

COURSE APPROVAL DOCUMENT

Southeast Missouri State University

Department: Department of Social Work _____

Course No. SW 343_____

Title of Course: Social Work in Military Settings

Date: Spring 2019

Please check: New
 Revision

I. Catalog Description (Credit Hours of Course):

Examine social work principles involving military, utilizing an ecological/systems framework to explore influences on human behavior, ethical issues, and policy/practice implications. Three (3) credit hours.

The purpose of this course is to prepare students for engaging in generalist practice through the acquisition of knowledge, theories, and concepts about military systems that often utilize social workers as part of interdisciplinary teams. The systems of the military create unique policy and practice implications for social workers. Emphasis is given to the person in environment perspective and advocating for client and family access to services. The course is valuable to the acquisition of professional core competencies, especially critical thinking, the application of research-based knowledge to practice and professional identity on a micro, mezzo, and macro level. The course provides an overview of social work policy and practice in military settings. Additionally, the course explores the application of the six (6) core values of social work to military populations and equips students to work on interdisciplinary teams in an effective manner. Students will examine the impact of the social environment of military systems with an emphasis on the dimensions of diversity, 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, rural/urban, and tribal sovereign status.

II. Prerequisite(s): None—Course is open to non-social work students

Co-requisite(s): None—Course is open to non-social work students

III. Purposes or Objectives of the Course (optional):

- A. Identify and discuss cultural elements of military systems.
- B. Use multiple theories to analyze models of assessment and utilize conceptual frameworks when engaging, assessing, intervening with and evaluating military systems.
- C. Evaluate the unique challenges and opportunities created by military ethos and culture, for service personnel and loved ones.
- D. Integrate the factor of human diversity and difference, including sexual orientation, gender, gender identity and expression, immigration status, political ideology, age, race, color, culture, ethnicity, religion, disabilities, class and rural status, when assessing human behavior influenced by military systems and designing interventions.
- E. Appraise and discuss contemporary issues, situations, problems, and policies relevant to military systems currently, specifically social justice issues, disparities, and inequality due to race, gender, class, and sexual orientation.
- F. Identify as a professional social worker and responsibilities to an interdisciplinary team by attending to professional boundaries and roles, demonstrating professional demeanor, and striving to eliminate personal biases and values when working in military settings.
- G. Utilize scientific research to inform practice, and understand the importance of practice experiences for informing scientific research.

Add additional Objectives as needed

IV. Course Learning Outcomes (Minimum of 3):

- A. Analyze models of assessment, prevention, intervention, and evaluation from a micro, mezzo, and macro level.
- B. Critique and apply empirically validated theory and knowledge to understand person and environment.
- C. Select and justify conceptual frameworks to guide the process of assessment, intervention, and evaluation

Add additional CLOs as needed

V. Names of Faculty Qualified to Teach the Proposed Course:

- A. **Dana Branson, PhD, LCSW**
- B. **Cathy McElderry, PhD, LCSW**
- C. **Kathie Miller, MSW, LCSW**
- D. **Alee Moore, PhD, LCSW**
- E. **Judith Crocker-Bilingsly, PhD, LCSW**

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Week 1: Introduction to class	2 hours
<ul style="list-style-type: none">• Course Syllabus• Assignments and Expectations of Student Work	
Week 2: Introduction to the US Military	4 hours
<ul style="list-style-type: none">• Cultural competence with military ethos• Military branches and logistics	
Week 3: Military Culture and Lifestyle	3 hours
<ul style="list-style-type: none">• Camaraderie• Military values and ethics• Resiliency	
Week 4: Military Culture and Lifestyle	3 hours
<ul style="list-style-type: none">• Military Lifecycle• Transitioning from the military	
Week 5: Deployment	3 hours
<ul style="list-style-type: none">• Types of Deployment• Deployment Cycle• Protective and Risk Factors—Service Personnel and Family	
Week 6: Common Service-Related Injuries	3 hours
<ul style="list-style-type: none">• Severe and Chronic Injuries per conflict• POW	
Week 7: Trauma Responses	3 hours
<ul style="list-style-type: none">• Common and paradoxical coping• PTSD• Resilience development	
Week 8: Military Science	3 hours

