

RECEIVED

SEP 9 2015

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: SOCIAL WORK

Date Submitted: 11/10/2014

1b. Department/Division: Social Work

1c. Contact Person

Name: Chris Flaherty

Email: chris.flaherty@uky.edu

Phone: 257-3254

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course2a. Will this course also be offered through Distance Learning?: Yes ⁴

2b. Prefix and Number: SW 530

2c. Full Title: Responding to Military and Veteran Populations

2d. Transcript Title: Respond to Mil Vet Populations

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 2

DISCUSSION: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. **Course Description for Bulletin:** This course provides an overview of social work practice with military members, veterans, and military families. Students will learn to appreciate the unique experiences and stresses of military members and their families, and resultant implications for helping professionals serving this population. Topics to be covered include: (a) Warfare's historical role in shaping public policy (b) the military as a distinct subculture of American society, (c) common psychosocial problems and stresses experienced by military members, veterans, and military families, (d) a survey of evidenced-based treatments for common psychopathologies and psychosocial problems experienced by this population, (e) an overview of systems of care serving this population, including the roles of social workers within these systems, and special ethical considerations for social workers serving military and veteran populations.

2k. **Prerequisites, if any:** Open to graduate and upper division undergraduate students.

2l. **Supplementary Teaching Component:**

3. **Will this course be taught off campus?** No

If YES, enter the off campus address:

4. **Frequency of Course Offering:** Summer,

Will the course be offered every year?: Yes

If No, explain:

5. **Are facilities and personnel necessary for the proposed new course available?:** Yes

If No, explain:

6. **What enrollment (per section per semester) may reasonably be expected?:** 25

7. **Anticipated Student Demand**

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: Of interest to students matriculating in human services degree programs.

8. **Check the category most applicable to this course:** Relatively New – Now Being Widely Established,

If No, explain:

9. **Course Relationship to Program(s).**

a. **Is this course part of a proposed new program?:** Yes

If YES, name the proposed new program: Graduate Certificate in Military Behavioral Health

b. **Will this course be a new requirement for ANY program?:** Yes

If YES, list affected programs: Graduate Certificate in Military Behavioral Health

10. **Information to be Placed on Syllabus.**

a. **Is the course 400G or 500?:** Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Chris Flaherty

Instructor Email: chris.flaherty@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? Students access the course instructor and peers through a variety of web based communication tools. Instructor responds to email within 24 hours (48 on weekends). Syllabus meets university standards.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. This course is offered in online format only. Students purchase the course text. All other materials are available through UK online library and other web-based resources. Videotaped lectures are provided for each class meeting.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc. The one objective mid-term exam is administered via Blackboard, using tools such as randomization of questions, and strict time limits to minimize the risk of cheating. All written assignments are checked for plagiarism using Safe Assign.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? 100

If yes, which percentage, and which program(s)? 100

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting? Through the syllabus, students are given instructions on accessing support services. The instructor is also available to assist student with this, as needed.

6. How do course requirements ensure that students make appropriate use of learning resources? The syllabus provides information on accessing UK online library resources.

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. No laboratory, or other facilities are required.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? This is provided in the syllabus.

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Chris Flaherty

SIGNATURE|KBADGER|Karen Badger|SW 530 NEW College Review|20141111

SIGNATURE|JMETT2|Joanie Ett-Mims|SW 530 NEW Undergrad Council Review|20150514

SIGNATURE|ZNNIKO0|Roshan Nikou|SW 530 NEW Graduate Council Review|20150909

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

Browse...

Upload File

	ID	Attachment
Delete	5044	SW 530 revised per Senate.docx
	First	1 Last

(*denotes required fields)

1. General Information

a. * Submitted by the College of: Submission Date:

b. * Department/Division:

c.

* Contact Person Name: Email: Phone:

* Responsible Faculty ID (if different from Contact): Email: Phone:

d. * Requested Effective Date: Semester following approval OR Specific Term/Year

e.

