I. Course Description

2-3 credits. Topics vary. Enroll Info: Jr st, soc work/welfare major.

Course Type
Social Welfare Elective
BSW Elective
MSW Elective

Attributes and Designations (S-A) For Undergraduates, this course counts as Liberal Arts and Sciences credit in L&S. This course also counts toward the 50% graduate coursework requirement for graduate students.

Requisites: Jr standing, Social Welfare major, BSW or MSW students

How credit hour is met: Graduate students take this course for two credits. This class meets for one 120 minute class period each week over the spring semester and carries the expectation that students will work on course learning activities (reading, writing, studying, etc.) for about 4 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work. For 3 credits, undergraduates are expected to participate in supplementary undergraduate course activities as outlined in the syllabus.

II. Course Overview

This course will introduce students to military life and culture, stressors and sources of support for military service members, veterans, and their families. We will focus in particular on the impacts of recent wars in Afghanistan (Operation Enduring Freedom) and Iraq (Operation Iraqi Freedom) on individuals and families. Topics will include deployment-related separation, combat related stress, trauma, loss, and transitioning from service. We will examine the range of policies and programs to promote the health and wellbeing of service members, veterans, and their families.
Objectives:

This course was designed to increase the knowledge base and competency level of social workers who plan to work with (or are interested in) military service members, veterans and their families. After completing this course, students will be able to:

- Demonstrate knowledge of military culture and the military system.
- Describe common service- and deployment-related challenges and analyze their impacts on service members / veterans and their families.
- Recognize the diversity of the military and veteran community, and understand the challenges and support needs of specific sub-populations.
- Identify risk and protective factors associated with psychological health and functioning of service members, veterans, and their families.
- Examine and critically analyze existing programs / services and gaps in programs / services for service members, veterans, and their families.
- Identify approaches to promote resilience among service members, veterans and families faced with stress, separation, injury and loss.

III. Learning Outcomes: Competency Descriptions and Dimensions

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help student demonstrate understanding and mastery of the knowledge, values, skills, and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

**The schedule and guest lecturers are subject to change. Students will be notified in advance of any changes.**

**Week 1 (1/24/19)**
Introduction to the course – syllabus, topics, assignments; Recognizing the military as a culture

**Week 2 (1/31/19)**
Overview of military culture (lifestyle, values, customs) and military system (rank, service, status) and challenges of transitioning from service
Research article reflections due (undergraduate students only)


Additional Readings:


Hoge, C. W. (2010). Once a warrior, always a warrior: Navigating the transition from combat to home—including combat stress, PTSD, and mTBI. Guilford, Conn: GPP Life.


Week 3 (2/7/19)
Role of social workers in advancing the needs and interests of service members, veterans, and their families
Guest Speaker: Julie Powers, MSW, LCSW; Air Force Veteran; Readjustment Counselor, Madison Vet Center
Research article reflections due (undergraduate students only)


**Additional Readings:**


**Week 4 (2/14/19)**

**Impacts of physical injury on service members / veterans, and families**

Reflection paper due

Research article reflections due (undergraduate students only)

Blaisure et al. (2016). The effects of war on service members. Chapter 7. (Focus on physical effects.)


Wounded Warrior Recovery Project

https://www.wwrecoveryproject.org/

**Additional Readings:**


**Week 5 (2/21/19)**
**CLASS WILL NOT MEET**

Please watch The Homefront (PBS documentary) and post a response to the discussion thread on Canvas. Available for viewing at: https://www.pbs.org/video/stories-service-homefront-full-episode/

**Week 6 (2/28/19)**
**Coming together around military families; The importance of military, VA, and civilian partnerships in being fully responsive to military and veteran families**
**Guest Speaker: Julia Yeary, Director, Military Family Projects, ZERO TO THREE**
**Final paper topic due**
**Research article reflections due (undergraduate students only)**

Civilian organizations that support military families. Chapter 12.


ZERO TO THREE - Military Family Projects
https://www.zerotothree.org/our-work/military-family-projects

**Additional Readings:**


Sesame Street Resources for Military Families: https://sesamestreetformilitaryfamilies.org/


**Week 7 (3/7/19)**

**Impacts of psychological and cognitive injury on service members / veterans and families; adjusting to loss and change; ambiguous loss; moral injury**

Research article reflections due (undergraduate students only)

Blaisure et al. (2016). The effects of war on service members. Chapter 7. (Focus on psychological and cognitive effects.)


