

WRAIR SMARTGUIDE FORMAT
Please Read

This PowerPoint file serves as a slide show as well as an Instructors lesson plan. It consists of complete instructor notes and teaching points to assist you in conducting a professional training experience.

How to view the lesson plan

It is recommended that you save a version of the file in PDF for teaching by clicking “File” -> “Save As” -> “PDF” -> “Options” -> “Notes Pages” -> “Include Hidden Slides” -> “Save”



To describe the WRAIR SmartGuide format.

1. Describe the SmartGuide format.

[NOTE: This slide is for the trainer(s) and should not be displayed to the participants in the class.]

- This PowerPoint file serves as a presentation as well as an Instructors Lesson Plan. It consists of complete instructor notes and teaching points to assist you in conducting a professional training experience.
- How to use the presentation: Simply click the “slide show” tab at the top, or the presentation icon on the bottom ribbon.
- How to view the lesson plan: Simply click the “View” tab above then select “Notes Page” button.
- It is recommended that you save a version of the file in PDF by clicking “File” -> “Save As” -> “PDF” -> “Options” -> “Notes Pages” -> “include hidden slides” -> “Save”.
- You can then print the file and place in a binder for your use while teaching this class.

Record your own notes here:



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LIMA

LEADERSHIP IN MORAL AWARENESS

2-Hour Training Curriculum

DD MMM YY

This curriculum was developed by the Research Transition Office at the Walter Reed Army Institute of Research with the support of the US Army Chaplain Corp and the US Army Institute for Religious Leadership.

Comments or suggestions for the improvement of this curriculum can be emailed to the Walter Reed Army Institute of Research at: usarmy.detrick.medcom-wrair.mbx.resilience-research@mail.mil.



Introduction

LIMA is a two-hour training for Army leaders designed to provide a basic understanding of moral injury and leadership in moral awareness prevention practices. LIMA was developed to address the moral challenges that leaders may encounter when working with their Soldiers and provide leaders a resource to mitigate moral challenges to promote optimal functioning and well-being.



The training was designed to be delivered by Chaplains. The Chief of Chaplains is responsible for exercising HQDA responsibility for moral leadership in the Army (AR 350-1). Many moral issues affect the lives of Soldiers, Civilians, and Families, impacting effectiveness of service, command climate, unit readiness and cohesion. The commander uses moral leadership training to promote unit readiness, good order and discipline, warrior ethos, spiritual fitness, positive moral choices and Soldier and Family care (AR 165-1, pg. 27). The Chaplain, as the commander's advisor in matters of morals and morale as affected by religion, is the principal staff officer for this program (AR 165-1, pg. 27). Therefore, it is the Chaplain's responsibility to present this moral leadership training.

This training is research-informed through a literature review and interviews with Army Chaplains with expertise in moral injury and moral awareness leadership.

LIMA can be delivered to Army leaders in groups of up to 25. The training may take place in a classroom setting or through remote or virtual instruction. Army leaders should include platoon, company, and battalion leadership, from the commander to squad leaders.

Introduction

LIMA is designed to be trained by a two-person team of trainers, a Chaplain and a non-commissioned officer (NCO) who might have experience or knowledge of potentially morally injurious events. The NCO can be a Religious Affairs Specialist, but it is not required. The Chaplain should serve as the Primary Instructor (PI), responsible for the didactic portions of the training. The NCO should serve as the Assistant Instructor (AI) who assists during the practical application portions of the training. The AI is not required for the training, but recommended.

Instructors are encouraged to bring their experiences into the training. Your experiences can be a reflection of what you did well in a given situation or what you wish you had done better. Your experiences are valuable when contextualized to enhance the intent of a given concept. Be cautioned though to ensure the participants takeaways are the knowledge and skills of the training - not just good stories. Personal stories should be concise, rehearsed and relevant.

This content can be difficult due to its sensitive nature. Moral injury is common, but not commonly addressed. While it is possible to talk about moral injury without decompensating (losing the ability to maintain normal or appropriate psychological defenses), there exists a possibility that the discussions may evoke emotional responses that will require an empathic yet encouraging response by the training team. Have a plan for this sort of situation.

This training is focused on moral injury and leadership in moral awareness. The terms “morals” and “ethics” are often used interchangeably in everyday use; However, both concepts have distinctive qualities. (See Slide 20 for a more thorough review of the differences.) Take care to not use the words interchangeable throughout the training. Utilize the word “moral” when training the material.

Materials needed to conduct the training:

PowerPoint Presentation
Printed Smart Guide
Spare pens or pencils
Flipchart with markers (optional)
Printed handout (1 per participant)

Terminal Learning Objective:

Action: Apply leader actions to raise moral awareness in Soldiers

Conditions: In an instructional setting, given unit leaders, student materials, class lecture and discussions, practical exercises and provided training materials

Standard(s): As determined by instructor assessment of group activities, and checks on learning,

1. Apply 1 of the “leader practices” that raise moral awareness in a given scenario
2. Develop a personal plan to implement leadership in moral awareness that includes all six leader practices.

LIMA was developed by the Research Transition Office at the Walter Reed Army Institute of Research with the support of the US Army Chaplain Corp and the US Army Institute for Religious Leadership. The creation of LIMA was made possible by the support, feedback, and contributions offered by Dr. Ian Gutierrez, Dr. Shelby Anderson, Ms. Libby Alders, Mr. Richard Gonzales, and Ms. Melissa Coaxum.



Outline

Purpose of LIMA

- Review training outline
- Discuss the purpose of LIMA

Moral Injury

- Define key terms
- Discuss symptoms and impact of moral injury
- Conduct case study
- Differentiate moral Injury from PTSD
- Examine healthy coping strategies
- Engage in group discussion

Leadership in Moral Awareness

- Define key terms
- Discuss leader's role in fostering moral awareness of Soldiers
- Define 6 leadership practices
- Engage in discussion questions
- Create leadership in moral awareness action plan

Summary

- Determine when to seek help
- Provide resources to support Soldiers
- Provide additional resources about moral injury
- Discuss key take home messages from the training

Trainer Guide Format

The Trainer's Guide has been designed to be user-friendly while containing as much information as possible to help you present the LIMA curriculum.

When the booklet is open on any of the content pages, you will see the format as below. On the slide page (*Side A*) is a depiction of the slide, followed by a statement of slide intent. The highlighted instructions in yellow briefly describe the key points that must be covered to meet the intent of the slide. These are followed by more details or instructions. Instructional content usually flows onto a second page (*Side B*). When content does not flow onto a second page, there will be a blank page on the right to maintain consistent formatting.

The key points tell you what you need to do, while the extra notes explain how to do it.

The image shows two pages from a trainer guide. The left page is labeled ".JMA" and ".LIMA" and features a slide titled "Moral Injury: The Facts". The slide content includes: "40-60% Estimates of combat veterans who experience moral injury", "Increased risk of PTSD, depression, anxiety, and suicide", "Common Responses" (Negative emotional responses, Constant thinking about the event, Substance abuse, Social withdrawal/isolation), and "Does Not Discriminate" (Can affect all military members regardless of gender, race, nationality, MOS, etc.). Below the slide is a target icon and the text "To provide facts about moral injury." A yellow highlight contains the instruction "1. Describe the facts about moral injury." followed by a list of bullet points and "CLICK TO ADVANCE" prompts. The right page is a notes page with a box labeled "Record your own notes here:" and contains a list of bullet points, including "Social withdrawal or isolation; this can look like withdrawing from one's unit or loved ones." and "Transition to training plan" (highlighted in yellow), followed by more bullet points and "CLICK TO ADVANCE" prompts. A red square is at the bottom right of the notes page.

When you start preparing to train the curriculum, you should read all of the detailed information. When you become more familiar with the material, the highlighted key points will be enough to remind you how to train each slide effectively.

This Trainer’s Guide for the LIMA training module has been designed to be user-friendly while containing as much information as possible to help you present this module.

The table below explains the meaning of the symbols used throughout the guide.

