SW 540 - Beyond Combat: Military Social Work Practice
(3 credits)

Instructor: J. Camille Hall, Ph.D., LCSW
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Time: 3:35-6:35pm
Location: 206 Henson Hall
Office hours: Tuesday-11-noon

By Appointment, Blackboard Collaborate, and/or Skype

Prerequisite(s): 510, 513, 522, 537

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).

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).

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 2227 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity Statement
The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. Council on Social Work Education and the U.S. National Association of Social Workers, the College of Social Work defines “the dimensions of diversity as the intersectionality of multiple factors including” age, class,
color, culture, mental or physical disability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, religion, sex, and sexual orientation. 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. 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 soldiers, 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 current wars in Afghanistan and Iraq represent America’s longest continuous combat engagement. We are now challenged with both a military that is exhibiting the stress-related consequences of these 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.

2. Identify and critically assess the risk and protective factors in coping with traumatic stress.
3. Identify and assess the neurobiological factors related to traumatic stress and subsequent behavioral and affective responses within socio-cultural context.

4. Identify and assess the residual effects of combat and deployment stressors in relational and attachment patterns.

5. Identify the role of diversity, ethics and use of “professional self” with all clinical modalities.

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.

7. Identify explicit and implicit ideological, policy and value assumptions inherent in the clinical work with combat veterans and their families.

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.

**COURSE FORMAT:** To pursue its educational objectives, this course relies on lecture material. Format includes didactic material, clinical case discussions and analysis of videotapes.

**Required Textbook(s)**


**Recommended Textbook(s):**


**Other required readings:**

In addition to assigned readings from our textbooks, there are several articles designated in the syllabus, which are required readings. Students are responsible for locating all readings, some items are on reserve in Hodges Library and can be accessed through Online@UT.

**Blackboard:**

This course utilizes many Blackboard features available through Online@UT. Please make sure you are knowledgeable of utilizing this tool and the email address listed on the course roster is your current one. Contact helpdesk@utk.edu for issues related to technology.
**Assignments and Evaluation:** Students will be graded on the following evaluative measures: (1) preparation and participation; (2) Online Reflection Journal; (3) Case Formulation Reviews (oral/written) and; (4) Treatment/Advocacy Plan.

**COURSE ASSIGNMENTS & READINGS**

ALL assignments are due at the beginning of class and must be submitted through the Assignment Tool on Blackboard.

**Preparation and Participation** (10 points)

Discussion involves speaking, active listening, and raising questions that will move the conversation towards deeper insights. A good classroom experience requires a collaborative effort and a student’s absence detracts from the learning process of the whole. If you are unable to attend a session, please let me know in advance. Having more than one unexcused absences could result in a demarcation of your final grade (e.g., an ‘A’ will be reduced to an ‘B’) for the course. Absence from class can occur in other forms as well. The expectation is that you will come to class prepared to discuss the assigned readings.

**Reflection Journal** (30 points)

Students will post two online journal reflections each post must be 1-3 pages and will be based on the required readings posted on the course Blackboard site. This assignment is due at the beginning of class January 23rd and 30th, late assignments will be penalized 3-points and will not be accepted after 12pm on January 24th or January 31st, this assignment evaluates course competencies 1-5.

**Case Study Formulation Review** (30 points)

This assignment has two parts a written portion (20-points) and class presentation/discussion (10- points). Student groups will develop a bio-psychosocial assessment and treatment plan for two (2) case studies (15-25 power point slides), due on March 6th at the beginning of class. Student groups will present case assessment/treatment plans during class; the schedule will be posted on the course BB site. During the first week of class students will be divided into groups and assigned case studies (check Blackboard). Student groups will provide an overview of three case study formulations and facilitate the class discussion. The case formulation discussions allow students to engage the class and themselves in the course material. The discussions provide an opportunity to initiate conversations on material you don’t understand or find particularly interesting. Late assignments will be penalized 5-points and will not be accepted after 12pm on March 7th, there are no make-up assignments and attendance is mandatory. This assignment evaluates course competencies 1-8.

**Bio-psychosocial Assessment & Treatment/Advocacy Plan** (30 points)
This paper has two parts. Both papers should be 5-6 pages, double-spaced with relevant references cited. It should consist of your responses to the six questions following the description of the clinical case vignette.

In order to complete those questions, you will have to consider and conceptualize the first three questions, Part-1 (due on April 10th biopsychosocial assessment; treatment/advocacy plan, but you are expected to write only the responses to questions 4-6 for Part-2, due on April 25th).

You will use the case vignette provided (refer to Blackboard course materials) which involves a combat service or veteran and his/her family. This assignment is due at the beginning of class, late assignments will be penalized 5-points and will not be accepted after April 11th or April 25th; this assignment evaluates course competencies 1-8.

