This three credit course, open to all advanced year social work students, explores the role of social work within the military in meeting the needs of active duty service members, veterans and their families. The course begins with an exploration of social work practice within the military from an historical perspective. The changing demographic makeup of the military and the implications for social work practice are also a part of this exploration. Issues related to the development of cultural competence and cultural sensitivity when working with the military are also explored. The course then focuses on developing an evidence-based understanding of the current social service, mental health, and health needs of active duty service members, veterans, and their families and the intervention methods being used to respond to these needs. While the needs of service members returning from Iraq and Afghanistan are emphasized, the similar and different needs of veterans from previous conflicts are also considered. The challenges being faced by social workers in meeting the needs of military women, single parents, gay and lesbian soldiers and immigrant soldiers and their family members are also explored. Students analyze and critique current methods of intervention at all levels of practice and consider ways that the social work profession could further contribute to meeting the needs of active duty service members, veterans, and their families.

This course is a transverse elective. It may be taken by any student in the clinical, administration, or research concentration during the advanced year of study. The elective presupposes a basic knowledge of the various client systems, social work values and principles, and a generic-based knowledge of direct practice with individuals, families, groups, organizations, and communities. Concurrent field practice in a setting that serves active duty service members, veterans, and/or their family members is encouraged but not required.

Upon completion of this course, students are expected to:

1) Develop a critical understanding about the role of social work within the military from an historical and contemporary perspective.
2) Demonstrate self awareness about one’s attitudes and feelings toward the military and how these influence the response to the needs of clients within the military population.

3) Recognize the critical importance of cultural sensitivity and cultural competence when working with the military population.

4) Analyze the changing demographic profile of the military population and the implications for social work practice.

5) Develop a critical understanding of the prevalence research on the current health, mental health and social service needs of active duty service members, veterans, and their families.

6) Develop increased sensitivity to the particular needs of women, single parents, gays and lesbians, and immigrants serving in the military and the challenges facing social workers in addressing the needs of these populations.

7) Describe the major service frameworks within both the military and civilian sectors for responding to the social service, mental health and health needs of active duty service members, veterans, and their families.

8) Demonstrate an ability to apply and critique the effectiveness of social work assessment and intervention methods within the various military and civilian agencies serving this population.

9) Describe what is being done to advocate for the needs of active duty service members, veterans and their families and generate ideas as to what social workers can further do to strengthen these advocacy efforts.

**Required Texts:**


**Recommended Texts:**


Course Outline

UNIT 1 – Week 1 & 2
SOCIAL WORK PRACTICE IN THE MILITARY: AN HISTORICAL AND CONTEMPORARY PERSPECTIVE


UNIT 2 – Week 3
WHO ARE OUR MILITARY? THE CHANGING MILITARY PROFILE


UNIT 3 – Week 4
UNDERSTANDING MILITARY CULTURE AND DEVELOPING MILITARY CULTURAL COMPETENCE & CULTURAL SENSITIVITY


UNIT 4 – Week 5 & 6
THE OVERALL FRAMEWORK FOR THE PROVISION OF SERVICES (HEALTH, MENTAL HEALTH AND SOCIAL SERVICES) TO ACTIVE DUTY SERVICE MEMBERS, VETERANS AND THEIR FAMILIES


Martin, J.A. & Campbell, S.J. (1999). The role of the social work officer in support of combat and non-combat operations. In J.G.Daley (Ed.), *Social Work Practice in


**UNIT 5 – Week 7, 8, 9**

UNDERSTANDING AND RESPONDING TO THE NEEDS OF ACTIVE DUTY SERVICE MEMBERS AND VETERANS

*Pre and Post Combat Related Stressors*


*Assessment and Intervention Strategies to Address Combat Related Stressors*


UNIT 6 – Week 10, 11, 12
UNDERSTANDING AND RESPONDING TO THE NEEDS OF MILITARY FAMILIES


Child Maltreatment

UNIT 7 – Week 13, 14, 15
UNDERSTANDING AND RESPONDING TO THE NEEDS OF SPECIAL POPULATIONS SERVING IN THE MILITARY (2)
(Women, Single Parents, Gays and Lesbians, Immigrants)

Women Soldiers


**Single Parent Soldiers**


**Gay and Lesbian Soldiers**


**Immigrant Soldiers and Immigrant Spouses**


**Course Requirements and Assignments**

To complete this course successfully, students are expected to participate in 15 class sessions of one hour and fifty minutes each, two written assignments and 10 hours of guided instructional time.

The two written assignments will focus on the integration and application of the lectures, class discussion material, field projects and assigned reading. All papers are expected to be typed, double-spaced, with approximately 1” margin on all sides. Each paper should include relevant literature from the course syllabus. A.P.A. style is required for all references.
The first assignment will require the student to demonstrate the knowledge gained about the military population and culture. In addition to reflecting upon the required readings and additional literature found by the student, an interview with a service member and/or family member will also be required as part of this assignment.

