FAYETTEVILLE STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DEPARTMENT OF SOCIAL WORK
BACHELOR OF SOCIAL WORK PROGRAM

Locator Information:
Instructor:
Course Number and Name: SWRK 375 Social Work Practice with Military Families
Semester Hour of Credit:
Day/Time Class Meets:
Email:
Class Location Building:
Office Phone:
Fax: (910) 672-1755
Office Location:
Office Hours:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.
Course Description:
This course is designed to develop the military as a focus which is a central component of the program’s mission. Social Work Practice with Military Families emphasizes the ecological systems perspective and intervention with military families. Content will focuses on the specific needs of military families, the dynamics of the family environment in a transient context, problems encountered, and service needs. It introduces theories, practice and research relevant to families. Emphasis is placed on the socio-cultural forces impacting family structure and functions. The generalist method of social work practice, the problem solving process and the eco-systems theoretical perspective are utilized to provide a conceptual framework for practice with military families. An examination of the unique challenges and opportunities facing veterans, active duty military and their families is explored. Topics include programs and services specific to these populations.

BSW Program Mission:
The mission of the Bachelor of Social Work Program (BSW) at Fayetteville State University (FSU) is consistent with the profession’s purpose and values, and program’s context. The BSW program seeks: to provide the knowledge, skills and values needed to practice beginning generalist social work practice with individuals, families, groups, organizations and communities; to prepare students for practice within a rural context and military setting; to enable students to engage in practice according to the NASW Code of Ethics; to provide the framework needed for students to identify and utilize evidence based practice for intervention; to instill in students the importance of engaging in practices that alleviate oppression, poverty, social and economic injustice and discrimination; to graduate students who will understand the impact of diversity and difference on human behavior; to prepare students for leadership in the professional community, and who will understand the dynamics of practice in a multicultural society, and a global community.

BSW Program Goals:
1. To prepare students for beginning generalist social work practice with individuals, families, groups, organizations and communities with emphasis on rural and military social work
2. To develop social workers who advance and promote social justice
3. To empower social work students with the knowledge, skills, and values needed to alleviate oppression, poverty, discrimination, and social and economic injustice.
4. To inculcate in students respect for diversity and an appreciation of difference as they prepare for service in a multicultural society and global community.
5. To produce social workers who will be effective consumers and producers of research for evidence based practice
6. To produce students who will embrace the concept of lifelong learners
## Course Core Competencies and Related Practice Behaviors

<table>
<thead>
<tr>
<th>Competencies (2008 EPAS)</th>
<th>Course Outcomes (Practice Behaviors)</th>
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<tbody>
<tr>
<td>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice</td>
<td>5. Recognize and manage personal values in a way that allows professional values to guide practice</td>
</tr>
<tr>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>11. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
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<td>Educational Policy 2.1.4—Engage diversity and difference in practice</td>
<td>14. Recognize the extent to which a culture’s customs and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<tr>
<td>Educational Policy 2.1.10(a)—Engagement</td>
<td>25. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
</tr>
<tr>
<td>2.1.10(b)—Assessment</td>
<td>28. Assess client strengths and limitations</td>
</tr>
<tr>
<td>2.1.10(c)—Intervention</td>
<td>31. Implement prevention interventions that enhance client capacities</td>
</tr>
<tr>
<td>2.1.10(d)—Evaluation</td>
<td>35. Critically analyze, monitor, and evaluate interventions</td>
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### Required Textbook:


COURSE OBJECTIVES:
This course will address the following knowledge, values and skills objectives.

A. Knowledge Objectives

1. To understand the unique challenges and opportunities facing veterans, active duty military and their families.

2. To explore programs and policies specific to the populations.

3. Explain the United States Department of Veterans Affairs’ purpose, programs and policies.

4. Explain military benefits and programs for active duty personnel and dependents.

5. Analyze the effects of military service on families.

B. Values Objectives

1. Analyze military culture and organization

C. Skills Objectives

1. Apply the scientific method to the study of military families
2. Explain the relationship between work and family in the armed forces of the United States(and perhaps other nations).

3. Analyze and discuss contemporary issues, situations, problems, and policies relevant to military families using a sociological perspective.

4. Compare the relationship between work and family in the military with work and family relations in civilian society.

5. Evaluate methodology and findings of social science research on military families.

6. Demonstrate the ability to communicate all of the above effectively, both orally and in writing.

Course Rationale Relative to the Rest of the Curriculum:
This course is designed to develop the military as a focus which is a central component of the program’s mission. It prepares students to work within an environment which is heavily populated with people serving in active duty, veterans, and their families. Utilizing the generalist, this course prepares students for practice and service provision with military families, and in a military environment.

Teaching Strategies
Various methods of teaching will be employed to obtain the course objectives. These methods include cognitive, affective and experiential methods.
A.  **Cognitive Methods**

Various cognitive methods such as assigned readings, class handouts, lecture material, case studies, videos and classroom discussion will be used to foster student learning.

B.  **Affective Methods**

Students will be engaged in classroom discussions, case study analysis and presentations on benefits of groups, leadership role, self-disclosure, etc., focusing on culture, ethnicity, gender, race etc. Through these classroom discussions and assignments, the students will be able to understand various dynamics of group process.

C.  **Experiential Methods**

Students will engage in problem solving process by forming groups, setting goals, designing and implementing interventions and evaluating the group work process. These methods include interviews with clients, a social group worker in the field etc.

**Disabled Student Services:**

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACT) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); (910) 672-1203

**Attendance and Class Participation Policy**

Please refer to the FSU Student Catalog for the Undergraduate Attendance Policy. Regular class attendance is required, and full participation all class activities is expected. Participation means that you are engaged with the current task of the class. You are also expected to arrive for class on time. Special policies for tardiness and attendance will be discussed and established on the first day of class. If you miss three classes you will automatically lose five points from your final grade. If you are sick or have any other emergency that causes you to miss class you are to inform the professor by calling before class. If you are sick you should have appropriate official documentation. The same applies for military related absences.

If you must leave class early you must be excused by the professor at the beginning of class and/or this can count as a portion of a missed class, portions of missed classes can add up to an entire class that is missed. The University policy is that upon your fourth absence you are withdrawn from the course.
Course Requirements and Evaluation Criteria:

Assignments and Exams:
Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below.

1. Family Assessment Paper & Assessment Presentation
Each student will develop an assessment of a military family using a case vignette, and will present it in class.

2. Family Intervention Paper & Intervention Presentation
Each student will develop an intervention plan for a military family using a case vignette, and will present it in class.

3. Literature Review: Special Topic
Each student will conduct a review of the research literature on some aspect work and active duty, military families, or a topic of your choosing. The topic must be approved by the

4. Two Exams
There will be two objective exams (true/false and multiple choice) at mid-semester and final exam week. Exams will not be cumulative.

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Family Assessment Paper &amp; Assessment Presentation</td>
<td>30%</td>
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<tr>
<td>Family Intervention Paper &amp; Intervention Presentation</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Literature Review: Special Topic</td>
<td>10%</td>
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<tr>
<td>Exam 1</td>
<td>10%</td>
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<tr>
<td>Exam 2</td>
<td>10%</td>
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<tr>
<td>Attendance, Participation &amp; Professional Conduct</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Grading Scale:

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>Exceptionally High</td>
<td>92-100</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>83-91</td>
</tr>
<tr>
<td>C</td>
<td>Satisfactory</td>
<td>73-82</td>
</tr>
<tr>
<td>D</td>
<td>Marginally Passing</td>
<td>64-72</td>
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<tr>
<td>F</td>
<td>Failing</td>
<td>Below 63</td>
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<tr>
<td>FN</td>
<td>Failing</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrew by due date</td>
<td>W</td>
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</tbody>
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Grading Criteria:

A: Exceeded expectations on individual and group oriented projects, consistent performance above what is ordinarily required for this course. Superior quality on all assignments.

B: Meets all expectations as specified in the course syllabus in a laudatory, commendable, and professional manner.

C: Meets minimum course requirements.

D: Did not meet minimum course requirements, but demonstrates evidence of being able to complete the same.

F: Did not meet minimum course requirements.

Indicators of Exemplary Performance:

With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents that understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented “action or intervention horizon” beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging certain positions. The thesis is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

Academic Integrity:

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly.