**Additional Readings:**


Week 8 (3/14/19)
Domestic violence, sexual assault, substance abuse, and homelessness among service members/veterans
Program/service description due; Class presentations on military/veteran programs/services
Research article reflections due (undergraduate students only)


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* 4(4), 239-249.


Additional Readings:


**Week 9 (3/21/19)**

**SPRING BREAK**

**Week 10 (3/28/19)**

VA-sponsored programs and services: the role of the Veterans Affairs (VA) social worker in responding to the needs of veterans and their families across the lifespan; Compassion fatigue and professional resilience

*Guest Speaker: Daniel Goldman, LCSW, Clinical Social Worker, Mental Health Clinic, William S. Middleton Memorial Veterans Hospital*

Research article reflections due (undergraduate students only)


**Recommended Reading:**


**Week 11 (4/4/19)**

**Suicide prevention in military and veteran populations; Family coping in the face of service member’s injury-related death**

**Guest Speaker TBD**

**Research article reflections due (undergraduate students only)**


**Additional Readings:**


**Week 12 (4/11/19)**
**Veterans of different eras; Caring for wounded and aging veterans.**
**Guest Speaker: Jaime Goldberg, UW-Madison PhD Student and former Palliative Social Worker at the VA Greater Los Angeles Healthcare System**

Research article reflections due (undergraduate students only)


**Week 13 (4/18/19)**
**Diversity within the US military and veteran populations.**

Research article reflections due (undergraduate students only)


Additional Readings:


Week 14 (4/25/18)
Examining policy decisions and implications for service members, veterans, and their families.
Final papers due; Final presentations (½ the class)
Research article reflections due (undergraduate students only)


Supreme Court allows transgender military ban to go into effect.

V.A. seeks to redirect billions of dollars into private care.
For first time in recent history, a US military service is working without pay

**Week 15 (5/2/19)**

**Resilience and positive psychology**

Final presentations (½ the class)
Research article reflections due (undergraduate students only)


**Additional Readings:**


**V. TEXT AND READING MATERIALS FOR THE COURSE**

There are no required texts for this course. There is one Recommended text that can be purchased online or at the University Bookstore.

**Recommended text:**
Multiple chapters from the Recommended text are assigned reading throughout the semester. If you anticipate working with service members, veterans, or military families, this will be a useful text for you to have as a reference. You may decide whether to purchase the text or complete assigned reading at the library.

All reading materials can be found in the Recommended text or on CANVAS. Students will be expected to come prepared for class having thoughtfully read the assigned chapters, articles, or other materials.

Canvas Course URL: https://canvas.wisc.edu/courses/140059

VI. Evaluation: Assignments, Grading, and Methods

Assignment Due Dates and Composition of Grade:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Max Points (Grad)</th>
<th>Max Points (Undergrad)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; participation</td>
<td>Ongoing</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Reflection paper</td>
<td>February 14</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Program / Service description and &amp; presentation</td>
<td>March 14</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Research paper &amp; presentation</td>
<td></td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Topic</td>
<td>February 28</td>
<td></td>
<td></td>
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<tr>
<td>Paper</td>
<td>April 25</td>
<td></td>
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<tr>
<td>Presentation</td>
<td>April 25 or May 2</td>
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<td></td>
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<tr>
<td>Research article reflections</td>
<td>Weekly beginning week 2</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
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Assignment Descriptions, Instructions and Grading Criteria:

**Class Participation (Ongoing, 20 points)**
You are expected to be present and to actively engage in class (i.e. complete weekly readings and be prepared to participate, actively and respectfully listen to others and seek to understand what is being communicated, actively share your insights, reactions, thoughts and ideas that are stimulated from the readings or the observations and comments of others). You are expected to be appropriate, respectful, and focused on topic. NOTE: Everyone should speak during each class, and this will require natural talkers to work on listening and quiet individuals to work on sharing their insights.

**Rubric:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value (20)</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10</td>
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<tr>
<td>Participation in discussion &amp; activities</td>
<td>10</td>
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All of the following assignments should be submitted on Canvas by start of class on the due date.

