

2014-2015 LONG SIGNATURE SHEET



Proposal Number: CSLG 3/25/16

Proposal Title: New Graduate Course: CSLG 6204/8204 Counseling Military Veterans

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
	3/25/2016	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:] Kelly Anderson
—	—	—	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>Dawson R. Hancock</i> [print name here:] Dawson R. Hancock
			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 &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
4/26/16	5/3/16	5/25/16	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

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To: Graduate Council Chair  
From: H. L. Harris, Chair Department of Counseling  
Date: 3/25/16  
Re: Creating new MA/PhD Graduate Course – Counseling Military Veterans

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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 6204/8204 Counseling Military Veterans

Course and Curriculum Proposal from: Department of Counseling

- B. **PROPOSAL NUMBER.**  
CSLG 3/25/16

- C. **TITLE.** Indicate a brief descriptive title for the proposal, e.g., “  
Establishment of new graduate course: CSLG 6204/8204 Counseling Military Veterans. 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 6204/8204-Counseling Military Veterans 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 6204 will be specifically designed for MA counseling students and CSLG 8204 for doctoral students.

### **B. JUSTIFICATION.**

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

The purpose of this course is to provide students with the opportunity to learn about the most important current issues and challenges impacting military veterans. It is also significant to note that cultural factors such as race, gender, and sexual orientation will also be taken into consideration. Since Operation Enduring Freedom began in October, 2001, the United States has consistently been involved in military conflicts. As a result there has been a dramatic rise in the number of military veterans. According to the US Census Bureau, in 2014 there were 19.8 million military veterans and 1.6 million were women. The racial and ethnic makeup of this select group of individuals indicated that 79% were non-Hispanic White, 11.4% African-American, 6% Hispanic, 1.5% Asian, 1.2% Some Other Race, .7% American Indian and or Alaskan Native, and .2% Native Hawaiians and Other Pacific Islanders. In a recent documentary entitled Coming Back (2015) by Wes Moore, <http://www.pbs.org/coming-back-with-wes-moore/about/facts/> , some of the major concerns impacting veterans indicated that the following: (a) every 65 minutes, a military veteran commits suicide equaling 22 per day, (b) nearly 60% of veterans that retired from the military in 2012 as a result of a service-connected disability were under 35 years of age, (c) Post Traumatic Stress Disorder was diagnosed in 11-20% veterans from the Iraq and Afghanistan wars, (d) estimate suggests that between 2002-2012, over 250,000 service members were diagnosed with some sort of Traumatic Brain Injury (TBI), and (e) war veterans have experienced higher unemployment rates (2%) compared to civilians. In addition, North Carolina ranks eighth nationally with close to 800,000 veterans with large concentrations in Jacksonville and Fayetteville, NC. Given the significance of issues impacting military veterans, there is a growing need for mental health counselors to provide culturally responsive services to military veterans. However few, if any courses have been offered in counseling programs to support this need and this course could help fill a void. It is also important to note that Licensed Professionals Counselors may be in demand to provide mental health services to military veterans because in 2012, the Department of Veteran Affairs and TRICARE approved Licensed Professional Counselors (LPCs) as service providers to individuals and

families in the military system. TRICARE is the health insurance provider for military personnel and their families and the inclusion of LPC's as service providers is significant step for the counseling training programs nationally because in the past psychologists and social workers have provided the vast majority of mental health services to military populations. It is imperative for counseling programs to offer courses that will help students attain knowledge and skills needed to provide culturally responsive services to this growing segment of our population. Both CSLG 6204/8204 Counseling Military Veterans and CSLG 6202/8202 Counseling Military Families and Children are needed as separate courses to efficiently address the content. It is also important to note that these two would in some ways align with the original mission of UNC Charlotte originally created in 1946 to serve returning World War II veterans

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 student status and permission from 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 6204) will be numbered at the 6000 level to reflect the advanced knowledge and requirements intended for master's level students. CSLG 8204 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 veterans.

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 focused on this topic was taught during the fall of 2014 and fall of 2015 in the Department of Counseling. During fall of 2014, 9 MA students and 1 doctoral student enrolled in the

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course offered on Friday afternoons from 3:00- 5:45pm. During fall of 2015, this course was offered on Thursday afternoons from 2-4:45 with 6 masters students enrolled. A conflict with a required course offered during the same time slot may have negatively impacted fall 2015 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 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 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 so 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).