Symbol	Represents	Explanation
	Timing	This symbol indicates the amount of time allotted for a given section of the material.
	Target / Intent	This symbol indicates the main function or rationale for a given slide.
1.	Key Point	Numbers and text highlighted in yellow are used to indicate the main points that must be addressed in order to meet a given slide’s target / intent.
●	Sample Script	Bullets are used to elaborate on key points by providing a potential script that the trainer can use.
[TEXT]	Note to Trainer	Bracketed text indicates a note to the trainer which is not intended to be read aloud. These provide hints on how to present the material and tips to avoid potential issues that may arise within a given topic.
	Handouts	This symbol indicates that the participants will use handouts at a given point in the module. To avoid down-time, keep an eye out for these and plan accordingly.
	Exercise	This symbol indicates the start of an exercise or activity. To avoid down-time, keep an eye out for these and plan accordingly.
	Continue	This symbol indicates that the training material for a given slide continues onto the next page.
	Stop	This symbol indicates that the training material for a given slide ends on this page.
[?]	Discussion Question(s)	This symbol identifies when there is a non-rhetorical discussion question(s) in the instructional content that follows.

“It’s too late...”

A squad of Soldiers regroup in the center of a compound after securing the compound by firefight. There is an enemy combatant calling for help from somewhere in the compound. The squad leader sends a team leader and Soldier to assess the wounded combatant. Upon finding the injured combatant both Soldiers realize he has several life-threatening injuries and his chances for survival are minimal. Without evaluating the casualty the team leader says “He’s not going to make it. It’s just a matter of time. We’ll give him morphine and he can die quietly.” The Soldier asks, “But shouldn’t we attempt lifesaving measures?”, the team leader replies “it’s too late, and we have limited medical supplies for our own guys. Let’s continue mission, that’s an order.”



To provide concrete experience for the training.

1. Introduce the concrete experience.

[NOTE: Once all participants are seated, share the PowerPoint presentation and direct their attention to the scenario on the slide.]

- Leaders, have a look at the situation described on the slide. Can I have a volunteer to read the scenario aloud.

[NOTE: Allow a participant to read the scenario]

2. Publish and process the concrete experience.

- **[ASK]:** What are your thoughts on this situation?

[NOTE Allow for responses. Keep the conversation brief by just acknowledging responses.]

- **[ASK]:** What impact might this course of action have on the Soldier and team leader?

[NOTE Allow for responses. Keep the conversation brief by just acknowledging responses.]

- This situation is an example of an event that could result in moral injury.
- **[ASK]:** Who has heard of the term moral injury before and knows what it means.

[NOTE: Allow for responses.]

Record your own notes here:



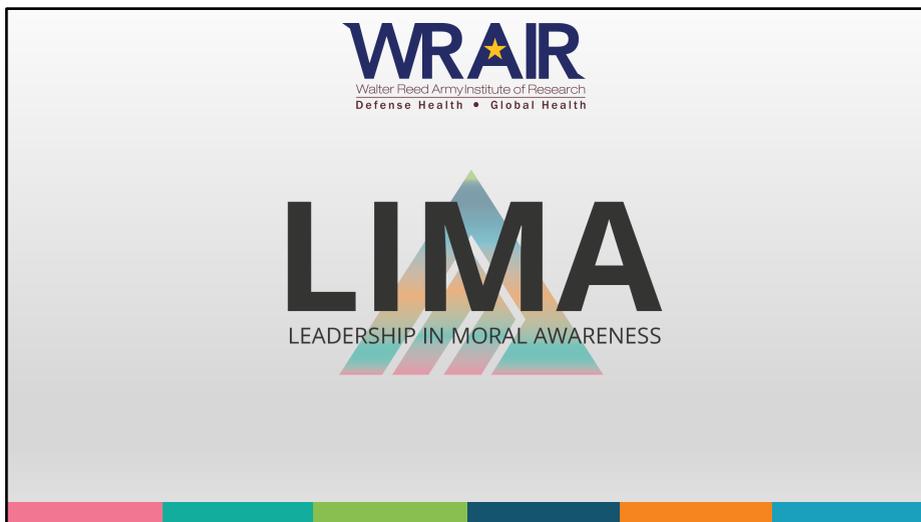
- Thank you for your responses. No doubt you've all been in morally ambiguous situations before whether in the military context or outside of the military. These situations can reveal the deeply held beliefs of those involved.
- Moral dilemmas occur on a regular basis and it's important to recognize not only the difficulty in making decisions but also the impact these decisions have on the individuals making them and/or who are subject to them.

3. Transition to introduction.

- It's important that you as leaders are aware of these situations and utilize leadership in moral awareness to support your Soldiers.

Record your own notes here:





LIMA
2 Hours



To introduce yourself and the module.

1. Introduce yourself and the module.

- Good [morning/afternoon], and welcome to the Leadership in Moral Awareness training, or LIMA. My name is _____, and I will be your Primary Instructor for this training.
- Good [morning/afternoon], my name is _____, and I will be your *Assistant* Instructor for this training.

[NOTE: Take a moment to provide your backgrounds and how you came to be the trainers for this curriculum.]

- This training is designed to take 2 hours with a 10 minute break at around the midpoint.

2. Explain the importance of confidentiality.

- Before we begin, we want to be mindful of the fact that individuals are coming here from different backgrounds and with unique experiences.
- During our discussions, people may share things that are highly personal, or of concern to them. Because of this, we ask that anything brought up in this room stays in this room.
- You are encouraged to listen with curiosity, suspend judgement, and be open to learning from the content and from one another's experience.

Record your own notes here:



- **[ASK]** Are there any questions before we begin?

[NOTE: Allow for questions.]

Record your own notes here:



LIMA

Why LIMA?



- Moral injury impairs Soldier wellbeing and readiness.
- Moral injury affects you and your Soldiers – whether you know it or not.
- This training is designed for you as a leader to understand moral injury and mitigate the impact of moral injury.



To introduce the purpose of the training.

[SLIDE BUILDS]

1. Explain the why of LIMA training.

- Being a Soldier can be challenging in many ways: physical requirements can be tough, deployments and family separations, PCS'ing, training, living in austere and uncertain environments. These requirements can combine to weigh on an individual.
- As seen in our scenario, VUCA (volatile, uncertain, complex, and ambiguous) environments can introduce situations that cause you and your Soldiers to question what's right and what's wrong. They can also require Soldiers to take action with limited information and time. In some cases, yours or others actions or inactions can end up violating your beliefs about what is right and good.
- Sometimes these situation or circumstances are egregious and have a large and significant impact on you and others. Other times, they are small and mildly bothersome; yet, you can't let go of them. Either of these can result in moral injury which impairs Soldier well-being and readiness.
- Moral injury impacts the soul and psyche of the individual and can affect you and your Soldiers whether you know it or not.

Record your own notes here:



2. Highlight how LIMA training will benefit them as leaders.

[CLICK TO ADVANCE]

- The purpose of this training is to help you as a leader understand how moral injury impairs Soldier wellbeing and readiness, and to provide you with the knowledge of leader actions to raise moral awareness in your unit.

Record your own notes here:



Moral Injury: The Facts

40-60%
Estimates of combat veterans who experience moral injury

(Maguen et al., 2020; Nichter et al., 2021; Wisco et al., 2017)
(Held et al., 2019)

Common Responses

- Negative emotional responses
- Constant thinking about the event
- Substance abuse
- Social withdrawal/isolation

Increased risk of PTSD, depression, anxiety, and suicide.

(Ames et al., 2019; Bryan et al., 2016)
(Battaglia et al., 2019; Weiss, 2023)

Does Not Discriminate

Can affect all military members regardless of gender, race, nationality, MOS, etc.



To provide facts about moral injury.

[SLIDE BUILDS]

1. Describe the facts about moral injury.

- Lets look at some facts about moral injury and why you should care as a leader.

[CLICK TO ADVANCE]

- Best estimates are that 40-60% of combat veterans may experience moral injury.