Total Points per Assignment

Students final grade will be based on the total points earned on ALL assignments.

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<thead>
<tr>
<th>Preparation &amp; Participation</th>
<th>10-points</th>
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<tbody>
<tr>
<td>Reflection Journal</td>
<td>30-points</td>
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<tr>
<td>Case Formulation Review</td>
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<tr>
<td>Bio-psychosocial Assessment</td>
<td>15-points</td>
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<tr>
<td>Treatment/Advocacy Plan</td>
<td>15-points</td>
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Grading Scale

The grading scale by total point is as follows:

90–100 A
80 – 89 B
70 – 79 C
78 below no credit

UNIT ONE & TWO: INTRODUCTION AND OVERVIEW

1. Historical context and culture of the military

2. Clinical social work practice within bio-psychosocial context

3. Demographics and risk/protective factors related to combat trauma

4. Role of diversity, ethics and use of professional self

5. Deployment cycle for US Armed Forces: Active-duty, Reserve and National Guard

6. Veterans and their families from diverse war zones

Required Reading(s)

Joint Mental Health Advisory Team JHMAT-7: Operation Enduring Freedom, Afghanistan. 22 February 2011.


Required Media –located on Course BB site

UNIT THREE: PHENOMENOLOGICAL EXPERIENCE OF COMBAT TRAUMA

1. Challenges stressors and rewards
2. Narratives of combat
3. Secondary trauma: identification and management

Required Readings


Required Media: located on course BB site

UNIT FOUR & FIVE: COMBAT TRAUMA

1. How does PTSD affect the brain
2. Traumatic Brain Injury

Required Readings


**Required Media:** located on course BB site

**UNIT SIX: PRACTICE WITH INDIVIDUALS**

1. Mental health responses: Acute anxiety reaction, PTSD, depression/suicidality and other anxiety disorders
2. Attachment theory and Cognitive Behavioral theory
3. Clinical case management with soldiers, veterans and their families

**Required Readings**


**Required Media:** located on course BB site

**UNIT CLASS SEVEN: PRACTICE WITH INDIVIDUALS, continued**

1. Psychoeducational approaches: Battlemind Training for Soldiers, Partners and Clinicians
2. Cognitive-behavioral approaches: Cognitive Processing Therapy, Exposure Therapy and EMDR

Cognitive Processing Therapy for Veterans and Military Personnel-Complete Online Training (150 minutes)

http://www.essentiallearning.net/Student/content/sections/Lectora/CognitiveProcessingTherapyforPTSDinVeteransandMilitaryPersonnel/index.html

Required Readings


Required Media: located on course BB site

UNIT EIGHT: PRACTICE WITH COUPLES AND FAMILIES

1. Disruptions in attachments with multiple separations/reunions, moves and combat exposure
2. Effects of PTSD related hyperarousal
3. Prevention of intimate partner violence
4. Phase oriented couple therapy treatment model
5. Anger eruptions and effects on children

Required Readings


**UNIT NINE: PRACTICE WITH COUPLES AND FAMILIES, continued**

1. Disentangling mild traumatic brain injury (concussion) from stress responses
2. Family responses and “caregiver burden” in response to brain injury.

**Required Readings**


**UNIT TEN: SPECIFIC ISSUES FOR WOMEN**

1. Single parenting
2. Effects of separations and deployment on children
3. Military sexual trauma
4. Gendered socialization

**Required Readings**


Matsakis, A. (2007). *Back from the front: Combat trauma, love and the family.* (Chapter 9 “I have to be twice as good” 244-275 and Chapter 5 “Sex now-Sex never” 136-163). Baltimore, MD: Sidran Press.

**Required Media:** Available on course BB site

**UNIT ELEVEN: CHILDREN & ADOLESCENTS**

1. Transgenerational Effects of PTSD
2. Emotional and Behavioral Problems
3. Social Problems

**Required Readings**


**UNIT TWELVE: PRACTICE WITH GROUPS**

1. Role of peer support
2. Psychotherapy? Psychoeducation? Mutual support groups?
3. Role of projective identification?

**Required Readings**


**UNIT THIRTEEN & FOURTEEN: SUBSTANCE ABUSE AND PTSD**

1. Substance abuse and addictions
2. Seeking Safety model
3. Individual, family, group and clinical case management models

**Required Readings**


PTSD & Substance Abuse: Overview and Treatment

http://www.youtube.com/watch?v=kPgaDF7AH0

PTSD & Substance Abuse: Treatment Options, Part II

http://youtu.be/dSylyVFTzW

**UNIT FIFTEEN: ETHICAL CONSIDERATIONS**

1. Socio-political factors and moral dilemmas
2. Working with quasi-voluntary clients
3. WRAP-UP and LAUNCHING TOWARD THE NEXT STEPS!

**Required Readings**