

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

<b>Course Number:</b>	SW 387R38	<b>Instructor:</b>	Chris Paine, LCSW, BCD, PhD
<b>Unique Number:</b>	61070	<b>Email:</b>	<a href="mailto:Cpaine@utexas.edu">Cpaine@utexas.edu</a>
<b>Semester:</b>	Fall 2024	<b>Office:</b>	
<b>Meeting Time/Place:</b>	Th 5:30-8:30PM SSW Parlin Hall 204	<b>Office Phone:</b>	
		<b>Office Hours:</b>	By appointment
			Other time by appointment

**Social Work with Military Personnel and Families**

**I. STANDARDIZED 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 LGBTQIA+ population, and immigrants serving in the military). The course will emphasize the needs of service members recently transitioning from service, to include those with recent deployments in support of recent global deployments, as well as veterans who served in previous eras. 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. STANDARDIZED COURSE OBJECTIVES**

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, lifestyle, and rituals.
3. Demonstrate an understanding of social issues in military families. Examples of issues include substance abuse, domestic violence, poverty, depression, divorce, and child maltreatment. 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 needs of women, single parents, dual military families, LGBTQIA+ members, 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' experience in connection to current global conflicts.

### **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. Classwork

should be completed prior to attending class. All assignments should be submitted on Canvas, not by email.

#### **IV. REQUIRED TEXT AND MATERIALS**

Combat Social Work: Applying the Lessons of War to the Realities of Human Services by Charles R. Figley (Editor), Jeffrey S. Yarvis (Editor), Bruce A. Thyer (Editor). Available on Amazon or from UT Co-op.

Additional required readings will be available on Canvas.

##### **Class Films**

1. Restrepo, Afghanistan
2. Lioness, Iraq
3. Platoon, Vietnam
4. The Invisible War
5. Of Men and War, Iraq / Afghanistan
6. American Sniper, Iraq / Afghanistan
7. Saving Private Ryan, WWII

#### **V. COURSE REQUIREMENTS**

1. Reading reflections. 30% of final grade. Read each session's assigned readings. Write a short reflection on each reading. Each reflection should be 3-5 complete sentences. Each of the 12 reflections is worth 2.5 points. They should be 1-2pages long.
2. 3-page film analysis paper. 10% of final grade. Pair up with another student. Write a short analysis of your assigned film. Describe the era and conflict shown in the film. Describe how individuals portrayed in the film are impacted by military service. Select one character to apply a bio-psychosocial assessment based on available information on that character. Indicate potential options for care based on that clinical assessment. Finally, reflect on what you learned about the nature of military service based on viewing the film. You will co-present this analysis with the class during the class session that the film is assigned. This paper is worth 12 points.
3. Film analysis presentation. 10% of final grade. Present your analysis to the class. Lead 15-minute class discussion about the film.
4. Outline for final paper. 10% of grade, include proposed reference list
5. Issues facing SMVF research paper. 35% of final grade. 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 to improve treatment options. Research papers should be between 14 – 15 double-spaced pages and include at least 10 references of scientific articles.

6. Final presentation of research. 5% of grade. Prepare 2-3 slides to share with the class to describe what you learned while writing the research paper.

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.

30 points      Reflection papers These 12 papers are to be 1-2 pages in length, typed and double-spaced, and should discuss your response to the assigned reading with 3-5 sentences per reading. Graduate level writing is expected. Reflection papers are worth up to 2.5 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.

12 points      3-page film analysis paper.

10 points      Film analysis presentation and discussion.

10 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 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.

5 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 2 points by completing a reflection paper on a Military Social Work conference session: Military Social Work & Behavioral Health Conference 2020:

<https://www.youtube.com/playlist?list=PLK8F1rvjhLYOdP51ti8K61p222bcOnheh>.

## VI. 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

## VII. 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.** Your presence is necessary for everyone's success in this course. You are allowed to miss two class meetings. Any absence after the second may impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where

you will be absent, if you experience an emergency, or anticipate a prolonged absence for any reason. You 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. Electronic devices are welcome (encouraged) in class, to support learning. Please be mindful that they do not serve as a distraction to you or those around you.

