Military Mental Health and The Impact of Trauma

I. LEARNING OUTCOMES

The Military Mental Health and The Impact of Trauma (SOWK J6XX) will:

1. Analyze the impact of risk and resilience on the development of difficulties related to military service.
2. Evaluate the impact of combat experience on the individual and his/her family.
3. Appraise the behavioral manifestation of the injuries associated with combat and trauma.
4. Distinguish the psychosocial factors that impact how individuals respond to trauma.
5. Evaluate the relationship between such disorders as PTSD and substance abuse in military personnel.
6. Distinguish problems that are encountered by military personnel and their families across the lifespan.

II. INSTRUCTIONAL MATERIALS

Required Textbooks


Additional readings, listed below, will be posted on Blackboard:


III. INSTRUCTIONAL METHODS AND COURSE FORMAT

Three primary instructional methods will be used in class: (1) Critical discussion, interaction and transaction among the instructor and students; (2) Didactic presentation by the instructor; and (3) Student reflection. These primary methods will be supplemented with panels and guest speakers, presentation of student experiences/exercises, and analysis of lay and media portrayals relative to actual military experiences and lifestyles.

This class is delivered through a distributed learning format. In order to fully benefit from the class, students need to have reliable broadband access to the Internet. This can be done in the College of Social Work student computer lab, the university library, a public library, or home access. This online course uses a combination of live, real-time instruction as well as asynchronous student discussion board response via the Internet (through Blackboard and Adobe Connect) as a learning medium. Methods to be used include live lectures and discussions, videos, individualized instruction, and written assignments. Guest speakers and panelists will also be utilized.
IV. USE OF TECHNOLOGY AND BLACKBOARD

Technology Requirements
Because this is a Distributed Learning/Distance Education course offered through the Internet, students must be prepared to spend substantial time online using a computer with a reliable link to broadband Internet access. Live sessions are in an online classroom and are accessed via the Internet. Students will participate in the class through text or talk. The live Adobe Connect sessions will be recorded and be available for later viewing. However, due to the content and format of the course (i.e., live guest speakers and exercises), students are expected to participate in the live sessions to maximize the learning experience for the course.

Whenever technology is used, technical problems may occur. Students with slow or unreliable connections to the Internet may experience some technical problems with these Internet tools. Students are expected to be proactive in order to ensure all equipment is in proper working order. Grade points will not be deducted due to technical problems; however, students are expected to make every effort to participate in class activities and to watch the recorded lectures if technical problems occur.

All course materials will be organized within Blackboard. Students are expected to access both Blackboard and their university-based email account on a regular basis. You may forward your university email to your home email by doing the following:

- Login to student email
- Choose “Options”… “Set Inbox Rule”
- Choose “New…”
- Set “When the message arrives” to: Apply to all messages
- Set “Do the Following” to: Redirect the message to…
- On the screen that appears, type the email address you would like them forwarded to in the box located at the bottom of the window, then choose “Ok”
- Choose “Save”

Communication is an important part of a successful distributed learning experience. Please be sure to check that email reaches you and that your professor is receiving your emails as well.

Participating in Live Online Class Sessions
Live sessions are in an online classroom at [http://breeze.sc.edu/sowkJ6XX-13/](http://breeze.sc.edu/sowkJ6XX-13/) and are accessed via the Internet. You will participate in the class through text chat or, if you have a microphone/camera (not required), you will be able to talk. The live Adobe Connect sessions on Tuesday will be recorded and be available for later viewing. However, due to the content and format of the course (i.e., live guest speakers and exercises), you must participate in the live sessions to maximize your learning experience for the course. Just as in a regular physical classroom, part of your grade will depend on consistent attendance of the live online class.

Accessing and Participating in Other Course Activities
Prior to live class sessions you will be expected to access and review the course materials via Blackboard and Adobe Connect on your own time and complete the appropriate learning activities and modules according to the schedule provided in the course calendar. Note that all
asynchronous learning activities have a time limit, a particular date by which they must be completed. These dates will be listed in Blackboard.

Other class requirements will be done individually at your own pace. These assignments include films, interviews, and readings, followed by written response papers. Other Blackboard tools (websites, email, listservs, wikis, blogs, podcasts, virtual guest speakers and tours) may be used. Blackboard tools will be used to send emails to class members, to post course information, to monitor student viewing of modules prepared for asynchronous viewing, and to submit student papers. Additionally, the class will utilize Blackboard or other appropriate Internet software and capabilities that allow groups and guest speakers to interact or perform specialized tasks via the Web (Skype, blogs, wikis, etc.)

