

THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Social Work with Military Personnel and Families

Course Number:	SW395K	Instructor's name:	Allen Rubin
Unique Number:	63160	Office Number:	3.130E
Semester:	Fall 2012	Office Phone:	471-9218
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Meeting Time/Place:	Tuesdays 11:30-2:15 Room 2.122	Office Hours:	Tuesdays 2:15-3:30 and by appointment

Course Description

The course is designed as an elective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with military personnel and their families. Students will learn about the role of social work within the military in meeting the needs of active duty service members, National Guard and Reserve members, veterans and their families. Students will develop a working understanding of the history of military social work, aspects of the military culture that they will need to know in order to be able to develop a strong therapeutic alliance, social and mental health needs and issues facing this ethnically and culturally diverse population, military social work policies and services and needed advocacy efforts in that regard, evidence-based and other mental health interventions with emerging empirical support for this population, and other ethnic and cultural diversity issues in military social work (including the needs of women, gays and lesbians, and immigrants serving in the military). The course will emphasize the needs of service members returning from Iraq and Afghanistan, including stressors connected to multiple deployments and to the unique nature of those wars, when danger is ever present and the enemy often is not identifiable. However, the similar and different needs of veterans from previous conflicts also will be addressed. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.

Course Objectives:

At the end of this course students will:

1. Describe the historical foundations of social work within the military environment, as well as the complexities of ethics and values faced by social workers that work in this environment.

2. Describe the military culture, including core values, code of conduct, language, life style, and rituals.
3. Demonstrate an understanding of social issues in military families. Examples of issues include substance abuse, domestic violence, poverty, depression, divorce, child maltreatment, and sexual orientation. Students will also understand unique challenges that are faced by military families, including forced relocations and deployments.
4. Discuss mental health needs commonly faced by military personnel. Examples include PTSD, TBI, suicidal ideation, grief and loss, substance abuse, and other mental health needs.
5. Describe military social work policies and services as they relate to child welfare, family services, adult services, mental health, substance abuse and health care.
6. Summarize the prevalent research on the current health, mental health and social service needs of active duty service members, veterans, and their families.
7. Demonstrate sensitivity to the particular needs of women, single parents, dual military families, gays and lesbians, and immigrants serving in the military and the challenges facing social workers in addressing the needs of these populations.
8. Discuss issues in ethnic and cultural diversity that are particularly relevant in the military and that impact the cultural competence of social workers serving military personnel and their families.
9. Describe current evidence-based and emerging mental health interventions for military personnel and their families, their empirical support, and issues in how they are being implemented.
10. Identify the resources that are available to military personnel and veterans, and how to locate community resources for future clients
11. Describe what is being done to advocate for the needs of active duty service members, National Guard and Reserve members, veterans and their families and generate ideas as to what social workers can further do to strengthen these advocacy efforts.
12. Describe the unique stressors that military personnel and their families currently experience in connection to the wars in Iraq and Afghanistan.

Teaching Methods

Instruction methods will include collaborative and active learning via informal lectures (questions and comments are encouraged), videos, many guest speakers who do military social work, class discussions, and class exercises.

Required Textbook (Text not available at the bookstore; see note below):

Rubin, A., Weiss, E. L., & Coll, J. E.. (2013). *Handbook of Military Social Work*. Hoboken, NJ: John Wiley & Sons, Inc.

NOTE: This book will not be in print until late December, 2012. You will be given (free) a photocopied pre-publication hardcopy of its uncorrected page proofs. You may do highlighting and jot notes on that copy if you would like to; however, the publisher requires that you return your copy to Dr. Rubin at the end of the semester. The publisher will provide a form for ordering a copy of the actual book, and you can use it to order it at a discounted cost if you would like to have the book for future use. If you order it, it will be shipped as soon as it is ready.

Grading

- 14 points A maximum of 1 point for every class session attended (1/2 point if you arrive more than 15 minutes late or leave more than 15 minutes early). The all day family workshop on 10/19 will count for a maximum of 3 points.
- 60 points There will be a brief quiz at the beginning of all sessions except the first one. The quiz will contain some items pertaining to the main points emphasized in the previous class session and the main points emphasized in the assigned readings for the current session. The cumulative percentage of correct answers across the quizzes will earn up to a maximum of 60 points. For example, 100% will earn 60 points; 90% will earn 54 points, and so on. There will be no excuses whatsoever for missed quizzes, including arriving too late for class to take the quiz. However, your two lowest quiz scores (including zero's for missed quizzes) will be dropped from the percentage calculation. The quizzes pertaining to the all day family workshop will contain more items than the other quizzes, and if you miss the quiz on the all day family workshop day, that will count as having missed two quizzes and thus be your two lowest quiz scores.
- 26 points Term paper (Approximately 7-10 pages in length): If you are in the clinical concentration, your paper should describe the most important things you learned in this class – and did not previously know -- about providing clinical services to military personnel, veterans and their families. If you are in the CAL concentration, your paper should describe the most important things you learned in this class – and did not previously know – about CAL level practice in military social work. If you are in the clinical concentration but are leaning to switching to CAL you are permitted to take the CAL approach to the paper. Likewise, if you are in the CAL concentration you may take the clinical approach if you prefer to.
Paper due by 5:00 PM on December 11.
- Extra Credit You may earn 10 points of extra credit by submitting a certificate showing that you completed one of the following online trainings:
- PTSD 101 at: <http://www.ptsd.va.gov/professional/ptsd101/ptsd-101.asp>
(You may choose from any of the modules offered.)
- Cognitive Processing therapy for Veterans at: <https://cpt.musc.edu/index>
- Military Cultural Competence at: <http://deploymentpsych.org/training/training-catalog/military-cultural-competence/>
- The Fundamentals of Traumatic Brain Injury (TBI) at:
<http://deploymentpsych.org/training/training-catalog/course-119-online-the-fundamentals-of-traumatic-brain-injury-tbi/>

If you find another online training that you would prefer over the ones listed above, you may suggest it to the instructor.

Accumulated Points and Grading Scale

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C-
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

Class Policies

Students are expected to attend all classes and to be prepared to participate orally and in a thoughtful manner that demonstrates that the assigned readings have been read carefully **prior to class**. Failure to regularly attend the class and demonstrate through exercises and discussions that one has comprehended the readings will be considered in assigning the final grade. Students are responsible for any material missed due to absences. Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, by e-mail, and by appointment if they desire.

Except in the case of extreme emergencies, and then only with the permission of the professor, **late assignments will not be accepted without penalty**. If accepted, late assignments will be assessed point penalties at the rate of four (4) points each day late. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance.

The university recommends that instructors specify policies on scholastic dishonesty. In this course, scholastic dishonesty may result in a grade of an F in the course and a report to the MSSW Program Committee and the Office of Graduate Studies. While I do not anticipate scholastic dishonesty occurring, for further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/academicintegrity.html>).

Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations.

Course and Instructor Evaluation

Students will have the opportunity to express their perceptions of the quality of the course and instruction at the end of the semester by participating in the University’s Course Instructor Survey.

Course Schedule

Date	Topics	Readings	Guest Speaker(s)
9/4	Introduction and historical overview; Secondary trauma; “War Torn” video	<p>Rubin (2013). “Introduction: Understanding and Intervening with Military Personnel and Their Families: An Overview.” In: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Rubin & Harvie (2013). “A Brief History of Social Work with the Military and Veterans.” Chapter 1 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Rubin & Weiss (2013). Secondary Trauma in Military Social Work. Chapter 5 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Savitsky, L., Illingworth, M., & DuLaney, M. (2009). Civilian Social Work: Serving the Military and Veteran Populations. <i>Social Work</i>, 54(4), 327-339.</p>	

9/11	Military Culture and Transition to Civilian Life	<p>Coll, J. E., Weiss, E. L., & Metal, M. (2013). Military Culture and Diversity. Chapter 2 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Coll, J. E., & Weiss, E. L.. (2013). Transitioning Veterans into Civilian Life. Chapter 17 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Lomsky-Feder, E., Gazit, N., & Ben-Ari, E. (2008). Reserve soldiers as transmigrants: Moving between the civilian and military worlds. <i>Armed Forces & Society, 34</i>(4), 593-614.</p>	David Sensiba
9/18	Ethical Challenges for Social Workers helping service members, veterans, and their families	<p>Daley, J. D. (2013). Ethical Decision Making in Military Social Work. Chapter 4 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Wiley.Simmons, C., & Rycraft, J. (2010). “Ethical challenges of military social workers serving in a combat zone.” <i>Social Work, 55</i>(1), 9-18.</p>	David Sensiba
9/25	Combat PTSD and its treatment	<p>Yarvis, J. S. (2013). Posttraumatic Stress Disorder in Veterans. Chapter 6 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Stehberg, J. Albright, D., & Weiss, E. L. (2013). The Neurobiology of PTSD and Cognitive Processing therapy (CPT). Chapter 7 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Capehart, B. & Jeffreys, M. (2013). Psychopharmacology for PTSD and Co-occurring Disorders. Chapter 9 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p>	Sharon Wills