**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

**VIII. UNIVERSITY POLICIES**

**Attendance and Academic Behavior.** At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and->

[procedures/attendance/](#). Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

**Religious Holy Days.** A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

**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.

**Policy on Academic Integrity.** Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

**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.

**University Electronic Mail Student Notification.** Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

## **Steve Hicks School of Social Work Policies**

---

**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.

**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.



**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 and Mental Health 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.

## **Resources, Prevention of Discrimination, and Safety**

---

**Disability Accommodation Statement.** If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

**Behavior Concerns and Covid-19 Advice Line (BCCAL).** 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 and COVID-19 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**Covid-19 Related Information.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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/>.

**Title IX Accommodations for Those Pregnant, Nursing and Parenting.** Pregnant, nursing and parenting students, faculty, and staff are eligible for

accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

**Campus Carry Policy.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**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.

**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.

## IX. COURSE SCHEDULE

Date	Topic	Assignment Due	Readings
<b>8/29</b>	Class 1: Introduction to Social Work Practice with Military, Veterans and Their Families	N/A	<p>Coll, Weiss &amp; Yarvis, 2012. “No One Leaves Unchanged-Insights for Civilian Mental Health Care: Professionals into the Military Experience and Culture”</p> <p>The Life of a Combat Social Worker in Combat Social Work</p> <p>Contemporary Social Work Practice with Veterans: An Introduction to the Special Issue. Bloeser, K., &amp; Ray, K. (2018).</p>
<b>9/05</b>	Class 2: The Service Member in Society/ Military Culture	Reflection Paper 1 (covers 3 readings from week 1 and 2)	<p>Military Cultural Competence, Atuel, H. R., &amp; Castro, C. A. (2018).</p> <p>Life after Deployment: The Work of a Combat Social Work in Garrison in Combat Social Work</p> <p>Borah, E., Rosen, V., Fink, J., &amp; Paine, C. (2021). Evaluation of a Military Informed Care Training with Private Sector Healthcare Providers.</p>
<b>9/12</b>	Class 3: The Experience and Psychological Impact of Combat  Discuss Restrepo	Reflection Paper 2  Watch Restrepo before class	<p>In Their Own Words: Clinician Experiences and Challenges in Administering Evidence-Based Treatments for PTSD in the Veterans Health Administration (Doran et al., 2019)</p> <p>“The Professor Goes to War: Serving as Team Leader for a Combat Stress Unit in Iraq” in Combat Social Work</p>

<p><b>9/19</b></p>	<p>Class 4: Cultural, Societal, and Social Justice Issues within the Military</p> <p>Discuss Lioness</p>	<p>Reflection Paper 3</p> <p>Watch Lioness before class</p>	<p>Clinical Practice Theories for Medical Social Work with Veterans (Bloeser &amp; Stewart, 2018)</p> <p>Osborne, V. A., Gage, L. A., &amp; Rolbiecki, A. J. (2012). The Unique Mental Health Needs of Military Women: A Social Work Call to Action</p>
<p><b>9/26</b></p>	<p>Class 5: Combat PTSD and Moral Injury/ Evidence Based Therapies for PTSD</p> <p>Guest Speaker: Hannah Thomas</p> <p>Discuss Of Men and War</p>	<p>Reflection Paper 4</p> <p>Watch Of Men and War before class</p>	<p>VA/DoD Clinical Practice Guidelines for PTSD</p> <p>Trauma informed care with military populations (Herzog et al., 2020)</p> <p>The effects of spirituality, physical health, and social support on deployment stress and mental health outcomes (Muse et al., 2019)</p>
<p><b>10/03</b></p>	<p>Class 6: Readjustment Loss of Community and other Issues in Transitioning to Civilian Life</p>	<p>Reflection Paper 5</p> <p>Watch Sebastian Junger: Why Veterans Miss War before class</p>	<p>Talking about Mental Health: Dilemmas U.S. Military Service Members and Spouses Experience Post Deployment (Peck &amp; Parcell, 2021)</p> <p>Military spouses transition too! A call to action to address spouses' military to civilian transition. (Keeling M. et al., 2020).</p> <p>The Challenges of Afghanistan and Iraq Veterans' Transition from Military to Civilian Life and Approaches to Reconnection (Ahern, J. et al., 2015)</p>

