

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

MILT 275

THE RESILIENT WARRIOR

COURSE DESCRIPTION

This course will examine in depth the reality of tribulation and trauma in the lives of military warriors (as well as “warriors” in other marketplaces of life), key definitions and factors related to resilience, and the Resilience Life Cycle which addresses the Before, During, After, and Learn & Adapt (feedback) phases of personal resilience and Comprehensive Personal Fitness.

RATIONALE

In moments of introspection, uncertainty, or crisis, many have asked themselves “How high do I bounce?” Or, looking into an uncertain future, anticipating the hard and concrete realities of overwhelming life situations, they may question, “How high will I bounce?” During days of a crippled economy, persistent terror threats, terrifying natural disasters, wars and rumors of wars, it is natural to ask such questions.

Perhaps the arena where the need for “bounce” (referring to resilience) is most notable is the military. Our nation’s warriors well understand the challenges of bouncing back after repeated deployments, physical or mental wounds, or betrayal on the home front. As role models for warriors in every other marketplace and life endeavor, our nation’s military men and women are inspiring and instructive as they meet the challenges of bouncing back. The journey is not easy. Military institutions (including supporting civilian contract agencies) are wrestling mightily with tragically high rates of suicide, post-traumatic stress, and mental and behavioral health issues, as well as what some would term “an unraveling of military families.” In particular, the Departments of Defense and Veterans Affairs are devoting significant resources and leadership focus towards programs and protocols that mitigate these alarming trends and promote resilience. They are making progress, but the challenges remain daunting.

This course is intended to complement these ongoing efforts to help veterans, military personnel, their families, and the general population develop resilience and bounce back from trauma without getting stuck, and even higher than before. It also provides foundational work for those seeking to help others beset by the traumas of war, as well as the tribulations of daily living.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. RECOMMENDED RESOURCES

- Adsit, C. (2007). *The combat trauma healing manual: Christ-centered solutions for combat trauma*. Newport News, VA: Military Ministry Press. ISBN: 9781419678202.
- Barton, R. H. (2008). *Strengthening the soul of your leadership: Seeking God in the crucible of ministry*. Downers Grove, IL: InterVarsity Press / IVP Books. ISBN: 9780830835133.
- Clark, A. (2007). *Wounded soldier, healing warrior: A personal story of a Vietnam veteran who lost his legs but found his soul*. St. Paul, MN: Zenith Press. ISBN: 9780760331132.
- DeMoss, N. L. (2006). *Choosing forgiveness: Your journey to freedom*. Chicago, IL: Moody Press. ISBN: 9780802432513.
- . (2009). *Choosing gratitude: Your journey to joy*. Chicago, IL: Moody Press. ISBN: 9780802432520.
- Light University. (2009). *Stress and trauma care: With military applications*. Forest, VA: Light University. (Counseling Certificate Training Program. DVD series with workbook. (lightuonline.com))
- Manion, J. (2010). *The land between: Finding God in difficult times*. Grand Rapids: MI. Zondervan, 2010. ISBN: 9780310329985.
- Smiley, S. (2010). *Hope unseen: The story of the U.S. Army's first blind active-duty officer*. New York: Howard Books, 2010. ISBN: 9781439183793.
- Stowell, J. M. (2006). *The upside of down: Finding hope when it hurts*. Grand Rapids, MI.: Discovery House. ISBN: 9781593281618.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment (DVD)
- B. Internet access (broadband recommended)
- C. Microsoft Office

V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Possess basic understanding of the theology of suffering and the reality of tribulation across a broad spectrum of life scenarios.
- B. Explain the concepts of resilience and Comprehensive Personal Fitness™ as important life skills to maintain physical, mental, spiritual, emotional, and relational balance in the face of actual or potential significant life traumas.
- C. Understand the Resilience Life Cycle™ and specific Before, During, and After applications to enhance resilience.
- D. Better help others to prepare for, weather, and recover from the storms of life.
- E. Examine, discuss, and integrate all issues, theories, assumptions, materials, etc., presented in the course in accord with current scholarly standards and practices.
- F. Examine, discuss, and integrate all issues, theories, assumptions, materials, etc., presented in the course through the lens of Scripture.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (5)

Discussion boards are collaborative learning experiences. Therefore, the student is expected to create a thread on the topic assigned and reply to at least 1 classmate for Discussion Board Forums 1–4. Threads must be at least 350 words and address the topic in a clear and concise fashion, using outside sources (properly cited quotations or paraphrases from course textbooks, other books, journal articles, and/or the lecture material) as needed to support one’s point. Replies must be at least 200 words. Also, the student is required to reply to the comments to his or her own thread as needed to foster a healthy online learning atmosphere. (Relates to Learning Outcomes A, B, D, E, and F)

