CEPD 7185 – Counseling Military Personnel and their Families

Semester/Year Fall 2012
Time/Location 5:30 – 8:00 pm Thursdays Online (through CourseDen)
Instructor Michael A. Keim, Ph.D., NCC
Office Location 229 Education Annex
Office Hours Tuesdays 1:00 pm – 5:00 pm
Wednesdays 1:00 pm – 5:00 pm
Thursdays 3:00 pm – 5:00 pm
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Fax 678-839-6099
Online Support CourseDen Home Page
https://westga.view.usg.edu/
CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help
UWG Distance Learning
http://distance.westga.edu/
UWG On-Line Connection
http://www.westga.edu/~online/
Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/
Ingram Library Services
http://westga.edu/~library/info/library.shtml
University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION
Examines essential knowledge and current research on counseling issues that impact military personnel and their families. Analyzes the unique concerns that affect military families through pre-, during and post-deployment, as well as significant issues for children and adults in school
and agency settings. Also addresses issues relating to student veterans pursuing post-secondary education.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. CACREP national standards and ACPA/NASPA competencies also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

Instruction in this course is delivered completely online synchronously and asynchronously through the CourseDen (Wimba) learning system. Approaches will include use of formal lecture, class discussion, chat/discussion rooms and postings, readings, videos/DVDs, podcasts, guest lecturers, and development and presentation of student research. Online office hours will be provided through Wimba Pronto/Blackboard IM.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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</thead>
<tbody>
<tr>
<td>Lecture/Interactive Discussion</td>
<td>1260 minutes</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>400 minutes</td>
</tr>
<tr>
<td>Assessments</td>
<td>120 minutes</td>
</tr>
<tr>
<td>Online assignments</td>
<td>420 minutes</td>
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</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. Examine contemporary perspectives regarding military culture including military structure and the differences between Active, Reserve, and National Guard components
2. Integrate the impact of military culture and deployment on the prevalence of life adjustment issues and mental health disorders among military personnel, their spouses and children (Conceptual Framework: Knowledgeable, Reflective), (CACREP II. G. 2, 3, 5, 7);

3. Evaluates and synthesizes the current research outlining best practices and treatment modalities for working with military personnel and their families (Conceptual Framework: Knowledgeable, Empathetic), (CACREP II. G. 5, 7, 8);

4. Analyze and evaluate school counseling issues and multi-disciplinary treatment planning (Conceptual Framework: Knowledgeable, Reflective), (CACREP II. G. 5, 7); and

5. Synthesize knowledge of military and community support organizations available to military personnel and their families (Conceptual Framework: Knowledgeable), (CACREP II. G. 4, 5)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)


Suggested Text(s)


Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu

Course References


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignment 1: Discussion Board Posts (10 @ 10 points = 100 points)

Based on the current readings, students will be expected to respond to a discussion prompt in the Discussion section of CourseDen and to each other’s posts. There will be 10 discussions throughout the course (check Class Outline for specific due dates). (Course Objectives: 1, 2, 3, 4)

Assignment 2: Quizzes (2 @ 25 points = 50 points)

Quizzes over specific topics will be due one week after the material is presented. Complete each quiz in the “Assessments” section of CourseDen by the assigned date (see Class Outline) (Course Objectives: 1, 2)

Assignment 3: Research Paper Draft (50 points)

Students will complete a 5-page draft of their research paper/literature review and submit it by the due date (see Class Outline). The research paper will incorporate course material presented as well as independent research on a topic relating to the student’s professional area of study. Formatting will conform to APA style (6th edition). Please submit the draft in the CourseDen “Assignment” section. (Course Objective: 3, 5)

Assignment 4: Final Research Paper (100 points)

Students will complete their research paper/literature review (10 page minimum) and submit it by the due date (see Class Outline). The research paper will incorporate course material presented as well as independent research on a topic relating to the student’s professional area of study. Formatting will conform to APA style (6th edition). Please submit the final research paper in the CourseDen “Assignment” section. (Course Objective: 3, 5)
Evaluation Procedures

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Board</td>
<td>10@ 10 pts each = 100</td>
<td>See Class Outline</td>
</tr>
<tr>
<td>Quizzes</td>
<td>2@ 25 points each = 50</td>
<td>9/6; 9/20</td>
</tr>
<tr>
<td>Research Draft</td>
<td>50</td>
<td>10/11</td>
</tr>
<tr>
<td>Research Paper Final</td>
<td>100</td>
<td>11/29</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>300</strong></td>
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Grading

A=300-270   B=269-240   C=239-210   F= 209 and Below

Grades of Incomplete ("I") are given only in cases of extreme emergency (e.g., death in family, illness, etc). Prior arrangements must be made with the instructor. Late assignments will not be assigned a grade of “A.” Failure to attend class, tardiness, and/or leaving class early may result in a lower grade. Talk to the instructor about circumstances that affect you.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

**Clinical Performance:** This is a course concentrating on clinical performance. In order to successfully complete the course students must demonstrate clinical skills, which, in the assessment of the course instructor, meet 80% of the expected level of performance. Failure to meet this 80% criterion will result in the assignment of a grade of “C” or “F” for the course. No grade of “A” or “B,” regardless of academic performance, will be assigned to any individual who fails to perform at the 80% level clinically.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

**Attendance:** Students are expected to attend each class, be on time, and be present for the full class session. More than one absence, repeated tardiness, and/or leaving class early will lower a student’s grade. Talk to the instructor if you must miss class, be tardy or leave class early. Students also are expected to be prepared by reading and reflecting on assigned materials, and to participate in class activities and discussions.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a
disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Late Work: Assignments turned in late will not receive the equivalent of an “A.”

