

**The University of Texas at Austin
Steve Hicks School of Social Work**

Course Number: SW 387R 38-S **Instructor:** Jeffrey Moe, LCSW
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Unique Number: 59975 **Office:** 3.104a, SSB 4.468

Semester: Fall 2019 **Office Phone:** 512-232-2677

Meeting Time/Place: Thursdays
5:30pm-8:30pm **Office Hours:** Thursdays 4:30pm-5:30pm
Room SSW 2.112 **Other times 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 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 and needed advocacy efforts in that regard, 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, gays and lesbians, and immigrants serving in the military). The course will emphasize the needs of service members returning from Iraq and Afghanistan, including stressors connected to multiple deployments and to the unique nature of those wars, when danger is ever present and the enemy often is not identifiable. However, the similar and different needs of veterans from previous conflicts also will be addressed. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.

II. STANDARDIZED COURSE OBJECTIVES

At the end 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.

IV. REQUIRED TEXTBOOKS

Grossman, D. (2009) *On killing: the psychological cost of learning to kill in war and society*. New York, NY: Back Bay Books/ Little, Brown and Company

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

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

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

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

Supplemental Texts:

Beder, J. (Ed), (2012). *Advances in social work practice with the military*. New York, NY: Routledge

Meagher, R.E. & Pryer, D.A. (Eds.) (2018) *War and moral injury: a reader*. Eugene: OR: Cascade books

O'Brien, T. (1990) *The things they carried*. New York: NY: Houghton Mifflin Harcourt Publishing

V. COURSE REQUIREMENTS

Grading

- 14 points **Attendance and Participation:** A maximum of 1 point for every class session attended (1/2 point if you arrive more than 15 minutes late or leave more than 15 minutes early). Participation is evaluated for full credit.
- 44 points **Reflection papers** will be required to be turned in by the beginning of each class session with the exception of the first class and where otherwise noted in the syllabus. These papers are to be 2 pages in length, typed and double-spaced, and should discuss your response to the assigned reading. A graduate level of writing is expected. Response papers will be graded worth up to 4 points each. If you are absent from a class, you may email your paper to the professor or 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.
- 37 points **Research Paper** (14-15 pages in length): Paper is to focus on one key area of military social work that you are particularly passionate about or interested in. Paper is due by 5:30pm on the last day of class. Please note that when text, articles, or other factual material are cited, these need to be referenced using APA (6th ed) citation style, both in the paper and with a reference page at the end. A minimum of 10 sources should be used. Personal interviews are an appropriate source.
- Extra Credit You may earn one bonus extra credit for 5 points by submitting a certificate showing that you completed one of the following online training modules no later than the beginning of the last class session. It must be a certificate. Please note that there are many free and paid options. You are not required to take any paid options, but you must get an official certificate. Other ideas for extra credit will be considered on a case by case basis.

Option 1:

PTSD 101 at: https://www.ptsd.va.gov/professional/continuing_ed/index.asp

(You may choose from any of the modules offered.)

Option 2:

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

VI. CLASS POLICIES

ATTENDANCE: Attendance is an important part of this course. Please make every effort to attend. Please be on time. As noted above, if you are over 15 minutes late for the class, you will not get participation credit for the class and your grade will be negatively affected.

FOOD: Food and drink will be allowed in class. However, if your food or drink becomes a distraction to the class you may be asked to finish it during a break.

USE OF ANTI-PLAGIARISM SOFTWARE: I use antiplagiarism software for your final papers. If you plagiarize or turn in a highly similar or duplicate paper for another class, it will be detected. Don't plagiarize.

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.

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

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding

students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

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

Social work students who use social media (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: <https://studentaffairs.utexas.edu/>.

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

Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

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

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

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

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

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

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements.

Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

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

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

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

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

GRADING SCALE

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

VIII. COURSE SCHEDULE

8/29	<p>Class 1: Introduction to Social Work Practice with Military, Veterans and Their Families</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>.</p> <p>Rubin & Weiss (2013). Secondary Trauma in Military Social Work. Chapter 5 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>*No reflection paper due this class</p>	
9/5	<p>Class 2: The Service Member in Society/ Military Culture</p>	<p>Coll, J. E., Weiss, E. L., & Metal, M. (2013). Military Culture and Diversity. Chapter 2 in: Rubin, A., Weiss, E. L., & Cole, J. E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>MacLeish, K. (2013) Prologue, Introduction, Chapter 1, pp. 147-165</p> <p>*Reflection Paper 1 is Due</p>	Special Panel on Military Culture

9/12	Class 3: The Experience and Psychological Impact of Combat	<p>Grossman, D. (2009) pp. 1-95</p> <p>MacLeish, K. (2013) Ch. 2.</p> <p>*I have chosen to show the film “Restrepo” because it is an educationally valuable and critically acclaimed documentary detailing life on deployment in Afghanistan. It shows footage of real combat, including brief images of a dead body and both real-time and later reactions to the death of both enemies and friends. Some scenes are therefore emotionally intense and may create abreaactions for you, especially if you have experienced previous trauma. If you think this will be an issue for you, please let me know beforehand and we can discuss it.</p> <p>*Reflection Paper 2 is Due</p>	<p>Showing of the film</p> <p>“Restrepo”</p> <p>followed by discussion on film and reading material</p>
9/19	Class 4: Cultural, Societal, and Social Justice Issues within the Military and between Civilian and Military Cultures	<p>MacLeish, K. (2013) Chapter 5</p> <p>*Reflection Paper 3 is Due</p>	<p>Guest Speaker: Nik Meador, US Army Veteran</p>

9/26	Class 5: Micro Practice- Combat PTSD and Moral Injury/ Evidence Based Therapies for PTSD	<p>Grossman, D. (2009) pp. 264-299</p> <p>MacLeish, K. (2013) pp. 116-133 “A Drug for Soldiers” and “Uncomfortably Numb”</p> <p>Stehberg, J. Albright, D., & Weiss, E. L. (2013). The neurobiology of PTSD and Cognitive Processing therapy (CPT). Chapter 7 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i></p> <p>Yarvis, J. S. (2013). Posttraumatic Stress Disorder in Veterans. Chapter 6 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>*Reflection Paper 4 is Due</p>	<p>Guest Speaker:</p> <p>Ginger Redden, LCSW</p> <p>Austin VA PTSD Clinical Team</p>
10/3	Class 6: Readjustment-- Loss of Community and other Issues in Transitioning to Civilian Life	<p>Coll, J. E., & Weiss, E. L.. (2013). Transitioning Veterans into Civilian Life. Chapter 17 in: Rubin, A., Weiss, E. L., & Cole, E. (Eds.). <i>Handbook of Military Social Work</i>.</p> <p>Junger, S. (2016) <i>Tribe: on homecoming and belonging</i>. New York, NY: Twelve.</p> <p>*Reflection Paper 5 is Due</p>	<p>Guest Speaker:</p> <p>Brandon Barrera, LCSW</p> <p>Austin VA Transition Care Management Team</p>
10/10	Class 7: Micro Practice-- Substance Use Disorders: Assessment, prevention and treatment in the Military and Veteran Population	<p>Rubin, A. & Barnes, W. G. (2013). Assessing, Preventing and Treating Substance Use disorders in Active Duty Military Settings. Ch. 12 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>Burda-Chmielewski, R. & Nowlin, A. (2013). Preventing and intervening with Substance Use Disorders in Veterans. Ch. 13 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>*Reflection Paper 6 Due</p>	<p>Guest Speaker:</p> <p>Alisa Heald, LCSW</p> <p>Supervisory Social Worker, Central Texas Veterans Health Care System</p>

