



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

SWK 5170-102: Special Topics in Social Work and Social Welfare: Clinical Practice with Military Members and their Families

Course Description:

Theoretical and practical approaches to clinical practice with military families. Overview of common social issues in the military system and demands on the family dynamic.

Class Dates, Location and Hours:

Online Dates: May 14, 16, 21, 23, 28, 30 & June 4 & 6, 2018

Classroom Dates: May 15, 17, 22, 24, 29, 31 & June 5 & 7, 2018

Location: M/W online; T/Th in Room 210, Zarrow Hall, 700 Elm Avenue, Norman OK

Hours: 5:30 p.m. – 8:20p

Last day to enroll or drop without penalty: May 13, 2018

Campus Map and Parking Information: A map of the campus can be found on the OU website at: <http://www.ou.edu/map/>.

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Ajia I. Meux, MSW

Mailing Address: 3200 Marshall Avenue Suite 280
Norman, OK 73072

Telephone Number: (405) 325-3694

Email Address: ajiameux@ou.edu

Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Beder, J. (Ed.) (2012). *Advances in social work practice in the military*. New York: Routledge. ISBN 9780415891349.

2. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN 9781433805615.
3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

The purpose of this course is to understand the military culture within which military families function, the stressors such as deployment that they navigate, and the diversity of military family structures and how a range of diversity filters can impact the military family and military culture. The different military contexts (i.e., active duty, guard/reserve, veteran) are explored. Ethical issues for working in this environment are considered. Theory-based and research-informed strategies to intervene with military families are reviewed. Military family policies are examined and critiqued. Family life cycle interactions with the military demands are discussed. Students completing this course will have a more in-depth understanding of and ability to work with the military and the military families that are a vital part of society.

Educational Outcomes:

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:

1. Provide students with an understanding of the military culture and how military families cope with and thrive within the military.
2. Challenge the student to consider ethical dilemmas, diversity issues, and the many stressors inherent in the military, when striving to intervene with military families.
3. Identify primary systems that form the safety net for military personnel and their families, Including:
 - a. health, mental health and substance abuse,
 - b. housing,
 - c. education and employment training,
 - d. income support,
 - e. family services
4. Describe policies related to military families experiencing spousal or child abuse.
5. Describe policies related to confidentiality and consent to treatment within the context of military health and mental health care. Identify potential ethical dilemmas for military social workers.
6. Explore theories and research-informed intervention strategies.
7. Examine principles of human rights, social justice, and social work ethics.

Teaching/Learning Methods:

Teaching methods will include lecture and class discussion, as well as multimedia presentations, guest speakers, and small group activities. Full participation is essential to the learning process and will allow for the successful application of the course material in a way that is personally and professionally meaningful.

Students are expected to attend all classes and to complete the readings before class begins. Additionally, students are expected to participate in discussions by sharing information from their reading and/or field experiences. The instructor should be contacted in advance if the student is unable to attend class. Any

student with significant difficulty with class participation requirements should speak with the instructor at the beginning of the semester so that alternative forms of contribution can be identified.

Major Course Divisions:

- A. Understanding Military Culture
 - a. Identity of the Warrior
 - b. Characteristic of Military Culture
 - c. Relationships at Home
 - d. Implications for Practice
- B. Civilian Mental Health Care
 - a. Mental Health Concerns
 - b. Post-Traumatic Stress Disorder
 - c. Resilience Building Programs
 - d. Military Identity Transitions and the Continuum of Care
 - e. Mental Health Treatment Outside the Military
 - f. Engaging Veterans in the Mental Health Process
- C. Substance Use Disorders in Veterans
 - a. ADAPT Program
 - b. Theories of Substance Use Disorders
 - c. Assessment of Substance Use Disorders
 - d. Treatment of Substance Use Disorders
 - e. Clinical Considerations
- D. Child Abuse and Neglect in the Military
 - a. Who is eligible for care?
 - b. Military Risk Factors
 - c. Treatment and Prevention Services
 - d. MOUs and Community Partnerships
 - e. Service Limitations
 - f. Screening and Assessment
 - g. Military Protective Factors
- E. Domestic Violence in the Military
 - a. Who is eligible for care?
 - b. Military Risk Factors
 - c. Unrestricted Reporting
 - d. Restricted Reporting
 - e. Confidentiality
 - f. Treatment and Prevention Services
 - g. MOUs and Community Partnerships
 - h. Service Limitations
 - i. Screening and Assessment
 - j. Military Protective Factors
 - k. Impact on Children
- F. Sexual Harassment and Sexual Assault in the Military
 - a. Prevalence and Impact
 - b. Military Environment and Ongoing Contact with the Perpetrator
 - c. Military Culture and Values