V. COURSE ASSIGNMENTS & GRADING

Assignment Weights

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Quizzes (6 quizzes - 5 points each)</td>
<td>30%</td>
</tr>
<tr>
<td>Online Discussion Board (discussion and wikis)</td>
<td>20%</td>
</tr>
<tr>
<td>Class participation (chat, attendance)</td>
<td>10%</td>
</tr>
<tr>
<td>Special Populations Paper and Presentation</td>
<td>25%</td>
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<tr>
<td>(Group Project)</td>
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<tr>
<td>Film Assignment</td>
<td>15%</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Scale:

- 90-100 A
- 87-89 B+
- 80-86 B
- 77-79 C+
- 70-76 C
- 65-70 D
- Below 65 F

Assignment Details:

**QUIZZES**
There will be posted online quizzes worth 5 pts. each. These quizzes will be based on the readings.

**DISCUSSION BOARD**
Special topics will be posted on Blackboard weekly. Students will read posted materials and engage in the discussion boards set up in Blackboard. Students will utilize readings and information that they collect from various online sources to inform their discussion. Respect and critical thinking will guide these discussions.

Comment [USC4]: Here the instructor specifies how each type of assignment counts towards the course grade and provides the grading scale.
CLASS PARTICIPATION
You are expected to attend all live online classes through Adobe Connect. You must check your Internet connections and technology prior to joining the class on Tuesday nights. Technology issues will not be accepted as an excuse for not attending class. While in class, you will be able to digitally “raise” your hand to ask questions, as well as participate in real-time chat sessions with both the instructor and your colleagues. There will also be online quizzes and questions given during the online classes that will be graded. You will also be able to ask questions by calling the instructor on the phone – the number will be provided at each session.

SPECIAL POPULATIONS PAPER AND PRESENTATION
Each group will pick a population that they are interested in. The topic will be approved by the professor. The paper will examine the unique issues that impact the chosen population. The paper will describe the military population (e.g., reservists, National Guard, African-Americans, Women, Families) in detail. The students will thoroughly explore the typical issues that impact the population covered in the paper.

Part I: Describe the chosen population.
- What are the significant characteristics of this population within the military?
- What are the demographics?

Part II: Are there unique problems associated with this population?
- Describe the unique issues
- Provide detail about how this population is impacted
- Provide empirical support
- Identify factors that impact diagnosis and access to services
- Identify protective or resiliency factors that affect response and recovery

Part III: Prepare a presentation (using PowerPoint) that highlights the important aspects of your chosen population. Students will be prepared to deliver this presentation to fellow classmates online through Adobe Connect.

FILM ASSIGNMENT
Pick one of the films below (or suggest one not on the list). Pick a character from the film. Please write a 7-10 page paper that addresses specific topics (see below) for the film character you have chosen.

First, provide information about the film (e.g., director, year of film). Use the readings from the course to support your ideas.

1. Briefly describe the story presented in the film and a brief introduction to the character.
2. Describe the impact of risk and resilience on the development of difficulties related to military service for your chosen character.
3. Discuss the combat experience and its impact on the character and his/her family (if any).
4. Describe the injuries associated with trauma and their impact on the individual and family life.
5. Identify and assess the behavioral manifestation of the behavioral health injuries associated with combat and trauma.
6. Discuss the psychosocial factors associated with the character’s trauma response (e.g., age, ability, gender, cultural and racial identities, class, and spirituality).
7. Determine if there is co-morbidity of injuries such as PTSD and substance abuse Warning! Some war movies are very graphic. You can get a good idea about the content of a film by looking it up on IMDB.com, an extensive movie database. Many movies can be found at the public library or can be rented:

<table>
<thead>
<tr>
<th>Movie Title</th>
<th>Year</th>
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<tbody>
<tr>
<td>All Quiet on the Western</td>
<td>1930</td>
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<tr>
<td>The Hurt Locker (2008)</td>
<td></td>
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<tr>
<td>Born on the Fourth of July (1989)</td>
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<td>Patton (1970)</td>
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<td>The Longest Day (1962)</td>
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<td>The Deer Hunter (1979)</td>
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<td>Restrepo (2010)</td>
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<td>The Bridge on The River</td>
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<tr>
<td>Kwai (1957)</td>
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<tr>
<td>From Here to Eternity (1953)</td>
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<td>Saving Private Ryan (1998)</td>
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<td>Apocalypse Now (1979)</td>
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<tr>
<td>Full Metal Jacket (1987)</td>
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<td>Platoon (1970)</td>
<td></td>
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<tr>
<td>Glory (1989)</td>
<td></td>
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<td>The Dirty Dozen (1967)</td>
<td></td>
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<td>Black Hawk Down (2001)</td>
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<td>Das Boot (1982)</td>
<td></td>
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<td>The Thin Red Line (1998)</td>
<td></td>
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<td>Sands of Iwo Jima (1949)</td>
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<td>We Were Soldiers (2002)</td>
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<td>Gallipoli (1981)</td>
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<td>Lawrence of Arabia (1962)</td>
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<td>Jarhead (2005)</td>
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<td>A Bridge Too Far (1977)</td>
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<td>GI Jane (1997)</td>
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<td>Red Badge of Courage (1951)</td>
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<td>The Great Santini (1979)</td>
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<td>Run Silent, Run Deep (1958)</td>
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<td>Three Kings (1999)</td>
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<td>Breaker Morant (1980)</td>
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<tr>
<td>Men of Honor (2000)</td>
<td></td>
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<td>So Proudly We Hail (1943)</td>
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<tr>
<td>Twelve O’Clock High (1949)</td>
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VI. COURSE POLICIES

Class Attendance and Participation. **Class attendance at all live online sessions is mandatory.** The instructor does not give permission to miss class. Students are assumed to be adults who make responsible choices about classroom attendance. Students who experience personal or family emergencies that interfere with class attendance or completion of assignments are expected to notify the instructor and make arrangements to meet course requirements. The attendance policy of the College of Social Work states that absence from class may result in a lowered grade or, in extreme instances, in the awarding of a grade of F for the course. In this course, absence from class can result in the loss of up to ten points from the final course grade for each class missed.

Thoughtful and informed class participation is expected, which means that reading and viewing assignments should be completed prior to class. You can expect to be called on in class to discuss the readings. Additional ungraded assignments may be given during the semester to maximize learning.

Comment [USCS]: Note that student attendance is mandatory at all live (synchronous) online class sessions. If attendance at these sessions were optional, then they could not be counted towards the total number of “instructor contact minutes.”
Academic Responsibility and Student Conduct
Students in the College of Social Work are bound by the Carolinian Creed, by the NASW Code of Ethics, and by the policies of the Carolina Community. Plagiarism in any form, which includes but is not limited to cheating on tests, using another’s work without attribution or permission, or allowing someone to use your work, whether on an exam or a paper, will not be tolerated in the College of Social Work.

The Carolinian Creed is available at www.sa.sc.edu/carolinacommunity and states, in part, that “I will practice personal and academic integrity.” The NASW Code of Ethics is available at www.naswdoc.org/. The Code of Ethics states “Social workers should not participate in, condone, or be associated with dishonesty, fraud or deception.” Additional information about Academic Responsibility, Academic Freedom and the Student Code of Conduct relevant to classroom performance and behavior is available in the Carolina Community policies located at www.sa.sc.edu/carolinacommunity. It is the student’s responsibility to be fully informed as to what constitutes plagiarism and to refrain from all activities that constitute plagiarism. If you have questions as to behaviors that constitute plagiarism and other forms of misconduct, please consult with your instructor.

