SOWK 640

Clinical Practice with the Military Affiliated Family: Understanding and Intervening
Three (3) Units

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Office hours: 3:45 to 4:45 / Also by Appt.
Section# & Class meeting time: SOWK 640 (67576) **-** 6:25pm to 7:45pm PST

I. COURSE PREREQUISITES

SOWK 505 and SOWK 535

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

The purpose of this course is to understand the military culture within which military affiliated families and veteran 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 affiliated family and military culture**. The different military contexts (i.e., active duty, guard/reserve, veteran) are analyzed. Ethical issues for working in this environment are examined. Theory-based and research-informed strategies to intervene with military affiliated families are reviewed. Military affiliated 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 military affiliated families that are a vital part of American society.

IV. COURSE OBJECTIVES

Clinical Practice with the Military Affiliated Family: Understanding and Intervening course will:

Objective #	Objectives
1	Provide students with an understanding of military culture and how military/veteran families cope with and thrive within and without of 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, role plays, student presentations, 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	**Demonstrate Ethical and Professional Behavior**	*	**1,2,3**
2	**Engage in Diversity and Difference in Practice**	*	**1,2,3**
3	**Advance Human Rights and Social, Economic, and Environmental Justice**	*	**1,2,3**
4	**Engage in Practice-informed Research and Research-informed Practice**	*	**2,3**
5	**Engage in Policy Practice**		
6	**Engage with Individuals, Families, Groups, Organizations, and Communities**	*	**1,2,3**
7	**Assess Individuals, Families, Groups, Organizations, and Communities**	*	**1,2,3**
8	**Intervene with Individuals, Families, Groups, Organizations, and Communities**	*	**1,2,3**
9	**Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**		**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	Method of Assessment
Demonstrate Ethical and Professional Behavior: ▪ Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels ▪ Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas ▪ Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior ▪ Understand the profession's history, its mission, and the roles and responsibilities of the profession ▪ Understand the role of other professions when engaged in inter-professional teams ▪ Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective ▪ Understand emerging forms of technology and the ethical use of technology in social work practice	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	**Assignment 1,3,4**
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	**Assignment 2,3,4**
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	**Assignment 3,4**
	Use technology ethically and appropriately to facilitate practice outcomes;	**Assignment 1,2,3,4**
	Use supervision and consultation to guide professional judgment and behavior.	**Assignments 3,4**

Engage in Diversity and Difference in Practice: ▪ Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. ▪ Understand 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. ▪ Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	**Assignments 1,2,3,4**
	Present themselves as learners and engage clients and constituencies as experts of their own experiences;	**Assignments 1,2,3,4**
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	**Assignments 1,2,3,4**

Advance Human Rights and Social, Economic, and Environmental Justice: ▪ Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education ▪ Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	**Assignments 1,2,3,4**
	Engage in practices that advance social, economic, and environmental justice	**Assignments 1,2,3,4**

Engage In Practice-informed Research and Research-informed Practice: ▪ Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. ▪ Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. ▪ Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. ▪ Understand the processes for translating research findings into effective practice.	Use practice experience and theory to inform scientific inquiry and research.	**Assignments 1,2,3,4**
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	**Assignments 1,2,3,4**
	Use and translate research evidence to inform and improve practice, policy, and service delivery.	**Assignments 1,2,3,4**

Engage in Policy Practice: ▪ Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. ▪ Understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. ▪ Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. ▪ Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. ▪ Knowledgeable about policy formulation, analysis, implementation, and evaluation.	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	**Assignments 1,2,3,4**
	Assess how social welfare and economic policies impact the delivery of and access to social services.	**Assignments 1,2,3,4**
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	**Assignments 1,2,3,4**

Engage with Individuals, Families, Groups, Organizations, and Communities: ▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Value the importance of human relationships. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. ▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. ▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	**Assignments 1,2,3,4**
	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	**Assignments 1,2,3,4**