The second assignment will require the student to select a particular mental health, social service or health issue reviewed in the course and explore the issue in more depth from the particular lens of their concentration. So for example, research students would be asked to critique the research that has been conducted thus far in relation to a particular issue and make specific recommendations as to what social work researchers could do to increase social work knowledge on this specific issue. Students in the clinical concentration who are working with service members and/or their family members in their field placements would be asked to critique their assessment and intervention method based on what they have learned from the course material. Clinical students who are not working with the military population in any capacity could conduct a videotaped roleplay demonstrating a particular method and submit a written critique of the roleplay. Students in the Administration sequence would be asked to analyze an agency or organization’s response to the needs of military members and/or their family members.

The 10 hours of guided instruction will involve students viewing and submitting written analyses of the selected on-line videos that support the classroom material. The time devoted to the field interviews described above will also count for part of the guided instruction time.

Students are expected to average approximately 5 hours per week doing the assigned reading and working on the required written assignments for this course.

**Grading Criteria**
Proportional grading credit will be assigned to each assignment and class participation as follows: Additional grading criteria will be described in a separate handout provided by the instructor. See also the Guide for Grading Assignments.

- Assignment #1 - 30%
- Assignment #2 - 30%
- Guided Instruction - 20%
- Class Participation - 20%
Grades range from ----A, A-, B+, B, B-, C+, C, F

**Students With Disabilities**

Any student with a documented disability (e.g. physical, learning, visual, hearing, psychiatric, etc.) and who has registered with the Office of Disability Services at 718-817-0655 may be entitled to accommodations. Students should register with the Office of Disability Services at the beginning of the semester.
What is Plagiarism?

- Plagiarism is a form of academic dishonesty, which involves using someone else’s written work or even ideas without giving proper credit or presenting as one’s own, work that has been partially or wholly prepared by someone else. “Someone else” may be another student, a published author, a professor, a friend, or a business or on-line service that sells or distributes such papers or materials. These ideas and words can come from an Internet source, a newspaper article, an unpublished dissertation, a conference presentation, the popular press and scholarly journals as well as other sources.
- The nature of the “work” most commonly plagiarized is written work. However, it also can be ideas, concepts, organizational structure, data sets, electronic media, logos and other graphics.
- Plagiarism is considered a form of fraud or lying. One does not have to intentionally attempt to deceive the reader to be guilty of plagiarism. Plagiarism also can happen inadvertently by not knowing how and when to cite sources.
- Plagiarism prevents students from learning new material and skills. It cheats students of learning opportunities by not allowing them to be challenged and to grow intellectually.

Examples of plagiarism include:

- Copying someone else’s text verbatim, without using quotation marks and giving credit to the source. It is no defense to claim one has “forgotten” to do so.
- Paraphrasing someone else’s work without giving him or her credit.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences, without giving proper credit.
- With the advent of the Internet, plagiarism has taken two forms:
  - Buying a term paper and trying to pass it off as one’s own. [These are relatively easy to spot.]
  - Downloading or cutting and pasting text directly from on-line sources without giving proper credit.
- Copying a classmate’s work or using a former student’s paper. Even copying one sentence constitutes plagiarism.
- Making up a citation or making up data.

Can one plagiarize one’s self?

- Yes! Typically, self-plagiarism takes one of two forms.
  - Either the person submits work for a course that was written for a previous course, or she or he turns in the same paper (or sections of the paper) for two different courses simultaneously.
- Self-plagiarism is considered as serious as plagiarizing someone else’s work.

What are the penalties for plagiarism?

- Plagiarism is not only a serious academic offense, it is also considered to be a breach of professional ethics. Consequently, the penalties can be quite severe.
The student who plagiarizes can receive a failing grade not only for the assignment, but also for the entire course. This is up to the discretion of the professor teaching the course.

The matter may also be referred to Dean Susan Egan at Lincoln Center. In Tarrytown, the matter may be referred to Dean Jane Edwards. The Deans determine what other actions to take, including whether dismissal of the student from the program is warranted. Please refer to the GSSS Student Handbook for an explanation of the consequences of plagiarism.

Why do some students plagiarize if it can potentially cost them their careers?

- Most students who do plagiarize are not secure with either their knowledge of the material or their writing skills. They fear receiving a bad grade for the assignment. They consider themselves as good or excellent students. The thought of receiving a bad grade is emotionally threatening.
- Many students who plagiarize are overwhelmed and have not allotted enough time to research and write the paper.
- Some students who plagiarize do so to save time and effort.
- They do not realize that many professors have electronic search engines designed to detect plagiarism.

How can you maintain your academic integrity and avoid plagiarism?

- Plan your time wisely. Give yourself ample time to research and write your first draft of your paper.
- Know when to use quote marks, single quote marks, and when you may simply give the name of the author and the date of publication of the source. This means you have to know the difference between a paraphrase and a quotation. There is a distinct difference.
- Have someone who is familiar with academic writing read early drafts of your paper.
- Buy a copy of the American Psychological Association’s Publication Manual. This manual contains the standards that faculty at GSSS adhere to when writing and publishing papers.
- Attend APA writing workshops offered at GSSS.
- Use the writing clinic at GSSS.
- When in doubt as to whether or not you are citing a source properly, consult your course instructor.