**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 5, 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 attached

- 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 6204. Counseling Military Veterans. (3) Cross-listed with CSLG 8204. The purpose of this course is to provide students with a comprehensive overview of issues impacting military veterans. Specific cultural factors such as race, gender, and sexual orientation will also be taken into consideration. Some of the topics explored include career transitions, family matters, mental health stigma, traumatic brain injury, suicide, PTSD, depression, homelessness, and substance abuse. In addition, resilience and strength of military veterans will be addressed. In addition, students will learn about evidenced based techniques, strategies, and approaches utilized to work effectively with military veterans (*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 8204)
- 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](mailto: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. 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](mailto:facultygovernance@uncc.edu) upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.



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

COURSE NUMBER CSLG 6204/8204\_\_\_\_\_

CREDIT HOURS 3.0

COURSE TITLE Counseling Military Veterans\_\_\_\_\_

**CATALOG DESCRIPTION**

- The purpose of this course is to provide students with a comprehensive overview of issues impacting military veterans. Specific cultural factors such as race, gender, and sexual orientation will also be taken into consideration. Some of the topics explored include career transitions, family matters, mental health stigma, traumatic brain injury, suicide, PTSD, depression, homelessness, and substance abuse. In addition, resilience and strength of military veterans will be addressed. In addition, students will learn about evidenced based techniques, strategies, and approaches utilized to work effectively with military veterans (*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 provide students with the opportunity to learn about some of issues and challenges impacting military veterans. It is also important to note the some of these issues and challenges will be addressed from a racial gender, and sexual orientation perspective. Since Operation Enduring Freedom began in October, 2001, the United States has consistently been involved in military conflicts. As a result there has been a dramatic rise in the number of military veterans. According to the US Census Bureau, in 2014 there were 19.8 million military veterans and 1.6 million were women. The racial and ethnic makeup of this select group of individuals indicated that 79% were non-Hispanic White, 11.4% African-American, 6% Hispanic, 1.5% Asian, 1.2% Some Other Race, .7% American Indian and or Alaskan Native, and .2% Native Hawaiians and Other Pacific Islanders. In a recent documentary entitled Coming Back (2015) by Wes Moore, <http://www.pbs.org/coming-back-with-wes-moore/about/facts/> , some of the major concerns impacting veterans indicated that the following: (a) every 65 minutes, a military veteran commits suicide equaling 22 per day, (b) nearly 60% of veterans that retired from the military in 2012 as a result of a service-

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connected disability were under 35 years of age, (c) Post Traumatic Stress Disorder was diagnosed in 11-20% veterans from the Iraq and Afghanistan wars, (d) estimate suggests that between 2002-2012, over 250,000 service members were diagnosed with some sort of Traumatic Brain Injury (TBI), and (e) war veterans have experienced higher unemployment rates (2%) compared to civilians. In addition, North Carolina ranks eighth nationally with close to 800,000 veterans with large concentrations in Jacksonville and Fayetteville, NC. Given the significance of issues impacting military veterans, there is a growing need for mental health counselors to provide culturally responsive services to military veterans. However few, if any courses have been offered in counseling programs to support this need and this course could help fill a void. It is also important to note that Licensed Professionals Counselors may be in demand to provide mental health services to military veterans because in 2012, the Department of Veteran Affairs and TRICARE approved Licensed Professional Counselors (LPCs) as service providers to individuals and families in the military system. TRICARE is the health insurance provider for military personnel and their families and the inclusion of LPC's as service providers is significant step for the counseling training programs nationally because in the past psychologist and social workers have provided the vast majority of mental health services to military populations. It is imperative for counseling programs to offer courses that will help students attain knowledge and skills needed to provide culturally responsive services to this growing segment of our population. CSLG 6204/8204 Counseling Military Veterans would also align with the original mission of UNC Charlotte -originally created in 1946 to serve returning World War II veterans.

- 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](http://www.cacrep.org), [www.schoolcounselor.org](http://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 history and culture of minority veterans in the Armed Forces.
- Identify how families and communities are impacted by veterans.
- Understand the role of Veterans Administration and TRICARE.
- Understand the unique strength and challenges of military veterans and how they cope and thrive within their environment.
- Understand the effects of crisis, disasters, and trauma on diverse individuals that includes veterans across the lifespan (CACREP II, 3-G).
- Understand the connection between Military identity and racial identity.
- 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).

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- Identify and explore various evidenced based counseling interventions (CACREP II, 5-J, 8-b) proven effective working with military veterans.