Assess Individuals, Families, Groups, Organizations, and Communities:	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Assignments 1,2,3,4
• Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. • Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. • Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. • Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. • Understand how their personal experiences and affective reactions may affect their assessment and decision-making.		
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Assignments 1,2,3,4
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Assignments 1,2,3,4
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Assignments 1,2,3,4

Intervene with Individuals, Families, Groups, Organizations, and Communities:	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	**Assignments 1,2,3,4**
▪ Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. ▪ Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. ▪ Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.		
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	**Assignments 1,2,3,4**
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	**Assignments 1,2,3,4**
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	**Assignments 1,2,3,4**
	Facilitate effective transitions and endings that advance mutually agreed-on goals.	**Assignments 1,2,3,4**

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:	Select and use appropriate methods for evaluation of outcomes.	**Assignments 1,2,3,4**
 ■ Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. ■ Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. ■ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. ■ Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.		
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	**Assignments 1,2,3,4**
	Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.	**Assignments 1,2,3,4**
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	**Assignments 1,2,3,4**

Assignment	**Due Date**	**% of Final Grade**
Assignment 1: Articles Analyses	Week 4	20%
Assignment 2: Reflective Journal Assignment	Week 8	25%
Assignment 3: In Class Presentation/ Role Play	Students sign up for dates Weeks 9-14	20%
Assignment 4: Military Family Change Paper	End of Week 15	25%
Meaningful Class Participation	On going	10%

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

Assignment One: Articles Analyses

Select and critically analyze two scholarly articles on **working with military affiliated families.** For example, two articles on the issue of family stressors related to deployment, transition, or reintegration/readjustment. **Write a four (4) to six (6) page, double-spaced paper (not including the title or reference page) of your analysis.** A detailed description of the assignment can be found in the Toolbox Documents section.

Due: (Week 4) *This assignment relates to student learning outcomes 1, 2, 3, and 4.*

Assignment Two: Reflective Journal Assignment

This written assignment is focused on course readings of your choice. You are to select at least six **(6) readings from the required course readings** and *__integrate__* the main ideas or concepts into an original narrative. Do not use the two articles for the first assignment. **DO not summarize readings** (summaries will be returned to be rewritten). Discuss how these readings relate to the cases you have in the field, and/or to the course content with regard to military affiliated family demands/stressors. Use the readings to help you further explore issues that have been challenging to you in the field or to your pre course understanding. Relevant transference and countertransference issues that impact your clinical work should also be included among other topics. A detailed description of the assignment can be found in the Toolbox Documents section.

Do not cut, copy, and paste from previous papers you have written. This will be detected by Turnitin.com and is considered plagiarism. You can use the same resources and ideas but verbiage has to be different.

Due: (Week 8) *This assignment relates to student learning outcomes 1, 2, 3, & 4.*

Assignment Three: In-Class Presentation/Role Play

Students are to present and role play as pairs (one group of three will be assigned by the instructor if needed) to the class on a topic relating to military affiliated families. For instance, if you choose the problem of substance use disorders in military personnel and its impact on the family, then you should present the current findings on this topic and then apply (role play) a **family-based assessment and intervention** (choosing evidence-based practices wherever possible).

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, impact on being a military mother or father, etc. For these class sessions the presenters will have done more reading (outside of the syllabus) than the rest of the class. Students are encouraged to find a partner by the second/third class session or may be paired with a classmate by the instructor (no more than two students; although one group may have three students) depending on class size. The in-class presentation/role play may include the use of PowerPoint (not required); and the student presenters should lead a discussion on this topic area for **30 to 45** minutes. **The use of experiential exercises such as role plays/case vignettes or**

leading a class debate is required. Please provide your instructor a copy of the presentation plan prior to the day that you present. A detailed description of the assignment can be found in the Toolbox Documents section.

Due: (Weeks 9-14) *This assignment relates to student learning outcomes 1, 2, 3, & 4.*

Assignment Four: Military Family Theory of Change Paper:

For this written assignment students will complete a **six (6) to seven (8) page scholarly paper** related to military families and children suitable for submission to a scholarly journal. In this paper students will address **challenges related to change**; especially in relation to military affiliated families impacted by psychopathology, dysfunction, and parent-child, sibling-sibling, or parent-parent relational distress (couples, children, or the family unit) experienced while serving. **Students may pair as co-authors.** A detailed description of the assignment can be found in the Toolbox Documents section.

