

2014-2015 LONG SIGNATURE SHEET



Proposal Number: CSLG 3/18/16

Proposal Title: New Graduate Course: CSLG 6202/8202 Counseling Military Families and Children

Originating Department: Counseling (CSLG)

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
	3/18/2016	3/28/2016	Approved	<u>DEPARTMENT CHAIR</u> Henry L. Harris <i>Henry L. Harris</i> [print name here:]
3/28/16	4/4/16 - 4/11/16	4/19/16	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> <i>Kelly Anderson</i> [print name here:] <i>Kelly Anderson</i>
—	—	—	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> — [print name here:]
4/22/16	4/22/16	4/22/16	Approved	<u>COLLEGE DEAN</u> <i>Downs R. Hancock</i> [print name here:] <i>Downs R. Hancock</i>
			Approved	<u>GENERAL EDUCATION</u> <i>Associate Dean</i> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
4/22/16	5/3/16	5/4/16	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) <i>Rob Roy McGregor</i> <i>Rob Roy McGregor</i>
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

To: Graduate Council Chair
From: H. L. Harris, Chair Department of Counseling
Date: 3/18/16
Re: New Graduate Course – Counseling Military
Families and Children

The information in this long form provides the rationale for the establishment of new graduate course within the Department of Counseling.

I. HEADING AND PROPOSAL NUMBER

- A. **HEADING.** Place a three line double-spaced heading containing the following information at the top of the first page of the proposal and beginning at the left margin:

University of North Carolina at Charlotte

New Graduate Course: CSLG 6202/8202 Counseling Military Families, and Children

Course and Curriculum Proposal from: Department of Counseling

- B. **PROPOSAL NUMBER.**
CSLG 3/18/16

- C. **TITLE.** Indicate a brief descriptive title for the proposal, e.g., “
Establishment of new graduate course: CSLG 6202/8202 Counseling Military Families and Children. This course will also be cross listed as a doctoral level

course.

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. **SUMMARY.** State clearly and concisely the actions proposed:
The Department of Counseling seeks to establish a new graduate course for students enrolled in the MA and PhD Counseling Program. The proposed course, CSLG 6202/8202-Counseling Military Families and Children will serve as an elective course in the MA and PhD Counseling Programs and also be open to other interested graduate students. This course will address a variety of issues impacting a growing segment of our population today. CSLG 6202 will be specifically designed for MA counseling students and CSLG 8202 for doctoral students.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

Over the past few years, there has been growing need for mental health professionals to provide culturally responsive services to military families and children. However few, if any courses have been offered in mental health counseling programs to support this need and this course would help fill a void. A course of this nature may also be appealing to students in this region because of the large number of military personnel in North Carolina, Virginia, Georgia and South Carolina. North Carolina (NC) alone is home to five military bases, a U.S. Coast Guard base, and a military ocean terminal. According to a 2015 report released by the North Carolina Department of Commerce, there were slightly over 102,000 active duty military members stationed in NC and over 50,000 members serving in the National Guard and various reserve units (<https://www.nccommerce.com/Portals/0/Research/Industry%20Reports/North%20Carolinas%20Military%20Footprint.pdf>). There will also likely be a need for qualified mental health professionals to provide culturally responsive services to this population because in 2012, the Department of Veteran Affairs and TRICARE gave approval for Licensed Professional Counselors (LPCs) to become service providers to individuals and families in the military system. This expansion to include (LPC's) as service providers is significant because in the past Psychologist and Social Workers have provided the vast majority of mental health services to military populations in military settings. Since the Persian Gulf War in 1991, the United States has been consistently involved in numerous military conflicts that have impacted hundreds of thousands of military families and children. Therefore it is imperative for counseling programs to deliver training that will help mental health professionals provide culturally responsive services to a growing

segment of our population. The proposed course will provide students with the opportunity to learn about unique stressors and challenges encountered by military families and children. Some of the topics explored will address the culture of the military, active duty, National Guard and Reserve families, family life cycle, military children, stages of deployment, and various social, emotional, and mental health concerns. Students will also learn about specific evidenced based counseling strategies and techniques that may be used to work with this unique population.