Should this course be a UK Core Course? Yes No

If YES, check the areas that apply:

Inquiry - Arts & Creativity Composition & Communications - II

Inquiry - Humanities Quantitative Foundations

Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning

Inquiry - Social Sciences U.S. Citizenship, Community, Diversity

Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning? Yes No

b. * Prefix and Number:

c. * Full Title:

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed ² with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="text" value="2"/> Lecture	<input type="text"/> Laboratory ¹	<input type="text"/> Recitation	<input type="text" value="1"/> Discussion
<input type="text"/> Indep. Study	<input type="text"/> Clinical	<input type="text"/> Colloquium	<input type="text"/> Practicum
<input type="text"/> Research	<input type="text"/> Residency	<input type="text"/> Seminar	<input type="text"/> Studio
<input type="text"/> Other If Other, Please explain: <input type="text"/>			

g. * Identify a grading system:

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

h. * Number of credits:

i. * Is this course repeatable for additional credit? Yes No

If YES: Maximum number of credit hours:

If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

This course provides an overview of social work practice with military members, veterans, and military families. Students will learn to appreciate the unique experiences and stresses of military members and their families, and resultant implications for helping professionals serving this population. Topics to be covered include: (a) Warfare's historical role in shaping public policy (b) the military as a distinct subculture of American society, (c) common psychosocial problems and stresses experienced by military members, veterans, and military families, (d) a survey of evidenced-based treatments for common psychopathologies and psychosocial problems experienced by this population, (e) an overview of systems of care serving this population, including the roles of social workers within these systems, and special ethical considerations for social workers serving military and veteran populations.

k. Prerequisites, if any:

Open to graduate and upper division undergraduate students.

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain:

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

Of interest to students matriculating in human services degree programs.

8. * Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

Graduate Certificate in Military Behavioral Health

b. * Will this course be a new requirement⁵ for ANY program? Yes No

If YES⁵, list affected programs::

Graduate Certificate in Military Behavioral Health

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	SW 530	Date:	11/10/2014
Instructor Name:	Chris Flaherty	Instructor Email:	chris.flaherty@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

Curriculum and Instruction

- How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?
Students access the course instructor and peers through a variety of web based communication tools. Instructor responds to email within 24 hours (48 on weekends). Syllabus meets university standards.
- How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.
This course is offered in online format only. Students purchase the course text. All other materials are available through UK online library and other web-based resources. Videotaped lectures are provided for each class meeting.
- How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.
The one objective mid-term exam is administered via Blackboard, using tools such as randomization of questions, and strict time limits to minimize the risk of cheating. All written assignments are checked for plagiarism using Safe
- Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any of as defined above?
100
Which percentage, and which program(s)?
100
*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery months from the date of approval.
- How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
Through the syllabus, students are given instructions on accessing support services. The instructor is also available to assist student with this, as needed.

Library and Learning Resources

- How do course requirements ensure that students make appropriate use of learning resources?
The syllabus provides information on accessing UK online library resources.
- Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
No laboratory, or other facilities are required.

Student Services

- How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?
This is provided in the syllabus.
- Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?
 Yes
 No
If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.
- Does the syllabus contain all the required components, below? Yes
 - Instructor's **virtual** office hours, if any.
 - The technological requirements for the course.
 - Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
 - Procedure for resolving technical complaints.
 - Preferred method for reaching instructor, e.g. email, phone, text message.
 - Maximum timeframe for responding to student communications.
 - Language pertaining academic accommodations:

- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation detailing the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
 - Carla Cantagallo, DL Librarian
 - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
 - Email: dllservice@email.uky.edu
 - DL Interlibrary Loan Service: http://www.uky.edu/Libraries/llibpage.php?lweb_id=253&llib_id=16

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

Chris Flaherty

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

ⓘ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

ⓘ The chair of the cross-listing department must sign off on the Signature Routing Log.

ⓘ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Letting meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

ⓘ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

ⓘ In order to change a program, a program change form must also be submitted.

