

## Austin Peay State University

Department of Psychological Science & Counseling

### COUN 6000: Counseling Military Families

**Term:** Summer 2024

**Credit Hours:** 3

**Telephone:** (931) 221-6224

**Meeting Time:** online

**Instructor:** Dr. Eva Gibson

**Office Hours:** by appointment

**Room #:** online

**E-mail address:** [gibsone@apsu.edu](mailto:gibsone@apsu.edu)

**Office:** CL 303B

**Schedule an appointment:**

<https://calendly.com/gibsone/30min>

#### REQUIRED TEXT:

Hall, L.K. (2016). *Counseling military families: What mental health professionals need to know* (2<sup>nd</sup> ed.). Routledge.

#### SUGGESTED:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-00>

#### COURSE DESCRIPTION:

The purpose of this course is to foster awareness, and build knowledge of the unique issues that face military personnel and their families. This course is designed to provide students with an understanding of military culture. The focus of this course is on understanding the world of work for military personnel; the sociocultural identity development of military personnel; the experience of military families; support for military personnel and their families; and socioeconomic and other lifestyle challenges for military personnel. As a result of this course, students will be more informed about the mental health and social support needs of these populations.

#### Course Policies

##### CoBHS DIVERSITY STATEMENT

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the Office of Equity, Access, and Inclusion.

##### DIVISIVE CONCEPTS STATEMENT

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

##### STUDENTS WITH DISABILITIES

Any student who has a disability that may affect her/his academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact the Office of Student Disability Resource Center (MUC 114, phone #: 221-6230; email: [sdrc@apsu.edu](mailto:sdrc@apsu.edu)).

## Campus Resources:

Resource	Website
Adult, Nontraditional & Transfer Student Center	<a href="https://www.apsu.edu/student-life/ants/antsresources.php">https://www.apsu.edu/student-life/ants/antsresources.php</a>
S.O.S. Food Pantry	<a href="https://www.apsu.edu/volunteer/sos-food-pantry/index.php">https://www.apsu.edu/volunteer/sos-food-pantry/index.php</a>
Heath & Counseling Services	<a href="https://www.apsu.edu/health-and-counseling/">https://www.apsu.edu/health-and-counseling/</a>

## COUNSELING SERVICES

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

## ACADEMIC AND CLASSROOM MISCONDUCT

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

## WRITING QUALITY, ACADEMIC HONESTY, AND PLAGIARISM

It is important that all written work meets the academic standards of graduate students using APA 7th edition formatting. If you feel you need assistance with your writing, contact the Writing Center in Woodward Library for in person or virtual appointments (phone #: 221-6559; email [writinglab@apsu.edu](mailto:writinglab@apsu.edu); schedule an appointment at [apsu.mywconline.com](http://apsu.mywconline.com))

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one’s own without proper attribution and includes, but is not limited to, the following activities:

1. When material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. (See the APA 7<sup>th</sup> edition formatting guide for more specific guidance).
2. Having another individual write your assignment and presenting as your own.
3. Self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work.
4. Sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities.
5. Use of AI resources such as ChatGPT to complete assignments. Choose to use as a supplement rather than replacement for your work.
6. Use of AI tools to modify content or evade plagiarism detection.
7. Failure to acknowledge use of AI in submitted work.

If you are in doubt regarding any aspect of this policy, please ask for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases

of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in “Methodology” part of a manuscript should not raise a serious ethical concern.

### **CHANGES TO COURSE SYLLABUS**

The instructor reserves the right to make modifications to this syllabus. Any modifications to the syllabus must be clearly communicated to students.

### **EMAIL POLICY**

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

### **REQUESTING ASSISTANCE**

**Communicate** as needed with your instructor. Reach out EARLY if you need assistance and ask questions as they arise. **Do not wait** until the course is almost over to express needs and concerns. If you wish to meet regarding a grade from an assignment, please wait 24 hours after you have received a graded assignment to make an appointment with the instructor in order to further reflect on your concerns. Prior to this meeting, type out a document detailing what particular elements of your work you feel merit discussion. Additionally, all correspondence to the instructor should be professional in tone and nature. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/> .

### **DEMONSTRATING RESPECT**

- Respect of others: Be respectful to people who have ideas and values that may differ from your own. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding.
- Respect for self: In many counseling courses there may be times that are personally uncomfortable as we confront or encounter new ideas or situations that are very personal. While these situations may be uncomfortable, they are also prime opportunity for personal growth and professional development. Please share these experiences so your peers can also grow and support you through the process.

### **STUDENT COMPLAINTS AND APPEALS PROCEDURES**

**FIRST** discuss your concerns with your faculty member **THEN** contact the department chair if you need assistance in resolving an issue. APSU has a variety of policies and procedures for students to file a complaint, appeal, or grievance. Please visit this [webpage](#) for more information.

### **MINIMAL TECHNOLOGY REQUIREMENTS**

Hardware: We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

Web Browser: Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

Software: You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at [govstech@apsu.edu](mailto:govstech@apsu.edu) with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

### Course Objectives and Requirements

**Knowledge and Skill Outcomes:** The objectives of this course align with the 2016 CACREP Standards stated below. As a result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Conceptualize clients using a systems approach	F.5.b	Readings, discussion questions, Military Intersectionality Project, Military Connections Project
Identify counselor characteristics and behaviors that influence the counseling process	F.5.f.	Readings, discussion questions, Military Connections Project
Evaluate evidence-based counseling strategies and techniques for prevention and intervention	F.5.j.	Readings, discussion questions, Military Intersectionality Project
Assess strategies to promote client understanding of and access to a variety of community-based resources	F.5.k.	Readings, client handout assignment
Select evidence-based counseling practices	F.8.b.	Readings, discussion questions, Military Intersectionality Project
Evaluate counseling interventions	F.8.e.	Readings, discussion questions, Psychotherapy video clip

### METHODS OF INSTRUCTION

This class is intended to include online discussion, application exercises, and professional development activities. To enhance the learning experiences, media information, reading, writing, experiential assignments, and clinical research will be utilized as appropriate.

## STUDENT PERFORMANCE EVALUATION CRITERIA & PROCEDURES

*(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives.)*

- A. **Syllabus quiz (10 points):** Students will complete a quiz after reviewing the syllabus.
- B. **Introduction activity (5 points):** Students will utilize the tools in D2L to provide an introduction to peers.
- C. **Military intersectionality project.** This project is an examination of the intersectionality of military or military issues (i.e. Traumatic Brain Injury, domestic violence, mental illness, Military Sexual Trauma, etc.) and race, gender, sexuality, class, and/or religion. Examples include LGBTQ and military sexual trauma; African American military veterans and TBI; Muslim Americans as soldiers, etc. This project will be created in segments as follows:
- **Intersectionality project planning (5 points):** Using the link in D2L, students will submit a potential topic for the intersectionality project and a list of 3 potential scholarly journal articles. Example topics include LGBTQIA+ individuals and military sexual trauma; Black military veterans and TBI; Muslim Americans as soldiers, etc. Be sure the journal articles are from research journals.
  - **Literature review (20 points):** Students will identify literature on current trends relevant to the pre-selected intersectionality topic. The instructor will email students a link to Google slides. Within the appropriate section, students will add bulleted information covering material gathered from the literature review. The information should reflect a thorough analysis and exploration of credible and relevant literature. Based on the thoroughness of the information, this assignment will be evaluated as: Distinguished (20), Proficient (17), Basic (14), Unacceptable (10), or Absent (0).
  - **Skills and resources (20 points):** Student will identify the skills needed for intervention with individuals facing the identified problem/issue and resources available in the community. Students will add this bulleted information to the previous Google slide presentation within the appropriate section. The information should thoroughly explore needed counselor skills and relevant community resources. Based on the thoroughness of the information, this assignment will be evaluated as: Distinguished (20), Proficient (17), Basic (14), Unacceptable (10), or Absent (0).
  - **Evidence-based practice/interventions (20 points):** Students will identify evidence-based practice(s) or intervention(s) in the literature used to treat or address the issue. Students will add this bulleted information to the previous Google slide presentation within the appropriate section. The information should reflect a thorough exploration of recommended interventions and include rationale with citations from professional literature. Based on the thoroughness of the information, this assignment will be evaluated as: Distinguished (20), Proficient (17), Basic (14), Unacceptable (10), or Absent (0).
  - **References (10 points):** Students will identify and include at least 5 references. Sources should include a minimum of 3 peer-reviewed professional journals and the textbook. Students will add this information (in APA format) to the previous Google slide presentation within the appropriate section. Based on this criteria, this assignment will be evaluated as: Distinguished (10), Proficient (8), Basic (6), Unacceptable (4), or Absent (0).
- D. **Intersectionality project reflection (30 points):** Students will review the combined intersectionality project in D2L. After review, students will write a one-page reflection on the combined project. More instructions are included in D2L. Based on adherence to these instructions, this assignment will be evaluated as: Distinguished (30), Proficient (26), Basic (22), Unacceptable (18), or Absent (0).
- E. **Military connections project.** This project is designed to facilitate self-reflection, while also providing the opportunity to learn from the experiences of another. Students will interview a service member, veteran, or military dependent on one or more topics related to the way that military culture impacted their life. If a student is a service member, veteran, or a family member, then the person(s) they interview must be from another category (for example, a service member cannot interview another service member). Questions can include topics such as the stigma related to help-seeking, access/effectiveness of services,

gender relations, the impact of isolation, frequent moves, deployments, combat exposure, PTSD or sexual assault in the military. If needed, students may reach out to the instructor for potential interviewees. This activity entails the following components:

- **Interview information (5 points):** Students will submit a word document with interview information to include interviewee name, status (i.e. veteran, military spouse, etc.), scheduled interview day, and list of potential questions. This interview will be used for the military connections project.
  - **Military connections presentation (75 points):** Following the interview, students will present: 1) a reflection of their personal (student) connections with the military, 2) an exploration of military influence on the interviewee, 3) a reflection for personal (student) growth, and 4) implications for the counseling profession. **The presentation may be completed as a video (10-20 minutes), Powerpoint (10-20 slides), or APA formatted paper.** Any formats outside of these options must be pre-approved. A rubric is provided.
    - i. If the student elects the video option, the video can be uploaded to Google or YouTube (or some other platform) and the student may submit a link to the video on a word document.
    - ii. If the student elects the paper option, this paper should be presented in APA format and font should be 12-point Times New Roman double-spaced. A cover page should be included, but a reference page is not needed. Paper length is expected to fall within 2- 4 pages (not including the cover page).
- F. **Client handout (25 points):** Students will create a 1-2 page resource for military-connected clients with information about counseling and resources. This handout should be concise, informative, and visually appealing. More resources can be found in D2L. A rubric is provided with assignment criteria.
- G. **Participation (10@ 10 points each):** Students will engage in online discussion forums with peers. Students must create an **original post by Wednesday** then make a **substantial** response (50 - 100 words) to at least one **peer by Sunday**. Discussion postings will be graded based on how well the student: Sufficiently responds to the entire prompt; collaborates with peers; provides connection to course content. Based on this criteria, posts will be evaluated as: Distinguished (10), Proficient (8), Basic (7), Unacceptable (5), or Absent (0). A late penalty applies to any late posts. **Note: Peer responses for the final week of class must be made on the final day (Friday instead of Sunday).**

Assignment	Points	Percent	Due Date	Week
Syllabus quiz	10	3	2-Jun	1
Introduction activity	5	2	2-Jun	1
Intersectionality planning	5	2	2-Jun	1
Interview information	5	2	9-Jun	2
Literature review	20	6	9-Jun	2
Skills and resources	20	6	16-Jun	3
Client handout	25	8	16-Jun	3
Evidence-based practice/interventions	20	6	23-Jun	4
References	10	3	23-Jun	4
Military connections presentation	75	23	23-Jun	4
Intersectionality reflection	30	9	28-Jun	5
Participation (10)	100	30	weekly	weekly
<b>TOTAL</b>	<b>325</b>	<b>100</b>		

GRADING SCALE
A = 90% +
B = 80% - 89%
C = 70% - 79%
D = 60% - 69%
F = 59% -

### ASSIGNMENT QUESTIONS

As we progress through this course, if you have questions that you feel comfortable asking openly, my preference is for you to post the question in “Ask Your Professor” forum, located in the Discussions. Your peers might have the same question, and this area can serve as a “How do I...?” resource.

### ASSIGNMENT DUE DATES

Unless otherwise noted, assignments are due on the Sunday of each week by 11:59 PM. Exceptions include initial discussion postings (due each Wednesday; peer responses are due each Sunday) and the final assignment and peer discussion response (due on the last day of class).

### LATE ASSIGNMENTS

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

### Life Happens Policy

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to discussions (any) or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

### Grading Timeline

My target date for grading assignments is within 7 days, but some assignments may take longer.

### STUDENT WORK ARCHIVES

Please note that exemplary student work will be archived to provide student examples in future courses.

