



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

Texas A&M University – Central Texas
MFT 5355 Treating Military Families
Spring 2019
Thursdays 2:00pm-4:45pm
Warrior Hall 314

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Office Hours : Tuesdays 9am-11am & 2pm-4 :30pm, Thursdays 10am-2pm

Method of Instruction and Course Access:

This is a blended course which meets 31.25% online and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

911 Cellular: Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description - This course will explore the unique characteristics of military families and will provide an overview of assessment and treatment options for common clinical concerns presented by military families.

Course Learning Outcomes – this course targets three of the MFT program’s **Student Learning Outcomes**:

(SLO-3) - Assess how contextual issues affect individual lives and relational dynamics.

(SLO-4) - Formulate treatment plans based on individual issues, relational dynamics, and contextual issues.

(SLO-6) - Develop collaborative relationships with other mental health professionals and agencies within the local community.

It targets these SLO’s through the following **Course Learning Outcomes**:

- 1. Identify contextual dynamics of military family life. (SLO-3)**

2. **Explain and understand the prevalence and impact of addictions on military families. (SLO-4)**
3. **Navigate additional resources and services available to military families (SLO-6)**
4. **Offer career and guidance for military service members and their families when transitioning out of military life. (SLO-4)**
5. **Identify effective strategies for helping families that have experienced difficulty associated with deployment. (SLO-4)**
6. **Teach basic financial management strategies to military families. (SLO-4)**

Required Reading

Moore, Bret. A., Editor (2012) Handbook of Counseling Military Couples. Routledge Publishing Company.

Blaisure, Karen R., Tara Saathoff-Wells, Angela Pereira, Shelley MacDermid Wadsworth, and Amy Laura Dombro. (2012). *Serving Military Families in the 21st Century*. Routledge.

Davis, J., Ward, D. B., Storm, C. (2011). The unsilencing of military wives: Wartime deployment experiences and citizen responsibility. *Journal of Marital & Family Therapy*, 37, 1, 51-63.

Farrell, A. F., Bowen, G. L., & Swick, D. C. (2014). Network supports and resiliency among U.S. military spouses with children with special health care needs. *Family Relations*, 63,1, 55-70.

Gewirtz A. H., DeGarmo, D. S., & Osnat, Z. (2018). Testing a military family stress model. *Family Process*, 57,2, 415-431.

Heath, P. J., Seidman, A. J., Vogel, D. L., Cornish, M. A., & Wade, N. G. (2017). Help-seeking stigma among men in the military: The interaction of restrictive emotionality and distress. *Psychology of Men & Masculinity*, 18,3, 193-197.

Huebner, C. R. (2019). Health and mental health needs of children in US military families. *Pediatrics*,143,1, 1-12.

Lundquist, J. & Xu, Z. (2014). Reinstitutionalizing families: Life course policy and marriage in the military. *Journal of Marriage and Family*, 1063-1081.

Papaj, A. K., Blumer, M. L. C., & Robinson, L. D. (2011). The clinical deployment of therapeutic frameworks and genogram questions to serve the servicewoman. *Journal of Feminist Family Therapy*, 26, 263-284.

Trego, L., Wilson, C., Steele, N. (2010). A call to action for evidence-based military women's health care: Developing a Women's Health Research Agenda that addresses sex and gender in health and illness. *Biological Research for Nursing*, 12,2 , 171-177.

COURSE REQUIREMENTS:

Therapeutic Worksheets: Students will create a worksheet for each topic discussed in class. At the end of the class student should have submitted **9** worksheets. Include instructions at the top of the worksheet. The worksheet should help address an issue or problem related to the topic. In addition to the worksheets, student will need to submit an additional document explaining the worksheet. Students will need to use at

least two journal articles to support and explain the worksheet. In the explanation documents, student will need to:

Marketing Plan- Students will create marketing material to increase knowledge of resources to military families

Presenting Worksheets- Students will present the worksheets at the 2019 Warrior Day Picnic

Discussion Boards – 4 DB Forums. Students will respond to prompts based on either the readings, video, or class discussions. Initial responses should be (250-400 words). Students will then need reply to at least two different classmates with post (100 words each). Specific directions for discussion boards will be posted on Canvas

Discussion Board Rules

This is a space for us to share our idea, engage in dialogues, and learn from each other. Below are criteria for the discussion post, criteria for content of the discussion post, and rules about etiquette.

Criteria for discussion post

The initial post should be at least 250 words. You are required to respond to at least two other initial posts. The responses should be at least 100 words each. The post are due by 11:59pm on the designated date. Points will be deducted for late post.

Criteria for content

The content of the discussion board should be your own ideas supported by information from the text, assigned readings, PowerPoints, or other scholarly references you find. You post should not **entirely** consist of quotes from an outside source, regurgitation of someone else's ideas, or personal stories.