Due: (Week 15) *This assignment relates to student learning outcomes 1,2,3, & 4*

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**. Please respect the VAC learning environment.

*Trauma Focused CBT. (n.d.). http://tfcbt.musc.edu
Note: This is an optional free training; a web-based course. Students who take the training and turn in the certificate to their instructor will earn **five points** towards their class participation grade.). Please upload your certificate in the Grading and Assignment Upload section for Participation.

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 permission, the grade **will** be lowered.

Grading

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	92.5–100	A
3.60–3.84	A–	89.5–92.4	A–
3.25–3.59	B+	86.5–89.4	B+
2.90–3.24	B	82.5–86.4	B
2.60–2.89	B–	80.5–82.4	B–
2.25–2.59	C+	76.5–80.4	C+
1.90–2.24	C	73.5–76.4	C
		70.5–73.4	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.

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.

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.

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.

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.

VII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks:

Blaisure, K. R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., Dombro, A.L. (2016). *Serving Military Families: Theories, Research, & Application*.(2nd Ed). Routledge

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) under Professor Kim Finney, Ph.D.

Recommended Textbooks:

Catherall, D.R. (Ed) (2004). *Handbook of Stress, Trauma, and the Family*. Taylor & Frances

Datttilio, F.M. & Jongsma, A.E. (2014). *The family therapy treatment planner* with DSM V updates (2nd Edition (Practice Planner). Hoboken, New Jersey: John Wiley & Sons.

Domenici, P., Best, S. & Armstrong, K. (2013). *Courage Under Fire for Parents of Service Members: Strategies for Coping When Your Son or Daughter Returns from Deployment*. New Harbinger

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

Figley, C.R. & Kiser, L.J. (2013). *Helping Traumatized Families* (2nd Ed). Routledge: Taylor & Frances

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

Matsakis, A. (2005). *In Harm's Way. Help for the Wives of Military Men, Police, EMT's & Firefighters*. New Harbinger Publications

Sayers, S.L. & Armstrong, K. (2014). Coming Back together: A Guide to Successful Reintegration After Your Partner Returns From Military Deployment. New Harbinger Publications.

Note: Additional required &recommended readings may be assigned throughout the course.

Military Movies For Consideration:

Gold Star Children (2013) A cross-generational story of how the Gold Star Children of Vietnam are mentoring the Gold Star Children from the wars in Iraq and Afghanistan. It is a one hour film of resilience, hope, and the power of sharing. Amazon Streaming.

Tools and Techniques for Family Therapy by John Edwards has spent the last twenty years distilling the intricacies of family systems theory into a user-friendly approach that has enhanced the work of thousands of clinicians and educators in North America. http://www.psychotherapy.net/ **(USC Library streaming)**

Harnessing the Power of Genograms in Psychotherapy by Monica McGoldrick watch master family therapist Monica McGoldrick, MSW, create a genogram on the spot in this live session with a client struggling to understand why he is distancing from his pregnant wife. http://www.psychotherapy.net/ **(USC Library streaming)**

Coming Out: Voices of Gay and Lesbian Teens and their Families by Karin Heller Thought provoking and accessible, this video is invaluable for all parents, teachers, and professionals working with teenagers. http://www.psychotherapy.net/ **(USC Library streaming)**

Individual Assessment and Psychotherapy by Ron Scott The second video in the Psychotherapy with Gay, Lesbian and Bisexual Clients Series focuses some of the most salient assessment and treatment issues that clinicians should know. http://www.psychotherapy.net/ **(USC Library streaming)**

When Helping Hurts: Sustaining Trauma Worker by Charles Figley. Six noted therapists and experts offer their stories and advice on dealing with Compassion Fatigue, and discuss ways of recognizing and addressing this condition in yourself and others. http://www.psychotherapy.net/ **(USC Library streaming)**

Military Internet Resources (Not a Complete List)   *Please notify
your classmates and instructor if you find a new Internet Resource

U.S. Army: www.goarmy.com/

U.S. Army National Guard: www.nationalguard.com/

U.S. Army National Guard Readiness Program: www.arng.army.mil/soldier_resources/default.asp?id=37

U.S. Army Community Services: www.armycommunityservice.org/home.asp

U.S. Air Force: www.military.com/Resources/ResourceSubmittedFileView?file=air_force_links.htm

U.S. Coast Guard: www.gocoastguard.com/

U.S. Marines: www.marines.com/

U.S. Navy: www.navy.com/

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 Overview

Unit	Topics	Assignments
1	o Course Overview/Review of Culture in Military Life	
2	o Systematic Approach to Military Families	
3	o Demands and Stressors on the Military Family	
4	o Combat Related Stress and the Military Family	**Articles Analyses**
5	o Family Violence and the Military Couple	
6	o Children and Family Violence	
7	o Diversity and Military Families	
8	o Substance Abuse and Military Families	**Reflective Journal Topic**
9	o Attachment and Parent-Child Interactions	**Presentation/Role Play**
10	o Grief and Loss	**Presentation/Role Play**
11	o Veteran Reintegration and Civilian Spouse	**Presentation/Role Play**
12	o TBI and Polytrauma	**Presentation/Role Play**
13	o Support for Military Families	**Presentation/Role Play**
14	o Intimacy for Couples after Wartime	***Presentation/Role Play**
15	o Self-Care for Social Workers in Traumatic Stress	**Family Change Paper**

*If necessary

<p style="text-align:center">**Course Schedule—Detailed Description**</p>

Unit 1:	**Introduction to Course & the Culture of Military Family Life**

Target Population: Military Family

Topics:
- Review of syllabus
- Growing up in a military family: Military culture
- Contrasting active duty and guard/reserve families
- Ethical considerations for social workers
- Gold Star Children (DVD)

This Unit relates to course objectives 1 and 2.

Required Readings:

Blaisure, K. R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., Dombro, A.L. (2016). *Serving Military Families: Theories, Research, & Application*.(2nd Ed). Routledge C.1 p.1-22

Castro, C. A., Adler, A. B., & Britt, T. W. (Eds.). (2006). *Military life: The psychology of serving in peace and combat—The military family*. Praeger Security International.

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.

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.

Recommended Readings:

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*. RAND Corporation.

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.

Griffith, J. (2009). Being a reserve soldier: A matter of social identity. *Armed Forces & Society, 36*(1), 38-64.

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.

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.

Unit 2:   Systemic Approach to Military Families

Target Population: Military Family

Topics:

- Family stress and resilience theories
- Family systems
- Military specific family genogram (Genogram DVD)

This Unit relates to course objectives 1 and 2.

Required Readings:

Blaisure, K. R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., Dombro, A.L. (2016). *Serving Military Families: Theories, Research, & Application*.(2nd Ed). Routledge C. 2 & 5 p. 22-48 & 99-127

Sories, F., Maier, C., Beer, A., & Thomas, V. (2015). Addressing the Needs of Military Children Through Family-Based Play Therapy. *Contemporary Family Therapy*, *37*(3), 209-220.

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.

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.

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.

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* (3rd ed., pp. 56-80). 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.

Unit 3:   Demands & Stressors on the Military Family

Target Population: Military Spouse

Topics:
- Cycles of military deployment & effects on the family
- Family care plan policy
- Changing family roles (Family Therapy DVD)

This Unit relates to course objectives 1 and 2.

Required Readings:

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.

Blaisure, K. R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., Dombro, A.L. (2016). *Serving Military Families: Theories, Research, & Application*.(2nd Ed). Routledge C.3 p.49-72

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.

Knobloch, L. K., & Wilson, S. R. (2014). Communication in Military Families Across the Deployment Cycle. *The SAGE Handbook of Family Communication*, 370.

Lucier-Greer, M., Arnold, A. L., Mancini, J. A., Ford, J. L., & Bryant, C. M. (2015). Influences of cumulative risk and protective factors on the adjustment of adolescents in military families. *Family Relations*, *64*(3), 363-377.

Recommended Readings:

Barker, L. H., & Berry, K. D. (2009). Developmental issues impacting military families with young children during single & multiple deployments. *Military Medicine*, *174*, 1033-42.

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.

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), 221-29.

Unit 4:	Combat Related Stress & the Military Couple	Assignment #1 Due

Target Population: Military Couple

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.

Blaisure, K. R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., Dombro, A.L. (2016). *Serving Military Families: Theories, Research, & Application.*(2nd Ed). Routledge C.8 p.181-210

Blow, A. J., Curtis, A. F., Wittenborn, A. K., & Gorman, L. (2015). Relationship Problems and Military Related PTSD: The Case for Using Emotionally Focused Therapy for Couples. *Contemporary Family Therapy*, *37*(3), 261-270.

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.

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:

Basham, K. (2008). Homecoming as safe haven or the new front: Attachment & detachment in military couples. *Clinical Social Work Journal, 36*(1), 83-96.

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.

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.

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.

Unit 5:   Combat Stress, Children, & Family

Target Population: Military Dependent Children

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:

Blaisure, K. R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., Dombro, A.L. (2016). *Serving Military Families: Theories, Research, & Application*.(2nd Ed). Routledge C.4 p.72-98

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.

Harrison, D., Albanese, P., & Berman, R. (2014). Parent-adolescent relationships in military families affected by PTSD. *Canadian Social Work Review*, *31*(1), 85.

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)* 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). Sidran Institute Press.

McLean, A., & Elder, G. H. (2007). Military Service in the life course. *Annual Review of Sociology, 33*, 175-196.

Unit 6:   Children & Military Family Violence

Target Population: Military Couples, LGBT Couples in the Military

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.

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). 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.

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.

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:   Diversity and Military Families

Target Population: Family of Origin Culture and Children with Special Needs

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:

Blaisure, K. R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., Dombro, A.L. (2016). *Serving Military Families: Theories, Research, & Application*.(2nd Ed).Routledge C.13 p.307-334

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)* Wiley & Sons, Inc.

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*. 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.

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* (1st ed., Vol. 4, pp. 93-114). 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.

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.

| Unit 8: | Substance Abuse & the Military Family | Assignment #2 Due |

Target Population: Adolescents and Adults, LGBT Adolescents

Topics:
- Substance abuse and military families

This Unit relates to course objectives 1 and 3.

Required Readings:

Hoggatt, K. J., Jamison, A. L., Lehavot, K., Cucciare, M. A., Timko, C., & Simpson, T. L. (2015). Alcohol and drug misuse, abuse, and dependence in women veterans. *Epidemiologic reviews*, *37*(1), 23-37.

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.

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:

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.

| Unit 9: | Military Family Life and Attachment Issues | Class Presentations |

Target Population: Children and Adults

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:

Louie, A. D., & Cromer, L. D. (2014). Parent–child attachment during the deployment cycle: Impact on reintegration parenting stress. *Professional Psychology: Research & Practice*,*45*(6), 496.

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.

Vincenzes, K. A., Haddock, L., & Hickman, G. (2014). The Implications of Attachment Theory for Military Wives: Effects During a Post-Deployment Period. *The Professional Counselor*, 122.

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.

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.

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.

Sloane, L. B., & Friedman, M. J. (2008). *After the war zone: A practical guide for returning troops and their families*. Philadelphia, PA: Perseus Books.

Unit 10:	Grief & Loss	Class Presentations

Target Population: Children and Adults

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

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

Required Readings:

Faber, A. J., Minner, J., & Wadsworth, S. M. (2014). Killed in combat: the impact of the military context on the grief process. *Military behavioral health*, *2*(1), 14-17.

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

Recommended Readings:

Fiske, H. (2008). *Hope in action: Solution-focused conversations about suicide*. Routledge

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.

Unit 11:   Veteran Reintegration, Dependent Spouses & LGBT   Class Presentations

Target Population: Dependent Spouse, LGBT Couples

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:

Blaisure, K. R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., Dombro, A.L. (2016). *Serving Military Families: Theories, Research, & Application*.(2nd Ed).Routledge C.10 p.231-258

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). Springer

Meadows, S. O., Griffin, B. A., Karney, B. R., & Pollak, J. (2015). Employment Gaps Between Military Spouses and Matched Civilians. *Armed Forces & Society*, 0095327X15607810.

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)* 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*.

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

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.

Unit 12:   TBI and Polytrauma   *Class Presentations*

Target Population: Dependent Spouse, Support Partner (Care-givers)

Topics:
- Combat injured families
- Traumatic brain injury
- 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.

Blaisure, K. R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., Dombro, A.L. (2016). *Serving Military Families: Theories, Research, & Application*.(2nd Ed). Routledge C.6 & 8 p.129-160 & 181-210

Hisle-Gorman, E., Harrington, D., Nylund, C. M., Tercyak, K. P., Anthony, B. J., & Gorman, G. H. (2015). Impact of parents' wartime military deployment and injury on young children's safety and mental health. *Journal of the American Academy of Child & Adolescent Psychiatry*, *54*(4), 294-301.

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.cnas.org/sites/default/files/Dole_Shalala_July_30_2007report.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.

Unit 13:   Support for Military Families   Class Presentations

Target Population: Children and Adolescents

<u>**Topics:**</u>
- Building community strengths to empower military families
- Military children in schools

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

<u>**Required Readings;**</u>

Blaisure, K. R., Saathoff-Wells, T., Pereira, A., Wadsworth, S.M., Dombro, A.L. (2016). *Serving Military Families: Theories, Research, & Application*.(2nd Ed).Routledge C.11& 12 p.259-286 & 287-306

Fritz, H. A., Lysack, C., Luborsky, M. R., & Messinger, S. D. (2014). Long-term community reintegration: concepts, outcomes and dilemmas in the case of a military service member with a spinal cord injury. *Disability & Rehabilitation*, (0), 1-7.

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* (2nded.) (pp. 695-706). New York, NY: Oxford University Press.

<u>**Recommended Readings:**</u>

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.

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.k12.wa.us/MilitaryKids/pubdocs/MCECLegislatorsGuide.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.

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

Unit 14: Intimacy for Couples after Wartime — Class Presentations

Target Population: Military Couples, LGBT

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

This Unit relates to course objectives 1 and 3.

Required Readings:

Dyer, K., & das Nair, R. (2014). Talking about sex after traumatic brain injury: perceptions and experiences of multidisciplinary rehabilitation professionals. *Disability and rehabilitation*, *36*(17), 1431-1438.

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., Goldwaser, 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.

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.

Unit 15: Self Care for Social Workers in Traumatc Stress — Assignment #4 Due

Target Population: 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

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)* Wiley & Sons

Thieleman, K., & Cacciatore, J. (2014). Witness to suffering: Mindfulness and compassion fatigue among traumatic bereavement volunteers and professionals. *Social work*, 44.

Recommended Reading:

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

University Policies and Guidelines

VIII. 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.

IX. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/.   Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

X. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information http://emergency.usc.edu/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XI. STATEMENT ABOUT INCOMPLETES

An Incomplete (IN) grade 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."

XII.   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.

XIII.   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.

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

XV.   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 course lead instructor, David L. Bringhurst, Ph.D. **bringhur@usc.edu** or the chair of Military Social Work, Dr. Kim Finney at **kfinney@usc.edu**. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Leslie Wind, Vice Dean and Professor of Academic and Student Affairs, at **wind@usc.edu**. You may also contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or **june.wiley@usc.edu** for further guidance.