2. Discuss prerequisites/co-requisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

Graduate status and permission from the instructor.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

This new graduate entry course (CSLG 6202) will be numbered at the 6000 level to reflect the advanced knowledge and requirements intended for master's level students. CSLG 8202 will be numbered at the 8000 level to reflect the advanced knowledge and requirements intended for doctoral level students. Both course numbers are consistent with other entry level graduate courses in the Department of Counseling such as CSLG 6100 Counseling Theories and CSLG 8100 Advanced Theories of Counseling.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

This proposed course will improve the quality of electives available to master's and doctoral students in the Department of Counseling and other graduate students interested in taking this course. This course additionally supports the need to provide more culturally competent services to military personnel, families and children.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

A Topical Seminar Course on this topic was taught during the fall 2014 and 2015 in the Department of Counseling. During fall of 2014, 9 MA students and 1 doctoral student enrolled in the course provided on Friday afternoons from 3:00- 5:45pm. During fall of 2015, this course was offered on Thursday afternoons from 2:00-4:45pm with 6

masters students enrolled. The decrease in enrollment numbers for the fall 2015 may have been related to a time conflict with a required course. Offering during the evening could have possibly increased the enrollment.

IMPACT. Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal?
(Undergraduate and/or graduate; majors and/or non-majors, others?)
The proposed course will serve all interested masters and doctoral graduate students in the Department of Counseling and other interested graduate students when space is available.
2. Explain). Describe how you determine which students will be served.

This will be an elective course specifically designed for all interested masters and doctoral students enrolled in the Department of Counseling and other interested students with graduate status.

3. What effect will this proposal have on existing courses and curricula?
 - a. When and how often will added course(s) be taught?

Course will be taught based on demand.

- b. How will the content and/or frequency of offering of other courses be affected?

This is an elective and no impact is anticipated.

- c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

Enrollment projected to be 10-15 students.

- d. How will enrollment in other courses be affected? How did you determine this?

Enrollment in other CSLG courses will not be significantly impacted because this is an elective course designed to meet the interest of students.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

This will not impact degree requirements or curriculum outlines for masters and doctoral students in the Department of Counseling.

III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

A. **PERSONNEL.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

Dr. Henry L. Harris is the faculty member qualified to teach this course.

B. **PHYSICAL FACILITY.** Is adequate space available for this course? Yes

C. **EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?

No special equipment and or extra supplies needed.

D. **COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

No additional computer usage needed.

E. **AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

No additional audio visual facilities needed .

F. **OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

No other resources needed.

G. **SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

No additional funding is needed.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of **Consultation on Library Holdings**).

SEE ATTACHED

CONSULTATION WITH OTHER DEPARTMENTS OR UNITS. List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).
Not applicable

- B. **HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable). Not applicable

V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

Faculty in counseling department voted to move forward with this course proposal by a vote of 11-0 in the February 05, 2016 CSLG Department faculty meeting.

- B. **CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**
Review statement and check box once completed:

X The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a 3 credit hour.

- C. **ATTACHMENTS.**

1. **CONSULTATION:** Attach relevant documentation of consultations with other units.

This information/documentation is included.

2. **COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses. See Appendix A

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word "track changes" feature (or use red text with "strikethrough" formatting for text to be deleted, and adding blue text with "underline" formatting for text to be added).

CSLG 6202. Counseling Military Families, and Children. (3)
Cross-listed with CSLG 8202. This course will provide students with the opportunity to learn about the unique culture of military families and children. Specific challenges and stressors they encounter while serving in the U.S. Armed Forces will be thoroughly addressed. Some of the topics explored will include characteristics of active duty personnel, National Guard and Reserve members, military children, stages of deployment, and various social, emotional, physical, and mental health concerns. Students completing this course will also learn about evidenced based approaches and interventions and develop a more in-depth understanding of how to work effectively with this specific population (*On Demand*).

