



# USC | School of Social Work

## Social Work 640

### Clinical Practice with the Military Family: Understanding and Intervening

**3 Units**

2014-2015 VAC

**Instructor:**  
**Email:**  
**Office hours:**  
**Class meetings:**

#### I. COURSE PREREQUISITES

SOWK 505 and SOWK 535

#### II. CATALOGUE DESCRIPTION

Theoretical and practical approaches to clinical practice with military families. Overview of common social issues in the military system and demands on the family dynamic.

#### III. COURSE DESCRIPTION

The purpose of this course is to understand the military culture within which military families function, the stressors such as deployment that they navigate, and the diversity of military family structures and how a range of diversity filters can impact the military family and military culture. The different military contexts (i.e., active duty, guard/reserve, veteran) are explored. Ethical issues for working in this environment are considered. Theory-based and research-informed strategies to intervene with military families are reviewed. Military family policies are examined and critiqued. Family life cycle interactions with the military demands are discussed. Students completing this course will have a more in-depth understanding of and ability to work with the military and the military families that are a vital part of society.

#### IV. COURSE OBJECTIVES

The Clinical Practice with the Military Family: Understanding and Intervening course (SOWK 640) will:

Objective #	Objectives
1	Provide students with an understanding of the military culture and how military families cope with and thrive within the military.
2	Challenge the student to consider ethical dilemmas, diversity issues, and the many stressors inherent in the military, when striving to intervene with military families.
3	Explore theories and research-informed intervention strategies and have the student assess and develop intervention goals with case studies.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

The instructional methods used in this class will be classroom discussion, student presentations on key topics, in-class critical thinking exercises, use of videotapes and a case-based final exam.

**VI. STUDENT LEARNING OUTCOMES**

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SOWK 640	Course Objective
1 Professional Identity		
2 Ethical Practice		
3 Critical Thinking	*	1 & 3
4 Diversity in Practice	*	2
5 Human Rights & Justice		
6 Research Based Practice	*	3
7 Human Behavior		
8 Policy Practice		
9 Practice Contexts		
10 Engage, Assess, Intervene, Evaluate	*	3

\* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes (What Advanced Practitioners in Military Social Work Do)	Method of Assessment
<p><b>Critical Thinking</b>—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> <li>Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</li> <li>Use critical thinking augmented by creativity and curiosity.</li> <li>Understand that critical thinking also requires the synthesis and communication of relevant information.</li> </ul>	1. Analyze the unique relationships among the client, the family, the military, and various veterans’ organizations..	Assignments 1, 2, & 3
	2. Analyze appropriate models of assessment, prevention, intervention, and evaluation within the context of military social work.	Assignments 1 & 3
	3. Demonstrate effective oral and written communication using established DoD/VA professional standards and practices.	Assignments 1, 2, & 3

<p><b>Diversity in Practice</b>—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> <li>Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</li> <li>Recognize that the dimensions of diversity reflect 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.</li> <li>Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</li> </ul>	4. Manage potential conflicts between diverse identities within and among individuals and the military and veterans’ organizations.	Assignments 1 & 3
	5. Manage potential conflicts between personal feelings/expression and collective/institutional responsibility.	Assignment 3
	6. Recognize the potential risk and protective factors among diverse populations and communities that may be the result of military service.	Assignments 1 & 3
	7. Communicate with a culturally responsive approach that includes service members with varying statuses such as active duty/retired, guard/reserves, and combat/garrison.	
<p><b>Research Based Practice</b>—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> <li>Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.</li> <li>Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</li> </ul>	8. Evaluate research to practice with service members, veterans, families, and their communities.	Assignments 1 & 3
	9. Apply different literature and evidence-informed and evidence-based practices in the provision of services across the DoD/VA continuum of care and services.	

**Engage, Assess, Intervene, Evaluate**—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing research-informed interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**Engagement:** Social workers:

- Substantively and effectively prepare for engagement with individuals, families, groups, organizations, and communities.
- Use empathy and other interpersonal skills.
- Involve the client in goal-setting, focus of work, and desired outcomes.

10. Engagement:

- Recognize the unique issues and culture presented by the service member, veteran, and/or family member client.
- Establish a culturally responsive therapeutic relationship that addresses the unique issues associated with confidentiality and reporting requirements within a military context.
- Explain the nature, limits, rights, and responsibilities of the client who seeks services.
- Explain the stigma, risks, and benefits of seeking or not seeking services.
- Engage with military leadership, the unit, veteran service organizations, and/or family members.
- Demonstrate a knowledge base related to risk and protective factors associated with deployment, military service, and other aspects of life and role transitions that service members and veterans experience.
- Demonstrate knowledge related to health and mental health illnesses, injuries, and outcomes for service members, veterans, their families, and their communities.

Assignment 3

**Assessment:** Social workers:

- Collect, organize, and interpret client data.
- Assess client strengths and limitations.
- Develop intervention goals and objectives.
- Select appropriate intervention strategies.

11. Assessment:

- Select and modify appropriate multisystemic intervention strategies based on continuous clinical assessment of military or veteran issues.
- Use differential and multiaxial diagnoses that take into consideration signature injuries as well as other military related illnesses and injuries.
- Use empathy, cultural responsiveness, and other interpersonal skills in completing an assessment; and assess coping strategies to reinforce and improve adaptation to life situations and transitions while also emphasizing ways of coping with readjustment from military to civilian life.

<p><b>Intervention:</b> Social workers:</p> <ul style="list-style-type: none"> <li>▪ Initiate actions to achieve client and/or organizational goals and resolve problems.</li> <li>▪ Implement prevention interventions that enhance client capacities.</li> <li>▪ Negotiate, mediate, and advocate for clients.</li> <li>▪ Facilitate transitions and endings.</li> </ul>	<p>12. Intervention:</p> <ul style="list-style-type: none"> <li>▪ Use a range of appropriate clinical and preventive interventions for various injuries, diagnoses, and psychosocial concerns identified in the assessment, including crisis intervention and advocacy strategies as needed.</li> <li>▪ Engage clients in ongoing monitoring and evaluation of practice processes and outcomes.</li> <li>▪ Demonstrate the capacity to reflect on one's own responses (i.e., affect and world views) that influence the progress in and the completion of treatment.</li> </ul>	<p>Assignment 3</p>
<p><b>Evaluation:</b> Social workers critically analyze, monitor, and evaluate interventions. Advanced practitioners in military social work understand the process of adaptation from evidence-based practice to implementation within a military context. They understand the research that informs all levels of practice as it relates to service members, veterans, their families, and their communities.</p>	<p>13. Evaluation:</p> <ul style="list-style-type: none"> <li>▪ Use clinical and program evaluation of the process and/or outcomes to develop best practice interventions and programs for a range of biopsychosocial-spiritual conditions.</li> <li>▪ Evaluate their own practice to determine the effectiveness of the applied intervention on military/veteran issues.</li> </ul>	

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
<b>Assignment 1: Topic In-Class Presentation</b>	Students will sign up for dates	20%
<b>Assignment 2: Reflective Journal</b>	Due on Unit 6	30%
<b>Assignment 3: Case Study Assignment</b>	Last Day of Class Unit 15	40%
<b>Meaningful Class Participation (including discussion forums if assigned by instructor)</b>		10%

Each of the major assignments is described below. Please get approval for assignment topics from instructor for assignments 1 and 3.