Confidentiality:

Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of class. Standard accepted practices (mandatory reporting when there is a threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues, or find personal issues arising, during the course are encouraged to talk with the instructor about available support. Confidentiality, within the above-specified limitations, is guaranteed between the student and faculty member.

Academic Support Resources:
Smart Thinking:

Tutoring in writing, mathematics, the sciences, economics, accounting, finance, statistics, and Spanish is available. Online tutors are available 24 hours per day, seven days per week. Access Smart Thinking through Blackboard’s home page. Select “Smart Thinking Student Site,” then select “Tools” from the menu on the left. Click on “Smart Thinking” login. After logging in, click Smart Thinking Student Handbook for tips on navigating the Website and using the service.

The Writing Center:

Individualized tutoring is available at the Helen Chick building, Room 216-C, 8 AM – 8PM, Monday through Thursday; 8 AM – 5 PM, Friday. Call 910-672-1864 for more information. You may also access the Website at http://www.uncfsu.edu/writingcenter.

Academic Dishonesty:

According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat (receiving unauthorized aid or assistance on any form of academic work), plagiarize (copying the language, structure, ideas and thoughts of another person without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work, or aids and abets others to cheat). Penalties include failing the course, suspension and /or expulsion.

Plagiarism:

Students who plagiarize an assignment will automatically receive a failing grade on the assignment. Upon return of the failing assignment, students will receive an attached letter explaining that the assignment is believed to be plagiarized, and the reason for such suspicion. If the student chooses to protest the grade on the assignment, he/she will be asked to confer with the instructor first, and if not resolved, confer with the Department Chair.

Professional Conduct:

According to the university catalog, “the goal of Fayetteville State University and its faculty and students is to foster a dynamic environment of higher learning where all students develop analytical skills, learn to think critically and communicate effectively, promote inquiry, pursue knowledge and prepare for productive careers. Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal is considered disruptive and therefore subject to sanctions. The purpose of these sanctions is to create and protect an optimum learning experience; they should not be considered punitive, neither by the student nor instructor.”

Examples of improper behavior in the classroom (including the virtual classroom of email, chatrooms, and web activities associated with courses) may include, but are not limited to, the following:

- repeatedly arriving after a class has begun
- use of tobacco products
• monopolizing discussion

• persistent speaking out of turn

• distracting talking, including cell phone usage

• audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor

• refusal to comply with reasonable instructor directions

• employing insulting language or gestures

• verbal, psychological, physical threats, harassment and physical violence

Classroom Etiquette

• 1. Students are expected to arrive to class on time. Students may not leave or prepare to leave until dismissed by the instructor.

• 2. Students are not permitted to sleep in class.
Academic Grievance Process

As indicated in the university Student Handbook, a student believing that he/she has been academically unfairly treated or disciplined, may enter into an academic grievance process. A memorandum setting forth the process shall be made available to the student upon request or at the time of formal discipline. The student who has an academic grievance should follow the procedures outlined below.

If the dissatisfaction outlined when initiating the grievance with the instructor or department require action, the student should follow the procedure outlined below:

(1) Step One: The student shall first discuss the grievance with the instructor in an informal conference immediately after its occurrence, but no later than one month into the following semester.

(2) Step Two: If the student is dissatisfied with the results of Step One, then the student may submit the grievance in writing to the chair of the department and/or program director involved and to the coordinator of the program in which the student is enrolled within seven business days of the informal conference accomplished in Step One.

The chair of the department and/or program director in consultation with the instructor and coordinator of the program shall reply in writing within fifteen school days of receipt of the written grievance and shall state in writing and affirm the decision, modify the decision or overturn the decision based on information received subsequent to the conference.