Reflection paper (20 points): February 14
This paper is an opportunity to reflect on your own thoughts, worldviews, and biases that may influence how you think about and approach work with service members, veterans, and military families, as well as an opportunity to begin reflecting on how the content of this course will influence your engagement with service members, veterans, and military families. In a 3-4 page paper (12 point font, one-inch margins, double-spaced), summarize your prior experience (or lack of experience) with service members, veterans, and military families in a personal or professional capacity. Describe your thoughts, worldviews, and biases that may influence how you think about and approach work with service members, veterans, and military families, and the origins of your perspective. Reflect on your learning from the early weeks of this course about military culture, the military system, and the role of social workers in advancing the needs of service members, veterans, and military families. How will this learning influence your practice as a social worker? Identify specific course content that has had an impact on you, discuss any new insights or awareness, and describe how these will influence your practice.

Rubric:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value (20)</th>
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<tbody>
<tr>
<td>Content: Includes reflection on thoughts, worldviews and biases, and course content, and how these will influence engagement with service members, veterans, and their families; Quality of reflection; Specific and accurate reference to material from class</td>
<td>15</td>
</tr>
<tr>
<td>Formatting: APA Style, Times New Roman, 12 point font, double spaced, with title page</td>
<td>2</td>
</tr>
<tr>
<td>Organization, Grammar, Spelling: includes appropriate headings and subheadings as needed, transitions, introduction, conclusion</td>
<td>3</td>
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Program / Service Description & Presentation (20 points): March 14
Choose a program or service for service members, veterans, or military families to learn about. The program can be local or national. Examples include national veterans organization Team RWB (https://www.teamrwb.org/), Dryhootch peer support program in Madison (https://www.dryhootch.org/), ZERO TO THREE’s Babies on the Homefront app (http://babiesonthehomefront.org/). In a 2-3 page paper (12 point font, one-inch margins, double-spaced), describe the program or service. What is the purpose? Who does it serve? What are the strengths and weaknesses of the program / service? If the program / service has an evidence base, describe it; and if not, note the lack of evidence to support the program / service at this time and discuss the kind of evidence that is needed to demonstrate whether the program / service is having the intended impact on service members, veterans or military families. Be sure to cite any sources you use to learn about the program / service. The paper is due on March 14. Each student will give a brief, informal presentation in class on March 14. No slides or handouts are needed, plan to spend ~5 minutes telling the class about the program / service that you investigated for this assignment.
Rubric:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content: Choice of a relevant program / service; Quality of description and evaluation of the program / service</td>
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</tr>
<tr>
<td>Formatting: APA Style, Times New Roman, 12 point font, double spaced, with title page</td>
<td>2</td>
</tr>
<tr>
<td>Organization, Grammar, Spelling: includes appropriate headings and subheadings as needed, transitions, introduction, conclusion</td>
<td>3</td>
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</tbody>
</table>

Final Research Paper & Presentation on a Policy or Practice Issue (40 points Grad, 30 points Undergrad):

**Topic Due February 28**
**Final Paper Due April 25**
**Final Presentation April 25 or May 2**

You may choose a practice or policy issue relevant to service members, veterans, and their families to be the focus of your final research paper and presentation. Example topics include stigma and other barriers to seeking services, supporting readjustment from military to civilian life, increasing the number of women and minorities in higher ranks, homelessness among veterans.

**Topic:** Your final paper/presentation topic should be submitted by February 28. When you submit your topic, you are welcome (but not required) to include a short outline and/or some questions or comments about your final topic for feedback.

**Paper:** In the final course assignment, you will identify a practice or policy issue relevant to service members, veterans, and their families, analyze the issue using course materials and outside sources, and present strategies for addressing the issue. You should choose sources that offer multiple perspectives on the issue, present (compare and contrast) the perspectives presented in the literature that you review, and offer your own analysis. Provide historical context and examine current practices / policies / programs related to the issue that you choose to focus on. Include discussion of race, gender, sexual orientation and other dimensions of diversity as appropriate. Be sure to offer ideas for addressing the issue, and ground your ideas in evidence from the course materials and the outside sources that you select. The 8-10 page (12 point font, one-inch margins, double-spaced) research paper is due on April 25. (Title page, references, and any (optional) appendices or tables do not count toward the page total.) You must use at least 8 different sources, which may include books, professional/peer reviewed journal articles, and website material from recognized academic or professional organizations. Use APA format throughout. I encourage use of subheadings to enhance clarity.