**Assignment 1: Topic In-Class Presentation**

Students are to present as pairs to the class on a topic relating to military families. For instance, if you choose the problem of substance use disorders in military personnel, then you should present the findings on this topic and then apply a **family-based focused assessment and intervention** (choosing evidence-based practices). You may also wish to consider current events that impact the lives of military children and families, i.e. budget cuts proposed by congress, protracted war, housing collapse, educating civilian communities, females in combat and impact on being a mother, etc. You will discuss your role as a social worker/case manager and/or advocate. Students will present on their topic area, which will be **selected in the second class session**. For these class sessions the presenters will have done more reading (outside of the syllabus) than the rest of the class. Students may be paired with a classmate by the instructor (no more than 2 students) depending on class size. The in-class presentation should include the use of PowerPoint and the student presenters should lead a discussion on this topic area for

30 minutes. The use of experiential exercises such as role plays/case vignettes or leading a class debate is required. Please provide professor a copy of the presentation on the day that you present. **Please refer to the detailed assignment guidelines given by your instructor.**

**Due: TBD**

*This assignment relates to student learning outcomes 1, 2, 3, 4, 5, and 6.*

## **Assignment 2: Reflective Journal Assignment**

This written assignment is focused on course readings and critical analysis of those readings. You are to select at least **8 readings from the required syllabus course readings** and briefly summarize the main ideas or concepts. Discuss how these relate to the cases you have in the field, and to the course content with regard to military family demands/stressors. Use the readings to help you further explore issues that have been challenging to you in the field. Relevant counter-transference issues that impact your clinical work should also be included among other topics. The paper should be 6 pages long; you may write in the first person narrative; and use APA style for citations and references. NOTE: This assignment needs to integrate readings and personal reflections about field/practice and critical analysis of articles in relation to military or veteran families and not merely a summarization of readings. *(Note: Two citations from the same source do not count as 2 different readings this would only count as 1 reading)* **Please refer to the detailed assignment guidelines provided by your instructor.**

**Due: Unit 6**

*This assignment relates to student learning outcomes 1, 3, and 4.*

## **Assignment 3: Case Based Assignment**

For your written assignment you will complete a 8-page scholarly paper related to a military family case from field. For those who do not have military or veteran family cases, a case vignette can be provided by the instructor. Or instead of a clinical vignette, a current event, problem, agency changes or policy that impacts military families can be discussed along with possible interventions or policy solutions to the problem. For example, as a social work professional discuss how you would impact public policy changes and/or discuss how you would advocate for military families/children. The paper must include the following:

- Discussion of the relevant descriptive features of the case or problem, relating it to a theoretical framework(s) we have discussed or you have found in your readings.
  - Provide an analysis, referencing these theories, indicating the contextual and personal factors that are most relevant for explaining the problem and planning a treatment response to it or policy change or advocacy agenda.
  - Provide a discussion of a family based intervention approach -evidenced-based (if applicable to your assignment). Intervention options (with an analysis of relative strengths and weaknesses) can be part of this discussion. Discuss agency, policies past versus current changes, if applicable.
  - Discuss any legal, ethical and policy issues impacting the case or problem.
  - Provide community and military specific resources and referrals (if applicable).
  - Discuss diversity, gender or cultural issues associated with the case or policy as applicable.
- Please refer to the detailed assignment guidelines provided by your instructor.**

**Due: Unit 15**

*This assignment relates to student learning outcomes 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13.*

## Class Participation (10% of Course Grade)

Each student is to participate in designated class activities and discussions in each class. Students may also be expected to participate in on-line discussion boards as arranged by instructor. Attendance to class and promptness are also part of the participation grade. **Cell phone usage (texting) and recreational computer use are not permitted during class time.**

Trauma Focused CBT. (n.d.). <http://tfcbt.musc.edu>

(Instructor Note: This is an optional free training—a web-based course. Students who take the training and turn in the certificate to their instructor may earn credit towards their class participation grade. Please check with your instructor).

## Guidelines for Evaluating Class Participation

**10: Outstanding Contributor:** Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small group discussions, and other activities.

**9: Very Good Contributor:** Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small group discussions, and other activities.

**8: Good Contributor:** Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small group discussions, and other activities.

**7: Adequate Contributor:** Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small group discussions, and other activities.

**6: Inadequate:** This person says little in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed. Does not participate actively in exercises but sits almost silently and does not ever present material to the class from exercises. Does not appear to be engaged.

**5: Non-Participant:** Attends class only.

**0: Unsatisfactory Contributor:** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provides few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. Comportment is negative. If this person were

not a member of the class, valuable air-time would be saved. Is unable to perform exercises and detracts from the experience.

**Policy on Late Assignments**

Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If an assignment is late without advance permission, for assignments #2 and #3, the grade will be affected by 5 points per day late (see detailed assignment guidelines).

**Grading**

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Grades in the School of Social Work are determined based on the following standards that have been established by the faculty of the School:

**Grades of A or A-** are reserved for student work which not only demonstrates strong mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

**A grade of B+** will be given to work that is judged to be very good and demonstrates a more-than-competent understanding of the material being tested in the assignment.

**A grade of B** will be given to student work, which meets the basic requirements of the assignment and demonstrates work that meets course expectations at an adequate level.

**A grade of B-** will indicate that a student’s performance was less than adequate on an assignment and reflects only moderate grasp of content and/or expectations.

**A grade of C** would reflect a minimal grasp of the assignments, poor organization of ideas and/or several areas requiring improvement.

**Grades between C- and F** will denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

**Required Textbook**

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



**Note:** Readings that are required and that are not in the textbooks will be available online through Electronic Reserves (ARES). Check with the Instructor.

### Recommended Textbooks

Exum, H. A., Coll, J. E., & Weiss, E. L. (2011). *A counselor's primer for counseling veterans* (2<sup>nd</sup> ed.). Deer Park, NY: Linus Publications.

Hall, L. K. (2008). *Counseling military families: What mental health professionals need to know*. New York, NY: Routledge.

Jongsma, A.E. (2010). *The family therapy treatment planner*. Hoboken, New Jersey: John Wiley & Sons.

