



University of Pennsylvania School of Social Policy & Practice
SWRK783: Advanced Mental Health Practice with Veterans

Course Syllabus

Class times:

Wednesdays, 4:00 – 6:30 pm

- 4:00 – 5:00: agenda setting and class discussion
- 5:00 – 6:00: speaker presentation
- 6:00 – 6:30: Q&A and de-brief

Location:

A17

Course Overview:

This clinical practice elective course is open to all students and is required for students in the Cohen Veterans Network (CVN) MSW Scholars Program. The advanced practice course introduces students to evidence-based clinical practice with veterans and includes screening, assessment, and treatment for trauma and various psychiatric disorders including: depression and anxiety/mood disorders, post-traumatic stress disorder (PTSD), and substance abuse disorder (SUD). Specific attention will be given to Safety Planning as an intervention to address and manage suicide risk. The course will also cover important topics of collaborative care and inter-professional teamwork, particularly important in organizations serving veterans and their family members. The majority of class sessions will feature experienced clinicians working with veterans at the Corporal Michael Crescenz Veterans Administration Medical Center (CMCVAMC) and the Steven A. Cohen Military Family Clinic at the University of Pennsylvania, an outpatient mental health clinic located within the Perelman School of Medicine's Department of Psychiatry.

Course Objectives:

1. To gain an understanding of evidence-based practices for working with military personnel, Veterans, and their families.
2. To gain an understanding of collaborative care treatment in systems serving Veterans and their families
3. To gain an understanding of assessment and treatment of unipolar depression
4. To gain an understanding of brief alcohol interventions

5. To gain knowledge/skills in assessment and treatment of Post-Traumatic Stress
6. To have an advanced understanding of suicide risk management guidelines and best practices
7. To gain an understanding of the effects and treatment of military sexual trauma (MST)
8. To gain an understanding of Systems Centered theory and practice
9. To gain an understanding of practice approaches related to homelessness, women Veteran mental health, working with military families/children, grief, loss, and recovery

Course Expectations and Requirements:

Required Textbooks

Beder, J. (Ed.) (2012). *Advances in social work practice with the military*. NY: Routledge.
Journal articles and other readings are found on the CANVAS course website.

➤ What is Expected of 2nd YR MSW Advanced Practice Students:

- Come to class focused, present, and prepared, having read and thought about the assigned readings prior to each session
- Participate actively and relevantly in class discussions and experiential exercises/activities
- Submit written assignments on time; (if late they will be graded down one grade, e.g. A to A-)
- Not submitting assignments will result in course failure
- **Cell phones are not to be used during the class unless otherwise specified**
- Familiarize yourself with the CANVAS LMS online, as needed

Students are also expected to conduct themselves consistent with the University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions, and other actions. Students are expected to be familiar with the Code, which can be found at <http://www.upenn.edu/academicintegrity/>.

Students are required to use APA reference style –

American Psychological Assn. (2012). *Publication Manual of the American Psychological Association*. 6th Ed. Washington DC: Author

➤ Class Attendance Policy:

Students are expected to attend all classes. If a student is unable to attend class, he/she should inform the instructor in advance of class. A message on the instructor's voice mail or e-mail is sufficient. If there is a problem, let us know and we can problem solve. Attendance will be taken at all class sessions. If the student misses a class, the student is responsible for making up any missed work and for obtaining any other information that was disseminated in class from student colleagues. Students who miss 3 classes, for any reason, will not be eligible to receive credit for the course and will be required to withdraw or receive a failing grade. Please note, it is not always possible to make up missed time because of the nature of some courses.

➤ Evaluating your Work

- 1) Quality of written assignments: all papers are to be of graduate level quality, well documented with proper sources and citations, using APA format, and submitted on time. If the paper is late, please review the late assignment policy below. Papers will be evaluated based on the assignment requirements, level of critical thought and analysis, student self-awareness and reflection, clarity of understanding and explication of the course concepts, use of the current empirical literature, use of relevant field internship case examples, and writing quality.

- 2) Class participation: attendance, being present in the moment, quality and quantity of oral participation, participation in experiential exercises, evidence of preparation for class, peer discussion assignments, and presentations.