Rev 8/09

SW 530
Responding to Military
And Veteran Populations

Office Address:

Email:

Office Phone:

Office Address:

Email:

Office Phone:

Note: I respond to student emails within a 24 hour time period, with the exception of weekends, wherein it may be 48 hours. Please use the e-mail feature on your Blackboard course shell for all correspondence regarding the course.

Course Description:

This course provides an overview of social work practice with military members, veterans, and military families. Students will learn to appreciate the unique experiences and stresses of military members and their families, and resultant implications for helping professionals serving this population. Topics to be covered include: (a) Warfare's historical role in shaping public policy (b) the military as a distinct subculture of American society, (c) common psychosocial problems and stresses experienced by military members, veterans, and military families, (d) a survey of evidenced-based treatments for common psychopathologies and psychosocial problems experienced by this population, (e) an overview of systems of care serving this population, including the roles of social workers within these systems, and special ethical considerations for social workers serving military and veteran populations.

Prerequisites: Open to graduate students and upper division undergraduate students.

Content Warning: Some material used in this course depicts graphic combat imagery. Some students, especially those who have experienced combat, may find this material distressing. Students who have experienced combat-related trauma are encouraged to use discretion in selecting this elective course. If you experience excessive stress while engaging the course material, you are strongly encouraged to seek the services of a qualified mental health professional. University of Kentucky students may receive services through the Counseling Center (<http://www.uky.edu/StudentAffairs/Counseling/services.html> : (859) 257-8701). Your instructor is also available to assist in helping students to access these services, as needed. Additionally, students will be exposed to coarse language in some media used in the course.

Goals/Objectives:

Students completing SW 580 will develop competencies to inform practice with military and veteran populations, whether within Department of Defense/Veterans Administration service settings, or in community-based practice. Course material is presented within a socio-cultural context, emphasizing unique strengths and challenges inherent to this population, as well as a survey of evidence-based interventions for commonly encountered psychosocial problems. The course will build upon knowledge and skills obtained through previously completed human behavior and psychopathology courses.

In this course, students will be able to:

1. Understand the role of warfare as a tool to advance public policy, as well as a catalyst for social change.
2. Describe the military's distinct subculture, encompassing specific values, customs, rituals and behavior; and to articulate implications for social work practice within this culture.
3. Analyze the impact of the socio-cultural milieu of military life and its potential impact on individual and family functioning.
4. Explicate evidence-based intervention strategies directed toward alleviating psychopathologies and psychosocial stresses commonly encountered by service members and their families.
5. Distinguish the functions of DoD and VA systems of health and mental health care and methods through which these systems intersect with community-based practice settings, and can collaboratively enhance care provision.
6. Identify and describe historical and contemporary roles of social workers in serving military and veteran populations.
7. Examine special ethical considerations for helping professionals serving military populations.

Practice Behaviors (Learning Outcomes)

This course assists students to develop competency in the following practice behaviors:

Primary Practice Behaviors:

1. Identify and practice within professional roles and boundaries (2.1.1.3).
2. Recognize and manage personal values so that professional values guide practice (2.1.2.1)
3. Recognize personal biases and values to manage their influence in working with diverse groups (2.1.4.1).
4. Recognize the extent to which a culture's structure and values may influence marginalization, privilege, power, and the forms and mechanisms of oppression (2.1.4.2).
5. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences (2.1.4.3).
6. Critique and apply knowledge to understand person and environment (2.1.7.2)
7. Analyze models of (a) prevention, (b) assessment, and (c) intervention (2.1.3.2)

Secondary Practice Behaviors

1. Develop a commitment to engage in career long learning (2.1.1.5).
2. Make ethical decisions by applying standards of the NASW and other social work code of ethics (2.1.2.2)
3. Demonstrate professional demeanor in behavior, appearance, and communication (2.1.1.4).
4. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences (2.1.4.4).
5. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services) (2.1.9.1).

Means Practice Behaviors

1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (2.1.3.1)

2. Demonstrate effective oral and written communication in professional settings (2.1.3.3).
3. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services) (2.1.9.1).