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

### Military Internet Resources (Not a Complete List)

Air Force:

[http://www.military.com/Resources/ResourceSubmittedFileView?file=air\\_force\\_links.htm](http://www.military.com/Resources/ResourceSubmittedFileView?file=air_force_links.htm)

Army Community Services:

<http://www.armycommunityservice.org/home.asp>

Army National Guard Readiness Program:

[http://www.arnng.army.mil/soldier\\_resources/default.asp?id=37](http://www.arnng.army.mil/soldier_resources/default.asp?id=37)

Family Advocacy Program:

<http://www.bragg.army.mil/dv/>

Military Family Resource Center:

<http://www.mfrc-dodqol.org/>

Military Family Resources:

<http://www.2aces.com/endter/milfam.html>

Military One Source:

<http://www.militaryonesource.com/MOS.aspx>

Military Spouse Resource Center:

<http://www.milspouse.org/>

National Center for Post-Traumatic Stress Disorder:

<http://www.ncptsd.va.gov/ncmain/index.jsp>

National Military Family Association:

<http://www.militaryfamily.org>

## Course Schedule—Detailed Description

### Unit 1: Culture of Military Family Life

#### Topics

- Growing up in a military family: Military culture
- Contrasting active duty and guard/reserve families
- Ethical considerations for social workers
- History of U.S. military families and the role of social work

This Unit relates to course objectives 1 and 2.

#### Required Readings

- Daley, J.G. (2013). Ethical decision making in military social work. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work* (pp. 51-65) Hoboken, NJ: Wiley & Sons, Inc.
- Harnett, C. (2013). Supporting National Guard & Reserve members and their families. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work* (pp. 335-357) Hoboken, NJ: Wiley & Sons, Inc.
- Harris, J. (2013). A brief history of U.S. military families and the role of social workers. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work* (pp. 301-311) Hoboken, NJ: Wiley & Sons, Inc.

#### Recommended Readings

- Rubin, A. & Harvie, H. (2013). A brief history of social work with the military and veterans. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work* (pp. 3-19) Hoboken, NJ: Wiley & Sons, Inc.
- Booth, B., Segal, M. W., & Bell, D. B. (2007). *What we know about army families: 2007 update*. Washington, DC: Caliber.
- Castaneda, L. W., Harrell, M. C., Varda, D. M., Hall, K. C., Beckett, M. K., & Stern, S. (2008). *Deployment experiences of guard and reserve families*. Santa Monica, CA: RAND Corporation.
- Castro, C. A., Adler, A. B., & Britt, T. W. (Eds.). (2006). *Military life: The psychology of serving in peace and combat—The military family*. Westport, CT: Praeger Security International.
- Griffith, J. (2009). Being a reserve soldier: A matter of social identity. *Armed Forces & Society*, 36(1), 38-64.
- Hall, L. K. (2008). The unique culture of the military. In *Counseling military families: What mental health professionals need to know* (pp. 45-70). New York, NY: Routledge.
- Hall, L. K. (2008). Introduction. In *Counseling military families: What mental health professionals need to know* (pp. 3-23). New York, NY: Routledge.
- Hall, L. K. (2008). Military service members. In *Counseling military families: What mental health professionals need to know* (pp. 25-41). New York, NY: Routledge.

- Henry, R., & Robichaux, R. J. (1999). Understanding life in the Army: Military life from a service member and family member perspective. In J. G. Daley (Ed.), *Social work practice in the military* (pp. 217-234). New York, NY: Haworth Press.
- Leyva, M. (2003). *A survival guide for military wives, girlfriends, and women in uniform*. Riverside, NJ: Simon & Schuster.
- Lomsky-Feder, E., Gazit, N., & Ben-Ari, E. (2008). Reserve soldiers as transmigrants: Moving between the civilian and military worlds. *Armed Forces & Society*, 34(4), 593-614.
- Simmons, C., & Rycraft, J. (2010). Ethical challenges of military social workers serving in a combat zone. *Social Work*, 55(1), 9-18.
- Stone, A. M. (2008). Dual agency for VA clinicians: Defining an evolving ethical question. *Military Psychology*, 20(1), 37-48.
- Tallant, S. H., & Ryberg, R. A. (1999). Common and unique ethical dilemmas encountered by military social workers. In J. G. Daley (Ed.), *Social work practice in the military* (pp. 179-204). New York, NY: Haworth Press.

## Unit 2: Systemic Approach to Military Families

### Topics

- Family stress and resilience
- Family systems (theory & interventions)
- Military specific family genogram (and optional class exercise)

This Unit relates to course objectives 1 and 2.

### Required Readings

- Everson, R. B., & Camp, T. G. (2011). Seeing systems: An Introduction to systemic approaches with military families. In R. B. Everson & C. R. Figley (Eds.), *Families under fire: Systemic therapy with military families* (pp. 3-29). New York, NY: Routledge.
- Sherman, M. D., Fischer, E. P., Sorocco, K., & McFarlane, W. R. (2011). Adapting the multifamily group model to the veterans affairs system: The REACH program. *Couple and Family Psychology: Research and Practice*, 1(S), 74-84.
- Weiss, E. L., Coll, J. E., Gebauer, J., Smiley, K., & Carrillo, E. (2010). The military genogram: A solution-focused approach for resiliency building in service members and their families. *The Family Journal*, 18, 395-406.
- Weiss, E.L., DeBraber, T., Santoyo, A. & Creager T. (2013). Theory and practice with military couples and families. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work* (pp. 467-492) Hoboken, NJ: Wiley & Sons, Inc.

### Recommended Readings

- Calhoun, L. G., & Tedeschi, R. G. (Eds.). (2006). *Handbook of post traumatic growth: Research and practice*. Mahwah, NJ: Erlbaum.
- Gottman, J. M., Gottman, J. S., & Atkins, C. L. (2011). The comprehensive soldier fitness program: Family skills component. *American Psychologist*, 66, 52-57.

- Knox, J., & Price, D. H. (1999). Total force and the new American military family: Implications for social work practice. *Families in Society*, 80, 128-136.
- Kotria, K., & Dyer, P. (2008). Using marriage education to strengthen military families: Evaluation of the active military life skills program. *Social Work & Christianity*, 35(3), 287-311.
- Nichols, M. P. (2007). *The Essentials of Family Therapy* (3<sup>rd</sup> ed., pp. 56-80). New York, NY: Pearson.
- Rapp, C. A., Sallebey, D., & Sullivan, W. P. (2005). The future of strengths-based social work. *Advances in Social Work*, 6(1), 79-90.
- Sallebey, D. (Ed.). (2008). *Strengths perspectives in social work practice* (5<sup>th</sup> ed.). New York, NY: Longman Publishers.
- Sherman, M.D. (2003). The SAFE program: A family psychoeducational curriculum developed in a Veteran's Affairs Medical Center. *Professional Psychology: Research and Practice*, 34(1), 42-48.
- Walsh, F. (2003). Family resilience: A framework for clinical practice. *Family Process*, 42(1), 1-18.
- Wiens, T. W., & Boss, P. (2006). Maintaining family resilience before, during and after military separation. *Military Life: The Psychology of Serving in Peace and Combat*, 3, 13-38.