- a. For a new course or revisions to an existing course, check all the statements that apply:
- This course will be cross listed with another course.
(CSLG 8202)
 - There are prerequisites for this course.
 - There are corequisites for this course.
 - This course is repeatable for credit.
 - This course will increase/decrease the number of credits hours currently offered by its program.
 - This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

- b. If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.
4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an existing Academic Plan of Study?

- Yes. If yes, please provide updated Academic Plan of Study in template format.
- No.

5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE):

Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?

- Yes. If yes, please provide updated SLOs in template format.

*X No. Change required

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?

*X Yes. Briefly explain below.

No. Briefly explain below.

Students are encouraged to purchase electronic textbooks and rent textbooks to minimize cost.

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.



UNC CHARLOTTE
College of Education

Course Outline Template
For New or Revised Undergraduate and Graduate Courses
Updated May 2012

COURSE NUMBER CSLG 6202/8202

CREDIT HOURS 3.0

COURSE TITLE Counseling Military Families and Children

CATALOG DESCRIPTION

- This course will provide students with the opportunity to learn about the unique culture of military families and children. Specific challenges and stressors they encounter while serving in the US Armed Forces will be thoroughly addressed. Some of the topics explored will include characteristics of active duty personnel, National Guard and Reserve members, military children, stages of deployment, and various social, emotional, physical and mental health concerns. Students completing this course will also learn about evidenced based approaches and interventions and develop a more in-depth understanding of how to work effectively with this specific population (*On Demand*).
- This 3.0-credit course requires three hours of classroom or direct faculty instruction and six hours of out-of-class student work each week for approximately 15 weeks. Out-of-class work may include but is not limited to: required readings, library research, written assignments, and studying for exams..

COURSE PREREQUISITES and/or CO-REQUISITES

- Course prerequisites include graduate status and permission from the instructor.

COURSE RATIONALE

- The purpose of this course is to provide students with the opportunity to learn about unique stressors and challenges encountered by military families and children. This is a significant need because since the 1991 Persian Gulf War, the United States has been consistently involved in numerous military conflicts that have impacted hundreds of thousands of military families and children. As a result, there has been growing need for mental health professionals to provide culturally responsive services to military families and children. However few, if any courses have been offered in mental health counseling programs to support this need and this course could help fill a void. A course of this nature may also be appealing to students in this region because of the large number of military personnel in North Carolina, Virginia, Georgia and South Carolina. North Carolina (NC) alone is home to five military bases, a U.S. Coast Guard base, and a military ocean terminal. Furthermore in 2012, the Department of Veteran Affairs and TRICARE approved Licensed Professional Counselors (LPCs) to become service providers to individuals and families in the military system. This expansion to include (LPC's) as service providers is significant because in the past Psychologist and Social Workers have provided the vast majority of mental health services to military populations. Therefore it is imperative for counseling programs to deliver training that will help mental health professionals provide culturally responsive services to a growing segment of our population.
- In this course candidates are provided with the opportunity to achieve and/or demonstrate the relevant knowledge, effectiveness, and commitments as noted in the College's Conceptual Framework (K1,K2, K4.K5, E1, E2, E3,E5, E6, E7, C1, C2, C5, & C6) These standards and hyperlinks can be found in the

Faculty Handbook at(<http://education.uncc.edu/sites/education.uncc.edu/files/media/pdfs/Conceptual%20Framework%202011.pdf>)

- This course aligns with the North Carolina Professional School Counseling Standards (2008), CACREP, and ASCA National Standards. These standards and hyperlinks can be found in the Faculty Handbook. See also www.cacrep.org, www.schoolcounselor.org, and <http://www.ncpublicschools.org/docs/student-support/counseling/standards/counselingstandards.pdf>

COURSE OBJECTIVES

Upon completion of the course, the candidate will be able to:

- Understand the need to provide culturally competent services to military families and children.
- Understand general history of the military that includes different branches of the US Armed Forces.
- Understand the unique culture of military families and how they cope and thrive within their environment.
- Become aware of specific strengths and challenges that children of military families encounter.
- Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP II, 3-G) more specifically the impact of war on military families and children.
- Adhere to multicultural counseling competencies (CACREP II, 2-C).
- Developing an understanding of ethical codes within the framework of the military culture.
- Understand the role and process of the professional counselor advocating on behalf of the profession (CACREP II, 1-D)
- Explore various evidenced based counseling interventions (CACREP II, 5-J) proven effective working with military personnel and their families.

