

Syllabus for
DMIN 724—Treating Moral Injury
3 Credit Hours
Fall 2021

Doctor of Ministry Program
October 6-8, 2021

I. COURSE DESCRIPTION

Explores various treatment options for moral injury with an emphasis on evidence-based approaches and especially, the ethical integration of spirituality into the process.

Additionally, in the treatment for those experiencing moral injury and others forms of trauma, it is important for practitioners to have appropriate self-care practices in place to address their own needs.

Prerequisites: None.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Integrate one's bio-psycho-spiritual understanding and treatment of moral injury with one's own personal theological framework.
- B. Gain a deeper spiritual understanding of moral injury through study and reflection of selected biblical texts.
- C. Grasp the more global implication of moral injury among military personnel, first responders, nurses, physicians, educators, to name a few.
- D. Integrate spiritual and psycho-social understanding of faith, guilt, shame, forgiveness, grace, redemption, hope, and meaning.
- E. Practice the use of relevant evidenced-based treatment strategies (both individual and group) for those experiencing moral injury: i.e., adaptive disclosure, individual counseling, apportioning percentages of blame, and various strategies to community integration.
- F. Realizing that working with, hearing stories about, and providing treatment to those with moral injury and other forms of trauma can secondarily traumatize treatment providers, students will write and implement a personal self-care plan for themselves.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

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

- A. Integrate one's bio-psycho-spiritual understanding and treatment of moral injury with one's own personal theological framework.
- B. Gain a deeper spiritual understanding of moral injury through study and reflection of selected biblical texts.
- C. Grasp the more global implication of moral injury among military personnel, first responders, nurses, physicians, educators, to name a few.

- D. Integrate spiritual and psycho-social understanding of faith, guilt, shame, forgiveness, grace, redemption, hope, and meaning.
- E. Practice the use of relevant evidenced-based treatment strategies (both individual and group) for those experiencing moral injury: i.e., adaptive disclosure, individual counseling, apportioning percentages of blame, and various strategies to community integration.
- F. Realizing that working with, hearing stories about, and providing treatment to those with moral injury and other forms of trauma can secondarily traumatize treatment providers, students will write and implement a personal self-care plan for themselves.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Grimsley, W. Grimsley, G., (2017). *PTSD and Moral Injury: The Journey to Healing Through Forgiveness*.

Kelle, B. (2020). *The Bible and Moral Injury: Reading Scripture Alongside War's Unseen Wounds*. Nashville: Abingdon Press. ISBN: 978-1-5018-7628-8

Lee, J. (2018). *Moral injury reconciliation*. Philadelphia, PA: Jessica Kingsley Publishers. ISBN: 978-1-78592-757-7

Litz, B. Lebowitz, L., Gray, M., and Nash, W. (2016). *Adaptive disclosure*. New York: Guilford Press. ISBN: 1-4625-3383-1

Wolfelt, A. (2016). *Counseling skills for companioning the mourner*. Fort Collins: Companion Press. ISBN 978-1-61722-230-6

Wolfelt, A. (2014). *Reframing PTSD as traumatic grief*. Fort Collins: Companion Press. ISBN: 978-1-61722-213-9

2. Additional Resources (Oral Roberts University Library, etc.)

Barnes, M. and Leavitt, K. *Moral Disengagement: when will good soldiers do bad things?* Military Review. 9, 2010.

Carey, L. and Hodgson, T. *Chaplaincy, spiritual care and moral injury: considerations regarding screening and treatment*. Frontiers in Psychiatry, 9, 1-10, 2018.

Koenig, H. *Measuring symptoms of moral injury in veterans and active duty military with PTSD*. Religions, 9, 1-14, 2018

*McConnell, L. (2016). *Moral injury and the Eucharist: constructing a Christian response to experiences of moral injury in combat veterans*. Master of Sacred Theology. Yale Divinity School.

*Mills, S. (2009). *Facilitating a biblical healing response to combat operational stress for selected sailors who have deployed to combat*. D.Min., Midwestern Baptist Theological Seminary.