### Unit 3: Demands & Stressors on the Military Family

#### Topics

- Cycles of military deployment & effects on the family
- Family care plan policy
- Changing family roles (and optional class exercise)

This Unit relates to course objectives 1 and 2.

#### Required Readings

AFI36-2908 Family Care Plans (to be provided)

Asbury, E. T. & Martin, D. (2012). Military deployment and the spouse left behind. *The Family Journal: Counseling and Therapy for Couples and Families*, 20(1): 45-50.

Franklin, K. (2013). Cycle of deployment and family well-being. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work* (pp. 313-333) Hoboken, NJ: Wiley & Sons, Inc.

Gambardella, L. C. (2008). Role-exit theory and marital discord following extended military deployment. *Perspectives in Psychiatric Care*, 44(3), 169-174.

Huebner, A. J., Mancini, J. A., Wilcox, R. M., Grass, S. R., & Grass, G. A. (2007). Parental deployment and youth in military families: Exploring uncertainty & ambiguous loss. *Family Relations*, 56(2), 112-122.

#### Recommended Readings

Barker, L. H., & Berry, K. D. (2009). Developmental issues impacting military families with young children during single and multiple deployments. *Military Medicine*, 174, 1033-1042.

Boss, P. (2007). Ambiguous loss theory: Challenges for scholars and practitioners. *Family Relations*, 56(2), 105-111.

- Bowling, U. B., & Sherman, M. D. (2008). Welcoming them home: Supporting service members and their families in navigating the tasks of reintegration. *Professional Psychology: Research and Practice*, 39, 451-458.
- Burrell, L. M., Adams, G. A., Durand, D. B., & Castro, C. A. (2006). The impact of military lifestyle demands on well-being, army, and family outcomes. *Armed Forces & Society*, 1(33), 43-58.
- Dawalt, S. (2007). *365 deployment days: A wife's survival story*. Austin, TX: Bridgeway Books.
- Henderson, K. (2006). *While they're at war: The true story of American families on the homefront*. New York, NY: Houghton Mifflin Company.
- Kelley, M. (1994). The effects of military induced separation on family factors and child behavior. *American Orthopsychiatry Association*, 64(1), 103-111.
- National Council on Family Relations. (2002). *Family Focus On: Military Families, FF13*.
- Pavlicin, K. M. (2003). The deployment cycle. In *Surviving deployment: A guide for military families* (pp. 1-20). Saint Paul, MN: Elsa Resa Publishing.
- Redmond, J. (2005). *A year of absence: Six women's stories of courage, hope, and love*. Saint Paul, MN: Elva Resa Publishing.
- Spera, C. (2009). Spouses' ability to cope with deployment and adjust to Air Force demands: Identification of risk and protective factors. *Armed Forces & Society*, 35(2), 286-306.
- SteelFisher, G., Zaslavsky, A., & Blendon, R. (2008). Health-related impact of deployment extensions on spouses of active duty army personnel. *Military Medicine*, 173(3), 221-229.

#### Unit 4: Demands & Stressors on the Military Family

##### Topics

- Understanding combat stress/PTSD and the military couple
- Interventions for couples affected by combat PTSD

This Unit relates to course objectives 1, 2, and 3.

##### Required Readings

- Basham, K. (2013). Couple therapy for redeployed military and veteran couples. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) (2013). *Handbook of Military Social Work* (pp. 443-465) Hoboken, NJ: Wiley & Sons, Inc.
- Erbes, C. R., Polusny, M. A., MacDermid, S., & Compton, J. S. (2008). Couple therapy with combat veterans and their partners. *Journal of Clinical Psychology*, 64(8), 972-983.
- Sautter, F. J., Armelie, A. P., Glynn, S. M., & Wielt, D. B. (2011). The development of couple-based treatment for PTSD in returning veterans. *Professional Psychology: Research and Practice*, 42(1), 63-69.
- Sneath, L., & Rheem, K. D. (2011). The use of emotionally focused couples therapy with military couples and families. In R. B. Everson & C. R. Figley (Eds.), *Families under fire: Systemic therapy with military families* (pp. 127-151). New York, NY: Routledge.

## Recommended Readings

- Basham, K. (2008). Homecoming as safe haven or the new front: Attachment & detachment in military couples. *Clinical Social Work Journal*, 36(1), 83-96.
- Dekel, R., Goldblatt, H., Keidar, M., Solomon, Z., & Pollack, M. (2005). Being the wife of a veteran with posttraumatic stress disorder. *Family Relations*, 54(1), 24-36.
- Department of Veteran's Affairs. (2004). *Iraq war clinician guide* (2<sup>nd</sup> ed.). National Center for Post-Traumatic Stress Disorder. Retrieved from <http://www.ncptsd.va.gov> (Instructor Note: Suggest reading chapters 3, 4, and 7.)
- Errebo, N., & Sommers-Flanagan, R. (2007). EMDR and emotionally focused therapy for war veteran couples. In F. Shapiro, F. W. Kaslow, & L. Maxfield (Eds.), *Handbook of EMDR and family therapy process* (pp. 202-222). Hoboken, NJ: John Wiley & Sons.
- Litz, B. T., Gray, M. J., Bryant, R. A., & Adler, A. B. (2002). Early interventions for trauma: Current status and future directions. *Clinical Psychology: Science and Practice*, 9, 112-134.
- Monson, C. M., & Fredman, S. J. (2008). Cognitive-behavioral conjoint therapy for posttraumatic stress disorder: Application to operation enduring and Iraqi freedom veterans. *Journal of Clinical Psychology*, 64(8), 958-971.
- Matsakis, A. (2007). Frequently asked questions about combat trauma. In *Back from the front: Combat trauma, love and the family* (pp. 36-67). Baltimore, MD: Sidran Institute Press.
- Matsakis, A. (2007). He doesn't talk about the war. In *Back from the front: Combat trauma, love and the family* (pp. 19-35). Baltimore, MD: Sidran Institute Press.
- Matsakis, A. (2007). He's not the same. In *Back from the front: Combat trauma, love and the family* (pp. 68-106). Baltimore, MD: Sidran Institute Press.
- Sherman, M. D., Zanotti, D. K., & Jones, D. E. (2005). Key elements in couples therapy with veterans with combat-related post traumatic stress disorder. *Professional Psychology: Research & Practice*, 36(6), 626-633.

## Unit 5: Demands & Stressors on the Military Family

### Topics

- Understanding combat stress/PTSD and the children/family
- Interventions for children affected by PTSD

This Unit relates to course objectives 1, 2, and 3.