			<a href="https://youtu.be/TGZMSmcuiXM">https://youtu.be/TGZMSmcuiXM</a>
<b>10/10</b>	<p>Class 7: Substance Use Disorders: Assessment prevention and treatment in the Military and Veteran Population</p> <p>Discuss Platoon</p> <p>Guest Speakers: Judy Huff, LCSW John Shehan, MD</p>	<p>Reflection Paper 6</p> <p>Watch Platoon before class</p>	<p>Substance use disorders in military veterans: prevalence and treatment challenges (Teeters, J. et al., 2017)</p> <p>Comparing Exposure- and Coping Skills–Based Treatments on Trauma-Related Guilt in Veterans With Co-Occurring Alcohol Use and Posttraumatic Stress Disorders (Capone et al., 2020).</p> <p>“Combat Social Work in Vietnam, 1968-69” in Combat Social Work</p>
<b>10/17</b>	<p>Class 8: Suicide among Military Personnel and Veterans</p> <p>Guest speaker: TBD</p>	<p>Reflection Paper 7</p>	<p>Bryan, Craig J., AnnaBelle O. Bryan, and Michael D. Anestis. “Associations Among Exaggerated Threat Perceptions, Suicidal Thoughts, and Suicidal Behaviors in U.S. Firearm Owners.” Journal of psychiatric research 131 (2020): 94–101. Web.</p> <p>OR</p> <p>Gender differences in the development of suicidal behavior among United States military veterans: A National qualitative study. Denneson, L. M. et al.(2020).</p> <p>Effect of crisis response planning vs. contracts for safety on suicide risk in U.S. Army Soldiers: A randomized clinical trial. (Bryan, C. et al., 2017).</p>

			<p>Improving the detection and prediction of suicidal behavior among military personnel by measuring suicidal beliefs: An evaluation of the Suicide Cognitions Scale. <i>Journal of Affective Disorders</i>, 159, 15–22. (Bryan, C. et al., 2017).</p> <p>Betz ME, Stanley IH, Anestis MD, Bryan CJ, Buck-Atkinson J, Carey N, Ghahramanlou-Holloway M, Morrissey BH, Holloway K, Houtsma C, Kennedy R, Paine CM, Ramchand R, Simonetti J, Walsh A, Wright-Kelly E. Firearm Suicide Prevention in the U.S. Military: Recommendations From a National Summit. <i>Mil Med</i>. 2023 Aug 29;188(9-10):231-235. doi: 10.1093/milmed/usac371. PMID: 36472362; PMCID: PMC10464876.</p>
<b>10/24</b>	<p>Class 9: Women in the Military; Military Sexual Assault</p> <p>Discuss The Invisible War.</p> <p>Guest Speaker: TBD</p>	<p>Reflection Paper 8</p> <p>Outline for Final Paper</p> <p>Prior to class, watch The Invisible War</p>	<p>The biopsychosocial-spiritual health of active-duty women (Lacks &amp; Lamson, 2018)</p> <p>Institutional betrayal following military sexual trauma is associated with more severe depression and specific posttraumatic stress disorder symptom clusters (Andresen et al., 2019)</p> <p>Fort Hood 2020: The Findings and Recommendations of the Fort Hood Independent Review Committee. Congressional Hearing, 2020-12-09. (2020). Read pages 11 - 81</p>
<b>10/31</b>	<p>Class 10: LGBTQ Specific Issues in the Military and</p>	<p>Reflection Paper 9</p>	<p>Lesbian, gay, bisexual, and transgender (LGBT) service members: life after don't ask, don't tell. (Goldbach, J. T., &amp; Castro, C. A., 2016).</p>

	<p>Veteran Population</p> <p>Guest Speaker: TBD</p>		<p>You Don't Want to Be a Candidate for Punishment: a Qualitative Analysis of LGBT Service Member (McNamara, K. et al., 2021).</p>
<p><b>11/7</b></p>	<p>Class 11: Military and Veteran Families</p> <p>Discuss American Sniper</p>	<p>Reflection Paper 10</p> <p>Watch American Sniper before class.</p>	<p>"This will help your children": Service providers' experiences with military families during cycles of deployment (Wolf et al., 2017)</p> <p>The Warrior Caste (Schaeffer, 2017) <a href="https://slate.com/news-and-politics/2017/08/the-warrior-caste-of-military-families-that-fight-americas-wars.html">https://slate.com/news-and-politics/2017/08/the-warrior-caste-of-military-families-that-fight-americas-wars.html</a>.</p> <p>U.S. military-connected families in service to our country: A call to social workers (Strong &amp; Weiss, 2017)</p>
<p><b>11/14</b></p>	<p>Class 12: Ethical Challenges with Social Work in the Military and Veteran Population</p> <p>Guest speaker: TBD</p>	<p>Reflection Paper 11</p>	<p>Exploring the Ethical Dilemma of Integrating Social Work Values and Military Social Work Practice (Douglas, M. 2014)</p> <p>Simmons, &amp; Rycraft, J. R. (2010). Ethical challenges of military social workers serving in a combat zone.</p>
<p><b>11/21</b></p>	<p>Class 13: Childhood Experiences and its effects on military members' health and</p>	<p>Reflection Paper 12</p>	<p>Paine, &amp; Von Sternberg, K. (2019). Childhood adversity and its effects on military members' health and readiness: the mediating and moderating effects of social support</p>



