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 325
RESILIENT MARRIAGE AND FAMILY

COURSE DESCRIPTION
This course addresses precepts essential to the development of healthy and resilient military marriages and families. Topics include pre-deployment preparation, deployment, and post-deployment reintegration. Special emphasis is given to the stresses, challenges, and therapeutic needs of military families.

RATIONALE
Work and family are two significant life domains. The course covers the relationship between the work organization and the family in the United States military. Counselors and other mental health professionals are increasingly encountering client populations that are impacted by concerns related to military operations. Service members and their families have been subjected to frequent and extended deployments during wars that have had far-reaching influence on the military families and society as a whole. A bio-psycho-social-spiritual framework will be used for understanding military families and the Service members who defend our nation.

I. PREREQUISITE
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
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. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES
Upon successful completion of this course, the student will be able to:
A. Identify the key constructs in the marriage and family literature and connect them to military couples and families.
B. Analyze a military family stress or challenge using the literature and a biblical worldview and formulate appropriate interventions and strategies.
C. Construct an effective prevention program using the literature and a biblical worldview to help military families with deployment issues.

D. Synthesize the relevant information on a particular stress or challenge of military families.

V. **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 (4)
      Discussion boards are collaborative learning experiences. Therefore, the student will complete 4 Discussion Board Forums throughout the course. Threads to the prompt must be a minimum 350 words, and replies to at least 1 classmate’s thread must be a minimum of 200 words.

   D. Project Presentation Topic Submission
      In preparation for the Project Presentation that is due later in the course, the student will explore topic ideas relating to military families that he/she would like to use for his/her presentation and identify a specific topic for the presentation.

   E. Project Presentation Outline
      In preparation for the Project Presentation that is due later in the course, the student will complete an outline of the presentation for the instructor to review and provide feedback.

   F. Policy Paper
      The student will write a Policy Paper regarding military family policy based on relevant research. The student must present evidence bearing all sides of the policy and make a recommendation on the basis of the weight of the evidence.

   G. Project Presentation
      The student will create a presentation on a topic relating to military families. The project must include the use of PowerPoint and a document that outlines how the presentation would be given.

   H. Reading Report
      Required reading is essential for successfully accomplishing the objectives of this course. Recommended reading can further enhance the student’s knowledge base and prepare him/her for a more meaningful career but is not required to be included in the reading report. The student will submit an estimate of a percentage of the reading that he/she has completed for the course.

   I. Exams (3)
There will be 3 objective exams throughout the course. The exams will consist of multiple-choice and true/false questions. 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.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Project Presentation Topic Submission</td>
<td>25</td>
</tr>
<tr>
<td>Project Presentation Outline</td>
<td>100</td>
</tr>
<tr>
<td>Policy Paper</td>
<td>175</td>
</tr>
<tr>
<td>Project Presentation</td>
<td>250</td>
</tr>
<tr>
<td>Reading Report</td>
<td>100</td>
</tr>
<tr>
<td>Exam 1 (Modules 1–2)</td>
<td>50</td>
</tr>
<tr>
<td>Exam 2 (Modules 3–4)</td>
<td>50</td>
</tr>
<tr>
<td>Exam 3 (Modules 5–8)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1010</strong></td>
</tr>
</tbody>
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B. Scale

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

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. 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 325**

Textbooks:  

<table>
<thead>
<tr>
<th>MODULE/WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
</tr>
</thead>
</table>
| 1           | Moore: intro; chs. 2–3, 8, 17 4 presentations | Course Requirements Checklist  
DB Introductions Forum  
DB Forum 1 | 10  
0  
50 |
| 2           | DeCarvalho & Whealin: intro; chs. 1–4 2 presentations  
1 website | Project Presentation Topic Submission  
Exam 1 | 25  
50 |
| 3           | DeCarvalho & Whealin: intro; chs. 5–8 1 presentations  
1 website | Project Presentation Outline | 100 |
| 4           | Moore: chs. 10–11, 14–15  
1 presentation | DB Forum 2  
Exam 2 | 50  
50 |
| 5           | Moore: chs. 9, 12–13, 18  
1 presentation  
3 websites | Policy Paper | 175 |
| 6           | Petty: chs. 1–5  
2 presentations | DB Forum 3 | 50 |
| 7           | Petty: chs. 6–9, afterword  
1 presentation | Project Presentation | 250 |
| 8           | Moore: chs. 4–7  
1 presentation  
1 website | DB Forum 4  
Reading Report  
Exam 3 | 50  
100  
50 |

**TOTAL** 1010

DB = Discussion Board

**NOTE:** Each course module/week (except 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.