

# The University of Oklahoma

## College of Continuing Education

### Advanced Programs – Course Syllabus

**Course Title:**

Strategies for Post-Deployment Reintegration

**Course Number:**

HR 5970-426

**Course Description:**

Military members and their families face multiple challenges after deployment including reestablishing intimacy with spouses, children, friends, and colleagues; coping with the stress of deployment; and readjusting into post-deployment routines and work life. Service men and women have changed during their deployment, as have friends and family at home. Many military families experience post-deployment let downs and struggles including substance use and abuse, depression, anxiety, PTSD, communication difficulties, among others. This Special Topic Directed Reading examines the literature related to relationships, work, and life post-deployment and explores potential solutions and strategies for maintaining intimacy and connection during and after deployment and for readjusting to life, work, and relationships post-deployment.

**Course Dates:**

January 2-April 30, 2017

Last day to enroll or drop without penalty: January 2, 2017

**Site Director:**

Please see your local Site Director or e-mail [apidr\\_internship@ou.edu](mailto:apidr_internship@ou.edu)

**Professor Contact Information:**

Course Professor: Chad V. Johnson, Ph.D.  
Mailing Address: OU-Tulsa  
4502 E 41<sup>st</sup> Street  
Tulsa, OK 74135  
Telephone Number: (918) 660-3377  
E-mail Address: [cvjohnson@ou.edu](mailto:cvjohnson@ou.edu)  
Virtual Office Hours: Tuesday 1-4 PM Central Time  
Professor availability: The professor will be available via e-mail to students during the above listed Virtual Office Hours and other methods by arrangement.

**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@fhcg.follett.com](mailto:0831mgr@fhcg.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. Blue Star Families (2013). *Everyone serves: A handbook for family and friends of service members during pre-deployment, deployment, and reintegration*. Free eBook.  
[http://www.amazon.com/Everyone-Serves-Pre-Deployment-Reintegration-ebook/dp/B00C10A3MC/ref=sr\\_1\\_2?s=books&ie=UTF8&qid=1377892564&sr=1-2&keywords=military+deployment](http://www.amazon.com/Everyone-Serves-Pre-Deployment-Reintegration-ebook/dp/B00C10A3MC/ref=sr_1_2?s=books&ie=UTF8&qid=1377892564&sr=1-2&keywords=military+deployment).
2. Hoge, C.W. (2010). *Once a warrior—always a warrior: Navigating the transition from combat to home—including combat stress, PTSD, and mTBI*. Guilford, CT: The Globe Pequot Press. ISBN: 9780762754427
3. Pavlicin, K.M. (2003). *Surviving deployment: A guide for military families*. St. Paul, MN: Elva Resa ISBN 9780965748360.
4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

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.

### **OU E-Mail:**

All official correspondence from distance learning instructors will be sent only to students' ou.edu address.

### **Online Learning Resource Center:**

The Online Learning Resource Center of the University of Oklahoma's College of Arts and Sciences Online Program is here to serve you and assist you with any questions, problems, or concerns you may have. For assistance go to <http://casweb.ou.edu/olr/> or contact us by telephone at: (405) 325-5854 or email: [casonline@ou.edu](mailto:casonline@ou.edu)

### **Course Objectives:**

1. To increase knowledge about the major issues related to deployment and reintegration.
2. To develop knowledge and skills about strategies for assisting military personnel and their families with deployment issues.

### **Assignments, Grading, and Due Dates:**

Note on plagiarism: Be aware that all your papers when put in the Dropbox are automatically submitted to turnitin.com, a plagiarism database that scans your paper and adds it to the database to be used for future searches. The scan gives a percentage for how much of a paper is found in other sources and gives links to those other sources as evidence. Please cite and paraphrase your material appropriately (see APA Publication Manual (6<sup>th</sup> ed.) and Writing Resources on D2L webpage).

### **Discussion:**

Please post **at least three** discussion entries in the **discussion** section of D2L—one for each book. Also, respond to at least 3 other posts. Share whatever you like but do not merely summarize the readings. Share your reactions, thoughts, feelings, ideas for application, case examples, etc. related to the readings. I will also post occasional topics for discussion.

### **Final Paper:**

This will be a double-spaced, APA-style, Microsoft Word paper in which you will integrate all the reading for this course. This paper will consist of two parts.