- d. Unrestricted Reporting
- e. Restricted Reporting
- f. Confidentiality
- g. Screening and Assessment
- h. Referral and Consultation
- i. Impact on Children
- G. Assessing and Responding to Suicidal Risk
 - a. The Stigma of Seeking Help
 - b. Veteran Risk Factors
 - c. Suicide Risk Assessment
 - d. Interventions and Resources
 - e. Suicide Safety Plans
- H. Treatment of War-Induced Post-Traumatic Stress Disorder
 - a. Psychological Theories for PTSD and Treatment
 - b. Treatment of Deployment –Related PTSD
 - c. Approaches to Treatment
- I. Care Coordination of Military Traumatic Brain Injury
 - a. System of Care and Evaluation
- J. The Needs of the Wounded
 - a. Becoming Disabled
 - b. System of Care
 - c. Psychosocial Goals of Care
 - d. Crisis Intervention Strategies for the Service Member
 - e. Crisis Intervention Strategies for the Family
 - f. Disabled Veteran with a Co-Diagnosis of PTSD
- K. The Physiology of Warzone Exposure
 - a. Threat, Trauma and memory
 - b. Implications for Clinical Services and Ongoing Recovery
- L. Coming Home
 - a. Reentry
 - b. Reintegration
 - c. What Can Families Expect?
- M. Military Spouses and Families
 - a. Stressors Associated with Military Lifestyle
 - b. Coping Strategies
 - c. Therapeutic Interventions for Spouses and Family Members
- N. Family Resilience and War
 - a. Resilience Model of Family Functioning
 - b. Deployment Cycle
 - c. Family Resilience and Post-Traumatic Stress Disorder
 - d. Family Resilience and Severe Injury
- O. Wartime Death and Bereavement
 - a. The Ripple Effects of Wartime Death
 - b. Trauma and Grief
 - c. Complicated Verses Uncomplicated Grief
 - d. Serious Bereavement Complications

- e. Distinct Issues for Survivors
 - f. Circumstances of Death and Condition of Remains
 - g. Death Notifications
 - h. How to Talk to the Children
 - i. Secondary and Multiple Losses
 - j. Resources and Interventions for Care
- P. V.A. Integrated Post-Combat Care
- a. Post-Deployment System of Care
 - b. Social Work Case Management
 - c. Polytrauma System of Care
 - d. Caregiver Support
 - e. Vet Centers
 - f. Outreach
- Q. Ethical Challenges when Working with the Military
- a. Confidentiality and Diagnosis
 - b. Self Determination vs. Beneficence
- R. Self-Care
- a. Secondary Traumatic Stress
 - b. Burnout
 - c. Compassion Fatigue
 - d. Treatment and Prevention of Compassion Fatigue

Course Outline:

Date	Topics Covered	Reading	Assignments Due
Mon 5/14 online	Course Overview Understanding Military Culture Video: The Good Soldier*	Chapter 1 Chapter 2	N/A
Tues 5/15	Video: Restrepo Physiology of Warzone Exposure The Needs of the Wounded	Chapter 6 Chapter 8	N/A
Wed 5/16 online	Video: Hell and Back Again*	N/A	Reflection Paper
Thurs 5/17	Treatment of War-Induced Illnesses PTSD/Anxiety Traumatic Brain Injury	Chapter 3 Chapter 4 Chapter 7	Military Culture Paper Topic Due
Mon 5/21 online	Substance Abuse	Chapter 14	N/A
Tues 5/22	Assessing and responding to suicidal risk	Chapter 11 Supplemental Reading	N/A
Wed 5/23 online	Video: The Invisible War*	N/A	Reflection Paper
Thurs 5/24	Sexual Assault/Harassment	Chapter 5	N/A

Date	Topics Covered	Reading	Assignments Due
Mon 5/28 online	Video: Of Men and War*	N/A	N/A
Tues 5/29	Military Spouses and Families Coming Home Domestic Violence Family Violence Child Abuse and Neglect Family Resilience and War	Chapter 9 Chapter 10 Chapter 13	Interview Paper
Wed 5/30 online	Video: War Dog*	N/A	Reflection Paper
Thurs 5/31 online	Wartime Death and Bereavement	Chapter 12 Supplemental Reading	N/A
Mon 6/4 online	Video: Alive Day*	N/A	N/A
Tues 6/5	Ethical challenges when working with the military Self-care	Chapter 17 Chapter 18	N/A
Wed 6/6 online	VA Integrated Post Combat Care	Chapter 16	Military Culture Paper Due
Thurs 6/7	Presentations	N/A	Small Group Presentations

*Videos are available for a fee, ranging from \$2.99 – 6.99 through one of more of the following: HBOGO, Amazon, YouTube, Vudu, Google Play, or iTunes.

Course Assignments:

Class Attendance and Participation (12 Points)

Each student is to participate in designated class activities and discussions in each class. Attendance to class and promptness are also part of the participation grade. **Cell phone usage (texting) and recreational computer use are not permitted during class time and can affect your final grade. Due: Each session**

Assignment 1: Reflection Paper (16 Points)

To ensure an informed discussion (and that you're learning!), a total of three (3) 400-word reflective papers are due throughout the semester. This is not a summary of what you watched, but rather a reflection on how the documentaries relate to the readings and discussion and/or how it will inform your practice with military/veteran populations. The paper will include appropriate military or veteran terminology as defined by the text, supplemental readings or lectures, include key concepts and:

- How issues discussed inform your practice?
- What is challenging about the particular issue?
- What aspect of the documentary did you find most surprising, enlightening, or confusing?

- What more about this subject/ topic do you wish to learn?

Due by 11:59 p.m. the day of class

Assignment 2: Interview Paper (20 Points)

Students will interview one or more service members, veterans, or their family members on one or more topics related to the way that military culture impacts social work practice with the military. If student is a service member, veteran, or a family member, then the person(s) they interview must be from another category (for example, a service member cannot interview another service member). The interview will focus on one or more topics such as the stigma related to help seeking, access/effectiveness of services, gender relations, the impact of isolation, frequent moves, deployments, combat exposure, PTSD or sexual assault in the military. The student should evaluate the cultural factors that perpetuate certain practices/values and their impact on both individuals and on military effectiveness. The paper should include three research-based articles from the relevant literature. Also include consideration of the way that cultural counter-transference could impact the therapeutic relationship and treatment effectiveness. This paper should be 6-8 double-spaced typed pages and meet APA format. **Due: May 29, 2018**

Assignment 3: Social Issue within the Military Culture Paper (30 Points)