VII. STUDENTS WITH DISABILITIES
People who because of a disability may need special arrangements or accommodations to meet course requirements should consult with the instructor as soon as possible to discuss the logistics of these accommodations. In order to receive accommodations, students must first register with the university’s Office of Student Disability Services (803.777.6142; www.sa.sc.edu/sds/). This office provides an array of services to meet the needs of students with disabilities, according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. See information and guidelines provided in The Carolina Community: Student Handbook and Policy Guide (http://www.sa.sc.edu/carolinacommunity).
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Lecture</th>
<th>Lectures, Readings and Notes</th>
<th>Instructor Contact Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week One</strong></td>
<td><strong>Introduction – Live Class</strong></td>
<td>See Syllabus for Full Reading Citations&lt;br&gt;Blanknotes available in Blackboard&lt;br&gt;Online lecture/virtual class meeting link: <a href="https://breeze.sc.edu/SOWKJ6XX-13/">https://breeze.sc.edu/SOWKJ6XX-13/</a></td>
<td>150</td>
</tr>
<tr>
<td></td>
<td><strong>Readings</strong></td>
<td>1. Burnam, Tanielian, &amp; Jaycox&lt;br&gt;2. Borden Institute (text), Chapter 1</td>
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<td></td>
<td><strong>Introduction Total</strong></td>
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<td>150</td>
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<tr>
<td><strong>Week Two</strong></td>
<td><strong>Risk and Resilience</strong></td>
<td>Blanknotes available.&lt;br&gt;Lecture: Risk and Resilience –&lt;br&gt;Online lecture link: <a href="https://breeze.sc.edu/SOWKJ6XX-13/">https://breeze.sc.edu/SOWKJ6XX-13/</a></td>
<td>150</td>
</tr>
<tr>
<td></td>
<td><strong>Discussion Board – Post prior to Topic Date</strong></td>
<td>Mill’s Letter to Anna Read/Response</td>
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<tr>
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<td><strong>Risk and Resilience Total</strong></td>
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<td>150</td>
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<tr>
<td><strong>Week Three</strong></td>
<td><strong>Traumatic Brain Injury Live Class</strong></td>
<td>Check Blackboard for Blanknotes&lt;br&gt;Online lecture link: <a href="https://breeze.sc.edu/SOWKJ6XX-13/">https://breeze.sc.edu/SOWKJ6XX-13/</a></td>
<td>150</td>
</tr>
<tr>
<td></td>
<td><strong>Reading</strong></td>
<td>1. Borden Institute (text), Ch. 15&lt;br&gt;2. Hoge, et al.</td>
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<td></td>
<td><strong>Discussion Board – Post prior to Topic Date</strong></td>
<td><a href="http://vimeo.com/21034486">http://vimeo.com/21034486</a></td>
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<tr>
<td></td>
<td><strong>Traumatic Brain Injury Total</strong></td>
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<td>150</td>
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</table>

**Comment [USC7]**: For the purposes of the DED course approval process, “instructor contact minutes” = the number of real-time minutes during which the instructor meets with the class. Examples of activities that count towards “instructor contact minutes” include real-time virtual class meetings, lectures delivered by two-way video in real time, and synchronous online class discussions moderated by the instructor.

To count as “instructor contact minutes,” an activity must be (1) required for students—optional meetings or activities do not count towards the total; and (2) synchronous (conducted in real time)—for example, pre-recorded lectures or PowerPoint presentations prepared by the instructor do not count towards the total.

(Note: The “instructor contact minutes tally” should only be completed for courses conducted primarily through synchronous instruction. Distributed learning courses conducted primarily through asynchronous online delivery (for example, via pre-recorded lectures, discussion threads, voiceover PowerPoint presentations, etc.) should follow the protocol for asynchronous online courses described on page 2 of the DED form.)

**Comment [USC8]**: Synchronous delivery courses like this one need not report the minutes that students spend on readings, writing assignments and other activities that happen outside of class time. For this type of course, only “instructor contact minutes” need to be counted in the tally.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Lecture</th>
<th>Lectures, Readings and Notes</th>
<th>Online Meeting</th>
</tr>
</thead>
</table>
| Week Four  | Post-Traumatic Stress Disorder, Part 1 | See Syllabus for Full Reading Citations  
Blanknotes available in Blackboard  
Online lecture link:  
https://breeze.sc.edu/SOWKJ6XX-13/                                                                 | 150            |
|            |                             | Readings  
1. Friedman  
2. Feczer                                                                                   |                |
| Week Five  | PTSD Part 2                | Blanknotes available.  
Lecture: PTSD Part 2  
Online lecture link:  
https://breeze.sc.edu/SOWKJ6XX-13/  
Discussion Board – Post prior to Topic Date  
Bob page – Iraq Never Leaves Us                                                                 | 150            |
|            |                             | Readings  
1. Bjorklund  
2. Fetzer & Milne                                                                         |                |
| Week Six   | Dual Disorders, Part 1     | Check Blackboard for Blanknotes  
Online lecture link:  
https://breeze.sc.edu/SOWKJ6XX-13/  
Reading:  
1. Berhardt  
2. Calhoun, et. Al  
3. Jaffee & Meyer  
Discussion Board – Post prior to Topic Date  
http://vimeo.com/21034486                                                                 | 150            |