In **Part 1** (8-10 pages), you will write a critical review of the three books. Discuss and critique at least **5** ideas (or chapters) from each book for this course. Give a **brief** summary of the book (one paragraph at the most, though a summary is not necessary) followed by your discussion/critique. How did the book/idea change and inform your views of deployment and reintegration? What moved you or affected

you the most? What points did you disagree with and why? How will these books (or ideas) influence your own or other's reintegration? What did you learn about deployment and reintegration?

In **Part 2**, (8-10 pages) develop a program proposal for assisting military personnel and families with surviving deployment and reintegration, maintaining connections throughout the deployment process, and addressing common post-deployment difficulties. In short, write a "best practices" for working with military personnel and their families when they return home from deployment.

**Grading:**

This course is graded Satisfactory or Unsatisfactory (S/U). A grade of S is equivalent to B or better.

**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.

**Incomplete Grade Policy:**

A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor a "Petition for and Work to Remove an Incompleted Grade" form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive failure to participate in class activities.

**Technical Support Information:**

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

**Note:** Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

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](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](mailto: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.

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

**Chad V. Johnson**

### Education

- Ph.D. Pennsylvania State University; Major: Counseling Psychology (APA-accredited);
- M.A. Trinity University; Major: School Psychology (NASP-approved)
- B.A. *Magna Cum Laude*, Texas A&M University; Major: Psychology; Double Minor: Classical Studies and Philosophy

### Supplemental Education/Study Abroad:

- Minzu University, Beijing, China -Language and Cultural Studies, Summer 1992
- Lanzhou University, Lanzhou, China - Language and Cultural Studies, Summer 1994

### Current Positions

- July 2011 – present Associate Professor, University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK. Tenured.
- Aug 2006 – 2011 Assistant Professor, University of Oklahoma, Department of Human Relations, Schusterman Center, Tulsa, OK. Tenure-track.
- Aug 2006 – present Project Director, Center of Applied Research for Nonprofit Organizations. University of Oklahoma, Schusterman Center, Tulsa, OK
- Jan 2009 – present Clinical Assistant Professor, University of Oklahoma-College of Medicine, Department of Psychiatry, Schusterman Center, Tulsa, OK
- Dec 2006 – present Instructor, Advanced Programs University of Oklahoma, OUTREACH, Tulsa, OK
- Dec 2008 – Present Private Practice, Tulsa, OK.
- July 2008 – present Faculty Mentor, School of Community Medicine, University of Oklahoma, Tulsa, OK

### Frequently Taught Advanced Programs Courses

- HR 5463 Counseling Skills
- HR 5433 Group Counseling
- HR 5113 Problems of Professional Helpers
- HR 5533 Counseling Approaches
- HR 5003 Theoretical Foundations
- HR 5453 Ethics in HR Counseling

### Major Areas of Teaching and Research Interest

- Psychology and Religion/Spirituality
- Social Justice and Community Based Participatory Research
- Group Psychotherapy
- Humanistic, Existential, and Transpersonal Studies
- Psychotherapy Process and Outcome

### Representative Publications and Presentations

#### Books/ Monographs

- Friedman, H., & Johnson, C.V. (Series Eds.). *The Praeger series on social justice and psychology*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (in press). *The Praeger handbook on social justice and psychology (Volume 1: Fundamental Issues and special populations)*. Santa Barbara, CA: Praeger.
- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (in press). *The Praeger handbook on social justice and psychology (Volume 2: Well-being and professional*

issues). Santa Barbara, CA: Praeger.

- Johnson, C.V., Friedman, H., Diaz, J., Franco, Z., & Nastasi, B. (Eds.) (in press). *The Praeger handbook on social justice and psychology (Volume 3: Youth and Disciplines in Psychology)*. Santa Barbara, CA: Praeger.
- Johnson, C.V. (2008). *Psychotherapy with troubled spirits: A study on treatment for religious and spiritual problems*. Saarbrücken, Germany: VDM Publishing House, Ltd.

