



Training MSSW Students for Military Social Work Practice and Doctoral Students in Military Resilience Research

Tyler DuMars, Kristin Bolton, Arati Maleku & Alexa Smith-Osborne

To cite this article: Tyler DuMars, Kristin Bolton, Arati Maleku & Alexa Smith-Osborne (2015) Training MSSW Students for Military Social Work Practice and Doctoral Students in Military Resilience Research, *Journal of Social Work Education*, 51:sup1, S117-S127

To link to this article: <http://dx.doi.org/10.1080/10437797.2015.1001294>



Published online: 21 Apr 2015.



Submit your article to this journal [↗](#)



Article views: 27



View related articles [↗](#)



View Crossmark data [↗](#)

Training MSSW Students for Military Social Work Practice and Doctoral Students in Military Resilience Research

Tyler DuMars, Kristin Bolton, Arati Maleku, and Alexa Smith-Osborne

The demand for social workers with military-related practice and research experience exceeds the current supply. To advance military social work education, we developed an interlevel master's of science in social work (MSSW) field practicum and doctoral research practicum that provides military social work field experiences and contributes to doctoral education on military intervention research. Tasked with the primary responsibility of teaching complex resilience concepts to youth participants, the project challenges MSSW students to develop deep knowledge of the material. Assigned the role of project manager of an ongoing intervention study and responsible for performing multiple hands-on research tasks, the project promotes doctoral student research proficiency. Feedback from students suggests that the project supports learning outcomes and enhances motivation to engage in present and future intervention research.

The social work profession has been actively engaged in developing specific standards and guidance for service members, military families, and veterans in today's All Volunteer Force (Smith-Osborne, 2009, 2012). In response to the evolving need of this population, the profession's leadership has called for innovative strategies to implement simultaneous development of the relevant practice knowledge base and dissemination of that knowledge to social work practitioners and students at all levels. In 2010, the Council on Social Work Education (CSWE) promulgated standards for Advanced Practice in Military Social Work (CSWE, 2010). These standards delineated advanced military social work knowledge and practice behaviors associated with each of the 10 core competencies established by the 2008 *Educational Policy and Accreditation Standards* (EPAS; CSWE, 2008), governing social work education and moving such education to a competency-based outcomes approach to professional education. These standards include assessing risk, resilience, coping strategies, and social support in a military context, and using evidence-based interventions to intervene at the individual, family, and organizational levels to address military service and deployment-related health problems. Additional skills include the ability to respond to civilian and government inquiries regarding the care and well-being of military personnel, veterans, and their families and the ability to select and modify clinical and preventative interventions for effective military social work practice. In 2012, social work's

Accepted: October 2014

Tyler DuMars is an active-duty social work officer with the U.S. Army. Kristin Bolton is assistant professor at the University of North Carolina Wilmington. Arati Maleku is adjunct assistant professor and project manager of the Center for Clinical Social Work at the University of Texas at Arlington. Alexa Smith-Osborne is associate professor, director of the Center for Clinical Social Work, and principal investigator of the Student Veteran Project at the University of Texas at Arlington.

Address correspondence to Tyler DuMars, University of Texas at Arlington, School of Social Work, 211 South Cooper Street, Box 19129, Arlington, TX 76019, USA. E-mail: tyler.d.dumars.mil@mail.mil

professional association, the National Association of Social Workers (NASW), developed military social work practice standards to use with service members, veterans, and their families. These 12 standards delineated military social work practice as pertaining to the NASW *Code of Ethics*, professional qualifications, specialized knowledge, assessment techniques and areas, intervention and treatment planning considerations, practice/program evaluation and improvement obligations, professional development obligations, leadership and supervision obligations, documentation expectations, interdisciplinary leadership and collaboration obligations, cultural competence, and advocacy.