Texts:

Required:

Rubin, A., Weiss, E.L., & Coll, J.E. (Eds.) (2013). *Handbook of Military Social Work*. Hoboken, NJ: Wiley & Sons, Inc.

Other Useful Resources:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed., text revision). Washington, DC: American Psychiatric Association.

Beder, J. (2012). *Advances in Social Work with the Military*. New York, NY: Routledge.

Hall, L.K. (2008). *Counseling Military Families: What Mental Health Professionals Need to Know*. New York, NY: Routledge.

American Psychological Association, *Publication Manual* (2010, 6th ed.). Washington, D.C.: Author.

Course Structure

Distance Learning Format: The course content and interaction are delivered using Blackboard (web-based). Digitally recorded lectures, along with other multimedia content, will be presented via Blackboard each week.

Technologies requirements for this course: Because this course relies on a web-based interaction (use of Blackboard), you should have ready access to a computer with a reliable internet connection and should meet the technological requirements outlined in the Blackboard course shell for this course – see “Technical Requirements” tab in Blackboard to assess your readiness for this course or at this website: <http://www.uky.edu/DistanceLearning/current/technology/techReqs.html>

Technical Difficulties

Questions regarding technical difficulties may be directed towards UK's Information Technology Customer Service Center (<http://www.uky.edu/UKIT>) or 859-218-HELP.

Distance Learning Library

Information about distance learning library services can be accessed at (<http://libraries.uky.edu/dlls>). The distance learning librarian for the University of Kentucky is Carla Cantagallo (Carla@uky.edu; 859-257-0500, ext. 2171). All distance learning students

and main campus students receive link blue and library accounts. These accounts allow students to have remote access via proxy servers to electronic library services and materials. There is also a library resource tutorial available that is specific to social work and reviews library services and how to navigate the website:
<http://libguides.uky.edu/LibGforSW>.

Grading Scale:

Undergraduate:

A = 90-100
B= 80-89
C=70-79
D=60-69
E =<60

Graduate:

A = 90-100
B= 80-89
C=70-79
E= <70

Undergraduate Grade Weights:

Electronic poster	30%
Mid-term:	30%
Research Paper	30%
Participation:	10%

Graduate Assignments:

Graduate Grade Weights:

Electronic poster	15%
Accompanying paper	15%
Mid-term:	30%
Research Paper	30%
Participation:	10%

Mid-term Grades

Mid-term grade will be provided to undergraduate students prior to the mid-term date. This grade will include all work that has been completed before the close of mid-term excluding credit for class participation.

Disability Statement

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours or by appointment. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Assignments & Exams

Participation grade – Participation will account for 10% of the overall course grade. Participation will be measured by successful completion of the ten reflection papers and five online quizzes. Each reflection paper will be graded 3 (excellent), 2 (satisfactory), or 1 (poor).

Full credit (3 points each) will be awarded for completion of five the online quizzes. Scores on quizzes will not affect the participation grade. Some students may prefer to use the quizzes as a pre-test of content knowledge before completing readings.

The maximum participation score is 45 points. A score of 30 or above will earn the full 10% of the participation grade. A total score of 40 or above, will result in a bonus of 2%, added to the overall course grade. Scores below 30 will result in a proportionally prorated participation grade.

Only students who miss assignment deadlines for a reason that constitutes an excused absence (see the Student's Rights and Responsibilities Handbook) will be provided an opportunity to make up an in-class assignment given on the day of an absence from class (verification of excused absence is required).

Small Group Presentation (electronic poster) – Students will be assigned to groups of 3-4. Select an historical US military conflict for examination. Prepare an electronic poster that covers the following:

[1] Discuss pertinent political and cultural antecedents to the conflict, including: (a) the roles of various nation-states and other international entities, including formal and informal alliances (b) a timeline of significant events that precipitated armed conflict, including the process by which the US ultimately became involved in armed conflict [2] Describe the American public's reaction to the buildup of tensions, and ultimate decision by US leaders to enter the conflict. Include: (a) to what extent was the military intervention supported by the general populace? (Include statistical data, where available) (b) Was there an organized opposition to the conflict? If so, what tactics did these entities use? (c) Did public opinion regarding the conflict change after the cease of military operations? [3] Describe a social consequence of the conflict that might be addressed by social workers or other helping professionals. For instance, did the conflict result in the large scale orphaning of children? Did the conflict result in significant economic change, such as economic boom, recession, major shifts in the labor market (use relevant statistical data to support this discussion) [4] Discuss one or more "lessons learned", from a psychosocial perspective, from this conflict. This discussion might include lessons learned regarding the relationship between war-related trauma and psychopathology, proper treatment of psychological injuries, or insights gained through social changes necessitated by the conflict.

Note: Students may need to search bodies of literature outside typical social science databases. Searches of political science and history databases may be especially useful.

Note: Groups must get pre-approval from the course instructor for selected topic.

Additional assignment for graduate students

Graduate students will write a 6-8 page group paper (not counting title and reference pages), examining the effects of the selected armed conflict on the general population, or a selected sub-population of the opposing nation-state. This paper should include discussion of: [1] the political and economic systems in place leading up to the time of armed conflict [2] the process by which the nation became involved in armed conflict with the US [3] perceived level of support for conflict by the nations state's population [4] The socioeconomic consequences of the conflict for the state's population, and [5] the state's current political and economic structures, and nature its current political relationship with the US.

The paper should cite a minimum of 6 scholarly sources, and should comply with writing and formatting standards outlined in the American Psychological Association Publication Manual, 6th Edition.

Grading: The electronic poster will account for 30% of the final course grade for undergraduate students and 15% of the final course grade for graduate students. The related written assignment required for graduate students will account for 15% of the final course grade.

Mid-term exam: This will be a comprehensive examination of all material covered in the first half of the course. Questions will be in multiple choice and short-answer formats. The exam will be timed and completed via Blackboard synchronously (in real time), and will be administered during the scheduled class meeting time.

Individual research paper – Students will select a macro or micro social problem currently or historically relevant to military and/or veteran populations. Some examples of macro-level issues include integration of minority groups into the military, economic hardship, geographic mobility, reintegration into the civilian workforce. Some examples of micro-level issues include, substance use disorders, conflict-specific injury, family dysfunction [note: you may not select PTSD unless pre-approved by instructor].

Papers will include:

- 1) Background information regarding the presentation and historical development of the selected macro or micro problem. For instance, did the problem arise from a particular military conflict, or was an existing social problem exacerbated by the conflict? Relevant background data will depend on how you frame your paper. You may choose a problem, such as substance dependence, and examine its relationship to a specific conflict (e.g. the Vietnam War). Or, you might choose to examine a problem such as depression, and how it has been related to a several conflicts over time. This section should contain properly cited epidemiological data.
- 2) A discussion of the social response to the problem. What policy initiatives were undertaken toward addressing the problem? Relevant policies may include federal, state, and local laws, as well as policies implemented by governmental organizations or changes in standards of practice for particular professional entities. Were novel micro or macro interventions developed in response to the problem?
- 3) Discuss the current state of the problem. Were intervention efforts successful? To what extent? Cite relevant research findings to support your arguments.

- 4) Describe the limitations of our current knowledge of the issue. What important information is unavailable at this time? What is the impact of these knowledge deficits on society's ability to ameliorate the problem?

For Graduate Students only:

- 5) Propose a research plan to address a specific knowledge gap related to the social problem. The plan should include: a) Study design (experimental, quasi-experimental, epidemiological, etc.), b) Description of the research sample. Explain which characteristics are specifically sought, and why, c) Study methods: What exactly will be done? How will data be analyzed? And d) Implications of the findings for guiding social work practice.

[This section should be approximately 3-4 pages]

General Instructions for the research paper:

Undergraduate students: Total length 8-11 pages, minimum of 8 scholarly references.

Graduate students: Total length 9-14 pages, minimum of 12 scholarly references.

All: Papers should comply with standards describes in the Publication Manual of the American Psychological Association, 6th edition.

