

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 525

ADVANCED RESILIENCE FOR LEADERS AND CAREGIVERS

COURSE DESCRIPTION

An advanced graduate study of the key definitions and factors related to how leaders and caregivers create and maintain resilience in themselves and others, focused on the military culture with broad applications to the general population. Topics include the impacts of suffering and trauma on followers, leaders and caregivers; the Resilience Life Cycle®, disciplines of replenishment for leaders and caregivers, evidence based research surrounding resilience protocols, and a holistic approach to spiritual equipping for leaders and caregivers.

RATIONALE

In moments of introspection, uncertainty, or crisis, you may have you asked yourself “How high do I bounce?” 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 MILT 525, Advanced Resilience for Leaders and Caregivers, the principles central to resilience are presented with respect to the military environment, as well as addresses how leaders and caregivers insure their own resilience while setting conditions to create similar response in the organizations and followers they lead and serve.

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. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

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

- A. Articulate an understanding of resilience that is embedded in current scholarly research and theological principles.
- B. Analyze the concept of resilience and its impact on leaders and caregivers.
- C. Construct effective strategies for leaders and caregivers to prevent burnout and compassion fatigue.
- D. Describe an awareness of the role of caregiving/counseling and resilience among the military culture with broad applications to the general population.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, articles, and lecture presentations/notes.
- B. Course Requirements Checklist

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

- C. Discussion Board forums (4)

The Discussion Board forums are the online equivalent of a classroom discussion among students. The student is expected to post an original thread on the topic assigned by 11:59 p.m. (ET) on Wednesday of the assigned module/week., Also, each student must submit replies to 2 classmates' threads by 11:59 p.m. (ET) on Sunday of the assigned module/week. Threads should be a minimum 400 words with references to the course texts and course teaching resources. Replies should be a minimum of 200 words, engaging a minimum of two peers in a substantive way that adds to the academic discussion, and include references to the course texts and course teaching resources. Please see the grading rubric in Blackboard for the grading criteria to ensure maximum points for this assignment.

- D. Article Review

Each student will choose one of the four articles provided and write a 3-page paper (not including the title page and reference page) using the provided APA formatted paper (template). The review will provide a brief introduction, purpose of the article, impressions, an application section and conclusion.

- E. Book Review and Critique

The student will write a 5-6-page paper (not counting the title page or reference page) scholarly review and critique of the text, *Bounce: Living the Resilient Life* by Wicks that will consist of the following sections – a summary, personal reflection and analysis, and application.

F. Case Study

The student will select one of the proposed case-study scenarios and write a 8-9 page paper (not counting the title page and reference page) which addresses issues of exploration, intervention, support and application. The paper will adhere to the current APA style and will include a minimum of six peer-reviewed or scholarly sources dated within the past 5 years.

G. Exams (2)

There will be two objective exams throughout the course. The exam will consist of multiple-choice and true/false questions. The exams are open-book, but the student is NOT permitted to consult with anyone on the exams, take the exams in groups, or share answers. Integrity, professionalism, and godly comportment are expected of the student at all times.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board forums (4 at 75 pts each)	300
Article Review	75
Book Review and Critique	175
Case Study	200
Midterm Exam	125
Final Exam	125
Total	1010

B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 679 and below

C. Tests/Exams

For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.

Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no text/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

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 counseling 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 either 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 distance learning 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 Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

MILT 525

Textbooks: Dees, *Resilient Warriors* (2011).
Dees, *Resilient Warriors Advanced Study Guide* (2011).
Wicks, *Bounce: Living the Resilient Life* (2009)

MODULE/WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	RW: Intro, chs. 1-2 ASG: chs. 1-2 Wick's: Intro. 2 presentations	Course Requirements Checklist DB Forum Thread 1 DB Replies 1	10 40 35
2	RW: chs. 3-4 ASG: chs. 3-4 Wicks: ch. 1 2 presentations	DB Forum Thread 2 DB Replies 2	40 35
3	Wicks: ch. 3 2 presentations	Article Review	75
4	RW: chs. 5-6 ASG: chs. 5-6 Wicks: ch 4 2 presentations	Mid-Term Exam DB Forum Thread 3 DB Replies 3	125 40 35
5	RW: chs. 7-8 ASG: chs. 7-8 Wicks: ch 5 2 presentations	DB Forum Thread 4 DB Replies 4	40 35
6	Wicks: ch. 2 2 presentations	Book Review and Critique	175
7	RW: ch. 9 ASG: ch. 9 2 presentations	Case Study	200
8	RW: ch. 10 ASG: ch. 10	Final Exam	125
TOTAL			1010

DB = Discussion Board

RW= *Resilient Warriors*

ASG= *Advanced Study Guide*

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.