

**George Mason University**  
**College of Education and Human Development**  
**Counseling and Development**

EDCD 797.002 – Counseling Military Families  
1 Credit, Spring 2018  
Saturday, March 3<sup>rd</sup> & Sunday, March 4<sup>th</sup> 9:00 AM – 4:30 PM  
Robinson Hall B Room 218 Fairfax

**Faculty**

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**Prerequisites/Corequisites**

Admission to the CNDV program, EDCD 603

**University Catalog Course Description**

Advanced topics in education. Develop an understanding of military culture and the unique challenges that service members and their family members face. Increase awareness of how deployments and frequent moves can affect the entire family unit. Become aware of and recognize one's own personal biases, assumptions, and attitudes towards service members and their families. Develop military competencies and increase awareness and skills in

- Understanding the differences in combat-related trauma (PTSD and mTBI)
- Recognizing Military Sexual Trauma (MST)
- Historically understanding gender differences in the services
- Supporting Service Members and their family members.

**Course Overview**

Using multiple platforms, this course is designed to help graduate students and professionals understand the unique experiences of service members and their families. From service member deployments to constant moves to transitioning out of the military, service members and their family members experience a wide variety of transitions that can affect individuals within the family, the family system itself, and the community. This course provides practitioners with an understanding of PTSD, mTBI, and MST and how these issues can affect the counseling process.

**Course Delivery Method**

This course will be delivered using a combination of lecture, group activities, videos, and guest speakers.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- Recognize the differences between post-traumatic stress disorder and mild traumatic brain injury;
- Understand the impact of military sexual trauma on service members;
- Provide counseling resources for working with service members and their family members;
- Understand the various events, transitions, and experiences that can impact the counseling process with service members and their family members.

## **Professional Standards (CACREP)**

EDCD 797 is a special topics course and meets the requirement that all master's students take 2-3 credits of special topics course work. This 1-credit course will contribute to counseling students' knowledge of a particular population of clients.

EDCD 797 fulfills the requirements of the following professional organizations Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling. Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy. Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes. American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

## **Required Texts**

Hall, L.K. (2016). *Counseling military families* (2<sup>nd</sup>.edition). Routledge: New York.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **• Assignments and Examinations**

**Paper:** The paper will be worth 35% of grade. All students are required to submit a 5-7 page paper on one of the following topics:

1. Military Sexual Trauma
2. Post Traumatic Stress Disorder
3. Substance Abuse Among Service Members

Papers will have 1 inch margins, double spaced, and 12 Times New Roman font. Papers should cite between 10-20 academic sources. Papers will be due by 11:59pm on 11 March via Blackboard. Papers will include an introduction and conclusion to the topic and should answer the following questions:

1. In what ways does the topic affect service members?
2. What resources are available to service members?

3. What strategies do you recommend for counselors to use during the counseling process with a service member affected by the topic?

**In Class Group Presentations:** Presentations will be worth 35% of grade. Students will be assigned a group by instructor. Prior to the start of class, each group will be assigned a topic to present on the second day of class in the afternoon. Group presentations are expected to be 15 minutes in length. Each group will present on a different topic with the topics being:

1. Spousal Employment Issues
2. Transitioning Out of the Military
3. Loss of Service Members/ Grieving Families
4. Wounded Warrior Caregivers
5. Deployment Effects on Entire Family

Students can use PowerPoint, role-play, or any other visual aides during their presentations. Presentations should cite 5-10 academic resources. Presentations should include an introduction and conclusion to the topic and will answer the following questions:

1. In what ways does the topic affect family members?
2. What resources are available to family members?
3. What strategies do you recommend for counselors to use during the counseling process with a family member affected by the topic?

- **Other Requirements- Attendance and Participation (30% of grade)**

**Attendance:** In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Due to the short nature of this class, **any unexcused absences will result in loss of course credit.** Attendance is required for all classes. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

**Course Requirements:** Each student is expected to: (1) attend each class, (2) arrive on time and stay for the entire class period, (3) participate in discussions and in-class exercises (4) submit assignments by the end of day on the Sunday one week after the class.

- **Grading**

A = 95-100   A- = 90-94   B+ = 87-89   B = 83-86   B- = 80-82   C = 70-79   F = < 70

An "A" paper is one that:

- Is clear, well written, and well organized.
- Demonstrates thoughtful reflection on the assigned topic.
- Demonstrates integration of knowledge from the course and your own experiences/interests.

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at

<http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

See <https://cehd.gmu.edu/students/policies-procedures/>

Given the workshop nature of the course, students are expected to maintain confidentiality about material shared by one another.

## Class Schedule

Class	Date	Topic(s)	Assignment Due
1, Sat.	March 3, 2018	Service members; PTSD, mTBI; MST  Service Member Guest Panel	Readings: <i>Counseling Military Families</i> - Part One “Setting the Stage” and Part Two “The Military Family: Section 3 The Unique Culture of the Military”  Paper due by 11 March 11:59pm; Submitted via Blackboard
2, Sun.	March 4, 2018	Service member families; Group Presentations (PM)  Family Member Guest Panel	Readings: <i>Counseling Military Families</i> - Part Two “The Military Family-Sections 4-6” and Part Three “Working With Military Families”  In Class Group Assignment on 4 March in afternoon.

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**