**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:

Lawhorne-Scott, C., & Philpott, D. (2013). *Military mental health care: A guide for service members, veterans, family, and community*. Lanham, MD: Rowman & Littlefield Publishers.

Moore, B. A., & Jongsma, A. E. (2014). *The veteran and active duty military psychotherapy treatment planner with DSM-5 updates*. New York, NY: John Wiley & Sons, Inc.

**Recommended**

Sinclair, R. R., Britt, T. W. (2013). *Building psychological resilience in military personnel: Theory and Practice*. Washington, DC: American Psychological Association.

- Topical outline of course content

Date	Selected Topics	Readings	Assignments
Class 1	Class Introductions & Overview of Course Understanding Needs of Veterans Role of Mental Health Counselors	Walisk, A. & Kirchner j. (2013) Joining Forces: Counselors Collaborating to Serve Military Families. <i>Journal of Military and Government Counseling</i> , 19-23.	
Class 2	Military Veterans and Counseling Stigma  Branches of Armed Forces Title, Rank, & Hierarchy	Read Erin L. Miggantz (2014) Stigma of Mental Health Care in the Military. <i>Naval Center for Combat &amp; Operationsl Stress Control</i> . Lawhorne-Scott & Philpott Ch.8 <a href="https://www.airforce.com/">https://www.airforce.com/</a> <a href="https://army.com/">https://army.com/</a> <a href="https://navy.com/navy.html">https://navy.com/navy.html</a> <a href="https://www.marines.com/home">https://www.marines.com/home</a> <a href="http://www.gocoastguard.com/">http://www.gocoastguard.com/</a>	
Class 3	TRICARE and US Department of Veteran Affairs  Veteran Identity and Race	<a href="http://www.va.gov/">http://www.va.gov/</a> <a href="http://tricare.mil/">http://tricare.mil/</a> Harada, N. D., et al. (2002). Veteran Identity and Race/Ethnicity: Influences on VA Outpatient Care Utilization. <i>Medical Care</i> , 40, 1117-1128) Jones, K. C. (2013). Understanding Student Veterans in Transition. <i>The Qualitative Report</i> , 74, 1-14.	
Class 4	Asian Military Veterans Latino Military Veterans Native American Military Veterans	Duke, M. R., Moore, R. S., & Ames, G. M. (2011). PTSD treatment- seeking among rural Latino combat veterans: A review of the	

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		literature. <i>Journal of Rural Social Services</i> 26, 157-180.Center for Minority Veterans <a href="http://www.va.gov/centerforminorityveterans/">http://www.va.gov/centerforminorityveterans/</a>	
Class 5	African-American Military Veterans Female Military Veterans Gay and Lesbian Veterans	Harada, N. D., Villa, V. M., Reifel, N., & Bayhille, R. (2005). Exploring veteran identity and health services use among Native American veterans. <i>Military Medicine</i> 170, 782-786. Center for Minority Veterans <a href="http://www.va.gov/centerforminorityveterans/">http://www.va.gov/centerforminorityveterans/</a> Center for Women Veterans (CWV) <a href="http://www.va.gov/womenvet/">http://www.va.gov/womenvet/</a>	
Class 6	Military Veteran Families Student Veterans	Institute for Veterans & Military Families <a href="http://vets.syr.edu/">http://vets.syr.edu/</a>	Reaction Paper due
Class 7	Career Transitions	Read: Rausch, M. A. (2014). Contextual Career Counseling for Transitioning Military Veterans. <i>Journal of Employment Counseling</i> 51, 89-96.	
Class 8	Stress, PTSD, and Depression Counseling Interventions	Lawhorne-Scott and Philpott (2013) Chapters 2-4 Moore, & Jongsma, (2014) Text Rauch, S. A. M., Eftekhari, A., & Ruzek, J. I. (2012). Review of exposure therapy: A gold standard for PTSD treatment. <i>Journal of Rehabilitation Research &amp; Development</i> , 49(6), 679–687.	
Class 9	Anxiety, Suicide, and Grief Counseling Interventions	Lawhorne-Scott & Philpott (2013) Ch.6,7, & 12	
Class 10	Homelessness and Mental Health Counseling Interventions	Lawhorne-Scott & Philpott (2013) Ch.14 Moore, & Jongsma, (2014) Text	Research Paper due
Class 11	Animal Assisted Therapy, Virtual Exposure Therapy, Resilience, Health & Wellness	Lawhorne-Scott & Philpott (2013) Ch.15-16	
Class 12	Presentations		Due
Class 13	Presentations		Due
Class 14	Presentations		Due
Class 15	Final Project		Final Project

**ILLUSTRATIVE COURSE ACTIVITIES**

**Course Requirements**

- **Participation/Attendance:** You are expected to attend all class meetings, read assignments on schedule, 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**).