[CLICK TO ADVANCE]

- For those who experience moral injury, there is also an increased risk for other mental health concerns. Specifically, PTSD, depression, anxiety, and suicide.
- This is because VUCA (volatile, uncertain, complex, and ambiguous) or traumatic events can be viewed differently by each individual, ultimately impacting what mental health concerns arise.

[CLICK TO ADVANCE]

- The most common responses to moral injury are:
 - Negative emotional responses; anger, sadness, guilt.
 - Consistent thinking about the event; just can't get it out of their mind.
 - Substance abuse; most common substances abused are alcohol and drugs.

Record your own notes here:



- Social withdrawal or isolation; this can look like withdrawing from one's unit or loved ones.
- There are many responses to moral injury that we will cover later in this presentation.

[CLICK TO ADVANCE]

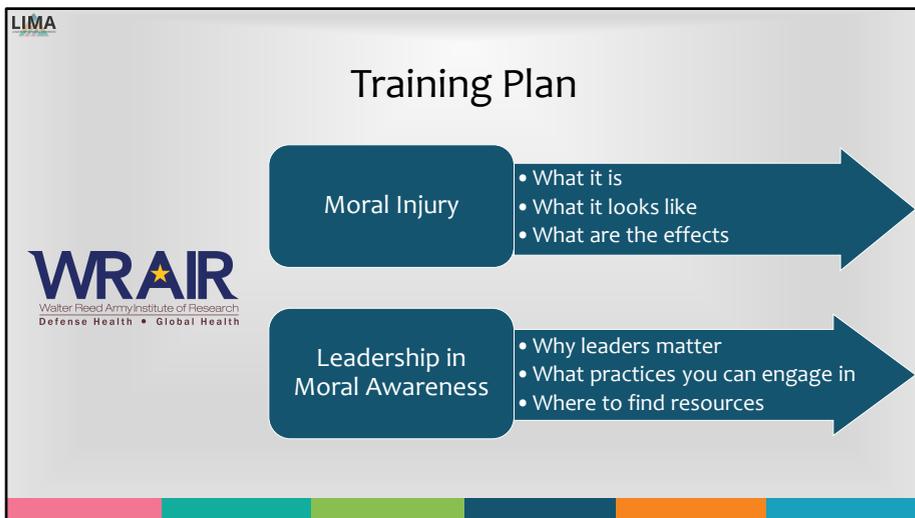
- Lastly, moral injury does not discriminate. It can affect all military members regardless of gender, race, nationality, MOS, etc.

2. Transition to training plan.

- Let's review the training plan for today.

Record your own notes here:





To review the training plan.

[SLIDE BUILDS]

1. Review the training plan.

- Here's what to expect from the next two hours of training.

[CLICK TO ADVANCE]

- First we'll talk about moral injury.
- In that, we will discuss:
 - What moral injury is, define it and provide examples;
 - What moral injury looks like, signs and symptoms of moral injury; and
 - What effect moral injury has on individual Soldiers and on military units.

[CLICK TO ADVANCE]

- Next we will discuss leadership in moral awareness.
- In this section we will discuss:
 - Why leaders (like you!) matter.
 - We'll identify practices that are within your control as a leader that you can apply to increase moral awareness in your units, which in turn may mitigate the impact of moral injury.
 - Finally, we will provide resources for your continued learning.

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Morals vs Ethics

<h3 style="text-align: center;">Morals</h3> <ul style="list-style-type: none"> • Focus on one's internal views about what to do and what not to do. • Associated with: <ul style="list-style-type: none"> • Personal Beliefs • Personal values • Societal norms and expectations 	<h3 style="text-align: center;">Ethics</h3> <ul style="list-style-type: none"> • The external principles and standards that guide conduct, decisions, and actions. • Associated with: <ul style="list-style-type: none"> • Fairness • Justice • Responsibility
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Record your own notes here:



To understand the difference between morals and ethics.

[SLIDE BUILDS]

1. Emphasize this training is focused on morals.

- Morals and ethics are often used interchangeably, however both concepts have distinctive qualities.
- Throughout this training will primarily focus on morals, not ethics. However, there will be times where they overlap. These topics can be hard to distinguish so let's define them now.

2. Define morals.

[CLICK TO ADVANCE]

- Morals are a persons internal views about what to do and what not to do.
- Morals are influenced by beliefs, values, norms, and societal expectations.

3. Define ethics.

[CLICK TO ADVANCE]

- Ethics refers to the principles and standards that guide conduct, decisions, and actions within an environment. These are typically expressed in doctrine, policy, and rules. They are more external to the individual.
- Ethics often emphasizes fairness, justice, and responsibility.



4. Summarize moral vs ethics and transition.

- You can do something that is ethical, but *feels* immoral.
- Morals are about the subjective sense of a given action. Subjective means that it is peculiar to the individual.
- [**ASK**] Does anyone have an example of something that is ethical but might feel immoral?

[**NOTE:** Allow for one or two responses. If there are no responses then provide the example below if necessary.]

- A unit is pursuing a high value target (HVT) who's holed up in a remote but fortified section of the city. The HVT is known to keep his family nearby. A determination is made by higher headquarters for your element to cut electricity and water the area.
- Overall, morals can be viewed as tactical, which is subjective and internal, while ethics and the Army ethic are more strategic and external.
- Now that we understand the difference between the two, we will define some key terms centered on "morals."

Record your own notes here:



Definitions

Moral Injury
Psychological, mental, and/or spiritual trauma whereby an individual's observation of, or participation in certain acts runs counter to deeply held moral beliefs.

Potentially Morally Injurious Events (PMIEs)
Actions or events that transgress deeply held moral beliefs committed by self or others.

Moral Awareness
Ability to recognize and consider the moral elements of VUCA (volatile, uncertain, complex, and ambiguous) events and situations.

(Drescher et al., 2011; Litz et al., 2009; Nash et al., 2013)





To define key terms.

[SLIDE BUILDS]

1. Define moral injury.

- Let's define some key terms to ensure we all have the same understanding as we move forward.

[CLICK TO ADVANCE]

- Starting with moral injury, this is a form of psychological, mental, and/or spiritual trauma whereby an individual's observation of, or participation in certain acts are opposite to deeply held moral beliefs.
- Those who witness or perpetrate acts (or failures to act) that violate deeply held moral beliefs may later associate those actions with feelings of deep conflict and distress.
- It can also be related to mental stress or discomfort from holding two or more opposing beliefs or values.
- For example, a Soldier may strongly value the sanctity of human life but also hold a strong sense of duty and honor in participating in lethal combat to defend the nation. In this example, this Soldier may suffer ongoing intense feelings of conflict over taking a human life in combat.
- It's important to note that the moral injury is related to the event or circumstances more than the person(s) involved.

Record your own notes here:



2. Define potentially morally injurious events (PMIEs).

[CLICK TO ADVANCE]

[Note: Pronounce PMIEs as P – M – I – Es]

- Potentially morally injurious events, or PMIEs, Pronounced P – M – I – Es, are actions or events that transgress deeply held moral beliefs committed by self or others.
- There are different forms of PMIEs that we will discuss on the next slides.
- Moral injury can result from experiencing or witnessing a PMIE.
- Whether a moral injury develops is determined by how the individual interprets the PMIE. The appraisal process determines whether the event generates significant conflict with the individual's belief system and worldview.

3. Define moral awareness.

[CLICK TO ADVANCE]

- Moral awareness is the ability to recognize and consider the moral elements of VUCA (volatile, uncertain, complex, and ambiguous) events and situations.
- When we say VUCA, we are referring to many types of situations a Soldier can encounter - on deployment, during training exercises, in garrison, or outside of military life.

4. Transition to different types of PMIES.

- Increased moral awareness can serve as a protective factor for moral injury.
- One of the goals of this training is to increase your moral awareness and give you some practices to increase the moral awareness of your Soldiers.
- Before we are able to discuss moral awareness in more depth, we need a strong understanding of moral injury and PMIEs.
- So, let's talk more about PMIE's.