In response to the standards promulgated by the CSWE (2010) and the NASW (2012), several schools of social work developed military social work education strategies designed for rapid and economically efficient implementation. These initiatives vary in content and are provided across degree programs such as bachelor of social work, master's of social work (MSW), and doctor of philosophy (PhD). This article outlines one such approach, which has been used by the University of Texas at Arlington (UTA) of School of Social Work to advance military social work education through field instruction at the master's level, while integrating roles for social work doctoral students in advancing military social work intervention research. This highly efficient and innovative approach used a train-the-trainer model to promote cross-fertilization between doctoral and master's social work education programs and endeavored to augment student motivation through increased authority and responsibility.

Our project aimed to apply a neuroscientifically informed resilience theory-based framework to examine differential susceptibility for trauma effects after violence exposure and its biopsychosocial sequelae (including cognitive, affective, and behavioral domains affecting learning) on non-treatment-referred children and adolescents among military families who have been identified with exposure to domestic violence, community violence, violent bereavement, or child abuse. It further attempted to test the effects of a manualized coping support intervention on the participants in supporting their continued resilience.

This strategy is unique in that the focus is research-for-practice that involved students as full partners in a cutting-edge research study with the objective of obtaining knowledge about the process and context of the intervention and, in tandem, improving the fundamental methods of the intervention. As an emergent area of social work research, this intervention research model not only helped doctoral students expand their enhanced research skills but also reiterated the pragmatic aspects of research for practice for the MSW students. It may involve acquiring knowledge about the process and context of intervention, or it may focus on creating or enhancing the fundamental methods and tools of the intervention.

PREPARING SOCIAL WORK STUDENTS TO WORK WITH MILITARY PERSONNEL, VETERANS, AND THEIR FAMILIES

In recent years there has been an increased call to refine social work programs to better prepare social workers to enter the field with the skills necessary to effectively respond to the needs of active-duty members of the military, veterans, and their family members (CSWE, 2010; Rubin, 2012). The interlevel master's of science in social work (MSSW) field practicum and PhD research practicum under focus of this article is an innovative social work education approach that simultaneously provides military social work field placement experiences, while contributing to doctoral education on intervention research. To avoid the pitfall of becoming

another research project by academics for academics, the research team collaborated with a military colleague, an active-duty Army social worker with overseas deployment experience. The primary contributions of an interlevel experiential learning approach to military social work education are discussed below.

Although there is a tremendous amount of ethnic and cultural diversity within each branch of the Armed Forces, members of the military community are united by a shared culture with its own norms, mores, institutions, and vocabulary (Fenell, 2008). The extent to which social work students nationwide are informed or educated on the unique aspects of military culture in their foundational coursework is currently unknown. Given that only one third of Americans ages 18–29 report having a family member who once served or who is currently serving in the Armed Forces, the likelihood that students enter schools of social work with a working knowledge of military culture is slim (Pew Research Center, 2011). The grand majority of students will leave their respective schools of social work with no further knowledge of military culture—with the small minority of students who enroll in an elective course on military social work serving as exceptions.

It is unreasonable to expect that a single foundational course on diversity could prepare students for practice with the vast array of clients from diverse cultures around the world. CSWE Core Competency 2.1.4 states “the dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation” (CSWE, 2008, pp. 4–5). It is incumbent on schools of social work to be agile, keep up with world events, and make informed decisions about which populations of individuals are the most vulnerable.

Since 2001 approximately 2.5 million service members have served in Operation Enduring Freedom and Operation Iraqi Freedom (data from the Defense Manpower Data Center [DMDC], 2012). Often perceived as a small percentage of the U.S. population, the military veterans who served in the Iraq and Afghanistan wars and their affected family members are likely to exceed the capacity of the Veterans Health Administration and affiliated programs to serve them (Rubin, Weiss, & Coll, 2013). As many as one in five returning service members are projected to have experienced one or more of the following: traumatic brain injury, symptoms of posttraumatic stress disorder (PTSD), depression and suicidal ideation, and substance abuse disorders (Hawkins, 2010). Assuming that social work practitioners could simply refer every veteran they encounter to the Veterans Health Administration (VHA), who will provide services to the military family members (who are not eligible for care through the VHA) for the second-order effects related to their veteran’s struggles to resume a normal life? It is clear that social workers need specialized education and training to serve returning service members and their families (Rubin, 2012). If every school of social work were to augment one of the foundational courses with a three-hour block of instruction on military culture, would this be enough? The decision as to whether students need to be familiarized with a field of practice with a specific population (e.g., social work with veterans) or proficient in the delivery of services to a vulnerable population is a judgment call that is best made by schools of social work at the local level.

For schools that decide that social work students should be afforded the opportunity to become proficient in the delivery of services to military personnel, veterans, and their families, the UTA School of Social Work’s field education initiative has several advantages over other options, such as adding blocks of instruction to foundational courses.

PROGRAM OVERVIEW

Based on resilience theory and the empirical evidence on neurological involvement specific to differential susceptibility to trauma exposure, a manualized protocol was developed. This prevention model includes psychoeducation, skills training, and social learning aspects that provide children with age-appropriate coping support interventions in small groups of their peers who have had similar experiences. In addition, parallel services were also provided for their parents (and other role models/caregivers when possible) to help them increase their own self-regulation and coping skills to help their children at home and school. Services for both groups included cognitive remediation using an existing software package targeted to executive functioning, considered the neurological underpinning to the targeted coping skills; psychoeducation; skills rehearsal; social modeling, and contingency management of coping skills involved in reducing ideological and behavioral engagement with adverse ecosystems. Services also focused on increasing engagement with ecosystems (specifically school and faith community) offering basic need fulfillment, opportunity for prosocial behavior, norms/rewards for self-regulation, and rewards for culturally consistent productivity and achievement.

Master's Field Practicum Description

At the UTA School of Social Work, the field practicum for the master's-level social work degree is focused on the integration of social work knowledge, theory, and skills learned in the classroom with practical application in social work settings. As a field practicum setting, the Center for Clinical Social Work (CCSW) provides the platform for students to exchange ideas, feelings, and experiences relative to practice issues, professional growth and development, cultural diversity, the social work process, and social work values and ethics. As the largest social work education institution in Texas with the second largest number of veterans in the nation, the CCSW also maintains enduring, stable relationships with other field placement agencies serving military/veterans populations, as well as with agencies in medically underserved communities. These placements include the range of mental health service units in two major Veterans Health Administration networks, the North Texas Vet Centers, mental health agencies/projects funded by the Texas Veterans Commission, schools serving military children, and a veterans' demonstration psychosocial rehabilitation program sponsored by the CCSW.

The military field practicum at the CCSW served as a medium for master's-level social work students to engage in supervised learning activities that provided pragmatic learning experience in the application of theory, knowledge, evidence-based research, and professional skills critical to become professionally reflective and competent social work practitioners. The MSSW students were charged with (1) receiving interprofessional trainings on manualized protocols, (2) delivering the protocols, (3) disseminating knowledge to the client participants, and (4) working with the research team to carry out the demonstration project to serve translational science aims. The training modules included advanced practice evidence on treating complex trauma, treating PTSD and comorbid substance misuse/abuse (including smoking cessation), military suicide prevention, sleep hygiene assessment and treatment, military sexual trauma, and resilience processes. The military field practicum was also designed to involve the students in demonstrating practice evaluation activities to improve human service interventions in military/veteran populations and their families. The master's-level practicum setting at the CCSW was an

attempt to demonstrate the integration of micro and macro social work practice, policy, and research into service delivery to enhance client well-being.

Doctoral Research Practicum Description

The UTA School of Social Work requires doctoral students to complete a research practicum as part of the core coursework prior to the dissertation. Each doctoral student selects a faculty sponsor and engages in a research study. Practicum experiences involve direct participation in research, including data collection, analysis, and interpretation. Practicums may include contributing to a faculty research project, investigation of a larger research question already being explored by a faculty sponsor, or a separate pilot research project identified by the student. Practicums are intended to provide tangible research experience in an effort to prepare students for the dissertation process.