Grading: This assignment will account for 30% of the course grade.

Course Policies

Verification of Absences

Except for the mid-term examination, this course will be delivered in an asynchronous format, meaning students will complete course requirements at times of their convenience, within specified deadlines, typically on a week-to-week basis. Students who are unable to complete the mid-term exam on the scheduled time, or who are unable to complete assigned tasks by designated deadlines, must verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

Submission of Assignments

Papers need to be formatted according to **APA publication guidelines (6th edition)**. Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper with 1" margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social

work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines.**

All assignments are due by 11:59 pm, on the designated due date, and must be submitted via Blackboard. Late assignments will be penalized 5% each day late unless otherwise arranged with the professor.

Make-up Opportunities

Make-up quizzes/project work/exams will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss graded projects because of unexcused absence will not be able to make up that graded work. Only students who miss a class with verified excused absences will be able to make-up exams/quizzes or other graded projects. **It is the student's responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**

Academic Integrity Statement

It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.cs.uky.edu/%7Epaulp/Plagiarism.htm> A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiarism. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison.

A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.

Classroom Behavior, Decorum, and Civility

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment. These expectations apply regardless of medium used for communication: face-to-face, electronic discussions, etc.

Students are expected to actively participate in the course by:

- ★ Demonstrating a commitment to share thoughts and feelings with other students
- ★ Actively participating in on-line discussions
- ★ Assuming responsibility for involving the other students in all subjects discussed (listening, asking others questions, and allowing space for others to contribute)
- ★ Sharing relevant information from one's knowledge base or life experiences with classmates
- ★ Contributing substantially to small group assignments and behaving in a constructive, collegial manner with other students
- ★ Students are expected to follow social work ethics by respecting their colleagues and maintaining confidentiality.

Course Calendar

Week 1 Introduction to the Course – Overview of the military as a social institution & social work's historical role in serving military populations

Text- A brief history of social work with the military and veterans

Week 2 US Military Culture – Implications for social work practice

Readings:

Text - Military culture and diversity

Shelton, I. (2022). *The civil-military gap need not become a chasm*. National Defense University Press, US Department of Defense: (64), 6—66. Full text available at <http://www.ndu.edu/press/civil-military-gap.html>

Parco, J.E. & Levy, D.A. (2013). Policy and paradox: Grounded theory at the moment of DADT repeal, *Journal of Homosexuality*, 60:356–380.

Week 3 The Warrior, the family, and the veteran – Examining the roles and experiences of those who serve

Readings:

Text- A brief history of US military families & the role of social workers

 Supporting National Guard and Reserve members and their families

Manske, J.E. (2006). Social work in the department of Veterans Affairs: Lessons learned. *Health and Social Work*, 31(3), 233-238.

Week 4 The cost of service – Psychosocial stress and pathology in the warrior community (part 1 – the warrior)

Readings:

Levy, B.S. & Sidel, V.W. (2009). Health effects of combat: A life-course perspective. *Annual Review of Public Health*, 30, 123-136.

Text – Post traumatic stress disorder (PTSD) in veterans

Text – Suicide in the military

Week 5 The cost of service – Psychosocial stress and pathology in the warrior community (part 2 – the family)

Readings:

Text – Cycle of deployment & family well-being

Text – Grief, loss, & bereavement in military families

Week 6 Women warriors – Unique stresses

Readings:

Text – Women in the military

Bell, M.E. & Reardon, A. (2011). Experiences of sexual harassment and sexual assault in the military among OEF/OIF veterans: Implications for health care providers. *Social Work in Health Care*, 50(1), 34-50.