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**Note: Doctoral Students** (CSLG 8204) you will also be required to lead and facilitate at two classroom discussions for approximately 45 minutes one of the class topics impacting military veterans.

- **Military Veteran Interview/Presentation:** In order to gain more practical knowledge concerning military veterans, you will be required to conduct an interview with a military veteran using some of the questions below as guideline. As part of the interview you will also conduct case presentation in class lasting approximately 45 minutes. The presentation should be well organized consisting of 10-12 ppt slides. You must also provide handouts and demonstrate use of appropriate methods of technology during the presentation. **(20pts)**.

**Note:** For doctoral students (CSLG 8204), in addition to the interview/presentation, you must also submit a 5 page summary of the interview in APA format.

### Military Veteran Interview Guide

1. Demographic Information: age, gender, race/ethnicity, marital status, number of children, Military Branch of Service, length of service, rank, education background, etc.
2. What reason(s) led you to join the military? Why did you choose the service branch? Tell me about some of your training experiences such as boot camp.
3. What do you recall most about your military career? What was your job assignment? Where were you stationed? Did you ever experience combat?
4. What did you enjoy most about your military experience? Least?
5. From your perspective what are the strengths of the military? Weaknesses?
6. How did your race, gender, or sexual orientation impact your military experience?
7. If you could change one thing about your military experience what would that be?
8. What concerned you most about transitioning from the military?
9. How do you think military veterans perceive counseling? Are veterans receiving appropriate support needed from the VA and other organizations?
10. How do you think society perceives or treats veterans today?
11. What other comments that you would like to add?

Feel free to ask other questions ---this is only a guide.

- **Military Veteran Documentary Reaction Paper.** You are required to watch a military documentary of your choice and write a reaction paper. Your reaction paper should address the major themes of the documentary along with your personal reactions. What impacted you most about this documentary? Were there any specific cultural factors that you observed? What specific mental health issues did you observe? (5 pages -double spaced pages APA format = **20pts**).

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**Note: Doctoral Students** (CSLG 8204) this reaction paper must be 8 pages-double spaced APA format.

Sample of documentaries that can be expanded:

- 1) The War Comes Home, (2014). CNN Documentary
- 2) Street Veterans, PBS Homeless Veteran Documentary
- 3) Coming Home (2014) by Wes Moore
- 4) Chosin, (2010) Korean war Veterans
- 5) Invisible Wound's Breakdown Documentary
- 6) Veterans of Color: Black Veterans Struggle (2012).  
[www.veteransofcolor.org/Veterans\\_of\\_Color](http://www.veteransofcolor.org/Veterans_of_Color)
- 7) Homeless Heroes (2014): How 55,000 Female Veterans Ended Up On The Streets  
<http://www.journeyman.tv/?lid=66220&bid=2>
- 8) Native American Storytelling Project (2013).  
[https://www.youtube.com/watch?v=udUm\\_u2g\\_zs](https://www.youtube.com/watch?v=udUm_u2g_zs)
- 9) Japanese American Heroes-World War II-Documentary "American Heroes" Documentary ABC- TV (2012) -- <https://www.youtube.com/watch?v=mg9Rwe69hao>
- 10) On Two Fronts: Latinos and Vietnam (2015). PBS.org

- **Military Veteran Research Paper:** You are to write a research paper a topic relating to an issue specifically confronting military veterans. For example, if you chose impact of TBI, you should present findings on the latest research concerning this topic and discuss specific treatment interventions that you would use. Your paper (8-10 pages-content APA format) must include the following sections: introduction, review of the literature, evidenced based counseling strategies, and conclusion (**20pts**).

**Note: Doctoral Students** (CSLG 8204) this research paper must be written in APA format 12-15 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 Group Project:** The final project will consist of students creating a mock video reflecting an initial counseling session with a military veteran on a specific issue. The groups may consist of 2-3 students and the session should last approximately 20-30 minutes. The mock session should identify the issue of concern, and develop a diagnosis and treatment plan appropriate for the initial session. The group must also submit case notes of the initial session and note any concerns (**25 pts**).

### ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

#### Grading Assignments

▪ Attendance/Participation	15 points
▪ Military Veteran Interview Presentation	20 points
▪ Military Documentary Reaction Paper	20 points
▪ Military Veteran Research Paper	20 points
▪ Final Group Project	25 points
<b>Total</b>	<b>100pts</b>

Scale: 100 - 90 = A

89 - 80 = B

79 - 70 = C

69 - below = U (unsatisfactory)



**AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY**

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). Washington, DC: American Psychiatric Publishing
- Bielakowski, A. M. (2013). Introduction. In A. M. Bielakowski (Ed.). *Ethnic and racial minorities in the U. S. military: An encyclopedia, volume 1: A-L* (pp. xvii-xix). Santa Barbara, CA: ABC-CLIO.
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- Hall, L. (2011). The importance of understanding military culture. *Social Work in Health Care, 50*, 4-18. doi:10.1080/00981389.2010.513914
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- Kang, H. K., Natelson, B. H., Mahon, C. M., Lee, K. Y., & Murphy, F. M. (2003). Post-traumatic stress disorder and chronic fatigue syndrome- like illness among Gulf War veterans: A population-based survey of 30,000 veterans. *Journal of Epidemiology 157*, 141-158
- Kelty, R., Kleykamp, M., & Segal, D. R. (2010) The Military and the transition to adulthood. *The Future of Children, 20*, 181–200.
- Leyva, M. (2003). *A survival guide for military wives, girlfriends, and women in uniform*. Riverside, NJ: Simon & Schuster.
- Lowe, T. B., Hopps, J. G., & See, L. A. (2006). Challenges and stressors of African American armed service personnel and their families. *Journal of Ethnic & Cultural Diversity in Social Work, 15* (3/4), 51-81.
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- Monson, C. M., & Fredman, S. J. (2008). Cognitive-behavioral conjoint therapy for posttraumatic stress disorder: Application to operation enduring and Iraqi freedom veterans. *Journal of Clinical Psychology, 64*(8), 958-971.

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- Price, E., & Limberg, D. (2013). Addressing the mental health needs of Gay military veterans: A group counseling approach. *Journal of Military and Government Counseling, 1*, 26-39
- Robertson, H. C., & Brott, P. E. (2014). Military veterans' midlife career transition and life satisfaction. *The Professional Counselor, 49* (2), 139-149. doi:10.15241/hcr.4.2.139
- Rosen, C.S., Greenbaum, M.A., Fitt, J.E., Laffaye, C., Norris, V.A., & Kimerling, R. (2011). Stigma, help-seeking attitudes, and use of psychotherapy in veterans with diagnoses of posttraumatic stress disorder. *Journal of Nervous and Mental Disease, 199*(11), 879-885.
- Tallant, S. H., & Ryberg, R. A. (1999). Common and unique ethical dilemmas encountered by military social workers. In J. G. Daley (Ed.), *Social Work Practice in the Military* (pp. 179-204). New York, NY: Haworth Press.
- U.S. Department of Veterans Affairs. (n.d.). PTSD: *National center for PTSD*. Retrieved from <http://www.ptsd.va.gov/professional/index.asp>
- Wong, P. (2011). The Power of the uniform : *The transition from Soldier to Native*. Honors Thesis, Center of Comparative Studies in Race and Ethnicity. University of Denver, Denver, CO.

### 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.

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- **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

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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.

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**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 \_\_\_\_\_ by the College Graduate Curriculum Committee  
Date Chair: \_\_\_\_\_

**APPROVAL OF MINOR REVISIONS  
OR UPDATES TO COURSE OUTLINES**

**Faculty Responsible for Revising This Course Outline**

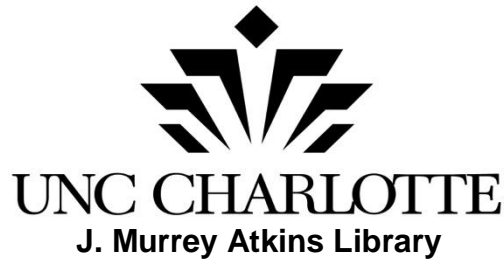
(List the names of the faculty members who have developed this revised course outline.)

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: \_\_\_\_\_



**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 6204/8204: Counseling Military Veterans

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**Summary of Librarian’s Evaluation of Holdings:**

**Evaluator:** Judy Walker **Date:** March 28, 2016

**Please Check One:**

- Holdings are superior
- Holdings are adequate   X
- 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.

A handwritten signature in cursive script that reads "Judy Walker".

**Evaluator’s Signature**

March 28, 2016  
**Date**