

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

**Social Work Practice with the Military, Veterans and Their Families**

<b>Course Number:</b>	SW387R 38	<b>Instructor's name:</b>	Jeffrey Moe, LCSW
<b>Unique Number:</b>	61555	<b>Office Number:</b>	3.104a, SSB 4.468
<b>Semester:</b>	Fall 2017	<b>Cell Phone:</b>	512-739-2997 (text preferred or calls for emergencies)
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<b>Meeting Time/Place:</b>	Thursdays 5:30-8:30  Room SSW 1.212	<b>Office Hours:</b>	Thursdays 4:30-5:30 or by appointment

**Course Description**

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

**Course Objectives:**

At the end of this course students will be able to:

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

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

### **Teaching Methods**

Instruction methods will include collaborative and active learning via informal lectures (questions and comments are strongly encouraged), assigned readings, videos, guest speakers, class discussions, and class exercises. Additionally, the professor will spend time throughout the class periods engaging students in targeted discussions on topics related to the material presented and read.

### **Required Textbooks:**

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

Junger, S. (2016) *Tribe: on homecoming and belonging*. New York, NY: Twelve.

MacLeish, K. (2013) *Making war at Fort Hood: life and uncertainty in a military community*. Princeton,

NJ: Princeton University Press.

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

Shay, J. (2010) *Odysseus in America: Combat trauma and the trials of homecoming*. New York, NY: Scribner.

Additional required readings will be available on Canvas or will be provided to the students by the professor

### Grading

- 14 points      **Attendance and Participation:** A maximum of 1 point for every class session attended (1/2 point if you arrive more than 15 minutes late or leave more than 15 minutes early). Participation is evaluated for full credit.
- 44 points      **Reflection papers** will be required to be turned in at the beginning of each class session with the exception of the first class and where otherwise noted in the syllabus. These papers are to be 2 pages in length, typed and double-spaced, and should discuss your response to the material read, speaker's presentation, or class discussion. Response papers will be graded worth up to 4 points each. If you are absent from a class, you may email your paper to the professor prior to the beginning of the class for full credit. Late papers will not be accepted.
- 5 points      **Outline for Final Paper:** An outline for the final paper is due mid-way through the semester. This outline should be a tentative guide for your final paper and its purpose is to prepare you for research and writing. It should be 1-2 pages in length.
- 37 points      **Research Paper** (18-20 pages in length): Paper is to focus on one key area of military social work that you are particularly passionate about or interested in. Paper is due on the last day of class. Please note that when text, articles, or other factual material are cited, these need to be referenced using APA (6<sup>th</sup> ed) citation style, both in the paper and with a reference page at the end. A minimum of 5 sources should be used. Personal interviews are an appropriate source.
- Extra Credit      You may earn one bonus extra credit for 10 points by submitting a certificate showing that you completed one of the following online training:

Option 1:

PTSD 101 at: <http://www.ptsd.va.gov/professional/ptsd101/ptsd-101.asp>  
(You may choose from any of the modules offered.)

Option 2:

<http://www.deploymentpsych.org/content/online-courses> (any of the listed courses)

## Class Policies

Students are expected to attend all classes and to be prepared to participate orally and in a thoughtful manner that demonstrates that the assigned readings have been read carefully **prior to class**. Additional readings may also be provided. Failure to regularly attend the class and demonstrate through exercises and discussions that one has comprehended the readings will be considered in assigning the final grade. Students should be respectful of the instructor and of guest speakers and tablet and laptop use should be limited to utilization for the purpose of the class only. Cell phones are not allowed to be out and should only be used in the event of an emergency and then outside of the classroom only. Please let the instructor know in advance of the class if you are anticipating a call during class that you might need to attend to during class time.

Students are responsible for any material missed due to absences. If you anticipate an absence, please let the instructor know in advance if possible. Student feedback is welcome, appreciated and encouraged during class sessions. Students are also encouraged to provide feedback during office hours, by e-mail, and by appointment if they desire.

Late reflection papers will not be accepted. If you need to miss a class, you may turn your reflection paper in via email by the start of the class time for full credit. Except in the case of extreme emergencies, and then only with the permission of the professor prior to the missed class, **late outlines and final papers will not be accepted**. If the due date is a problem, then the student should see the professor and negotiate another due date well in advance (at least 30 days wherever possible).