For example:

Big Bird (2012) stated that sexual violence was not an issue in developed countries. I disagree with that statement. I intern at a domestic violence shelter for my practicum and hear about the violence that occurs in this area. Even though Elmo (2013) stated that violence against women is lower in countries that have more liberties for women, violence against women in developed countries is still an epidemic. Since most victims of sexual violence know their perpetrator (Kermit, 2007) and most perpetrator are male (Dora 2013), I believe that we should develop preventative programs in middle and high school about sexual violence.

Discussion Board Etiquette

- Refrain from inappropriate language.
- Review your comments before you post for spelling and grammatical errors and to make sure it's what you really want to say.
- Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Disagree with ideas, but do not make personal attacks.
- Be open to be challenged or confronted on your ideas or prejudices.
- Challenge others with the intent of facilitating growth. Do not demean or embarrass others.
- A majority of your reply should not be quotes from the initial post.

Grading Criteria Rubric and Conversion

Worksheet (9 x 40 points)	360 points	A 359-400 points
Marketing Plan	10 points	B 319-358 points
Presenting Worksheets	10 points	C 279-318 points
Discussion Board	20 points	D 239-278 point
		F < 238 points

Total**400 points****Tentative Course Calendar**

Week	Date	Topic	Reading	Due
1	January 17 th	Introduction to Course		
	January 22 nd	<i>Deadline to Drop 1st 8-Week Classes with No Record</i>		
2	January 24 th (online)	Military Culture and Families	SMF Ch. 1 & 2	Discussion Board
	January 30 th	<i>Deadline to Drop 16-Week Classes with No Record</i>		
3	January 31 st (online)	Policies and Programs	SMF Ch. 11 & 12	Discussion Board
	February 2 nd	<i>Priority Deadline to Submit Graduation Application</i>		
4	February 7 th	Policies and Programs	Lundquist & Xu 2014	
	February 9 th	<i>Last day to drop 1st 8-week classes with a "Q" or withdraw with a "W"</i>		
5	February 14 th	Family Stress & Resilience	SMF Ch. 2 & 9	
6	February 21 st	Family Stress & Resilience	SMFF Ch. 8 Gewirtz, DeGarmo, & Osnat, 2018	
	February 22 nd	<i>Deadline to Drop First 8-Week Classes with Quit (Q) or Withdraw (W)</i>		
7	February 28 th (online)	Women in the Military	Trego, Wilson, & Steele, 2010 Papaj, Blumer, & Robinson, 2011	Discussion Board
	March 1 st	<i>Deadline to Submit Graduation Application for Ceremony Participation</i>		
8	March 7 th	Women in the Military	Davis, Ward, & Storm, 2011	Worksheets Due March 8th
9	March 14th	Spring Break	Spring Break	Spring Break
	March 15 th	<i>Deadline for Tuition and fee Payments (Second 8-Week Classes)</i>		
	March 18 th	<i>Add, Drop, and Late Registration Begins for Second 8-Week Classes</i>		
	March 20 th	<i>Deadline for Add, Drop, and Late Registration for Second 8-week classes</i>		
10	March 21 st	Men in the Military	Heath, Seidman, Vogel, Cornish, & Wade, 2017	
	March 25 th	<i>Last day to drop 2nd 8-week classes with no record</i>		
11	March 28 th (online)	LGBTQ individuals in military	HBCMC Ch. 16	Discussion Board
12	April 4 th	Children, Youth & Military	SMF Ch. 4 Huebner, 2019	
	April 5 th	<i>Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)</i>		

13	April 11 th	Children, Youth, & the Military	Farrell, Bowen, & Swick, 2014	
	<i>April 13th</i>	<i>Last a "Q" or withdraw with day to drop a 2nd 8-week class with a "W"</i>		
14	April 18 th	Veterans	SMF Ch. 10	
15	April 25 th	Couples	HBCMC Ch. 5 &6	
	<i>April 26th</i>	<i>Deadline to Drop Second 8-Week Classes with Quit (Q) or Withdraw (W)</i>		
16	May 2 nd	Couples	HBCMC Ch. 13 & 14	
17	May 9 th (online)	Worksheets Due		2nd set of worksheets due
	<i>May 10th</i>	<i>Deadline to Withdraw from the University or 16- and Second 8-Week Classes</i> <i>Deadline for Degree Conferral Applications to the Registrar's Office</i>		
	<i>May 11th</i>	<i>Commencement Ceremony Bell County Expo Center</i>		

5.0 Posting of Grades

All student grades will be posted on the Canvas Gradebook. Students should monitor their grade status through this tool.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the

university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more information regarding the Student Conduct process,

[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].

If you know of potential honor violations by other students, you may submit a report,

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing

practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [<http://tamuct.libguides.com/index>].