Record your own notes here:





Explain the three types of PMIE's.

[SLIDE BUILDS]

1. Explain that moral injury can result from PMIEs.

- We said moral injury can occur in response to potentially morally injurious events however, it is important to note that not all PMIEs result in moral injury. In fact, in most cases resilient responses prevail.
- On the other hand, there can be major consequences of moral injury that can drastically impact your Soldier's performance and well-being which we'll talk more about.

2. Introduce the 3 forms of PMIEs.

[CLICK TO ADVANCE]

- There are 3 forms of PMIEs that can lead to moral injury. Let's have a look at them.
 - Moral transgressions by self. This is where an individual engages in behaviors inconsistent with their morals. In other words, the individual is the perpetrator.
 - The second form of PMIE is moral transgressions by others. This is when an individual witnesses others engage in behaviors inconsistent with their morals. In other words, another person is the perpetrator.
 - The third and final form of PMIE is betrayal. This is an individual feeling betrayed by others or the institution they work for.

Record your own notes here:



3. Transition and pause for questions.

- We will discuss each of these in more depth next.
- **[ASK]** What questions do you have before we move forward?

[NOTE: Allow for responses.]

Record your own notes here:



Moral Transgressions By Self

Moral injury can occur when an individual engages in actions that are inconsistent with their morals.

A person might say or be thinking:

"I shouldn't have acted in that way. That's not who I am. That's not who I want to be."

"I should have done something in that moment. I'm so disappointed in myself for not jumping in."

Examples

- A child combatant approaches you in theater and you need to decide how to respond.
- Failure to act when a battle buddy was under fire.
- You miss the birth of your child because of a mission.

(Litz et al., 2009; Nash et al., 2013)



To introduce moral transgressions by the self.

[SLIDE BUILDS]

1. Explain moral transgressions by the self.

- Lets begin with moral transgressions by self. Moral injury can occur when **the individual** engages in actions that are inconsistent with **their morals**.
- This rests on the perceptions of **the individual** affected. Since we all have different values and moral beliefs, what you might consider a moral transgression, someone else may not see it that way based on their beliefs and experiences.

2. Provide examples of what a Soldier might say or be thinking.

- A Soldier who has experienced a PMIE considered a moral transgression by self might say, or be thinking, something like:
 - "I should have done something in that moment. I'm so disappointed in myself for not jumping in."
 - "I shouldn't have acted in that way. That's not who I am. That's not who I want to be."

3. Discuss examples of PMIEs that could be considered moral transgressions by the self.

[CLICK TO ADVANCE]

- Some examples of PMIEs that could be considered moral transgression by the self can include:



Record your own notes here:

- A child combatant approaches you in theater and you need to decide how to respond
 - Failure to act when a battle buddy was under fire
 - TDY makes you miss the birth of your child
- **[ASK]:** What are other examples of moral transgressions by the self that you can think of?

[NOTE: Allow for responses. Keep personal stories concise and relevant. Move participants along as necessary.]

- Remember the event doesn't have to be a violation to anyone but the person who's affected.

4. Transition to moral transgression by others.

- Let's look at the next form of PMIE that can lead to moral injury – moral transgressions by others.

Record your own notes here:



Moral Transgressions by Others

Moral injury can occur when an individual observes others engage in actions that are inconsistent with their morals.

A person might say or be thinking:

"I'm ashamed that another person did such a terrible thing."

"I saw things that were morally wrong. A good person would never do that."

Examples

- Witnessing another Soldier sexually assault someone.
- Observing a Soldier mistreat a non-combatant.
- Knowing that a fellow Soldier lied about their performance on a task.

(Litz et al., 2009; Nash et al., 2013)



To introduce moral transgressions by others.

[SLIDE BUILDS]

1. Explain moral transgressions by others.

- Moral injury can occur when an individual observes **others** engage in actions that are inconsistent with the observers morals.
- This is about an individual **witnessing** another person engage in an action that is inconsistent with the morals of the person observing.
- This is the other side of the coin from moral transgressions by the self.

2. Provide examples of what a Soldier might say or be thinking.

- A Soldier who has experienced a PMIE considered a moral transgression by others might say or think something like:
 - "I'm ashamed that another person did such a terrible thing."
 - "I saw things that were morally wrong. A good person would never do that."

3. Discuss examples of PMIEs that could be considered transgressions by others.

[CLICK TO ADVANCE]

- Some examples of moral transgressions by others can include:

Record your own notes here:



- Witnessing another Soldier sexually assault someone.
 - Observing a Soldier mistreat a non-combatant.
 - Knowing that a fellow Soldier lied about their performance on a task.
 - **[ASK]:** What are other examples of moral transgressions by others that you can think of?
- [NOTE:** Allow for responses. Keep personal stories concise and relevant. Move participants along as necessary.]
- Once again, remember that the interpretation of the event lies with the one witnessing the event, not the individual committing the action.

4. Transition to moral transgressions by betrayal.

- Let's look at the next form of PMIE that can lead to moral injury - betrayal.

Record your own notes here:



Betrayal

Moral injury can occur when an individual feels betrayed by others or the institution they work for.

A person might say or be thinking:

"How could my squad leader cheat after preaching to us in every safety briefing."

"I feel betrayed by a fellow service member who I once trusted."

Examples

- A leader receives a DUI after punishing the unit for drinking.
- Following orders that the Soldier believed were immoral.
- Delay in acknowledging service-related harms related to burn pits.

(Litz et al., 2009; Molendijk, 2019; Nash et al., 2013)



To introduce moral transgression by means of betrayal.

[SLIDE BUILDS]

1. Explain betrayal.

- Moral injury can occur when an individual feels betrayed by others or the institution they work for.
- Institutional Betrayal may occur when a Soldier feels there is a violation of the relationship between the average Soldier and governing authorities.

2. Provide examples of what a Soldier might say or be thinking.

- A Soldier who has experienced a PMIE considered a betrayal might say, or be thinking, something like:
 - "I feel betrayed by a fellow service member who I once trusted."
 - "How could my squad leader put their own safety and well-being above us?"

3. Discuss examples of PMIEs that could be considered betrayal.

[CLICK TO ADVANCE]

- Some examples of betrayal can include:
 - Squad leader places his leave to see his daughter graduate over sending on leave the Soldier who's husband is threatening to divorce and keep the children.
 - Orders that the Soldier believes are immoral.

Record your own notes here:



- An example of institutional betrayal is the delay in acknowledging service-related harms from burn pit exposure.
- **[ASK]:** What are other examples betrayal that you can think of?

[NOTE: Allow for responses. Keep personal stories concise and relevant. Move participants along as necessary.]

- **[ASK]:** How would you categorize the situation from the scenario at the beginning of the training?

[NOTE: Allow for responses. There is no wrong answer as there are elements of each type in the story.]

4. Transition to signs and symptoms of moral injury.

- Now that we've reviewed the types of PMIEs that can result in moral injury, let's look at some of signs and symptoms of moral injury.

Record your own notes here:





To identify signs and symptoms of moral injury.

[SLIDE BUILDS]

1. Describe the 5 domains that may be affected.

- So lets look at how moral injury manifests in the everyday lives of individual Soldiers. There are five domains that can be impacted by moral injury: cognitive, spiritual, behavioral, emotional, and social.

[CLICK TO ADVANCE]

- One or all of these areas can be affected depending on the Soldier and the situation.

2. Provide specific examples in each domain.

[NOTE: Based on the amount of time you have, you can explore these concepts more thoroughly by asking the question, "What might this look like?"]

[CLICK TO ADVANCE]

- First lets look at the behavioral domain. Here you might see or experience:
 - Self-sabotaging; or actions or behaviors that harm one's own goals, well-being, or success.

[CLICK TO ADVANCE]

- Emotionally there may be:
 - Guilt; or a feeling of responsibility or regret for something that has happened.
 - Shame; or embarrassment, discomfort, or a sense of wrongdoing.