Students will discuss the intersectionality of military or military issues (i.e. Traumatic Brain Injury, domestic violence, mental illness, Military Sexual Trauma, etc.) and race, gender, sexuality, class, and/or religion. Examples include **LGTBQ and military sexual trauma; African American military veterans and TBI; Muslim Americans as soldiers**. The paper can be divided into three sections: (1) Identify literature on current trends in the intersectionality; (2) Identify the skills needed for intervention with individuals facing the identified problem or issue and resources available in the community; (3) Identify evidence-based practice(s) or intervention(s) in the literature used to treat or address the issue; This paper should be 6-8 double-spaced typed pages, include 8-10 references and meet APA requirements. Topic and short description will be provided to the instructor for subject matter approval at the beginning of class on May 17, 2018. **Due: June 6, 2018**

Assignment 4: In-Class Presentation (22 Points)

Presentation will consist of a professional graduate level PowerPoint presentation on intersectionality topic. Presentations will meet APA requirements regarding slide development. Presentations will be a maximum of 15 minutes. Groups will be assigned by the instructor. More in-depth instructions will be provided during class. **Due: June 7, 2018**

Class Policies:

Policy on Late Assignments

Assignments are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If an assignment is late without permission, the grade will be affected.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Methods of Evaluation

The following scale will be used for calculating an overall course grade:

Grade	Percentage	Points
A	100% - 90%	100 - 90
B	89% - 80%	89 - 80

Grade	Percentage	Points
C	79% - 70%	79 - 70
D	69% - 60%	69 - 60
F	59% and below	59 - 0

Breakdown of Class Grading

The following list of course requirements and percentages will be utilized:

Class Requirement	Percent of Grade	Grade Points
Class Participation	12%	12 Points
Reflective Journal	16%	16 Points
Interview Paper	20%	20 Points
Class Presentation	22%	22 Points
Social Issue/Military Culture Paper	30%	30 Points

Poor attendance and/or participation can move a borderline grade downwards. Excellent participation and attendance can move a borderline grade upwards. Where the student misses more than a full day of class, professor may request their withdrawal.

Assignments up to 24 hours late lose 5 points. Assignments more than 24 hours late but less than 1 week late lose 10 points. Assignments lose 10 additional points for each additional week late or part of a week late. **Assignments are due at the beginning of class session unless otherwise specified. No assignments will be accepted after July 3, 2018.**

Academic Conduct

Each student should acquaint him or herself with the University's codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at <http://www.ou.edu/studentcode>. Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy and the NASW code of ethics.

Statement of Reasonable Accommodation

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities must be registered with the Disability Resource Center (Norman) or the Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course.

Norman	Tulsa
Disability Resource Center 620 Elm Avenue – Suite 166 Goddard Health Center Norman, OK 73019-2093 405- 325-3852 (voice) 405-325-4173 (voice) Email: drc@ou.edu	Office of Disability Resources Schusterman Center 4502 East 41st Street Tulsa, OK 74135-2512 (918) 660-3100

Provost-Approved University Activities and Religious Observances

It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on

religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

Policies on the Use of Electronic Devices in the Classroom

Computers may be used to support the learning activities in the classroom, with permission of the instructor. Non-academic use of laptops and other devices is distracting and seriously disrupt the learning process for everyone. Attention during class time is an important sign of respect to your colleagues, and an important part of your learning. **Please do not have the mistaken assumption that others are unaware if you are disengaged from the class! The use of cell phones during class time is prohibited.** Please **turn off cell phones** and refrain from taking calls unless you are “on call” and have cleared this with the instructor prior to class. Under such circumstances, please put your phone on vibrate, sit close to a door, and step out of the room to take the call.

Bibliography

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Websites

- U.S. Department of Defense: <http://www.defense.gov/>
- Military Branch Resources:
 - Army: www.army.mil
 - Army Reserve: www.arfp.org
 - Army National Guard: www.arng.army.il
 - Navy: www.navy.il
 - Navy Reserve Family Programs: www.navyreserve.com/family or 877-364-4302
 - Marine: www.marines.mil
 - Air Force: www.af.mil
 - Air Force Reserve Family Programs: http://www.airforcereserve.com/military_family_services.html
 - Air National Guard: www.ang.af.mil
 - Coast Guard: www.uscg.mil
- Center for Deployment Psychology: www.deploymentpsych.org
- Defense Centers of Excellence (DCoE): <http://www.dcoe.health.mil> or 1-866-966-1020 for Outreach Center 24/7
- National Center for PTSD: www.ptsd.va.gov
- Veteran's Administration: www.va.gov
- Military OneSource: <http://MilitaryOneSource.com> or 1-800-242-9647
- TRICARE: www.TRICARE.mil TRICARE is the national health care program serving military service members and their families. It is divided into regional support offices.

