



## University of Maryland College Park School of Public Health

Winter 2016

### FMSC Military and Veteran Services

**Classroom and Time:**

**Office Hours:**

**Phone:**

**Email:**

Class is on-line

By Appointment Only

Front Office

[pfanflik@umd.edu](mailto:pfanflik@umd.edu)

### Course Description:

This course will provide students with an overview of the issues impacting contemporary military families during times of war and peace. The military family lifestyle and culture will be explored. Topics will also include challenges facing military families, including deployment and reunion; mental and physical health issues; and social, emotional, educational, and financial concerns. The strengths of the military family, community, and institution will also be examined. Students will be introduced to skills and strategies for working with military families.

**Course Learning Objectives:** As a result of participating in this course, students will:

- Describe the wide variety of family structures in American society, including those characterizing major racial/ethnic groups.
- Identify and define basic stages of child and adolescent development, addressing behaviors in biophysical, cognitive, and social/emotional domains.
- Describe the current structure of the American Armed Forces, including military branches and differences between the officer corps and enlisted forces.
- Compare and contrast military and civilian family life.
- Analyze the impact of war on families and children/youth, including the effects of deployment and reunion on child/family physical, educational, social/emotional, and financial well-being.

### Program Competencies Addressed in this Course:

- Evaluate policy and programmatic interventions to address social and behavioral factors that influence family well-being.
- Analyze and critique the range of social structures and systems such as health, legal, and economic that affect family well-being.

**Communication:** If you have any questions or concerns related to this course, you are welcome to email me. E-mail correspondence is probably the best way to get in touch with me. I will respond to e-mail

within 24 hours. Please do not wait if you have questions regarding your assignments. I will check my e-mail every day and expect that you will do the same.

### **Required Texts and Other Readings:**

**Required: Hall, L. K. (2008). Counseling military families: What mental health professionals need to know. New York: Routledge.**

Readings assigned throughout the semester will include chapters from the text as well as some additional readings provided. Additional readings will be posted in electronic format (OR A LINK PROVIDED) on Canvas and you are responsible for all assigned readings (textbook chapters and additional readings), even when not covered in lecture.

**Learning Expectations:** I view this class as a partnership between the instructor and students with the goal of an enjoyable semester during which the students learn and master the course material. Both students and the instructor are expected to take an active role in achieving this goal. Students are expected to work hard to learn the course material and successfully complete the assignments. Students are also expected to be proactive and talk with the instructor if they are having a problem or need extra assistance. The instructor will work hard to help the students learn and master the material and will be available to students and responsive to their concerns. However, if you have logistical questions about the course (e.g. due dates, how to submit materials, etc.) please consult the syllabus and/or information on d before contacting me. I will respond last, if at all, to questions that can be answered by looking at the syllabus or the materials posted on Canvas.

Students are expected to watch and if possible, listen to all lectures posted. I encourage you to take notes on all material presented.

### **Respect for each other**

Participation in this online course will be conducted through the Blackboard discussion board. Although everyone will not always agree with each other, I expect everyone to be respectful of others in the class; this involves respectfully disagreeing to others' online posts and refraining from any derogatory comments or name calling in the entries. If you are disrespectful, the entry will be removed from the site and you will not receive credit for that posting.

### **Academic Honesty/Integrity**

I take academic honesty very seriously. The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student, you are responsible for upholding these standards for this course. If you violate any piece of the Code, I will report you to Honor Council – no exceptions! It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit [www.shc.umd.edu](http://www.shc.umd.edu).

To further exhibit your commitment to academic integrity; please remember to sign the Honor Pledge on all exams and assignments: *"I pledge on my honor that I have given nor received any unauthorized assistance on this assignment/exam."*

### **Disability Services**

Students who are registered with Disability Support Services are eligible for accommodations. All students with documented disabilities must contact me during the first week of class to arrange for accommodations for assignments or exams. Students with questions about disability support services may call the campus DSS office in the Shoemaker Building at (301) 314-9969.

### **Additional Campus Services**

The Learning Assistance Services (LAS) offers help with study skills, time management, test prep, grammar review, support for returning students, English as a second language, and more specialized help in learning. Interested students may contact LAS in the Shoemaker Building at (301) 314-7693.

The Center for Healthy Families provides free and confidential services by professional therapists to all UMD students (individual, couples, and families). Many students take advantage of these services when encountering personal, social, career, and academic issues that call for assistance beyond advice provided by friends and family. You may schedule an appointment by phone at (301) 405-2273.

### **University Closing or Class Cancellations**

If the University is closed due to inclement weather or another emergency on our scheduled exam day an announcement will be posted on the ELMS Canvas discussion board to verify that our class is cancelled.

### **INTRODUCTION QUIZ: SECOND DAY OF CLASS (no stress, just an introduction to the syllabus and the class)**

#### **Online Textbook Quizzes**

There will be 2 textbook quizzes that you will take online throughout the semester. The quizzes will be based on your assigned textbook readings, and they will be taken through ELMS. Quizzes must be completed by 11:59pm EST on the due date. Quizzes will only be available during the posted quiz day so if you do not complete it in time you will lose those points and will not be able to make them up.

#### **Weekly Readings/Slides and/or Audio Summary Papers**

There will be 3 (3 pages MAX) weekly summary papers during the semester. These summaries are designed to show your familiarity with **ALL** the topics covered during a specific week. Your brief summary must include all materials covered that week, not just one aspect. For example, if we have PowerPoint lectures and readings, you're expected to write something on both PowerPoint lectures and readings- summarize and be brief, you must stay within the page limit.

Information to be included in your summary: 1) what were the most salient points from this week's readings/slides/and/or audio information; 2) pick one or two ideas from what you have read and determine how you could use this information to better assist military families; and 3) why is this information important in our understanding of military families? The reading summaries are due by 11:59 pm (EST).

## Discussion Board

There will be 3 online discussions throughout the semester. Each week, a new entry will be posted on the discussion board in Canvas and it will be based on a current issue related to military children and families. All students are expected to contribute to this discussion at least once a week. To earn full credit, all entries must meet the requirements posted. For example, instructions may include something like this: (1) be at least 300 words; (2) respond to the topic and at least one other student's posting (unless you are the first to reply to the entry); and (3) include at least one reference to course content (if asked to provide a reference, you must provide a reference outside course materials).

Entries will be graded based on thoughtfulness and quality of writing. When citing material, the citation must appear in your response using APA. Entries must be completed by 11:59 pm EST on the due date. Entries will only be posted for approximately 3 days so if you do not reply in time then you will lose those points and will not be able to make them up.

## Movie Time

There will be 3 assigned documentaries for you to watch during the first 2 weeks of class. You will be required to answer questions posted and give brief summaries. These documentaries may be considered controversial and may be graphic, **viewer discretion is advised**. If you prefer not to watch these documentaries, I will assign alternative activities but please contact me 3 days prior to the assignment due date. In order to watch one movie, you must register with Hulu (<http://www.hulu.com/free> (Links to an external site.)), **DO NOT** pay for Hulu Plus to watch Along Recovery.

- 1) Homefront (week 1) <http://www.pbs.org/veterans/stories-of-service/stream-tv/a-to-z/homefront/> (Links to an external site.)
- 2) Wartorn (week 2) <http://topdocumentaryfilms.com/wartorn/> (Links to an external site.)
- 3) Along Recovery (week 2) <http://www.hulu.com/watch/555564> (Links to an external site.)

## Military Families Annotated Paper

For this paper you will prepare an annotated bibliography using **5 peer reviewed articles**. You are to begin with an introduction of why your topic is important. After your introduction, for each article, correctly cite the article (APA format) followed by a brief summary of the article. The summary allows the reader to know what the article is about and why this article is important to your research topic. You will then provide a critique of the article with your personal thoughts. (PLEASE FOLLOW THE OUTLINE PROVIDED BELOW). If you still have questions regarding how to do an annotated bibliography, please refer to: <http://owl.english.purdue.edu/owl/resource/614/01/>

**DO NOT USE COURSE READINGS for your references**. As you write your papers, please keep in mind that this class is about military families. As a result, your paper and subsequent articles should focus on your topic as it relates to military families. For example, if your topic is family violence, make sure your articles focus on family violence and the military not just family violence.

## Exam

There will be an online exam based on assigned readings and class activities (podcasts, articles, movies, etc.). You are responsible for all reading material whether it is directly covered in lecture or not. The exam will be comprehensive in nature. The exam must be taken when scheduled and no make-up exams will be given without a University-approved excuse. The final exam will be: **FRIDAY, Jan. 22, 2016.**

Any student found cheating during the exam will be reported to the University Honor Council. Cheaters will earn a '0' on the exam and there will be no opportunities to make-up the exam.

## Grading System

Grades are not negotiable. Your final grade will be based on an objective evaluation of your performance in this course. If you are concerned about your grade, you are encouraged to email me periodically throughout the semester to check on your progress and to discuss ways of improving your grade (if desired). Unless a student can demonstrate that near catastrophic events have led to a case of extreme hardship and that the majority of the coursework has already been completed, grades of "Incomplete" will not be given for this section of FMSC 425. If such events do occur, a grade of "Incomplete" must be negotiated with me before the final exam and may only be possible if the student has completed the majority of assignments/exams.

## Summary of Course Requirements and Points

1 Introduction quiz	10 points
3 Discussion Entries	30 points
3 Reading Summaries	30 points
3 Documentary Summaries	60 points
2 Online Textbook Quizzes	40 points
Military Family Annotated Bibliography	40 points
Final Exam	40 points
<b>TOTAL</b>	<b>250 points</b>

## Schedule and Due Dates

Date	Topic	Assignment Due
<b>Week 1</b>	Introduction to Military Life, Family, and Structures	
Day 2	Syllabus Review	Intro Quiz
Day 3		1 <sup>st</sup> Documentary Questions (8 questions)
Day 5		1 <sup>st</sup> Quiz (essay, no more than 500 words)
Day 6		1 <sup>st</sup> Reading summary (3 page max)
Day 7		1 <sup>st</sup> Discussion board post
<b>Week 2</b>	Impact of War on Families and Children/Youth Services Provided	
Day 9		2 <sup>nd</sup> Documentary Questions (8 questions)
Day 11		3 <sup>rd</sup> Documentary Questions (8 questions)
Day 12		Second quiz (t/f, open ended questions)
Day 13		Second reading summary (3 page max)
Day 14		2 <sup>nd</sup> Discussion board posting
<b>Week 3</b>	Working with Military Children/Youth and Their Families	
Day 15		Paper due (10 page max)
Day 17		3 <sup>rd</sup> Reading summary
Day 18		3 <sup>rd</sup> Discussion board posting
Day 19		Final Exam


### Week 1 (Jan 4-10)

- Introduction to Family Systems
  - Changing family structures and trends
  - Socioeconomic and cultural diversity
  - Unique challenges faced by each branch of the military
- Child and Adolescent Development: Ages and Stages
- Families in the Military
  - Organization of the military
  - Military lifestyles and culture (e.g., readiness, morale)
  - Military communities

### REQUIREMENTS and Important Dates this week Jan 4-10, 2016:

#### INTRODUCTION QUIZ

1. Carefully read through PowerPoint slides posted
2. Read chapters: 1, 2, & 3 in the Hall text book
3. Review: <http://www.militaryfactory.com/ranks/index.asp> (Links to an external site.) Be familiar with the different branches of the military and their functions which are listed on the first website. Click on all branches. You'll be tested on these so familiarize yourself.

4. Read Chapter 4: Unique Issues for Reserve Component (RC) Soldiers and Families (p. 48-67). Booth, B., Wechsler Segal, M., Bell, D. B., Martin, J. A., Ender, M. G., & Nelson, J. (2007). *What We Know About Army Families: 2007 Update*. Caliber, an ICF Company. Please read: [what we know 2007.pdf](#) 

5. Be sure to familiarize yourself with APA format: I will post a PowerPoint presentation—for those of you who have not had me as an instructor before, I am a stickler regarding APA. Everything you turn in to me should be in APA format.

6. Watch the Documentary “Homefront” <http://www.pbs.org/veterans/stories-of-service/stream-tv/a-to-z/homefront/> (Links to an external site.)

7. Documentary summary and posted questions are due Jan. 6th, 2016 at 11:59 pm (EST)

8. First Quiz posted Friday morning (Jan. 8th, 2016) at 9:00 am; you will have until 11:59 pm (EST) that same night to take and complete the quiz.

9. First Reading/PowerPoint/Audio Summary due Jan. 9th, 2016 at 11:59 pm (EST)

10. First Discussion board posting (Due Jan. 10th, 2016 by 11:59 pm, I will post your question on Jan. 8th, 2016).

11. You must have your annotated bibliography topic to me by Jan 11th, 2016, for my approval. I will review your topics and have them back to you by Jan 13th, 2016.

### **Week two (Jan 11-17)**

- Impact of War on Families and Children/Youth
  - Deployment, separation, reunion, death/loss
  - Mental and physical health challenges (e.g., Post-Traumatic Stress Disorder, Traumatic Brain Injury; family violence, suicide)
  - Educational challenges
  - Social and emotional challenges
  - Financial and household challenges
  - Changes in family roles/responsibilities (e.g., parent-child relationships, divorce/dissolution)

### **REQUIREMENTS and Important Dates this week July 20-26:**

1. Be working on your papers, **DUE DATE FOR YOUR PAPER IS Jan 18, 2016 by 5:00 pm with NO exceptions.**
2. Carefully read through PowerPoint slides posted
3. Read Hall Chapter 7

4. Read: Down, Jeff & Hefling, Kimberly. 9/27/2007. Wounded vets also suffer financial woes. Yahoo! News. [http://usatoday30.usatoday.com/news/nation/2007-09-30-3463022828\\_x.htm](http://usatoday30.usatoday.com/news/nation/2007-09-30-3463022828_x.htm) (Links to an external site.)

5. Read ONLY the summary: Karney, B., & Crown, J. S. (2007). *Families under stress: An assessment of data, theory, and research on marriage and divorce in the military*. Santa Monica, CA: RAND. Available online at [http://www.rand.org/content/dam/rand/pubs/monographs/2007/RAND\\_MG599.pdf](http://www.rand.org/content/dam/rand/pubs/monographs/2007/RAND_MG599.pdf) (Links to an external site.)

6. Bergner, D. (May 25, 2008) The Sergeant Lost Within. The New York Times. Available online at: <http://www.nytimes.com/2008/05/25/magazine/25injuries-t.html>

7. Read: *Your Soldier, Your Army: A Parent's Guide*, Chapter 6: The In-Laws (p. 33-41)

[http://www.ausa.org/publications/ilw/ilw\\_pubs/specialreports/Pages/SR\\_CodyBook.aspx](http://www.ausa.org/publications/ilw/ilw_pubs/specialreports/Pages/SR_CodyBook.aspx) (Links to an external site.)

**Read this carefully, there is very little research on how military life impacts parents of soldiers serving. Generally speaking, our soldiers are very young and many are not married. They typically rely heavily on their parents and other relatives as their primary social support network.**

8. Read: Silva, J. M., (2008). A new generation of women? How female ROTC cadets negotiate the tension between masculine military culture and traditional femininity. *Social Forces*, 87(2), 937-960. Available on-line through the UMD library

9. Listen to NPR stories:

<http://www.npr.org/templates/story/story.php?storyId=97889970>

(Take notes)

<http://www.npr.org/templates/story/story.php?storyId=131121563>

(Take notes)

<http://www.npr.org/templates/story/story.php?storyId=128800607>

(Take notes)

10. Read and Watch the Video (4 parts): "Suicides, Mental Health Woes Soar Since Start of Iraq War, Study Finds" <http://abcnews.go.com/Health/study-80-percent-army-suicides-start-iraq-war/story?id=15872301>

11. Watch the second documentary "Wartorn" <http://topdocumentaryfilms.com/wartorn/> (Links to an external site.)

12. Documentary summary and posted questions for Wartorn are due Jan 12th, 2016 at 11:59 pm (EST)

13. Watch the third documentary, "Along Recovery" <http://www.hulu.com/watch/555564> (Links to an external site.)



14. Documentary summary and posted questions for Along Recovery are due Jan 14th, 2016 at 11:59 pm (EST)

15. Second Quiz posted Friday morning (Jan 15th, 2016) at 9:00 am; you will have until 11:59 pm (EST) that same night to take and complete the quiz.

16. Second Reading/PowerPoint/Audio Summary due Jan 16th, 2016 at 11:59 pm (EST).

17. Second Discussion board posting (Due Jan. 17th, 2016 by 11:59 pm, I will post your question on Friday, Jan 15th, 2016)

### **Week three (Jan 18-22)**

Working with Military Children/Youth and Their Families

- Fundamental skills for working with military children/youth (e.g., listening, communication, problem-solving, conflict mediation)
- Helping children/youth in crisis
- Promoting resilience and positive educational, health, and behavioral outcomes (e.g., skill building)
- Helping children/youth cope with family transitions (e.g., deployment, reunion)
- Building effective partnerships with school, church, youth development, and other community support systems
- Resources and support services for military families
- Repeal of Don't Ask, Don't Tell


### **REQUIREMENTS and Important Dates this week Jan 18-22:**

1. Papers are due Jan. 18th, 2016 by 5:00 pm (EST) with no exceptions. **(Plagiarism is a serious offense, if you have any questions about how to cite articles correctly please contact me prior to the paper due date.)**

2. Carefully read through PowerPoint slides posted

3. Read: Hall Chapters 5 & 8

4. Read: Knox, J & Price, D. H. (1995). The changing American military family: Opportunities for social work, helping reservists and their families cope with separations and deployment. *Social Service Review* 69, 479-97. Available on-line through the UMD library

5. Read Chapter 6: Children in Army Families (p. 87-100). Booth, B., Wechsler Segal, M., Bell, D. B., Martin, J. A., Ender, M. G., & Nelson, J. (2007). *What We Know About Army Families: 2007 Update*. Caliber, an ICF Company. Available online at [what we know 2007.pdf](#) 

Please watch:

<http://www.youtube.com/watch?v=dXkFhfkSKxg&feature=related>

[Minimize Video](#)

<http://www.youtube.com/watch?v=OavExWfwlNo&feature=relmfu> (Links to an external site.)

(Take notes)

6. Third reading/PowerPoint/audio summary is due Jan. 20th, 2016 at 11:59 pm (EST)

7. Third Discussion board posting (Due Jan 21th, 2016 by 11:59 pm, I will post your question on Monday, Jan 18th, 2016)

Final exam, Jan 22nd 2016 (9:00-11:00 am EST)