- The role of basic training
- Leadership

Week 9: Spring Break

Week 10: Sexual Assault and Misuse in Military **3 hours**

- Military Sexual Trauma

Week 11: Suicide Prevention **3 hours**

- Understanding the Increase in Military Suicide
- Prevention

Week 12: Substance Use Disorder in Military **3 hours**

- Substance Use Disorders and Military Response
-

Week 13 and 14: Military Families **6 hours**

- Impact on Military Families
- Marriage and Partners
- Children
- LGBT Issues

Week 15: Special topics **3 hours**

- Media's depiction of military
- Veterans in the classroom

Week 16: Student Presentations

- Military experiences from interviewees **3 hours**

Attach the following:

- copy of example class syllabus and course schedule.
- memo from Library Dean assessing available and needed library holdings and resources.
- memo(s) from Department Chairs in affected departments stating possible issues and/or conflicts are resolved.

Signature: _____
Chair

Date: _____

Signature: _____
Dean

Date: _____

COURSE APPROVAL DOCUMENT

Reference Sheet

Department: Proposing Department
Course No.: Proposed course number (two-letter pre-fix + three-digit number)
Title of Course: Proposed course title

I. Catalog Description (Credit Hours of Course):

Short catalogue description (maximum 20 words) that appears verbatim in the Undergraduate or Graduate Bulletin. Credit hours are included at the end in parentheses.

II. Prerequisite(s):

List any prerequisites for the course.

Co-requisite(s):

List any co-requisites for the course.

III. Purposes or Objectives of the Course (optional):

List purposes or objectives of the course as a numbered list. Include a statement on how the new course fits with an academic program (i.e. required course, elective course) and justifying why the new course is needed and current courses, including similar ones in other departments, cannot adequately cover the content or meet student demand.

IV. Course Learning Outcomes (Minimum of 3):

List Course Learning Outcomes (CLOs) the course as a numbered list. Minimum of three required, more are acceptable. These are different than course purposes or objectives.

V. Names of Faculty Qualified to Teach the Proposed Course:

List qualified faculty. It is preferable new courses are not dependent on an individual faculty member.

VI. Course Content or Outline (Indicate number of class hours per unit or section):

Brief listing of class content or outline.

Attach copy of example class syllabus and schedule:

Must include (in no specific order):

- 1. Catalog description including descriptive statement; prerequisites; credit hours and course number, section and title.*
- 2. Semester*
- 3. Contact hours of course (if different from credit hours)*
- 4. Instructor name and contact information, including office phone, office location, and email address.*
- 5. Statement of whom to contact with concerns (use required wording)*
- 6. Office hours and location if different from office location.*
- 7. Course Objectives (optional; include if listed in Course Approval Document)*
- 8. Course Learning Outcomes*
- 9. Accessibility statement (the official statement and/or a link/URL to the official statement)*
- 10. Civility statement (the official statement and/or a link/URL to the official statement)*
- 11. Academic honesty statement (the official statement and/or a link/URL to the official statement)*
- 12. Grading scale and policies*
- 13. Course specific required materials (textbook, supplies, subscriptions, safety items, etc.)*
- 14. Class meeting times and places (if applicable the delivery medium such as lab, online, blended, ITV, webinar, etc.)*
- 15. Final exam date/time/place*
- 16. Class content outline or schedule*

Attach Memo from the Library Dean:

Since library resources are crucial to successful instruction, new course and course revision proposals must include an assessment of available and needed library holdings and resources. A memo from the Library Dean providing this assessment for the proposed course must be attached.