Web Resources for Families/Loved Ones of Active Duty Military Personnel and/or Veterans:

- American Academy of Child & Adolescent Psychiatry, "Coming Home: Adjustments for Military Families": http://www.aacap.org/cs/root/facts_for_families/coming_home_adjustments_for_military_families
- American Red Cross, Service to the Armed Forces, Coping with Deployments and Reconnection Workshops offered for military personnel and families among other services:

<http://www.redcross.org/portal/site/en/menuitem.d8aaecf214c576bf971e4cfe43181aa0/?vgnextoid=6fe51a53f1c37110VgnVCM1000003481a10aRCRD&vgnextfmt=default>

- Military Child Education Coalition: www.militarychild.org
- Military Kids Bill of Rights:
http://www.nmfa.org/site/DocServer/Military_Child_Bill_of_Rights5-08.pdf?docID=13201
- National Child Traumatic Stress Network's Military Children and Families Resources:
<http://www.nctsn.org/resources/topics/military-children-and-families>
- National Military Family Association/Operation Purple Camp: www.nmf.org
- Operation Child Care (For National Guard members and Reservists):
www.childcareaware.org/en/operationchildcare
- Operation Military Kids: Tackling Tough Topics: An Educators Guide to Working with Military Kids booklet: <http://www.operationmilitarykids.org/public/EventDetail.aspx?ID=778>
- Sesame Street Workshop, Initiatives: Deployments, Homecomings, Changes, Grief: Talk, Listen, Connect: <http://www.sesameworkshop.org/initiatives/emotion/tlc>
- The Soldiers Project (Free, confidential psychological counseling for soldiers and their families):
<http://www.thesoldiersproject.org>

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Ajia Iman Meux, MSW, LCSW

Education

- University of Oklahoma, Norman, OK – MA, Journalism/Mass Communication – Strategic Communication (expected graduation Spring 2018)
- Howard University, Washington, DC MSW, 2005 Macro Practice California State University Fresno, Fresno CA B.S. Criminology/Minor in Women's Studies/ Licensed Clinical Social Worker (LCSW) Commonwealth of Virginia

Current Positions

University of Oklahoma Graduate Research Assistant/Adjunct Faculty 8/2017 – present

Frequently Taught Courses

- SWK 5503 - Advanced Social Work Practice with At-Risk Populations
- SWK 5170-102 - Working with Military Families

Relevant Experience

- Dominion Day Treatment Services Outpatient Therapist 5/2016 – 8/2016
- U.S. ARMY Clinical Social Worker 01/2012-4/2016
- Mary Open Doors (MOD) – Belize, C.A. Technical Advisor/Outreach Specialist 06/19/2011-07/31/2011
- Building for the Future Academy Clinical Social Worker 11/1/2009-1/28/2012
- RAINN (Rape, Abuse, Incest National Network) Part-time National Volunteer Supervisor 12/1/2006-2/18/2012
- North Capitol Collaborative Community Social Worker (Contractor)5/1/2008-1/1/2010
- My Sisters Place Deputy Program Director 3/1/2007-4/30/2008
- Mental Health Association of the District of Columbia Interim Executive Director 2/1/2006-6/1/2006
- Coalition for the Homeless Social Worker II 11/1/2005-2/28/2007
- DC Rape Crisis Center SANE/SART Program Assistant 3/1/2003-9/1/2004