INSTRUCTIONAL METHODS

- Instructional format of this class will include interactive lecture in traditional and on-line formats, class room discussion, small group discussion, and student presentations.

COURSE CONTENT

- Probable textbooks or resources:

Hall, L. K. (2016). *Counseling military families: What mental health professionals need to know* (2nd eds). New York, NY: Routledge.

- Topical outline of course content

Date	Selected Topics	Readings	Assignments
Class 1	Class Introductions & Overview of Course The Need for Services Need for Culturally Competent Counselors	Read Hall Chapter 1 Unsung Heroes: Military Families after 10 years of War	
Class 2	Military Service Members Active Duty Representatives of the Military	Read Hall Chapter 2	
Class 3	Military Service Members (Continued) Branches of Armed Forces Title, Rank, & Hierarchy	Read Hall Chapter 2 2012 Demographics Report	Article Rev 1 due
Class 4	The Unique Culture of the Military The Warrior Society	Read Hall Chapter 3 Read Hall Chapter 10	

	Parent Focused Families Military and Male Psyche Women in the Military		
Class 5	The Military Family Living in the Fortress Family Strengths	Read Hall Chapter 4 Read Hall Chapter 10	Article Rev 2 due
Class 6	The Military Family (continued) The Military Spouse Concerns of Military Spouse Dual Military Couples	Read Hall Chapter 4 (cont)	Article Rev 3 due
Class 7	The Children Unique Challenges Parenting Styles DOD Schools	Read Hall Chapter 5 Children in Military Families	Military Self-Reflection Due
Class 8	Other Military Families to Consider Reserve and Guard Families Single Service Members Retired Veterans	Read Hall Chapter 6 Read Hall Chapter 10	
Class 9	Major Challenges of Military Families Mental Health Status of Military Deployment, PTSD, Suicide, homelessness, Alcohol, and Finances	Read Hall Chapter 7 Read Hall Chapter 10	
Class 10	The Transition Journey Dealing with Grief and Loss Children and Grief	Read Hall Chapter 8	
Class 11	Effective Interventions CBT, Solution Focused, Family Therapy & Motivational interviewing	Read Hall Chapter 9 Read Hall Chapter 10	Research Paper due
Class 12	Effective Interventions Animal Assisted Therapy, Virtual Exposure Therapy, Play Therapy, and Filial Therapy		
Class 13	Military Interviews Presentations		Military Interview Due Presentation Due
Class 14	Military Interviews Presentations		Military Interview Due Presentation Due
Class 15	Final Exam		Final Exam

ILLUSTRATIVE COURSE ACTIVITIES

Course Requirements

- **Participation/Attendance:** You are expected to attend all class meetings, keep up with reading assignments, and participate in weekly discussions. Please note some classes will be held on-line using Saba. Students who miss more than 2 classes may not earn more than a "B" for the course. Students should inform the instructor as soon as possible of any absences (**15pts**).

Note: For doctoral students (CSLG 8202) as part of their participation, they will be required to lead and facilitate at least one classroom for approximately 45 minutes on a topic of their choice impacting military families and children. This topic must be approved by the instructor.

- **Military Self-Reflection Essay:** The purpose of this assignment is for you to reflect back upon your perceptions and or beliefs about military personnel and their families. For example, what are your experiences with the military? Did you ever want to join? Why or Why not? If you were forced to join

what branch would you have chosen? Do you have any immediate family members or close friends that have honorably served in the Armed Forces? If so what were their experiences? What are some stereotypes associated with the military today? Negative? Positive? What do you feel are the greatest issues confronting military personnel and families today? How do you think the military perceives counseling and mental health services? What would concern you most as a counselor providing services to military personnel and families? You may also be required to ask 6-8 people about their thoughts about the military today? A final decision will be made by the second or third week in class. This paper must be written in APA format 5 pages of content (10 pts).

