I. LOCATOR INFORMATION:
Instructor:
Course Number and Name: SWRK 622 Social Work Practice with Military Families II
Semester Hours of Credit: 3
Day/Time Class Meets:
Email:
Building:
Office Phone:
Fax:
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

II. COURSE DESCRIPTION:

Students enhance knowledge and skills needed to work effectively with uniformed service members, veterans and their families. There is discussion on how students demonstrate a professional demeanor that reflects awareness of and respect for military and veteran cultures and traditions. Students acquire further understanding of boundary and integration issues between military and veterans cultures and social work values and ethics. Knowledge of population characteristics and relevant physical health and mental health issues for current and former military is emphasized. Students acquire knowledge and skills in the interactive and reciprocal processes of therapeutic engagement, bio-psycho-social-spiritual assessment, and research-informed clinical interventions and programs.
III. **DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) 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

IV. **REQUIRED TEXTS:**


V. **SUPPLEMENTAL TEXT**


(Additional readings will be required)

**WEBSITES**

*Care for the Troops*
http://careforthetroops.com/about_mft.php

*Courage to Care*
http://www.usuhs.mil/psy/courage.html

Department of Veteran Affairs Office of Rural Health
http://www.ruralhealth.va.gov/

*Family Advocacy Program*
http://www.myarmyonesource.com/FamilyProgramsandServices/FamilyPrograms/FamilyAdvocacyProgram/default.aspx

*Guide to VA Mental Health Services for Veterans & Families*

*Military OneSource*
http://www.militaryonesource.com/

*National Center for PTSD*
http://www.ptsd.va.gov/professional/ptsd101/course-modules/course-modules.asp

National Institute for Mental Health Information on PTSD

The Post-Deployment Health Reassessment
http://fhp.osd.mil/pdhrainfo/battlemind.jsp

Military Health System

VI. COURSE OBJECTIVES:

Upon successful completion of this course, the student will be able to:

1. Recognize boundary and integration issues between military and veteran cultures and social work values and ethics.

2. Identify the military culture’s emphasis on mission readiness, support of service, honor, and cohesion and how these influence social work service delivery at the micro, mezzo, and macro levels.

3. Analyze appropriate models of assessment, prevention, treatment, intervention and evaluation within the context of military social work.

4. Locate, evaluate and analyze current research literature related to military social work.

5. Demonstrate ability to utilize appropriate practice models with service members, veterans, their families and their communities.

6. Recognize and assess social support systems and socioeconomic resources specific to service members, veterans, their families, and their communities.

7. Demonstrate ability to evaluate own practice to determine the effectiveness of the applied intervention on military/veteran issues.

8. Demonstrate ability to critically appraise the impact of social environment on the overall well-being of service members, veterans, their families and their communities.

9. Demonstrate effective oral and written communication using established Department of Defense and Veteran’s Administration professional standards and practices.

10. Identify the needs of military and veteran individuals, families, and communities to civilian providers and workplace management.
**VII. COURSE OUTLINE**

This schedule is subject to change as needed throughout the semester. If revisions are needed, the instructor will provide an amendment to the syllabus.