The practicum described in this article allowed doctoral students to contribute to a faculty member's ongoing intervention research study. Doctoral students were assigned the role of project manager and were responsible for a number of tasks, including (1) development of manualized protocol, (2) data collection and data management of both biological factors and self-report assessments, (3) oversight of MSSW student interns during implementation of the intervention, (4) fidelity and efficacy assessment of manualized protocol, and (5) reporting and disseminating research findings.

The faculty supervisor, doctoral students, and MSSW students created the manualized protocol used in this intervention. The manualized protocol was derived from a systematic review of interventions across the life course for individuals exposed to trauma, examination of resilience processes, and knowledge of military families. The manualized protocol was created in an effort to provide an intervention premised in promoting the cultivation of resilience pathways in military families using a combination of cognitive behavioral therapy and case management. On completion of the development of the manualized protocol and approval from the university's institutional review board, the intervention was implemented and tested on both military and civilian families located in the Dallas-Fort Worth, Texas metropolitan area.

Data collection included community needs assessments, biological markers, and self-report questionnaires measuring resilience, psychopathologies, and familial relationships. Doctoral students were responsible for managing data collection and assisting the MSSW interns as they collected data from study participants. Finally, doctoral students were involved in the data analysis and dissemination of the study findings. The faculty supervisor and doctoral students submitted a scholarly article for review as well as submitted an abstract to a national conference.

This experience was unique in the sense that it provided doctoral students with the opportunity to take part in a large research study in a leadership role. In addition, doctoral students were able to participate on the research project from start to finish and contribute to the dissemination of the study findings to the larger research community.

DISCUSSION: THE BENEFITS OF INTERLEVEL EXPERIENTIAL LEARNING

The overwhelming majority of the MSSW students who participated in our field placement did not have friends or family serving in the military, and they had not received a single block of

instruction on military culture or the delivery of services to military personnel, veterans, and their families. The MSSW students' lack of experience or formal instruction was not a surprise to the field practicum leadership, nor was it considered a hindrance. After all, the majority of soldiers have never handled or fired any type of weapon prior to enlisting in the Army. To transform rookies with no weapons experience into proficient marksmen, the Army uses a crawl-walk-run approach to teach soldiers complex tasks. We adopted a similar approach to quickly and efficiently educate and train the MSSW students participating in our field placement. The methodology of the crawl-walk-run approach is summarized below.

The unit-training plan uses a crawl-walk-run approach that progressively and systematically builds on successful task performance before progressing to tasks that are more complex. Performance must become intuitive, but also adaptable to new conditions. Soldiers must understand the task and its contributions to the unit's capability, so they can adjust the execution of the task to meet new and unfamiliar situations. (Army Doctrine Publication 7-0, 2012, p. 9)

For MSSW students, the crawl portion of the training consisted of advance review of resilience theory and neuroscience evidence on self-regulatory mechanisms emerging across childhood development, as assigned by the primary researcher. This review was followed by participation in online training modules on contemporary combat-era and All Volunteer Force military family and veteran research done by the primary researcher and others. The modules also included resilience-framed practice application presentations developed by the primary researcher.

The walk portion of MSSW training included a preview of the session led by the primary researcher and the research staff (doctoral students). Each week, the training segment focused on high-fidelity anticipatory rehearsal of each intervention activity, identification of the targeted domain (e.g., cognitive-executive functions, cognitive-situational awareness and appraisal, emotional, social, behavioral), and anticipated interactions and outcomes for each activity. The second phase of training focused on case-specific presentations and discussions of the implications of current progress across parent and child sessions for each family. Following the session preview and discussion, students personalized the content of the sessions and rehearsed using role-plays. Practicing tasks under realistic conditions is one of the most important aspects of the walk phase of instruction. Students also used this time to consult with the Army social worker on the research team.

