From:	Schroeder, Margaret <m.mohr@uky.edu>
Sent:	Monday, October 12, 2015 8:58 PM
To:	Brothers, Sheila C; Hippisley, Andrew R
Subject:	Graduate Certificate: Military Behavioral Health
Attachments:	Military Behavioral Health Certificate_SAPC rev.pdf

Proposed New Graduate Certificate: Military Behavioral Health

This is a recommendation that the University Senate approve the establishment of a new Graduate Certificate: Military Behavioral Health, in College of Social Work.

Please find the revised proposal attached.

Best-

Margaret

Margaret J. Mohr-Schroeder, PhD | Associate Professor of STEM Education | COE Faculty Council Chair | SAPC University Senate Committee Chair | University Senator | Secondary Mathematics Program Co-Chair | STEM PLUS Program Co-Chair | Department of STEM Education | University of Kentucky | www.margaretmohrschroeder.com

PROPOSAL FOR AN INTERDISCIPLINARY GRADUATE CERTIFICATE
IN MILITARY BEHAVIORAL HEALTH

Contents:

Proposal for Graduate Certificate in Military Behavioral Health

1. Background:

Military operations conducted since 2001 have placed extraordinary demands on military members and their families. Current use of Reserve Component warriors in combat operations is unprecedented. Military families have endured repeated separations and thousands of returning veterans suffer from severe physical and psychological injuries. This is happening against a backdrop of a worldwide economic recession. Guard and Reserve members are also currently returning to communities affected by economic recession and a shrinking job base. The Department of Defense (DOD) and the Department of Veterans Affairs (VA) are struggling to meet the service demands of returning veterans and their families.

Military members and their families face unique demands and stresses including repeated, prolonged family separations, frequent family relocation, dislocation from informal support systems, extraordinary physical and psychological risk to the service member, and challenges related to role stress during reintegration of returning service member. Also, military society is characterized by its own laws, rules, customs and traditions. "…Military training, socialization, and indoctrination provided by the US armed forces creates a belief system, set of values, and lifestyle among service members (and their dependents) that is different enough from their pre-military, civilian values and behaviors to warrant the term 'military culture' "(Exum & Coll, 2008, p. xiii).

As of 2000, Kentucky had a veteran population of over 336,000 (US Census Bureau, 2012). The state is also the home of two large Army posts, Ft Knox and Fort Campbell. Fort Campbell hosts the 101st Airborne Division, which has suffered disproportionate casualties in current operations. Behavioral health professionals working in Kentucky are likely to encounter military veterans and families in practice, regardless of whether their practice setting specializes in work with this population.

2. Focus and Rationale:

Providing effective mental health services to military personnel and returning veterans and military families requires specific knowledge and skills. Practitioners who serve veteran families must be attuned to the way military culture affects individual and group behavior, knowledgeable of military systems of care, and cognizant of unique limits on confidentiality inherent when serving military members. To gain trust and establish therapeutic relationships with veterans and military families, practitioners must be mindful of the cultural stigma attached to receipt of mental health services within this population. Military families may be reluctant to trust the helping professional unless they perceive the professional to be knowledgeable of military life. A specialized course of study that focuses on practice with military and veteran populations will assist in preparing graduates to meet these needs.

3. Certificate and University Needs

This initiative responds to several university needs. It provides an opportunity respond to an emerging need. Today, numerous universities are offering specialized instruction in this subject matter in order to respond to the increasing demands discussed above.

The certificate can also enhance recruitment to UK. High enrollment in the recently implemented SW 580-221, Responding to Military and Veteran Populations, course suggests that current students are interested in this topic area. And, a survey of SW580 students revealed that 80% express interest in pursuing the certificate. Of course, this doesn't necessarily translate to enrollment in the

certificate however, this response, in addition to very high enrollment in the first two offerings of SW 580-221, indicate a substantial interest in this topic area among currently enrolled students. Also, once established, the certificate will be available to graduates who are interested in returning to the classroom to gain additional skills for working with military and veteran populations. Finally, implementation of specialized curricula in this area will make certain doctoral programs, such as the   doctor of social work program at UK, more competitive in attracting Department of Defense sponsored doctoral students. The DoD routinely sends active duty social work officers to complete   doctoral education in civilian schools of social work. These students are fully funded by the DoD, and   tend to select doctoral programs with established military interests and connections.

The certificate can also provide important enrichment and retention opportunities. Students entering studies within the certificate will gain personalized instruction and unique contact with faculty members, military personnel, and veterans. Completion of SW 780, Independent Work, will provide students an opportunity to work closely with a faculty mentor to examine a relevant topic in-depth. Increased contact with faculty has been shown to increase retention (Belcheir & Michener, 1997). Depending on the nature of this independent work, some students will also have the opportunity to interact with military personnel and/or with professional service providers who serve this population.

4. Eligibility and Program Description

Eligibility:

The certificate will be available to graduate and post-graduate students from UK and other accredited universities. Eligibility is limited to students who hold, or are pursuing, a graduate degree in the counseling professions. These include Social Work, Family Sciences, Clinical Psychology, and Educational, School and Counseling Psychology. Graduate and post-graduates from other human   services disciplines may petition the advisory board for acceptance to the certificate. Exceptions will   be evaluated by the advisory board on a case-by-case basis. The board will consider exceptions based on assessment of the applicant's academic and vocational history. All applicants must apply   to the certificate director for admission.

Students must obtain a grade point average of 3.0, or above in certificate-specific coursework in order to successfully complete the certificate.

Undergraduate students who complete SW 580 will not be required to repeat the course as graduate if the course was completed within two years of enrolling in the certificate. These students   may substitute an additional approved elective to meet the overall credit hour requirements for the certificate.

Graduate students who complete SW 580 and/or FAM 759 certificate within two years prior to being accepted to the certificate may count this previously completed coursework toward completion of the certificate. However, if substantial changes are made to these courses the advisory board retains the option of requiring students to accomplish these courses.

Enrollment:
Enrollment will be capped at 10 for the pilot year. Upon completion of the first cohort, the advisory board will make a determination regarding future enrollment caps.

<u>Program Description</u>

In order to earn the graduate certificate, students must complete a total of 12 credit hours. Students will complete three designated 3 credit hour courses, SW 580 (replace with permanent #) Responding to Military and Veteran Populations (Appendix I), , and SW 780 Independent Work with Military Populations (Appendix II), FAM 759 Special Topics: Working with Military Families (Appendix III), as well as three hours of elective credit approved by the Certificate Advisory board. Students may select from a list of pre-approved electives (Appendix IV), or may petition the advisory board to consider alternative electives. Approved electives were selected based on their potential to enhance knowledge and skills relevant to working with military and veteran populations in a variety of venues (e.g. Veterans Administration, Department of Defense healthcare and educational settings). Students petitioning for acceptance of other elective courses must present a credible argument that knowledge and skills derived from the alternate course will meet this criterion.

SW 780 will serve as a capstone experience, incorporating knowledge and skill obtained in the other required courses. Therefore, students must complete SW 580 and FAM 759 prior to enrolling in SW 780. The approved elective course may be taken in advance of, or concurrently with, SW 780.

The advisory board will develop a variety learning opportunities, in liaison with local military and veteran organizations, such as the Veterans Administration and military medical treatment facilities.   Students will chose from a list of available opportunities, or may submit a proposal to the advisory board for an alternative learning experience. These Independent learning experiences will vary considerably, based on opportunity and student interest. Some students may select learning experiences that allow them to interact with military personnel in a medical or field setting, while   others may complete an independent research project on a military/veteran related topic.

Students will develop a detailed learning agreement, in collaboration with their SW 780 instructor and on-site mentor that addresses student learning outcomes defined in the SW 780 syllabus. The advisory board will assist students to gain access to resources necessary to complete the learning experience (e.g. assist a student to arrange an opportunity to shadow a treatment provider in a military medical setting).

5. Student Skills, Learning Outcomes, and Assessment

The Military Behavioral Health curriculum will benefit students by enhancing their understanding and appreciation of cultural and environmental factors that affect individual and family functioning   for military and veteran populations. They will gain skills in assessment, intervention, and prevention of psychosocial problems typically encountered by this population.

SW 780, Independent Work with Military and Veteran Populations, will serve as a capstone experience. Students will develop an electronic portfolio, addressing each address each learning outcome described below. Additionally, specific course assignments in SW 580 and FAM 759 will   address these outcomes, as detailed below.

Table 2 below presents student learning outcomes to be addressed in the program, and the mechanisms by which these will be assessed. Outcomes were adapted from the Council on Social Work Education's Core Competencies for Advances Social Work Practice in Military Social Work (CSWE, 2010).

Table 2. Student Learning Outcomes and Assessment Mechanisms

Outcome	Measure	Method
1. Demonstrate professional behavior that reflects awareness of and respect for military and veteran cultures	Student exhibits professionalism in all interactions with study site personnel, clients, and other students	a) Survey of study cite supervisor regarding student's behaviors during site visits b) Course instructor's observation of student's interactions with other seminar students
2. Demonstrate knowledge related to risk and protective factors associated with deployment, military service, and other aspects of life and role transitions that service members and veterans experience	Student demonstrates a sophisticated level of understanding of challenges and stresses related to military service, the effects of these on functioning and wellbeing of military populations, as well as an understanding of the role of specific protective factors in ameliorating distress and pathology	a) Capstone course; electronic portfolio part 1 b) SW 580 signature assignment c) FAM 759 Research paper
3. Locate, evaluate, and analyze current research literature related to military behavioral health	Student identifies and critically analyzes scientific literature regarding psychosocial interventions that address problems and pathologies that commonly affect military and veteran populations.	a) Capstone course; electronic portfolio parts 2 & 3 b) SW 580 signature assignment c) FAM 759 research paper
4. Demonstrate the ability to critically appraise the impact of the social environment on overall wellbeing of service members, veterans, their families, and their communities	Student identifies and critically assesses the role of environmental factors that affect a specific military population in terms of health and wellbeing	a) Capstone course; electronic portfolio assignment part 1 b) SW 580 signature assignment

6. Resources and Budget

It is difficult to estimate exactly how much support needed to carry out the certificate, but it is expected that the certificate can be implemented with relatively small investments on the part of   the certificate associates. Relevant expertise in the topic areas currently exists among the faculty. No new permanent faculty positions will be required and relevant expertise is currently available   through the affiliated academic units

Instruction:

A part-time instructor will be required to teach SW 780 Independent Work. Due to the nature of this   course, enrollment will be capped at approximately 10-12 students per section. If enrollment in the   certificate were to exceed expectations, it may be necessary to add an additional section of SW   780. This cost will be covered by the College of Social Work, and will be offset by revenue generated   from additional student credit hours generated by the course.

The Certificate Director will require one course release per academic year in order to attend to administrative duties related to implementation and management of the certificate. The College of Social Work will absorb the cost of replacing this teaching assignment.

Family Sciences will also need to fund an instructor for FAM 759. The same considerations discussed above will apply to this expenditure, as well.

Other affiliates may see an increased demand for approved electives, which may require the addition of course sections. Increased enrollment is generally desired by most academic units, and   an increase in student credit hours tends to make expansion of course offerings revenue positive. Decisions regarding expansion of course sections to accommodate certificate-seeking students are   no different than those made in response to increased enrollment for other reasons. Colleges and departments are not required to make elective seats available to students seeking the certificate.   Rather, students will select approved electives based on interest and availability.

Other Expenses:

It is anticipated that some local travel expenses will be incurred in order to accomplish certain activities related to implementation and management of the certificate. These will likely involve occasional local travel to military installations and other agencies. Travel expenses will be funded by   the individual faculty member's educational unit. Also, the advisory board may choose to invite   guest speakers for specific events or classes related to the certificate. This would likely involve   speakers who reside within driving distance of the UK campus. Decisions regarding invitation of   outside speakers will be made by the advisory board, in consultation with deans and department   heads, and will be based on available funding from the certificate affiliates.

Table 1. Proposed Annual Budget:

Expense of hiring a part-time instructor to cover teaching of one course	
Per academic year for Certificate Director	2,600
Part-time instructor for (new course- independent study)	
	2,600
Travel/Guest Speakers	1,500
Total	6,700_

_____

_____

Key Personnel:

Graduate Certificate Director: Dr. Chris Flaherty, Associate Professor, College of Social Work. Prior to joining the faculty of the College of Social Work, Dr. Flaherty served 20 years in the US Air Force, practicing in the service's mental health and social services systems. He has developed an elective course titled, Responding to Military and Veteran Populations. He is current a co-investigator for the UK Veteran Suicide Bereavement Study, funded by the Department of Defense.

Certificate Associates:

College of Social Work: The graduate certificate will be housed in the College of Social Work. Social work's position in serving military members and their families is well established. Over 500 active duty social work officers are currently serving in uniform (National Association of Social Workers, 2011). Hundreds more serve the Department of Defense (DOD) as contractors and civil service employees.

Department of Family Sciences: The Department of Family Sciences brings invaluable knowledge and skills in the effort to prepare human service providers working with military and veteran populations. Military families face unique stressors, including the omnipresent risk of loss of a family member, severe role strain due to the military deployment cycle, and frequent, forced family relocations, resulting in extreme demands on families' adaptive capacities. Helping professionals   serving military and veteran populations need to develop skills to apply culturally appropriate interventions to their work with these populations. The Family Sciences faculty brings invaluable knowledge regarding family-focused assessment and interventions to the learning environment.

Early Childhood, Special Education, and Rehabilitation Counseling: The University of Kentucky Rehabilitation Counseling Program brings expertise in the development and dissemination of best practices for treating individuals or chronic illnesses to maximize personal, educational, and vocational independence and functioning. These skills are especially relevant to those seeking the certificate due to the large number of veterans returning from military operations with physical and psychological wounds that inhibit potential for educational and vocational success in the civilian sector. Also, military social work has a long tradition of providing services for military families with special medical or educational needs.

UK Veterans Resource Center Coordinator: The Veterans Resource Center is the primary contact for student veterans, pursuing studies at UK. The VRC seeks to make transition from military service to college is as smooth as possible. The center offers numerous services, including providing guidance to student veterans regarding use of military educational benefits, sponsoring veteran-focused student organizations, and increasing faculty and staff awareness of issues relevant to supporting and retaining student veterans. The VRC also provides valuable linkages to military organizations and agencies within Kentucky, such as the Kentucky National Guard, active duty military installations, the Department of Veterans Affairs, and local Veterans Centers.

7. Advisory Board

An advisory board will direct all activities related to deployment and maintenance of the certificate. The committee will be comprised of a minimum of three members: The Certificate Director, the Chair, Family Sciences Department (or designee), and the Veterans Resource Center Coordinator.
Other associated faculty members may serve on the advisory board, as desired, and approved by the certificate director. Associated faculty members who choose not to serve on the advisory board will serve as consultants to the board on matters related to their academic units and programs of study, as they relate to the certificate.

Faculty of Record and Staff Members: Dr. Chris Flaherty, Associate Professor, College of Social Work; Dr. Ron Werner-Wilson, Director, Department of Family Sciences; Dr. Carlton Craig, Director of Graduate Studies, College of Social Work; Anthony Dotson, M.A., Veterans Resource Center Coordinator and adjunct Faculty, College of Family Sciences; Dr. Judy Van de Venne, part- time faculty research staff member, UK Veteran Suicide Bereavement Study; Doctors Malachy Bishop,
Sonja Feist-Price, and Jackie Rodgers, Department of Early Childhood, Special Education, and Rehabilitation Counseling.

Faculty of record for the certificate will meet and vote on addition of new members when a member becomes ineligible (e.g., leaves the university, no longer teaches in the program).

Roles of the Advisory Board
Guidance: The advisory board will provide guidance to the certificate director regarding development of policies, selection of candidates, and development of educational resources. The advisory board will meet at least twice per academic year, and at additional times, as needed.

Assessment: The advisory board will review program assessment data annually, and will make recommendations for program improvement to the certificate director. Assessment findings and recommendations will then be discussed with Faculty Associates of the Certificate and COSW faculty, and follow-up actions implemented as appropriate. Program assessment measures are outlined in Table 3.

Student Mentorship: In order to complete SW 780 Independent Work, students will work under the direction of course instructor. However, depending on the topic of independent project, students may require mentorship from one or more advisory board members in order to optimize the learning experience. Mentorship of specific student projects will be assumed by board members based on student need and faculty availability. Additionally, board members will provide academic and career advising to certificate candidates on a case by case basis, as desired by the candidate.
This advising process will be in addition to academic advising that takes place in the students' academic units.

Program Assessment:

In addition to student learning outcomes addressed above, several programmatic outcomes will be assessed on a yearly basis.

Table 3. Program Outcomes and Assessment Methods	Program Outcomes
1. The Military Behavioral Health certificate will produce students who are able to respond to emerging and cutting-edge fields	Data collected on exit and post-graduate surveys regarding experiences with, and perceived skill in working with target populations.
2. The certificate will enhance recruitment to UK.	Survey of students entering the certificate regarding the influence of the certificate in decision to attend UK. Records of number of DoD-sponsored doctoral students matriculating in a behavioral science discipline at UK.
3. The certificate will enhance retention of UK Students.	Certificate enrollment and retention rates.
4. The certificate will provide strong mentorship to guide academic and career plans of certificate candidates	Records of number of mentoring sessions with certificate students. Exit and post graduate surveys of students regarding role of mentorship in selection of career path.

8. Support from Colleges and Departments

The certificate is supported by the following academic and administrative units: College of Social Work; Department of Family Sciences, Department of Early Childhood, Special Education, and Rehabilitation Counseling; Graduate Center for Gerontology; and the Student Veteran Resources Center. See Appendix V, letters of support.

References

Belcheir, M.J., & Michener, B. (1997). *Dimensions of retention: Findings from quantitative and qualitative approaches.* [http://files.eric.ed.gov/fulltext/ED414869.pdf]. January 1, 1997; Available from: ERIC, Ipswich, MA. Accessed August 20, 2014.

Council on Social Work Education (2010). *Advanced Social Work Practice in Military Social Work*. PDF retrieved August 28, 2014 from: http://www.cswe.org/File.aspx?id=42466

Exum, H. & Coll, J.E. (2008). *A civilian counselor's primer for counseling veterans*. Deer Park, NY:Linus Publications, Inc.

National Association of Social Workers (2011).*Social workers in government agencies: Occupational profile*. Washington, DC: NASW, Center for Workforce Studies.