Attach Memo from All Affected Departments:

If the proposed course impacts programs or courses offered through other departments in any way (i.e. enrollment, duplication of offerings, etc.), a memo from the Chair of all affected departments stating issues have been discussed and resolved must be attached to the new course proposal.

Southeast Missouri State University

Department of Social Work

Course No. SW 343

Title: Social Work with Military Settings

Semester: Spring 2019

Classroom: TBA

Time: TR

Format: Face to Face

Instructor: Dana C. Branson, PhD, LCSW

Office: CH 201D

E-mail: dbranson@semo.edu

Phone: 573-651-2004

Office Hours: Tu 1pm-3pm, W 10am-12pm, or by appointment

I. Catalog and Course Description:

Examine social work principles involving military, utilizing an ecological/systems framework to explore influences on human behavior, ethical issues, and policy/practice implications. Three (3) credit/contact hours.

The purpose of this course is to prepare students for engaging in generalist practice through the acquisition of knowledge, theories, and concepts about military systems that often utilize social workers as part of interdisciplinary teams. The systems of the military create unique policy and practice implications for social workers. Emphasis is given to the person in environment perspective and advocating for client and family access to services. The course is valuable to the acquisition of professional core competencies, especially critical thinking, the application of research-based knowledge to practice and professional identity on a micro, mezzo, and macro level. The course provides an overview of social work policy and practice in military settings. Additionally, the course explores the application of the six (6) core values of social work to military populations and equips students to work on interdisciplinary teams in an effective manner. Students will examine the impact of the social environment of military systems with an emphasis on the dimensions of diversity, 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, rural/urban, and tribal sovereign status.

II. Prerequisites: None-class is open to social work students and non-social work students

III. Co-Requisites: None-class is open to social work students and non-social work students

IV. Course Objectives:

Upon completion of this course, students will be able to:

- A. Identify and discuss cultural elements of military systems.
- B. Use multiple theories to analyze models of assessment and utilize conceptual frameworks when engaging, assessing, intervening with and evaluating military systems.
- C. Evaluate the unique challenges and opportunities created by military ethos and culture, for service personnel and loved ones.
- D. Integrate the factor of human diversity and difference, including sexual orientation, gender, gender identity and expression, immigration status, political ideology, age, race, color, culture, ethnicity, religion, disabilities, class and rural status, when assessing human behavior influenced by military systems and designing interventions.
- E. Appraise and discuss contemporary issues, situations, problems, and policies relevant to military systems currently, specifically social justice issues, disparities, and inequality due to race, gender, class, and sexual orientation.
- F. Identify as a professional social worker and responsibilities to an interdisciplinary team by attending to professional boundaries and roles, demonstrating professional demeanor, and striving to eliminate personal biases and values when working in military settings.
- G. Utilize scientific research to inform practice, and understand the importance of practice experiences for informing scientific research.

V. Student Learning Outcomes:

- A. Analyze models of assessment, prevention, intervention, and evaluation from a micro, mezzo, and macro level.
- B. Critique and apply empirically validated theory and knowledge to understand person and environment.
- C. Select and justify conceptual frameworks to guide the process of assessment, intervention, and evaluation

VI. Core Social Work Competencies:

- EPAS 1: Demonstrate ethical and professional behavior.
- EPAS 2: Engage diversity and differences in practice.
- EPAS 3: Advance human rights and social, economic, and environmental justice.
- EPAS 4: Engage in practice-informed research and research-informed practice.
- EPAS 5: Engage in policy practice.
- EPAS 6: Engage with individuals, families, groups, organizations, and communities.
- EPAS 7: Assess individuals, families, groups, organizations, and communities.
- EPAS 8: Intervene with individuals, families, groups, organizations, and communities.
- EPAS 9: Evaluate practice with individuals, families, groups, organization, and Communities.