## University Policies for Fall 2017

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This

sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address

at <http://www.utexas.edu/its/policies/emailnotify.php>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

#### **GRADING SCALE**

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

8/31	<p><b>Class 1: Introduction to Social Work Practice with Military, Veterans and Their Families</b></p>	<p>Coll, Weiss &amp; Yarvis, 2012. "No One Leaves Unchanged-Insights for Civilian Mental Health Care: Professionals into the Military Experience and Culture" Chapter 2 in: Beder, Joan, Phd. (2012). <i>Advances in Social Work Practice with the Military</i></p> <p>Rubin &amp; Harvie (2013). "A Brief History of Social Work with the Military and Veterans." Chapter 1 in: Rubin, A., Weiss, E. L., &amp; Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Rubin &amp; Weiss (2013). Secondary Trauma in Military Social Work. Chapter 5 in: Rubin, A., Weiss, E. L., &amp; Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p><b>*No reflection paper due this class</b></p>	
9/7	<p><b>Class 2: Military Culture</b></p>	<p>Coll, J. E., Weiss, E. L., &amp; Metal, M. (2013). Military Culture and Diversity. Chapter 2 in: Rubin, A., Weiss, E. L., &amp; Cole, J. E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Hall, L. (2012) The Importance of Understanding Military Culture. Chapter 1 in: Beder, Joan, (Ed.) Phd. (2012). Ed. <i>Advances in Social Work Practice with the Military</i></p> <p>MacLeish, K. (2013) Prologue, Introduction, Chapters 1 &amp; 4</p> <p><b>*Reflection Paper 1 is Due</b></p>	Special Panel on Military Culture



9/14	<b>Class 3: Preparation for Deployment, Deployment, and the Experience of Combat</b>	<p>MacLeish, K. (2013) Ch. 2. Warning- the section entitled "Spaghetti" starting on p. 84 contains very graphic descriptions of the impact of Improvised Explosive Devices (IEDs) on bodies.</p> <p><b>*I have chosen to show the film "Restrepo" because it is an educationally valuable and critically acclaimed documentary detailing life on deployment in Afghanistan. It shows footage of real combat, including brief images of a dead body and both real-time and later reactions to the death of both enemies and friends. Some scenes are therefore emotionally intense and may create abreactions for you, especially if you have experienced previous trauma. If you think this will be an issue for you, please let me know beforehand and we can discuss it.</b></p> <p><b>*Reflection Paper 2 is Due</b></p>	<p>Showing of the film "Restrepo" followed by discussion</p>
9/21	<b>Class 4: Cultural, Societal, and Social Justice Issues as seen in Perceptions, Stereotypes, and the Relationship between the Military and Civilians</b>	<p>MacLeish, K. (2013) Chapter 5</p> <p>Shay, J. (2002) Chapters 1-3 &amp; 6</p> <p><b>*Reflection Paper 3 is Due</b></p>	

9/28	<b>Class 5: Readjustment-- Loss of Community and other Issues in Transitioning to Civilian Life</b>	<p>Beder, J. (2012) Those Who Have Served in Afghanistan/Iraq: Coming Home. Chapter 9 in: Beder, Joan, Phd. (Ed), (2012). <i>Advances in Social Work Practice with the Military</i></p> <p>Coll, J. E., &amp; Weiss, E. L.. (2013). Transitioning Veterans into Civilian Life. Chapter 17 in: Rubin, A., Weiss, E. L., &amp; Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Junger, S. (2016) <i>Tribe: on homecoming and belonging</i>. New York, NY: Twelve.</p> <p>MacLeish, K. (2013) pp. 103-115 "Worn Out Bodies"</p> <p>Shay, J. (2002) Ch. 7 &amp; 15</p> <p><b>*Reflection Paper 4 Due</b></p>	<p>Guest Speaker:</p> <p>Brandon Barrera, LCSW</p> <p>Case Manager</p> <p>VA Transition Care Management</p>
10/5	<b>Class 6: Micro Practice- Combat PTSD and Moral Injury/ Evidence Based Therapies for PTSD</b>	<p>Bruner, V. E. &amp; Wall, P. (2012). The Battle within: understanding the physiology of warzone exposure. Chapter 8 in: Beder, Joan, Phd. (Ed), (2012). <i>Advances in Social Work Practice with the Military</i></p> <p>MacLeish, K. (2013) pp. 116-133 "A Drug for Soldiers" and "Uncomfortably Numb"</p> <p>Shay, J. (2002). Chs. 9, 13, &amp; 16</p> <p>Stehberg, J. Albright, D., &amp; Weiss, E. L. (2013). The neurobiology of PTSD and Cognitive Processing therapy (CPT). Chapter 7 in: Rubin, A., Weiss, E. L., &amp; Cole, E. (Eds.). <i>Handbook of Military Social Work</i></p> <p>Yarvis, J. S. (2013). Posttraumatic Stress Disorder in Veterans. Chapter 6 in: Rubin, A., Weiss, E. L., &amp; Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Yarvis, J &amp; Beder, J. (2012) Civilian Social Worker's Guide to the Treatment of War-Induced Post-Traumatic Stress Disorder. Chapter 3 in: Beder, Joan, Phd. (Ed), (2012). <i>Advances in Social Work Practice with the Military</i></p> <p><b>*Reflection Paper 5 is Due</b></p>	<p>Guest Speaker:</p> <p>Ginger Redden, LCSW</p> <p>Austin VA PTSD Clinical Team</p>
10/12	<b>Class 7: Micro Practice-- Substance Use</b>	<p>Rubin, A. &amp; Barnes, W. G. (2013). Assessing, Preventing and Treating Substance Use disorders in Active Duty Military Settings. Ch. 12 in Rubin, A. et al. (Eds.) <i>Handbook of Military</i></p>	<p>Guest Speaker:</p> <p>Trent Schmiedehaus, LCSW</p>