Dual Disorders part 1

150
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Lecture</th>
<th>Lectures, Readings and Notes</th>
<th>Online Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Seven</td>
<td>Dual Disorders, Part 2</td>
<td>See Syllabus for Full Reading Citations&lt;br&gt;Blanknotes available in Blackboard&lt;br&gt;Online lecture link: <a href="https://breeze.sc.edu/SOWKJ6XX-13">breeze.sc.edu/SOWKJ6XX-13</a></td>
<td>150</td>
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<tr>
<td></td>
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<td><strong>Readings</strong>&lt;br&gt;1. Jones, Young &amp; Leppma&lt;br&gt;2. Nunnink</td>
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<td><strong>Discussion Board – Post prior to Topic Date</strong>&lt;br&gt;Robert Johnson – Dealing with Dual Disorders</td>
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<td><strong>Week Eight</strong>&lt;br&gt;&lt;strong&gt;Other Behavioral Issues**</td>
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<td>Blanknotes available.&lt;br&gt;Lecture: Other Behavioral Issues&lt;br&gt;Online lecture link: <a href="https://breeze.sc.edu/SOWKJ6XX-13">breeze.sc.edu/SOWKJ6XX-13</a></td>
<td>150</td>
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<td><strong>Discussion Board – Post prior to Topic Date</strong>&lt;br&gt;Bob page – Iraq Never Leaves Us</td>
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<td><strong>Readings</strong>&lt;br&gt;3. Bjorklund&lt;br&gt;4. Fetzer &amp; Milne</td>
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<td><strong>PTSD 2</strong></td>
<td>150</td>
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<tr>
<td>Week Nine</td>
<td>Special Populations</td>
<td>Check Blackboard for Blanknotes&lt;br&gt;Online lecture link: <a href="https://breeze.sc.edu/SOWKJ6XX-13">breeze.sc.edu/SOWKJ6XX-13</a></td>
<td>150</td>
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<tr>
<td></td>
<td></td>
<td><strong>Reading:</strong>&lt;br&gt;1. Borden ch. 27&lt;br&gt;2. Borden ch, 28&lt;br&gt;3. Street</td>
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<td></td>
<td></td>
<td><strong>Discussion Board – Post prior to Topic Date</strong>&lt;br&gt;Treating special populations</td>
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<td><strong>Dual Disorders part 1</strong></td>
<td>150</td>
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<tr>
<td>Date</td>
<td>Topic and Lecture</td>
<td>Lectures, Readings and Notes</td>
<td>Online Meeting</td>
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</table>
| Week Ten   | **Substance Abuse** | See Syllabus for Full Reading Citations  
Blanknotes available in Blackboard  
**Online lecture link:** [https://breeze.sc.edu/SOWKJ6XX-13/](https://breeze.sc.edu/SOWKJ6XX-13/) | 150            |
|            |                     | **Readings**  
1. Borden ch 29  
2. Bray & Hourani |                |
|            |                     | **Discussion Board – Post prior to Topic Date**  
Substance abuse treatment planning |                |
| Week Eleven| **Substance Abuse** | Blanknotes available.  
Lecture: Substance Abuse Treatment  
**Online lecture link:** [https://breeze.sc.edu/SOWKJ6XX-13/](https://breeze.sc.edu/SOWKJ6XX-13/) | 150            |
|            | Treatment           | **Readings**  
1. Borden Ch 30  
2. Borden ch 31  
|            |                     | **Discussion Board – Post prior to Topic Date**  
Special considerations for military clients |                |
| Week Twelve| **Special Populations** | Check Blackboard for Blanknotes  
**Online lecture link:** [https://breeze.sc.edu/SOWKJ6XX-13/](https://breeze.sc.edu/SOWKJ6XX-13/) | 150            |
|            |                     | **Reading**  
4. Borden ch. 27  
5. Borden ch, 28  
6. Street |                |
|            |                     | **Discussion Board – Post prior to Topic Date**  
Treating special Populations |                |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Lecture</th>
<th>Lectures, Readings and Notes</th>
<th>Online Meeting</th>
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<tbody>
<tr>
<td>Week Thirteen</td>
<td>Children and Families</td>
<td>See Syllabus for Full Reading Citations&lt;br&gt;Blanknotes available in Blackboard&lt;br&gt;&lt;strong&gt;Online lecture link:&lt;/strong&gt;&lt;br&gt;&lt;a href=&quot;https://breeze.sc.edu/SOWKJ6XX-13/&quot;&gt;<a href="https://breeze.sc.edu/SOWKJ6XX-13/">https://breeze.sc.edu/SOWKJ6XX-13/</a>&lt;/a&gt;</td>
<td>150</td>
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<td>&lt;strong&gt;Discussion Board – Post prior to Topic Date&lt;/strong&gt;&lt;br&gt;A military family in crisis</td>
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<td><strong>Online Meeting</strong></td>
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<td><strong>Dual Disorders, Part 2</strong></td>
<td>150</td>
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<tr>
<td>Week Fourteen</td>
<td>Student Projects</td>
<td>&lt;strong&gt;Online presentation link:&lt;/strong&gt;&lt;br&gt;&lt;a href=&quot;https://breeze.sc.edu/SOWKJ6XX-13/&quot;&gt;<a href="https://breeze.sc.edu/SOWKJ6XX-13/">https://breeze.sc.edu/SOWKJ6XX-13/</a>&lt;/a&gt;&lt;br&gt;Project groups will present on Adobe Connect.</td>
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<tr>
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<td><strong>Online Meeting</strong></td>
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<td><strong>Student Projects</strong></td>
<td>150</td>
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<tr>
<td>Final Exam</td>
<td>Held On Blackboard</td>
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<td><strong>Total Live Lecture/Virtual Class Meeting Time for 14 Weeks</strong></td>
<td>2100 Contact Minutes</td>
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**Comment [USC9]:** Note that this class meets the minimum approval criterion of 700 instructor contact minutes per credit hour (700 x 3 credit hours = 2100 minutes).
JUSTIFICATION FOR ONLINE OFFERING
The majority of students pursuing master’s degrees in Social Work are employed full-time, and many live and work in other areas of the state, making it very difficult for them to pursue traditional coursework on the Columbia campus. Offering this course in a distributed learning format will make this course—which fulfills an elective requirement for the Master of Social Work program and which addresses a topic especially pertinent to health and social services in the state of South Carolina—available to a larger percentage of students in the program.