The run component of the military field placement was the hands-on part, where MSSW students were responsible for facilitating group sessions and teaching resilience skills to youth participants using the manualized protocol. Concurrently, MSSW students reviewed the step-by-step intervention manual being tested and were actively engaged in delivering the investigatory intervention.

Using a manualized cognitive-behavioral approach proved advantageous for two reasons. First, providing services to clients under real-world conditions is challenging and unpredictable. When MSSW students felt nervous or overwhelmed during a session, they could always consult the protocol to get the session back on track. Second, the bulk of the research literature suggests when working with military populations, short-term cognitive modalities are more effective than long-term modalities focused on feelings and emotions (Hall, 2011).

Learning Through Teaching

One of the most efficient and effective methods of disseminating information to the end-user is the train-the-trainer model. In our military field placement, the primary researcher (principal

investigator) trained the doctoral students in the proper use and application of the youth resilience protocol. The doctoral students, in turn, were responsible for training the MSSW students. The MSSW students were responsible for teaching the youth participants cognitive mediation and coping skills thought to increase resilience levels.

Researchers from the University of Pennsylvania's Penn Resilience Program (PRP) were the first to demonstrate the efficacy of the train-the-trainer model for teaching resilience skills. In their program, the primary researchers trained university educators to teach the resilience skills to their students. On completion of the training, the students showed fewer symptoms of depression and behavioral problems (Brunwasser, Gillham, & Kim, 2009; Challen, Noden, West, & Machin, 2011; Reivich, Seligman, & McBride, 2011).

In addition to being an efficient and efficacious approach for disseminating knowledge from researchers to end-users, the train-the-trainer approach also has a prime benefit for the intermediary trainers—knowledge through teaching. It is challenging to teach a complex set of cognitive mediation techniques to youth participants because the trainer must first understand the concept inside and out. Second, the trainer must use this deep knowledge to create simple and creative ways to teach and explain the material to the participants. The military field placement served as a viable platform to demonstrate theory-research-practice integration, provide rigorous training to enhance students' clinical skills, challenge student innovation, and prepare students to engage in lifelong learning to advance professional knowledge and skills. The MSSW student interns who worked on the project emphasized that although the military field practicum challenged them, the experience also helped them to develop their clinical social work skills, enhance their understanding of theory and practice integration, and engaged them in critical reflections of the profession. An MSSW student intern noted the pragmatic approach of the field practicum to have increased her understanding of research and practice integration. She stated:

It is quite different because you are able to learn the intervention and then have the opportunity to implement the intervention and skills learned. Afterwards, you are also able to get feedback for what happened during each session and discuss what the next steps are for the upcoming session. The practice experience is really important and beneficial for the students, especially those who do not have much experience in a clinical setting. I did not know how research and practice worked together before I began working with the project. However, this experience has taught me about the importance of practice/intervention related research. I believe I am more like to engage in this after the project. I think that having protocols to follow during the sessions takes away from a lot of the stress that a student without much clinical experience might feel during the session but it still allows for ways for the student to be creative during the sessions.

Another student expressed the motivation to engage in practice-oriented research because of the field practicum experience:

I have always been motivated to engage in practice. Being a part of the study has simply strengthened the drive and motivation. In regard to intervention related research, my interest level has increased. I believe the underlying cause for that was being able to witness how research and interventions work together and the benefits of doing so.

Students also expressed that the field practicum experience prepared to engage them in ongoing learning to improve their professional social work knowledge and skills, critical to the well-being of the clients. One student noted:

I have become more motivated to learn as much as I can about the different types of interventions. Participating in this field placement gave me the realization that practicing social work is a serious profession. People are relying on our knowledge/expertise to cope with mental health issues and to help with finding resources to survive. You can't take this profession lightly because the consequences can be dyer to you and the well-being of your clients.

