

## **Human Service Practice with Veterans**

Advanced, Non-Liberal, 4 credits

Human Service Practice with Veterans is considered to be an advanced level knowledge that is non-liberal. It represents higher level skills and concepts that human service workers have acquired through applied practice. Advanced level knowledge indicates that you are able to use terminology, skills, and theory in an applied way. Human Service Practice with Veterans is more often about how we do things (i.e., non-liberal) and not necessarily why we do things (i.e., liberal). At Empire State College, the Human Service Practice with Veterans course is offered at the advanced level.

Please use the questions below to structure your PLA submission on the topic of Human Service Practice with Veterans. Copy each question and respond directly below it. If you utilize an outside source, such as a website or a book, make sure to reference this in your response. The responses to the questions should be submitted in a Word document and uploaded in PLA Planner. In PLA Planner, you would list the topic as Human Service Practice with Veterans, asking for 4 credits, and designate this as Advanced Level and Non-Liberal.

Please note – responding to these questions is not a guarantee of credit. You will still be expected to speak with an evaluator and answer any supplemental questions that they may have. The evaluator would then make a credit determination.

### **Questions for Students to respond to**

**We suggest you save this document with your name and the title of the PLA (e.g., Smith Human Service Practice with Veterans PLA) and answer beneath each question below.**

Name:

ID:

PLA Title: Human Service Practice with Veterans

Number of Credits Requested: 4

Type: Advanced, Non-Liberal

1. Briefly describe your experiences with working with veterans in the human services field.
2. A) Describe a current demographic trend in veterans; and B) Explain how you feel this trend could potentially impact the training needs of human service professionals in the field of working with veterans. For example, the population of veterans is increasingly diverse.
3. Explain the type of skills and ways to approach working with veterans that may be different than working with other populations.

4. Explain the resources that veterans and their families may take advantage. What are some of the limitations and issues that veterans may face in accessing appropriate resources?

5. Discuss some elements of military life and their effects on the quality of life of veterans. If you choose to utilize sources, please make sure to cite appropriately.

6. You are a case worker who works at a human services organization that works with veterans. You have been asked to work with Jill. Jill, a 32-year-old African American Afghanistan war veteran, has been experiencing PTSD symptoms for more than five years. While serving, Jill was a platoon leader for the 42nd Clearance Company. The 42nd Clearance Company executes route and area clearance operations by neutralizing manufactured and improvised explosives for mobile units in war zones worldwide. Over 12 months, the 42nd Clearance Company conducted 546 missions, clearing over 30,000 KM of road. They engaged in 57 Small Arms Fire attacks, cleared 64 IEDs, and suffered 17 IED strikes.

Jill struggles most with the effects of an event in which she was the leader of a convoy, and her lead truck broke down. As she waved the second truck forward, while she and her fellow service members on the first truck worked feverishly to repair it and the truck hit IED. Jill recalls images of her and the service members on the first truck smiling and waving at those on the second truck, and the service members on the second truck making fun of the broken truck and their efforts to fix it — “Look at that piece of junk truck — good luck getting that clunker fixed.” Then BOOM! She witnesses a great deal of blood and suffering as they attempted to save members of the other unit after the blast, one of which was a close friend. None survived.

She consistently avoids thoughts and images related to witnessing her fellow service members being hit by an improvised explosive device (IED) while driving a combat supply truck. Over the years, Jill became increasingly depressed and began using alcohol daily to help assuage her PTSD symptoms. She has nightmares and insomnia, and has difficulties in her employment, missing many days of work. She reported feeling disconnected and numb around her husband and four children. Case study adapted from Case Example: Jill, a 32-year-old Afghanistan War Veteran

- Apply *principles of care* and *psychological first aid* to an analysis of Jill's experiences (below).
- Describe what the *combat-injury recovery process* might look like for her.
- What long-term mental health strategies would you suggest?
- How might you support Jill's family members?
- How could technology be applied to treating Jill and her family?
- What type of information would you gather to better understand her situation?
- What type of resources would she need based on your assessment?
- What type of education would you conduct for Jill and her family?

- What type of cultural issues might Jill face during the process of her recovery?
- Overall, what challenges would you expect to see in this case?
- What kind of ethical issues may arise?

7. Please list any trainings, workshops, or readings that you have done on this topic.