Week 7 *** Mid-term exam ***

Week 8 Evidence-based interventions – Traumatic brain injury (TBI)

Readings:

Text - Traumatic brain injury (TBI) in the military

Text – TBI and social work practice

Week 9 ***Electronic Posters due***

Evidence-based Interventions – Post Traumatic Stress Disorder

Readings:

Text – The neurobiology of PTSD and Cognitive Processing Therapy (CPT)

Text – Treating combat-related PTSD with Virtual Reality Exposure Therapy

Text – Psychopharmacology for PTSD and co-occurring disorders

Week 10 Evidence-based interventions – Substance Use Disorders & Co-morbidity

Readings:

Text – Assessing, preventing, and treating substance use disorders in active duty military settings

Text – Preventing and intervening with substance use disorders in veterans

Week 11 Evidence-based interventions – Marital and Family Stress

Readings:

Text – Family-centered programs and interventions for military children & youth

Text – Couple therapy for redeployed military veteran couples

Text – Theory and practice with military couples and families

Week 12 Evidence-based interventions – Loss & bereavement

Readings:

Text – Grief, loss and bereavement in military families

Week 13 ***Research paper due***

Coming home – Challenges to transition from military to civilian life

Readings:

Text – Transitioning veterans into civilian life

Text – Homelessness among veterans

Text – The stress process model for supporting long-term family caregiving

Week 14 Systems of Care -- Department of Defense, Department of Veterans Affairs, and community-based services

Readings:

Text – Navigating DoD and VA systems of care

Beder, J., Postiglione, P & Strolin-Goltzman, J.(2012). Social Work in the Veterans Administration Hospital System: Impact of the Work. *Social Work in Health Care*, 51:8, 661-679.

Week 15 Serving those who serve -- Ethical considerations for helping professionals

Text – Ethical decision making in military social work

Text – Secondary trauma in military social work

Bibliography

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.) Washington, DC: American Psychiatric Association.
- Beder, J. (2012). *Advances in Social Work with the Military*. New York, NY: Routledge.
- Beder, J., Postiglione, P & Strolin-Goltzman, J. (2012). Social Work in the Veterans Administration Hospital System: Impact of the Work. *Social Work in Health Care*, 51:8, 661-679.
- Bell, M.E. & Reardon, A. (2011). Experiences of sexual harassment and sexual assault in the military among OEF/OIF veterans: Implications for health care providers. *Social Work in Health Care* 50(1), pp 34-50.
- Hall, L.K. (2008). *Counseling Military Families: What Mental Health Professionals Need to Know*. New York, NY: Routledge.
- Levy, B.S. & Sidel, V.W. (2009). Health effects of combat: A life-course perspective. *Annual Review of Public Health*, 30, pp.123-136.
- Manske, J.E. (2006). Social work in the department of Veterans Affairs: Lessons learned. *Health and Social Work*, 31(3), pp. 233-238.
- Rubin, A., Weiss, E.L., & Coll, J.E. (Eds.) (2013). *Handbook of Military Social Work*. Hoboken, NJ: Wiley & Sons, Inc.

Ellis, Janie

From: Nikou, Roshan
Sent: Wednesday, September 09, 2015 11:42 AM
To: Brothers, Sheila C; Carvalho, Susan E; Ellis, Janie; Ett, Joanie M; Hippisley, Andrew R; Jackson, Brian A; Lindsay, Jim D.; Nikou, Roshan; Price, Cleo; Timoney, David M; Harmon, Camille
Cc: Perkins, Andrea L; Johnson, Julia M; Shane, Rachel; Flaherty, Christopher W; Schuer, Kevin M
Subject: Transmittals

TO: Andrew Hippisley, Chair and Sheila Brothers, Coordinator
Senate Council

FROM: Brian Jackson, Chair and Roshan Nikou, Coordinator
Graduate Council

Graduate Council approved the following course proposals and is now forwarding them to the Senate Council to approve.

New Courses

CPH 680 Fundamentals of Healthcare Quality and Safety
CPH 755 Leading Change with Healthcare Teams
ENG 608 Craft of Writing
SW 530 Responding to Military and Veteran Populations
AAD 550 Gran Writing
AAD 560 Teaching artistry for School-based Programs
AAD 565 Community Engagement

Course Changes

PAS 660 Family Medicine Clerkship
PAS 669 Internal Medicine Clerkship

Roshan Nikou, MA
The Graduate School
The University of Kentucky
101 Gillis Building - 0033