

## Request for Graduate Course Addition

1. Prepare one paper copy with all signatures and supporting material and forward to the Graduate Council Chair.
2. E-mail one identical PDF copy to the Graduate Council Chair. If attachments included, please merge into a single file.
3. **The Graduate Council cannot process this application until it has received both the PDF copy and the signed hard copy.**

College: COEPDDept/Division: CounselingAlpha Designator/Number: COUN 685 Graded  CR/NCContact Person: Lori EllisonPhone: 304-746-2086

### NEW COURSE DATA:

New Course Title: Military Culture and Treatment of Veterans

Alpha Designator/Number:

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Title Abbreviation:

M	i	l	i	t	a	r	y		C	u	l	t		a	n	d		T	r		V	e	t
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(Limit of 25 characters and spaces)

Course Catalog Description:  
(Limit of 30 words)

This course is designed to introduce students to the nature of military culture, the unique challenges of deployment and re-entry for both military personnel and their families, and various mental health best practices specific to those affected with combat-related PTSD, TBI, and other traumatic injury.

Co-requisite(s): noneFirst Term to be Offered: Spring 2016Prerequisite(s): COUN 682Credit Hours: 3

Course(s) being deleted in place of this addition (must submit course deletion form): \_\_\_\_\_

Signatures: if disapproved at any level, do not sign. Return to previous signer with recommendation attached.

Dept.	Department/Division Chair: <u>Robert L. Rubenstein</u>	Date: <u>10/6/15</u>
	Registrar: <u>Roberta Ferguson</u> 131101	Date: <u>11/20/15</u>
Regist	Librarian: _____	Date: _____
	College Curriculum Chair/Dean: <u>R. B. A.</u>	Date: <u>12/7/15</u>
Colleg	Graduate Council Chair: <u>Tracy Christofero</u>	Date: <u>2-18-16</u>
Gradu	Information Required for Graduate Course Addition - older form accidentally used	

## Request for Graduate Course Addition - Page 2

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College: COEPD

Department/Division: Counseling

Alpha Designator/Number: COUN 685

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Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

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1. FACULTY: Identify by name the faculty in your department/division who may teach this course.

Lori Ellison, Carol Smith,

2. DUPLICATION: If a question of possible duplication occurs, attach a copy of the correspondence sent to the appropriate department(s) describing the proposal. Enter "**Not Applicable**" if not applicable.

Not applicable

3. REQUIRED COURSE: If this course will be required by another department(s), identify it/them by name. Enter "**Not Applicable**" if not applicable.

Not Applicable

4. AGREEMENTS: If there are any agreements required to provide clinical experiences, attach the details and the signed agreement. Enter "**Not Applicable**" if not applicable.

Not Applicable

5. ADDITIONAL RESOURCE REQUIREMENTS: If your department requires additional faculty, equipment, or specialized materials to teach this course, attach an estimate of the time and money required to secure these items. (Note: Approval of this form does not imply approval for additional resources.) Enter "**Not Applicable**" if not applicable.

Not Applicable

6. COURSE OBJECTIVES: (May be submitted as a separate document)

Students in this course will be able to:

1. Identify cultural norms unique to US branches of the military.
2. Demonstrate understanding of the process of military deployment from both the perspective of the military personnel and their families left behind.
3. Explain and discuss the challenges faced when the military personnel return home from combat deployment.
4. Identify and describe symptoms and behaviors associated with Post-traumatic stress disorder, traumatic brain injury, military sexual assault, and other traumatic injuries associated with military deployment.

7. COURSE OUTLINE (May be submitted as a separate document)

8. SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATES (May be submitted as a separate document)

9. EXAMPLE OF INSTRUCTIONAL METHODS (Lecture, lab, internship)

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10. EXAMPLE EVALUATION METHODS (CHAPTER, MIDTERM, FINAL, PROJECTS, ETC.)

11. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE/GRADUATE COURSE

12. PROVIDE COMPLETE BIBLIOGRAPHY (May be submitted as a separate document)

## Request for Graduate Course Addition - Page 5

Please insert in the text box below your course summary information for the Graduate Council agenda. Please enter the information exactly in this way (including headings):

Department:  
Course Number and Title:  
Catalog Description:  
Prerequisites:  
First Term Offered:  
Credit Hours:

Department: Counseling

Course Number and Title: COUN 685 Military Culture and Treatment of Veterans

Catalog Description: This course is designed to introduce students to the nature of military culture, the unique challenges of deployment and re-entry for both military personnel and their families, and various mental health best practices specific to those affected with combat-related PTSD, TBI, and other traumatic injury.

Prerequisites/Corequisites: COUN 682

First Term Offered: Spring 2017

Credit hours: 3

**COUN 685**  
**MILITARY CULTURE AND THE TREATMENT OF VETERANS.**  
Master Syllabus

**MARSHALL UNIVERSITY GRADUATE COLLEGE**  
A Member of the University System of West Virginia  
100 ANGUS E. PEYTON DRIVE  
SOUTH CHARLESTON, WV 25303-1600  
Telephone: (304) 746-2500 or 1-800-642-9842

**COURSE TITLE AND NUMBER:** COUN 685- Military Culture and the Treatment of Veterans

**INSTRUCTOR:**

**OFFICE HOURS:**

**INSTRUCTOR BIOGRAPHY:**

**SEMESTER DATES:**

**FACE-TO-FACE MEETING DATES:** (If applicable)

**PLACE:**

Information for drop or withdraw available on the Academic Calendar at the url below  
<http://www.marshall.edu/calendar/academic/>

**TEXTBOOKS:** Books may be chosen from among this sample list or taken from other sources. Most likely those highlighted will be chosen.

Finley, E. (2012). *Fields of Combat: Understanding PTSD among Veterans of Iraq and Afghanistan (The Culture and Politics of Health Care Work)*. New York: Cornell University Press.

Freeman, S. M., Moore, B. A., & Freeman, A. (2009). *Living and surviving in harm's way: A psychological treatment handbook for pre- and post-deployment of military personnel*. New York: Routledge.

Hall, L. (2008). *Counseling military families: What mental health professionals need to know*. New York: Routledge.

Hoge, C. (2010). *Once a Warrior--Always a Warrior: Navigating The Transition From Combat To Home--Including Combat Stress, Ptsd, And Mtbj*. Guilford, CN: Lyons Press.

Kyle, C., McEwen, S. DeFelice, J. (2013). *American Sniper: The autobiography of the most lethal sniper in U.S. Military History*. New York: Harper Collins Publishers.

Scurfield, R. M, & Platoni, K. T. (Eds.). (2013). *Healing war trauma: A handbook of creative approaches*. New York: Routledge.

**ESTIMATED COST:** \$ 106.00

Textbooks and materials may be ordered online at the Marshall University Graduate School of Education and Professional Development Bookstore in South Charleston. Copy and paste the following link into your browser to access their site.

<http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?storeId=10341&langId=-1&catalogId=10001>

**COURSE DESCRIPTION:** This course will explore many types of trauma experienced in modern society, the inter- and intrapersonal effects those types of trauma on clients who present for help, and an introduction to treatment modalities and evidence based practice used to assist traumatized individuals.

**CREDIT:** 3 graduate credit hours

**PREREQUISITES:** Program Admission (COUN 682 if approved)

**COURSE OBJECTIVES:**

Course instruction, discussion, activities, and assignments target the following student-learner outcomes . Each student will...

Students in this course will be able to:

1. Identify cultural norms unique to US branches of the military.
2. Demonstrate understanding of the processes of military deployment from both the perspective of the military personnel and their families left behind.
3. Explain and discuss the challenges faced when the military personnel return home from combat deployment.
4. Identify and describe symptoms and behaviors associated with Post-traumatic stress disorder, traumatic brain injury, military sexual assault, and other traumatic injuries associated with military deployment.
5. Examine treatment modalities commonly helpful in working with pre- and post-deployment military personnel and their families.

**COURSE REQUIREMENTS:** (Assignments below are examples of course requirements based on a teaching syllabus. This content and due dates are subject to change via instructor preference)

*Participation-* Your participation grade will be based on a number of components. You are expected to attend live class meetings, participate in class discussions, participate in the online community of this class, and complete the APA learning module,

*Online participation-* The format of this class dictates that all of the communication you will have in this class with the professor and your classmates will be via Blackboard. Students are expected to actively participate in the online component of this class as they would were the class meeting face-to-face. Please be certain you are following the participation guidelines listed below so you are not missing announcements, assignments, and other things that may come up that are pertinent to our learning environment. Preparation for class will be accomplished by reading the assigned chapters in the text, completing any other written assignments, and participating in the online community on a regular basis to be given credit for full participation. Students **will not** complete written work in class unless it is assigned in class. You will be expected to log in to the course at a minimum of three (3) times per week for a minimum of fifteen (15) minutes per session (you will likely find you need/want much more than that). However, minimum effort does not warrant maximum points. It is the student's responsibility to keep up with all of the announcements, discussions, learning module assignments, and other issues that may arise pertinent to the course completion. You are encouraged to use the discussion lists, email, and other community tools frequently to enhance your online classroom experience. The degree to which it is evident that this participation has been made and activity is maintained will determine this portion of your participation grade.

*APA Module-* Students will complete a refresher on APA Style and scholarly writing during the first three weeks of class. You must complete this module with a score of 35 total points or higher to receive credit. This will be figured into your participation grade as 10 points out of 100.

*Discussions-* Throughout the semester you will be expected to participate in class discussions over the topics being covered in your modules. Your discussions will be divided into two week sessions. The first week, you will be expected to respond to the discussion prompt with well constructed positions on the topic at hand. These initial posts will need to have sources that substantiate any claims made. You will be expected to reference all sources according to APA style. The second week, you will then respond to your peers' posts with thoughtful and substantive replies. Your discussion instructions and rubric will have more detailed information about what is expected in these posts. The discussion prompts are posted on the discussion boards in Blackboard. Discussion weeks run from Monday 8 am through the following Sunday at midnight. You will be expected to



answer the initial prompt no later than midnight on Sunday of the first week of the discussion in order to give your classmates time to respond to your posts by the end of the discussion period. You will be expected to post no fewer than three responses to your classmates' posts by the close of the discussion. Initial posts should have a minimum of 250 words and at least one source from which you have used information to strengthen your answer. Your replies will be a minimum of 75 words and should include questions and/or comments that encourage further discussion or a reference to a resource you have found that addresses the topic at hand. Each discussion session is worth 25 points. Consult the discussion grading form to see how these will be evaluated.

*Reading Journals-* You will be expected to read your assigned readings each week. Upon completion of that reading, you will complete a Journal entry to discuss at least three main concepts that you learned from that reading. This is an opportunity to show me that you are not only reading, but understanding the materials in your text. Journal entries will be viewed only by you and the course instructor so there is no need to worry about privacy. Entries need to be at least 250 words but not exceed 350 and will be graded on a completed or not completed basis. If you follow all the instructions you will get credit. If you leave something out, you will not. Carefully read the instructions for your Journal entries so you can get all possible points for this assignment.

*Military Interview-* Students will identify a person, either active duty or retired military, with whom they will schedule an interview. Students will interview this person on cultural aspects of being in the military. (If the student is currently or formerly active duty military personnel, then interview someone in another branch of the military.) The interview should cover key aspects of military life like enlistment/recruitment process, basic training, rank structure and current rank achieved, military base life (housing, services, etc), military mobility, deployments, and (if retired) the retirement process. Also, some aspects of relationships between fellow military personnel they serve with, their superiors, and family life in the military as they see it. Detailed instructions on this paper will be uploaded to the course in Blackboard. This will be between 800-1000 words and due the 4<sup>th</sup> week of the semester.

*Research project-* Students will choose some aspect of treatment of veterans that they wish to learn more about. Students will access resources, both from media and peer-reviewed sources to understand this topic and will present what they have learned about this topic in a cogent, well-written research essay. Detailed instructions will be posted in the course. This paper is expected to be 2500 words minimum and must adhere to all APA style guidelines. This is due the 9<sup>th</sup> week of the semester.

*Reaction paper-* Students will read the autobiography *American Sniper: The autobiography of the most lethal sniper in U.S. Military History*. (Students may also add seeing the movie based on the book if they so choose but you are expected to read the book in its entirety.) Students will write a reflection paper on what they have

read/viewed and will explore how this book/film helps them to understand the culture of the military, the wartime deployment of military personnel, the challenges faced by those exposed to mass trauma of war, and the challenges faced when they return home to their families. Students will be expected to write about personal reactions and responses engendered by this reading/viewing and relate those reactions to their professional futures (how this might help them if a veteran client comes to them for help). Detailed instructions and a rubric will be provided. This paper will be a minimum of 1200 words.

**NOTE: You must carefully follow the instructions on all written assignments. Assignments not conforming to written instructions will not be graded and will be given no points. If you have questions about the instructions, ask for clarification.**

#### **Communication-**

Communication- All communication through this course is expected to be conducted in one of the following ways:

Email- It is expected that you use the email tool in the course for all course-related correspondence which you can easily find on the menu from the home page. Emails may only be sent to my Marshall account if there is a problem with you logging in to MUOnline or if it is a non-course related issue. Barring anything unforeseen, I will make every effort to respond to all correspondence within 48 hours. If something does prevent me from keeping up with this intent, I will do my best to communicate that to you all as quickly as I am able. NOTE: I am not routinely available on weekends, though I may check the course from time to time. I will answer any weekend correspondence as soon as I am able to on Monday.

Netiquette- Please be courteous to your classmates and professor in your interactions. If there are differences of opinions, please respond to those kindly and respectfully. Remember that things like sarcasm and teasing are not well translated via written communication so try to keep that to a minimum. Professional conduct should be the norm in both written and verbal communication. Abusive, profane, and/or inappropriate language will not be tolerated and could result in your being excused from the course.

Feedback- I will work hard to have all graded assignments returned to you within 10-14 days. If there is no grade posted on the 15th day, you might email me to see if there is a problem either with your paper or the technology that you cannot see a grade. Sometimes things do happen where it will set me a bit behind on grading. I will do my best to be persistent and prompt with your feedback. Please be patient with me as well as some circumstances do arise that I cannot control.

Chat- Once you have downloaded Blackboard IM, you will be able to see when I am online and available to chat whenever you log in. Feel free to use this tool to contact me any time. Just be patient if I am unable to answer immediately (I may have stepped away from the desk, for example). If you want to schedule time to talk, I will make it a point to be there and ready to talk with you at that scheduled time.

Tech Support- As a graduate student, you should have enough computer competency to handle basic navigation, communication, assignment submission, and use of other online course tools. You should be able to send and receive email, attach documents, access videos, upload and

download documents and follow basic computing instructions. If you have problems with these, it would behoove you to obtain a tutor to help with such skills. I will do what I can to help you with questions within the course materials itself, but if you are having issues with Blackboard, (inability to get into any portion of the course or kicked out, for example), or any other issues related to the online nature of the course, you will need to contact tech support via the links provided in student resources or on the MUOnline homepage. I am not equipped to handle technical questions so it is best for your expedited help to contact them first. If it is strictly related to the course materials (say a broken link or a document that isn't loading), I can probably help you. In either case, notify me that there is a problem and who you have contacted for assistance.

**Number of hours per week to required to complete the course successfully:**

Online: 1 – 2 hours per week  
Offline: 8 – 13 hours per week

**Computer Requirements:**

Requirements for a MUOnline course may be found at  
[http://www.marshall.edu/muonline/computer\\_requirements.asp](http://www.marshall.edu/muonline/computer_requirements.asp)  
Hardware/Software Check  
<http://www.marshall.edu/muonline/hardwaresoftwarecheck.asp>  
Plugins – many available for free at the Download Center  
[http://www.marshall.edu/muonline/computer\\_requirements.asp](http://www.marshall.edu/muonline/computer_requirements.asp)  
Help Desk – for assistance needs  
<http://www.marshall.edu/ucs/cs/helpdesk/>  
FAQ – Frequently Asked Questions  
<http://www.marshall.edu/muonline/technicalfaq.asp>

**Program's Student Learning Outcomes**

*Upon completion of the MA in Counseling, students will be able to:*

1. Describe accepted principles and practices of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*.
2. Explain the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
3. Paraphrase the etiology, the diagnostic process and nomenclature, treatment, and referral, and of mental and emotional disorders.
4. Explain the disease concept, impact and etiology of addiction and co-occurring disorders.
5. Incorporate the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning in the academic setting.
6. Summarize multicultural competencies of clinical mental health counseling involving case conceptualization, diagnosis, treatment, and referral of mental and emotional disorders.

7. Describe the relevance and potential biases of commonly used diagnostic tools with multicultural populations.
8. Illustrate appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.
9. Demonstrate integration of information from multiple sources to formulate diagnosis and treatment plans.

**Student Learning Outcomes and Assessment Measures**

**Upon completion of this course, students will be able to**  
 Identify cultural norms unique to US branches of the military.

**Each student learning outcome will be assessed in the following manner:**

**Reading journals  
 Research project  
 Military interview  
 Discussions**

Demonstrate understanding of the process of military deployment from both the perspective of the military personnel and their families left behind.

**Reading journals  
 Research project  
 Military interview  
 Discussions**

Explain and discuss the challenges faced when the military personnel return home from combat deployment.

**Reading journals  
 Research project  
 Military interview  
 Reaction paper  
 Discussions**

Identify and describe symptoms and behaviors associated with Post-traumatic stress disorder, traumatic brain injury, military sexual assault, and other traumatic injuries associated with military deployment.

**Reading journals  
 Research project  
 Discussions**

Examine treatment modalities commonly helpful in working with pre- and post-deployment military personnel and their families.

**Reading journals  
 Research project  
 Reaction paper  
 Discussions**

**GRADING:**

**Reading journals**

**100 points (% of completed journals)**

<b>Military Interview</b>	<b>100 points</b>
<b>Discussions</b>	<b>100 points (25 pts per session)</b>
<b>Research Project</b>	<b>100 points</b>
<b>Reaction Paper</b>	<b>100 points</b>
<b>Participation</b>	<b>100 points</b>
<b>Total possible</b>	<b>600 points</b>

**A= 552 points or more (92%)**

**B= 504 - 551 points (84- 91%)**

**C= 456 - 503 points (76-83%)**

**D= 408 - 455points (68-75%)**

**F= 407 points or less**

## **POLICIES**

**LATE WORK:** Due dates are published to students via the syllabus and the calendar in the course website. It is your responsibility as a student to keep up with your own deadlines and be certain that your assignments are prepared with plenty of time to account for technology failures, power outages, etc. An assignment is late after 11:59 Eastern time on the due date. An assignment submitted to the wrong dropbox will be considered a late assignment so be sure you are submitting it correctly. **Note: Students will be allowed one “oops” moment where they may submit an assignment past the due date. Students will be given this one and only chance to correct the error without penalty during the course of the semester.** After this “oops” opportunity, any other assignment will not be permitted to be submitted late. It is always better to submit an item early than wait until the last minute and have unexpected problems arise. My suggestion is do not wait until the last minute to submit your work. If you have not completed it by the time it is due, submit the draft you have. Some credit is better than a zero.

### ***POLICY ON WRITTEN WORK SUBMITTED:***

All work submitted in an effort to fulfill requirements for this course will be submitted electronically. Those assignments ***MUST*** be written in Word (a .doc or .docx file) ***unless otherwise specified.*** The instructor will grade these assignments in Blackboard and leave comments for you to consider regarding your work. You should be able to see this feedback through the myGrades tool. If you are unable to see this feedback, please notify the instructor.

**NOTE: *If you wish to get feedback on any written assignment before it is due and graded, you may submit it to me early, as long as it is submitted prior to 10 days before the due date so I will have time to look at it and return it with time for you to revise.***

### ***ACADEMIC INTEGRITY:***

University policy on academic dishonesty reads as follows:

Academic Dishonesty is something that will not be tolerated as these actions are fundamentally opposed to “assuring the integrity of the curriculum through the maintenance of rigorous standards and high expectations for student learning and performance” as described in Marshall University’s Statement of Philosophy.

A student, by voluntarily accepting admission to the institution or enrolling in a class or course of study offered by Marshall University accepts the academic requirements and criteria of the institution. It is the student's responsibility to be aware of policies regulating academic conduct, including the definitions of academic dishonesty, the possible sanctions and the appeal process.

For the purposes of this policy, an academic exercise is defined as any assignment, whether graded or ungraded, that is given in an academic course or must be completed toward the completion of degree or certification requirements. This includes, but is not limited to: Exams, quizzes, papers, oral presentations, data gathering and analysis, practica and creative work of any kind (Graduate Catalog).