Note: For doctoral students (CSLG 8202) this paper must be written in APA format 8 pages of content.

- **Military Interview/Presentation:** In order to attain more practical knowledge about various aspects of the military, you will be required to conduct an interview with an active duty military service member, member of the Reserve, National Guard, military spouse, partner, or military veteran the using the guidelines we will further develop in class. This case presentation will be presented in class lasting approximately 60 minutes and should be well organized. You must also provide handouts and use appropriate methods of technology during the presentation. Again more details concerning this assignment will be discussed later on in the semester (20pts).

Note: For doctoral students (CSLG 8202), in addition to the interview/presentation, they must also submit a 5 page summary of the interview in APA format.

- **Journal Critiques:** You are required to critique 3 journal articles that have a focus on a military family or children related issue. The critique should include: summary of main points, your evaluation of conclusions drawn by author(s), specific applicability of information to your professional development as a future service provider, and copy of each article or the web address - (2-3 typed double spaced pages (5 pts for each critique = 15pts).
- **Research Paper:** You are to write a research paper a topic relating to an issue confronting military families or military children. For example, if you chose impact of deployments on military families, you should present findings on the latest research concerning this topic and discuss specific treatment interventions that you would use. Your paper (9-12 pages APA format) must include the following sections: introduction, review of the literature, evidenced based counseling strategies, and conclusion (20pts).

Note: For doctoral students (CSLG 8202) this research paper must be written in APA format 15-18 pages of content. Students must also submit this paper to a journal for publication and the journal selected must be approved by the instructor.

- **Final Exam:** The final exam will be given on-line (via Moodle) in multiple choice format consisting of 100 multiple choice questions taken from the Hall (2016) text and selected readings. Students will have 3 hours to complete the exam (20pts).

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Grading Assignments

▪ Attendance/Participation	15 points
▪ Military Self-Reflection	10 points
▪ Journal Article Review/Critique	15 points
▪ Military Interview Presentation	20 points
▪ Research Paper	20 points
▪ Final Exam	20 points

Total **100pts**

Scale: 100 - 90 = A 89 - 80 = B 79 - 70 = C 69 - below = U (unsatisfactory)

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

- Baddeley, J. L., & Pennebaker, J. W. (2011). A post deployment expressive writing intervention for military couples: A randomized controlled trial. *Journal of Traumatic Stress, 24*(5), 581-585. doi:10.1002/jts.20679
- Benedict, H. (2009). *The lonely soldier: The private war of women serving in Iraq*. Boston: Beacon Press.
- Blow, A. J., Curtis, A. F., Wittenborn, A. K., & Gorman, L. (2015). Relationship problems and military related PTSD: The case for using emotionally focused therapy for couples. *Contemporary Family Therapy: an International Journal, 37*, 261-270.
- Britt, T.W., Wright, K.M., & Moore, D. (2012). Leadership as a predictor of stigma and practical barriers toward receiving mental health treatment: A multilevel approach. *Psychological Services, 9*(1), 26-37. doi: 10.1037/a0026412
- Chandra, A., Lara-Sinisomo, S., Jaycox, L., Tanielian, T., Burns, R., Ruder, T., & Han, B. (2010). Children on the homefront: The experience of children from military families. *Pediatrics, 125*, 13-22.
- Cozza, S. J., & Lerner, R. M. (2013). Military children and families: Introducing the Issue. *The Future of Children, 23*(2), 3-10.
- Engels, D. W., & Harris, H. L. (2002). Career counseling with military personnel and their dependents. In S. G. Niles & J. Goodman (Eds.), *Adult career development: Concepts, issues, and practices* (3rd ed., pp. 253-266). Tulsa, OK: National Career Development Association.
- Griffith, J. (2009). Being a reserve soldier: A matter of social identity. *Armed Forces & Society, 36*, 38-64.
- Gomulka, G. T. (2004). *The survival guide for marriage in the military: For dating and married couples*. Coronado, CA: PlainTec.
- Holmes, A. K., Rauch, P. K., & Cozza, S. J. (2013). When a parent is injured or killed in combat. *The Future of Children, 23*(2), 143-162.
- Johnston, J. M., Minami, T., Greenwald, D., Li, C., Reinhardt, K., & Khalsa, S. S. (2015). Yoga for military service personnel with PTSD: A single arm study. *Psychological Trauma: Theory, Research, Practice, and Policy, 7*(6), 555-562. doi:10.1037/tra0000051
- Jordan, K. (2011). Counselors helping service veterans re-enter their couple relationship after combat and military services: A comprehensive overview. *The Family Journal, 19*, 3, 263-273.
- Kim, J. B., Kirchhoff, M., & Whitsett, S. (2011). Expressive arts group therapy with middle-school aged children from military families. *Arts In Psychotherapy, 38*(5), 356-362. doi:10.1016/j.aip.2011.08.003
- MacDermid, S., & Riggs, D. S. (2011). *Risk and resilience in U.S. military families*. New York, NY: Springer.
- McLean, A., & Elder, G. H. (2007). Military Service in the life course. *Annual Review of Sociology, 33*, 175-196.
- Prosek, E. A., & Holm, J. M. (2014). Counselors and the Military: when Protocol and Ethics Conflict. *The Professional Counselor, 4*, 103-113. doi:10.15241/eap.4.2.93
- Ruff, S. B., & Keim, M.A. (2014). Revolving doors: The impact of multiple school transitions on military children. *Professional Counselor, 4*, 93-102. doi:10.15241/eap.4.2.93
- Sayers, S. L. (2014). *Coming back together: A guide to successful reintegration after your partner returns from military deployment*. Oakland, CA: New Harbinger Publications.
- Spera, C. (2009). Spouses' ability to cope with deployment and adjust to Air Force demands: Identification of risk and protective factors. *Armed Forces & Society, 35*, 286-306.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