**Presentation:** During the last two class sessions (April 25 and May 2), each student will present a summary of what you learned (including your own analysis/recommendations) about the topic of your paper to the class. You should use PowerPoint and are welcome (but not required) to include handouts or other visuals. You should prepare a 10-minute presentation, and anticipate 5
minutes of questions and discussion. Your PowerPoint should be submitted to me by noon on the day of your presentation so that I can load it in advance for you.

**Rubric:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value (40; Grad)</th>
<th>Points Value (30; undergrad)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic submitted on or before February 28</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Content: accurate information and synthesis, quality of original critical analysis (presentation and paper).</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Formatting: APA Style, Times New Roman, 12 point font, double spaced, with title page.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Sources: 8 or more sources. Use of multiple cites to support each major claim. If research in the area was not widely available, so this would be impossible, state this clearly in the paper and point out gaps in the research.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Organization, Grammar, Spelling: Paper includes appropriate headings and subheadings as needed, transitions, introduction, conclusion.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Presentation Style: In addition to content (as noted above), use of PPT or other visual aid, presentation style, etc.</td>
<td>3</td>
<td>2</td>
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**Research Article Reflections (For Undergraduate Students Only; 10 points): Ongoing**

Beginning the second week of the course, undergraduate students are expected to participate in the weekly Research Article Reflection activity on Canvas to satisfy requirements for the three-credit course. Each week, students will post a link to a research article that they see as related to the course content or readings for the previous week. Students will post a brief summary of why the article is relevant and related to course readings and content. Students will then read their classmates’ posts and choose one article posted by a classmate to read and provide a second brief reflection. There are no right answers! This weekly assignment is designed to help students engage with course material and connect it to other relevant sources of information, as well as become more familiar with current research.

**Expectations for posting a link to an article:** Students will find a peer-reviewed, scholarly article that presents data within the body of the article and is published in an academic journal. I recommend that students identify articles using an academic search engine (see this link for list: https://search.library.wisc.edu/search/database). Articles should be related to each week’s content in a substantive way. This means that appropriate articles are topically relevant to course material for a given week. An example of an article that is not appropriate would be an article about the military generally that is not related to the week’s topic. Students should then write a brief description of the major findings of the article (2-6 sentences) and provide an explanation of how the article is related to course material (2-6 sentences). This description should be
specific enough that a person unfamiliar with an article could get the basic gist of the article and how it connects to course material. At the end of each response, students should post a provocative discussion question related to social work research or practice.

Expectations for responding to a peer article: Students will choose an article to read based on a peer’s summary and then respond to the discussion question posed by the peer using content from the article. Responses should be 2-6 sentences and directly address the discussion question and content of the article. Missing posts: Students will lose one half of a point for each week that an article OR reflection is missing. For example, in a given week, a student would lose .5 points if missing an article posting, .5 points if missing a response posting, or 1 point if missing both an article posting and a response posting.

Rubric:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Value (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides reflection + link to article each week</td>
<td>5</td>
</tr>
<tr>
<td>Responds to peer article each week</td>
<td>5</td>
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</tbody>
</table>

Grade Standards for the Course:
Final grades will be assigned based on the following percentage scale:

- **A** 94 - 100   Outstanding; surpasses expectations in all areas
- **AB** 88 - 93  Surpasses expectations in many areas
- **B** 82 - 87   Meets expectations in all areas
- **BC** 76 - 81  Meets expectations in most areas; below in others
- **C** 70 - 75   Below expectations in most areas; not acceptable work
- **D** 64 – 69   Below expectations in all areas
- **F** <63       Course failure

VII. Course Policies

**Classroom Climate**

Classroom climate, or the way a classroom space feels to everyone in the room based on communication, norms, values and processes, impacts participation, motivation and learning. Meeting course objectives requires that the instructor and students actively work to create a learning environment that is respectful and safe so that ideas can be examined honestly, diverse viewpoints shared, and in-class activities approached with maximum curiosity and enthusiasm. In order to learn, we must be open to the views of people different from ourselves. Diversity in beliefs, ideas and lived experiences are highly valued here. Each student has knowledge and experience that will enhance the learning of their colleagues and each voice is important. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Because the class will represent diverse individual beliefs, backgrounds, and experiences, every member of this class must show respect for every other member of this class.
I am firmly committed to diversity and equality in all areas of campus life and building an inclusive classroom space where everyone feels safe and welcome. I recognize that we all have biases. Discrimination can be direct or indirect and take place at both institutional and personal levels. I am committed to providing equality of opportunity for all by eliminating any discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to be offensive to each other, or to participate in, or condone harassment or discrimination of any kind. I invite you to bring any concerns in this regard to my attention.

