

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course number:	387R38	Instructor:	Elisa Borah, MSW, PhD
Unique number:	59700	E-mail:	elisa.borah@austin.utexas.edu
Semester:	Fall 2020	Office phone:	(512) 475-8040
Meeting place:	Online using Zoom	Office number:	Hargis 2.118 (closed Fall 2020)
Meeting time:	Th 5:30 – 8:00 p.m.	Office hours:	By appointment

Social Work with Military Personnel and Families

I. 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 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, 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, the LGBTQ+ population, and immigrants serving in the military). The course will emphasize the needs of service members returning from Iraq and Afghanistan, including stressors from multiple deployments and the unique nature of those wars, when danger is ever present and the enemy often is not identifiable. However, the comparisons with the needs of military personnel, veterans and their families 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.

II. COURSE OBJECTIVES

Upon completion of this course, students will:

1. Describe the historical foundations of social work within the military 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 families. Examples of issues include substance abuse, domestic violence, poverty, depression, divorce, child maltreatment, and sexual orientation. Students will also understand unique challenges that are faced by military families, including forced relocations and deployments.
4. Discuss mental health needs commonly faced by military personnel. Examples include PTSD, TBI, 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, gays and lesbians, 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.

III. 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. All classes will be delivered via Zoom. Classwork should be completed prior to attending class. All assignments should be submitted on Canvas, not by email.

IV. REQUIRED TEXT AND MATERIALS

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

Junger, S. (2011) War. New York, NY: Grand Central Publishing.

Available on Amazon: https://www.amazon.com/WAR-Sebastian-Junger-dp-044655622X/dp/044655622X/ref=mt_other?encoding=UTF8&me=&qid=

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

Available on Amazon: <https://www.amazon.com/dp/B00BFWJZJE/?tag=princetonuniv-20>

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

On Amazon: <https://www.amazon.com/Odysseus-America-Combat-Trauma-Homecoming/dp/074321157X>

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

V. COURSE REQUIREMENTS

- 1) Reading reflections. Read the assigned chapter(s). Reflect on the readings. Each reflection should be 3-5 complete sentences. Each reflection is worth 4 points. Reading reflections comprise 40% of your overall grade.
- 2) Outline for final paper. 5% of grade, include proposed reference list
- 3) Issues facing SMVF research paper. Write a research paper based on a review and critical analysis of the literature on interventions available for the SMVF focus area you have selected for this class. Your paper is intended to describe the major scientific findings related to interventions that address a specific problem faced by SMVF, and to propose ways to improve interventions for the population, and/or other research is that is needed. Research papers should be between 14 – 15 double-spaced pages and include at least 10 references of scientific articles. The research paper is worth a of 35 points to comprise 35% to your overall grade.
- 4) Final presentation of research. Prepare 2-3 slides to share with the class to describe what you learned while writing the research paper. 5% of grade.

Due Dates. Due dates are indicated in the course schedule. Students are expected to turn in all required assignments via Canvas, before the beginning of class. ***If you anticipate a challenge in meeting a due date, please contact me so that we may adjust the deadline (if possible)***. Otherwise, assignments that are not submitted by the due date will be considered late and subject to a point deduction.

VI. GRADING

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| 14 points | Attendance and Participation: A maximum of 1 point for every class session attended in which you participated in the class in some way (sharing insights, asking questions, discussing reading, etc.) |
| 40 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 10 papers are to be 2 pages in length, typed and double-spaced, and should discuss your response to the assigned reading. Graduate level writing is expected. Reflection papers are worth up to 4 points each. Upload before class begins. If you will be absent from a class, upload it to |

Canvas 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. Include 1 additional page of proposed references.
- 35 points **Issues facing SMVF Research Paper** (14-15 pages in length). Page count does not include references. Paper is to focus on one key area of military social work that you are particularly passionate about or interested in. The 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 the APA 7th Edition citation style, both in the paper and with a reference page at the end. A minimum of 10 research sources should be referenced.
- 6 points **Final presentation of research paper.** Create 2-3 slides in Power Point or Google Slides to present on Zoom to the class describing what you learned during your research.
- Extra Credit You may earn extra credit of 5 points by completing a reflection paper on a conference session no later than the beginning of the last class session. Other ideas for extra credit will be considered on a case by case basis.
Military Social Work & Behavioral Health Conference 2020:<https://www.youtube.com/playlist?list=PLK8F1rvjhLYOdP51ti8K61p222bcOnheh>

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

Grades are assigned based on the following criteria: A grade of “A” is given for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. A grade of “B” is given for doing all of the work well. A grade of “C” is given for meeting all course requirements. To obtain a high grade, students must find the time to complete assignments in a way that integrates and extends readings, lectures, classroom discussions, and your own critical perspective on the topic.

VII. UNIVERSITY POLICIES

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.

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/>.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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/>.

SHARING OF COURSE MATERIALS IS PROHIBITED No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic

dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

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.

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.