Encouraging Doctoral Students to Engage in Intervention Research

A major of criticism of schools of social work over the years is that “they do not provide the kind of hands-on, skills-focused training that is widely acknowledged to be required for research scholarship” (Fraser, Jensen, & Lewis, 1993, p. 52). Another critique of social work programs has been their inability to provide clinicians with assessment tools, practice guidelines, and evidence-based practice algorithms, the result of an intractable schism between researchers and practitioners (Jenson, 2005). Although the academic community has expressed a keen interest in shrinking the gap between research and practice, few social work doctoral programs have been successful in encouraging the next generation of researchers to engage in intervention research. A recent content analysis of social work PhD dissertations revealed that only about 13.5% focused on intervention research (Horton & Hawkins, 2010).

How does an interlevel practicum model encourage doctoral students to engage in intervention research? There is an old military adage stating that soldiers learn best by doing, which serves to remind leaders that the most effective form of training is always hands-on training (Army Regulation 350-1, 1983). As doctoral students learn and engage in the critical tasks needed to perform intervention research, they become more proficient. As the doctoral students' research skills improve, so does their perceived self-efficacy. “Among the mechanisms of agency, none is more central or pervasive than peoples' ‘beliefs about their capabilities’ to exercise control over their own level of functioning and over events that affect their lives” (Bandura, 1993, p. 118). Self-efficacy beliefs have a positive effect on people's motivation and the amount of effort they will exert to achieve a goal in the face of obstacles (Bandura, 1989). Below, a doctoral student remarks on his journey from self-doubt about his capabilities to a growing belief, interest, and motivation to engage in evidence-based outcome research.

I will never forget the first time I met the research practicum director and the lab supervisor at the behavioral neuroscience laboratory to review the procedures for collecting, storing and analyzing saliva and cheek cell samples. It had been over a decade since I had set foot in any type of university laboratory—and that was for an introductory chemistry class. The whole reason I went into the field of social work was to avoid places like this. As time went by, I became more comfortable with the research protocol, the collection procedures, and the technical jargon. I thought to myself, I think I could do this type of research in the future, and I would like to.

IMPLICATIONS FOR THE MILITARY-RELATED SOCIAL WORK WORKFORCE

In recent years, the demand for mental health services for veterans has outweighed the supply of available professionals. Veterans seeking mental health care in 2007 were able to attend only about two thirds as many appointments with Veterans Health Administration specialists

compared to 10 years earlier (NASW, 2009). The Department of Veterans Affairs is the largest employer of master's-level social workers in the nation (Franklin, 2009). In June 2012, the Veterans Administration launched an aggressive marketing and hiring initiative with the goal of adding 1,600 new mental health clinicians to the VHA (Department of Veterans Affairs, 2012). The options are limited for students seeking to gain military-related social work education and experience while earning their MSSW degree. NASW identifies just 22 schools that offer concentrations or certificate programs in military social work and veterans services (NASW, 2013). MSSW students graduating from schools of social work with a focus on "generalist practice" are unlikely to obtain positions with the VHA or other federal agencies, even if they have obtained licensure for independent practice and have many years of experience in other specialties of social work practice. To make it past the initial stage of the human resources screening process, federal job seekers must demonstrate that they have specialized experience (knowledge, skills, and abilities) directly related to the position to be filled (Office of Personnel Management, 2013). The first author, having spent more than a decade supervising federal civilian social workers in military treatment facilities, can attest that military social work experience is vital for any applicant who wants to be placed on the short list of job application finalists. The list of finalists is provided to the hiring manager, who then decides who he or she would like to interview. Occasionally, the list of finalists is blank as all of the applicants were screened out as a result of not meeting the specialized work experience requirement. When this happens, the position remains unfilled and must be reannounced.