Record your own notes here:



- Anger; or a strong sense of upset or outrage in response to an event.

[CLICK TO ADVANCE]

- Socially there may be:
 - Loss of trust; or losing belief in someone or something.
 - Self-isolation; or when someone voluntarily or consciously removes themselves from social interactions or isolates themselves from others.

[CLICK TO ADVANCE]

- Cognitively one might experience:
 - Self-condemnation; or being overly hard on oneself.
 - Difficulty forgiving oneself or others; or having trouble letting go of the event.
 - Regret; or a sense of feeling sorry or disappointment about something that happened.
 - Low Self-worth; or feelings of inadequacy, doubt, or a negative view of oneself.
 - Distracted; or the inability to focus on what's important.

[CLICK TO ADVANCE]

- And spiritually one might experience:
 - Religious struggles; or grappling with one's faith or spirituality.
 - Loss of faith; or disillusionment about one's faith or spirituality.
 - Loss of meaning; or the absence of purpose or significance in life.
- Once again, each person responds differently, but these are some of the most common signs and symptoms of moral injury you might see among your Soldiers.

3. Transition to impact on the unit.

- Now that we've reviewed the signs and symptoms of moral injury on the individual, lets see how it can impact your entire unit.

Record your own notes here:





Impact of Moral Injury on Units

- Reduced Cohesion
- Loss of Trust
- Increased Behavioral Health Concerns
- Loss of Faith in the Mission
- Loss of Respect
- Reduced Individual and Unit Performance

(Williamson et al., 2018; Litz & Kerig, 2019)



To describe the impact of moral injury on units.

1. Discuss impact of moral injury on units.

- Moral injury not only impacts individual Soldiers, it also impacts units. Let's look at how moral injury can compromise readiness in units.
- Some issues you might see are:
 - Reduced cohesion. A lack of cohesion can make a unit more vulnerable to internal strife, dissent, and breakdowns in discipline.
 - Loss of trust. A lack of trust can hinder collaboration, diminish morale, and lead to a reluctance to rely on or support one another in critical situations.
 - Increased behavioral health concerns. BH symptoms, such as sleep disturbances, mood swings and difficulty concentrating can lead to an increased risk for accidents and affect operational effectiveness.
 - Loss of faith in the mission. Soldiers who may be struggling with a moral challenge may have decreased motivation and increased discontent with the overall mission.
 - Loss of respect. When respect among peers or towards leadership diminishes, there can be a breakdown in discipline, compromising overall unit effectiveness.

Record your own notes here:



- Reduced individual and unit performance. Individuals who are struggling with moral injury will not be able to perform consistently at their best. If all unit members are not consistently operating at their best, the unit's ability to accomplish its objectives and succeed are significantly diminished.

[ASK]: How have you seen moral injury impact your Soldiers or your unit?

[NOTE: Ask for 2-3 volunteers to share.]

2. Transition to case study.

- We've now learned a lot about moral injury. Let's see how moral injury shows up in a case study.

Record your own notes here:



Case Study

PFC Jones was on his first deployment and on routine patrol. His convoy was ambushed, and another Humvee was set on fire. He heard the shouts for help and had a strong desire to jump to action, but was ordered to stay in his vehicle. PFC Jones was immediately angry at the orders but followed them. Later, he expressed to his squad leader that he felt guilty for not rendering aid when he felt he should have. Throughout the remainder of the deployment, he isolated himself from the unit and expressed to other Soldiers in the unit a loss of trust and respect for the mission. When PFC Jones returned home from deployment, he shared with his closest friend that “he should have helped” and regrets his inaction.

Fictional case study inspired by Held et al. (2019)



Conduct case study activity.

1. Set up the activity.

[NOTE: The purpose of this case study is to complete a check on learning and get leaders thinking about the application of the materials learned up until this point. The content covered in the case study is the type of PMIE, signs and symptoms of moral injury, and the impact on the unit.]

- We are now going to look at some of the content we've covered through a case study.
- Before we begin, please break up into groups of 2-4.
- Read the case study and think about the information you have learned up until this point in the training. What aspects of moral injury stand out to you?
- You will have 5 minutes to discuss as a group and then we will come back together as a larger class to discuss.

[NOTE: As the participants are in their discussions, instructors should float throughout the classroom and groups to ensure quality discussions are taking place.]

2. Debrief the activity.

- Let's hear what your groups came up with.

[NOTE: Use the questions below to conduct the debrief.]

- What aspects of moral injury stand out to you?

Record your own notes here:



- What type of PMIE could this experience be categorized as?
 - What signs and symptoms did you notice?
 - How do you think this experience impacted the Soldier?
 - How do you think this experience impacted the unit?
- Thank you for your responses and for the effort you put into this activity.

Record your own notes here:

3. Transition.

- Now that we have a basic understanding of what moral injury is, how it presents itself, and the affect it has on units, let's talk about some common misconceptions about moral injury.



LIMA

Common Misconceptions

Moral injury is NOT ...

- A Character Flaw
- Simply Weak Faith
- A Mental Illness
- Fear Based
- Untreatable



To discuss what moral injury is not.

[SLIDE BUILDS]

1. Discuss common misconceptions about moral injury.

- As mentioned, moral injury can be a complicated concept. It is not uncommon that different aspects of moral injury are mislabeled. As a leader, it's helpful to be able to recognize these common misconceptions.
- These misconceptions are not about whether you will do something wrong, but rather about the manifestations of moral injury.

[CLICK TO ADVANCE]

- Some things moral injury is not:
 - Moral injury is NOT the result of a character flaw. Moral injury is not about a personal weakness or inherent moral failings of an individual. Instead, it results from the internal distress expressed with one's deeply held moral beliefs.
 - Moral injury is NOT the result of weak faith. Moral injury is not solely about religious or spiritual beliefs. While faith can play a role in shaping one's moral framework, moral injury goes beyond faith alone. Instead, it is a deep psychological and emotional response to a perceived moral transgression or betrayal.

Record your own notes here:



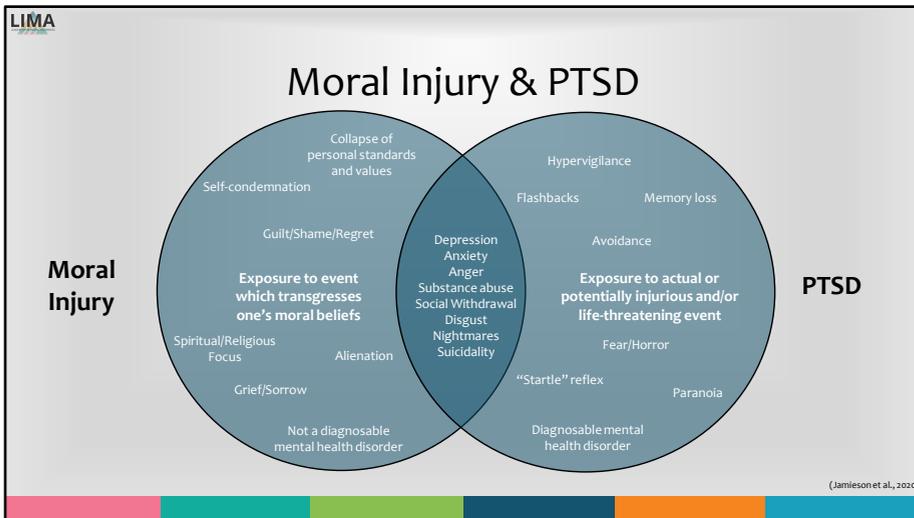
- Moral injury is NOT a mental illness. It represents psychological distress and existential conflict related to moral values. It is not a distinct mental health disorder with defined diagnostic criteria.
- Moral injury is NOT fear based. Instead, it is typically characterized by guilt and shame related to the event.
- Moral injury is NOT untreatable. Despite its complexity, there are many therapeutic and spiritually based treatments that have been proven effective.

2. Transition to moral injury & PTSD.

- One of the most common misconceptions about moral injury is that it is the same as PTSD. Let's talk about some similarities and differences between the two.