*Price, R., (2017). *A meta-analytic case study of clinical chaplain care for moral injury in veterans*. D.Min., Regent University.

*Snider, J. (2015). *Moral injury: repair through self-forgiveness*. PsyD Dissertation, George Fox University.

*VanBuren, B. (2018). *Moral injury, PTSD, and externalizing behaviors in combat veterans: an investigation of the role of shame*. PhD., Richard L. Conolly College of Long Island University.

**Quaker House Military Counseling Center. *Moral injury*: PowerPoint presentation.

**Tick, E. (2014). *Warrior's return: restoring the soul after war*. PowerPoint presentation.

*Indicates doctoral dissertations/projects

**PowerPoint presentation

B. Optional Materials

1. Textbooks

Barreto, E. D. (Ed.) (2015). *Thinking theologically*. Minneapolis, MN: Fortress Press. ISBN: 978-1-4514-8341-3

Brock, R. K. and Lettini, G. (2013). *Soul repair: Recovering from moral injury*. Boston, MA: Beacon Press. ISBN: 978-0807029121

Graham, L. K. (2017). *Moral injury: Restoring wounded souls*. Nashville, TN: Abingdon Press. ISBN: 978-1-5018-0075-7

Gwinn, J. and Chan, H. (2019). *Hope rising: how the science of hope can change your life*. New York: Morgan James Publishing. ISBN: 978-1-68350-965-3.

Kaly, P. (2014). *Redeployment*. New York: Penguin Books. ISBN: 978-0-14-312682-9

Larson, D. and Zust, J. (2017). *Care for the Sorrowing Soul*. Eugene: Cascade Books. ISBN: 978-1-5326-1770-6

Meagher, R., (2014). *Killing from the inside out: moral injury and just war*. Eugene: Cascade Books. ISBN: 978-1-62564-692-7

Ramsay, N., Doehring, C., (2019), *Military Moral Injury and Spiritual Care*. St. Louis: Chalice Press. ISBN: 978-0-827223-78-3

- Sherman, N. (2015). *After war: healing the moral wounds of our soldiers*. New York: Oxford. ISBN: 978-0-19-932527-6
- Stone, H. W. and Duke, J. O. (2013). *How to think theologically*. (3rd ed.) Minneapolis, MN: Fortress Press. ISBN: 978-0-8006-9932-1
- Tick, E. (2014). *Warrior's return: restoring the soul after war*. Boulder: Sounds True. ISBN: 978-1-62203-224-2
- Watzlawick, Paul, John H. Weakland, and Richard Fisch. *Change: Principles of Problem Formation and Problem Resolution*. New York: W. W. Norton, 2011. ISBN-13:978-0-39370-706-9
- Wood, D. (2016). *What have we done: the moral injury of our longest wars*. New York: Little, Brown, and Company. ISBN 978-0-316-26415-0

Also check the Oral Roberts University Library for access to additional materials.

2. Other
None

Note: The textbooks are:

- Chosen carefully to assist you in your project
- Not necessarily written from a Pentecostal/Charismatic or even an evangelical perspective
- Contain some illustrations that may differ from our approach to theology and ministry and need to be recognized in the different contexts in which they are written
- Chosen for all courses to make you think and interact

Use of these textbooks does not indicate approval or endorsement by the Oral Roberts University College of Theology and Ministry or the Graduate School of Theology and Ministry.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers.
 - b. Failing to meet group assignment or project requirements while claiming to have done so.
 - c. Failing to cite sources used in a paper.
 - d. Creating results for experiments, observations, interviews, or projects that were not done.