Student Wellness
As a student you may experience a range of issues that can cause barriers to learning. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, racism, feeling down, and/or loss of motivation. University Health Services (UHS) can help with these or other issues you may be experiencing. You can learn about the free, confidential mental health services available on campus by calling (608)265-5600 or visiting www.uhs.wisc.edu. Help is always available.

Other student support services and programs include:
- Multicultural Student Center https://msc.wisc.edu/
- Gender and Sexuality Campus Center https://lgbt.wisc.edu/
- Dean of Students Office https://www.students.wisc.edu/doso/

Below are resources for reporting and responding to incidences of bias and hate on campus.
- Report: https://students.wisc.edu/doso/services/bias-reporting-process
- Bias Response and Advocacy Coordinator email: reportbias@wisc.edu
- UW-Madison Police Department: uwpd.wisc.edu
- Office of Equity and Diversity: www.oed.wisc.edu/

You may also report incidents in-person to the Dean of Students Office, 70 Bascom Hall, during normal business hours. Reportable incidents include crimes such as vandalism or physical assault, as well as non-academic misconduct, slurs, and intimidation. Anyone who files a report will have the opportunity to meet with the Bias Response and Advocacy Coordinator, so that we can meet their needs and ensure their safety.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Dean of Students] for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Out-of-Class Contact with Instructor
I encourage students to meet with me outside of class to ask questions, discuss concerns, or discuss course content and related interests. I am usually available to meet briefly right before class and right after class ends. Rather than holding office hours, I prefer to meet with students by appointment. Please email me to arrange a time to meet.
Code of Ethics, Student Rights and Responsibilities & Plagiarism
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.

Plagiarism
The School, University and I take plagiarism very seriously. At any time when you use the words of another person verbatim or even paraphrase them, you must give that person credit. Students found to have plagiarized, intentionally or not, will be disciplined according to University and School policies.

Technology in Class:
Nonacademic use of laptops and other devices is distracting and seriously disrupts the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom during class for non-academic reasons. This use includes emailing, texting, social networking, and use of the Internet. To minimize disruptions to class, cell phones should be set on silent before class begins. In the case of an absolute emergency, please step out of the room to take the call.

Disability Accommodation:
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a Faculty Notification Letter by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Attendance Policy:
Students are expected to attend all scheduled classes and to arrive on time.
**Promptness**
Prompt arrival to class is required. This means you are ready to begin class at 1:20pm. Repeated tardiness will impact your grade. I will consider a late arrival or early departure of more than 20 minutes an absence.

**Absence**
If you must miss class, you are required to inform the instructor via email in advance. Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure. Students who must be absent due to illness, inclement weather, or other emergencies must contact the instructor as soon as possible.

**Reading Assignments:** You are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

**Written Assignment Policy:**
All written assignments are to be completed in Microsoft Word, without exception. The instructor will not review assignments submitted in another format. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title (do not put this information on the first page of your paper). Students must format these assignments using **one-inch margins, double-spacing**, and a **Times New Roman 12-point font**. You must use correct APA format for citations; consult the UW writing center’s guide for APA formatting ([http://writing.wisc.edu/Handbook/DocAPA.html](http://writing.wisc.edu/Handbook/DocAPA.html)). Failure to comply with these expectations will result in a loss of points.

**Criteria for Assignments**
Specific attention should be given to organization, paragraph and sentence structure, clarity and correct citation using APA format. Before turning in any assignment, consider if the following criteria are met:

1. Validity, relevance, support of main points, ability to consider other perspectives.
2. Sources, quotes, and paraphrases appropriately identified; clear connection to course ideas/readings. Own thinking comes through.
3. Organization, clarity, logical flow, completed as required.
4. Has an introduction and conclusion, unless otherwise stated.
5. Paragraphs should have topic sentences that reflect the content of the paragraph and should have a smooth flow from one paragraph to the next.
6. Has **depth**, includes critical evaluation, is integrative-looks at the whole.
7. Appropriate grammar, spelling, format, etc.