Record your own notes here:





Record your own notes here:



Differentiate between Moral Injury and PTSD.

[SLIDE BUILDS]

1. Explain the similarities between Moral Injury and PTSD.

- It's important to distinguish moral injury from PTSD.
- Moral injury and PTSD are distinct concepts but can be co-occurring, which means that an individual can be experiencing both at the same time.
- Lets first look at some ways they are similar.

[CLICK TO ADVANCE]

- Both can be marked by depression, anxiety and anger, use of alcohol or other substances to cope, feelings of disgust, nightmares and suicidality.

2. Review key differences.

[CLICK TO ADVANCE]

- As for differences, one key difference is the type of event. Moral injury can occur when an individual is exposed to an event which transgresses one's moral beliefs.
- PTSD can occur when an individual is exposed to actual or potentially injurious and/or life-threatening event.
- Another key difference is that moral injury is predominantly characterized by guilt, shame, or sadness; whereas PTSD is predominantly characterized by anxiety or fear.



3. Review characteristics of moral injury.

[CLICK TO ADVANCE]

- Let's look at some other characteristics of moral injury:

[NOTE: It's not necessary to cover every item but be prepared to respond to questions.]

- Not a diagnosable mental health disorder.
- Self condemnation- blaming or criticizing oneself
- Collapse of personal standards/values
- Sense of alienation or actual alienation from others, pushing away
- Grief or sorrow
- Guilt, shame and regret for one's response to a PMIE that doesn't line up with their values.

4. Define key characteristics of PTSD.

[CLICK TO ADVANCE]

- Now let's look at some other characteristics of PTSD:

[NOTE: It's not necessary to cover every item but be prepared to respond to questions.]

- PTSD is a diagnosable mental health disorder meaning that there are specific criterion one must meet to receive the diagnosis.
- Hypervigilance or being hyper alert and attending to potential threats
- Flashbacks –which are intrusive thoughts and memories related to the traumatic event(s)
- Loss of memory, which is likely protective in nature, but the individual experiences an inability to recall certain aspects of the traumatic experience
- Avoidance of stimuli (people, places, activities) that remind the individual of the traumatic experience and that can trigger a fear response

5. Highlight key points about moral injury and PTSD.

- Overall, it's important to remember that moral injury is about moral transgressions; whereas PTSD is about being exposed to an actual or life-threatening situation.
- Your job as a leader is NOT to make a diagnosis but to understand the difference and function as an informed leader.

Record your own notes here:

LIMA

PMIEs ≠ Moral Injury

(PMIEs do not always result in a moral injury)

Examples of healthy coping after a PMIE

- Being open minded
- Asking questions about the experience
- Taking time to rest
- Leaning on friends and family
- Prioritizing a healthy lifestyle
- Avoidance of self-destructive behaviors



To understand how to recognize healthy coping after a PMIE.

[SLIDE BUILDS]

1. Discuss examples of healthy coping after a PMIE.

- Up until this point we have described how experiencing a PMIE can lead to moral injury.
- However, it is important to understand that while experiencing a PMIE **can** result in a moral injury, it does not mean that a PMIE will **always** result in a moral injury.
- In fact, many people who experience a PMIE do not experience moral injury.
- This can be for many reasons, including healthy coping strategies.

[CLICK TO ADVANCE]

- Here are some examples of healthy ways of coping after a PMIE:
 - Being open minded. See how others live differently or believe different things and understand that as normal and not a threat to themselves.
 - Asking questions. Asking questions about the experience and one's beliefs can be healthy and normal. Asking questions is how we develop our belief system. Don't be afraid to ask for help from trusted sources.

Record your own notes here:



- Taking time to rest and recover. Get an adequate amount of sleep.
- Leaning on friends and family. Stay connected and view friends and family as a source of support.
- Prioritizing a healthy lifestyle. Continuing to do basic tasks such as maintaining hygiene, maintaining physical health, and engaging in hobbies or things that bring joy.
- Avoidance of self-destructive behaviors. Avoid excessive use of alcohol, drugs, or other unhealthy coping strategies.

2. Summarize slide and transition to discussion question.

- Remember, PMIE's, do not always result in a moral injury.
- In fact, many Soldier do not experience a moral injury because they engage in healthy coping mechanisms, many of which we just reviewed.
- Let's now think about how all of the information up until this point can impact how you lead your Soldiers.

Record your own notes here:



Discussion Question

How can this knowledge of moral injury impact how you lead?



To discuss what this information means for them as a leader.

1.

Summarize what has been discussed up to this point and allow for a discussion of learning.

- We've talked about what moral injury is.
- We've also looked at some basic facts about moral injury, the different types of PMIEs, some signs a Soldier might be dealing with a moral injury and how this can impact units.
- **[ASK]:** Using all of the information we've covered up until this point, I want you to take a few moments and consider this question - How can this knowledge of moral injury impact how you lead?
- I'll give you some time to work independently and write down a few thoughts. Then you'll pair up and discuss with a partner.

[NOTE: Allow 2-3 minutes to think silently and write down some responses to these questions.]

- Now I'd like you to pair up with someone and discuss what you came up with.

[NOTE: Allow 2-3 minutes to discuss in pairs. Then ask for 2-3 volunteers to share with the larger class.]

- Let's hear some of your ideas about how this knowledge can impact how you lead.

[NOTE: Allow for some discussion.]

Record your own notes here:



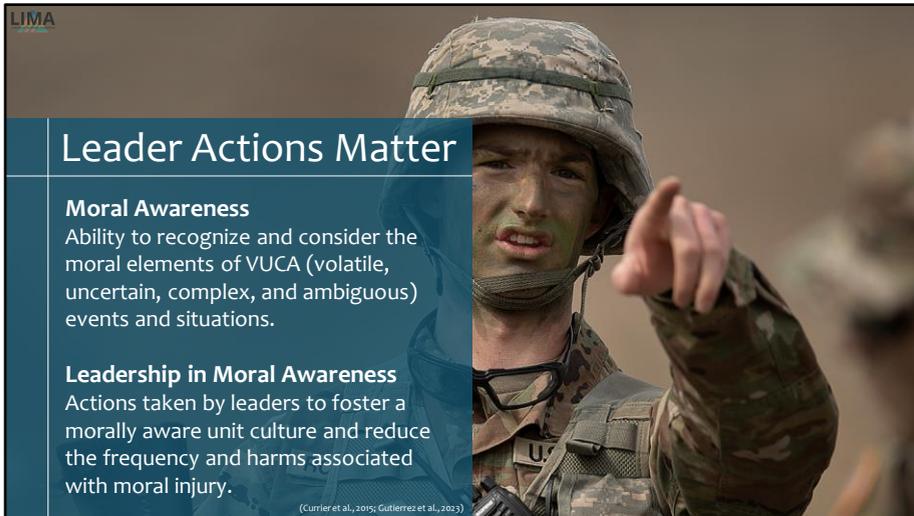
- Thank you for sharing your thoughts. As we've discussed, moral injury can greatly impact your Soldiers and unit as a whole. Now you have a better understanding of what moral injury is, the signs and symptoms, and the impact it can have.

2. Provide participants a break.

- We will now go on a 10 minute break.
- When we return we will move into some actions that you can take as a leader to promote moral awareness.
- Please return to the classroom by ____ [10 minutes from now].

Record your own notes here:





To emphasize that leader actions matter.

[SLIDE BUILDS]

1. Define moral awareness.

- Kicking off the second half of this training, we want to emphasize that your actions as a leader matter!
- As a quick refresher, moral injury can result from a PMIE. Moral awareness can serve as a protective factor to mitigate more injury.
- We defined it in the beginning, but we want to highlight how important this concept is, so we are defining it here again.

[CLICK TO ADVANCE]

- Moral awareness is defined as the ability to recognize and consider the moral elements of VUCA (volatile, uncertain, complex, and ambiguous) events and situations.
- As a leader, you have the ability to impact the moral awareness of your Soldiers.