- e. Receiving or giving unauthorized help on assignments.
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
 2. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information call 918.495.7018.
- B. Graduate School of Theology and Ministry—Doctor of Ministry Program Policies and Procedures
1. **Incomplete**
On rare occasions, the grade of “I” may be given for work that is incomplete at the end of the course semester due to a catastrophic event.
 - a. The student must establish with the instructor and the Director of the DMIN program that work is incomplete for good cause and submit a “Petition for Incomplete” with documentation.
 - b. **The Petition must be submitted at least two weeks prior to the end of the semester or summer course session.**
 - c. **The submission of a petition does not automatically ensure the granting of an Incomplete (“I”).**
 - d. The petition must be approved by the Academic Committee of the Graduate School of Theology and Ministry.
 - e. It is the responsibility of the student to initiate the petition, make up any incomplete work, and submit a completed Request for Grade Change form to the DMIN office.
 - f. If the work is not completed by the end of the subsequent semester, the incomplete will automatically convert to an “F” unless a Petition of Extension for Incomplete has been submitted by the student.
 2. **Completion of Assignments**
Students must upload all assignments to the D2L dropbox on or before the assigned deadline. All assignments are to be put in the designated D2L dropbox for the course. Any assignments uploaded after the scheduled due date are penalized as follows:
 - a. **Up to one week late, will receive a 10-point deduction.**
 - b. **Up to two weeks, will receive a 20-point deduction.**
 - c. **Up to 3 weeks late, will receive a 30-point deduction.**
 - d. **No assignment(s) will be accepted that is more than three weeks late.**
 - e. **Extension on assignments may be granted by the professor due to extenuating circumstances (such as illness) and only if requested by the student before the assignment due date deadline.**
 - f. **No late assignment will be accepted after Sunday, November 20, 2020.**

Since the policy of the Graduate School of Theology and Ministry for the DMIN Program is that a student must maintain a “B” in each course to remain in the program, dropping from a “B” to a “C” will jeopardize the students’ standing in the DMIN Program. Students who have been granted an Incomplete for a course will be assessed a drop of one letter grade upon submission of outstanding assignments, unless there has been an unusual circumstance that has been previously approved on a Petition for Policy Exception form submitted by the student for approval. The form will be signed by the Professor of Record, the Director of the DMIN Program, Academic Dean and Dean.

C. Course Policies and Procedures

1. **Evaluation Procedures**

- a. The final grade for this course will be ascertained as follows:
- b.

Process Recording of Person with Moral Injury	25%
Develop a Moral Injury Treatment Group	30%
Class Presentation & Discussion	20%
Participate in a sample Moral Injury group led by faculty	20%
Course Evaluation	5%
- c. **Grading scale**
 - A=90-100%
 - B=80-89%
 - C=70-79%
 - D=60-69%
 - F=59% and under

2. Whole Person Assessment Requirements

- a. WPA requirements for this class: None

3. Other Policies and Procedures

a. **Assignments**

- (1) Discussion Format
 - (a) The course will be conducted in two formats: 1) by meeting on-line two to three times monthly for one and one-half hours through Zoom; and 2) on campus intensive sessions October 6 (Wednesday) and October 5 (Thursday), and in the morning of October 8.(Friday). Discussion sessions on Zoom will cover various Moral Injury treatment options from assigned readings and participation in a faculty lead Moral Injury treatment group. Specific assignment due dates and times will be discussed during the first Zoom meeting.
- (2) Process recording of a person with moral injury
 - (a) Write out a detailed process recording (the application of counseling techniques) to a volunteer agreeing to discuss his/her moral injury: veteran, first responder, medical professional (nurse, doctor), chaplain, pastor, etc.
- (3) Develop a moral injury treatment group proposal including:
 - (a) Using text materials and in-class discussion, develop a proposal for a moral injury treatment group—including selection of group members, discussion content for five sessions, and evaluation procedures for the group. The

group can be comprised of veterans, nurses, doctors, first responders, teachers, pastors, etc.

(4) Theological reflection on moral injury

- (a) Write a document detailing your own understanding of theological issues and questions raised in the study of moral injury, including grief and traumatic loss, guilt, shame, forgiveness, and differentiation between moral injury and trauma. Conclude with your own definition of moral injury.

b. **In-class discussions**

- (1) Students are urged to actively participate in Zoom class discussions that will center around clarification and consultation related to course assignments: process recording, group proposal, theological reflection on moral injury, discussion of assigned readings (books, dissertations/DMin projects) and active participation in a faculty led moral injury group.

c. **Post-class assignments**

- (1) Submit to professor via D2L: 1) process recording, 2) group proposal, 3) reflection on moral injury treatment group, and 4) evaluation of the class.

d. **Course requirements:**

- (1) Actively participate in Zoom sessions held during the semester.
(2) Complete all course assignments.