PROVISIONS FOR INSTRUCTOR-STUDENT AND STUDENT-STUDENT INTERACTION
The instructor will use Blackboard tools to send emails to class members, to post course information, to monitor student viewing of modules prepared for asynchronous viewing, and to collect student papers. The instructor will respond to individual emails from students within two business days. Students will also have the opportunity for student-professor and student-student interaction during the live Adobe Connect online classroom sessions by employing the chat feature within Adobe Connect, phoning in with comments or questions, or using their own microphones if available (not required).

Additionally, the class will use Blackboard or other appropriate Internet software and capabilities that allow groups to interact or perform specialized tasks via the Web (e.g., voice chat, blogs, wikis). The instructor will also be available after live class sessions online to discuss questions and issues with students. The instructor will be available for phone consultation or drop-ins during weekly office hours.

EXPLANATION OF DELIVERY TECHNOLOGY TO BE USED
Synchronous live instruction will be conducted via Adobe Connect Live Meeting (streaming video where the student can see and hear the instructor; sessions will be available as a recording for later viewing). For live sessions, students will connect to the class by accessing the course website at http://breeze.sc.edu/SOWKJ6XX-13. Students will participate in the class through text chat or, and if they have a microphone (not required), they will be able to talk.

Asynchronous instruction and activities, including pre-recorded lectures, readings, videos, and online modules, will be delivered via Blackboard. Blackboard tools will be used to send emails to class members, to post course information, to monitor student viewing of modules prepared for asynchronous viewing, and to submit online modules. Other Blackboard tools (websites, email, blogs, wikis) may also be used.

DESCRIPTION OF PROVISIONS FOR ADA COMPLIANCE
The instructor will meet with a designer at the Center for Teaching Excellence to ensure that the course materials posted on Blackboard incorporate basic accessibility features. The course syllabus includes an accessibility statement that encourages students with disabilities to register with the Office of Student Disability Services. Should a student with a registered disability enroll in the course, the instructor will work with the Office to make any additional accommodations appropriate to that student’s needs.