### Required Readings

- Cozza, S.J. & Guimond, J.M. (2011). Working with combat injured families through the recovery trajectory. In S. MacDermid Wadsworth & D. Riggs (Eds.). *Risk and resilience in U.S. military families* (pp. 259-277). New York, NY: Springer.
- Hardaway, T. (2004). Treatment of psychological trauma in children of military families. In N. Webb (Ed.), *Mass trauma and violence: Helping families and children cope* (pp. 259-282). New York, NY: Guilford Press.
- Leskin, G.A., Garcia, E., D'Amico, J., Mogil, C.E. & Lester, P. E. (2013). Family-centered programs and interventions for military children and youth. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 427-441) Hoboken, NJ: Wiley & Sons, Inc.

**Recommended Readings**

- Dekel, R., & Goldblatt, H. (2008). Is there intergenerational transmission of trauma? The case of combat veterans' children. *American Journal of Orthopsychiatry*, 78(3), 281-289.
- Hall, L. K. (2008). The children. In *Counseling military families: What mental health professionals need to know* (pp. 101-128). New York, NY: Routledge
- Matsakis, A. (2007). Why can't you make Dad better? Children in veteran families. In *Back from the front: Combat trauma, love and the family* (pp. 296-342). Baltimore, MD: Sidran Institute Press.
- McLean, A., & Elder, G. H. (2007). Military Service in the life course. *Annual Review of Sociology*, 33, 175-196.
- Trauma Focused CBT. (n.d.). <http://tfcbt.musc.edu>  
(Instructor Note: This is an optional free training—a web-based course)
- Vernberg, E.M., Steinberg, A.M., Jacobs, A.K., Watson, P.J., Layne, C.M., Pynoos, R.S., Brymer, M.J., Osofsky, J.D., & Ruzek, J.I., (2008). Innovations in disaster mental health: Psychological first aid. *Professional Psychology: Research & Practice*, 39(4), 381-388.

**Unit 6: Demands & Stressors on the Military Family****Topics**

- Family violence in military families
- Family advocacy program in the military

This Unit relates to course objectives 1, 2, and 3.

**Required Readings**

- AFI40-301 Family Advocacy Program  
<http://www.e-publishing.af.mil/>
- Fraser, C. (2011). Family issues associated with military deployment, family violence, and military sexual trauma. *Nursing Clinics of North America*, 46(4), 445-455.
- Heyman, R. E., & Schlee, K. (2002). Stopping wife abuse via physical aggression couples treatment. In D. Dutton & D. J. Sonkin (Eds.), *Intimate violence: Contemporary treatment innovations* (pp. 135-157). New York, NY: Haworth Press.
- Williamson, E. (2012). Domestic abuse and military families: The problem of reintegration and control. *British Journal of Social Work*, 42(7), 1371-1387.

**Recommended Readings**

- Amy, L. (2010). *The wars we inherit: Military life, gender violence, and memory*. Philadelphia: Temple University Press.
- Gibbs, D. A., Martin, S. L., Clinton-Sherrod, M., Hardison Walters, J. L., & Johnson, R. E. (2011). Child maltreatment within military families. In S. MacDermid Wadsworth & D. Riggs (Eds.), *Risk and resilience in U.S. military families* (pp. 111-130). New York, NY: Springer.
- Hall, L.K. (2008). Family violence. In *Counseling military families: What mental health professionals need to know* (pp. 177-184). New York, NY: Routledge.

- Hall, L. K. (2008). Case Study # 1. In *Counseling military families: What mental health professionals need to know* (pp. 251-255). New York, NY: Routledge.
- Marshall, A. D., Panuzio, J., & Taft, C. T. (2005). Intimate partner violence among military veterans and active duty servicemen. *Clinical Psychology Review, 25*(7), 862-876.
- Matsakis, A. (2007). Why do I stay?: Battered women. In *Back from the front: Combat trauma, love and the family* (pp. 221-243). Baltimore, MD: Sidran Institute Press.
- Mercier, P. J., & Mercier, J. D. (2000). *Battle cries on the home front: Violence in the military family*. Springfield, IL: Charles C. Thomas.
- Nelson, J. P. (1999). Development and evolution of the family advocacy program in the Department of Defense. In J. G. Daley (Ed.), *Social work practice in the military* (pp. 51-65). New York, NY: Haworth Press.
- Sherman, M. D., Sautter, F., Jackson, M. H., Lyons, J. A., & Han, X. (2006). Domestic violence in veterans with posttraumatic stress disorder who seek couples therapy. *Journal of Marital & Family Therapy, 32*(4), 479-490.
- Taft, C.T., Walling, S. M., Howard, J.M., & Monson, C. (2011). Trauma, PTSD, and partner violence in military families. In S. MacDermid Wadsworth & D. Riggs (Eds.), *Risk and resilience in U.S. military families* (pp. 195-212). New York, NY: Springer.

## Unit 7: Demands/Stressors on the Military Family

### Topics

- Geographic relocation: Impact on families and children
- Diversity of family structures
- Diversity in military families
- Dependents with Special Needs (Exceptional Family Member Program)

This Unit relates to course objectives 1, 2, and 3.

### Required Readings

- Burrell, L. M. (2006). Moving military families: The impact of relocation on family well being, employment and commitment to the military. *Military Life: The Psychology of Serving in Peace and Combat, 3*, 39-63..
- Lowe, T. B., Hopps, J. G., & See, L. A. (2006). Challenges and stressors of African American armed service personnel and their families. *Journal of Ethnic & Cultural Diversity in Social Work, 15*(3/4), 51-81.
- Wheeler, B.Y. , McGough, D., & Goldfarb, F. (2013). The Exceptional Family Member Program: Helping special needs children in military families. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 359-381) Hoboken, NJ: Wiley & Sons, Inc.
- Wickman, M., Greenberg, C., & Boren, D. (2010). The relationship of perception of invincibility, demographics, and risk behaviors in adolescents of military parents. *Journal of Pediatric Health Care, 24*(1), 25-33.