Educating and training students so that they may be competitive in the military-related social work workforce is a challenging proposition. It is unknown how many social work programs have at least one faculty member specializing in military social work research and education. If social work schools want to keep pace with the increasing demand for military social work services, the intermittent trickle of graduates with military social work education and experience needs to be increased to a steady stream. The demand for doctoral social work students with the abilities and the desire to engage in military-related intervention research is even more acute.

Significant advancement of military social work education and research is a goal that schools of social work cannot expect to achieve by operating in isolation. Social work educators and researchers must concede that it is their responsibility to reach out to their military social work colleagues to create innovative military field placement opportunities for MSSW students and intervention research opportunities for doctoral students. Fortunately, opportunities for collaboration are abundant. The VHA is the largest integrated health care system in the United States, with 152 medical centers and 1,400 community-based outpatient clinics (Department of Veterans Affairs, 2013). In addition, there are 214 major military installations in the United States where service members and their families receive behavioral health and social work services (Department of Defense, 2012). For schools of social work that are unable to develop education and research partnerships with VHA facilities or military treatment facilities, the latest figures (2007–2008) suggest that military-connected undergraduate students represent approximately about 4% of undergraduate students nationwide (Radford, 2009).

Civilian schools of social work are well positioned to assist the military by offering fresh perspective on recalcitrant social problems such as sexual assault and suicide (LeardMann et al., 2013; Turchik & Wilson, 2010). The military social work intervention research project

outlined in this article is offered as an innovative model that contributes to the knowledge base, provides social work field placement experiences for MSSW students, and contributes to doctoral education.

REFERENCES

- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44, 1175. doi:10.1037/0003-066X.44.9.1175
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28, 117–148. doi:10.1207/s15326985ep2802_3
- Brunwasser, S. M., Gillham, J. E., & Kim, E. S. (2009). A meta-analytic review of the Penn Resiliency Program's effect on depressive symptoms. *Journal of Consulting and Clinical Psychology*, 77, 1042–1054. doi:10.1037/a0017671
- Challen, A., Noden, P., West, A., & Machin, S. (2011). *UK resilience programme evaluation: Final report*. London, UK: London School of Economics and Political Science, for the Department for Education. Retrieved from <https://www.gov.uk/government/publications>
- Council on Social Work Education (CSWE). (2008). *Educational policy and accreditation standards*. Retrieved from <http://www.cswe.org/cms/13965.aspx>
- Council on Social Work Education (CSWE). (2010). *Advanced social work practice in military social work*. Retrieved from <http://www.cswe.org/CentersInitiatives/DataStatistics/76083.aspx>
- Department of the Army. (1983). *Army training regulation 350-1*. Washington, DC: Author. Retrieved from <http://www.apd.army.mil/>
- Department of the Army. (2012). *Army doctrine publication 7-0: Training units and developing leaders*. Washington, DC: Author. Retrieved from <http://armypubs.army.mil/>
- Department of Defense. (2012). *Structure report: Fiscal year 2012 baseline*. Retrieved from <http://www.acq.osd.mil/>
- Department of Veterans Affairs. (2012, June 11). *VA announces aggressive national recruitment effort to hire mental health professionals*. Retrieved from <http://www.va.gov/opa/pressrel/pressrelease.cfm?id=2325>
- Department of Veterans Affairs. (2013). *About VHA*. Retrieved from <http://www.va.gov/health/aboutVHA.asp>
- Fenell, D. (2008, June). A distinct culture: Applying multicultural counseling competencies to work with military personnel. *Counseling Today*, 50(12). Retrieved from <http://ct.counseling.org/2008/06/>
- Franklin, E. (2009). The emerging needs of veterans: A call to action for the social work profession. *Health and Social Work*, 34, 163–167. doi:10.1093/hsw/34.3.163
- Fraser, M. W., Jensen, J. M., & Lewis, R. E. (1993). Research training in social work education: The continuum is not a continuum. *Journal of Social Work Education*, 29, 46–62. doi:10.1080/10437797.1993.10778798
- Hall, L. K. (2011). The importance of understanding military culture. *Social Work in Health Care*, 50, 4–18. doi:10.1080/00981389.2010.513914
- Hawkins, M. D. (2010). Coming home: Accommodating the special needs of military veterans in the criminal justice system. *Ohio State University Journal of Criminal Law*, 7, 563–573. Retrieved from http://moritzlaw.osu.edu/osjcl/Articles/Volume7_2/Hawkins-FinalPDF.pdf
- Horton, E. G., & Hawkins, M. (2010). A content analysis of intervention research in social work doctoral dissertations. *Journal of Evidence-Based Social Work*, 7, 377–386. doi:10.1080/15433710903344066
- Jenson, J. M. (2005). Connecting science to intervention: Advances, challenges, and the promise of evidenced-based practice. *Social Work Research*, 29, 131–135. doi:10.1093/swr/29.3.131
- LeardMann, C. A., Powell, T. M., Smith, T. C., Bell, M. R., Smith, B., Boyko, E. J., ... Hoge, C. W. (2013). Risk factors associated with suicide in current and former U.S. military personnel. *JAMA*, 310, 496–506. doi:10.1001/jama.2013.65164
- National Association of Social Workers. (2009). *Social workers speak on veterans issues*. Retrieved from <http://www.socialworkers.org/pressroom/>
- National Association of Social Workers. (2012). *NASW standards for social work practice with service members, veterans, & their families*. Retrieved from <https://www.socialworkers.org/practice/military/documents/MilitaryStandards2012.pdf>
- National Association of Social Workers. (2013). *Schools of social work with military and veteran resources*. Retrieved from <https://www.socialworkers.org/practice/military/schoolsofsocialwork.asp>