Papers should be placed in Canvas prior to class on the due date. You will receive a confirmation e-mail when your paper is successfully downloaded to the dropbox. It is your responsibility to be sure your paper has been downloaded properly. The instructor will adhere to the policy on late
assignments if an assignment is not received in the dropbox by the time it is due. The instructor will not contact students if an assignment is not received.

**Note about grading:** Your expectations about the grades you receive on assignments should be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (to include grammar and spelling, organization, flow and clarity), and (3) your ability to demonstrate depth and critical thinking. If there is something about an assignment that is unclear to you, it is your responsibility to bring this to my attention in a timely manner. If you have an issue with a grade that you receive in this course, please document the reasons for your appeal in writing within a week of your grade being assigned with specific attention to the three points raised above and I will give your appeal my careful attention.

**Late Assignment Policy:**
The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor at least 24 hours prior to the due date for approval to submit late. **Unapproved late assignments will be marked down two points for each day they are late with no exceptions.** You are required to contact the instructor if you will be handing in a paper late. The instructor will **NOT** contact you if an assignment is not received.

**Grade Appeals/Grievance Policy:**
A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. The process for grade appeals is set forth in the School of Social Work’s Student Rights and Responsibilities Handbook.

http://socwork.wisc.edu/files/StudentRightsResponsibilities.pdf
Appendix A

<table>
<thead>
<tr>
<th>Competencies and Description</th>
<th>Course Content relevant to Dimensions that Comprise the Competency*</th>
<th>Location in Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.2.1 Demonstrate Ethical and Professional Behavior.</strong> 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 of ethical decision-making and how to apply principles of critical thinking to those 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.</td>
<td>Lecture, reading, videos, and class discussion regarding ethical and professional practice with service members, veterans and military families (K, V, S)</td>
<td>Weeks 1-15</td>
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<tr>
<td><strong>Assignments:</strong></td>
<td>Reflection paper (V, C&amp;AP)</td>
<td>Page 15</td>
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<tr>
<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong> Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that 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</td>
<td>Lecture, reading and discussion related to culturally competent practice with service members, veterans and military families and diversity within the military and veteran populations (K, V, S, C&amp;AP)</td>
<td>Weeks 1-3 and 12-13</td>
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<tr>
<td><strong>Assignments:</strong></td>
<td>Reflection paper (K, V, S, C &amp; AP)</td>
<td>Page 15</td>
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<td>Page 16</td>
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ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize 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, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of 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.

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<tr>
<th>2.1.3 Advance Human Rights and Social, Economic and Environmental Justice</th>
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<tr>
<td>Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. 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.</td>
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<tr>
<td>Lecture, reading, discussion addressing risk and protective factors for individual wellbeing and family functioning, and impact of social and political systems (K, V, S, C &amp; AP)</td>
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<td>Assignments:</td>
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<tr>
<td>Reflection paper (V, C&amp;AP)</td>
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<tr>
<td>Research paper &amp; presentation (K, V, S, C &amp; AP)</td>
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<td>Weeks 1-3, 14-15</td>
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<td>Page 15</td>
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<td>Page 16</td>
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<tr>
<th>2.1.4 Engage In Practice-informed Research and Research-informed Practice</th>
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<tr>
<td>Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area.</td>
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<tr>
<td>Readings and discussion of practice-informed research and research-informed practice addressing common problem areas for service</td>
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<td>Weeks 4-12</td>
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</table>
They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multi-disciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.

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<tr>
<th>Assignments:</th>
<th>Page 15</th>
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<tbody>
<tr>
<td>Service / program paper &amp; presentation (K)</td>
<td>Page 16</td>
</tr>
<tr>
<td>Research paper and presentation (K, V, S, C &amp; AP)</td>
<td>Pgs 17-18</td>
</tr>
<tr>
<td>Research article reflections</td>
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### 2.1.5 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 structures 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.

| Readings and class lectures and discussion examining policies that define the military system and policies impacting service members, veterans, and military families (K,V) | Weeks 2 and 14 |
| Research paper and presentation (K) | Page 16 |

### 2.1.6 Engage with Individuals, Families, Groups

Advanced Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in the focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the focus area to facilitate

| Lectures, readings and discussion on direct practice strategies with service members, veterans, and military families (K, V, S, C & AP) | Weeks 4-12 |
engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness in the focus area. Advanced Generalist social workers demonstrate advanced understanding of how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies in the focus area. They value and employ principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals in the focus area.

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes