

Social Work 640
Section # 67247

**Clinical Practice with the Military Affiliated Family:
Understanding and Intervening
3 Units**

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COURSE DAY: TUESDAYS

Course Time: 12:00-1:15pm PST

**Office Hours: 11:00-12:00 PST or
by appointment**

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 affiliated families cope with and thrive within and without of the military.
2	Challenge the student to consider ethical dilemmas, diversity, and the many stressors inherent in the military, when intervening with military affiliated families.
3	Explore theories and research-informed intervention strategies and have the student engage, assess, and develop intervention goals with case studies.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. Case vignettes, videos, and role plays will also be used to facilitate the students' learning. These exercises may include the use of videotapes, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior *
2	Engage in Diversity and Difference in Practice *
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	Engage in Practice-informed Research and Research-informed Practice
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities *
7	Assess Individuals, Families, Groups, Organizations, and Communities *
8	Intervene with Individuals, Families, Groups, Organizations, and Communities *

9

Evaluate Practice with Individuals,
Families, Groups, Organizations and
Communities

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 1: Demonstrate Ethical and Professional Behavior</p> <p>Social workers working with military and veteran families understand the value base of the profession and its ethical standards, as well as relevant military and civilian laws and regulations that may impact practice at the micro, mezzo, and macro levels with military affiliated families. Social workers understand frameworks of ethical decision-making related to the military and military affiliated families and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers (especially those with their own military connected background) understand the potential for countertransference and prepare through using ethical decision making models to understand their own potential countertransference responses and how to best manage such responses. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.</p>	<p>Teach differences in ethical standards and practices of professional social work and the Uniform Code of Military Justice. Provide an environment that encourages students to explore how military law, policy, as well as their particular gender identity, age, religion, ethnicity, social class, and sexual orientation (sexual identity) influence their practice and decision making.</p>	<p>1a. Makes 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.</p> <p>1b. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p> <p>1e. Uses supervision and consultation to guide professional judgment and behavior.</p>	<p>Knowledge, Values, Skills, & Cognitive and Affective Processes</p>	<p>Unit 1: Course Overview/Review of Culture in Military Life</p> <p>Unit 3: Demands and Stressors on the Military Family</p> <p>Unit 5: Family Violence and Military Couples</p> <p>Unit 8: Substance Abuse and Military Families</p> <p>Unit 15: Self-Care for Social Workers in Traumatic Stress</p> <p>Assignment 1: Articles Analysis</p> <p>Assignment 2: Application Paper</p> <p>Assignment 3: In-Class Presentation</p> <p>Class Participation</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 2: Engage Diversity and Difference in Practice</p> <p>Social workers 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, tribal sovereign status, as well as including military rank, position, and branch of service status. Social workers 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which the military (and greater societies') culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.</p>	<p>Provide opportunities for students to increase awareness of individual, family, and community needs that military populations (including gender, race, sexual orientation, social class, religion, and vulnerable and oppressed groups) present and which require appropriately matched effective services.</p>	<p>2a. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p> <p>2b. Presents themselves as learners and engages military affiliated families as experts of their own experiences.</p> <p>2c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with military affiliated families.</p>	<p>Knowledge, Values, Skills, & Cognitive and Affective processes</p>	<p>Unit 1: Course Overview/Review of Culture in Military Life</p> <p>Unit 2: Systemic Approach to Military Families</p> <p>Unit 3: Demands and Stressors on the Military Family</p> <p>Unit 5: Family Violence and Military Couples</p> <p>Unit 7: Diversity and Military Families</p> <p>Unit 11: Veteran Reintegration and Civilian Spouse</p> <p>Unit 12: TBI and Polytrauma</p> <p>Unit 13: Support for Military Families</p> <p>Assignment 2: Application Paper</p> <p>Assignment 3: In-Class Presentation</p> <p>Class Participation</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</p> <p>Child and family social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, military affiliated children, youth, and families. They understand the importance of significant relationships and development from an ecological perspective with an understanding of risk and protective factors related to military affiliated families and how these interact within the larger social environment. Social workers utilize theories of human behavior and the social environment to facilitate engagement with their clients and the groups, organizations, institutions, and communities that impact them. Social workers understand and utilize varied engagement strategies to advance practice effectiveness with military affiliated children, youth, and families and thus advance social, economic and environmental justice within marginalized communities. Social workers understand that their personal experiences and affective reactions may have an impact on their ability to effectively engage with military affiliated families and children. Social workers understand the role of relationship-building and inter-professional collaboration in facilitating engagement with military affiliated children, youth, and families.</p>	<p>Provide students with an understanding of the military culture and how military affiliated families cope with and thrive within the military. Provide nuanced understanding of the ecological and other theoretical perspectives related to military affiliated families in order to facilitate engagement.</p>	<p>1a. Applies knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with military affiliated families.</p> <p>1b. Uses empathy, reflection, and interpersonal skills to effectively engage military affiliated families.</p>	<p>Knowledge, Skills, Cognitive and Affective Processes</p>	<p>Unit 1: Course Overview/Review of Culture in Military Life</p> <p>Unit 2: Systemic Approach to Military Families</p> <p>Unit 3: Demands and Stressors on the Military Family</p> <p>Unit 4: Combat Related Stress and the Military Couple</p> <p>Unit 7: Diversity and Military Families</p> <p>Unit 9: Attachment and Parent-Child Interactions</p> <p>Unit 10: Grief and Loss</p> <p>Unit 11: Veteran Reintegration and Civilian Spouse</p> <p>Unit 12: TBI and Polytrauma</p> <p>Unit 13: Support for Military Families</p> <p>Unit 14: Intimacy for Couples after Wartime</p> <p>Assignment 1: Articles Analysis</p> <p>Assignment 2: Application Paper</p> <p>Class Participation</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers use their knowledge of theories of human behavior and the social environment to inform ongoing assessment as they work with military affiliated children, youth, and families, as well as with the groups, organizations, and institutions that play important parts in their lives. Social workers use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of military affiliated children, youth and families, which in turn advances the effectiveness of their practice. Social workers work collaboratively with other service providers involved in the family's life in order to obtain a comprehensive understanding of the family system to enhance the assessment process. Social workers are mindful of the potential influence of their personal experiences and affective reactions on the processes of assessment with children, youth, and families.</p>	<p>Explore theories and research-informed intervention strategies and have the student assess and develop intervention goals with case studies.</p>	<p>Collect and organize data, and apply critical thinking to interpret information from military affiliated families</p>	<p>Knowledge, Skills, Cognitive and Affective Processes</p>	<p>Unit 1: Course Overview/Review of Culture in Military Life</p> <p>Unit 2: Systemic Approach to Military Families</p> <p>Unit 3: Demands and Stressors on the Military Family</p> <p>Unit 4: Combat Related Stress and the Military Couple</p> <p>Unit 5: Family Violence and the Military Couple</p> <p>Unit 6: Children and Family Violence</p> <p>Unit 7: Diversity and Military Families</p> <p>Unit 8: Substance Abuse and Military Families</p> <p>Unit 9: Attachment and Parent-Child Interactions</p> <p>Unit 10: Grief and Loss</p> <p>Unit 11: Veteran Reintegration and Civilian Spouse</p> <p>Unit 12: TBI and Polytrauma</p> <p>Unit 14: Intimacy for Couples after Wartime</p> <p>Assignment 1: Articles Analysis</p> <p>Assignment 2: Application Paper</p> <p>Assignment 3: In-Class Presentation</p> <p>Class Participation</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, military affiliated individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of military affiliated families, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with the military affiliated family. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve military affiliated family goals. Social workers 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>	<p>Demonstrate major concepts to support the treatment process (engagement, assessment, planning and contracting, implementation, and termination/evaluation phases). Provide students with commonly applied models of practice and experiential activities to practice clinical skills related to military affiliated families.</p>	<p>8a. Critically choose and implement interventions to achieve practice goals and enhance capacities of military affiliated families.</p> <p>8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with military affiliated families.</p> <p>8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p> <p>8d. Negotiate, mediate, and advocate with and on behalf of military affiliated families.</p> <p>8e. Facilitate effective transitions and endings that advance mutually agreed-on goals.</p>	<p>Knowledge, Values, Skills, & Cognitive and Affective Processes</p>	<p>Unit 2: Systemic Approach to Military Families</p> <p>Unit 3: Demands and Stressors on the Military Family</p> <p>Unit 5: Family Violence and the Military Couple</p> <p>Unit 6: Children and Family Violence</p> <p>Unit 7: Diversity and Military Families</p> <p>Unit 8: Substance Abuse and Military Families</p> <p>Unit 9: Attachment and Parent-Child Interactions</p> <p>Unit 10: Grief and Loss</p> <p>Unit 11: Veteran Reintegration and Civilian Spouse</p> <p>Unit 12: TBI and Polytrauma</p> <p>Unit 14: Intimacy for Couples after Wartime</p> <p>Assignment 1: Articles Analysis</p> <p>Assignment 2: Application Paper</p> <p>Assignment 3: In-Class Presentation</p> <p>Class Participation</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

<u>Assignment</u>	<u>Due Date</u>	<u>% of Final Grade</u>
Assignment 1: Articles Analyses	Unit 4, September 15th	25%
Assignment 2: Application Paper	Unit 8, October 13th	35%
Assignment 3: In Class Presentation	Students will sign up for dates	30%
	Units 9-14	
Meaningful Class Participation	On going	10%

Each of the major assignments is briefly described below. **Instructions and grading rubrics for each assignment are found toward the end of the syllabus.**

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 toward the end of this syllabus.

Due: (Unit 4, September 15th) This assignment relates to student learning outcomes 1, 2, & 3.

Assignment Two: Application Paper

This assignment requires students to analyze several scenarios and apply the course materials from Units 1 to 8 of the course. The actual scenario options will be provided two weeks prior to the assignment due date. Students will choose to answer four of the six scenarios available.

Due: (Unit 8, October 13th) This assignment relates to student learning outcomes 1, 2, 4, 6, 7, & 8.

Assignment Three: In-Class Presentation

Students are to present 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. Students are encouraged to find a partner by the second or third class session or may be paired with a classmate by the instructor. The in-class presentation/role play should include the use of presentation slides; and the student presenters should lead a discussion on this topic area for **20-25 minutes. The use of experiential exercises such as role plays/case vignettes or leading a class debate is required.** A detailed description of the assignment can be found toward the end of this syllabus.

Due: Units 9-14 (as assigned) This assignment relates to student learning outcomes 1-9.

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.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result

in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

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	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
2.60–2.89	B–	80–82	B–
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C–

Within the USC Suzanne Dworak-Peck School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good 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. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required 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*. 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 Carl Castro, Ph.D.

Recommended Textbooks:

- 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 V updates* (2nd Edition (Practice Planner). 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.). 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*. 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.

***Optional 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 at: <https://deploymentpsych.org/Military-Culture-Enhancing-Competence-Course-Description>. Students who have already completed SOWK 641 have already completed this assignment and need not take it 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, as long as they keep the completion certificate. It is recommended that you complete this assignment before the beginning of this class. Ask your instructor for further information.

Military Movies For Consideration:

Father Soldier Son (2020) Wounded in Afghanistan, Sgt. 1st Class Brian Eisch and his sons set off on a journey of love, loss and redemption. It describes how the family is impacted by military life overtime. This documentary is free with a subscription to Netflix. <https://www.nytimes.com/2020/07/16/movies/father-soldier-son-review.html>

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. <https://goldstarchildren.org/>.

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>

Cohen Veteran's Network <https://www.cohenveteransnetwork.org/>

Sesame Street for Military Families <https://sesamestreetformilitaryfamilies.org/>

Please skim:

USC's Building Capacity in Military Connected Schools Annual Reports (not the technical reports).

Download the link from website: <http://buildingcapacity.usc.edu/research/annual-reports.html>

Course Overview

Unit	Topics	Assignments Due
1	○ Course Overview/Review of Culture in Military Life	
2	○ Systematic Approach to Military Families	
3	○ Demands and Stressors on the Military Family	
4	○ Combat Related Stress and the Military Family	<u>September 15th Articles Analyses</u>
5	○ Family Violence and the Military Couple	
6	○ Children and Family Violence	
7	○ Diversity and Military Families	
8	○ Substance Abuse and Military Families	<u>October 13th Application Paper</u>
9	○ Attachment and Parent-Child Interactions	In-class Presentation
10	○ Grief and Loss	In-class Presentation
11	○ Retirement and Women in the Military	In-class Presentation
12	○ Family Caregiving (TBI and Polytrauma)	In-class Presentation
13	○ Support for Military Families	In-class Presentation
14	○ Intimacy for Couples after Wartime	In-class Presentation*
15	○ Self-Care for Social Workers in Traumatic Stress	

***If necessary**

Course Schedule—Detailed Description

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

August 25th

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.

Daley, J.G. (2013). Ethical decision making in military social work. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.), *Handbook of military social Work* (pp. 51-65). Wiley & Sons, Inc.

Ender, M. G. (2006). Voices from the backseat: Demands of growing up in military families. In Castro, C. A., Adler, A. B., & Britt, T. W. (Eds.) (2006). *Military life: The psychology of serving in peace and combat—volume 3: The military family*. Praeger Security International.

Recommended Readings:

Keeling, M., Borah, E. V., Kintzle, S., Kleykamp, M., & Robertson, H. C. (2020). Military spouses transition too! A call to action to address spouses' military to civilian transition. *Journal of Family Social Work*, 23(1), 3-19.

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.

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.

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.), *Handbook of military social Work* (pp. 51-65). Wiley & Sons, Inc.

Unit 2: Systemic Approach to Military Families

September 1st

Target Population: Military Family

Topics:

- Family stress and resilience theories
- Family systems
- Military specific family genogram

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.

Mancini, J.A., O'Neal, C.W., Martin, J.A., & Bowen, G.L. (2018). Community social organization and military families: Theoretical perspectives on transitions, contexts, and resilience. *Journal of Family Theory and Review*, 10, 550-565.

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*. 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). 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.

Sories, F., Maier, C., Beer, A., & Thomas, V. (2015). Addressing the needs of military children through family-based therapy. *Contemporary Family Therapy*, 37(3), 209-220.

Unit 3: Demands & Stressors on the Military Family

September 8th

Target Population: Military Spouse

Topics:

- Cycles of military deployment & effects on the family
- Family care plan policy
- Changing family roles

This Unit relates to course objectives 1 and 2.

Required Readings (choose three):

- 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. Ch.3 p. 49-72.
- Franklin, K. (2013). Cycle of deployment and family well-being. In A. Rubin, E.L. Weiss, & J.E. Coll, (Eds.), *Handbook of military social work* (pp. 313-333). Wiley & Sons, Inc.
- Knobloch, L. K., & Wilson, S. R. (2014). Communication in military families across the deployment cycle. In *The SAGE handbook of family communication* (pp. 370-385). SAGE Publications Inc.. <https://doi.org/10.4135/9781483375366.n24>.
- 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.
- Meek, N. A., Totenhagen, C. J., Hawkins, S. A., & Borden, L. M. (2019). Staying connected on the home front: Communication and well-being of civilian spouses during deployment. *Journal of Family Studies*, 25(3), 287-304. doi:<http://dx.doi.org.libproxy1.usc.edu/10.1080/13229400.2016.1248856>

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*. Bridgeway Books.
- Henderson, K. (2006). *While they're at war: The true story of American families on the homefront*. Houghton Mifflin Company.
- Redmond, J. (2005). *A year of absence: Six women's stories of courage, hope, and love*. 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

September 15th

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 (choose three):

- 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) 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 couple's 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). 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.), *Handbook of Military Social Work* (pp. 467-492). Wiley & Sons, Inc.

Recommended Readings:

- Shnaider, P., Pukay-Martin, N. D., Fredman, S. J., Macdonald, A., & Monson, C. M. (2014). Effects of cognitive-behavioral conjoint therapy for PTSD on partners' psychological functioning. *Journal of traumatic stress*, 27(2), 129-136.
- Lewis, M., Lamson, A., & White, M. (2016). The state of dyadic methodology: An analysis of the literature on interventions for military couples. *Journal of Couple & Relationship Therapy*, 15(2), 135-157.
- 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). 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). Sidran Institute Press.

Unit 5: Combat Stress, Children, & Family

September 22nd

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. Ch.4 p.72-98.

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.

Mogil, C., Hajal, N., Garcia, E., Kiff, C., Paley, B., Milburn, N., & Lester, P. (2015). FOCUS for early childhood: A virtual home visiting program for military families with young children. *Contemporary family therapy*, 37(3), 199-208.

Unit 6: Children & Military Family Violence

September 29th

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*. 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). Routledge.

Hall, L. K. (2008). Case Study # 1. In *Counseling military families: What mental health professionals need to know* (pp. 251-255). Routledge.

Matsakis, A. (2007). Why do I stay?: Battered women. In *Back from the front: Combat trauma, love and the family* (pp. 221-243). 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). Springer.

Unit 7: Diversity and Military Families

October 6th

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). 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). 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

October 13th

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

October 20th

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*, 4(2), 122-128. doi:10.15241/kav.4.2.122.

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*. Perseus Books.

Unit 10: Grief & Loss

October 27th

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). 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). Sidran Institute Press.
- Matsakis, A. (2007). Suicide. In *Back from the front: Combat trauma, love and the family* (pp. 343-369). Sidran Institute Press.

Explore the Transition Assistance Program for Survivors website, <https://www.taps.org/>

Unit 11: Retirement and Women in the Military

November 3rd

Target Population: Transitioning military members; military spouses; single military mothers

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 (choose three) :

- 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.
- Goodman, P., Turner, A., Agazio, J., Throop, M., Padden, D., Greiner, S., & Hillier, S. L. (2013). Deployment of military mothers: Supportive and nonsupportive military programs, processes, and policies. *Military Medicine*, 178(7), 729-734.
- 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.
- Walsh, T. B., & Nieves, B. (2018). Military moms: Deployment and reintegration challenges to motherhood. In *Motherhood in the face of trauma* (pp. 213-225). Springer, Cham.
https://doi.org/10.1007/978-3-319-65724-0_14.
- 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 D. C. Kelly, S. Howe-Barksdale, & D. Gitelson (Eds.), *Treating young veterans: Promoting resilience through practice and advocacy* (p. 135–151). Springer Publishing Co.
- 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: Family Caregiving

November 10th

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 (choose three):

- 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.
- 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.
- 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.
- Hyatt, K.S., Davis, L.L., & Barroso, J. (2015). Finding the new normal: accepting changes after combat-related mild traumatic brain injury. *Journal of Nursing Scholarship*, 47(4):300-309.
- 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). 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.
- Saban, K.L., Hogan, N.S., Hogan, T.P., & Pape, T. (2015). He looks normal but...Challenges of family caregivers of veterans diagnosed with a traumatic brain injury. *Rehabilitation Nursing*, 40,277-285.

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*. RAND Corporation.

Unit 13: Support for Military Families

November 17th

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:

- 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). Oxford University Press.

Recommended Readings:

- Sullivan, K., Capp, G., Gilreath, T. D., Benbenishty, R., Roziner, I., & Astor, R. A. (2015). Substance abuse and other adverse outcomes for military-connected youth in California: results from a large-scale normative population survey. *JAMA pediatrics*, 169(10), 922-928.
- Mogil, C., Hajal, N., Garcia, E., Kiff, C., Paley, B., Milburn, N., & Lester, P. (2015). FOCUS for early childhood: A virtual home visiting program for military families with young children. *Contemporary family therapy*, 37(3), 199-208.
- Sherman, M. D., Monn, A., Larsen, J. L., & Gewirtz, A. (2018). Evaluation of a sesame street multimedia intervention for families transitioning out of the military. *Journal of Child and Family Studies*, 27(8), 2533-2540.
- 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*. 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). 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

November 24th

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:

Allen, E. S., Rhoades, G. K., Stanley, S. M., Loew, B., & Markman, H. J. (2012). The effects of marriage education for army couples with a history of infidelity. *Journal of Family Psychology*, 26(1), 26–35. doi: 10.1037/a0026742

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). 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.

Recommended Reading:

Weeks, G. R. (2005). The emergence of a new paradigm in sex therapy: integration. *Sexual and Relationship Therapy*. 20, (1), 89-102.

Unit 15: Self Care for Social Workers in Traumatic Stress

December 1st

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*, 59(1):34-41. doi: 10.1093/sw/swt044.

Recommended Reading:

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

SOWK 640
Assignment 1: Articles Analyses Instructions
and
Grading Scale
(Worth 25% 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, reintegration/readjustment, spouse employment, caregiving, military child education, etc.... Write a four (4) to six (6) page paper (not including the title or reference pages) 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 and from peer reviewed academic journals. (5 pts)
2. Summarize the key concepts: Explain 2-3 key points the author(s) share about working with military affiliated families. (10 pts)
3. Integrate the analysis by highlighting similarities and differences between the research findings and/or concepts discussed in each article. (10 pts)
4. Discuss how the information in the articles can be applied to race, gender, sexual orientation, religion, and/or other diversity issues in the context of clinical practice with military affiliated families. (10 pts)
5. Explain why the articles are useful to the field of clinical practice with military affiliated families. What specific information would you want a clinician, who does not have experience with military families, to know for their clinical practice with these families (10 pts).
6. Discuss how the articles fit into a bigger context of clinical practice with military affiliated families. For example, if the information was used on a large scale what impact might this have on military family policy or budgeting? (10 pts)
7. Evaluate the strengths and weaknesses of the research/scholarship (i.e. research methods used, type of sampling methods used, unbiased analysis/objective presentation of information...). (10 pts)
8. Discuss what you found most interesting. What aspect of the articles did you personally find the most interesting or useful for your work with military affiliated families? (5 pts)

Grading Rubric

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.

_____ of 70 points Content

_____ of 20 points Writing

_____ of 10 points Administration

_____ of 100 points Final Grade

Due: Unit 4, September 15th

Submit the paper in the Assessment area for Assignment #1. **Late submissions without prior permission from the instructor will have 5 points deducted for each day late.** Extensions are only granted under extreme circumstances and are at the instructor's discretion.

SOWK 640
Assignment 2: Application Paper Instructions
and
Grading Rubric
(Worth 35% of Final Grade)

This is a short answer assignment. Students will apply their learning from Units 1 through 8 to four scenarios. The answers to each of the scenario questions should be between 1 to 1.5 pages. The entire paper should be between 4 to 6 pages, not counting the title or reference pages (which are required). Do not include the scenarios in your answers, but do put the title of each chosen scenario as a level one APA style headings in your paper. The paper does NOT need an introduction or conclusion. The assignment should be 12 point-font, Times New Roman. Answers should be supported only **from the required or recommended readings** with a **minimum** of 6 references (overall).

Assignment 2 Rubric

Question	Outstanding	Excellent	Satisfactory	Unsatisfactory	Points
Scenario 1 (20 points) Comments:	Exceeded requirements. Main points are clear and show a robust understanding of the course material. Ideas are presented logically with superior insights.	Met the requirements. Main points clear. Evidence provided. Some insights provided.	Met most of the requirements. Points not clear or well supported. Little insights.	None of the requirements met. Little evidence and no insights.	
Scenario 2 (20 points) Comments:	Exceeded requirements. Main points are clear and show a robust understanding of the course material. Ideas are presented logically with superior insights.	Met the requirements. Main points clear. Evidence provided. Some insights provided.	Met most of the requirements. Points not clear or well supported. Little insights.	None of the requirements met. Little evidence and no insights	

Scenario 3 (20 points) Comments:	Exceeded requirements. Main points are clear and show a robust understanding of the course material. Ideas are presented logically with superior insights.	Met the requirements. Main points clear. Evidence provided. Some insights provided.	Met most of the requirements. Points not clear or well supported. Little insights.	None of the requirements met. Little evidence and no insights	
Scenario 4 (20 points) Comments:	Exceeded requirements. Main points are clear and show a robust understanding of the course material. Ideas are presented logically with superior insights.	Met the requirements. Main points clear. Evidence provided. Some insights provided.	Met most of the requirements. Points not clear or well supported. Little insights.	None of the requirements met. Little evidence and no insights	
Writing (10 points) Comments:	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.	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.	Sentences are difficult to follow and their meanings are sometimes difficult to understand. There are several spelling, grammar, or punctuation errors.	Sentences are very difficult to follow and their meanings are sometimes difficult to understand. There are numerous spelling, grammar, or punctuation errors.	

Administrative (10 points)					
<ol style="list-style-type: none"> 1. Completed on time. 2. Paper is within the required page range and conforms to other format instructions. 3. Citations are in accordance with APA requirements. 4. Adhered to additional turn instructions. 					
Late Paper Penalty (5 pts deducted for each day the paper is late)					
/80 Content (4 Scenarios x 20 pts each) /10 Writing /10 Administration /100 Total Score					

Due: Unit 8, October 13th

Submit the paper in the Assessment area for Assignment #2. **Late submissions without prior permission from the instructor will have 5 points deducted for each day late.** Extensions are only granted under extreme circumstances and are at the instructor's discretion.

SOWK 640
Assignment 3: In-Class Presentation Instructions
and
Grading Criteria
(Worth 30% of Final Grade)

Students are to present in pairs (or in one team of three) to the class on a military affiliated family/children topic. In selecting your topic, please consider current events that impact the lives of military children and families. Students will present during weeks nine through 14; partners, 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 they will present the research findings on this topic, apply an evidence based intervention to a case where such issues are present, and discuss the role of the social worker in such a case, this may include advocacy roles as applicable, see grading criteria for additional details.

The in-class presentation should include the use of PowerPoint or Prezi. Use APA style throughout the slides and reference slide. The use of an experiential exercise such as a role play, a case vignette, leading a class debate, or use of discussion questions is required. The experiential component is to take 5 minutes of the total presentation time. The student presenters should present on this topic area for 20-25 minutes, no more (please watch your time!). Please upload a copy of the presentation to the **Assessment area for Assignment #3**, and provide your instructor a copy of the presentation on the day that you present.

Please deliver your presentation in a professional manner (see Delivery Style grading criteria below). 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 relate 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.

Due: Units 9-14 as assigned (Students must present on the day that they are assigned.)

Grading criteria

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

Exhibited a thoughtful discussion of the topic chosen and used a clinical case and/or to apply knowledge learned on the topic. 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. Showed a depth of knowledge beyond the course material.

(40 pts.) Points earned _____

Visuals and Delivery Style

Professional presentation included the use of PowerPoint or Prezi. Presented with a professional delivery style: included confident/clear voice, good eye contact, comfortable body language, **dressed in professional attire**, and little to no verbatim reading of the content. Presentation slides were visually appealing and formatted correctly. Showed organization in the delivery of the presentation. At least one dry run practice of the presentation is recommended.

(10 pts.) Points earned _____

Experiential Exercise

Included an experiential class exercise (role play, case scenario with class discussion, game...). Exercise was five minutes of the presentation time.

(10 pts.) Points earned _____

Administration, Citations, References, and use of Time

Uploaded the presentation in the Assessment section of the VAC. Included APA citations throughout the slides and reference slide(s) at the end of the presentation. Materials were *well organized* and presenters were prepared (presented within the time allowed, presented for at least 20 minutes, but not longer than 25 minutes).

(10 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), and intersectionality as appropriate to the topic chosen for the presentation.

(10 pts.) Points earned _____

Self-Reflection and Rationale Topic 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 and case choice.

(10 pts.) Points earned _____

Total Points earned _____

Presented on the day assigned.

University Policies and Guidelines

IX. ATTENDANCE POLICY

The USC Suzanne Dworak-Peck School of Social Work is a professional school, class attendance and participation is an essential part of your professional training and development. You are expected to attend all classes and meaningfully participate. More than 2 unexcused absences from class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC students, attendance requires maintaining an active presence during live sessions with clear and reliable video and audio. Unless otherwise directed by your instructor, VAC students are expected to complete all asynchronous content and activities prior to the scheduled live session. Failure to complete two asynchronous units prior to the scheduled live session will result in the lowering of your final course grade by one grade segment. Not completing additional asynchronous units will result in further grade deductions.

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

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

X. 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 Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. 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>.

XI. SUPPORT SYSTEMS

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call
suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) - (213) 740-5086 | *Title IX* – (213) 821-8298
equity.usc.edu, titleix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symlicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

The Office of Disability Services and Programs - (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

XII. ADDITIONAL RESOURCES

Students enrolled in the **Virtual Academic Center** can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XIII. STATEMENT ABOUT INCOMPLETES

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

XIV. POLICY ON LATE OR MAKE-UP WORK

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

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

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

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Preamble

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

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

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

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

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

XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. COMPLAINTS

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)

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

Don't procrastinate or postpone working on assignments.