**Recommended Readings**

- Castro, C. A., Adler, A. M., & Britt, T. W. (Eds.). (2006). *Military life: The psychology of serving in peace and combat – The military family*. Westport, CT: Praeger Security International.
- Drummet, A. R., Coleman, M., & Cable, S. (2003). Military families under stress: Implications for family life education. *Family Relations*, 52(3), 279-287.
- Ender, M. G. (2002). *Military brats and other global nomads: Growing up in organizational families*. Westport, CT: Praeger.
- Hall, L. K. (2008). Other military families to consider. In *Counseling military families: What mental health professionals need to know* (pp. 129-150). New York, NY: Routledge.
- Kelley, M. L. (2006). Single military parents in the new millennium. In T. Britt, A. Adler, & C. Castro (Eds.), *Military Life* (1<sup>st</sup> ed., Vol. 4, pp. 93-114). Westport, CT: Praeger Security International.
- Matsakis, A. (2007). Military couples. In *Back from the front: Combat trauma, love and the family* (pp. 278-295). Baltimore, MD: Sidran Institute Press.
- McLean, A., & Elder, G. H. (2007). Military service in the life course. *Annual Review of Sociology*, 33, 175-196.
- Rhodes, A. R. (2002) Long-distance relationships in dual-career commuter couples: A review of counseling issues. *The Family Journal: Counseling and Therapy for Couples and Families*, 10(4), 398-404.
- Slaven-Lee, P.W., Padden, D., Andrews, C.M., & Fitzpatrick, J.J. (2011). Emotional distress and health risk behaviors of mothers of United States Marines. *International Nursing Review*, 58(2), 164-170.
- Sullivan, T. (2006). He's the spouse? The most neglected military spouses: Husbands. *Military Spouse*, 2(6), 52-56.
- Weber, E. G., & Weber, D. K. (2005). Geographic relocation frequency, resiliency and military adolescent behavior. *Military Medicine*, 170, 638-642.

**Unit 8: Demands/Stressors on the Military Family****Topics**

- Substance abuse and military families

This Unit relates to course objectives 1 and 3.

**Required Readings**

- Klostermann, K., Kelley, M. L., Mignone, T., Pusateri, L., & Fals-Stewart, W. (2010). Partner violence and substance abuse: Treatment interventions. *Aggression and Violent Behavior*, 15 (3), 162-166.
- Rohrbauch, M. J., & Shoham, V. (2002). Couple treatment for alcohol abuse: A systemic family-consultation model. In S. G. Hofmann & M. C. Tompson (Eds.), *Treating chronic and severe mental disorders: A handbook of empirically supported interventions*. New York, NY: Guilford Press.
- Rotunda, R. J., O'Farrell, J., Murphy, M., & Babey, S. H. (2008). Behavioral couples therapy for comorbid substance use disorders and combat-related posttraumatic stress disorder among male veterans: An initial evaluation. *Addictive Behaviors*, 33, 180-187.

**Recommended Readings**

- Catalano, R., Gainey, R., Fleming, C., Haggerty, K., & Johnson, N. (1999). An experimental intervention with families of substance abusers: One-year follow-up of the focus on families project. *Addiction*, 94, 241-256.
- Freeman, E. M. (1993). *Substance abuse treatment: A family systems perspective*. Newbury Park, CA: Sage Publications.
- Gibbs, D. A., Martin, S. L., Clinton-Sherrod, M., Hardison Walters, J. L., & Johnson, R. E. (2011). Empirically guided community intervention for partner abuse, child maltreatment, suicidality and substance misuse. In S. MacDermid Wadsworth & D. Riggs (Eds.), *Risk and resilience in U.S. military families* (pp. 85-107). New York, NY: Springer.
- Hall, L. K. (2008). Alcohol in the military. In *Counseling military families: What mental health professionals need to know* (pp. 184-187). New York, NY: Routledge.
- McConnell, T. (2000). Military wives' recognition of alcoholism. *Journal of Addictions Nursing*, 12(2), 83-88.
- Williams, T. G. (1984). Substance misuse and alcoholism in the military family. In F. W. Kaslow & R. I. Ridenour (Eds.), *The military family* (pp. 73-97). New York, NY: Guilford Press.

**Unit 9: Military Family Life and Attachment Issues****Topics**

- Attachment considerations for children
- Attachment considerations for spouses
- Parent-child interaction therapy as an intervention

This Unit relates to course objectives 1 and 3.

**Required Readings**

- Chandra, A., Lara-Sinisomo, S., Jaycox, L., Tanielian, T., Burns, R., Ruder, T., & Han, B. (2010). Children on the homefront: The experience of children from military families. *Pediatrics*, 125(1), 13-22.
- Chawla, N. & Solinas-Saunders, M. (2011). Supporting military parent and child adjustment to deployments and separations with filial therapy. *The American Journal of Family Therapy*, 39(3), 179-192.
- Lincoln, A. L., & Sweeten, K. (2011). Considerations for the effects of military deployment on children and families. *Social Work in Health Care*, 50(1), 73-84.
- Merolla, A. J. (2010). Relational Maintenance during military deployment: Perspectives of wives of deployed U.S. Soldiers. *Journal of Applied Communication Research*, 38(1), 4-26.
- National Child Traumatic Stress Network–Parent Child Interaction Therapy Handout.  
(Instructor Note: This will be provided by instructor)

**Recommended Readings**

- Adler-Baeder, F., Pittman, J. F., & Taylor, L. (2005). The prevalence of marital transitions in military families. *Journal of Divorce & Remarriage*, 44, 91-106.
- Armstrong, K., Best, S., & Domenici, P. (2006). *Courage after fire: Coping strategies for troops returning from Iraq and Afghanistan and their families*. Berkeley, CA: Ulysses Press.

- Basham, K. (2008). Homecoming as safe haven or the new front: Attachment & detachment in military couples. *Clinical Social Work Journal*, 36(1), 83-96.
- Chapin, M. (2009). Deployment and families: Hero stories and horror stories. *Smith College Studies in Social Work*, 79(3/4), 263-282.
- Gibbs, D. A., Martin, S. L., Clinton-Sherrod, M., Hardison Walters, J. L., & Johnson, R. E. (2011). Attachment ties in military families: Mothers' perception of interactions with their children, stress and social competence. In S. MacDermid Wadsworth & D. Riggs (Eds.), *Risk and resilience in U.S. military families* (pp. 131-147). New York, NY: Springer.
- Ryan-Wenger, N. A. (2001). Impact of the threat of war on children in military families. *American Journal of Orthopsychiatry*, 71(2), 236-244.
- Sloane, L. B., & Friedman, M. J. (2008). *After the war zone: A practical guide for returning troops and their families*. Philadelphia, PA: Perseus Books.
- Ursano, R. J. (1996). *Emotional aftermath of the Persian Gulf War: Veterans, families, communities, and nations*. Arlington, VA: American Psychiatric Publishing.
- Watanabe, H. K., & Jensen, P. S. (2000). Young children's adaptation to a military lifestyle. In Martin et al. (Eds.), *The military family: A practice guide for human service providers* (pp. 209-223). Westport, CT: Praeger.

## Unit 10: Military Family Demands/Stressors

### Topics

- Grief & loss in the military family
- Suicide & the veteran family

This Unit relates to course objectives 1, 2, and 3.

### Required Readings

- Harrington-LaMorie, J. (2013). Grief, Loss & Bereavement in military families. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 383-407) Hoboken, NJ: Wiley & Sons, Inc.
- National Institute for Trauma and Loss in Children. (2007). *Grief and Trauma*. Retrieved May 13, 2007, from <http://www.tlcinst.org/griefandtrauma.html>
- Vandervoorde, S. (2006). Decisions we never want to make. In *Separated by duty, united by love* (pp. 127-149). New York, NY: Citadel Press.

### Recommended Readings

- Fiske, H. (2008). *Hope in action: Solution-focused conversations about suicide*. New York, NY: Routledge
- Kubler-Ross, E. (1969). *On death and dying*. New York, NY: MacMillan.
- Matsakis, A. (2007). Anger, grief and guilt. In *Back from the front: Combat trauma, love and the family* (pp. 164-196). Baltimore, MD: Sidran Institute Press.
- Matsakis, A. (2007). Suicide. In *Back from the front: Combat trauma, love and the family* (pp. 343-369). Baltimore, MD: Sidran Institute Press.
- Worden, W. (2002). *Grief counseling and grief therapy: A handbook for the mental health practitioner* (3<sup>rd</sup> ed.). New York, NY: Springer.

Wright, K. M., Burrell, L. M., Shroeder, E. D., & Thomas, J. L. (2006). Military spouses: Coping with the fear and reality of service member injury and death. *Military life: The Psychology of Serving in Peace and Combat*, 3, 64-90.

## Unit 11: Military Family Demands/Stressors

### Topics

- Employment challenges for civilian spouses
- Veteran transitioning/reintegration
- Women (and mothers) in the military

This Unit relates to course objectives 1 and 2.

### Required Readings

Coll, J.E. & Weiss, E.L. (2013). Transitioning veterans into civilian life. In A. Rubin, E.L. Weiss, & J.E.

Coll (Eds.) *Handbook of Military Social Work*. (pp. 281-297). Hoboken, NJ: Wiley & Sons, Inc.

Kelley, M. L., Doane, A. N., & Pearson, M. R. (2011). Single military mothers in the new millennium: Stresses, supports, and effects of deployment. In S. MacDermid Wadsworth & D. Riggs (Eds.), *Risk and resilience in U.S. military families* (pp. 343-363). New York, NY: Springer.

Weiss, E.L. & DeBraber, T. (2013). Women in the military. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 37-49) Hoboken, NJ: Wiley & Sons, Inc.

### Recommended Readings

Davison, E. H., Pless, A. P., Gugliucci, M. R., King, L. A., King, D. W., Salgado, D. M., & Bacharach

(2006). Late life emergence of early life trauma: The phenomenon of late-onset stress symptomatology among aging combat veterans. *Research on Aging*, 28(1), 84-114.

Gregg, G. & Miah, J.S. (2011). Tragedy, loss, and triumph after combat: A portrait of young women veteran survivors of sexual and combat trauma. In Kelly D.C., Howe-Barksdale, S. & Gitelson, (Eds.) *Treating young veterans: Promoting resilience through practice and advocacy*. (pp. 135-151). New York, NY: Springer.

Manderscheid, R.W. (2007). Helping veterans return: Community, family and job. *Archives of Psychiatric Nursing*, 21(2), 122-124.

Perlin, J., Mather, S., Turner, C. (2005). Women in the military: New perspectives, new science. *Journal of Women's Health*, 14(9), 861-862.

Raza, R. (2009). Workplace challenges for military families. *Intersections In Practice, NASW*, 28-30.

Rothrauff, T., Cable, S. M., & Coleman, M. (2004). All that you can be: Negotiating work and family demands in the military. *Journal of Teaching Marriage and Family*, 40, 1-25.

Russo, T. J., Dougherty, L. M., & Marin, J. A. (2000). Military spouse employment: Challenges and opportunities. In J. A. Martin, L. N. Rosen, & L. R. Sparacino (Eds.), *The military family: A practice guide for human service providers* (pp. 87-102). Westport, CT: Praeger.

Viuc, K. D. (2007). "I am afraid we're just going to have to change our ways": Marriage, motherhood and pregnancy in the Army Nurse Corps during the Vietnam War. *Journal of Women, Culture & Society*, 32(4), 997-1022.

Weinstein, L. & White, C. (1997). *Wives and warriors: Women and the military in the United States and Canada*. Westport, CT: Greenwood Publishing.

Wolpert, D. S. (2000). Military retirement and the transition to civilian life. In J. A. Martin, L. N. Rosen, & L. R. Sparacino (Eds.), *The military family: A practice guide for human service providers* (pp. 103-119). Westport, CT: Praeger.

## Unit 12: Military Family Demands/Stressors

### Topics

- Combat injured families and polytrauma
- Traumatic brain injury and families
- Family caregiving

This Unit relates to course objectives 1, 2, and 3.

### Required Readings

Amdur, D., Batres, A., Belisle, J., Brown, J.H., Cornis-Pop, M., Mathewson-Chapman, M., Harms, G., Hunt, S. C., Kennedy, P., Mahoney-Gleason, H., Perez, J., Sheets, C., & Washam, T. (2011). VA integrated post-combat care: A systemic approach to caring for returning combat veterans. *Social Work in Health Care*, 50(7), 564-575.

Collins, R.C. & Kennedy, M.C. (2008). Serving families that have served: Providing family therapy and support in interdisciplinary polytrauma rehabilitation. *Journal of Clinical Psychology* 64(8), 993-1003

Matthieu, M.M. & Swensen, A. B. (2013). The stress-process model for supporting long-term family caregiving. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 409-426) Hoboken, NJ: Wiley & Sons, Inc.

Phelan, S. M., Griffin, J. M., Hellerstedt, W. L., Sayer, N. A., Jensen, A. C., Burgess, D. J., & van Ryn, M. (2011). Perceived stigma, strain, and mental health among caregivers of veterans with traumatic brain injury. *Disability and Health Journal*, 4(3), 177-184.

### Recommended Readings

President's Commission on Care for America's Returning Wounded Warriors. (2007). *Serve, support, simplify: Report of the President's Commission on Care for America's Returning Wounded Warriors*. As of February 2010, available at <http://www.veteransforamerica.org/wp-content/uploads/2008/12/presidents-commission-on-care-for-americas-returning-wounded-warriors-report-july-2007.pdf>.  
(Instructor Note: Available on Blackboard.)

Price, J., & Stevens, S. (2003). Partners of Veterans with PTSD: Caregiver burden and related problems. Iowa National Guard. Retrieved from

<http://www.iowanationalguard.com/family/Documents/Partners%20of%20Veterans%20with%20PTSD.pdf>

Tanielian, T., & Jaycox, L. H. (Eds.). (2008). *Invisible wounds of war: Psychological and cognitive injuries, their consequences, and services to assist recovery*. Santa Monica, CA: RAND Corporation.

Weiss, E. L. (2009). Families as part of a healthcare recovery team. *Intersections in Practice, NASW*, 31-35.