	<b>Disorders: Assessment, prevention and treatment in the Military and Veteran Population</b>	<p><i>Social Work.</i></p> <p>Burda-Chmielewski, R. &amp; Nowlin, A. (2013). Preventing and intervening with Substance Use Disorders in Veterans. Ch. 13 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>. Supplemental:</p> <p>Shay, J. (2002) Chs. 4 &amp; 14</p> <p><b>*Reflection Paper 6 Due</b></p>	Austin VA Substance Abuse Treatment Program
10/19	<b>Class 8: Micro Practice-- Suicide in the Veteran Population: Risk factors; Prevention; and Identification</b>	<p>Cato, C. (2013). Suicide in the Military. Ch. 14 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>Jackson, C. &amp; Branson, Y. (2012) Assessing and Responding to Suicidal Risk Among OIF/OEF Veterans. Chapter 11 in Beder, Joan, Phd. (Ed), (2012). <i>Advances in Social Work Practice with the Military</i></p> <p>Article:  <a href="http://www.mysanantonio.com/opinion/editorials/article/22-veteran-suicides-a-day-a-misused-statistic-6601294.php">http://www.mysanantonio.com/opinion/editorials/article/22-veteran-suicides-a-day-a-misused-statistic-6601294.php</a></p> <p><b>*Reflection Paper 7 and Outline for Final Paper are Due</b></p>	<p>Guest Speaker:</p> <p>Kathryn Bongiovanni, LCSW</p> <p>Austin VA Suicide Prevention Coordinator</p>
10/26	<b>Class 9: Mezzo Practice— Community Level Interventions</b>	<p>Readings will be assigned in Canvas</p>	<p>Panel of Community Non-Profit and State Agency Leaders</p>
11/2	<b>Class 13: Women &amp; LGBTQ Specific Issues in the Military and Veteran Population</b>	<p>Bell, M. E., &amp; Reardon, A. (2013). Working with survivors of sexual harassment and sexual assault in the military. Chapter 3 in: Beder, Joan, Phd. (Ed), (2012). <i>Advances in Social Work Practice with the Military</i></p> <p>Cochran, B. N. et al. (2013) Mental health characteristics of sexual minority veterans. <i>Journal of Homosexuality</i>. 60 (2-3) 419-435</p> <p>Rostker, B.D., Hosek, S.D. &amp; Vaiana, M. E. (2011) Gays in the military: eventually new facts conquer old taboos. Rand Corporation. Retrieved from  <a href="https://www.rand.org/pubs/periodicals/rand-review/issues/2011/spring/gays.html">https://www.rand.org/pubs/periodicals/rand-review/issues/2011/spring/gays.html</a></p> <p>Weiss, E. L. &amp; DeBraber, T. (2013). Women in the Military. Ch. 3 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p>	<p>Guest Speaker: Bleu Copas, SGT, US Army.</p> <p>Viewing of film, “The Invisible War” or “Lioness” followed by discussion</p>

		<b>*Reflection Paper 8 Due</b>	
11/9	<b>Class 11: Mezzo Practice-- Military and Veteran Families</b>	<p>Everson, B. &amp; Perry, C. W. (2012) Spouses and their families in the modern military system: problems, assessment, and intervention. Chapter 13 in: Beder, Joan, Phd. (Ed), (2012). <i>Advances in Social Work Practice with the Military</i></p> <p>Harris, J. (2013) A brief history of U.S. military families and the role of social workers. Ch. 18 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>Macleish, K. (2013) pp. 93-103</p> <p><b>*Reflection Paper 9 Due</b></p>	Guest Speaker: Dr. Elisa Borah
11/16	<b>Class 12: Macro Practice: Policy Issues concerning Veterans</b>	<p>Readings will be assigned in Canvas</p> <p><b>*Reflection Paper 10 Due</b></p>	Guest Speaker: Paul Theobald, Chief of Staff and Legislative Director, Texas State Legislature
11/23	<b>NO CLASS</b>	Happy Thanksgiving!!	
11/30	<b>Class 13: Ethical Challenges with Social Work in the Military and Veteran Population/ Homlessness among Veterans</b>	<p>Beckerman, N. (2012). Ethical Challenges When Working with the Military. Chapter 17 in: Beder, Joan, Phd. (Ed), (2012). <i>Advances in Social Work Practice with the Military</i></p> <p>Daley, J. D. (2013). Ethical Decision Making in Military Social Work. Chapter 4 in: Rubin, A., Weiss, E. L., &amp; Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Costello, J. et al. (2013). Homelessness Among Veterans. Ch. 15 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p><b>*Reflection Paper 11 Due</b></p>	
12/7	<b>Class 14: Wrapping up</b>	<p><b>*No Reflection Paper Due</b></p> <p><b>**Final Paper Due-Please bring a large self-addressed envelope if you would like your paper returned. If you do not want it returned, it will be shredded.</b></p>	