.ptsd.va.gov/professional/manuals/manual-pdf/iwcg/iraq_clinician_guide_v2.pdf

Department of Defense Dictionary of Military and Associated Terms

http://www.dtic.mil/doctrine/dod_dictionary/

Vietnam Veterans of America

<http://www.vva.org/>

National Resource Directory <http://www.nrd.gov/>