US Census Bureau (2012). *Statistical abstract of the United States*. Retrieved August 19, 2014 from: http://www.census.gov/compendia/statab/2012/tables/12s0520.pdf

SW 580-221
Responding to Military
And Veteran Populations

Instructor: Chris Flaherty, PhD
Office Phone: 859-257-3254
Office Address: 649 Patterson Office Tower
Email: chris.flaherty@uky.edu

Meeting Times: The course meets exclusively online. See *Course Structure* section below.

Note: I respond to student emails within a 24 hour time period, with the exception of weekends, wherein it may be 72 hours. Please use the e-mail feature on your Blackboard course shell for all correspondence regarding the course.

Course Description:

This course provides an overview of social work practice with military members, veterans, and military families. Students will learn to appreciate the unique experiences and stresses of military members and their families, and resultant implications for helping professionals serving this population. Topics to be covered include: (a) Warfare's historical role in shaping public policy (b)the military as a distinct subculture of American society, (c) common psychosocial problems and stresses experienced by military members, veterans, and military families, (d)a survey of evidenced-based treatments for common psychopathologies and psychosocial problems experienced by this population, (e) an overview of systems of care serving this population, including the roles of social workers within these systems, and special ethical considerations for social workers serving military and veteran populations.

Prerequisites: Open to graduate students and upper division undergraduate students.

Content Warning: Some material used in this course depicts graphic combat imagery. Some students, especially those who have experienced combat, may find this material distressing. Students who have experienced combat-related trauma are encouraged to use discretion in selecting this elective course. If you experience excessive stress while engaging the course material, you are strongly encouraged to seek the services of a qualified mental health professional. University of Kentucky students may receive services through the Counseling Center (http://www.uky.edu/StudentAffairs/Counseling/services.html : (859) 257-8701). Your instructor is also available to assist in helping students to access these services, as needed. Additionally, students will be exposed to coarse language in some media used in the course.

Goals/Objectives:
Students completing SW 580 will develop competencies to inform practice with military and veteran populations, whether within Department of Defense/Veterans Administration service settings, or in community-based practice. Course material is presented within a socio-cultural context, emphasizing unique strengths and challenges inherent to this population, as well as a survey of evidence-based interventions for commonly encountered psychosocial problems. The course will build upon knowledge and skills obtained through previously completed human behavior and psychopathology courses.

In this course, students will be able to:

1. Describe the military's distinct subculture, encompassing specific values, customs, rituals and behavior; and to articulate implications for social work practice within this culture.
2. Analyze the impact of the socio-cultural milieu of military life and its potential impact on individual and family functioning.
3. Explicate evidence-based intervention strategies directed toward alleviating psychopathologies and psychosocial stresses commonly encountered by service members and their families.
4. Distinguish the functions of DoD and VA systems of health and mental health care and methods through which these systems intersect with community-based practice settings, and can collaboratively enhance care provision.
5. Identify and describe historical and contemporary roles of social workers in serving military and veteran populations.
6. Examine special ethical considerations for helping professionals serving military populations.

Practice Behaviors (Learning Outcomes)
This course assists students to develop competency in the following practice behaviors:

Primary Practice Behaviors:
1. Identify and practice within professional roles and boundaries (2.1.1.3).
2. Recognize and manage personal values so that professional values guide practice (2.1.2.1)
3. Recognize personal biases and values to manage their influence in working with diverse groups (2.1.4.1).
4. Recognize the extent to which a culture's structure and values may influence marginalization, privilege, power, and the forms and mechanisms of oppression (2.1.4.2).
5. Recognize and communicate their understanding of the importance of differences (diversity) in the shaping of an individual's life experiences (2.1.4.3).
6. Critique and apply knowledge to understand person and environment (2.1.7.2)
7. Analyze models of (a) prevention, (b) assessment, and (c) intervention (2.1.3.2)

Secondary Practice Behaviors
1. Develop a commitment to engage in career long learning (2.1.1.5).
2. Make ethical decisions by applying standards of the NASW and other social work code of ethics (2.1.2.2)
3. Demonstrate professional demeanor in behavior, appearance, and communication (2.1.1.4).
4. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences (2.1.4.4).
5. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services) (2.1.9.1).

Means Practice Behaviors

1. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom (2.1.3.1)
2. Demonstrate effective oral and written communication in professional settings (2.1.3.3).
3. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services) (2.1.9.1).

Texts:

Required:

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

Other Useful Resources:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed., text revision). Washington, DC: American Psychiatric Association.

Beder, J. (2012). *Advances in Social Work with the Military*. New York, NY: Routledge.

Hall, L.K. (2008). *Counseling Military Families: What Mental Health Professionals Need to Know*. New York, NY: Routledge.

Course Structure

Distance Learning Format: The course content and interaction are delivered using Blackboard (web-based). Digitally recorded lectures, along with other multimedia content, will be presented via Blackboard each week. The majority of online activities take place in an *asynchronous* manner, that is, material is posted each week, and students have one week to complete assigned tasks. The first week's material will be posted Monday, June 16th. All assignments will be due on designated Mondays throughout the semester (see course calendar). There will one *synchronous* activity; the mid-term exam will be administered online in real-time, meaning students will need to be available to complete the online exam at a designated time (see course calendar).

Class Online Discussion Boards/Quizzes graded online class assignments and quizzes will be administered throughout the semester. Students will be required to participate in on-line discussion activities regarding each week's content. This interaction will constitute the participation portion of the course grade. Only students who miss assignment deadlines for a reason that constitutes an excused absence (see the Student's Rights and Responsibilities Handbook) will be provided an opportunity to make up an in-class assignment given on the day of an absence from class (verification of excused absence is required). Check Blackboard for rubric for online discussion posts. Online discussion post answers are due before the start of class on the date assigned.

Technologies requirements for this course: Because this course relies on a web-based interaction (use of Blackboard), you should have ready access to a computer with a reliable internet connection and should meet the technological requirements outlined in the Blackboard course shell for this course – see "Technical Requirements" tab in Blackboard to assess your readiness for this course or at this website: http://www.uky.edu/DistanceLearning/current/technology/techReqs.html

Technical Difficulties

Questions regarding technical difficulties may be directed towards UK's Information Technology Customer Service Center (http://www.uky.edu/UKIT) or 859-218-HELP.

Course Expenses: This course makes extensive use of streaming videos. The majority of the video resources assigned are available via free file sharing sites such as YouTube. However, on occasion, students will be assigned a video that must be purchased on a pay-per-view basis through a commercial vender such as Amazon Prime. Typically, these fees are small ($1-2 per view). The total cost for video fees will be negligible, as compared to the cost of a second text or workbook.

Distance Learning Library
Information about distance learning library services can be accessed at (http://libraries.uky.edu/dlls). The distance learning librarian for the University of Kentucky is Carla Cantagallo (Carla@uky.edu; 859-257-0500, ext. 2171). All distance learning students and main campus students receive link blue and library accounts. These accounts allow students to have remote access via proxy servers to electronic library services and materials. There is also a library resource tutorial available that is specific to social work and reviews library services and how to navigate the website: http://libguides.uky.edu/LibGforSW.

Grading Scale:

Undergraduate:	Graduate:
A = 90-100	A = 90-100
B= 80-89	B= 80-89
C=70-79	C=70-79
D=60-69	E= <70
E =<60	

Undergraduate Grade Weights:

Electronic poster	25%
Mid-term:	30%
Research Paper	30%
Participation:	15%

Graduate Assignments:

Graduate Grade Weights:

Electronic poster	10%
Accompanying paper	15%
Mid-term:	30%
Research Paper	30%
Participation:	15%

Mid-term Grades
Mid-term grade will be provided to undergraduate students prior to the mid-term date. This grade will include all work that has been completed before the close of mid-term excluding credit for class participation.

Disability Statement
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours or by appointment. In order to receive

accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Assignments & Exams

Small Group Presentation (electronic poster) – Students will be assigned to groups of 3-4. Select an historical US military conflict for examination. Prepare an electronic poster that covers the following:
[1] Discuss pertinent political and cultural antecedents to the conflict, including: (a) the roles of various nation-states and other international entities, including formal and informal alliances (b) a timeline of significant events that precipitated armed conflict, including the process by which the US ultimately became involved in armed conflict [2] Describe the American public's reaction to the buildup of tensions, and ultimate decision by US leaders to enter the conflict. Include: (a) to what extent was the military intervention supported by the general populace? (Include statistical data, where available) (b) Was there an organized opposition to the conflict? If so, what tactics did these entities use? (c) Did public opinion regarding the conflict change after the cease of military operations? [3] Describe a social consequence of the conflict. For instance, did the conflict result in the large scale orphaning of children? Did the conflict result in significant economic change, such as economic boom, recession, major shifts in the labor market (use relevant statistical data to support this discussion) [4] Discuss one or more "lessons learned", from a psychosocial perspective, from this conflict. This discussion might include lessons learned regarding the relationship between war-related trauma and psychopathology, proper treatment of psychological injuries, or insights gained through social changes necessitated by the conflict.

Note: Students may need to search bodies of literature outside typical social science databases. Searches of political science and history databases may be especially useful.

Note: Groups must get pre-approval from the course instructor for selected topic.

Additional assignment for graduate students

Graduate students will write a 6-8 page paper, examining the effects of the selected armed conflict on the general population, or a selected sub-population of the opposing nation-state. This paper should include discussion of: [1] the political and economic systems in place leading up to the time of armed conflict [2] the process by which the nation became involved in armed conflict with the US [3] perceived level of support for conflict by the nations state's population [4] The socioeconomic consequences of the conflict for the state's population, and [5] the state's current political and economic structures, and nature its current political relationship with the US.