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Topics</th>
<th>Course Objectives</th>
<th>Session Objectives</th>
<th>Activities &amp; Readings</th>
<th>Outcome Measures</th>
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<tbody>
<tr>
<td>Session 1</td>
<td>Course &amp; Syllabus Overview</td>
<td>(Objs. 1, 2, 4, 7, 9, 10, 11, 12)</td>
<td>Understand class format and expectations. Students will enhance understanding of the roles of active duty and citizen soldiers as well as titles, rank and hierarchy</td>
<td>CSWE Military Social Work Brochure Hall, Chapt. 1, 2, 3 Freeman, et.al. Chaps. 2 &amp; 3</td>
<td>Class discussion and participation</td>
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<tr>
<td></td>
<td>Rationale and Purpose of Military Social Work</td>
<td>Military Service Members</td>
<td>Military Culture</td>
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<td>Session 2</td>
<td>The Military Family</td>
<td>(Objs. 1, 2, 3, 4, 8)</td>
<td>Acquire an understanding of family readiness, resiliency, and strengths, concerns of military partners and dual military couples as well as divorce, remarriage, and stepfamilies in the military; the characteristics of single service members and their families and retired veterans are addressed. Gain knowledge</td>
<td>Hall, Chapt. 5 Freeman, et.al. Chaps.18 &amp; 20</td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
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<td></td>
<td>Military Children</td>
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<tr>
<td>Session</td>
<td>Topic</td>
<td>Objectives</td>
<td>Readings</td>
<td>Assessment</td>
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<td>3</td>
<td>Military Family Challenges in Addressing Deployments, Finances, Family Violence, Substance Abuse</td>
<td>(Objs. 1, 2, 3, 4, 6, 8)</td>
<td>Explore and explain the behavior health issues and concerns of service members, veterans and their families</td>
<td>Hall, Chapt. 7</td>
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<td></td>
<td>Exams, quizzes, class discussion, &amp; participation, homework assignments, class presentations, reaction papers, reports, and group projects</td>
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<td>4</td>
<td>Combat Stress and Family Grief and Loss</td>
<td>(Objs. 8, 9, 11, 12)</td>
<td>Acquire an understanding of factors contributing to combat stress and ability to develop appropriate assessments and interventions</td>
<td>Kennedy &amp; Zillmer, Chapt. 10</td>
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<td>Hall, Chapt. 8</td>
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<td>5</td>
<td>EXAM I</td>
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<td>class discussion, &amp; participation</td>
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<tr>
<td>Session</td>
<td>Topic</td>
<td>Objectives</td>
<td>Reading Material</td>
<td>Activity</td>
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<td>6</td>
<td>Brief Psychotherapy in the Military</td>
<td>(Obj. 1)</td>
<td>Acquire knowledge and understanding of the history of psychotherapy in the military. Demonstrate ability to assess for and to determine the appropriateness of utilizing brief psychotherapy. Articulate and demonstrate ability to implement phases of brief psychotherapy.</td>
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<td>Theoretical Base of Treatment of Military Personnel</td>
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<td>Kennedy &amp; Zillmer; Chapt. 4</td>
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<td>Classroom discussions and role playing</td>
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<td>7</td>
<td>Suicide Prevention, Assessment, Intervention and Monitoring</td>
<td>(Objs.1, 2, 4, 11)</td>
<td>Develop an understanding of suicide rates and risk factors in the military. Articulate resources preventing and treating suicide ideation. Demonstrate ability to assess and provide case management for suicidal behaviors.</td>
<td>Kennedy &amp; Zillmer, Chapt. 7</td>
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<td>Classroom discussion and role playing</td>
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<td>8</td>
<td>Substance Abuse and Gambling Intervention</td>
<td>(Objs. 1, 3, 4, 6, 7, 12)</td>
<td>Acquire knowledge and understanding of the history of substance abuse patterns in the military.</td>
<td>Kennedy &amp; Zillmer, Chapt. 8</td>
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<td>Sleep Disorder</td>
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<td>Freeman, et.al. Chaps. 14</td>
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<td>Class discussion and role playing</td>
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<td></td>
<td>Intervention</td>
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<tr>
<th>Session 9</th>
<th>Interventions for PTSD</th>
<th>(Objs. 3, 4)</th>
<th>Articulate and demonstrate ability to assess for and to determine the appropriateness of utilizing Cognitive Behavior Therapy and demonstrate ability to implement phases CBT</th>
<th>Articulate and demonstrate</th>
<th>Hall, Chapt.9 Jones, K.D., Young, T., &amp; Leppma, M. (2010). Mild traumatic brain injury and post traumatic stress disorder in returning Iraq and Afghanistan war veterans: Implications</th>
<th>Class Discussion Role Playing</th>
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</table>

Demonstrate ability to report substance abuse prevention and educational services in the military.
Demonstrate ability to assess for substance abuse and gambling behaviors.
Demonstrate ability to assess for posttraumatic stress disorder and substance abuse disorders.
Identify and discuss characteristics effects and treatment of sleep disorders.
<table>
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<tr>
<th>Session 10</th>
<th>Intervention</th>
<th>(Obj. 3, 4)</th>
<th>Articulate and demonstrate understanding and ability to describe and analyze Solution Focused Brief Therapy as an intervention</th>
<th>Hall, Chapt. 9</th>
<th>Class Discussions Role Plays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 11</td>
<td>EXAM II</td>
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<tr>
<td>Session 12</td>
<td>Intervention Family Systems Therapy Family Therapy and Pharmacotherapy (Obj. 3, 4, 6, 7, 8, 9)</td>
<td>Articulate and demonstrate understanding and ability to describe roles in Family systems therapy; Demonstrate understanding of myths and realities of pharmacotherapy in military</td>
<td>Hall, Chapt. 9 Freeman, et.al. Chapter 17</td>
<td>Class Discussions Role Plays</td>
<td></td>
</tr>
<tr>
<td>Session 13</td>
<td>Post-traumatic disorder (Obj.1, 2, 7, 8)</td>
<td>Articulate and demonstrate understanding and ability to analyze</td>
<td>Hall, Chapt. 9 Freeman, et.al.</td>
<td>Class Discussions</td>
<td></td>
</tr>
<tr>
<td>Session 14</td>
<td>Challenges for Infants, Toddlers and Preschoolers in Military Families</td>
<td>(Objs.4, 5, 17, 8, 9, 10, 11, 12)</td>
<td>Demonstrate an understanding on how deployment impacts infants, toddlers and preschoolers and strategies for providing a nurturing environment</td>
<td>Petty (All Chapters)</td>
<td>Class Discussion</td>
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<td>Session 15</td>
<td>Deployment: Strategies for Working with Children</td>
<td>(Objs 4 &amp; 4, 9, 10, 11 &amp; 12)</td>
<td>Be able to identify and demonstrate ability to utilize strategies in working with children during the parent’s absence.</td>
<td>Petty (All Chapters)</td>
<td>Class Discussion</td>
</tr>
</tbody>
</table>

**VIII. COURSE REQUIREMENTS:**

**Learning Process and Assignments**

**Intervention Paper (15%)**
Students will read 15 refereed journal articles addressing an issue that an active duty service member, veteran or reservist may discuss with a counselor. The student must 1) provide a historical background of the identified concern 2) provide a bio-psychosocial spiritual
assessment of identified concern, 3) identify and discuss evidence based interventions, and evaluation. The paper should follow APA format and a maximum of 25 pages.