	readiness & Use of Service Animals and Equine Therapy with Veterans to treat Mental Health Problems  Discuss Saving Private Ryan.	Watch Saving Private Ryan before class	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).  Equine-Assisted Therapy for Veterans with PTSD: Manual Development and Preliminary Findings (Arnon et al., 2020)
<b>11/28</b>	No Class	No Class	No Class
<b>12/05</b>	Class 14: Last Session	Research Paper and slides due by 5:00pm on Canvas	Present findings from your papers. Create 2-3 slides to share a few points from your research paper with the rest of the class

**\*Note the professor may update or use different films and readings then those listed above.**

## **X. BIBLIOGRAPHY**

Ahern J, Worthen M, Masters J, Lippman SA, Ozer EJ, Moos R (2015) The Challenges of Afghanistan and Iraq Veterans' Transition from Military to Civilian Life and Approaches to Reconnection. *PLoS ONE* 10(7): e012

Andresen, F. J., Monteith, L. L., Kugler, J., Cruz, R. A., & Blais, R. K. (2019). Institutional betrayal following military sexual trauma is associated with more severe depression and specific posttraumatic stress disorder symptom clusters. *Journal of Clinical Psychology*, 75(7), 1305–1319. <https://doi.org/10.1002/jclp.22773>

Arnon, S., Fisher, P. W., Pickover, A., Lowell, A., Turner, J. B., Hilburn, A., Jacob-McVey, J., Malajian, B. E., Farber, D. G., Hamilton, J. F., Hamilton, A., Markowitz, J. C., & Neria, Y. (2020). Equine-Assisted Therapy for

- Veterans with PTSD: Manual Development and Preliminary Findings. *Military Medicine*, 185(5/6), e557–e564.  
<https://doi.org/10.1093/milmed/usz444>.
- Atuel, H. R., & Castro, C. A. (2018). Military cultural competence. *Clinical Social Work Journal*, 46(2), 74-82.
- 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. *American journal of preventive medicine*, 50(1), 77-86.
- Beder, J. (Ed), (2012). *Advances in social work practice with the military*. New York, NY: Routledge.
- Borah, E., & Fina, B. (2017). Military spouses speak up: A qualitative study of military and Veteran spouses' perspectives. *Journal of Family Social Work*, 20(2), 144-161.
- Borah, E., Rosen, V., Fink, J., & Paine, C. (2021). Evaluation of a Military Informed Care Training with Private Sector Healthcare Providers. *Military Behavioral Health*, ahead-of-print(ahead-of-print), 1–12.  
<https://doi.org/10.1080/21635781.2021.2000904>.
- Boss, L., Branson, S., Hagan, H., & Krause-Parello, C. (2019). A Systematic Review of Equine-Assisted Interventions in Military Veterans Diagnosed with PTSD. *Journal of Veterans Studies*, 5(1).
- Bryan, C. J., Mintz, J., Clemans, T. A., Leeson, B., Burch, T. S., Williams, S. R., ... & Rudd, M. D. (2017). Effect of crisis response planning vs. contracts for safety on suicide risk in US Army soldiers: a randomized clinical trial. *Journal of affective disorders*, 212, 64-72.
- Denneson, L. M., Tompkins, K. J., McDonald, K. L., Hoffmire, C. A., Britton, P. C., Carlson, K. F., Smolenski, D. J., & Dobscha, S. K. (2020). Gender differences in the development of suicidal behavior among United States military veterans: A national qualitative study. *Social Science & Medicine*, 260, 113178. <https://doi.org/10.1016/j.socscimed.2020.113178>.
- Dick, K., Scully, R. K., Newsom, J. S., Barklow, T. K., Ziering, A., Wadleigh, T., Johnson, K., ... Ro\*CoFilms Educational (Firm). (2012). *The Invisible War*.

