

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 675

ADVANCED MILITARY MENTAL & BEHAVIORAL HEALTH

COURSE DESCRIPTION

This course will cover advanced assessment and treatment of military mental and behavioral health issues, including Posttraumatic Stress Disorder (PTSD), Traumatic Brain Injury (TBI), and related stressors. Topics to be covered include “best practices” for treating depression, suicidal ideation, addictions, and other prevalent mental and behavioral disorders.

RATIONALE

The stressors faced by members of the military rank among the most intense faced by any group. Military combat exposure is ranked as the most likely occurrence to cause Post Traumatic Stress Disorder (PTSD), and it provides an environment wherein Traumatic Brain Injury (TBI) is always a possibility. The Pentagon recently stated that at least 30% of returning troops from Iraq and Afghanistan suffer from Combat-related PTSD. Those working with our military will face the challenge of counseling and assisting individuals and families affected by PTSD, TBI, and additional challenges at an ever-increasing rate. Those who put their lives on the line are worthy of the best help available.

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

Cash, A. (2006). *Wiley concise guides to mental health: Posttraumatic stress disorder*. Hoboken, NJ: John Wiley & Sons. ISBN: 9780471705130.

Courtois, C. A., & Ford, J. D. (2009). *Treating complex traumatic stress disorders*. New York, NY: The Guilford Press. ISBN: 9781606230398.

Friedman, M. (2006). *Post-traumatic and acute stress disorders: The latest assessment and treatment strategies*. Kansas City, MO: Compact Clinicals. ISBN: 9781887537223.

Friedman, M. J., Keane, T. M., & Resick, P. A. (2014). *Handbook of PTSD: Science and practice* (2nd ed.). New York, NY: The Guilford Press. ISBN: 9781462516179.

Reyes, G., Elhai, J. D., & Ford, J. D. (2008). *The encyclopedia of psychological trauma*. New York, NY: John Wiley & Sons. ISBN: 9780470110065.

Scott, M. J., & Stradling, S. G. (2006). *Counseling for post-traumatic stress disorder*. Thousand Oaks, CA: Sage Publications. ISBN: 9781412921008.

Van der Kolk, B. A., McFarlane, A. C., & Weisaeth. (2007). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York, NY: The Guilford Press. ISBN: 9781572304574.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- 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. Explain the nature of Posttraumatic Stress Disorder (PTSD) and the effects on the body, mind, emotions, and spiritual dimension of military personnel.
- B. Explain the nature of Combat-related Posttraumatic Stress Disorder and TBI as well as the effects on the body, mind, emotions, and spiritual dimension of the individual.
- C. Contrast various types of treatment for PTSD/Combat-related PTSD and TBI.
- D. Examine all issues, theories, assumptions, materials, etc. presented in the course in accord with current scholarly standards and practices.
- E. Examine all issues, theories, assumptions, materials, etc. presented in the course through the lens of Scripture.
- F. Analyze the components of comprehensive trauma assessment, considering the differential impact trauma has on individuals, families, groups, and communities.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations. (MLO: A, B, C, D, E)
- 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 (4)
Discussion boards are collaborative learning experiences. Therefore, the student will complete 4 Discussion Board Forums in this course. The student will create a thread of at least 250–300 words. In addition to the thread, the student will submit 2 replies of 100–150 words each. Each thread and reply must be supported by at least 2 sources in current APA format. (MLO: A, B, C, D, E)
- D. Treatment Plan
The student will complete a Treatment Plan in this course. This plan will be a compilation of tentative diagnoses, short and long-term goals, activities, and projected outcomes presented in a standardized format. This plan must be 4–8 pages and must cite at least 5 sources in current APA format. A template will be provided. (MLO: A, B, C, D, E, F)
- E. Research Paper

This assignment will be completed in 2 parts:

1. Reference List

The student will compile a list of at least 10 scholarly references in current APA format to be used for his/her research paper. This Reference List must be 2–3 pages, not including the title page. The title of the paper must indicate the topic of the paper. No more than 2 books may be used, and the specific chapter related to the topic must be included.

2. Paper

The student will write a 12–15-page research paper (including title page, abstract, and reference list) in this course. Content, grammar and current APA style will be evaluated. (MLO: B, C, D, E, F)

F. Quizzes (4)

The student will complete 4 quizzes in this course. Each quiz includes multiple-choice questions based on the assigned Reading & Study material. All quizzes are open-book/open-notes and must be completed in 50 minutes. (MLO: A, B, C, D, E, F)

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Treatment Plan	100
Reference List	100
Research Paper	200
Quizzes (4 at 100 pts ea)	400
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. 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.

D. 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.

E. 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 675

Textbooks: Freeman et al., *Living and Surviving in Harm's Way* (2009).
 Moore & Jongsma, *The Veterans and Active Duty Military Psychotherapy Treatment Planner* (2015).
 Moore & Penk, *Treating PTSD in Military Personnel* (2011).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Freeman et al.: chs. 1–5 Moore & Penk: Intro, ch. 1 2 presentations	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
2	Freeman et al.: chs. 6–9 Moore & Penk: ch. 2 3 presentations	Quiz 1	100
3	Freeman et al.: chs. 10–11, 17 Moore & Penk: chs. 3–5, 10 3 presentations	DB Forum 2 Reference List	50 100
4	Moore & Jongsma: Selected Readings Moore & Penk: chs. 6–9, 11 2 presentations	Quiz 2	100
5	Freeman et al.: chs. 12, 16 Moore & Penk: chs. 12, 18 7 presentations	Treatment Plan DB Forum 3	100 50
6	Freeman et al.: chs. 13–14 Moore & Penk: chs. 13, 17 1 presentation	Quiz 3	100
7	Freeman et al.: ch. 15 Moore & Penk: chs. 14–16 2 presentations	DB Forum 4 Research Paper	50 200
8	Freeman et al.: chs. 22–23 Moore & Penk: ch. 19 2 presentations	Quiz 4	100
TOTAL			1010

DB = Discussion Board

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