Successful completion of this foundation course implies that the student has achieved competency in the following practice behaviors:

Core Competencies	Practice Behavior	Assessed
<p>EPAS 2 - Engage Diversity and Difference in Practice</p>	<p>Social workers apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels</p> <p>Social workers present themselves as learners and engage clients and constituencies as experts of their own experiences</p> <p>Social workers apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</p>	<p>U.S. Military training course</p> <p>Interview with military system</p> <p>Film analysis and intervention assignment</p> <p>Classroom exercises, simulations & discussion</p>
<p>EPAS 3 -- Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.</p> <p>Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected</p>	<p>Interview with military system</p> <p>Classroom exercises, simulations & discussion</p>

<p>EPAS 9 -- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness.</p>	<p>Interview with military system Film analysis and intervention assignment Classroom exercises, simulations & discussion</p>
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VII.

Expectations of Students:

A. Americans with Disabilities Act:

If you have special needs as addressed by the Americans with Disabilities Act and need any course materials provided in an alternative format, please notify the instructor as soon as possible. Reasonable efforts will be made to accommodate your needs. Students with disabilities seeking academic accommodation must also register with Office of Disability Services, Dearmont B 1, 651-5927. The office will then assist in planning for any necessary accommodations.

http://www.semo.edu/ds/program_info.html

B. Scholastic Dishonesty: (Found in student handbook)

Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University.

Plagiarism:

In speaking or writing, plagiarism is the act of passing someone else's work off as one's own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one's own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student's computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

Cheating:

Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination's contents prior to the time of that examination;
2. Copies another student's work or intentionally allows others to copy assignments, examinations, source codes, or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Has someone else take an examination or takes the examination for another.

C. **Cell Phones, Other Electronics, and Disruptive Behavior Policy:**

Cell phones, MP3 players, iPods, and other similar devices are prohibited. They must remain off or muted during the entire class period. Furthermore, these devices are not permitted to be visible during examinations. **Any student using or having visible access to these types of devices during examinations will be immediately removed from the classroom, her/his exam confiscated, and she/he will receive a zero for the examination.** There are no exceptions to this policy.

Check with the instructor for permission to use recording devices and laptop computers during classroom lectures.

Disruptive Behavior

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. Disruptive behavior includes, but is not limited to, name calling, intimidation, verbal aggressiveness, physical aggressiveness, etc... Incivility and disruptive behavior in violation of the University's Code of Student Conduct will be dealt with according to University Policy. Please see <http://www.semo.edu/stuconduct/> for additional information and specific examples of incivility.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the Chairperson, Dr. Cathy McElderry – CH 201F, 573-651-2004.

- D. Failure to hand in a portfolio assignment will result in an incomplete for the final grade. (Social Work majors only)
- E. Attend class and actively contribute to the development and maintenance of a supportive environment where they can share practice experiences as peers, process those experiences and examine their personal abilities, skills and knowledge for personal awareness and growth;

- F. Consistently be familiar with, and conversant on all reading as assigned;
- G. Complete all assignments by the due dates;
- H. Submit written assignments when due;
- I. Communicate clearly, including speaking articulately and writing in correct form. (In general, all written work should follow the APA format in the body of the text).
- J. All work is expected to be the student's own. Work that violates the academic integrity policy (see above) outlined in the student handbook will receive a failing grade on the assignment! Academic honesty must be observed.
- K. Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Cathy McElderry, Department Of Social Work at 573-651-2004 and/or cmcelderry@semo.edu.

Anticipated Weekly Course Outline:

Unit I: Theoretical foundations

Week 1: Introduction to class

- Course Syllabus
- Assignments and Expectations of Student Work
- How to Write College Level Papers
- Cultural competence with military ethos

Reading: Training Module 1

Week 2: Introduction to the US Military

- Cultural competence with military ethos continued...
- Military branches and logistics
- Rank and paygrades
- Uniforms and uniformity

Reading: Training Module 2

*****Quiz (on-line): How to Write College Papers*****

Week 3: Military Culture and Lifestyle

- Social interaction
- Camaraderie
- Military values and ethics
- Resiliency

Reading: Chapter 1

Week 4: Military Culture and Lifestyle

- Military Lifecycle
- Transitioning from the military
- Financial Implications and Homelessness
- VA