#### Refereed Publications

- Arias, B.J., & Johnson, C.V. (2013). Voices of healing and recovery from childhood sexual abuse. *Journal of Child Sexual Abuse*, 22(6).
- Friedman, H., Krippner, S., Riebel, L., & Johnson, C.V. (2010). Transpersonal and other models of spiritual development. *International Journal for Transpersonal Psychology*, 29(1), 79-94.
- Johnson, C.V., Bartgis, J., Worley, J.A., Hellman, C.M., & Burkhart, R. (2010). Urban Indian Voices: A Community Based Participatory Research Project. *American Indian and Alaska Native Mental Health Research: The Journal of the National Center*, 17(1), 49-70.
- Hellman, C.M., Johnson, C.V., & Dobson, T. (2010). Taking action to stop violence: A study on readiness to change among male batterers. *Journal of Family Violence*, 25(4), 431-438.
- Johnson, C.V. (2009). Reflections on a silent meditation retreat: A beginner's perspective. *International Journal for Transpersonal Psychology*, 28, 134-138.
- Johnson, C.V. (2009). A process-oriented group model for university students: A semi-structured approach. *International Journal of Group Psychotherapy*, 59, 511-528.
- Johnson, C.V., & Friedman, H. (2008). Enlightened or delusional? Differentiating religious, spiritual, and transpersonal experiences from psychopathology. *Journal of Humanistic Psychology*, 48, 505-527.
- Wade, N.G., Johnson, C.V., & Meyer, J.E. (2008). Understanding concerns about interventions to promote forgiveness: A review of the literature. *Psychotherapy: Theory, Research, Practice, Training*, 45, 88-102.
- Johnson, C.V., Hayes, J.A., & Wade, N.G. (2007). Psychotherapy with troubled spirits: A qualitative investigation. *Psychotherapy Research*, 17, 450-460.
- Johnson, C.V., & Hayes, J.A. (2003). Troubled spirits: Prevalence and predictors of religious and spiritual concerns among university students and counseling center clients. *Journal of Counseling Psychology*, 50, 409-419.

#### Book Chapters (\*=Peer reviewed for acceptance)

- Friedman, H., Krippner, S., Riebel, L., & Johnson, C.V. (2012). Models of spiritual development. In L. Miller's (Ed.) *The Oxford Handbook of the Psychology of Spirituality*. New York: Oxford University Press.
- Johnson, C.V. (2010). Faith in crisis: Awakening to social justice through religious conflict. In Trotter-Mathison, M., Koch, J. M., Sanger, S. & Skovholt, T. M. (Eds.), *Voices From the Field: Defining Moments in Counselor and Therapist Development* (pp. 139-142). New York: Routledge.\*
- Krippner, S., Friedman, H., & Johnson, C.V. (2010). Indigenous spirituality and psychological healing. In J.H. Ellens (Ed.), *The Healing Power of Spirituality* (Vol. 1) (pp. 122-143). Westport, CT: Praeger Publishers.
- Johnson, C.V. (2008). Awakening social consciousness. In S.S. Fehr (Ed.), *101 Interventions in Group Therapy* (pp. 375-379). Binghamton, NY: Haworth Press.\*

#### Representative Honors and Awards Received

- Junior Faculty Summer Fellowship, University of Oklahoma, College of Arts and Sciences, 2010, Award: \$6,000
- Nominee for Social Justice Award, Women's and Gender Studies Program, Center for Social Justice, University of Oklahoma, 2010
- Junior Faculty Summer Fellowship, University of Oklahoma, College of Arts and Sciences, 2008, Award: \$6,000
- Selected for Inaugural School of Community Medicine Leadership Academy, University of

Oklahoma, Schusterman Center Campus, 2008-2009

- Selected for Excellence in Proposals Program, University of Oklahoma, Office of Research, Grant writing mentoring program, 2008
- Nominee for the Council of Counseling Psychology's Training Programs Outstanding Graduate Student Award, 2003

#### **Licensure and Certification**

- *Licensed Health Service Psychologist*. State of Oklahoma (Lic. No: 1070)
- *Licensed Psychologist*. State of Iowa (Lic. No: 00996, Inactive)
- *Nationally Certified School Psychologist*. (Cert. No: 31402, 1999-2005, expired)

#### **Major Professional Affiliations**

- Psychologists for Social Responsibility
- American Psychological Association
  - APA Division 17: Counseling Psychology
  - APA Division 32: Humanistic Psychology
  - APA Division 49: Group Psychology and Group Psychotherapy
- American Group Psychotherapy Association
- Society for Psychotherapy Research