# San José State UniversityPsychology 190 Section 5

**Current Issues in Psychology**

# Warriors at Home: Veterans and the Transition to College and the Civilian World

# Fall 2014

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| Instructor: | Elena Klaw, PhD  |
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| Email: | elena.klaw@sjsu.edu  |
| Office Hours: | M/W 10:30-12:00 in Clark 203 |
| Class Days/Time: | Mon/Wed, 9-10:15 |
| Classroom: | MacQuarrie Hall 235 |
| **Web Site:** | http://www.sjsu.edu/people/elena.klaw/courses/ |

## Course Description:

This course will allow students to gain an in depth understanding of the distinct challenges that veterans face in “coming home” and in attending college after separating from the military. The course will explain the coping strategies, skills and resources that veterans need to make positive transitions from the military to the civilian world and from deployment to post-deployment life. The class provides essential insights and training to individuals who want to provide support to veterans who are transitioning to civilian life and higher education.

Student Learning Objectives

By the end of this course, students will:

1. Understand common problems experienced by military members who have participated in modern warfare and recognize indicators of stress reactions, and stress related disorders. *(Essential activity: Integration writing assignment 1)*
2. Understand how veterans can develop effective coping skills for stress, anger management, and emotional regulation. *(Essential activity: Integration writing assignment 2)*
3. Understand the differences between healthy and unhealthy relationships for veterans and understand theskills necessary for veterans and others to have healthy relationships such as perspective taking, problem solving, conflict resolution, and assertiveness. *(Essential activity: Integration writing assignment 3)*
4. Understand key strategies for post military career success. (*Essential activity: In class assignments)*
5. Employ effective research skills, writing skills, and presentation skills that will form the basis for continued academic and occupational success. *(Essential activity: Warriors at home research project)*
6. Effectively use actively listening skills to support student veterans and connect them to helpful resources at SJSU and in the community including the VITAL Program, Career Center, Accessible Education Center, Counseling Services, and the San Jose Veteran Center *(Integration writing assignment 4).*

### Required Readings:

1. Armstrong, K. (2005). *Courage after fire.* Ulysess.
2. Hoge, C. (2010). *Once a warrior, Always a warrior: Navigating the transition from combat to home.* Globe Pequot.
3. Kivel, P. (1992). *Men’s work.* Hazleden.
4. Course Reader for Psych 190, Section 5: *Warriors at Home* is available at Maple Press as of the first day of class. Maple Press is located across from campus at 481 E San Carlos St., (between 10th and 11th St). Please note that they only accept cash or check.

### Classroom Protocol:

Class sessions are the heart of this course. Students are expected to arrive on time, to actively and attentively participate in, and to remain for full class sessions. A variety of teaching methods will be used, including presentations and discussions, small group assignments, informal student presentations, and speakers or videos.

All cell phones must remain on silent during course time. Surfing the web, listening to music and engaging in text messaging during class time are all prohibited. If you are unable to refrain from engaging in disruptive behaviors during class time, you will be asked to leave the class.

As part of this course, we will be discussing issues that may be of a sensitive nature or controversial. First and foremost, mutual respect is essential to the success of the class. During class discussion, we will examine whatever ideas are brought up, analyze them, and determine for ourselves what parts are valid and what parts are not valid based on different criteria such as empirical research literature, and personal values. Remember, this examination needs to be done in a context of controversy within civility-We will not allow people to be disrespectful of other people's ideas. Remember that you will never be graded on your opinion; only how well you support it.

Second, effective education is student-centered. This means that small and large discussion will play a major role in the course. This learning style makes it imperative that you do the readings before class and come in prepared to discuss what you have read.

Third, knowledge is obtained in the interactive process of action and reflection. This is why you will be involved in a community education project as your final project. Since the goal is for you to become active participants in the discovery of knowledge, you will be integrating ideas that have been generated from the readings and class discussions with ideas that have originated from your own project work.

### Course Requirements & Grading:

The total points possible for the class is 200.

I) Warriors at Home Project (80 points total)

II) 4 Integration Assignments (100 points total)

III) Participation (20 points)

### Assignments:

#### I. Warriors at Home Project: 80 points

The Warriors at Home Project is a cumulative project that is divided into 4 distinct assignments, each worth 20 points. The due date of each assignment is noted on the green-sheet and a specific hand out for each assignment will be provided on the course web site. In this project, you will apply published social science research to understanding and developing strategies to best support veterans. Your project will be graded on the degree to which you clearly and effectively apply scientific literature to understanding and addressing an issue pertinent to veterans and how you present this material in a written format.

The Warriors at Home Project consists of the following assignments:

**1. Problem Statement and Reference List (20 points):** Each student will identify an issue of particular significance to veterans and will provide an APA formatted reference list of 5 articles from published, peer reviewed scientific journals pertaining to that issue. A detailed handout for this assignment will be provided on the course web site.

**2. Research Paper Outline (20 points):** Each student will complete an outline for an APA style research paper on the issue they selected. Outlines will involve using full sentences to spell out each section of the research paper including: Introduction, Key Ideas, Discussion, Implications, and Conclusion. The student will also provide contact information for a veteran or service provider that they have invited to the final event.

**3. Research Paper (20 points):** Each student will complete a 5-page APA formatted research paper that is based on the reference list and the outline that has been approved by Dr. Klaw. A detailed handout for this assignment will be provided on the course.

**4. Final Research Poster (20 points):** Each student will create an APA Style Science Fair Poster to summarize and showcase the results of their research paper. Campus and community members who are veterans, significant others of veterans, and professionals serving veterans will be invited to a forum held on finals day in which challenges and supports for the veteran community will be discussed.

#### II. Integration Assignments (100 points)

Four integration assignments, worth 25 points each, will provide an opportunity for you to integrate information from course readings and lecture with personal reflection and ideas. Specific integration questions will be provided for each assignment. Each integration assignment will be no more than two pages, double-spaced, using a standard 12 point font.

**III. Participation (20 points)**

The purpose of evaluating your participation is to encourage and reward students who demonstrate engaged scholarship. Thus, you will be evaluated on the extent and quality of your participation in class and class related projects**.** In-class thought assignmentsbased on the readings might be used to assess understanding of the class material. In class thought assignments will be considered in evaluating your participation. Your participation grade will be based on the following criteria:

Excellence (20 points) requires that you participate fully in the Warriors at Home Project, that you respond thoughtfully and clearly to all in-class thought assignments; submit all homework assignments; play a leadership role in discussions; demonstrate that you carefully read and thoughtfully consider the text; discuss points articulately, and listen sensitively and respond intelligently to other's views; do not interrupt, obstruct or dominate discussion; ask insightful, carefully-constructed questions, and take responsibility for the overall quality of the discussion.

Above average (15 points) requires that you participate fully in the Warriors at Home Project; respond thoughtfully and clearly to all in-class thought assignments; and participate actively in discussion, demonstrate good knowledge of the text, work to achieve understanding, listen to other viewpoints, and ask sound questions.

Average (10 points) requires that you participate fully in the Warriors at Home Project; respond thoughtfully and clearly to all in-class thought assignments; follow the discussion, make occasional comments; have a basic knowledge of the text, and sometimes ask questions.

Below average (5 points) requires that you participate fully in the Warriors at Home Project; provide a clear response to some of the in-class thought assignments; show up to class and occasionally ask questions.

***At the end of the course, you will be asked to evaluate your level of participation and success in your community project. This self-evaluation will be taken seriously when participation grades are determined.***

#### Grades

The various parts of the course add up to 200 possible points. To tabulate your final grade, divide your total points achieved by 2. For example if your total points achieved add up to 200, you have achieved 100% of all possible points and your percentage score corresponds to an A+. To convert your percentage points to a letter grade, use the following scale.

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| 98-100=A+ | 93-97=A | 90-92=A- |
| 88-89=B+ | 83-87=B | 80-82=B- |
| 78-79=C+ | 73-77=C | 70-72=C- |
| 68-69=D+ | 63-67=D | 60-62=D- |
| < 60=F |  |  |

Other Important Information:

##### **1. Office Hours:**

Office hours are generally used to help clarify information from lectures, discussions, group activities, readings, or papers. At least once this semester, however, I would like you to stop by during office hours so that we can get to know you on a personal basis. I am also available to discuss other professional development issues.

##### **2. Late Assignments:**

All assignments are due the first 5 minutes of class. The late policy for any work is a 5 point drop in grade for each class period late. If a medical or legal emergency delays the turning in of an assignment, please contact us as soon as possible, provide documentation of the event, and we will work something out. Late assignments may not be returned as promptly because they will be competing with papers in this class and in other classes, which are turned in on time.

## University Policies:

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic\_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at http://www.sjsu.edu/aars/policies/latedrops/policy/**.** Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at http://www.sjsu.edu/advising/.

### Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

* “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
	+ In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
* “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

### Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

### Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD\_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

***Resources:***

## Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at http://peerconnections.sjsu.edu for more information.

## SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



## SJSU Counseling Services

## The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.

\*Course schedule is subject to change. You are expected to come to class and check course web site to remain current.

Reference List for the Reader

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|  **Week/Class**   |  **Topic**  |  **Reading Due**  |  **Evaluation Due**  |
| **Module 1**    | **Transitioning From The Armed Forces to College**  |   |   |
| Mon 8/25   | Introduction to Course  |   |    |
| Wed 8/27  | Overview of Military Readjustment and the Transition to College    | Hoge: Postwar Transition-Readjustment, pp. x-xix.  Reader: Holmstedt, intro, pp. xi-xxiii.  |   |
| Mon 9/1  | **Labor Day**  | **No Class**  |   |
| Wed 9/3  | Coming Home & Stress Reactions  |  Armstrong: Ch. 1, Reactions to War, pp. 10-33.  Hoge: Chapter 1, Combat Stress and PTSD, pp. 1-36.   |   |
| Mon 9/8  | TBI and Challenges to Learning  | Hoge: Ch. 2, Combat MTBI, pp. 37-47.  Reader: Wadsworth & Riggs: Ch. 14, pp. 259-280.  |   |

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| **Week/Class**  | **Topic**  | **Reading Due**  | **Evaluation Due**  |
| Wed 9/10  | Adjustment Reactions  Speaker:TBD *Veteran Cente*r  | Armstrong: Ch. 2, Strengthening Mind & Body, pp. 34-69. Hoge: Ch. 3, Navigating the Home Zone, pp. 48-50.   |  |
| Mon 9/15  | Managing Adjustment Reactions  Speakers*: SJSU VITAL* *Program*  | Armstrong: Ch. 3, Coping Strategies, pp. 70-112.  Hoge: Ch. 4, Life Survival Skills, pp. 51-86.   |  |
| Wed 9/17  | Grief & Loss  | Armstrong: Ch. 4, Grief & Loss, pp. 113-126.    | **Integration** **Assignment** **#1 Due**  |
| Mon 9/22  | Dealing with Stress at Home  | Armstrong: Ch. 6, Returning to Civilian Life, pp. 151-171.  Hoge: Ch. 9, Acceptance: Living and Coping with Major Losses, pp. 213-252.   | **Problem Statement** **&** **Reference List Due**  |

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| **Week/Class**  | **Topic**  | **Reading Due**  | **Evaluation Due**  |
| Wed 9/24 No Class: On Line Training  | Do Interactive Computer Based Veterans on Campus Peer Training (Link to Be Provided)  | Hoge: Ch. 5, Attend to and Modulate your Reactions, pp. 87-115.  |  |
| Mon 9/29  | Integrating the Past and the Present  Film: *How to Fold a Flag*   | Hoge: Ch. 6, Narrating Your Story, pp. 116-133.  Reader: Grossman: On Killing Ch. 4: The Limits of Human Endurance, pp. 294-299.   |  |
| **Module 2:**  | **Healthy Relationships** **For Veterans**  |   |   |
| Wed 10/1  | Adjusting to College  | Reader: Klaw (2014). Who Am I Now, pp. 1-27.  Reader: Lighthall (2014).Ten things You Should Know About Today's Student Veteran, pp. 81-90.   |  |

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| **Week/Class**  | **Topic**  | **Reading Due**  | **Evaluation Due**  |
| Mon 10/6  | Adjusting to Family Roles  | Armstrong: Ch. 7, Restoring Family Roles, pp. 172-201.  Reader: Holmstedt, Taking Command of the Herk, Part 1.   |  |
| Wed 10/8  | Masculinity & the Military  | Kivel: Ch. 1, Men Relating to Men, pp. 3-34  | **Integration****Assignment****#2 Due**  |
| Mon 10/13  | Military Women & Coming Home  Film Clip: Lioness  |  Reader: Carlson, B. (2013). Mental Health Issues in Recently Re- turning Women Veterans, pp. 105-113.  Reader: Wadsworth & Riggs:Ch. 12, Tension Between Family & Career, pp. 219-237. |   |
| Wed 10/15 No Class: Community Release Day | Community Release Day: Invite a Veteran or Service Provider to attend final Event.  | Reader: Wadsworth & Riggs: Ch. 10,…Post Deployment Reintegration, pp. 173-192.  Armstrong: Ch. 3, Coping Strategies, pp. 70-112.   |   |

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| **Week/Class**  | **Topic**  | **Reading Due**  | **Evaluation Due**  |
| Mon 10/20  | Men Relating to Women  *Film Clip: Tannen:* *He Said, He Said: Gender, Language and* *Communication*  | Hoge: Ch. 10, Navigation Strategies for partners, pp. 253-272. Kivel: Ch. 2, Men Relating to Women, pp. 35-52. |   |
| Wed 10/22  |   Domestic Violence and The Military  | Kivel: Ch. 5, Drugs & Violence, pp. 76-86.  Reader: Murdoch, M. (1995). Vets’ Experiences withDV and With Sexual Harassment, pp. 411-418.  | Outline plus Veteran/Service Provider Contact Due  |
| Mon 10/27  | Sexual Assault, Sexual Harassment & the Military  *Film Clip: The Invisible* *War*  | Kivel: Ch. 7, Why are Men Violent? pp. 93-114.  Reader: Turchick, J. (2010).Sexual Assault in the U.S. Military, pp. 267-277. |   |

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| **Week/Class**  | **Topic**  | **Reading Due**  | **Evaluation Due**  |
| **Module 3:** | **Forging A New Identity** |  |  |
| Wed 10/29  | Identity Changes & Moral Injury  | Armstrong, Ch. 5: Changed Views of Self, Others & the World, pp. 127-150. Reader: Grossman: Ch. 7, The Burden of Killing, pp. 86-92. Reader: Maguen & Litz (2012). Moral injury Veterans, pp. 1-6.  | Integration Assignment #3 Due  |
| Mon 11/3  | Veterans and Homelessness  Speaker: Dennis Haysley & *TBD &* *SV Goodwill*  | Reader: CDC (2014). Prevalence and risk of homelessness among U.S. Veterans, pp. 1-9. Reader: Tsai, et al., (2013). Homeless Female U.S. Vets, pp. 1-8.  |   |
| Wed 11/5 | Planning for Post Military Career  *Speaker: Career Center*  | Armstrong: Ch. 6: Returning to Civilian Life, pp. 151-171.  |  |
| Mon 11/10 | Risk Factors for College Students Veterans  | Reader: Klaw (2014) Predicting Risk Factors Intimate Partner Violence pp. 1-36.  |   |
| **Week/Class**  | **Topic**  | **Reading Due**  | **Evaluation Due**  |
| Wed 11/12 | Social Support  | Reader: Laffaye (2008) Relationships Among PTSD Symptoms, Social Support, and Support Source in Veterans, pp. 394-401. Reader: Wadsworth & Riggs: Ch. 15: Combat Related PTSD pp. 281-292.  |    |
| Mon 11/17 | Substance Abuse  | Reader: Tsai, et al., (2014). Alcohol and Drug among Homeless Veterans, pp. 455-460.  |  |
| Wed 11/19 | Suicide Incidence among Veterans  | Reader: Kaplan, et al., (2012). Suicide Risks, pp. 131-137.  |  Final Paper Due  |

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| **Week/Class**  | **Topic**  | **Reading Due**  | **Evaluation Due**  |
| Mon 11/24  | Veterans and Civic Leadership  | Reader: Matthieu, et al., (2013), Mission Continues, Participant Satisfaction, pp. 1-5. Reader: Matthieu, et al., (2013), Impacts of The Mission Continues, pp. 1-7.  |  |
| Wed 11/26 **No Class** **Thanksgiving** |  |  |  |
| Mon 12/1 | Getting Help *Speakers:**SJSU Military and Veteran Student Services* *SJSU Counseling Center* *Accessible Education Center* | Hoge: Ch. 8, ..Mental Health Care, pp. 170-212.   Kivel: Ch. 12-13. Getting help for Ourselves, pp. 146- 155.   |  |
| Wed 12/3 | Violence in Society  | Kivel: Ch. 4, Coming to Understand Men, pp. 67-75.  Reader: Grossman: A Virus of Violence, pp. 304-336.  |  |
| Mon 12/8 | Bringing it All Together | Hoge: Chapter 11, The “V”s, pp. 273-277. |  |
| **Week/Class**  | **Topic**  | **Reading Due**  | **Evaluation Due**  |
| Wed 12/10 | Conclusion  | Kivel: Conclusion, pp. 243-244.  | Integration # 4 Due |
| Final Day Event 12/ 16 8:00-9:30 am  | Warriors at Home Community Forum  |   | Final Poster Due  |

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Reference List For Course Reader

Carlson, B., Stromwall, L. K., & Lietz, C. A. (2013). Mental issues in recently returning women veterans: Implications for practice: *Social Work*, *58(2),* 105-114.

Fargo, J., Metraux, S., Bryne, T., Munley, E., Montgomery, A. E., Jones, H., Sheldon, G., Kane, V., & Culhane, D. (2012). Prevalence and risk of homelessness among US Veterans. *CDC-Preventing Chronic Disease*, *9,*1-9.

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

Holmstedt, K. (2007). *Band of sisters: American women at war in Iraq:* Mechanicsburg, PA: Stackpole.

Kaplan, M. S., McFarland, B. H., Huguet, N., & Valenstein, M. (2012). Suicide risk and precipitating circumstances among young, middle-aged, and older male veterans. *American Journal of* *Public Health, 102(S1),* 131-137.

Klaw, E., Demers, A. L., Barnes, C., & Hrnic, D. (In Press). Who am I now?: Understanding and supporting veterans transitioning to college. In S. Randal (Ed.) *Social Psychology: How other people influence our thoughts and actions.* Santa Barbara, CA: ABC CLIO.

Klaw, E., Demers, A. L., & Dasilva, N. (In Press). Predicting risk factors in intimate partner violence. *Journal of Interpersonal Violence.*

Laffaye, C., Cavella, S., Drescher, K., & Rosen, C. (2008). Relationships among PTSD symptoms, social support, and support source in veterans with chronic PTSD. *Journal of Traumatic Stress, 21(4),* 394-401.

Lighthall, A. (2012, Fall). Ten things you should know about today's student veteran. *Thought & Action,* 80-89.

MacDermid Wadsworth, S., & Riggs, D. S. (Eds). (2014). *Military deployment and its consequences for Families*. New York: Springer

Maguen, S., & Litz, B. (2012). Moral injury in veterans of war. *PTSD Research Quarterly, 23 (1),* 1-6.

Matthieu, M. M., Scheinberg, A. J., Morrow-Howell, N., & McBride, A. M. (2013, October). Reexamining impacts of The Mission Continues Fellowship Program on Post-9/11 veterans, their families, and their communities. Research Brief, *Center for Social Development* *Publication, 13-23,* 1-7.

Matthieu, M. M., Scheinberg, A. J., Rogers, D. & Varner, J. (2013, October). Reexamining participant satisfaction with The Mission Continues Fellowship Program for Post-9/11 Veterans. *Research Brief: Center for Social Development Publication, 13-22,* 1-5.

Murdoch, M. & Nichol, K. L. (1995). Women veteran's experiences with domestic violence and with sexual harassment while in the military. *Archives of Family Medicine, 4,* 411-418.

Tsai, J., Kasprow, W. J., & Rosenheck, R. A. (2014). Alcohol and drug use disorders among homeless veterans: Prevalence and association with supported housing outcomes. *Addictive Behaviors, 39,* 455-460.

Tsai, J., Rosenheck, R., & Kane, V. (2013). Homeless female U.S. veterans in a national supported housing program: Comparison of individual characteristics and outcomes with male veterans. *Psychological Services,* 1-8, doi: 10.1037/003623.

Turchick, J. A. & Wilson, S. M. (2010). Sexual assault in the U.S. military: A review of the literature and recommendations for the future: *Aggression and Violent Behavior, 15,* 267-277.