Reading: Chapter 2

*****Test 1 covering weeks 1 – 4*****

Week 5: Deployment

- Types of Deployment
- Deployment Cycle
- Protective and Risk Factors—Service Personnel and Family

Reading: Chapter 3

Week 6: Common Service-Related Injuries

- Severe and Chronic Injuries per conflict
- Trauma response
- TBI
- Amputation
- POW

Reading: Chapter 4

Week 7: Trauma Responses

- Brain and body connection
- Common and paradoxical coping
- PTSD
- Resilience development

Reading: Chapter 5

Week 8: Special topics

- The role of basic training
- Military Science
- Leadership

Reading: Supplemental

*****Test 2 covering weeks 5-8*****

Week 9: Spring Break

Week 10: Sexual Assault and Misuse in Military

- Military Sexual Trauma
- Prevalence
- *The Invisible War*

Reading: Chapter 7

Week 11: Suicide Prevention

- Understanding the Increase in Military Suicide
- Prevention
- Collaboration
- Impulsivity and Substance Abuse

Reading: Chapter 8

Week 12: Substance Use Disorder in Military

- Substance Use Disorders and Military Response
- Consequences
- Prevention
- Relapse Prevention

Reading: Chapter 9

******Test 3 covering weeks 10 – 12**

Week 13: Military Families

- Impact on Military Families
- Marriage and Partners
- Intimate Partner Abuse
- Children
- LGBT Issues

Reading: Chapter 6 and 10

Week 14: Military Families continued...

Reading: Chapter 11

Week 15: Special topics

- Media's depiction of military
- Veterans in the classroom

Reading: Supplemental

Week 16: Student Presentations

Reading: None

Week 17: Final

*****Test 4 covering weeks 13-16*****

VIII. Textbook:

Scott, D.L., Whitworth, J.D., & Herzog, J.R. (2017). *Social work with military populations*. Boston, MA: Pearson Publishing.

IX. Basis for Student Evaluation:

Assignments and Exams:

1. Exams (x4 at 100 pts each)	400 pts
2. U.S. Military Training Course, 1 & 2	50 pts
3. Interview with Military System	100 pts
4. Film Analysis and Intervention	100 pts
5. Student Presentation	50 pts
6. Participation	50 pts
7. Quiz—How to Write College Level Papers	20 pts

Grand total: 770 pts

A = 90% or higher	770 - 689 pts
B = 80% - 89.4%	688 - 612 pts
C = 70% - 79.4%	611 - 535 pts
D = 60% - 69.4%	534 - 458 pts
F = 59.4% or below	457 and below

NOTE: Tests may consist of multiple choice, true and false questions, matching, and short answer questions. Students should also note that exams are given on the date scheduled and the scheduled dates for quizzes/tests will be announced in class at least a week before the quiz/test will be given. Make-up quizzes/tests will only be given when the instructor is notified in advance and approves the absence or is presented with documentation as to an emergency.

Assignments are due on the date assigned at the beginning of the class period. After the class has begun, assignments will be considered late and reduced by 20%. No assignments are accepted after 7 days past the due date.

Semester Assignments:

1. US Military On-line Training, Module 1 and 2: Military Culture and Ethos

One of the most important and crucial aspects of military social work is understanding military ethos, culture, and logistics of the military system. Due to the need for better trained health care professionals, the Department of Veteran Affairs and the Department of Defense collaborated to create an on-line training. The training consists of four (4) modules; however, students are only required to complete Module 1 and 2. Students should expect to spend 2-4 hours total completing the course. The course cannot be manipulated to hurry to the finish...so plan the time needed to complete. There is a test at the end and students will receive a certificate of completion if they pass. The information provided is very valuable to understand basic principles of military social work. The training is free of charge. **Students will hand in their certificates as proof of completion.** Again, students are only required to complete modules 1 and 2, however, students are free to work through the remaining modules for general

knowledge. An added bonus to this assignment is the value the certificate will add to your resume and/or graduate school application.