➤ Late Paper Policy

Please note that there will be no extensions on assignments. For each day that an assignment is late, one grade point will be automatically deducted prior to reading and grading the paper (e.g., from A to A-; A- to B+ etc.). Again, please, don't let this happen. Papers are due as noted by the time in this syllabus and on their due date. Please upload all assignments to CANVAS in **WORD .doc format only**.

➤ Professional Code of Conduct: Failure to meet generally accepted social work standards of professional conduct, personal integrity or emotional stability requisite for professional practice, as well as inappropriate or disruptive behavior toward student colleagues, faculty, or staff (at school or field placement) will be the basis for academic review based on the MSW Student Policies & Procedures.

➤ Professional Performance Standards (MSW Program):

All students must meet required standards of behavior for professional social work practice. The standards, along with related skill areas and required behaviors for each, are delineated in the SP2 Student Handbook.

➤ Incompletes – A grade of Incomplete is given at the end of the semester only when a student has discussed the matter with the instructor and there are extenuating circumstances that clearly justify an extension beyond the requirements established for the other students in the class.

➤ Statement on Disability:

Academic accommodations are available to students with documented disabilities. In order to access the accommodations for which you may be qualified, please register with the office of Disability Services: <https://www.vpul.upenn.edu/lrc/sds/>. The staff there will verify your need for specific accommodations and provide you with a memo to inform me of your needs. Once you have received this memo, please make an appointment to see me privately to discuss your needs. Please be aware that any needed accommodations cannot be implemented retroactively; therefore, timely notification of your needs is in your best interest.

Course Assignments:

All assignments should be uploaded to CANVAS in a WORD .doc file by the day/time they are due. At the university, all assignments are checked for plagiarism via the University's Turnitin software service.

All submitted assignment files **must follow the same basic protocol** – lower case first initial, lower case last name, course number, dash -, and sequential numbering of the assignment. Your first submission file name should end in -1 such as **bsmith(swrk783)-1.docx**. The following assignments will have file names in numerical order of submission.

Peer Review

You will be partnered with a fellow classmate to peer review each other's work. Peer reviews can provide us with insightful feedback from our colleagues and assist us in developing stronger work. The process also serves to build your comfort level with receiving constructive critical feedback. Peer reviews will be due on Wednesday before class so that we can review and discuss this feedback as a group. You should send your review comments to your partner and cc the instructor prior to class on the

date it is due. Please use the criteria in the rubric as the basis for your specific feedback, noting examples of where something clearly meets the criteria and making suggestions for how to further develop the assignment.

****Please Note: If you are dissatisfied with a grade on either of the two case presentations (assignments #1 & #2), they may be re-submitted at any time before the last class (12/5/18) for possible additional points. Please take into account instructor and peer review feedback before re-submitting.**

Assignment #1

Written Case Presentation #1

Due Sunday, October 14th at 11:59 PM in Canvas

For this assignment you will need to choose ONE of the five case studies (available beginning of Week 9 in Canvas), each illustrating one of the mental health topics covered in Modules 2-5. Then choose one of the evidence-based practices below, as covered in Week 4, that you feel is most appropriate for the study chosen and apply it to the case study client.

Cognitive Behavioral Therapy (CBT)
Cognitive Processing Therapy (CPT)
Prolonged Exposure Therapy (PE)

The goal of this assignment is for students to try their hand at connecting current clinical practices to known conditions commonly seen in the Veteran community.

- This assignment should be **3-4 pages**, double-spaced
- Please include a short paragraph justifying your choice of modality
- All citations must be in APA format and included on a separate reference page (not to be included in the page count!)

Assignment #2

Written Case Presentation #2

Due Sunday, November 18th at 11:59 PM in Canvas

For this assignment you will need to choose ONE of the five case studies (available beginning of Week 9 in Canvas), each illustrating one of the mental health topics covered in Modules 6-10. Then choose one of the evidence-based practices below, as covered in Week 4, that you feel is most appropriate for the study chosen and apply it to the case study client.