CLASS RECORDINGS. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

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>.

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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms 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.

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 have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns Advice Line to discuss by phone their concerns. 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.

COVID CAVEATS. To help keep everyone at UT and in our community safe, it is critical that students report COVID-19 symptoms and testing, regardless of test

results, to [University Health Services](#), and faculty and staff report to the [HealthPoint Occupational Health Program](#) (OHP) as soon as possible. Please see this [link](#) to understand what needs to be reported. In addition, to help understand what to do if a fellow student in the class (or the instructor or TA) tests positive for COVID, see this [University Health Services link](#).

VIII. CLASS POLICIES

Diversity, Equity and Inclusion. Consistent with the values of social work, I am committed to creating a classroom environment that supports and affirms diversity, equity and inclusion. By diversity, I refer to the myriad ways in which humans differ in attributes that are visible and invisible, including race, ethnicity, nationality, citizenship, gender and gender identity, sexual orientation, religion, age, socioeconomic background, and ability. Diversity in thought is also encouraged. Equity in access to learning opportunities, and inclusion in virtual and physical learning spaces, is a student’s right. All students are expected to uphold these principles, both individually and collectively. Students are asked to voice concerns directly to me as soon as they arise so that they may be addressed appropriately.

Attendance, Punctuality and Participation. Students are expected to complete the readings and other assignments prior to class in order to be well prepared to participate in discussions. If you have challenges that interfere with these expectations, please contact me so that we may identify appropriate solutions.

Communication with the Professor. Open communication with the professor is encouraged. I am available to discuss class materials, class expectations, course requirements, and class performance. Student feedback is welcome. You are encouraged to provide feedback via Canvas, email, phone, or individual meetings.

Class Expectations

I expect students to complete the assigned coursework, including engaging with all course materials and completing assignments	Students may expect me to be thoughtful about the content and demands of the coursework
I expect students to attend and be attentive in class	Students may expect me to be fully attentive in class and be available outside of class
I expect students to work hard to understand the material presented	Students may expect me to support their understanding of the course material, in and outside of class
I expect students to challenge the material presented	Students may expect me to challenge their ideas, knowledge and beliefs about the course material

I expect students to support each other's learning process, even if it is different from their own	Students may expect me to support their learning process, even if it is different from my own
I expect students to communicate their learning needs with me	Students may expect clear and transparent communication from me
I expect students to provide feedback in a timely manner	Students may expect me to consider and respond to feedback in a timely manner

Fall 2020. I understand that we are dealing with uncertainty and stress this semester. I recognize the range of challenges that students may be experiencing and that these challenges may interfere with your role as a student. If this applies to you, please reach out to request flexibility in attendance and assignments.

IX. Course Schedule

Date	Topic	Assignments Due	Readings
8/27	Class 1: Introduction to Social Work Practice with Military, Veterans and Their Families	NA	<p>Coll, Weiss & 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).</p> <p>Rubin & Harvie (2013). "A Brief History of Social Work with the Military and Veterans." Chapter 1 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>. Rubin & Weiss (2013).</p> <p>"Secondary Trauma in Military Social Work." Chapter 5 in: Rubin, A., Weiss, E. L., & Coll, E. (Eds.). <i>Handbook of Military Social Work</i>.</p>
9/3	Class 2: The Service Member in Society/ Military Culture	Reflection Paper 1 Due	<p>Coll, J. E., Weiss, E. L., & Metal, M. (2013). "Military Culture and Diversity." Chapter 2 in: Rubin, A., Weiss, E. L., & Coll, 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, Chapter 1, pp. 147-165</p>

Date	Topic	Assignments Due	Readings
9/10	<p>Class 3: The Experience and Psychological Impact of Combat</p> <p>Prior to coming to class, you may also optionally view the film "Restrepo."</p>	Reflection Paper 2	<p>Read Junger's War, Book 1: Fear</p> <p>Supplemental: MacLeish, K. (2013) Ch. 2.</p> <p>Prior to coming to class, you may also optionally view the film "Restrepo." "Restrepo" 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 reactions for you, especially if you have experienced previous trauma.</p>
9/17	<p>Class 4: Cultural, Societal, and Social Justice Issues within the Military and between Civilian and Military Cultures</p>	Reflection Paper 3	<p>MacLeish, K. (2013) Chapter 5</p> <p>Shay, J. (2002) Chapters 1-3 & 6</p>
9/24	<p>Class 5: Combat PTSD and Moral Injury/ Evidence Based Therapies for PTSD</p>	Reflection Paper 4	<p>Yarvis, J.S. "Posttraumatic Stress Disorder (PTSD) in Veterans, Chapter 6 in: Rubin, A., Weiss, E. L., & Coll, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Read Junger's War, Book 2: Killing</p> <p>From MSWBHC, view Dr. Sheila Frankfurt, Moral Injury: Assessment and Treatment - https://www.youtube.com/watch?v=RrT2q1Gilbg&list=PLK8F1rvjhLYOdP51ti8K61p222bcOnheh&index=10&t=0s</p> <p>Optional: Shay, J. (2002) Ch. 20</p>