Professional Conduct: Students are expected to conduct themselves in the highest possible professional manner. This includes, but is not limited to the following:
- being prepared for class discussion and/or lab activities;
- turning in assignments on time;
- treating classmates, colleagues, and instructor with respect in and out of the classroom; and
- eliminating interruptions and distractions in class, including silencing cell phones and other electronic equipment not related to class.

Confidentiality: In order for class and lab to be safe places for students to practice skills and for the instructor and/or peer supervisors to demonstrate skills, it is essential that strict confidentiality is upheld. Major exceptions include harm to oneself or others, child or elder abuse, and discussions among peer supervisions and instructor.

Student Review: CEP has a procedure for the review of students regarding academic performance and appropriate counselor dispositions. (See Graduate Student Handbook for details.) If there is reason revealed in class (including lab practice) for concern, the instructor will inform the student about the concern and the review procedure. Therefore, another exception to confidentiality is the student review process that will involve informing other CEP faculty members about the concern.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

Syllabus Content: In unusual circumstances, the instructor may change details of this syllabus. You will be informed if that should happen.
## CLASS OUTLINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/ACTIVITIES/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-23</td>
<td>Course Introduction &amp; Outline</td>
<td>Syllabus</td>
</tr>
<tr>
<td>8-30</td>
<td>Purpose of Course</td>
<td>Hall Ch. 1 Module 1: Hall (2008), Hall (podcast)</td>
</tr>
<tr>
<td>9-6</td>
<td>Service Members</td>
<td>Hall Ch. 2; Module 2: Rank Structures; Shallcross (2011); Fenell (2008); <strong>Discussion 1 Due</strong></td>
</tr>
<tr>
<td>9-13</td>
<td>Military Structure and Culture</td>
<td>Hall Ch. 3; Module 3: Bryan &amp; Morrow (2011), Christian et al. (2009), Command Structure, DOD Organizational Chart; <strong>Discussion 2 Due; Quiz 1 (Rank) Due</strong></td>
</tr>
<tr>
<td>9-20</td>
<td>Cycle of Deployment</td>
<td>Module 4: Pincus et al. (2008), Morse (2006), Adler et al. (2005);</td>
</tr>
<tr>
<td>9-27</td>
<td>Military Family</td>
<td>Hall Ch 4; Module 5: Drummet, Coleman &amp; Cable (2003), Palmer (2008); <strong>Quiz 2 Due (Cycle of Deployment); Discussion 3 Due</strong></td>
</tr>
<tr>
<td>10-4</td>
<td>Military Children</td>
<td>Hall Ch 5; Module 6: Barker &amp; Berry (2009), Park (2011), Peterson (podcast) &amp; slides; <strong>Discussion 4 Due</strong></td>
</tr>
<tr>
<td>10-11</td>
<td>The Expanded Military Community: National Guard &amp; Reserves</td>
<td>Hall Ch 6; Module 7: Hoshmand &amp; Hoshmand (2008), Meis et al. (2010); <strong>Discussion 5 Due; Research Paper Draft Due</strong></td>
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<tr>
<td>10-18</td>
<td>Challenges of Military Families</td>
<td>Hall Ch 7; Module 8: Gewirtz et al. (2011), Sammons &amp; Batten (2008); <strong>Discussion 6 Due</strong></td>
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<tr>
<td>10-25</td>
<td>Transitions</td>
<td>Hall Ch 8; Module 9: Bowling &amp; Sherman (2008), Currie, Day, &amp; Kelloway (2011); <strong>Discussion 7 Due</strong></td>
</tr>
<tr>
<td>11-1</td>
<td>Interventions</td>
<td>Hall Ch 9; Module 10: Macedonia (2009), Ruiz (2012); <strong>Discussion 8 Due</strong></td>
</tr>
<tr>
<td>11-8</td>
<td>Interventions (Continued)</td>
<td>Module 11; Burke et al (2009); Jones, Young, &amp; Leppma (2010), Weinick et al. (2011); <strong>The Next Mission (video); Discussion 9 Due</strong></td>
</tr>
<tr>
<td>11-15</td>
<td>Student Veterans and Higher Education</td>
<td>Module 12: Sternberg et al. (2009), Rumann &amp; Hamrick (2009); <strong>Discussion 10 Due</strong></td>
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<tr>
<td>11-22</td>
<td>Thanksgiving Break</td>
<td>None</td>
</tr>
<tr>
<td>11-29</td>
<td>Course Wrap up &amp; Resources</td>
<td>Hall Appendices A-D; <strong>Research Paper Due</strong></td>
</tr>
<tr>
<td>12-6</td>
<td>Finals</td>
<td><strong>Online Evaluations Due</strong></td>
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