D. **Note, in case of physical closing of the university due to COVID-19, during the three days class meetings are scheduled on campus (October 6-8) the course will continue on-line and through Zoom with schedule modification. All assignments will continue to be submitted to D2L.**

a. **In-class discussions**

- (1) Students are urged to actively participate in Zoom class discussions that will center around clarification and consultation related to course assignments: process recording, group proposal, theological reflection on moral injury, discussion of assigned readings (books, dissertations/DMin projects) and active participation in a faculty led moral injury group.

b. **Post-class assignments**

- (1) Submit to professor via D2L: 1) process recording, 2) group proposal, 3) reflection on moral injury treatment group, and 4) evaluation of the class.

c. **Course requirements:**

- (1) Actively participate in Zoom sessions held during the semester.
(2) Complete all course assignments.

VI. COURSE CALENDAR

Date	Assignment
August 26	Zoom session: clarification of course requirements, and discussion of assigned books. Discuss: <i>Counseling Skills</i> and <i>Reframing PTSD as Traumatic Guilt</i> by Wolfelt.
September 2	Zoom session: discuss assigned readings from <i>Moral Injury Reconciliation</i> by Lee. Discuss student moral injury group (students participate in moral injury group process)
September 9	Third Zoom session: discuss assigned readings and third book: <i>PTSD and Moral Injury: The Journey to Healing Through Forgiveness</i> by Grimsley and Grimsley.
September 16	Zoom session: First session of student moral injury group
September 23	Zoom session: Second session of student moral injury group
September 30	Zoom session: discuss Brad Elle, <i>The Bible and Moral Injury</i> . Third session of student moral injury group
October 6-8	Class meets at City Plex: discuss <i>Adaptive Disclosure</i> by Litz and others, writing assignments using <i>Reframing PTSD as Traumatic Grief</i> , by Wolfelt and <i>Counseling Skills</i> by Wolfelt. Fourth session of student moral injury group
October 14	Zoom session: discuss doctoral dissertations/projects. Fifth session of student moral injury group
October 28	Zoom session: sixth session of student moral injury group and evaluate student moral injury group
November 11	Zoom session: discuss doctoral dissertations, moral injury assessment instruments, and clarify assignments for D2L.
November 18	Zoom session: clarify all assignments for the course
December 2	All Assignments due: <ul style="list-style-type: none">• Process Recording• Moral Injury Treatment Group Proposal• Theological Reflection on Moral Injury• Course evaluation

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

**Doctor of Ministry Program
DMIN 724 —Treating Moral Injury
Dr. Lanny Endicott, Instructor
Fall 2021**

This course contributes to student learning outcomes for the Doctor of Ministry degree as indicated below:

Significant Contribution—Addresses the outcome directly and includes targeted assessment.

Moderate Contribution—Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution—Addresses the outcome indirectly and includes little or no assessment.

No Contribution—Does not address the outcome.

Degree Program Outcomes		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1					
	Prepare students to articulate continued growth in professional development, spiritual maturity, and ministerial identity	X			
2					
	Enable students to demonstrate advanced understanding and integration of ministry in relation to biblical and theological disciplines	X			
3					
	Prepare students to enhance competencies in pastoral analysis, pastoral practices, and ministerial skills.	X			
4					
	Train students to reflect comprehensive and critical understanding of ministry in which theory and practice interactively inform and enhance each other.	X			
5					
	Enable students to develop skills and competencies required for mature and effective pastoral leadership and supervision.		X		
6					
	Prepare students to design, implement, and complete a written doctoral-level applied research project that reflects in-depth theological insight relative to ministry.			X	