The paper should cite a minimum of 6 scholarly sources, and should comply with writing and formatting standards outlined in the American Psychological Association Publication Manual, 6th Edition.

Grading: The electronic poster will account for 25% of the final course grade for undergraduate students and 10% of the final course grade for graduate students. The related written assignment required for graduate students will account for 15% of the final course grade.

Mid-term exam: This will be a comprehensive examination of all material covered in the first half of the course. Questions will be in multiple choice and short-answer formats. The exam will be timed and completed via Blackboard synchronously (in real time), and will be administered during the scheduled class meeting time.

Individual research paper – Students will select a macro or micro social problem currently or historically relevant to military and/or veteran populations. Some examples of macro-level issues include integration of minority groups into the military, economic hardship, geographic mobility, reintegration into the civilian workforce. Some examples of micro-level issues include, substance use disorders, conflict-specific injury, family dysfunction [note: you may not select PTSD unless pre-approved by instructor].

Papers will include:

1) Background information regarding the presentation and historical development of the selected macro or micro problem. For instance, did the problem arise from a particular military conflict, or was an existing social problem exacerbated by the conflict? Relevant background data will depend on how you frame your paper. You may choose a problem, such as substance misuse, and examine its relationship to a specific conflict (e.g. the Vietnam War). Or, you might choose to examine a problem such as depression, and how it has been related to a several conflicts over time. This section should contain properly cited epidemiological data.
2) A discussion of the social response to the problem. What policy initiatives were undertaken toward addressing the problem? Relevant policies may include federal, state, and local laws, as well as policies implemented by governmental organizations or changes in standards of practice for particular professional entities. Were novel micro or macro interventions developed in response to the problem?
3) Discuss the current state of the problem. Were intervention efforts successful? To what extent? Cite relevant research findings to support your arguments.
4) Describe the limitations of our current knowledge of the issue. What important information is unavailable at this time? What is the impact of these knowledge deficits on society's ability to ameliorate the problem?

    For Graduate Students only:

5) Propose a research plan to address a specific knowledge gap related to the social problem. The plan should include: a) Study design (experimental, quasi-experimental, epidemiological, etc.), b) Description of the research sample. Explain which characteristics are specifically sought, and why, c) Study methods: What exactly will be done? How will data be analyzed? And d) Implications of the findings for guiding social work practice.

    [This section should be approximately 3-4 pages]

General Instructions for the research paper:

Undergraduate students: Total length 8-10 pages, minimum of 8 scholarly references.

Graduate students: Total length 11-13 pages, minimum of 12 scholarly references.

All: Papers should comply with standards describes in the Publication Manual of the American Psychological Association, 6th edition.

Grading: This assignment will account for 25% of the course grade.

Course Policies

Verification of Absences

Except for the mid-term examination, this course will be delivered in an asynchronous format, meaning students will complete course requirements at times of their convenience, within specified deadlines, typically on a week-to-week basis. Students who are unable to complete the mid-term exam on the scheduled time, or who are unable to complete assigned tasks by designated deadlines, must verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required.

Submission of Assignments

Papers need to be formatted according to **APA publication guidelines (6th edition).** Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed on white paper with 1" margins on all sides. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines.**

All assignments are due by 11:59 pm, on the designated due date, and must be submitted via Blackboard. Late assignments will be penalized 5% each day late unless otherwise arranged with the professor.

Make–up Opportunities

Make-up quizzes/project work/exams will only be considered for those students for whom the conditions for excused absences outlined in the Student Handbook apply. Students who miss graded projects because of unexcused absence will not be able to make up that graded work. Only students who miss a class with verified excused absences will be able to make-up exams/quizzes or other graded projects. **It is the student's responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**

Academic Integrity Statement

It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.cs.uky.edu/%7Epaulp/Plagiarism.htm A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of

the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiarism. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison.
<u>A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.</u>

Classroom Behavior, Decorum, and Civility

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment. These expectations apply regardless of medium used for communication: face-to-face, electronic discussions, etc.

Students are expected to actively participate in the course by:

✶   Demonstrating a commitment to share thoughts and feelings with other students
✶   Actively participating in on-line discussions
✶   Assuming responsibility for involving the other students in all subjects discussed (listening, asking others questions, and allowing space for others to contribute)
✶   Sharing relevant information from one's knowledge base or life experiences with classmates
✶   Contributing substantially to small group assignments and behaving in a constructive, collegial manner with other students
✶   Students are expected to follow social work ethics by respecting their colleagues and maintaining confidentiality.

Course Calendar

Week 1   Introduction to the Course – Overview of the military as a
                   social institution & social work's historical role in serving military populations

                   Text- A brief history of social work with the military and veterans

Week 2   US Military Culture – Implications for social work practice

                Readings:

                Text - Military culture and diversity

                Shelton, I. (2022*). The civil-military gap need not become a chasm*. National Defense
                University Press, US Department of Defense: (64),
                pp. 6—66. Full text available at http://www.ndu.edu/press/civil-military-gap.html

                Parco, J.E. & Levy, D.A. (2013). Policy and paradox: Grounded theory at the
                moment of DADT repeal, *Journal of Homosexuality*, 60:356–380.

Week 3   The Warrior, the family, and the veteran – Examining the roles and experiences of those
                 who serve

                Readings:

                Text-   A brief history of US military families & the role of social workers

                          Supporting National Guard and Reserve members and their families

                Manske, J.E. (2006). Social work in the department of Veterans Affairs: Lessons
                learned. *Health and Social Work*, 31(3), pp. 233-238.

Week 4   The cost of service – Psychosocial stress and pathology in the warrior community
                (part 1 – the warrior)

                Readings:

                Levy, B.S. & Sidel, V.W. (2009). Health effects of combat: A life-course perspective.
                Annual Review of Public Health, 30, pp.123-136.

                Text – Post traumatic stress disorder (PTSD) in veterans

                Text – Suicide in the military

Week 5   The cost of service – Psychosocial stress and pathology in the warrior community
                (part 2 – the family)

                Readings:

                Text – Cycle of deployment & family well-being

                Text – Grief, loss, & bereavement in military families

Week 6   Women warriors – Unique stresses

                Readings:

                Text – Women in the military

                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. *Social Work in
                Health Care,* 50(1), pp. 34-50.

Week 7   *** Mid-term exam ***

Week 8   Evidence-based interventions – Traumatic brain injury (TBI)

                Readings:

                Text - Traumatic brain jury (TBI) in the military

                Text – TBI and social work practice

Week 9   ***Electronic Posters due***

                Evidence-based Interventions – Post Traumatic Stress Disorder

                Readings:

                Text – The neurobiology of PTSD and Cognitive Processing Therapy (CPT)

                Text – Treating combat-related PTSD with Virtual Reality Exposure Therapy

                Text – Psychopharmacology for PTSD and co-occurring disorders

Week 10   Evidence-based interventions – Substance Use Disorders & Co-morbidity

                Readings:

                Text – Assessing, preventing, and treating substance use disorders in active duty military
                settings

                Text – Preventing and intervening with substance use disorders in veterans

Week 11   Evidence-based interventions – Marital and Family Stress

                Readings:

                Text – Family-centered programs and interventions for military children & youth

                Text – Couple therapy for redeployed military veteran couples

Text – Theory and practice with military couples and families

Week 12   Evidence-based interventions – Loss & bereavement

Readings:

Text – Grief, loss and bereavement in military families

Week 13   ***Research paper due***

Coming home – Challenges to transition from military to civilian life

Readings:

Text – Transitioning veterans into civilian life

Text – Homelessness among veterans

Text – The stress process model for supporting long-term family caregiving

Week 14   Systems of Care -- Department of Defense, Department of Veterans Affairs, and
            community-based services

Readings:

Text – Navigating DoD and VA systems of care

Beder, J., Postiglione,P & Strolin-Goltzman, J.(2012). Social Work in the Veterans
Administration Hospital System: Impact of the Work. *Social Work in Health Care*, 51:8, 661-
679.

Week 15   Serving those who serve -- Ethical considerations for helping professionals

Text – Ethical decision making in military social work

Text – Secondary trauma in military social work

University of Kentucky
College of Social Work

SW 780: Guided Independent Work: Military and Veteran Populations
(3 credit hours)

Instructor: Office:
Office hours: By appointment   Email:
                                                           Phone number:

Classroom: TBA
Meeting pattern: TBA

Note: I respond to student emails within a 24 hour time period, with the exception of weekends, wherein it may be 72 hours. Please use the e-mail feature on your Blackboard course shell for all correspondence regarding the course.

Course Description

SW 780 Independent Work
Organized study, research and/or tutorial focused on special issues or problems affecting military and veteran populations.

Prerequisites: Graduate standing of 3.0 overall GPA. SW 580 (replace with permanent #) and FAM 759, one of which may be completed concurrently with SW 780.

Course Objectives

This guided independent study is a graduate student-directed learning experience, for which faculty provide oversight and direction. Participation in SW 780 requires critical thinking and reflection regarding relevant material, conceptualization of an independent study project and the development of an electronic portfolio which addresses each learning outcome. Students will meet with the course instructor and/or other certificate-seeking students via electronic resources such as Echo 360, Adobe Connect, or Skype. The seminar instructor will determine the most effective means of communication with students, considering access to various web-based communication tools.

The purpose of this course is to provide students with an opportunity to independently explore, investigate, and critically analyze specific issues or problems, or conduct research activities of interest to the student, in relation to working with military and/or veteran populations. Students complete this study by working with the seminar instructor. The Military Behavioral Health Certificate Advisory Board may also assign students to work with an additional mentor, based on interest and expertise. Students will work collaboratively with the seminar instructor to and formulate focused project that addresses required student learning outcomes. Students will apply knowledge and skills gained from other areas of the curriculum.

To pursue a guided learning experience, students will work collaboratively with the seminar instructor to identify a study project and/or area of focus. Working the seminar instructor, students complete a learning agreement that delineates how the student's final electronic portfolio will reflect successful completion of each learning outcome. (See attached sample Independent Study Form).

Learning Outcomes

Student learning outcomes will be addressed through assessment of relevant advanced practice behaviors. Student work will address the following student learning outcomes:

In this course, students will be able to:

1. Demonstrate professional behavior that reflects awareness of and respect for military and veteran cultures

2. Demonstrate knowledge related to risk and protective factors associated with deployment, military service, and other aspects of life and role transitions that service members and veterans experience

3. Locate, evaluate, and analyze current research literature related to military behavioral health

4. Demonstrate the ability to critically appraise the impact of the social environment on overall wellbeing of service members, veterans, their families, and their communities

Primary Practice Behaviors (Learning Outcomes)

This course assists students to develop competency in the following practice behaviors:

1. Exhibit professionalism in all interactions with study site personnel, clients, and other students

2. Demonstrate a sophisticated level of understanding of challenges and stresses related to military service, the effects of these on functioning and wellbeing of military populations, as well as an understanding of the role of specific protective factors in ameliorating distress and pathology

3. Identify and critically analyze scientific literature regarding psychosocial interventions that address problems and pathologies that commonly affect military and veteran populations.

4. Identify and critically assess the role of environmental factors that affect a specific military population in terms of health and wellbeing

Secondary Practice Behaviors

6. Develop a commitment to engage in career long learning
7. Make ethical decisions by applying standards of the NASW and other social work code of ethics
8. Demonstrate professional demeanor in behavior, appearance, and communication
9. View themselves as learners and engage with clients to understand their clients' lives, cultures, and experiences
10. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services)

Means Practice Behaviors

4. Distinguish, appraise, and integrate multiple sources of knowledge including research-based knowledge and practice wisdom
5. Demonstrate effective oral and written communication in professional settings
6. Continuously discover, appraise, and attend to contextual changes (for example current events, changing locales, populations, scientific and technological development and emerging societal trends to provide relevant services)

Assessment Methods:

Electronic Portfolio:

An assessment of the student's achievement of learning outcomes will be accomplished through the development and submission of an electronic portfolio. The portfolio will demonstrate successful completion of each learning outcome described above. See Appendix A for portfolio structure and contents. The portfolio will be the primary means of assessment of quality of work submitted, and course grade. Participation, including proactive communication with the course instructor regarding the process of developing the portfolio, will also contribute the final evaluation of course grades. See detailed description of portfolio components below.

Components of Final Course Grade:

       80%   Electronic Portfolio
       20%   Participation

Required Reading
Reading assignments will be determined by the student and faculty mentor. **Note:** For a project to be considered appropriate for SW 780 there must be an academic component beyond participating in experiential learning.

Teaching Format:
The seminar will be conducted in a distance learning format. The course instructor will develop a schedule for individual and group seminar discussions based on student needs. These communications will be conducted via web-based tools, as described above. The instructor has discretion to schedule mandatory synchronous meetings, as needed.

Technologies requirements for this course: Because this course relies on a web-based interaction (use of Blackboard), you should have ready access to a computer with a reliable internet connection and should meet the technological requirements outlined in the Blackboard course shell for this course – see "Technical Requirements" tab in Blackboard to assess your readiness for this course or at this website: http://www.uky.edu/DistanceLearning/current/technology/techReqs.html

Technical Difficulties
Questions regarding technical difficulties may be directed towards UK's Information Technology Customer Service Center (http://www.uky.edu/UKIT) or 859-218-HELP.

Distance Learning Library
Information about distance learning library services can be accessed at (http://libraries.uky.edu/dlls). The distance learning librarian for the University of Kentucky is Carla Cantagallo (Carla@uky.edu; 859-257-0500, ext. 2171). All distance learning students and main campus students receive link blue and library accounts. These accounts allow students to have remote access via proxy servers to electronic library services and materials. There is also a library resource tutorial available that is specific to social work and reviews library services and how to navigate the website: http://libguides.uky.edu/LibGforSW.

Graduate Grading Scale
A = 90-100
B = 80-89
C = 70-79
E = Below 70

Disability Statement

Any student who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact the Disability Resource Center at 859-257-2754 to discuss accommodations necessary to ensure his/her full participation in this course.

Submission of Assignments

Any papers required as part of the individual study are to be written and formatted according to **APA publication guidelines (6th edition).** Students should consult with their instructor if they have questions about requirements of APA style writing**.** Students are expected to submit required papers free of grammatical and spelling errors, and to use citations when appropriate. Students should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning.

Academic Integrity Statement

It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud/Plagiarism.pdf .A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

 Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database (such as Turnitin.com or Safeassign in Blackboard) to check for plagiarism comparison.
A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.

Student Behavior, Decorum, and Civility

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading another on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment.

Student Participation Expectations
Students are expected to actively participate in the SW 780 by:
✶ Initiating the independent study idea and actively participating in its planning.
✶ Attending meetings with the faculty mentor and other community or faculty personnel having completed the necessary work and reading and being prepared to discuss them
✶ Demonstrating an active interest in the topic of the independent study as demonstrated by verbal and nonverbal behaviors and follow-through with assignments

Professional Preparation
As a graduate student in social work, you are expected to adhere to the standards and guidelines for professional behavior as outlined in the *NASW Code of Ethics* and social work licensure rules and regulations expectations.

Instructions for Electronic Portfolio

The electronic portfolio chronicles the student's learning experience, using various electronic media, and addressing specified learning outcomes. The course instructor, in collaboration with the student, will set deadlines for each element of the portfolio based on the nature of the student's experiential learning arrangement. The portfolio must address all learning outcomes in order to successfully complete the course.

Unless, an alternative format is approved by the course instructor, the elements of the portfolio will be structured in the following way:

Portfolio Contents:

Part 1 (25 points : Develop an <u>electronic poster</u> detailing the unique experiences and challenges of a particular military or veteran sub-population associate with your placement. The e-poster should include:
- A demographic description of the population, including relevant information regarding age, gender, and sexual orientation, as applicable
- A detailed discussion of this group's history within the Armed Forces
- A detailed discussion of unique experiences and challenges experienced by this population, including perceptions of relative power, oppression, or stigma experienced within the military system

Part 2 (20 points): Develop an <u>annotated bibliography</u> of scholarly work that addresses a particular challenge faced by the identified population. Include a minimum of 15 scholarly sources.

Part 3 (50 points): Submit an 11-13 <u>research paper</u> that critically examines the body of literature relevant to the experiences/challenges experienced by the identified target population. The paper should be written in accordance to APA guidelines, and should address:

- A summary of the historical experiences of the population within the military
- A detailed discussion or one or more psychosocial stresses or pathologies that uniquely affect this population
- A critical analysis of the extant research literature regarding prevention and/or intervention strategies that have been implemented to address the particular problem within this population. Include:
  - Discussion of your assessment of the effectiveness of current interventions
  - Discussion of cultural factors that may influence the effectiveness of interventions with this particular population, in relation to the identified stresses/challenges
- A proposal for improving services to this population and/or a research plan to address limitations of current knowledge in this area.

Part 4 (5 points): A <u>list of electronic resources</u> or services available to assist the population or the specific challenges discussed above. Provide a brief description of purpose and components of each resource.

If no such resources are available, write a one page paper, proposing the creation of a new resource that would serve to address the identified problem area.

FAM 759 – Section 201

Special Topics – Working with Military Families

Instructor: Laura M. Frey
Office Address: 316D Funkhouser Building
Email: laura.frey@uky.edu
Office Phone: (859) 257-4033

Course Description:

This course provides an overview of military work-and-family connections. Students will gain familiarity with the challenges unique to military individuals and families and the resources available to address them. Topics to be covered include (1) theoretical approaches to understanding the impact of military work on individuals and families; (2) demographic profiles of and organizational demands on military service personnel and their families; (3) military service and outcomes for children and adolescents and the roles and challenges of military spouses; (4) family policy in the military, including formal and informal support structures and emerging trends in serving military families.

Student Learning Outcomes:

At the end of the course, students should be able to

1. Explain about military culture, military organizations, and the theoretical frameworks that guide understanding of outcomes to military service
2. Describe the unique challenges and opportunities facing active duty personnel and their families
3. Identify differing effects of military service (including deployment and injury) on military personnel and family members
4. Analyze the benefits, formal programs, policies, and support services for personnel, their spouses, and their children.
5. Demonstrate and synthesize knowledge through discussion, interviews, papers, and/or information pieces.

Required Materials:

Macdermid Wadsworth, S., & Riggs, D. (2011). *Risk and resiliency in military families.* New York, NY: Springer.

COURSE REQUIREMENTS

A. Weekly Discussion Posts (10 points each –140 points total)

Each week, the instructor will post a discussion topic on Blackboard. The assignment is to post a critical analysis on the given subject based on knowledge you have acquired and

synthesized from your readings. This post should be   roughly two paragraphs in length at least and incorporate ideas, language, and   your thinking stimulated by the reading. In addition, you must comment on at least two other students' postings, after everyone has posted their initial responses. In doing so, you may wish to clarify their information with information of your own or agree/disagree with their positions. No one-liners, flames, or reiteration of a classmate's comment. These responses do not need to be lengthy, perhaps a paragraph, but they should still be analytical in nature and drawn from the   material in the assigned readings. You must support your responses and/or positions with material found in your readings or with another source. Use APA guidelines when citing sources.

Each new discussion topic will appear on Blackboard on the Wednesday before the week it is due. Your initial post should be posted by midnight on Wednesday of the week it *is* due. Your responses to classmates' posts should be made by midnight on Friday of that week. As an example, Week 2 will begin on January 16. Therefore, (a) the discussion topic will appear on Wednesday January 11, (b) you should post your initial response by January 18, and (c) your responses to classmates' posts will be due January 20.

B. <u>Three Learning Activities</u> (25 points each – 75 points total)

The assignment is to complete 3 learning activities and write a report of the activities completed. Written reports will be posted on Blackboard and shared with other students. Below, options for activities are listed. **Assignment due: April 23.**

1. Visit a military museum, VA hospital, military installation, or other service agency serving military personnel and their families. Write a 1-2 page synopsis about where you went, what you learned, and how it relates to information covered in class.

2. Attend a conference concerning military family support issues and write a 1-2 page synopsis about where you went, what you learned, and how the conference information relates to information covered in class.

3. Participate in a military support activity and give a 1-2 page report. This option can include a wide array of activities, such as writing letters to service men and women, offering support to a family with a deployed member, putting together a care package for a deployed member or donating time to work on another type of military care project through your religious community or civic

    organization.

4. Utilizing information you have learned in the course, conduct an interview with a military service member and/or a member of their family. Write a 1-2 page report noting the issues you discussed such as the challenges of military work, and family life, resources and strategies that the families uses during different phases of the deployment cycle, the impacts of military service on different family members.

5. Take an hour of your time and take a thorough visit of two or three websites designed to assist military families. Write a critique on the strengths and weaknesses of the websites you choose (at least one page per website). Do they

address relevant issues for the populations targeted? Do links work? Are relevant services offered? How many hits exist on each web page? Are articles and information pieces up to date? How could it be improved? See some examples of military websites below or you may use a search engine and find others.

Military Community: www.military.com
Military One Source: www.militaryonesource.com
USA 4 Military Families: www.usa4militaryfamilies.dod.mil Military Wives: www.militarywives.com
Operation Military Kids (OMK): www.operationmilitarykids.org Our Military Kids: www.ourmilitarykids.org

C. <u>Research Project</u> (100 Points) – Two Options

This project will be completed in two stages: an annotated bibliography due at midterm and the research paper itself which is due the last week of class.

Research Topic – 5 points – Before beginning the next two assignments, you must choose a research topic that is approved by the instructor. Your topic should be one that you can discuss for at least 6-10 pages. You are welcome to contact the instructor by phone or email to discuss your options. **Assignment due: February 6**

Annotated Bibliography – 30 points – Utilizing APA format, the student will compose an annotated bibliography of the sources they will use in their research paper / information pieces. The bibliography should include approximately 10-15 references. Please see Blackboard under Course Documents for a 3-page APA Format for Annotated Bibliographies which includes examples. **Assignment due: March 5**

Research Paper – 65 points – Choose one of the following options:

Option 1: Using the 10-15 references from your annotated bibliography, write an 8-10 page paper covering a relevant military family issue

(approved by instructor). You may choose a topic covered in class readings or one that has not been covered. The paper can be written as an informative piece concerning the given issue or as a positional piece where you will defend an argument regarding a current policy being utilized by the armed forces. **Assignment due: April 30**

Option 2: Utilizing the 10-15 references from your annotated bibliography, design a 6-10 page activity or information piece on a topic **(approved by instructor)** that could be used with military families or with those within the general population who may have issues that are similar. For example, you may design an activity to help different family members through the moving process (i.e., before, during, and after the move) or you may design several pages of helpful tips for transitioning into a new home, school, or community. Several Cooperative Extension information pieces are available on Blackboard as examples. **Assignment due: April 30**

Course Grading

Grading scale for graduate students 90-
100% = A
81 – 89% = B
71 – 79% = C
Below 70% = F

Course Policies:

Submission of Assignments:
Students are expected to submit assignments online via Blackboard. In the rare even that Blackboard is unavailable, students should submit their assignments via email to the instructor at laura.frey@uky.edu. Late assignments will be docked 20% of the final grade for each 24-hour period past the due date for which they are late.

Attendance Policy.
Because of the online nature of this course, no attendance will be taken. However, your involvement and participation in the course will be monitored through your weekly discussion posts.

Excused Absences: (The following policies apply to events that result in late assignments.)

Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying

the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate notification of absences due to university-related trips is required prior to the absence.

Academic Integrity:
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other

academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the   passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

BLACKBOARD AND EMAIL SUPPORT

Feel free to email me with questions or issues you have regarding the course material. I will make every attempt to return your emails within a 24-hour period if I receive them prior to weekends. Computer technical issues should be resolved with trained Blackboard

personnel. Blackboard technicians are available by phone at 859-257-1300 or by email at helpdesk@uky.edu.

Temporary Course Schedule

DATE	TOPIC	READING
Week 1 January 11	Introduction	Get to know Blackboard.
Week 2 January 16	Introduction to Military Culture – Part I	Families Under Fire - Ch. 12; Video: Tony Dotson
Week 3 January 23	Introduction to Military Culture – Part II	MW & R - Ch. 1; Booth - pp. 1-22;
Week 4 January 30	Theoretical Perspectives	VanBreda - all VPA - all McDonald - all
Week 5 February 6	Military Issues for Spouses **Research Topics Due for Approval**	MW & R- Ch. 2, 4
Week 6 February 13	Impact of Military Life on Young Children	MW & R - Ch. 7, 8, 9
Week 7 February 20	Impact of Military Life on Adolescents	MW & R - Ch 12 Huebner & Mancini - all
Week 8 February 27	Major Challenges in the Military	Pincus (all) Johnson et al. (your choice) Video: Major Jesse Hedge & Pamela
Week 9 March 5	Impact of Combat, Trauma, and Injury **Anonymous Feedback**	MW & R - Ch. 11, 13; **Annotated Bibliography due**
Week 10 March 12	SPRING BREAK	SPRING BREAK
Week 11 March 19	Special Issues: Reserve and Guard	MW & R – Ch. 3 Griffith (all) Burnett-Zeigler (all)
Week 12 March 26	Special Issues: Women in the Military	MW & R - Ch. 17; McManimon - all Video: Candace Terry
Week 13 April 9	Special Issues: Single Service-members	MW & R – Ch.15, 16
Week 14 April 16	Special Issues: Retirement from Service	Taylor (all);
Week 15 April 23	Formal and Informal Support Services	Bourg & Segal (all); Booth et al. Ch. 7-8; NGA - all Video: Barbara Slater **Learning Activities due**
Week 16 April 30	**Anonymous Feedback**	**Research Paper due**

Booth et al., (2007). *What We Know About Army Families: 2007 Update.* Retrieved from http://www.mwrbrandcentral.com/HOMEPAGE/Graphics/Research/whatweknow2007.pdf

Bourg, C. & Segal, M.W. (1999). The impact of family supportive policies and practices on organizational commitment to the Army, *Armed Forces & Society*, 25(4), 633-652. Retrieved from http://web.ebscohost.com.ezproxy.uky.edu/ehost/pdfviewer/pdfviewer?vid=3&hid=13&sid=c9393ab5-7567-458e-bad2-57299a4d0496%40sessionmgr11

Burnett-Zeigler, I., Valendstein, M., Ilgen, M., Blow, A. J., Gorman, L. A., & Zivin, K. (2011). Civilian employment among recently returning Afghanistan and Iraq National Guard veterans. *Military Medicine, 176,* 639-646. Retrieved from http://web.ebscohost.com.ezproxy.uky.edu/ehost/pdfviewer/pdfviewer?vid=4&hid=13&sid=7dae627d-fd9e-4c2e-9198-0255eb158bb1%40sessionmgr10

Everson, R. B., & Figley, C. R. (2011). *Families under fire: Systemic therapy with military families.* New York, NY: Taylor & Francis Group. **In E-Reserves on Blackboard.**

Griffith, J. (2011). Reserve identities: What are they? and do they matter? An empirical examination. *Armed Forces & Society, 37,* 619-635. Retrieved from http://afs.sagepub.com.ezproxy.uky.edu/content/37/4/619.full.pdf+html

Huebner, A. J., & Mancini, J. A. (2005). *Adjustments among adolescents in military families when a parent is deployed: A final report submitted to the Military Family Research Institute and the Department of Defense Quality of Life Office.* Falls Church, Virginia: Virginia Tech, Department of Human Development. Retrieved from http://www.juvenilecouncil.gov/materials/june_8_2007/MFRI%20final%20report%20JUNE%202005.pdf

Johnson, S. J., Sherman, M. D., Hoffman, J. S., Johnson, P.L., Lochman, J. E., Magee, T. N., & Riggs, D. (2007). *The psychological needs of U.S. military service-members and their families: A preliminary report.* Prepared by the American Psychological Association, Presidential Task Force on Military Deployment Services for Youth, Families, and Service-members. Retrieved from http://www.ptsd.ne.gov/publications/military-deployment-task-force-report.pdf

McDonald, L. (nd). Hill's theory of family stress and buffer factors: Build the protective factor of social relationships and positive perception with multi-family groups. Retrieved from http://cecp.air.org/vc/presentations/2selective/3lmcdon/HILL'S_FAMILY_STRESS_THEORY_AND_FAST.htm

McManimon, S. (2009). Facts About Women in the U.S. Military. AFSC National Youth and Militarism Program . Retrieved from: http://www.cyberspacei.com/jesusi/focus/co/cows/afsc/youthmill/women.htm

National Governors Association. (2004). *State support for National Guard and regular military members and their families.* Office of the Deputy Under Secretary of Defense, Military Community and Family Policy. Retrieved from http://www.nga.org/files/live/sites/NGA/files/pdf/072104REPORTNATIONALGUARD SUPPORT.pdf;jsessionid=F3708957627A5407FD8FFBD138A70823

Pincus, S. H., House, R., Christenson, J., & Adler, L. E. (2005). The emotional cycle of deployment: A military family perspective. Retrieved from http://hooah4health.com/deployment/familymatters/emotionalcycle2.htm

Taylor, M. A. Shultz, K. S., Spiegel, P. E., Morrison, R. F., & Greene, J. (2007). Occupational attachment and met expectations as predictors of retirement adjustment of Naval officers. *Journal of Applied Social Psychology, 37,* 1697-1725. Retrieved from http://onlinelibrary.wiley.com.ezproxy.uky.edu/doi/10.1111/j.1559- 1816.2007.00234.x/pdf

Van Breda, A.D. (2001). *Resilience theory: A literature review.* Pretoria, South Africa: South African Military Health Service. Retrieved from http://www.vanbreda.org/adrian/resilience.htm

Violence Prevention Alliance (2010). *The ecological framework. Examples of risk factors at each level.* Retrieved from http://www.who.int/violenceprevention/approach/ecology/en/index.html

Approved Electives for Military Certificate

Social Work

SW 642 PSYCHOLOGICAL ASPECTS OF HUMAN AGING. (3)

Description and explanation of behavior, socialization and personality differentiation during the post-maturation developmental period: emotional aspects of aging; perception; intelligence; learning; motivation; normal and abnormal behavior; sexuality; life style. Prereq:SW 620 or equivalent, or consent of instructor.

**SW 627 COLLABORATIVE PRACTICE: SUBSTANCE
ABUSE, MENTAL HEALTH AND SOCIAL SERVICE. (3)**
This course provides students with critical knowledge about substance abuse and mental health problems experienced by families. A variety of subjects related to substance use disorders and mental health problems will be discussed such as screening, assessment, case management, and referral services. Collaborative practice with substance abuse, mental health service providers, social services, and other providers is addressed. Prereq: Completion of a baccalaureate degree.

**SW 626 FORENSIC MENTAL HEALTH: EVALUATION AND TREATMENT.
(2-3)**
An intensive analysis and study of forensic mental health including court evaluation, courtroom testimony and treatment of the
victim.Students who wish to take this course for three credits will be expected to make an in-depth study of a specific content area. Lecture, two hours; laboratory (only for those taking the course for three hours), two hours per week. Prereq: Knowledge of behavior and personality theory is highly recommended.

**SW 618 SOCIAL WORK PRACTICE WITH GAY AND LESBIAN PEOPLE.
(2-3)**
This course is designed to expand the knowledge and understanding of students about the theory and dynamics of homophobia, heterosexism, and homonegativity. The effects of living with prejudice and discrimination among the gay and lesbian support systems available. Micro and macro social work intervention strategies will be studied as they relate to overall themes. Prereq: SW 600or 601or consent of instructor

**SW 617 FAMILY VIOLENCE: SOCIAL WORK INTERVENTIONS.
(2-3)**
The development of a knowledge based framework for understanding, preventing and intervening in family violence as seen in child, spouse and elder abuse.

SW 603 SOCIAL WORK PRACTICE WITH CHILDREN AND YOUTH. (2)
Study and analysis of developmental crises and problems of children and youth. Emphasis upon social work strategies of intervention for prevention, amelioration or resolution. Prereq: SW 600 or 601 or consent of instructor.

SW 606 SEMINAR IN CRIMINAL JUSTICE PROCESSES. (2)
Criminal justice processes are studied and evaluated emphasizing system aims, theories of criminality and societal reaction, the consequences and costs to offenders and to society of current policies to control and prevent crime. Traditional and innovativecommunity and institutional programs for adult and juvenile offenders will be examined.

**SW 611 SOCIAL WORK PRACTICE IN MENTAL
HEALTH. (2-3)**
Description, analysis, and examination of social work practice in the mental health service delivery system, with particular emphasis on social work interventions and roles.

**SW 612 SEMINAR ON SOCIAL WORK PRACTICE WITH
WOMEN. (2-3)**
This seminar focuses on the special problems and practice strategies relevant to selected groups of women served by social work.

**SW 505 CHILD WELFARE
SERVICES. (2-3)**
This course provides a comprehensive introduction to child abuse and neglect, including historical perspectives, indicators of maltreatment, theories about its etiology, and effective interventions on the micro and macro levels. Students will learn about child protective policies and services, and the social worker's roles and responsibilities.

**SW 510 MENTAL HEALTH KNOWLEDGE FOR THE SOCIAL
PROFESSIONS. (2-3)**
An analysis of personality development, behavior patterns, and social structural factors with special reference to mental health, its service delivery system, and implications for practice in the social professions.

Family Sciences

FAM 502 FAMILIES AND CHILDREN UNDER STRESS (3).

An investigation of the stressors and crises experienced by families and their members and their efforts to cope with them. Special attention is given to prevention, management and enrichment strategies. Implications for practitioners will be drawn from conceptual frameworks and recent research.

FAM 688 FAMILIES IN CRISIS (3)

An examination of non-normative, crisis events experienced by families and appropriate clinical interventions. Both transitional and situational crisis events will be explored along with typical family dynamics. Emphasis will be placed on intervention strategies for clinicians.

FAM 553 PARENT-CHILD REL ACROSS THE LIFECYCLE

Exploration of the parenting process from a lifespans perspective. Current theory and research, with childrearing application, will be emphasized. Emphasis will be on parent education methods and the changing parental role over the life cycle.

FAM 585 AGING AND ENVIRONMENT

Experience of environment. Physiological, psychological and social changes are related to adjustment
urban and rural community environments, special housing for the elderly, and long-term care environments.

FAM 601 SYSTEMIC FAMILY DEVELOPENT

An advanced exploration of normal family functioning from family systems theory and family
development/life cycle perspectives. The diversity among normal families due to various contextual factors
(e.g., ethnic/cultural/gender/family structure/ and historical factors) will be examined. Recent theory
development and research pertaining to the study of families, as well as critiques of this work, will be
included.

FAM 686 THEORY/METHODS IN MARRIAGE & FAMILY THERAPY

A survey of theories and methods used in marriage and family therapy. Designed to provide students with a
knowledge of the theoretical bases for marriage and family therapy, including an introduction to procedures
used to assess, diagnose and treat marriage and family dysfunctions.

FAM 687 TREATMENT MODALITIES IN MARRIAGE/FAMILY THERAPY

The primary systemic modalities in marriage and family therapy are presented both in theory and in case
study analysis. The presenting problem, history of the problem, family history, identification of dysfunctional
dynamics, goals, plan of treatment, and outcome/evaluation are emphasized in each modality. Procedures of
assessment, diagnosis, and intervention specifically applicable to each modality are emphasized together with
techniques common to both systemic and nonsystemic modalities. Research relevant to outcome/evaluation
of each modality is also emphasized. Students are expected to observe marriage and family therapy and to
serve as beginning level co-therapists with more advanced students under faculty supervision.

Gerontology

GRN 600 A STUDY OF THE OLDER PERSON

This will be a didactic/experiential course designed to give the student an overview of the effects of the
aging process on the individual person. Didactic lectures will focus on the psychological, social and
biological impact of aging. The experiential component will consist of having the students interact with
healthy elderly individuals from Donovan Scholars Program, the Sanders-Brown subject registry, and
individuals suffering   from diseases related to aging.

GRN 610 PSYCHOLOGY OF AGING

This is a graduate level seminar on the psychology of aging. The course will focus on many of the major
topics and theories relevant to understanding the aging process. It focuses on health behaviors, sensation and
perception, cognitive abilities, personality, social interactions, motivation and emotion, psychological
disorders, end of life issues, and successful aging. The course examines the topics above from a normal aging
perspective, atypical aging, successful aging, and demonstrates the interrelationships between the topics to
address the aging individual. The course will also focus on the methods used to conduct psychological
research with an aging population.

GRN 772 AGING AND THE LIFE COURSE

This seminar will establish a common foundation of knowledge through examinations of traditional "life courses" influencing individuals as they age through time, including household and family, education and work, and housing. This foundation will be built upon using critical examinations of such themes as gender roles, spatial experience, cognitive change and memory, and structural effects on life trajectories. Emphasis will be placed on surveys of existing literature and on integrating various life course elements within social and behavioral theory.

Psychology

PSY 622 PROSEMINAR IN PESONALITY

Investigation and current developments in the area of personality.

626 Survey of Health Psychology

A survey of the field of health psychology. It will explore the ways in which social and psychological research contribute to an understanding of health and illness behavior.