(3) Step Three: If dissatisfied with the results of Step Two, the student may appeal to the dean of the school housing the department within seven days of receipt of the written decision of Step Two and request that the dean appoint a faculty review committee of three members (one chosen by the student, one by the instructor, and one by the dean with the dean’s representative chairing the committee) to evaluate the grievance and report to the dean on its merit. The grievance shall be considered at a meeting of the appointed committee, the hearing shall be commenced within five school days following receipt, and the committee shall report to the dean within two business days following the meeting. The dean’s decision shall be communicated in writing to the student within three business days after receipt of the committee’s report. The dean’s decision shall be final. The results of the grievance will be reported in writing to the faculty member and department chair and/or program director involved. A copy of the decision will become part of the dean’s file. The Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs shall be informed of any action with respect thereto. In the cases where the admission status of the student is involved, the Office of Admissions is notified.
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<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>ASSIGNMENTS</th>
<th>CORE COMPETENCIES</th>
<th>PRACTICE BEHAVIOR</th>
<th>OUTCOME MEASURES</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction and Overview</td>
<td>Read Course Syllabus Purchase Book</td>
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<tr>
<td>Week 2</td>
<td>Role of military in the United States and demographics of active duty military, veterans and their families</td>
<td>Handout</td>
<td>Educational Policy 2.1.4—Engage diversity and difference in practice</td>
<td>14. Recognize the extent to which a culture’s customs and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
<td>Observation</td>
</tr>
<tr>
<td>Week 3</td>
<td>Today’s Active Duty Family</td>
<td>Chapters 1 and 3</td>
<td>Educational Policy 2.1.10(a)—Engagement</td>
<td>25. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>Week 4</td>
<td>Military Life and Coping</td>
<td>Chapter 4 Literature Review Due</td>
<td>Educational Policy 2.1.4—Engage diversity and difference in practice</td>
<td>14. Recognize the extent to which a culture’s customs and values may oppress, marginalize, alienate, or create or enhance privilege and power.</td>
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<tr>
<td>Week 5</td>
<td>Spouses and Military Families</td>
<td>Chapters 5 &amp; 6</td>
<td>Educational Policy 2.1.10(a)—Engagement</td>
<td>25. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>Week 6</td>
<td>TRICARE: overview, purpose, programs, policies and impact</td>
<td>Exam 1- Chapters 1, 3,4,5 and 6</td>
<td>2.1.10(c)—Intervention</td>
<td>31. Implement prevention interventions that enhance client capacities</td>
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<tr>
<td>Week 7</td>
<td>Military Retirement</td>
<td>Chapter 7</td>
<td>2.1.10(b)—Assessment</td>
<td>28. Assess client strengths and limitations</td>
<td>Family Assessment and Intervention Paper &amp; Presentation Exams</td>
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<td>Week 8</td>
<td>Family stress, Adaptation, and Support Marital Adjustment and Deployment</td>
<td>Chapters 8 and 9 Chapter 10</td>
<td>2.1.10(b)—Assessment</td>
<td>28. Assess client strengths and limitations</td>
<td>Family Assessment and Intervention Paper &amp; Presentation Exams</td>
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<td>Week 10</td>
<td>Family Assessment and Intervention Paper &amp; Presentation Exams</td>
<td>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice</td>
<td>5. Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>Family Assessment and Intervention Paper &amp; Presentation Exams</td>
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<tr>
<td>Week 11</td>
<td>Violence and Military Families</td>
<td>Chapters 11 and 12</td>
<td>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments</td>
<td>11. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>Family Assessment and Intervention Paper &amp; Presentation Exams</td>
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<tr>
<td>Week 12</td>
<td>Parenthood and Parent Support for Military Families</td>
<td>Chapters 13 and 14</td>
<td>Educational Policy 2.1.10(a)—Engagement</td>
<td>25. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>Family Assessment and Intervention Paper &amp; Presentation Exams</td>
</tr>
<tr>
<td>Week 13</td>
<td>Adolescents in Military Families</td>
<td>Chapter 15</td>
<td>2.1.10(c)—Intervention</td>
<td>31. Implement prevention interventions that enhance client capacities</td>
<td>Family Assessment and Intervention Paper &amp; Presentation Exams</td>
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<tr>
<td>Week 14</td>
<td>Family Intervention and Presentations</td>
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<td>Family Assessment and Intervention Paper &amp; Presentation Exams</td>
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<tr>
<td>Week 15</td>
<td>Combat, deployment and post-traumatic stress disorder Military retirement and the transition to civilian life</td>
<td></td>
<td>2.1.10(c)—Intervention</td>
<td>31. Implement prevention interventions that enhance client capacities</td>
<td>Family Assessment and Intervention Paper &amp; Presentation Exams</td>
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Suggested Readings:


