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 625
MILITARY CAREER AND COMMUNITY TRANSITION

COURSE DESCRIPTION
This graduate course examines the two primary transitions of military life: the reintegration challenges that recently deployed military members encounter as they blend back into family, community, church, and a peacetime setting; and the transition from military to civilian life and career. Students will identify and critique strategies meant to facilitate a positive adjustment, while exploring possible Biblical and Christian interventions to support veterans in this transition back into family and community life as well as new careers. Specific course content will focus on the role of the caregiver or helping profession. Special focus will be given to providing resources and various avenues of assistance to these military service men and women who may not know of these services.

RATIONALE
This graduate course is designed to equip caregivers with knowledge, skills, and expertise to assist veterans in life transitions. These transitions may present as reintegration into family, community and church. Emphasis will also be placed on various aspects of developing positive career transition skills. Special focus however will be to directed to the student who wishes to develop career expertise as a professional caregiver for this population.

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. Examine the needs the new military veterans experience when transitioning from the military to civilian life.

B. Choose and apply biblical strategies to support veterans during the transition period.

C. Indicate and critique effective strategies for facilitating positive adjustment to family life.

D. Discuss and evaluate solutions to addictions and mental health issues.

E. Describe the possible physical challenges and disabilities resulting from warfare, and appraise the current interventions meant to assist in the adaptation of such disabilities.

F. List the current barriers to gaining employment after military life, and select possible solutions.

G. Explore and create a multifaceted faith-based program to meet one of the major transitional challenges for veterans.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings 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)

There will be 4 Discussion Board Forums throughout this course. The student is required to provide a thread in response to the provided topic for each Discussion Board Forum. Each thread is to be at least 400 words in length and integrate information drawn from the course. In addition to the thread, the student is required to reply to 1 other classmates’ thread. The reply should be 250 words.

D. Community Survey Paper

The student will develop a 7–8-page research paper that identifies the various services provided for military veterans in their local areas. This brief survey will present a brief rationale for this survey, a Biblical mandate to provide services, the services themselves and the agencies providing them and any unmet needs that the lack of services identify. This survey is designed for the student who may one day enter the helping profession and work with veterans in their community. This survey should be submitted as 1 document completed in APA writing style/format, with a title page, abstract, and reference page(s).
E. Case Study Paper

The student will read, analyze, and develop a treatment strategy to meet the needs of the veteran in the Case Study. This strategic plan will draw from the earlier research done in the Community Survey Paper and consist of identifying up to 6 needs in the case, identifying services that will assist in meeting these needs and a strategy to do so. This 10–12-page paper is designed for the student in his or her development as a professional caregiver with veterans during this most important and stressful transition phase.

F. Quizzes (4)

Quizzes will be open-book/open-note and be timed at 60 minutes each. The student will need to review carefully all of the reading to answer 30-objective questions successfully.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 65 pts. ea.)</td>
<td>260</td>
</tr>
<tr>
<td>Community Survey Paper</td>
<td>250</td>
</tr>
<tr>
<td>Case Study Paper</td>
<td>250</td>
</tr>
<tr>
<td>Quiz 1 (Modules 1–2)</td>
<td>60</td>
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<tr>
<td>Quiz 2 (Modules 3–4)</td>
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<td>Quiz 3 (Modules 5–6)</td>
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<tr>
<td>Quiz 4 (Modules 7–8)</td>
<td>60</td>
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Total 1010

B. Scale

D- = 680–699 F = 0–679

C. Test/Exams

a. 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.

b. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative.

c. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.
E. Dual Relationship
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.

F. 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.

G. 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 625**


<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Slone &amp; Friedman: chs. 1–3 3 presentations 2 websites</td>
<td>Course Requirements Checklist Class Introductions</td>
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<tr>
<td>2</td>
<td>Slone &amp; Friedman: ch. 9 3 presentations 2 websites</td>
<td>DB Forum 1 Quiz 1</td>
<td>65 60</td>
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<td>3</td>
<td>Slone &amp; Friedman: chs. 4–6 3 presentations 1 article 1 website</td>
<td>DB Forum 2</td>
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<td>4</td>
<td>Slone &amp; Friedman: chs. 11–13, 15 4 presentations 4 websites</td>
<td>Quiz 2 Community Survey Paper</td>
<td>60 250</td>
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<td>5</td>
<td>Slone &amp; Friedman: ch. 8 1 presentation 2 websites</td>
<td>DB Forum 3</td>
<td>65</td>
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<tr>
<td>6</td>
<td>Savino &amp; Krannich: chs. 1–2, 7 4 presentations 1 website</td>
<td>Quiz 3</td>
<td>60</td>
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<tr>
<td>7</td>
<td>Savino &amp; Krannich: chs. 4–8, 11 presentations 1 website</td>
<td>DB Forum 4 Case Study Paper</td>
<td>65 250</td>
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<tr>
<td>8</td>
<td>Slone &amp; Friedman: chs. 10, 14 Savino &amp; Krannich: ch. 3 2 presentations 2 websites</td>
<td>Quiz 4</td>
<td>60</td>
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**TOTAL** 1010

DB = Discussion Board

**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.