10/1	Class 6: Readjustment -- Loss of Community and other Issues in Transitioning to Civilian Life	Reflection Paper 5	Coll, J. E., & Weiss, E. L. (2013). "Transitioning Veterans into Civilian Life." Chapter 17 in: Rubin, A., Weiss, E. L., & Coll, E. (Eds.). <i>Handbook of Military Social Work</i> . MacLeish, K. (2013) pp. 103-115 "Worn Out Bodies" Shay, J. (2002) Ch. 7 & 15
10/8	Class 7: Substance Use Disorders: Assessment, prevention and treatment in the Military and Veteran Population Guest Speaker: TBD	Reflection Paper 6	Roy, M. and Skidmore, W. C. (2012). "Substance use disorders in veterans: a clinical overview of assessment and treatment of substance use disorders in veterans and service members." Ch. 14 in Beder, Joan, Phd. (Ed), (2012). <i>Advances in Social Work Practice with the Military</i> Rubin, A. and Barnes, W.G. (2012) "Assessing, Preventing and Treating Substance Use Disorders in Active Duty Military Settings." Chapter 12 in: Rubin, A., Weiss, E. L., & Coll, E. (Eds.). <i>Handbook of Military Social Work</i> .
10/15	Class 8: Suicide among Military Personnel and Veterans Guest Speaker: Dr. Bryann DeBeer, VA Center of Excellence Research Investigator	Reflection Paper 7	Jackson, C. & 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> Cato, Colanda. (2012) "Suicide in the Military." Chapter 14 in: Rubin, A., Weiss, E. L., & Coll, E. (Eds.). <i>Handbook of Military Social Work</i> . Optional: Bryan, C. J., & Rozek, D. C. (2018). Suicide prevention in the military: A mechanistic perspective. <i>Current opinion in psychology</i> , 22, 27-32.

10/22	<p>Class 9: Women Veterans and Military Sexual Assault</p> <p>Prior to class view the film, "The Invisible War"</p>	<p>Reflection Paper 8</p> <p>Outline for Final Paper</p>	<p>Bell, M. E., & 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>Barth, S. K., Kimerling, R. E., Pavao, J., McCutcheon, S. J., Batten, S. V., Dursa, E., ... & Schneiderman, A. I. (2016). Military sexual trauma among recent veterans: Correlates of sexual assault and sexual harassment. <i>American Journal of Preventive Medicine</i>, 50(1), 77-86.</p>
10/29	<p>Class 10: LGBTQ Specific Issues in the Military and Veteran Population</p> <p>Ethical Challenges with Social Work in the Military and Veteran Population</p> <p>Guest Speaker: COL Nate Keller</p>	<p>Reflection Paper 9</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>Goldbach, J. T., & Castro, C. A. (2016). Lesbian, gay, bisexual, and transgender (LGBT) service members: life after don't ask, don't tell. <i>Current psychiatry reports</i>, 18(6), 56.</p> <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>
11/5	<p>Class 11: Military and Veteran Families</p>	<p>Reflection Paper 10 - write for this week's topic or next week's topic</p>	<p>Everson, B. & 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>Keeling, M., Borah, E. V., Kintzle, S., Kleykamp, M., & Robertson, H. C. (2020). Military spouses transition too! A call to action to address spouses' military to civilian transition. <i>Journal of Family Social Work</i>, 23(1), 3-19.</p> <p>Macleish, K. (2013) pp. 93-103, 165-178</p>

11/12	<p>Class 12: Use of Service Animals and Equine Therapy with Veterans to treat Mental Health Problems</p> <p>Guest Speaker: Dr. Cheryl Krause-Parello</p>	<p>Reflection Paper 10 Due-write for this week's topic or last week's topic</p>	<p>Boss, L., Branson, S., Hagan, H., & Krause-Parello, C. (2019). A Systematic Review of Equine-Assisted Interventions in Military Veterans Diagnosed with PTSD. <i>Journal of Veterans Studies</i>, 5(1).</p> <p>Krause-Parello, C. A., Boyrer, A. E., & Padden, E. (2019). Animals in Action: Therapeutic Roles in Healing Military Trauma. <i>NEW DIRECTIONS IN THE HUMAN-ANIMAL BOND</i>, 327.</p>
11/19	<p>Class 13: Ethical Challenges with Social Work in the Military and Veteran Population/</p>		<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> Daley, J. D. (2013).</p> <p>Ethical Decision Making in Military Social Work. Chapter 4 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p>
11/26			No Class
12/3	<p>Class 14: Last Session</p>	<p>Research Paper Due by 5:00pm on Canvas</p> <p>Upload slides for presentation by 5:00pm</p>	<p>Present findings from your papers. Create 2-3 slides to share a few points from your research paper with the rest of the class.</p>

X. BIBLIOGRAPHY

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