2. Define leadership in moral awareness.

[CLICK TO ADVANCE]

- Leadership in moral awareness are the actions taken by leaders to foster a morally aware unit culture and reduce the frequency and harms associated with moral injury.

Record your own notes here:



- Most people rebound from stressful life events, but the actions that you take as a leader can help your Soldiers and unit respond even better.

3. Provide brief overview of what doctrine says about leadership in moral awareness.

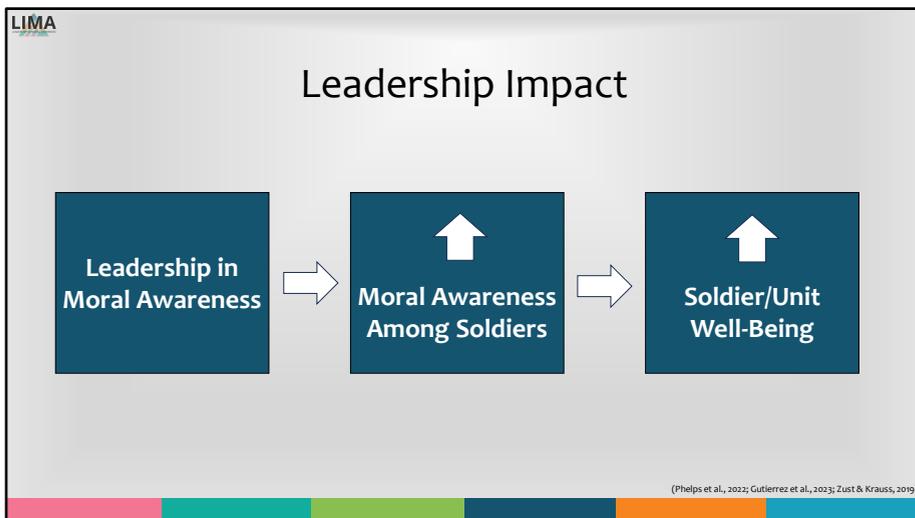
- Doctrine highlights the importance of leadership in moral awareness.
 - ADP 6-22 says that **Leadership** is the activity of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.
 - DA PAM 165-19 states that **Moral leadership** is the process of influencing people by providing moral purpose, direction, or motivation to accomplish the mission and improve the organization consistent with the Army ethic.
- You can reference these sources if you need or want to dig deeper into the moral awareness leadership foundations in the Army.

4. Transition to process graphic.

- Let's look at a simple visual for the relationships between these topics.

Record your own notes here:





To describe the relationship between leadership in moral awareness, moral awareness among Soldiers, and Soldier/Unit well-being.

[SLIDE BUILDS]

1. Describe impact of leadership in moral awareness.

- Leadership in moral awareness can improve moral awareness among Soldiers.

[CLICK TO ADVANCE]

- Here's how it works: through targeted LIMA practices we will cover next, leaders can cultivate a culture of morally aware behavior and decision-making.

[CLICK TO ADVANCE]

- Thus, leadership in moral awareness can improve moral awareness among Soldier's.

[CLICK TO ADVANCE]

- Moral awareness among Soldiers can then improve individual Soldier and overall unit wellbeing.
- This happens because increased moral awareness can serve as protective factor by influencing how Soldiers perceive, process, and respond to morally challenging situations.
- Soldiers who are more morally aware are more resilient to stress and trauma because they can contextualize their experience within a broader moral framework.
- Thus, decreasing moral injury can be a byproduct of increasing your Soldiers moral awareness.

Record your own notes here:



2. Summarize slide and transition to leader practices.

- So as you can see, increased moral awareness has the potential to increase Soldier well-being; Thus, mitigating moral injury.
- Let's look at our 6 LIMA practices to increase moral awareness among Soldiers.

Record your own notes here:





To introduce leader practices for fostering moral awareness.

1. Describe how the leader practices complement each other.

- On the slide you see a graphic with 6 leader practices for fostering moral awareness.
- We are calling these “practices” because they are behaviors you can engage in to increase moral awareness in your units.
- These practices complement each other and can be applied together effectively. For example, promoting forgiveness can enhance fostering open discussion, and vice versa.

2. Provide high level overview of 6 leader practices for fostering moral awareness.

- Let’s quickly look at each leader practice and then we’ll go into more depth on the next slides.
- We’ll start at the top right and move clockwise:
 - Set clear expectations about moral behavior.
 - Connect military values to moral awareness.
 - Share personal moral challenges.
 - Promote forgiveness.
 - Foster open discussion about moral challenges.
 - Prepare Soldiers for moral challenges.
- Now let’s talk about each of these more.

Record your own notes here:



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Set Expectations

- Have clear expectations about moral/ethical behavior for yourself and your Soldiers.
- Setting clear expectations about ethical behaviors serves as a guide for decision-making in VUCA situations, strengthens accountability, and can prevent conflicts from arising.
- Do not leave your Soldiers wondering and guessing – be explicit.

Tips for setting expectations:

- Lead by example
- Communicate clearly
- Set expectations publicly
- Set expectations in-person
- Establish Accountability
- Align expectations with Army values



To introduce the leader practice: setting clear expectations about moral/ethical behavior.

[SLIDE BUILDS]

1. Define the “what” and “why” of setting clear expectations about moral/ethical behavior.

- The first leader practice we will discuss today is having and setting clear expectations about moral/ethical behavior.
- At the beginning of the training we discussed the difference between morals and ethics. Here is a place where there is some overlap between the two concepts.
- The Army does a good job of laying out the ethical standards of behavior, so let’s focus on moral expectations.
- Having a strong understanding of your own expectations of what moral behaviors are is an important first step in this process.
- **[ASK]:** What expectations do you have for yourself as a leader regarding moral behaviors?

[NOTE: Allow for discussion. Some examples of moral expectations include: impartiality or administering justice fairly and consistently; competence or maintaining and continuously improving your professional knowledge to lead effectively; Bravery or exhibiting bravery in dangerous or challenging situations.]

Record your own notes here:



- Setting clear expectations about ethical behaviors serves as a guide for decision-making in VUCA situations, strengthens accountability and responsibility, and can help prevent conflicts from arising in the first place.

2. Provide the “how” for setting expectations

- Do not leave your Soldiers wondering and guessing about your expectations. Be explicit!

[CLICK TO ADVANCE]

- Some tips for setting expectations with your unit:
 - Lead by example. As a leader, you must demonstrate your commitment to moral conduct. Your actions should reflect your moral expectations of your unit.
 - Communicate clearly. Be clear and explicit when sharing your unit’s moral values and expectations regarding behavior.
 - Set expectations publicly. Use regular briefings, training sessions, and written policies to reinforce moral expectations. Formation could be an ideal time.
 - Set expectations in-person. Don’t just hang them up outside of your office. Explain them in-person and in-depth with your Soldiers.
 - Establish Accountability. Ensure that you address moral violations promptly and fairly.
 - Align expectations with Army values. Ensure that the moral expectations you set align with the broader values of the Army.

3. Transition

- Setting clear and explicit expectations helps ensure you and your Soldiers are on the same page.
- Next, we will discuss the leader practice - connecting Army values to moral awareness.

Record your own notes here:





Connect Values

- Connect Army values to moral awareness.
- Connecting values to moral awareness can inform decision-making and support reconciliation after action.
- When Soldiers bring up moral issues, encourage courses of action from an Army values-based framework.



Record your own notes here:



To introduce the leader practice: Connecting Army values to moral awareness.

1. Define the “what” and “why” of connecting Army values to moral awareness.

- The second leader practice is connecting Army values to moral awareness.
- All Soldiers are encouraged to internalize the Army values.
- In the face of moral challenges, internalized Army Values and a strong understanding of Doctrine and rules of war (i.e., ROE, escalation of force) provide individuals with the tools to understand their actions within a moral awareness framework.
- Connecting values to moral awareness can inform decision-making and support reconciliation after action, especially in times when one had to make a morally challenging decision.