3 Exams (25% each)

Classroom Participation (10%)

FSU Policy on Disruptive Behavior in the Classroom (Optional)

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:
1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
IX. EVALUATION CRITERIA

Grade Distribution:
Military Treatment Paper (25%)
Three Exams (25% each)

Evaluation:

a. Comprehensiveness in addressing assignment outline
b. Neatness, grammar, spelling and sentence structure
c. APA Format (if applicable)

Papers with severe misspelling and poor grammar will receive a drastic grade reduction or “F” grade.

Grading Scale: Grading Scale

A  90-100  Exceptionally high
B  89-80  Good
C  79-70  Satisfactory
Below 70  Academic Failure

A grade of A represents work which is of outstanding quality, well-researched, or unusually insightful; B work is that which is thoughtful and above the group average; C work meets but does not exceed expectations; Below 70 work is inadequate, incomplete, poorly organized and presented, or shows evidence of little thought or integration of concepts.

Final Grades

Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

<table>
<thead>
<tr>
<th></th>
<th>Hours attempted</th>
<th>GPA impact</th>
<th>Grade Description</th>
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</thead>
<tbody>
<tr>
<td>FN</td>
<td>Not earned</td>
<td>0 per credit hour</td>
<td>Failing due to non-attendance. (Student registered, but never attended.)</td>
</tr>
<tr>
<td>W</td>
<td>Not earned</td>
<td>No impact on GPA</td>
<td>Class withdrawal prior to deadline (see Academic Calendar)</td>
</tr>
<tr>
<td>P</td>
<td>Attempted and earned</td>
<td>No impact on GPA</td>
<td>Satisfactory - Assigned only in classes specified as Pass/Fail</td>
</tr>
<tr>
<td>WU</td>
<td>Not earned</td>
<td>No impact on GPA</td>
<td>Withdrawal from all classes for semester or term</td>
</tr>
</tbody>
</table>
REVISION OF GRADES – STUDENT RESPONSIBILITIES

WN - Withdrawal due to non-attendance -.

STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- **INTERIM GRADE X = NO SHOW** – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. *See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- **INTERIM GRADE EA = EXCESSIVE ABSENCES** - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *See warning below about class withdrawals.

NEW FINAL GRADE:

- **FN = FAILURE DUE TO NON-ATTENDANCE** – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.
STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. *See warning below about class withdrawals. 

WARNING ABOUT CLASS WITHDRAWALS:

➢ When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
➢ If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.
➢ STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

Attendance and Class Participation 10%: Class attendance and participation means students will come to class having read the assigned materials and be prepared to discuss them with their peers. Regular and punctual class attendance is essential to the enhancement of student performance. If students are absent for any reason, it is their responsibility to find out from other students what they have missed.

Course Expectations: Students are responsible for all material assigned and discussed in the course. Students are expected to submit their assignments in a timely manner. Late submission of assignments will receive a letter grade reduction per day, (day count includes weekends). Students are expected to complete assigned readings and review web sites prior to class to promote participation in classroom discussions. Students are expected to participate in classroom discussions, and group exercises. All students are required to have an e-mail address. Cellular phones, and beepers should be set on vibrate or not be turned on during class time. Bluetooth and similar devices are not to be displayed or worn during class. ACCORDING TO UNIVERSITY POLICY VISITORS AND CHILDREN ARE NOT ALLOWED IN CLASS.

X. ACCESSING THE WEB ENHANCED COURSE ON BLACKBOARD
Students enrolled in SWRK 622 Social Work Practice with Military Families II during the semester will have access to this web-enhanced course on Blackboard. Students will have access to syllabus, handouts and related websites.

XI. TEACHING STRATEGIES
Teaching strategies will include a combination of lectures, multi-media presentations, computer applications, classroom discussions, group work, classroom exercises, Blackboard, and student presentations.

XII. SELECTED INTERNET RESOURCES:
National Association of Social Workers: http://www.socialworkers.org
Parliamentary Procedures: www.parli.com
State Policy: www.statepolicy.org
XIII. ACADEMIC SUPPORT RESOURCES
1. The University College Learning Center is open for computer use. They are located at the Helen T. Chick Building.

2. There is also assistance for Supplementary Instruction in writing. This department is also located in the Helen T. Chick Building. Please contact them at 910-672-1864 to make an appointment or inquire about their services.

3. Smarthinking: www.smarthinking.com/static/colleges
On line tutorial and on line writing lab.

4. Turnitin.com: On line plagiarism review Turnitin.com. Other services are listed and described on the FSU Office of Student Affairs website.