10/2	Prolonged Exposure Therapy at Fort Hood	<p>Leaman, S. et al. (2013). Treating Combat-Related PTSD with Virtual Reality Exposure Therapy. Chapter 8 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Sharpless, B. A., & Barber, J. P. (2011). A clinician's guide to PTSD treatments for returning veterans. <i>Professional Psychology: Research and Practice</i>, 42(1), 8-15. doi:10.1037/a0022351</p>	Brooke Fina
10/9	Supporting National Guard and Reservists and their families	<p>Harnett, C. (2013). Supporting National Guard and Reserve members and their families. Ch. 20 of Rubin, A. et al. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Osbourne, V. A., Gage, L. A., & Rolbiecki, A. J. (2012). Psychological Effects of Trauma on Military Women Serving in the National Guard and Reserves. <i>Advances in Social Work</i>, 13(1), 166-184.</p>	Renee Senn
10/16	No Class		

10/19	All day Military Families Workshop: Demands and Stressors unique to the military family; Military Children; Deployment	The following chapters from the course textbook: Required: Chapters 19, 22, 24, 25, 26 Supplemental: Chapters 18, 21, 23 Jensen-Hart, S. J., Christensen, J., Dutka, L., & Leishman, J. C. (2012). Child Parent Relationship Training (CPRT): Enhancing the Parent-child Relationships for Military Families. <i>Advances in Social Work</i> , 13(1), 51-66. Hazle, M., Wilcox, S. L., & Hassan, A M. (2012). Helping Veterans and Their Families Fight On! <i>Advances in Social Work</i> , 13(1), 229-242.	Eugenia Weiss and James Daley
10/23	What social workers need to know about Traumatic Brain Injury (TBI) and implications for social work practice	Boyd, C. & Asmussen, S. (2013). Traumatic Brain Injury in the Military. Ch. 10 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i> . Struchen, M. A., et al. (21013). TBI and social work practice. Ch. 11 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i> .	Margaret Struchen and Allison Clark

10/30	Navigating Systems of Care	<p>Roberts, J. (2013) "Navigating Systems of Care." Ch. 16 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>Huebner, A. J., Mancini, J. A., Bowen, G. L., & Orthner, D. K. (2009). Shadowed by war: Building community capacity to support military families. <i>Family Relations</i>, 58(2), 216-228.</p> <p>Amdur, D., Batres, A., Belisle, J., Brown, J. H., Cornis-Pop, M., Mathewson-Chapman, M., & ... Washam, T. (2011). VA Integrated Post-Combat Care: A systemic approach to caring for returning combat veterans. <i>Social Work in Health Care</i>, 50(7), 564-575.</p> <p>Supplemental:</p> <p>Costello, J. et al. (2013). Homelessness Among Veterans. Ch. 15 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p>	Jennifer Wood & Rachel Misiti
11/6	Substance use disorders among service members and veterans: Assessment, prevention and treatment	<p>Rubin, A. & Barnes, W. G. (2013). Assessing, Preventing and Treating Substance Use disorders in Active Duty Military Settings. Ch. 12 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>Burda-Chmielewski, R. & Nowlin, A. (2013). Preventing and intervening with Substance Use Disorders in Veterans. Ch. 13 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>Supplemental:</p> <p>Najavits, L. M. (2009). <i>Seeking Safety: An Implementation Guide</i>. In D. W. Springer & A. Rubin (Eds.) <i>Substance Abuse Treatment for Youth and Adults</i>. Hoboken, NJ: Wiley.</p>	Scott Steiner & Tina Cho
11/13	No Class		
11/20	No Class		
11/27	Female	Weiss, E. L. & DeBraber, T. (2013). Women	TBA

	Veterans and Military Sexual Trauma	in the Military. Ch. 3 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i> . Bell, M. E., & Reardon, A. (2011). Experiences of Sexual Harassment and Sexual Assault in the Military Among OEF/OIF Veterans: Implications for Health Care Providers. <i>Social Work in Health Care</i> , 50(1), 34-50.	
12/4	Suicide in the Military: Risk factors; Prevention; and Identification	Cato, C. (2013). Suicide in the Military. Ch. 14 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i> .	Stephanie Clafferty