UK
UNIVERSITY OF KENTUCKY

Department of Family Sciences

College of Agriculture
315 Funkhouser Building
Lexington, KY 40506-0054
(859) 257-7750
Fax: (859) 257-3212
www.uky.edu

Memo

From: Ronald Jay Werner-Wilson, Ph.D.
Department Chair

Date: 4/30/2014

Re: Support for Certificate in Military Behavioral Health

I am writing to enthusiastically support the proposed Certificate in Military Behavioral Health. The Family Sciences Department will participate as an affiliate unit. Our department offers FS 759 – Working with Military Families; students in the certificate program will be permitted to take other courses in our department as needed.

UK
UNIVERSITY OF
KENTUCKY®

John F. Watkins, PhD
geg173@uky.edu

University of Kentucky
Graduate Center for Gerontology
740 S. Limestone, J523 Kentucky Clinic
Lexington, KY 40536-
859-218-0240
(fax) 859-323-5747

MEMORANDUM

TO: Dean of the Graduate School
          106 Gillis Building
          Lexington, KY 40506-0033

FROM: John F. Watkins
          Graduate Center for Gerontology

SUBJECT: Support for New Graduate Certificate in Military Behavioral Health

DATE: April 23, 2014

On behalf of the Graduate Center for Gerontology, I am pleased to offer our support of the implementation of the graduate certificate in Military Behavioral Health, to be housed in the College of Social Work. Our program will allow access of certificate students to our graduate courses, with the exception of our Ph.D. core seminars. Students from outside the Gerontology Department may take our courses on a space-available basis.

Sincerely,

John F. Watkins, Ph.D.
Professor
Director of Graduate Studies

U.K
UNIVERSITY OF KENTUCKY

College of Education
*Department of Special Education
and Rehabilitation Counseling
229 Taylor Education Building
Lexington, KY 40506-0001
(859) 257-4713
Fax: (859) 257-1325
www.uky.edu*

TO: Dean of the Graduate School
           106 Gillis Building
           Lexington, KY 40506-0033

FROM: Ralph M. Crystal
           Wallace Charles Hill Professor of Rehabilitation Education
           Department of Early Childhood, Special Education, and Rehabilitation
           Counseling
           224 Taylor Education Building 0001

SUBJECT: Support for New Graduate Certificate in Military Behavioral Health

DATE: April 28, 2014

The Rehabilitation Counseling Program faculty endorses and fully supports the implementation of the graduate certificate in Military Behavioral Health to be housed in the College of Social Work. Our department will allow access to the following graduate courses for students who have been admitted into this certificate program:

       RC 515 Medical and Psychosocial Aspects of Disabilities I;
       RC 516 Medical and Psychosocial Aspects of Disabilities II; and
       RC 540 Chemical Dependency in Rehabilitation Counseling.

Students from outside the Department of Early Childhood, Special Education, and Rehabilitation Counseling, enrolled in the Military Behavioral Health Certificate, may take these courses on a space-available basis.

Ralph M. Crystal, Ph.D.
Professor

October 6, 2014

Susan Carvalho, Interim Dean and Associate Provost
University of Kentucky
The Graduate School
106 Gillis Building
Lexington, KY 40506

Dear Dean Carvalho,

I support the implementation of the Interdisciplinary Graduate Certificate in Military Behavioral Health, to be housed within the College of Social Work. The college will provide material support in the form of one course release per year for the certificate director and funding for a part-time instructor to teach the newly implemented course, Guided Independent Seminar in Military Social Work, to be offered once per academic year.

James P. "Ike" Adams, Jr.
Dean and Dorothy A. Miller
Professor in Social Work Education

UK

UNIVERSITY OF
KENTUCKY

Veterans Resource Center
124 W.D. Funkhouser Building
Lexington, KY 40506-0054
859 257-1148
fax 859 257-3823
www.uky.edu

TO: Dean of the Graduate School
             106 Gillis Building
             Lexington, KY 40506-0033

FROM: Anthony G. Dotson
             Director, Veterans Resource Center
             124 Funkhouser Building

SUBJECT: Support for New Graduate Certificate in Military Behavioral Health

DATE: April 29, 2014

The Veterans Resource Center fully supports the implementation of the graduate certificate in Military Behavioral Health to be housed in the College of Social Work. My office will bring to bear all applicable resources both internal and external to the campus. I am honored to serve on its steering committee as well as a guest lecturer on military culture as needed. I will also help promote participation among our student veteran population both local and national as well as the many veteran service providers in the state of Kentucky.

I am excited to see this initiative nearing fruition and very much look forward to promoting it among my contemporaries.

Sincerely,

Anthony G. Dotson
Director, Veterans Resource Center

see blue.

	Graduate Template [Military Behavioral Health (CIP___)] Certificate Course Curriculum				

CERTIFICATE DEGREE REQUIREMENTS: (At Least 12 Credit Hours)

PROGRAM CORE REQUIREMENTS (9 credit hours):
Note: These are courses required of all students in the degree program

Prefix & Number	Course Title	Course Description	Credit Hours	Existing or New Course
530	Responding to Military and Veteran Populations	This course provides an overview of social work practice with military members, veterans, and military families. Students will learn to appreciate the unique experiences and stresses of military members and their families, and resultant implications for helping professionals serving this population. Topics to be covered include: (a) Warfare's historical role in shaping public policy (b)the military as a distinct subculture of American society, (c) common psychosocial problems and stresses experienced by military members, veterans, and military families, (d)a survey of evidenced-based treatments for common psychopathologies and psychosocial problems experienced by this population, (e) an overview of systems of care serving this population, including the roles of social workers within these systems, and special ethical considerations for social workers serving military and veteran populations.	3	New
SW 738	Independent Work with Military Populations	Participation in SW 780 requires critical thinking and reflection regarding relevant material, conceptualization of an independent study project and the development of an electronic portfolio which addresses each learning outcome. Students will meet with the course instructor and/or other certificate-seeking students via electronic resources such as Echo 360, Adobe Connect, or Skype.	3	New
FAM 759	Special Topics: Working with Military Families	This course provides an overview of military work-and-family conn familiarity with the challenges unique to military individuals and f available to address them. Topics to be covered include (1) theoretical a the impact of military work on individuals and families; (2) der organizational demands on military service personnel and their famil outcomes for children and adolescents and the roles and challenges of policy in the military, including formal and informal support structur serving military families.	3	Existing

GUIDED ELECTIVES
Note: Specified electives for the program and for each of the concentration/specialty; they are organized as groups of elective

courses, from which a student chooses one (or two, or three, etc.).

Program Elective Requirements: (**At least 3 credit hours from** the selected list
Note: Required of All students in the program

Prefix & Number	Course Title	Course Description	Credit Hours	Existing or New Course
SW 642	PSYCHOLOGICAL ASPECTS OF HUMAN AGING		3	existing
SW 627	COLLABORATIVE PRACTICE: SUBSTANCE ABUSE, MENTAL HEALTH AND SOCIAL SERVICE		3	existing
SW 626	FORENSIC MENTAL HEALTH: EVALUATION AND TREATMENT.		2-3	existing
SW 618	SOCIAL WORK PRACTICE WITH GAY AND LESBIAN PEOPLE.		2-3	existing
SW 617	FAMILY VIOLENCE: SOCIAL WORK INTERVENTIONS.		2-3	existing
SW 603	SOCIAL WORK PRACTICE WITH CHILDREN AND YOUTH.		2	existing
SW 606	SEMINAR IN CRIMINAL JUSTICE PROCESSES		2	existing
SW 611	SOCIAL WORK PRACTICE IN MENTAL HEALTH		2-3	existing
SW 612	SEMINAR ON SOCIAL WORK PRACTICE WITH WOMEN.		2-3	existing
SW 505	CHILD WELFARE SERVICES		2-3	existing
FAM 502	FAMILIES AND CHILDREN UNDER STRESS		3	existing
FAM 688	FAMILIES IN CRISIS		3	existing
FAM 553	PARENT-CHILD REL ACROSS THE LIFECYCLE		?????	existing
FAM 585	AGING AND ENVIRONMENT		?????	existing
FAM 601	SYSTEMIC FAMILY DEVELOPENT		????	existing
FAM 686	THEORY/METHODS IN MARRIAGE & FAMILY THERAPY		????	existing
FAM 687	TREATMENT MODALITIES IN MARRIAGE/FAMILY THERAPY		????	existing

			????	existing
GRN 600	A STUDY OF THE OLDER PERSON		????	existing
GRN 610	PSYCHOLOGY OF AGING		????	existing
GRN 772	AGING AND THE LIFE		????	existing
PSY 622	PROSEM IN PESONALITY		????	existing
626	Survey of Health Psychology		????	existing

Summary of Required Degree Program Hours	**Minimum Credit Hours*** *If not applicable, please not "na"*
Program Course Requisites	**na**
Program Core	**9**
Guided Elective Hours for Program *(e.g., elective courses required for program major)*	**3**
Total Program Core Hours	**9**
Concentration/Specialty Core *(e.g., courses required of students for specific concentration/specialty)*	**na**
Electives for Concentration/Specialty *(e.g., electives specific to the concentration/specialty)*	**3**
Free Electives *(i.e., these are "non-specified" electives and/or general elective hours outside the program required by the College/University for degree completion)*	**na**
Total Degree Hours* *(Total degree hours may be the same as Total Program Core Hours)*	**12**