- **Attendance Policy:** You are expected to attend all class meetings, keep up with reading assignments, and participate in weekly discussions. Please note some classes will be held on-line using Saba. Students who miss more than 2 classes may not earn more than a “B” for the course. Students should inform the instructor as soon as possible of any absences.
- **Academic Integrity:** All students are required to read and abide by the Code of Student Academic Integrity. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://www.legal.uncc.edu/policies/ps-105.html>. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.
- **Inclement Weather Policy:** The University is rarely closed because of bad weather. When such a closing occurs, it will be announced over local television and radio stations. There may be times when the university remains open officially, but bad weather in the region makes it unsafe or unwise for faculty or students to travel, particularly in the evening. If I am unable to make a class for weather or any other reason, I will notify the Departmental Office (704-687-8960); office staff will try to notify you. I will also inform you of the situation via email. Be sure that your email address in the university system is accurate. If you are uncertain if the class will meet, please call the Departmental Office. As always, if class is conducted, it is the student’s responsibility to obtain information on missed classes from fellow students.
- **Student Behavior Policy (cell phones, laptops, etc.):** Electronic devices can interfere with the student learning experience and distract the instructor. Due to the nature of material discussed in this class, voice recordings will not be allowed in this class or during supervision sessions. Cell phones should remain off or on vibrate if you need to be available to family during class. Please excuse yourself from the room if you receive a call on vibrate, with the understanding that that will account for missing a part of the class. With instructor permission you can take notes using a laptop, you should not engage in any activity other than taking notes as you will earn a significant reduction in your final attendance and participation grade (e.g., checking email; accessing Internet, Facebook). All PowerPoints will be posted on Moodle for you to access.
- **The College of Education Commitment to Diversity:** The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College’s learning environments, thereby enriching the community and improving opportunities for human understanding. While the term “diversity” is often used to refer to differences, the College’s intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.
- **College of Education Technology Statement:** Professional education programs at UNC Charlotte are committed to preparing candidates for success in the 21st century through an emphasis on knowledge, effectiveness and commitment to technology integration and application. Preparation in the integration and application of technology to enhance student learning is essential for all candidates. Programs across the professional education unit, including the College of Arts + Architecture, College of Education, and College of Liberal Arts and Sciences, reflect this commitment in coursework, early

field experiences, and clinical practice which includes student teaching and/or the capstone/internship phase of the respective programs.