10/17	Class 8: Micro Practice-- Suicide in the Veteran Population: Risk factors; Prevention; and Identification	<p>Cato, C. (2013). Suicide in the Military. Ch. 14 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>*Reflection Paper 7 and Outline for Final Paper are Due</p>	<p>Guest Speaker:</p> <p>Kathryn Bongiovanni, LCSW</p> <p>Austin VA Suicide Prevention Coordinator</p>
10/24	Class 9: Military/Veteran Families	<p>Harris, J. (2013). A brief history of US 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>Weiss, E.L, DeBraber, T., Santoyo, A. & Creager, T. (2013). Theory and practice with military couples and families. Ch. 26 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>Macleish, K. (2013) pp. 93-103, 165-178</p> <p>*Reflection Paper 8 Due</p>	
10/31	Class 10: Women Veterans and Military Sexual Assault	<p>Weiss, E. L. & DeBraber, T. (2013). Women in the Military. Ch. 3 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>*Reflection Paper 9 is Due</p>	<p>Viewing of film, “The Invisible War” followed by discussion</p>

11/7	Class 11: LGBTQ Specific Issues in the Military and Veteran Population/ Ethical Challenges with Social Work in the Military and Veteran Population	<p>Cochran, B. N. et al. (2013) Mental health characteristics of sexual minority veterans. <i>Journal of Homosexuality</i>. 60 (2-3) 419-435</p> <p>Rostker, B.D., Hosek, S.D. & Vaiana, M. E. (2011) Gays in the military: eventually new facts conquer old taboos. Rand Corporation. Retrieved from https://www.rand.org/pubs/periodicals/rand-review/issues/2011/spring/gays.html</p> <p>Note: Language in these articles,, though appropriate at the time, may be offensive to some according to current standards</p> <p>.</p> <p>Daley, J.G. (2013). Ethical decision making in military social work. Ch. 13 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>*Reflection Paper 10 is Due</p>	<p>Speaker, Bleu Copas, US Army Veteran, Certified Peer Support Specialist and Whole Health Coach, Knoxville VA.</p>
11/14	Class 12: Homeless Veterans and systems of care	<p>Carrillo, E.V Costello, J.J. Yoon Ra, C. (2013). Homelessness among veterans. Ch. 15 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p>	<p>Guest Speaker: Molly Batschelet, LCSW</p> <p>Healthcare for Homeless Veterans/ Safe Haven Program</p>
11/21	Class 13: Clinical Challenges: Traumatic Brain Injury and Chronic Pain	<p>MacLeish, K. (2013) pp. 103-115 “Worn Out Bodies”</p> <p>Boyd, Cynthia & Asmussen, S. (2013). Traumatic Brain Injury (TBI) and the military. Ch. 10 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>Struchen, M.A., Clark, A.N. & Rubin, A..(2013). TBI and social work practice. Ch. 11 in Rubin, A. et al. (Eds.) <i>Handbook of Military Social Work</i>.</p> <p>*Reflection Paper 11 is Due</p>	<p>Steven Kornguth, PhD, Research Neuroscientist, Dell Medical School</p>
11/28	NO CLASS	<p>*HAPPY THANKSGIVING!!</p>	

12/5	Class 14: Wrapping up	*No Reflection Paper Due **Final Paper Due by 5:30pm	
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IX. Bibliography

Beder, J. (Ed), (2012). *Advances in social work practice with the military*. New York, NY: Routledge

Cochran, B. N. et al. (2013) Mental health characteristics of sexual minority veterans. *Journal of Homosexuality*. 60 (2-3) 419-435

Dick, K., Scully, R. K., Newsom, J. S., Barklow, T. K., Ziering, A., Wadleigh, T., Johnson, K., ... Ro*Co. Films Educational (Firm). (2012). *The Invisible war*. Sausalito, Calif.: Distributed by Roco Films Educational.

Grossman, D. (2009) *On killing: the psychological cost of learning to kill in war and society*. New York, NY: Back Bay Books/ Little, Brown and Company

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

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*.

Meagher, R.E. & Pryer, D.A. (Eds.) (2018) *War and moral injury: a reader*. Eugene: OR: Cascade Books

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

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