Cognitive Behavioral Therapy (CBT)
Cognitive Processing Therapy (CPT)
Prolonged Exposure Therapy (PE)

The goal of this assignment is for students to try their hand at connecting current clinical practices to known conditions commonly seen in the Veteran community.

- This assignment should be **3-4 pages**, double-spaced
- Please include a short paragraph justifying your choice of modality
- All citations must be in APA format and included on a separate reference page (not to be included in the page count!)

Assignment #3: Class Presentation

Due on individual presentation date

Students will choose from one of the two options (Option A and Option B). Prepare a 10-minute verbal presentation of the assignment in class, including Q&A.

OPTION A:

For this option, choose a case that you are working on at your field internship & present the following:

The client's demographic background (i.e., age, gender, education, current or former occupation, race or ethnicity, marital status, living arrangements) as well as:

- List and describe the client presenting problems for social work services
 - Any bio-psychosocial-trauma aspects of the person including aspects of his/her environment;
 - Family factors and significant other involvement or lack of involvement
 - Describe the social support system; problem solving style, coping styles, including spiritual
 - Psychosocial history of the client—how does early life interact with current situation
 - Cultural and war-cohort issues that may be relevant to this client's care
 - Diagnostic assessment: tentative DSM-V diagnoses if applicable
 - If applicable, describe the use of several assessment measures or scales of social/psychological/health functioning, with any baseline and follow-up scores. If not, then identify psychometric scales that you would consider for measuring client psychological assessment and progress
 - List treatment goals that you have identified
 - Potential social work interventions that are appropriate to the case—relate to goals; offer rationale and justification from course readings.
 - Discuss Evidence-Based Research and Practice Strategies to support your assessment and treatment goals and treatment interventions
- Use the course readings/notes and at least **7 different scholarly peer-reviewed journal** articles (2006-2018) to inform your work and provide citations as appropriate.
 - Provide a **3-page**, double-spaced, synopsis of the case, including your assessment and treatment or intervention/plan.
 - All citations must in APA format and included on a separate reference page (not to be included in the page count!)

OPTION B:

For this option, choose a topic of interest that is related to veterans (population-based, presenting problem-based, gender-based) and to the work at your field internship and present the following:

- Overview of the topic (e.g. moral injury; wartime bereavement; ethical challenges; TBI; CBT; etc.)
- Policy and practice significance of the topic
- Current evidence-based research on the topic
- Applicability to diverse veteran populations (diversity in terms of socio-demographic characteristics such as gender, race/ethnicity, and war-cohorts)
- Critical review the research on this topic

- Implications for social work practice
 - Summary Take Home Points
 - Appendix – (citations with abstracts)
- Provide a **3-page** synopsis of the topic.
 - All citations must in APA format and included on a separate reference page (not to be included in the page count!)

Course Grading Policy:

Assignment 1	= 20%
Assignment 2	= 20%
Class Presentation	= 30%
Participation	= 20%
Peer Review	= 10%

There are three components for assessing class participation: 1) leading class discussion and 2) turning in 3 brief responses/journals. Students will take turns to lead class discussion in pairs based on the reading assignment and speaker presentation of the past week. Each student will lead discussion **2 times** during the semester. Length of each brief response/journal should be between half a page and one page. Brief responses/journals will not be given a letter grade. 3) Discussion Board posts in Canvas, as assigned.

The final course grade is based on the student's performance in both class and in their written work. Please refer to the MSW Student Handbook for the School's grading policy. Students whose performance is minimal or failing at midterm will be notified in writing. At the end of the course, the student's performance will be evaluated according to the following criteria:

- 1) Quality of written assignments: papers should be of graduate-level quality, well documented, and submitted on time. See late paper policy in previous section.
- 2) Class participation: attendance and quality of oral participation, and participation in experiential exercises as appropriate.
- 3) Demonstration of having completed assigned readings and having understood course concepts.