- Office of Personnel Management. (2013). *Classification & qualifications general schedule qualification policies*. Retrieved from <http://www.opm.gov/policy-data-oversight/classification-qualifications/general-schedule-qualification-policies/#url=General-Policies>
- Pew Research Center. (2011). *The military civilian gap: Fewer family connections*. Retrieved from <http://www.pewsocialtrends.org/2011/11/23/the-military-civilian-gap-fewer-family-connections/>
- Radford, A. W. (2009). *Military service members and veterans in higher education: What the new GI Bill may mean for postsecondary institutions*. Washington, DC: American Council on Education. Retrieved from <http://www.acenet.edu/news-room/Pages/Military-Service-Members-and-Veterans-in-Higher-Education-What-the-New-GI-Bill-May-Mean-for-Postsecondary-Institutions-.aspx>
- Reivich, K. J., Seligman, M. E., & McBride, S. (2011). Master resilience training in the U.S. Army. *American Psychologist*, 66, 25–34. doi:10.1037/a0021897
- Rubin, A. (2012). Civilian social work with veterans returning from Iraq and Afghanistan: A call to action. *Social Work*, 57, 293–296. doi:10.1093/sw/sws048
- Rubin, A., Weiss, E. L., & Coll, J. E. (Eds.). (2013). *Handbook of military social work*. Hoboken, NJ: Wiley.
- Smith-Osborne, A. (2009). Veterans return to civilian life: Factors associated with a resilient outcome and what social workers can do to help. *Professional Development*, 12, 61–71. Retrieved from <http://www.profdevjournal.org/index.html>
- Smith-Osborne, A. (2012). Military social work curriculum modules: Applications for field instruction, coursework, and graduate/post-graduate certificate programs. *Professional Development*, 15, 14–26. Retrieved from <http://www.profdevjournal.org/index.html>
- Turchik, J. A., & Wilson, S. M. (2010). Sexual assault in the US military: A review of the literature and recommendations for the future. *Aggression and Violent Behavior*, 15, 267–277. doi:10.1016/j.avb.2010.01.005
- Veterans Health Administration. (2013). *Where do I get the care I need?* Retrieved from <http://www.va.gov/health/findcare.asp>