Training can be found at:

<https://health.mil/Training-Center/DoD/Military-Culture-Training-for-Health-Care-Professionals--Introduction-and-Self-Awareness-Exercise>

Due Date: Week 3

Point value: 50 pts (25 points for each module)

EPAS: 2

2. Interview with Military System

Students will interview a person with a connection to a military system. Possible candidates are:

- Active or non-active military service person who served at least 3 years in the military
- Spouse, partner, or immediate family member of a military service person
- Social worker or other social science professional working in a military setting (i.e. military social worker, substance abuse/mental health counselor working with veterans, military drug court administrator/liaison, military correctional facility, VA staff, etc.)
- Recruiter for military

Students will collect the following information from the interviewee:

- a) Age, identified gender, ethnicity
- b) Place of birth, where they grew up
- c) Family composition—family of origin
- d) Family composition-family of creation
- e) Marital status
- f) Level of education
- g) Did anyone in his/her family have experience with a the military system

After students have gathered basic demographic information, the following information needs to be obtained from interviewee during interview:

- a) What kind of military system did the interviewee experience?
- b) Was it enjoyable? Why or Why not?
- c) What are some words that only mean something to someone in his/her military setting (make sure you find out what the words mean)?
- d) In his/her opinion, what were some of the advantages of the military?
- e) In his/her opinion, what were some of the disadvantages of the military?
- f) What is one important lesson learned as a result of being a member of a military system?
- g) Described the healthcare experienced? (if applicable)
- h) How did he/she deal with lack of privacy and personal freedom? (If applicable)
- i) Does your interviewee have a story he/she would like to share?

- j) Overall, did your experience in/or with the military make you a better person? Why or Why not?

With the information obtained, the student will generate a 3-5 page paper in narrative form.

Due to the nature of this paper, the following elements are required:

- Body of text is 3-5 pages long (Reference page and title page are **NOT** included in page count)
- Reference page (if applicable)
- A title page is needed
- An abstract is **NOT** needed

Due Date: Week 8

Point value: 100 pts

EPAS: 2, 3, and 9

3. Film Analysis and Intervention Plan

Student will choose a movie from provided list. After viewing the film, the student will choose a character from the film and center a 3–4 page analysis and intervention around this character. Student will briefly describe the story presented—please keep in mind this is an academic analysis, not a movie critique. No more than a 7-10 sentence paragraph is needed for the movie synopsis. Students will then discuss the impact of the experience on the character, identifying both risk and resilience factors displayed. It will be VERY IMPORTANT for the student to include psychosocial factors associated with the character’s situational response (age, ability, gender, culture, race, class, spirituality, etc.).

Student will then imagine his/herself in present day working with the character as a client at a social service agency that assists persons readjusting to living outside of the military system. What kind of interventions would you plan for the character and why? Student will need to use one (1) theory presented in class to support/justify their intervention.

Film list: This is not exclusive, however, students desiring a film not on this list need to pre-approve with instructor. Additionally, some films contain graphic and disturbing scenes. Please consult with the instructor or look the films up on IMDb.com and read the parent guide for content advisories for sex/nudity, violence/gore, profanity, alcohol/drug/smoking, and frightening/intense scenes.