D. Research Paper

The student will build an 8–10-page research paper in current APA format. This paper must include a title page, abstract, and references page, which are not included in the page count. Over the duration of the course, the student will build and submit his or her paper in 3 parts. These parts include creating a title and references page, creating an abstract and outline, and the submission of the final paper. (SLO: C, E and F)

Title Page and References Page

The student will compose the Title Page for the Research Paper and submit it with the References Page. The student will compile a list of at least 5 outside resources, not including the required textbooks or the Bible. Outside resources must be current (within the last 10 years) and must be cited in current APA format. The student will have access to interactive tutorial exercises to help master current APA title and reference page formatting.

Abstract and Outline

The student will submit an Abstract and content Outline. In APA formatting, the Abstract is not a traditional Introduction, but rather provides the reader with a road-map of what follows. The Outline is expected to contain 2 levels of current APA edition headings and must include the expected resources for each level. The student will have access to interactive tutorial exercises to help master current APA abstract and outline formatting.

Final Submission

This is where the student ties all of the parts of the paper together and submits his or her complete Research Paper in current APA format. All prior documents will be included along with the 8–10 pages of body text (excluding Title Page, Abstract, and References pages in the page count). The student will proofread carefully, check formatting, and submit his or her work with confidence. The student be able to submit a draft to help gauge the validity of their work. (Relates to Learning Outcomes A, B, C, D, E, and F)

E. Exams (4)

Each exam will cover the Reading & Study material for the assigned modules/weeks. Each exam will be open-book/open-notes, contain 50 multiple-choice and true/false questions, and have a time limit of 1 hour and 30 minutes. Each exam will be cumulative in nature.

VII. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist		10
Discussion Board Forums (5 at 50 pts each)		250
Research Paper		
Title Page and References Page		50
Abstract and Outline		50
Final Submission		250
Exam 1	(Modules 1–2)	100
Exam 2	(Modules 1–4)	100
Exam 3	(Modules 1–6)	100
Exam 4	(Modules 1–8)	100
	Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Tests/Exams

- a) For timed quizzes/tests/exams, students are required to complete the assignment within the assigned time limit.
- b) Students must take a quiz during the assigned module/week. A late submission will be accepted up to seven (7) days from the original due date; however, it will be penalized at 5% per day, cumulative.

D. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes concerning Honor Code and FN Policies for reporting.

E. Drop/Add Policies

The student is obliged to follow the drop/add policies identified in the graduate catalog.

F. Student Conduct Policy

The student is expected to conduct himself/herself in a godly and civil manner when addressing the instructor or other students. While good healthy discussion will be expected and encouraged, at no time will personal attacks be tolerated.

G. Communications

Students are expected to communicate in a professional manner at all times with classmates, faculty, or LU employees. Because writing is a limited form of communication, it is more easily misinterpreted than face-to-face. Therefore, written communications should be courteous and well thought out to avoid offense. If any offense is perceived, the offender should be alerted first and privately. Reconciliation is the goal, but if it does not happen, the offended may then involve the instructor. Personal messages are not appropriate for posting in Blackboard.

The student's Liberty email account will be used for all email communications. Announcements from the instructor or University may be posted in Blackboard.

H. Dual Relationships

The faculty is responsible to interact with students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

I. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

J. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

MILT 275

Textbooks: Dees, *Resilient Warriors* (2011a).

Dees, *Resilient Warriors Advanced Study Guide* (2011b).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Dees (2011a): Introduction, chs. 1–2 Dees (2011b): chs. 1–2 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
2	Dees (2011a): chs. 3–4 Dees (2011b): chs. 3–4 1 presentation	Research Paper: Title Page and References Page Exam 1	50 100
3	Dees (2011a): ch. 5 Dees (2011b): ch. 5 1 presentation	DB Forum 2	50
4	Dees (2011a): ch. 6 Dees (2011b): ch. 6 1 presentation	Research Paper: Abstract and Outline Exam 2	50 100
5	Dees (2011a): ch. 7 Dees (2011b): ch. 7 1 presentation	DB Forum 3	50
6	Dees (2011a): ch. 8 Dees (2011b): ch. 8 1 presentation	Research Paper: Final Submission	250
7	Dees (2011a): ch. 9 Dees (2011b): ch. 9 1 presentation	DB Forum 4 Exam 3	50 100
8	Dees (2011a): ch. 10 Dees (2011b): ch. 10 1 presentation	DB Forum 5 Exam 4	50 100
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except for Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.