The discipline of counseling, by nature, requires that its professionals maintain the highest ethical standards for their professional conduct. There is no better place to begin that than your training here at Marshall University. You are expected to be disciplined and diligent in your study of this profession. You are expected to conduct yourselves in a manner that reflects your ability to become an ethical and competent professional while you are in this program. Failure to do so may be grounds for your dismissal from the program.

Academic dishonesty of any kind will not be tolerated. Reprimands for documented instances of academic dishonesty range from a zero on the assignment/exam in question to expulsion from the program. Egregious plagiarism or other dishonest practices have no place in a quality professional's work. A goal of this program is to graduate quality professionals that will represent themselves and their program well. This policy will be enforced in an effort to meet that goal.

***INCLEMENT WEATHER POLICY:***

Per the graduate catalog:

*General Policy:* Because weather conditions can vary substantially, it is possible that Graduate

College classes will be delayed or canceled at some locations and not others. The Vice President for Regional Operations, in consultation with staff at other learning centers, will decide on class cancellations.

Since MUGC classes do not generally meet until late afternoon, an effort will be made to decide about classes by noon. Notification of delays or cancellations at the South Charleston Campus will be announced by (a) local media, (b) MUGC telephone system, and (c) University web site.

Any delay will be placed on the MUGC automated switchboard. Students may check the status of their classes by calling the MUGC telephone system (746-2500) or checking the Graduate

**STUDENTS WITH DISABILITIES:**

Marshall University is committed to equal opportunity in education for all students, including those with physical, learning and psychological disabilities. University policy states that it is the responsibility of students with disabilities to contact the Office of Disabled Student Services (DSS) in Prichard Hall 117, phone 304-696-2271 to provide documentation of their disability. Following this, the DSS Coordinator will send a letter to each of the student's instructors outlining the academic accommodation he/she will need to ensure equality in classroom experiences, outside assignment, testing and grading. The instructor and student will meet to discuss how the accommodation(s) requested will be provided. For more information, please visit <http://www.marshall.edu/disabled> or contact Disabled Student Services Offices at Prichard Hall 117, phone 304-696-2271.

**SUGGESTED ADDITIONAL READING:**

- Coll, J. E., Weiss, E. L., & Yarvis, J. S. (2011). No one leaves unchanged: Insights for civilian mental health care professionals into the military experience and culture. *Social work in health care, 50*, 487-500.
- Collins, J. J. (1998). The complex context of American military culture: A practitioner's view. *Washington Quarterly, 21*, 213-228.
- Dunivin, K. O. (1994). Military culture: Change and continuity. *Armed Forces and Society, 20*, 531-547.
- Finley, E. (2012). *Fields of Combat: Understanding PTSD among Veterans of Iraq and Afghanistan (The Culture and Politics of Health Care Work)*. New York: Cornell University Press.
- Frese, P. R. (2008). Guardians of the golden age: custodians of American military culture and the fortified "home" in time and space. *Home Cultures, 5*, 11-26.
- Goldich, R. L. (2011). American military culture from colony to empire. *Daedalus, 140*, 58-74.

Hall, L. K. (2011). The importance of understanding military culture. *Social work in health care*, 50, 4-

18.

Hoge, C. (2010). *Once a Warrior--Always a Warrior: Navigating The Transition From Combat To Home--Including Combat Stress, Ptsd, And Mtb*. Guilford, CN: Lyons Press.

Marvasti, J. A. (Ed.). (2012). *War trauma in veterans and their families: Diagnosis and management of*

*PTSD, TBI and Comorbidities of Combat Trauma: From Pharmacotherapy to a 12-step self-help*

*program for combat veterans*. Springfield, Illinois: Charles C Thomas Publisher.

Meilinger, P. S. (2007). American military culture and strategy. *Joint Force Quarterly*, 46, 80-86.

Paulson, D. S., & Krippner, S. (2007). *Haunted by combat: Understanding PTSD in war veterans*. Lanham, Maryland: Rowman & Littlefield Publishers.

Slone, L. B. & Friedman, M. J. (2008). *After the war zone: A practical guide for returning troops and their families*. Philadelphia, PA: DeCapo Press.

Total estimated cost for suggested reading: \$135 (from online providers) *NOTE: These are only suggested for further study. You are not required to purchase these books.*