All Quiet on the Western Front (1930)

Born on the Fourth of July (1989)

The Longest Day (1962)

The Bridge on the River Kwai (1957)

Saving Private Ryan (1998)

Platoon (1986)

Glory (1989)

Top Gun (1986)

*Stalag 17 (1953)***

Black Hawk Down (2001)

We Were Soldiers (2002)

*The Last Castle (2001)***

Defiance (2008)

The Hurt Locker (2008)

Patton (1970)

The Deer Hunter (1979)

From Here to Eternity (1953)

Full Metal Jacket (1987)

Good Morning Vietnam (1987)

*The Dirty Dozen (1967)***

*The Great Escape (1963)***

MASH (1970)—Movie, not TV show

Courage Under Fire (1996)

Three Kings (1999)

Dunkirk (2017)

Hacksaw Ridge (2016)

U-571 (2000)

American Sniper (2014)

**Denotes films that contain both military and prison elements

Due to the nature of this paper, the following elements are required:

- Body of text is 3-4 pages long (Reference page and title page are **NOT** included in page count)
- Reference page (if applicable)
- A title page is needed
- An abstract is **NOT** needed

Due Date: Week 12
Point value: 100 pts
EPAS: 2 and 9

4. Student Presentation:

Students will create a 5-7 minute presentation concerning their interview. Student need to be mindful of confidentiality and anonymity when providing information to the class containing identifying information. A **grading rubric** has been provided to guide students and will be the basis for student's score on assignment.

Due date: To be completed during Week 16
Point Value: 50 points
EPAS: 2, 3, & 9

5. Participation Points:

Participation points are awarded on the first day of class for all students. Each day a student does not attend class, sleeps during class, engages in side conversations, is involved in activities not related to class, or spends class time on their cell phones for non-class activities, 5 points will be deducted. On days that we have a guest speaker or group activity, the same behaviors will result in a 10-point deduction. Guest speakers and group activities are learning opportunities for students, therefore attendance and respectful behavior is very important. Speakers will be scheduled at their convenience; therefore, the above course schedule is tentative. This will provide students with an opportunity to practice a core value and attribute of social work—flexibility. There are no excused absences except university sponsored activities, family emergencies, or medical excuses accompanied by a doctor's note. Attendance points cannot be made-up and no extra credit will be provided to students individually.

Point Value: 50 points

X. Social Work Department Writing Standards:

1. Documentation:

- In general, all written work should follow APA guidelines (the most recent revision).

- All citations should follow APA format in the body of the text.
 - All papers with citations should include a "reference list" in APA format at the end. The basic APA format is essential for referencing books, articles, and all other material. This is the case no matter how the material was located or accessed. The student should refer to APA standards under the Writing Center's web page for additional APA guidelines (See: http://ustudies.semo.edu/writing/Documentation/mla_apa.htm).
 - In addition to always documenting direct quotations, general references to ideas, summarized texts, and quotes from lectures must also be documented using APA standards. In short, *any idea, in any form, that is taken from someone else* must be documented. Deviations from this standard will be regarded as plagiarism. Plagiarism may result in disciplinary action in accordance with university and departmental standards.
 - Running headers and abstracts are unnecessary for student work unless required by the specific professor.
2. Grammar:
- Papers should be completely free of spelling mistakes and grammatical errors including sentence fragments, run-on sentences, subject/verb agreement problems, verb/object agreement problems, missing articles, vague pronoun references, improper or missing punctuation, and so forth.
3. Organization:
- All written work should be organized into clear, logical sections. Subheadings are encouraged in every paper.
 - Within the sections, ideas should be organized into clear paragraphs. An individual paragraph should be about one idea (generally stated close to the beginning). Subsequent sentences within the paragraph should all be related to that idea. Paragraphs should typically end with a conclusion or summary sentence related to the original idea and/or a transitional sentence introducing the subject of the next paragraph in the text. Students should avoid overly long or very short paragraphs.
4. Flow of thought:
- Sentences should be organized so that they sustain a consistent flow of thought. Sentences within paragraphs should flow into each other in a way that makes sense and enhances readability.
5. Economy of language:
- In general, students should strive to write with a minimum of words. Consider combining short sentences in ways that enhance readability and use less space. (At the same time, however, avoid overly long and complex sentences.) Consider dropping whole sentences that may be redundant or unnecessary.
6. Consider word choice very carefully and work toward building a stronger vocabulary. Individual professors may have requirements in addition to those specified here.