

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 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

Course Requirements Checklist		10
Discussion Board Forums (4 at 65 pts. ea.)		260
Community Survey Paper		250
Case Study Paper		250
Quiz 1	(Modules 1–2)	60
Quiz 2	(Modules 3–4)	60
Quiz 3	(Modules 5–6)	60
Quiz 4	(Modules 7–8)	60
	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 = 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

Textbooks: Savino & Krannich, *The Military to Civilian Transition Guide* (2019).
Slone & Friedman, *After the War Zone* (2008).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Slone & Friedman: chs. 1–3 3 presentations 2 websites	Course Requirements Checklist Class Introductions	10 0
2	Slone & Friedman: ch. 9 3 presentations 2 websites	DB Forum 1 Quiz 1	65 60
3	Slone & Friedman: chs. 4–6 3 presentations 1 article 1 website	DB Forum 2	65
4	Slone & Friedman: chs. 11–13, 15 4 presentations 4 websites	Quiz 2 Community Survey Paper	60 250
5	Slone & Friedman: ch. 8 1 presentation 2 websites	DB Forum 3	65
6	Savino & Krannich: chs. 1–2, 7 4 presentations 1 website	Quiz 3	60
7	Savino & Krannich: chs. 4–8, 11 presentations 1 website	DB Forum 4 Case Study Paper	65 250
8	Slone & Friedman: chs. 10, 14 Savino & Krannich: ch. 3 2 presentations 2 websites	Quiz 4	60
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.