## Unit 13: Support for Military Families

### Topics

- Building community strengths to empower military families
- Military children in schools

This Unit relates to course objectives 1, 2, and 3.

### Required Readings

Heubner, A. J., Mancini, J. A., Bowen, G. L., & Orthner, D. K. (2009). Shadowed by war: Building community capacity to support military families. *Family Relations, 58*, 216-228.

Straits-Troster, K. A., Brancu, M., Goodale, B., Pacelli, S., Wilmer, C., Simmons, E. M., & Kudler, H. (2011). Developing community capacity to treat post-deployment mental health problems: A public health initiative. *Psychological Trauma: Theory, Research, Practice, and Policy, 3*(3), 283-291.

Weiss, E.L. & Coll, J.E. (2013) Children & youth impacted by military service: A school-based perspective. In C. Franklin, M.B. Harris & P. Allen-Mears (Eds.), *The School Services Sourcebook: A Guide for School Based Professionals* (2<sup>nd</sup> ed.) (pp. 695-706). New York, NY: Oxford University Press.

Please skim *USC's Building Capacity in Military Connected Schools Year 1 and Year 2 Annual Reports* (not the technical reports). Download the link from website:  
<http://buildingcapacity.usc.edu/research/annual-reports.html>

### Recommended Readings

Bowen, G. L., Mancini, J. A., Martin, J. A., Ware, W. B., & Nelson, J. P. (2003). Promoting the adaptation of military families: An empirical test of a community practice model. *Family Relations, 52*, 33-44.

Bowen, G. L., Martin, J. A., Mancini, J. A., & Nelson, J.P. (2001). Civic engagement and sense of community in the military. *Journal of Community Practice, 9*, 71-93.

Bowen, G. L., Martin, J. A., Mancini, J. A., & Nelson, J. P. (2000). Community capacity: Antecedents and consequences. *Journal of Community Practice, 8*, 2-21.

Clark, J. (2006). *A legislators' guide to military children: What you and your state can do to help the children who also serve*. Harker Heights, TX: Military Child Education Coalition. Retrieved from <http://www.militarychild.org/files/pdfs/BRLegislatorsGuide.pdf>

Hoshmand, L. T., & Hoshmand, A. L. (2007). Support for military families and communities. *Journal of Community Psychology, 35*(2), 171-180.

Lester, P., Leskin, G., Woodward, K., Saltzman, W., Nash, W., Mogil, C., Paley, B. & Beardslee, W. (2011). War time deployment and military children: Applying prevention science to enhance family resilience. In S. MacDermid Wadsworth & D. Riggs (Eds.), *Risk and resilience in U.S. military families* (pp. 149-173). New York, NY: Springer.

Mancini, J. A., & Marek, L. I. (2004). Sustaining community-based programs for families: Conceptualization and measurement. *Family Relations*, 53, 339-347.

Martin, J. A., Mancini, D. L., Bowen, G. L., Mancini, J. A., & Orthner, D. K. (2004). Building strong communities for military families. *National Council on Family Relations Policy Brief*, April.

Ridding-Johnston, C. (2010). Building sustainable communities for America's military families. *Economic Development Journal*, 9(1), 24-30.

Vidal, A., Venkatesh, S., Brown, P., & Chaskin, R. (2001). *Building community capacity*. New York, NY: Walter de Gruyter Inc.

## Unit 14: Intimacy for Couples after Wartime

### Topics

- Expression of sexuality post war
- Changes in sexual/intimacy functioning and response
- Couples sex therapy
- Infidelity

This Unit relates to course objectives 1 and 3.

### Required Readings

Matsakis, A. (2007). Sex now, sex never? In *Back from the front: Combat trauma, love and the family* (pp. 136-163). Baltimore, MD: Sidran Institute Press.

Nunnink, S. E., Goldwasser, G., Niloofar, A., Nievergelt, C. M., & Baker, D. G. (2010). The role of emotional numbing in sexual functioning among veterans of the Iraq and Afghanistan Wars. *Military Medicine*, 175, 424-428.

Ponsford, J. (2003). Sexual changes associated with traumatic brain injury. *Neuropsychological Rehabilitation*, 13, 275-289.

Snyder, D. K., Gasbarrini, M. F., Doss, B. D., & Scheider, D. M. (2011). Intervening with military couples struggling with issues of sexual infidelity. *Journal of Contemporary Psychotherapy*, 41(4), 201-208.

Weeks, G. R. (2005). The emergence of a new paradigm in sex therapy: Integration. *Sexual and Relationship Therapy*, 20, 89-103.

## Unit 15: Self Care for Trauma Social Workers

This Unit relates to course objectives 1 and 2.

### Required Readings

Berzoff, J. & Kita, E. (2010). Compassion fatigue and countertransference: Two different concepts. *Clinical Social Work Journal*, 38(3), 341-349.

Department of Veteran's Affairs. (2004). Caring for clinicians. In *Iraq war clinician guide* (2<sup>nd</sup> ed.). National Center for Post-Traumatic Stress Disorder. Retrieved from <http://www.ncptsd.va.gov>

Rubin, A. & Weiss, E.L. (2013). Secondary trauma in military social work. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.) *Handbook of Military Social Work* (pp. 67-97) Hoboken, NJ: Wiley & Sons, Inc.

### Recommended Reading

Figley, C. R. (1995). Compassion fatigue as secondary traumatic stress disorder: An overview. In C. R. Figley (Ed.), *Compassion fatigue: Coping with secondary stress disorder in those who treat the traumatized* (pp. 1-20). New York, NY: Routledge.

Stewart, D. W. (2009). Casualties of war: Compassion fatigue and health care providers. *MedSurg Nursing*, 18(2), 91-94.

Tyson, J. (2007). Compassion fatigue in the treatment of combat related trauma during wartime. *Clinical Social Work Journal*, 35, 183-192.

**STUDY DAYS / NO CLASSES**

**TBD**



## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to *Scampus* and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

### XI. STATEMENT FOR STUDENTS WITH DISABILITIES

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. *Please be sure the letter is delivered to the instructor as early in the semester as possible.* DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or [ability@usc.edu](mailto:ability@usc.edu).

### XII. EMERGENCY RESPONSE INFORMATION

**Note:** The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the main number (213) 740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>VKC</b>	McCarthy Quad		
<b>WPH</b>	McCarthy Quad		

Do not re-enter the building until given the "all clear" by emergency personnel.

### **XIII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

### **XIV. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

### **XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

### **XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]*

#### **Preamble**

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

## **XVII. COMPLAINTS**

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the sub-concentration, Kimberly Finney [kfinney@usc.edu](mailto:kfinney@usc.edu). If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at [рмаiden@usc.edu](mailto:рмаiden@usc.edu). Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or [june.wiley@usc.edu](mailto:june.wiley@usc.edu) for further guidance.

## **XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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