- **Religious Accommodations:** UNC Charlotte provides reasonable accommodations, including a minimum of two excused absences each academic year, for religious observances required by a student's religious practice or belief. Such reasonable accommodations must be requested in accordance with the procedures in this Policy, and include the opportunity for the student to make up any tests or other work missed due to an excused absence for a religious observance. Students wishing to request a religious accommodation may refer to the information found at <http://legal.uncc.edu/policies/up-409>. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a Request for Religious Accommodation Form to their instructor prior to the census date for enrollment for a given semester (typically the 10th day of enrollment).
- **Disability Accommodations – UPDATED JANUARY 2015:** UNC Charlotte is committed to access to education. If you have a disability and need academic accommodations, please provide a letter of accommodation from Disability Services early in the semester. For more information on accommodations, contact the Office of Disability Services at 704-687-0040 or visit their office at Fretwell 230. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.
- **Professional Dispositions for Professional Counseling Programs:** Dispositions include the values, commitments, and ethics expected of professional counselors and will be evaluated throughout your academic and professional preparation. (These may be found online at <https://education.uncc.edu/resources/professional-dispositions-plan-and-information>). Counseling is a demanding profession that requires candidates to act in a professional manner at all times, be collegial with peers and supervisors, and conscientiously attend to job-related details. Showing proper initiative and following through on tasks in a timely manner are also critical. Establishing habits supportive of these dispositions is an important part of each candidate's career preparation and as such will be emphasized throughout this course and the program.
- **Important Academic Dates:** Please consult the web (<http://www.registrar.uncc.edu/calendar.htm>) to see important dates regarding adding classes, withdrawing from classes, and dates the University will be closed for holidays. See <http://legal.uncc.edu/syllabus.html>

ATTACHMENTS

- Attach course materials following the outline above. Attachments may include the course calendar, readings list, full syllabus, Electronic Evidence materials, rubrics, etc.
- Include attachments that provide evidence of the differences between undergraduate and graduate requirements.

NOTE: If both graduate and undergraduate versions of this course are to be offered, submit proposals to both the Undergraduate Course and Curriculum Committee and to the Graduate Council.

APPROVAL FOR NEW COURSES
OR SUBSTANTIALLY REVISED COURSES

Faculty Responsible for Developing This Course Outline

(List the names of the faculty members who have developed this basic course outline.)

Henry L. Harris

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee
Date Chair: _____

Approved on 04/22/16 by the College Graduate Curriculum Committee
Date Chair: Kelly Anderson

APPROVAL OF MINOR REVISIONS
OR UPDATES TO COURSE OUTLINES

Faculty Responsible for Revising This Course Outline

(List the names of the faculty members who have developed this revised course outline.)

Approved on _____ by Program Coordinator or Chair: _____
Date

If changes affect more than one program, approval by the appropriate COED Curriculum Committee is required:

Approved on _____ by the College Undergraduate Curriculum Committee
Date Chair: _____

Approved on _____ by the College Graduate Curriculum Committee
Date Chair: _____



UNC CHARLOTTE
J. Murrey Atkins Library

Consultation on Library Holdings

To: Henry L. Harris, Ph.D., LPC Department of Counseling
From: Judy Walker, Education/ Psychology Librarian
Date: March 28, 2016
Subject: CSLG 6202/8202: Counseling Military Families & Children

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker Date: March 28, 2016

Please Check One:

- Holdings are superior
- Holdings are adequate
- Holdings are adequate only if Dept. purchases additional items.
- Holdings are inadequate

Comments:

In addition to PsycInfo the library has several databases (Sociological Abstracts, Social Work Abstracts & Social Services Abstracts) that will support this course. Those articles found in journals the Library does not subscribe to can be easily obtained via our interlibrary loan service. Review of the course bibliography indicated the library does not have several of the book titles. We will purchase those titles as well as work faculty teaching to identify addition titles needed for the collection.

Evaluator's Signature

March 28, 2016
Date