Grading:

- 97-100: A+
- 94-96: A
- 90-93: A-
- 87-89: B+
- 84-86: B
- 80-83: B-
- 77-79: C+
- 74-76: C
- 70-73: C-
- 60-69: D
- Below 60: F

Schedule of Topics

Week 1: August 29

Module 1: Syllabus review, Overview of Military Culture, Presentation on Cohen Veterans Network, Field visit to the CVN Clinic @ Penn

Readings:

VA Mission Act of 2018 (VA Maintaining Systems and Strengthening Integrated Outside Networks Act): https://veterans.house.gov/uploadedfiles/va_mission_act_summary.pdf

Internet Resource Review:

Cohen Veterans Network webpage:

<https://www.cohenveteransnetwork.org/>

CVN in the News:

<https://www.cohenveteransnetwork.org/inthenews/press/>

Steven A. Cohen Military Family Clinic at the University of Pennsylvania:

<https://www.med.upenn.edu/mfc/>

Penn MFC in the News:

<https://penntoday.upenn.edu/features/new-penn-clinic-offers-no-cost-mental-health-services-for-military-vets>

Week 2: September 5

Module 2: Homelessness in the Veteran Population

Dennis Culhane, PhD

Dana and Andrew Stone Chair in Social Policy

Co-Principal Investigator, Actionable Intelligence for Social Policy

Director of Research, National Center for Homelessness Among Veterans

Readings:

Perl, L. (2015). Veterans and homelessness. Washington, DC: Congressional Research Service.
<https://fas.org/sgp/crs/misc/RL34024.pdf>

Veteran section (Section 5, p. 40-49) in: U.S. Department of Housing and Urban Development. (2014). The 2016 Annual Homeless Assessment Report to Congress (Part One). Washington, DC: Author.

<https://www.hudexchange.info/resources/documents/2016-AHAR-Part-1.pdf>

<https://www.hudexchange.info/resources/documents/2016-AHAR-Part-2.pdf>

https://www.usich.gov/resources/uploads/asset_library/Vets_Case_Study_Philadelphia_Aug2016.pdf

Week 3: September 12

Module 3: Grief and Loss

Megan Farley, LCSW
Clinical Social Worker
Corporal Michael Crescenz VA Medical Center, Philadelphia

Readings:

LaMorie, J.H. (2013). Grief, loss, and bereavement in military families. In Rubin, A., Weiss, E., & Coll, J. (eds). Handbook of military social work. John Wiley & Sons, Inc. Hoboken, N.J.

US Department of Veterans Affairs (June 2004). Traumatic grief: Symptomatology and treatment in the Iraq War Veteran. In Iraq War Clinician Guide (2nd ed.) (pp. 75-78).

Week 4: September 19

NO IN-PERSON CLASS- Yom Kippur

Discussion on Clinical Modalities (including CBT, CPT, PE) in Canvas

Readings:

<https://www.ptsd.va.gov/public/treatment/therapy-med/prolonged-exposure-therapy.asp>

<https://www.mentalhealth.va.gov/depression/cbt-d.asp>

<https://www.mentalhealth.va.gov/ptsd/cbt-ptsd.asp>

Site review: Contains videos of veterans, family members, and clinicians sharing their experiences with PTSD and PTSD treatment:

<https://www.ptsd.va.gov/apps/AboutFace/>

Week 5: September 26

Module 4: Supportive Training and Employment for Veterans Diagnosed with a Mental Illness

Nicola Laury, LSW
Compensated Work Therapy Program Manager
Corporal Michael J. Crescenz Veterans Affairs Medical Center

Readings:

https://www.benefits.va.gov/VOCREHAB/edu_voc_counseling.asp

https://www.philadelphia.va.gov/services/Compensated_Work_Therapy_CWT_Program.asp

Overview of Supported Employment:

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1286192/pdf/jaba00094-0017.pdf>

Supplemental Reading:

Drebing C., Mueller L., Waltrous C., Penk W. (2018) Vocational Rehabilitation. In: Roberts L., Warner C. (eds) Military and Veteran Mental Health. Springer, New York, NY
https://link.springer.com/chapter/10.1007/978-1-4939-7438-2_12

Week 6: October 3

Module 5: Collaborative Care for Depression and Anxiety

Holly Sairsingh, DSW

Social Worker, Behavioral Health Lab (BHL) Unit

Corporal Michael J. Crescenz Veterans Affairs Medical Center

Readings:

Sands, R. G., & Gellis, Z. D. (2011). Clinical social work practice in behavioral mental health: Toward evidence-based practice. Pearson Higher Ed., Chapter 9.

VAMC Practice Foundations Manual:

Volume 1 (Building a Strong Foundation; particularly pages 1-18)

Volume 2 (Depression & Anxiety Management; particularly pages 1-13)

Week 7: October 10

Module 6: Military Sexual Trauma

Ashleigh Adams, PhD

Clinical Psychologist

Steven A. Cohen Military Family Clinic at the University of Pennsylvania

Readings:

Northcut, T. B., & Kienow, A. (2014). The Trauma Trifecta of Military Sexual Trauma: A Case Study Illustrating the Integration of Mind and Body in Clinical Work with Survivors of MST. *Clinical Social Work Journal*, 42(3), 247-259. doi:10.1007/s10615-014-0479-0

Hoyt, T., Rielage, J. K., & Williams, L. F. (2011). Military Sexual Trauma in Men: A Review of Reported Rates. *Journal of Trauma & Dissociation*, 12(3), 244-260. doi:10.1080/15299732.2011.542612

Assignment #1: Case Study due Sunday, October 14th at 11:59pm

Week 8: October 17

Module 7: Brief Alcohol Intervention

Holly Sairsingh, DSW

Social Worker, Behavioral Health Lab (BHL) Unit

Corporal Michael J. Crescenz Veterans Affairs Medical Center

Tricia Stump, BSN, RN-BC
Nurse, Behavioral Health Lab (BHL) Unit
Corporal Michael J. Crescenz Veterans Affairs Medical Center

Readings:

Roy, M., & Skidmore, W.C. Substance use disorders in veterans: A clinical overview of assessment and treatment of substance use disorders in veterans and service members. In J. Beder (Ed.), *Advances in social work practice with the military*, (pp. 215-235). New York: Routledge.

Sands & Gellis Textbook, Chapter 13, Substance Abuse

Foundations Manual 3 (At-Risk Drinking and Alcohol Dependence Management; pgs 1-39)

REMINDER: Peer review #1 due prior to start of class today (Please make sure that you emailed your review to your partner and cc'd the instructor)

Week 9: October 24

Module 8: Caring for Veterans Who Identify as LGBTQ (specific focus on transgender)

Sofia Jensen, MD
Staff Psychiatrist, PCT team
WV MHCT Leader
Corporal Michael J. Crescenz VA Medical Center Philadelphia, PA

Readings:

Chen, J. A., Granato, H., Shipherd, J. C., Simpson, T., & Lehavot, K. (2017). A qualitative analysis of transgender veterans' lived experiences. *Psychology of Sexual Orientation and Gender Diversity*, 4(1), 63-74. doi:10.1037/sgd0000217
https://www.researchgate.net/publication/312398626_A_Qualitative_Analysis_of_Transgender_Veteran_s'_Lived_Experiences

Johnson, L., Shipherd, J., & Walton, H. M. (2016). The psychologist's role in transgender-specific care with U.S. veterans. *Psychological Services*, 13(1), 69-76. doi:10.1037/ser0000030
PDF of article on Canvas

Week 10: October 31

Module 9: Finding Forks-in-the-Road in PTSD: A Systems-Centered® Therapy (SCT®) technique for helping to clarify, explore, and learn from trauma experiences

Richard Ganley, PhD
Research Director, Systems-Centered Training and Research Institute; Private Practice, Bala Cynwyd PA
Claudia Byrum, PhD
Core Curriculum Trainer Systems-Centered Training and Research Institute; Private Practice, Philadelphia, PA

Readings:

Agazarian, Y. M. (1997). *Systems-centered therapy for groups*. New York: Guilford. Re-printed in paperback (2004). London: Karnac Books. (This is the seminal book for SCT.)

Agazarian, Y.M., & Gantt, S.P. (2005). The systems perspective. In S. Wheelan (Ed.), *Handbook of group research and practice* (pp. 187-200). Thousand Oaks, CA: Sage.

Agazarian, Y.M., & Gantt, S.P. (2014). Systems-centered training with couples: Building marriages that work. *Systemic Thinking & Psychotherapy*, 5.

Ganley, R.M., & Mogle, J.A. (in press). Answering the call for a more comprehensive model of PTSD: A systems-centered therapy (SCT) approach. Submitted to *Psychological Trauma: Theory, Research, Practice and Policy*.

Gantt, S.P., & Agazarian, Y.M. (2004). Systems-centered emotional intelligence: Beyond individual systems to organizational systems. *Organizational Analysis*, 12 (2), 147-169. doi: [10.1108/eb028990](https://doi.org/10.1108/eb028990)

Week 11: November 7

Module 10: Moral Injury / PTSD

Peter Yeomans, PhD
PSTD-SUD Psychologist
Corporal Michael J. Crescenz Veterans Affairs Medical Center

Readings:

Litz, B., et al. (2009). Moral injury and moral repair in war veterans: A preliminary model and intervention strategy. *Clinical Psychology Review*.

Wood, D. (2014). Moral Injury. Huffington Post. <http://projects.huffingtonpost.com/moral-injury/the-grunts>

Optional:

Finlay, L. D. (2015). Evidence-Based Trauma Treatment: Problems with a Cognitive Reappraisal of Guilt. *Journal of Theoretical and Philosophical Psychology*, 35, 4, 220–229

Week 12: November 14

Module 11: Suicide Risk and Management / Guidelines

Paul Kettl, MD, MHA
Clinical Professor of Psychiatry, Perelman School of Medicine of the University of Pennsylvania
Psychiatrist, Corporal Michael J. Crescenz Veterans Affairs Medical Center

Readings:

Jackson, C., & Branson, Y. (2012). Assessing and responding to suicidal risk among OIF/OEF veterans. In J. Beder (Ed.), *Advances in social work practice with the military* (pp. 164-179). New York: Routledge.

Dobscha, S.K., et al. (2013). Brief assessment for suicidal ideation in OEF/OIF veterans with positive depression screens. *General Hospital Psychiatry, 35*, 272-278

Documentary: Crisis hotline: veterans press 1 /an HBO Documentary Film; in association with Iraq and Afghanistan Veterans of America (IAVA); directed by Ellen Goosenberg Kent; produced by Dana Perry; production company, Perry Films Inc. [2014]

On reserve: Van Pelt - Video Collection (ask at Circulation Desk). DVD 027 360.

Assignment #2: Case Study due Sunday, November 18th at 11:59pm

Week 13: November 21

NO CLASS- Thanksgiving Break

Week 14: November 28

Module 12: Working with Military Families & Children

Mattea Lewitt, LCSW

Clinical Social Worker

Steven A. Cohen Military Family Clinic at the University of Pennsylvania

Readings on Working with Military Families/Children:

Everson, B., & Perry, C.W. (2012). Spouse and their families in the modern military system.: problems, assessment, and interventions. In J. Beder (Ed.), *Advances in social work practice with the military*, (pp. 199-214). New York: Routledge.

Monson, C., MacDonald, A., & Brown-Bowers, A. (2012). Couple/Family therapy for PTSD: Review to facilitate interpretation of VA/DOD Clinical Practice Guideline. *Journal of Rehabilitation Research & Development, 49*(5).

Dinshtein, Y., Dekel, R., Polliack, M. (2011). Secondary traumatization among adult children of PTSD veterans: The role of mother-child relationships. *Journal of Family Social Work, 109-124*.

REMINDER: Peer review #2 due prior to start of class today (Please make sure that you email your review to your partner and cc the instructor)

Week 15: December 5

Student Presentations

Class Schedule

Week	Dates	Topic	Speakers
1	8/27 – 9/2/2018	Module #1 Syllabus review, Overview of Military Culture, Presentation on Cohen Veterans Network, review of The Mission Act *Field visit to the CVN Clinic @ Penn*	CVN Clinic staff available during site visit.
2	9/3 – 9/9/2018	Module #2 Homelessness in the Veteran Population	Dennis Culhane, PhD <i>Dana and Andrew Stone Chair in Social Policy Co-Principal Investigator, Actionable Intelligence for Social Policy Director of Research, National Center for Homelessness Among Veterans</i>
3	9/10 – 9/16/2018	Module #3 Grief and Loss	Megan Farley, LCSW <i>Clinical Social Worker Corporal Michael Crescenz VA Medical Center, Philadelphia</i>
4	9/17 – 9/23/2018	NO CLASS on 9/19/18 Yom Kippur	Online EBP Discussion on the use of CBT, CPT, and PE post due Thursday, 9/20/18 at 11:59pm ; response to at least 2 classmates due Sunday, 9/23/18 at 11:59pm
5	9/24 – 9/30/2018	Module #4 Supportive Training and Employment for Veterans Diagnosed with a Mental Illness	Nicola Laury, LSW <i>Compensated Work Therapy Program Manager Corporal Michael J. Crescenz Veterans Affairs Medical Center</i>
6	10/1 – 10/7/2018	Module #5 Collaborative Care for Depression and Anxiety	Holly Sairsingh, DSW <i>Social Worker, Behavioral Health Lab (BHL) Unit Corporal Michael J. Crescenz Veterans Affairs Medical Center</i> Fall Break starts tomorrow!!
7	10/8 – 10/14/2018	Module 6 Military Sexual Trauma	Ashleigh Adams, PhD <i>Clinical Psychologist Steven A. Cohen Military Family Clinic at the University of Pennsylvania</i> Assignment #1: Case Study Due in Canvas Sunday, 10/14/18 at 11:59pm

Week	Date	Topic	Speakers
8	10/15 – 10/21/2018	Module #7 Brief Alcohol Intervention Mid-semester feedback	Holly Sairsingh, DSW <i>Social Worker, Behavioral Health Lab (BHL)</i> <i>Corporal Michael J. Crescenz Veterans Affairs</i> <i>Medical Center</i> Tricia Stump, BSN, RN-BC <i>Nurse, Behavioral Health Lab (BHL) Unit</i> <i>Corporal Michael J. Crescenz Veterans Affairs</i> <i>Medical Center</i> Peer Review #1 due before 4pm, 10/17/18
9	10/22 – 10/28/2018	Module #8 Caring for Veterans Identify as LGBTQ (specific focus on transgender)	Sofia Jensen, MD <i>Staff Psychiatrist, PCT team</i> <i>WV MHCT Leader</i> <i>Corporal Michael J. Crescenz VA Medical</i> <i>Center Philadelphia, PA</i>
10	10/29 – 11/4/2018	Module # 9 Finding Forks-in-the-Road in PTSD: A Systems- Centered® Therapy (SCT®) technique for helping to clarify, explore, and learn from trauma experiences.	Richard Ganley, PhD <i>Research Director, Systems-Centered Training</i> <i>and Research Institute; Private Practice, Bala</i> <i>Cynwyd PA</i> Claudia Byrum, PhD <i>Core Curriculum Trainer Systems-Centered</i> <i>Training and Research Institute; Private</i> <i>Practice, Philadelphia, PA</i>
11	11/5 – 11/11/2018	Module # 10 Moral Injury and PTSD	Peter Yeomans, PhD <i>PSTD-SUD Psychologist</i> <i>Corporal Michael J. Crescenz Veterans Affairs</i> <i>Medical Center</i>
12	11/12 – 11/18/2018	Module # 11 Suicide Risk and Management/Guidelines *Gun lock presentation and distribution*	Paul Kettl, MD, MHA <i>Clinical Professor of Psychiatry, Perelman</i> <i>School of Medicine of the University of</i> <i>Pennsylvania Psychiatrist, Corporal Michael J.</i> <i>Crescenz Veterans Affairs Medical Center</i> Assignment #2: Case Study Due in Canvas Sunday, 11/18/18 at 11:59pm
13	11/19 – 11/25/2018	NO CLASS Thanksgiving Break	
14	11/26 – 12/2/2018	Module # 12 Working with Military Families and Children	Mattea Lewitt, LCSW <i>Clinical Social Worker</i> <i>Steven A. Cohen Military Family Clinic at the</i> <i>University of Pennsylvania</i> Peer Review #1 due before 4pm, 11/28/18
15	12/3 – 12/9/2018	Student presentations & Course De-Briefing	