

SOWK 640

Clinical Practice with the Military Affiliated Family: Understanding and Intervening

Three (3) Units

Instructor:	COL Jeff Yarvis, PhD, MSW, M.Ed., LCSW, ACSW, BCD	Course Day:	Saturday
E-Mail:	jeffrey.s.yarvis.mil@mail.mil alt yarvis831@yahoo.com		
Telephone:	703-901-6973	Course Time: 0845-1000 (PST), 10:45 (CST), 11:45 EST.	Section 67632
Office:	Virtual	Course Location:	VAC
Office Hours:	Upon Request: Please send me an email. Will arrange a meeting time. I have an hour almost every weekday evening and morning.		

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
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		

* 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	<p>Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;</p>	<p>Assignments 1,2,3,4</p>
	<p>Present themselves as learners and engage clients and constituencies as experts of their own experiences;</p>	<p>Assignments 1,2,3,4</p>
	<p>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Assignments 1,2,3,4</p>
Advance Human Rights and Social, Economic, and Environmental Justice: <ul style="list-style-type: none"> 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. 	<p>Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;</p>	<p>Assignments 1,2,3,4</p>
	<p>Engage in practices that advance social, economic, and environmental justice</p>	<p>Assignments 1,2,3,4</p>

Engage In Practice-informed Research and Research-informed Practice: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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:	<p>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	Assignments 1,2,3,4
<ul style="list-style-type: none"> ▪ 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. 	<p>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	Assignments 1,2,3,4

Assess Individuals, Families, Groups, Organizations, and Communities: <ul style="list-style-type: none"> 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. 	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Assignments 1,2,3,4
	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: <ul style="list-style-type: none"> 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. 	<p>Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</p>	<p>Assignments 1,2,3,4</p>
	<p>Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p>	<p>Assignments 1,2,3,4</p>
	<p>Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes</p>	<p>Assignments 1,2,3,4</p>
	<p>Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<p>Assignments 1,2,3,4</p>
	<p>Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>Assignments 1,2,3,4</p>

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: <ul style="list-style-type: none"> 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. 	Select and use appropriate methods for evaluation of outcomes.	Assignments 1,2,3,4
	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

Student learning for this course relates to one or more of the following ten social work core competencies:
Course Assignments, Due Dates & Grading

<u>Assignment</u>	<u>Due Date</u>	<u>% of Final Grade</u>
Assignment 1: Articles Analyses	Week 4	20%
Assignment 2: Reflective Journal Assignment	Week 8	25%
Assignment 3: In Class Presentation/ Role Play	Students will sign up for dates Weeks beginning week 4	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 issues related to deployment, transition, or reintegration/readjustment. **Submit a four (4)-to six (6)-page, double-spaced paper (not including the title or reference page) of your analysis.** Integrate the articles by highlighting points of similarity and difference. The articles should be from scholarly sources such as peer-reviewed journals. They should not be articles from newspapers or popular magazines or media outlets. **Only one article can be from the recommended or required readings in the syllabus.** The assignment should be double-spaced with 12-point font, Times New Roman.

Be sure to address the following questions in your review:

1. Analyze and integrate the articles as a whole: Explain two to three key points the author(s) share about working with military affiliated families.
2. Evaluate the strengths and weaknesses of the articles in terms of its scholarship.
3. Explain the importance of the articles to clinical practice with military affiliated families: In a few sentences, explain why you think the articles are or are not useful to the field of clinical practice with military affiliated families.
4. Discuss how the articles fit into a bigger context (or not) of clinical practice with military affiliated families.
5. Discuss how the articles can be applied to race, gender, or sexual orientation issues in the context of clinical practice with military affiliated families.
6. Discuss the most interesting aspect of the articles. What aspect of the articles did you personally find the most interesting or useful in your work with military affiliated families?

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. The paper should be **no less than four full pages double spaced and no more than six pages long**; you may write in the first person narrative but must use APA style for citations and references.

NOTE: This assignment needs to integrate readings and personal reflections about field/practice and critical analyses of articles in relation to military affiliated families and not merely a summarization of readings. (Two citations from the same source do not count as two (2) different readings this would only count as one (1) reading).

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 (other members of the course may be employed to facilitate the role play or demonstration). For instance, if you choose the problem of substance use disorders in military personnel, then you should present the current findings on this topic and then apply (role play) a **family-based focus 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. You will discuss or demonstrate your role as a social worker/case manager and/or advocate. 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); however 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.

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

Assignment Four: Military Family 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 with psychopathology, dysfunction, and parent-child, sibling-sibling, or parent-parent relational distress that some military families (couples, children, or the family unit) experience while serving. **Discuss:** What brings these families to therapy? What are the barriers to mental health services? **How can change occur?** How would family therapy, couples therapy, or individual therapy assist this population with adjusting/readjusting or integration/reintegration? Further, students should propose a theory or intervention about how to help people move from dysfunction to functionality; or more specifically change. Students should also discuss how they can make an impact and/or discuss how they would advocate for military families and or children as a social

work professional. **Students may pair as co-authors.** Students should also include the name of the journal they propose to submit their work for publication. Minimal of **eight (8)** references required. The paper should include the following:

- Discussion of the descriptive features of the military family challenge(s), relating it to obstacles for change, and theoretical framework(s) where applicable.
- Provide a change analysis, referencing applicable theories, indicating the contextual and personal factors that are most relevant for explaining the challenge(s).
- Provide a discussion of a family based intervention approach, evidenced-based (if applicable to your assignment). Intervention options (with an analysis of relative strengths) should be part of this discussion. Discuss any legal, ethical, and policy issues impacting the challenge.
- Provide community and military specific resources and referrals (if applicable).
- Discuss diversity, gender, or cultural issues associated with the case as applicable.

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.)

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	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.

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 Michael G. Rank, Ph.D.

Recommended Textbooks:

Beder, J. (ed). *Advances in Social Work Practice with the Military*. New York: Routledge.

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

Cabrera, D., Yarvis, J., Figley, C. and Cox, A. *Warrior Families*. IN: Ainspan and N. Penk, W. (Eds.) (2012) *Guidance for Families of Service Members*. United States Naval Institute.

Carter, B., & McGoldrick, M. (2005). Overview: The expanded family life cycle: Individuals, families and social perspectives. In B. Carter & M. McGoldrick (Eds.), *The expanded family life cycle: Individual, family and social perspectives* (3rd ed., pp. 1–27). Boston, MA: Allyn & Bacon

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

Dattilio, F.M. & Jongsma, A.E. (2014). *The family therapy treatment planner with DSM% 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 Publications
- 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.
- Jongsma, A.E. (2010). *The family therapy treatment planner*. Hoboken, New Jersey: John Wiley & Sons.
- 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.
- Yarvis, J. (2008) *Subthreshold PTSD in Veterans with Different Levels of Traumatic Stress: Implications for Prevention and Treatment with Populations with PTSD*. Saarbrücken, Germany: VDM Verlag Dr. Muller Publishers, ISBN- 978-3-639-08332-3.

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

Voluntary Assignment:

Note: To work effectively with military members, veterans, and their families, you need to know the culture. This “mini” course takes between 45 minutes and three hours to complete depending on your familiarity with the culture. The course is hosted on a website outside the VAC. This assignment is pass/fail and constitutes five percent of your final grade for SOWK 641. Students who have already completed SOWK 641 need not take the course again. Students who have not taken SOWK 641 may want to take this course. The student may apply the course for credit when taking 641. You must complete this assignment by the beginning of the fourth week of this class. Upon completion of the course, email your directly to your instructor.

The instructions for accessing the course can be found in **Documentation** section of the SOWK 641 VAC LMS. Ask your instructor for further information.

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	○ Course Overview/Review of Culture in Military Life	02 SEP
2	○ Systematic Approach to Military Families	09 SEP
3	○ Demands and Stressors on the Military Family	16 SEP
4	○ Combat Related Stress and the Military Family	23 SEP Articles Analyses
5	○ Family Violence and the Military Couple	30 SEP- Yom Kippur Presentation/Role Play
6	○ Children and Family Violence (Units 5 & 6 on 30 SEP)	30 SEP Presentation/Role Play
7	○ Diversity and Military Families	07 OCT Presentation/Role Play
8	○ Substance Abuse and Military Families	14 OCT Reflective Journal Presentation/Role Play
9	○ Attachment and Parent-Child Interactions	21 OCT Presentation/Role Play
10	○ Grief and Loss	28 OCT Presentation/Role Play
11	○ Veteran Reintegration and Civilian Spouse	04 NOV *may shift RJ
12	○ TBI and Polytrauma	11 NOV Veteran's Day Discuss Dave

Unit	Topics	Assignments
13	○ Support for Military Families	18 NOV (off 25 NOV-Thanksgiving break)
14	○ Intimacy for Couples after Wartime	02 DEC
15	○ Self-Care for Social Workers. Secondary Traumatic Stress	09 DEC Termination sessions & Case Study Assignment Due
Finals week		

Course Schedule—Detailed Description

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

Target Population: Military Family

Topics:

- Review of syllabus & *Cultural “Boot Camp”
- 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:

- 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:

- 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.
- 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.
- Griffith, J. (2009). Being a reserve soldier: A matter of social identity. *Armed Forces & Society*, 36(1), 38-64.
- 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.
- 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.
- Stone, A. M. (2008). Dual agency for VA clinicians: Defining an evolving ethical question. *Military Psychology*, 20(1), 37-48.

Unit 2: Systemic Approach to Military Families

Target Population: Military Family

Topics:

- RIME
- Family stress and resilience theories
- Family systems
- Military specific family genogram (Genogram DVD) or Values clarification exercise

This Unit relates to course objectives 1 and 2.

Required Readings:

- 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.
- 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.

Recommended Readings:

- Bride, B., & Figley, C. R. (2009). Secondary trauma and military veteran caregivers. *Smith College School for Social Work*, 79(3/4), 314-329.
- Calhoun, L. G., & Tedeschi, R. G. (Eds.). (2006). *Handbook of post traumatic growth: Research and practice*. Mahwah, NJ: Erlbaum
- Chapin, M. (2009). Deployment and families: Hero stories and horror stories. *Smith College Studies in Social Work*, 7(3/4), 263-282.
- 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.
- Saleebey, D. (Ed.). (2008). *Strengths perspectives in social work practice* (5th ed.). New York, NY: Longman Publishers.

Unit 3: Demands & Stressors on the Military Family

Target Population: Military Spouse

Topics:

- Cycles of military deployment & effects on the family-**Models of Reintegration (Carter and McGoldrick-Normal Family Life Cycle)**.
- 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.
- 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: Demands & Stressors on the Military Family

Target Population: Military Couple

Topics:

Witness the Evil <https://youtu.be/vD3w2D6bUWc>



■ 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.
- 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.

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: Demands & Stressors on the Military 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:

- 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.
- Westerink, J., & Giarratano, L. (1999). The impact of posttraumatic stress disorder on partners and children of Australian Vietnam veterans. *Australian and New Zealand Journal of Psychiatry*, 33(6), 841-847. <http://www.ncbi.nlm.nih.gov/pubmed/10619210>

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.
- 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

Target Population: Military Couples, LGBT Couples in the Military

Topics:

- Family violence in military families
- Family advocacy program in the military
- Possible Guest Speaker-Chief of a FAP Program
- ***Reflective Journal Assignment due at 11:59 PM (Pacific)**

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: Demands/Stressors on the Military Family

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)-Possible Guest Speaker-Laura Yarvis

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

Required Readings:

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: Demands/Stressors on the Military Family

Target Population: Adolescents and Adults, LGBT Adolescents

Topics:

- Substance abuse and military families-Possible Guest Speaker-Dr. Anthony Dekker

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

Target Population: Children and Adults

Possible Attachment Therapy Video-Psychological Corporation

Topics:

- Attachment considerations for children
- Attachment considerations for spouses
- Parent-child interaction therapy as an intervention
- Military Induced Family Separation
- Intergenerational Trauma Transmission & Healing "Soul Wounds."

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.

Westerink, J., & Giarratano, L. (1999). The impact of posttraumatic stress disorder on partners and children of Australian Vietnam veterans. *Australian and New Zealand Journal of Psychiatry*, 33(6), 841-847. <http://www.ncbi.nlm.nih.gov/pubmed/10619210>

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.

Chapin, M. (2009). Deployment and families: Hero stories and horror stories. *Smith College Studies in Social Work*, 79(3/4), 263-282.

Duran, E. (2006) *Healing the Soul Wound, Counseling with American Indians and Other Native Peoples* (Multicultural Foundations of Psychology and Counseling)
<http://www.amazon.com/Healing-Soul-Wound-Multicultural-Foundations/dp/0807746894>

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: Military Family Demands/Stressors

Target Population: Children and Adults

- Wartorn: 1861-2010 <https://www.youtube.com/watch?v=RYBy-wMDKx0>

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: Military Family Demands/Stressors

Target Population: Dependent Spouse, LGBT Couples

Topics:

- Employment challenges for civilian spouses
- Veteran transitioning/reintegration-Units 11 -14
- Veteran transitioning/reintegration-COL Yarvis will present on the subtleties of reintegration.
- Women (and mothers) in the military-Watch “Lioness the Film”

This Unit relates to course objectives 1 and 2.

Required Readings:

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:

Black, W.G. (1993) Military-Induced Family Separation: A Stress Reduction Intervention. *Social Work* (38) 3 -273-280.

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: Military Family Demands/Stressors

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

Topics:

- Combat injured families
- Traumatic brain injury-www.brainline.org
- 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.

- 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.veteransforamerica.org/wp-content/uploads/2008/12/presidents-commission-on-care-for-americas-returning-wounded-warriors-report-july-2007.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

Target Population: Children and Adolescents

Topics:

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

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

Required Readings:

- 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.

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.

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.

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

Unit 14: Sex and Intimacy for Couples after Wartime

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.
- **Yarvis, J.S. (2014) The Intimacy of Trauma. Reflections: Narratives of Professional Helping 19 (3). ISSN: 1080-0220,
<http://www.reflectionsnarrativesofprofessionalhelping.org/index.php/Reflections>

Unit 15: Self Care for Trauma Social Workers

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/departments/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, Michael G. Rank, Ph.D. rank@usc.edu or 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. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at rmaiden@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 for further guidance.

SOWK 640

Assignment 1: Articles Analyses Instructions

and

Grading Criteria

(Worth 20% of Final Grade)

Select and critically analyze two scholarly articles ***on the same or similar topic related to clinical work with military affiliated families***. For example, two articles on the issues related to impact on family of deployment, transition, or reintegration/readjustment. Write a four (4) to six (6) page (not including the title or reference page) paper of your analysis. The articles should be from scholarly sources such as peer-reviewed journals, not articles from newspapers or popular magazines or media outlets. The paper should be double-spaced with 12-point Times New Roman font.

Content Requirements

1. Select two scholarly articles. The articles should be on the same or a very similar topic. For example, two articles that address deployment related family issues.
2. Summarize the key concepts: Explain the 2-3 key points the author(s) share about working with military affiliated families.
3. Integrate the analysis by highlighting similarities and differences between the findings and concepts discussed in each article.
4. Evaluate the strengths and weaknesses of the articles in terms of their scholarship (i.e. research methods used, objective presentation of information).
5. Explain the importance of the articles to clinical practice with military affiliated families. Explain why the articles are or are not useful to the field of clinical practice with military affiliated families.
6. Discuss how the articles fit into a bigger context (or not) of clinical practice with military affiliated families.
7. Discuss how the articles can be applied to race, gender, sexual orientation and/or other diversity issues in the context of clinical practice with military affiliated families.

8. Discuss your view of the most interesting aspect of the articles. What aspect of the articles did you personally find the most interesting or useful in your work with military affiliated families?

Grading Scale (70% = 70 points)

Outstanding. Exceeded the requirements of the assignment. Argument/Main Points were clear and interesting and demonstrated a robust understanding of the course materials. Evidence supported the argument and was varied, specific, and unambiguous. Ideas presented in a logical and coherent fashion with no effort required by the reader. Showed significant personal insights and awareness and related those to future social work practice.

Excellent. Met the requirements of the assignment. Argument/Main Points were clear. Evidence supported the claims. Ideas were easy to follow with little effort required by the reader. Showed some personal insights and awareness.

Satisfactory. Met most but not all of the requirements. The central argument/points were present but not clear. Some evidence failed to support the argument/main points. Ideas were difficult to follow or were not logical. Showed little personal insights or awareness.

Poor. Met none of the requirements. Central arguments/points were not present. Evidence does not support the argument/main points. Ideas are very difficult to follow and illogical. No personal insights offered.

Writing Requirements

1. Written to graduate level standards of writing, including a very brief introduction and conclusion.
2. Writing is clear and mechanically sound.
3. Grammar, structure, spelling and punctuation are correct.
4. Sentences are well-structured, complete, clear and concise.

Grading Scale (20% = 20 points)

Outstanding. Sentences are concise, and the meanings are completely unambiguous. Vocabulary is precise and accurate. The paper does not contain colloquialisms, idioms, or undefined jargon. The paper is relatively free of spelling, grammar, or punctuation errors.

Excellent. Sentences are easy to follow, and their meanings are largely unambiguous. The paper contains few colloquialisms, idioms, or undefined jargon. There are few spelling, grammar, or punctuation errors.

Satisfactory to Poor. Sentences are difficult to follow and their meanings are sometimes difficult to understand. There are numerous spelling, grammar, or punctuation errors.

Administration Requirements (10% = 10 points)

1. Completed on time. Please proof read your paper before submitting.
2. Paper is within the required page range and conforms to other format instructions. Times New Roman 12 point font, double spacing, and correct headings are used.
3. Upload a copy of the articles with your written submission.
4. Citations are in accordance with APA requirements. Please do not over rely on quotes, paraphrase instead.
5. Adhered to additional turn instructions.

Points will be deducted for failing to meet these requirements.

Five points per day will be deducted for late papers.

_____ of 70 points Content

_____ of 20 points Writing

_____ of 10 points Administration

_____ of 100 points Final Grade

Due week 4

SOWK 640

Assignment 2: Reflective Journal Instructions

and

Grading Criteria

(Worth 25% of Final Grade)

Write a personal reflection integrating readings and your field/practice with a critical analysis in relation to military affiliated families. Select six **(6)** peer reviewed course readings of your choice. Integrate the articles main ideas or concepts into an original narrative (i.e. a description of your personal and professional learning related to these concepts or ideas). **Do not** use the two articles selected for the first assignment. **Do not** summarize the articles (summaries will be returned to be rewritten). The paper should be **no less than four (4) full pages double spaced and no more than six (6) pages long**; you may write in the first person narrative and must use APA style for citations and references.

Discuss how these articles relate to the cases you have in the field, and/or to the course content with regard to military affiliated family demands and stressors. Explore issues that have been challenging to you in the field or to your "pre course" understanding related to the concepts and ideas found in the articles. Three additional areas of self-reflection related to the articles should be included at least once in the journal: 1. Countertransference (and transference, if applicable) issues that impact your clinical work. 2. Potential (or experienced) ethical dilemmas. 3. Social justice/political issues affecting military families. Finally, a discussion of diversity factors related to the intersectionality of military culture and the articles concepts should be included.

Grading criteria

Critical Analysis and Use of Required Readings from Syllabus

Demonstrated a working knowledge of the material through a thoughtful reflection, analysis, and integrated discussion of the selected readings with your personal and professional experiences, and **not just summarizations**. *Critical reflection skills are demonstrated by an ability to recognize new knowledge and personal assumptions, evaluate arguments, and relate these to real world experiences (minimum of six (6) peer reviewed articles used)*

(40 pts.) Points earned _____

Self-Reflection

Show a willingness to be self-reflective in three additional areas as they relate to concepts in your chosen articles (all three must be addressed at least once in the paper):

1. Potential countertransference issues

2. Potential ethical dilemmas in working with military/veteran families

3. Social justice/political issues affecting military families

(25 pts.) Points earned _____

Diversity

Discussion of diversity (e.g. race, gender, sexual orientation, spirituality, religion, SES, disabilities) and the *intersectionality* with military culture

(20 pts.) Points earned _____

Professional presentation

Organized flow of content. Used of Times New Roman 12 point font, double spacing; correct use of grammar, punctuation, headings and subheadings, and spelling; also included a very brief introduction and conclusion. Please proof read your paper before submitting. Please do not over rely on quotes, paraphrase instead and for VAC students, please do not cite the VAC asynchronous material or class lectures. Although this paper can be written in the first person narrative proper use of APA style is expected. **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 the verbiage has to be different.**

(15 pts.) Points earned _____

Total Points earned _____

Late papers, if accepted, will be penalized a minimum of 5 points per day.

Due week 8

SOWK 640

Assignment 3: In-Class Presentation/Demonstration/Role Play Instructions

and

Grading Criteria

(Worth 20% of Final Grade)

Students are to present in pairs (or in one team of three) to the class on a military affiliated families and/or children topic. In selecting your topic, please consider current events that impact the lives of military children and families, i.e. budget cuts proposed by Congress, protracted and continuous wars, housing collapse, educating civilian communities, females in combat and impact on being a mother etc. Students will present on their topic area during weeks nine through 14, topics and date of presentations will be **selected by the second or third class session**.

Example, if students choose the problem of substance use disorders in military affiliated families, then present the findings on this topic and apply an evidence based intervention to a case where such issues are present. Discuss the role of a social worker in such a case, this may include advocacy roles as applicable.

Please deliver your presentation in a professional manner (see grading criteria below). The use of an experiential exercise such as role play, use of a case vignette, leading a class debate, or use of discussion questions is required. The experiential component is to take 10-15 minutes of the total presentation time.

The in-class presentation should include the use of PowerPoint or Prezi (save as a pdf for best results when presenting on the classroom platform). Use APA style throughout the slides. The student presenters should lead a discussion on this topic area for 30-45 minutes, no more (please watch your time). Please upload a copy of the presentation to the Grading and Assignment Upload section, and **provide your instructor a copy of the presentation on the day that you present**.

The presenters should do more reading (outside of the syllabus) on the topic than the rest of the class (if the topic is part of the syllabus). A minimum of five readings outside the syllabus should be referenced. A discussion of diversity issues as they related to the subject matter should be included. Particular attention should be given to potential cultural issues intersecting with military families and the topic. Finally, a willingness to be self-reflective should be exhibited by all presenters. And, a rationale for the topic chosen should be shared.

Grading criteria

Topic Knowledge, Evidence Based Intervention, and Role of Social Worker

Demonstrated a working knowledge of the material (family or couples' based) and evidence-based interventions as appropriate. Discussed the role or position of the social worker as it relates to the topic.

(40 pts.) Points earned _____

Delivery Style and Experiential Exercise

Exhibited a thoughtful discussion of the clinical case and/or policy material. Presented with a professional delivery style (delivery style includes eye contact, body language, professional attire). Included an experiential class exercise (e.g., case vignette and discussion)

(15 pts.) Points earned _____

PowerPoint, Citations, References, and use of Time

Professional presentation including the use of PowerPoint or Prezi. Uploaded presentation in Grading and Assignment Upload section. Please include citations in the slides and a reference slide at the end of the presentation. Materials are to be *well organized* and presenters be prepared (start on time and organized in the delivery of the presentation)

(15 pts.) Points earned _____

Research Evidence with Minimum of Five Outside Sources

Evidence of thorough research of the subject matter. Used scholarly sources, with a minimum of five (5) readings outside of the syllabus.

(10 pts.) Points earned _____

Diversity Discussion

Discussed race, gender, sexual orientation, spirituality, military culture (i.e., any diversity considerations) as appropriate to the topic chosen for the presentation.

(15 pts.) Points earned _____

Self-Reflection and Rationale for Policy or Case Choice

Exhibited a willingness to be self-reflective (e.g. countertransference) and provided a discussion of the rationale for selecting the particular issue/subject matter or case choice.

(5 pts.) Points earned _____

Total Points earned _____

Student must present on the day that they are assigned.

SOWK 640

Assignment 4: Theory of Change Instructions

(Worth 25% of Final Grade)

Write a theory of change paper related to military families and/or children for possible clinical journal article submission. In this paper students will identify a challenge, psychopathology, dysfunction, systemic, and/or parent-child or parent-parent relational distress that some military families (couples, children or the family unit) face while serving, then propose a solution after providing a critical analysis of the subject matter. **Students may pair as co-authors.**

Specifically, the paper will include the following:

1. **Problem Statement.** A discussion of the relevant descriptive features of the identified problem military families are challenged with. A discussion relating that problem to a theoretical framework(s) we have discussed or found in your readings. Also discuss what brings these families into therapy? What are their barriers to mental health services?
2. **Contextual Analysis.** An analysis, referencing theories, indicating the contextual and personal factors that are most relevant for explaining the problem. Discuss, in general, the possible interventions, policy changes, advocacy agenda, and/or needed public response to the problem. Further, propose a theory (can be the same as discussed in section one) on how to help people move from dysfunctional states to states of functionality related to the identified challenge.
3. **Proposed Solution.** Provide a detailed discussion of one population based intervention approach that is evidenced-based (if applicable to your assignment) and matches the theory already discussed for resolving the problem. Be sure to include how family therapy, couples therapy or individual therapy might assist this population in adjusting? Also, discuss your role as social work professional and how you can make an impact and/or how you would advocate for military families and or children. Analysis of the intervention option(s) (to include relative strengths and weaknesses) should be part of this discussion.
4. **Additional Impact Considerations.** A discussion of policy, legal, ethical and agency issues impacting the problem and solution. List the name of the journal you believe is best for submission of this article for publication and discuss why.

The paper should be six to eight (6-8) pages in length. Use Times New Roman 12 point font and double spacing. Cite the literature throughout your discussions. A minimum of **eight (8)** references are

required. The paper should be well organized. Correct use of grammar, punctuation, headings/subheadings, and spelling is also expected. Include a very brief introduction and conclusion. Please proof read your paper before submitting. Please do not over rely on quotes, paraphrase instead. The proper use of APA style is expected throughout the paper (to include in text citations and the reference page).

Grading criteria

Content Requirements (70% = 70 points)

Description Features of the Problem and Theoretical Framework. Discussed the relevant descriptive features of the identified problem military families are challenged with. Related the problem to a theoretical framework(s) discussed in class and/or found in the literature.

Analysis, Contextual Discussion, and Needed Response. Provided an analysis, referencing theories, indicating the contextual and personal factors that are most relevant for explaining the problem. Discussed interventions and needed public response to problems or policy change or advocacy agenda.

Recommended Solution/Intervention; Analysis of its Strengths and Weaknesses. Provided a discussion of a population based intervention approach that is evidenced-based. Discussed how family, couple, and individual therapy might assist this population. Provided an analysis of the intervention option(s) (including relative strengths and weaknesses). Addressed social workers role.

Policy, Legal, Ethical, and Agency Issues; Journal for Publication. Discussed policies, legal, ethical and agency issues impacting the problem. Listed the name of one potential journal to submit the article for publication and gave rationale for this choice.

Writing Requirements (20% = 20 points)

1. Written to graduate level standards of writing, including a very brief introduction and conclusion. Please proof read your paper before submitting.
2. Writing is clear and mechanically sound.
3. Grammar, structure, spelling and punctuation are correct.

4. Sentences are well-structured, complete, clear and concise.

Grading Scale

Outstanding. Sentences are concise, and the meanings are completely unambiguous. Vocabulary is precise and accurate. The paper does not contain colloquialisms, idioms, or undefined jargon. The paper is relatively free of spelling, grammar, or punctuation errors.

Excellent. Sentences are easy to follow, and their meanings are largely unambiguous. The paper contains few colloquialisms, idioms, or undefined jargon. There are few spelling, grammar, or punctuation errors.

Satisfactory to Poor. Sentences are difficult to follow and their meanings are sometimes difficult to understand. There are numerous spelling, grammar, or punctuation errors.

Administration Requirements (10% = 10 points)

1. Completed on time.
2. Paper is within the required page range and conforms to other format instructions. Times New Roman 12 point font, double spacing, and correct headings and subheadings are used.
3. Citations are in accordance with APA requirements. Please do not over rely on quotes, paraphrase instead. Minimum of 8 scholarly references used.
4. Adhered to additional turn instructions.

Points will be deducted for failing to meet these requirements. Five points per day will be deducted for late papers.

____ of 70 points Content

_____ of 20 points Writing

_____ of 10 points Administration

_____ of 100 points Final Grade

Due week 15