Sausalito, Calif.: Distributed by Roco Films Educational. Available on Amazon Prime and on Sundance Now (with free trial you can cancel): <https://www.sundancenow.com/play/6eee121dcdca8b40>.

Doran, J. M., O'Shea, M., & Harpaz-Rotem, I. (2019). In Their Own Words: Clinician experiences and challenges in administering evidence-based treatments for PTSD in the veterans health administration. *Psychiatric Quarterly*, 90(1), 11–27. <https://doi.org/10.1007/s11126-018-9604-5>.

Douglas Olson, M. (2014). Exploring the ethical dilemma of integrating social work values and military social work practice. *Social work*, 59(2), 183-185.

Herzog, J. R., Whitworth, J. D., & Scott, D. L. (2020). Trauma informed care with military populations. *Journal of Human Behavior in the Social Environment*, 30(3), 265–278. <https://doi.org/10.1080/10911359.2019.1679693>.

Goldbach, J. T., & Castro, C. A. (2016). Lesbian, gay, bisexual, and transgender (LGBT) service members: life after don't ask, don't tell. *Current psychiatry reports*, 18(6), 56.

Junger, S., Hetherington, T., Clennell, J., Virgil Films, National Geographic Entertainment (Firm), Outpost Films, & National Geographic Channel (Television station: Washington, D.C.) (2010). *Restrepo: One platoon, one valley, one year*.

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. *Journal of Family Social Work*, 23(1), 3-19.

Krause-Parello, C. A., Boyrer, A. E., & Padden, E. (2019). *Animals in Action: Therapeutic Roles in Healing Military Trauma*. *New Directions in the Human-Animal Bond*, 327.

Lacks, M., & Lamson, A. (2018). The biopsychosocial-spiritual health of active duty women. *Mental Health, Religion & Culture*, 21(7), 707–720. <https://doi.org/10.1080/13674676.2018.1552672>

Military Social Work & Behavioral Health Conference Sessions on YouTube: <https://www.youtube.com/playlist?list=PLK8F1rvjhLYOdP51ti8K61p222bcOnheh>.

- McNamara, K. A., Lucas, C. L., Goldbach, J. T., Holloway, I. W., & Castro, C. A. (2021). You Don't Want to Be a Candidate for Punishment": a Qualitative Analysis of LGBT Service Member "Outness. *Sexuality Research and Social Policy*, 18, 144-159.
- Osborne, V. A., Gage, L. A., & Rolbiecki, A. J. (2012). The Unique Mental Health Needs of Military Women: A Social Work Call to Action. *Advances in Social Work*, 13(1), 166-184.
- Paine, & Von Sternberg, K. (2019). Childhood adversity and its effects on military members' health and readiness: the mediating and moderating effects of social support / by Christopher Michael Paine. [University of Texas].
- Reed-Fitzke, K., Lucier-Greer, M., Reed-Fitzke, K., & Lucier-Greer, M. (2020). The Buffering Effect of Relationships on Combat Exposure, Military Performance, and Mental Health of U.S. Military Soldiers: A Vantage Point for CFTs. *Journal of Marital & Family Therapy*, 46(2), 321–336.  
<https://doi.org/10.1111/jmft.12402>.
- Schuman, D. L., Cerel, J., & Praetorius, R. T. (2019). Suicide in U.S. Women Veterans: An Interpersonal Theory Perspective on Suicide Prevention Policies. *Social Work in Public Health*, 34(5), 418–429.  
<https://doi.org/10.1080/19371918.2019.1616028>.
- Simmons, & Rycraft, J. R. (2010). Ethical challenges of military social workers serving in a combat zone. *Social Work*, 55(1), 9–18.  
<https://doi.org/10.1093/sw/55.1.9>
- Teeters, J. B., Lancaster, C. L., Brown, D. G., & Back, S. E. (2017). Substance use disorders in military veterans: prevalence and treatment challenges. *Substance abuse and rehabilitation*, 8, 69–77.  
<https://doi.org/10.2147/SAR.S116720>.