### Course Schedule

Date	Topic	Activity	
Week 1 May 28-June 2	Setting the Stage <i>CACREP F.5.f</i>	<b>READ</b>	1) Ch. 1-Introduction 2) Ch. 2- Military Service Members
		<b>REVIEW</b>	1) chapter lectures
		<b>DUE</b>	1) Syllabus quiz 2) Introduction activity 3) DQ1 + peer response 4) DQ2 + peer response 5) Intersectionality planning information
Week 2 June 3-9	Military Affiliation Considerations <i>CACREP F.5.j</i>	<b>READ</b>	1) Ch. 3-The Unique Culture 2) Selected article (see D2L for choices)
		<b>REVIEW</b>	1) chapter lectures
		<b>DUE</b>	1) DQ3 + peer response 2) DQ4 + peer response 3) Literature review 4) Interview information
Week 3 June 10-16	The Military Family and Resources <i>CACREP F.5.k</i>	<b>READ</b>	1) Ch. 4- The Military Family 2) Ch. 6- Other Military Families
		<b>REVIEW</b>	1) chapter lectures
		<b>DUE</b>	1) DQ5 + peer response 2) DQ6 + peer response 3) Skills and resources 4) Client handout
Week 4 June 17-23	Transitions and Supports <i>CACREP F.5.b, F.5.f, F.8.b</i>	<b>READ</b>	1) Ch. 7- Major Challenges 2) Ch. 8- The Transition Journey
		<b>REVIEW</b>	1) Blog entries 2) chapter lectures
		<b>DUE</b>	1) DQ7 + peer response 2) DQ8 + peer response 3) Evidence-based practice/interventions 4) References 5) Military connections presentation
Week 5 June 24-June 28	Systems Approaches <i>CACREP F.8.e</i>	<b>READ</b>	1) Ch. 9- Effective Interventions 2) Ch. 5- The Children
		<b>REVIEW</b>	1) psychotherapy video clip (12:27- 21:17) 2) chapter lectures 3) combined intersectionality project
		<b>DUE</b> <b>by Friday!!!!</b>	1) DQ9 + peer response 2) DQ10 + peer response 3) Intersectionality reflection



## Scoring Rubric Client Handout

	<b>Highly Effective</b>  5	<b>Effective</b>  4	<b>Revisions Needed</b>  3	<b>Does not meet standards</b>  2
<b>Suitability to audience</b>	Handout topic is relevant to military connected individuals and connected to counseling.	Topic is relevant for military connected individuals, but connections to counseling are not clear.	Topic/content is loosely connected to the field, but connections and applications are not readily discernable.	Not relevant for military connected individuals.
<b>Coverage of the Topic</b>	Presents a balanced presentation of relevant and legitimate information that clearly supports a central purpose.	Information included provides reasonable support for military connected individuals.	Information is very general.	Topic is not covered.
<b>Resources</b>	A fair amount of relevant resources are included.	Limited resources are listed.	Resources are included, but not relevant for military connected individuals.	Resources are not included.
<b>Appearance</b>	The presentation is visually appealing and professional in appearance.	The presentation is text/picture heavy and visually overwhelming.	The presentation is sparse and requires more content and/or font is difficult to read.	Not suitable for distribution.
<b>Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling or punctuation errors.	Many grammatical, spelling, or punctuation errors.

**Scoring Rubric**  
**Military Connections Presentation**

	<b>Highly Effective</b>  <b>15</b>	<b>Effective</b>  <b>13</b>	<b>Revisions Needed</b>  <b>11</b>	<b>Does not meet standards</b>  <b>9</b>
<b>Reflection of personal connections</b>	Presents an in-depth exploration of personal connections with the military and the impact on development.	Briefly discusses military connections and impact.	Discusses military connections, but fails to address impact on development.	This section is not addressed.
<b>Exploration of military influence on interviewee</b>	Presents an in-depth analysis of interview and the impact of the military on the interviewee.	Briefly summarizes the interview and the impact of the military.	Summarizes the interview, but does not provide an analysis of the impact of the military.	This section is not addressed.
<b>Reflections of personal growth</b>	Demonstrates an in-depth exploration of insight and opportunities for personal growth.	Briefly discusses insights gained from interview and opportunities for growth.	Insights and/or growth opportunities are left out.	This section is not addressed.
<b>Implications for the profession</b>	Includes clear and relevant implications for the counseling profession.	Briefly addresses implications for the profession.	Implications are unclear or confusing.	Implications are not addressed.
<b>Presentation Style</b>	Demonstrates exemplary presentation skills.	Demonstrates sufficient presentation skills.	Presentation lacks detail or is difficult to understand.	Numerous errors in presentation.