2. Discuss “how” to connect Army values to moral awareness.

- Let’s now take a closer look at how to connect the Army values to moral awareness.
- When Soldiers bring up moral issues, encourage courses of action from an Army values-based framework.
- You can accomplish this by placing moral concerns within the context of Army values.



- **[ASK]** *What questions can you ask your Soldiers to get them to think about how Army values connect to moral dilemmas?*

[NOTE: *Allow for discussion.*]

- Some example questions you can ask your Soldiers include:
 - How does personal courage fit into this situation?
 - Will this decision bring honor to me, my unit, and my family?
 - How can I utilize integrity or honor to help me make a decision?
 - Am I not doing something because I am afraid of the consequences?

3. Transition

- Overall, when faced with a moral dilemma, a strong understanding of Army values will help you and your Soldiers navigate the challenge.
- Next we will discuss the leader practice – sharing personal challenges.

Record your own notes here:





Share Personal Challenges

- Sharing your personal challenges with moral dilemmas can help Soldiers navigate their own difficulties more effectively.
- By being open about your own difficulties, you set the conditions for honest communication about challenges.
- Consider the appropriateness of the context and ensure that sharing serves a constructive purpose.



Record your own notes here:



To introduce the leader practice: Sharing personal challenges with moral dilemmas.

1. Define the “what” and “why” of sharing personal challenges with moral dilemmas.

- The third leader practice is sharing personal challenges with moral dilemmas.
- Leaders are not immune to challenges with moral dilemmas. The experiences you have faced are the same experiences your Soldier(s) may have to face.
- Sharing personal challenges as a leader can be tough and may involve admitting that there are still things you’re working on.
- By being open about your own difficulties, or allowing your Soldiers to truly know you, you set the conditions for honest communication about challenges, creating an environment filled with trust, respect, and unit cohesion.

2. Discuss the “how” of sharing personal challenges with moral dilemmas.

- It is important to use good judgement when sharing.
- Here are some tips for sharing personal challenges with moral dilemmas with your Soldiers:
 - Be authentic about your experience.
 - Ensure that what you are sharing serves a constructive purpose for your Soldiers. The purpose of sharing a challenge is to help your Soldiers. It should aim to educate, support, or build trust.



- Share information that pertains to you. Avoid sharing private, confidential, or classified information of others or the Army.
- Consider the timing. Timing is crucial to ensure the message is received positively and constructively.
 - Times where it might be helpful to share: training sessions; AARs; counseling sessions; or team building activities.
 - Times where it might be unhelpful to share: In the middle of critical operations; when it might undermine authority or cause doubt; or when emotions are high.

[NOTE: Optional moment to tell a personal story where you experienced a moral conflict. Keep the story succinct and of interest to the leaders in the room. It would be worthwhile to practice the story with someone else prior to sharing with the training class.]

- **[ASK] What is an example of a personal moral challenge you've experienced as a leader?**

[NOTE: Allow for discussion. If leaders are struggling to come up with an example, provide the following prompt. "Think of a time when you had to make a tough decision balancing competing values or priorities. One example of this might be protecting civilians while accomplishing the mission."]

3. Transition

- Experiences with moral challenges can offer valuable lessons and insights to your Soldiers, which can help them navigate their own moral challenges more effectively.
- The next leader practice is promoting forgiveness.

Record your own notes here:





Promote Forgiveness

- Forgiveness is the deliberate decision to let go of anger and offer understanding when a person or group has done something wrong or made a mistake.
- Forgiveness is NOT permissiveness or avoidance of consequences.
- By promoting forgiveness, you can foster trust, respect, and growth in your Soldiers.

Tips for promoting forgiveness:

- Perspective Taking
- Calm Approach
- Encourage Accountability
- Provide Constructive Feedback
- Harness Empathy



To introduce the leader practice: Promote Forgiveness.

[SLIDE BUILDS]

1. Define the “what” of promoting forgiveness.

- The fourth leader practice we are discussing today is promoting forgiveness.
- Forgiveness is the deliberate decision to let go of anger and offer understanding, compassion, and acceptance when a person or group has done something wrong or made a mistake.
- Forgiveness is NOT permissiveness or avoidance of consequences.
- Along with forgiving others, leaders may find that they themselves have made mistakes that cause harm to others. Letting go of guilt and forgiving yourself starts with acknowledging your own mistakes.
- In either case it's important to characterize the behavior and not the Soldier or yourself for the mistake.

2. Provide the “why” of promoting forgiveness.

- **[ASK]** Why is forgiveness important?

[NOTE: Allow for responses]

- Forgiveness promotes a culture of growth and learning. Forgiveness encourages a culture where Soldiers feel safe to take calculated risks and learn from their mistakes.

Record your own notes here:



- When Soldiers know they won't be unruly disciplined for honest mistakes, they are more likely to be innovative, proactive, and willing to learn.
- Forgiving yourself and your Soldiers promotes a culture of forgiveness, that runs vertically and horizontally. Where Soldiers can forgive themselves, one another, and you as a leader.
- **[ASK]** *What gets in the way of you being able to forgive?*

[NOTE: Allow for discussion]

3. Discuss the "how" of promoting forgiveness.

- Forgiveness should include addressing mistakes in a fair and constructive manner, emphasizing corrective actions and growth versus shame and disciplinary measures alone.

[CLICK TO ADVANCE]

- Here are some ways to promote forgiveness:
 - Perspective Taking. Recognize that you and your Soldiers are humans and that mistakes will happen. How you handle the mistakes determines how your Soldiers will respond.
 - Calm Approach. Avoid heat of the moment reactions. Approach your Soldier calmly and address your concerns. Encourage your Soldiers to reflect on situations rather than have immediate reactions.
 - Encourage Accountability. Emphasize the importance of taking responsibility. Forgiveness is not at odds with accountability.
 - Provide Constructive Feedback. Help your Soldiers understand the mistake and how to improve moving forward. Emphasize learning and development.
 - Harness Empathy. Consider what factors contributed to the mistake and show empathy for the experience.

4. Transition

- Overall, promoting forgiveness fosters trust, respect, and growth for you and your Soldiers.
- By promoting forgiveness you can also help with the next leader practice – fostering open discussion.

Record your own notes here:





Foster Open Discussion

- Discuss the challenges and nuance of moral dilemmas with your Soldiers.
- Fostering open discussion about moral issues can enhance moral decision-making, promote transparency and trust, and reduce stigma about moral issues.
- You can foster open discussion by creating an open, transparent environment that reinforces values-based decision-making.

Tips for fostering open discussion:

- Transparent environment
- Encourage self-reflection and self-awareness
- Clear communication channels
- Normalize moral discussions
- Allow hard questions



To introduce the leader practice: Fostering open discussion about moral challenges.

[SLIDE BUILDS]

1. Define the “what” and “why” of fostering open discussion about moral challenges.

- The fifth leader practice is fostering open discussion about moral challenges.
- Moral issues can be challenging to detect and overcome. Because of this, you should discuss the challenges and nuance of moral dilemmas with your Soldiers.
- Fostering open discussion is about providing your Soldiers with the space and confidence to bring you their moral challenges. Your Soldiers should feel comfortable to share their challenges, take risks, and discuss sensitive topics without fear of negative consequences.
- Not everything is going to be black and white. Traditionally, the Army has said just deal with it. What you convey to your troops can 1) help you all find a way through and 2) allow everyone the opportunity to understand the experience.
- Fostering open discussion about moral issues can: Enhance moral awareness and morally sound decision-making; promote transparency and trust between leaders and Soldiers; and reduce stigma by normalizing conversations about moral issues.

Record your own notes here:



- **[ASK]** What might prevent your Soldiers from bringing you their moral challenges?

[NOTE: Allow for discussion]

2. Discuss the “how” for fostering open discussion.

[CLICK TO ADVANCE]

- Lets look at some tips to foster open discussion:
 - Transparent environment. Creating an open environment where unit members feel comfortable bringing up sensitive topics without fear of judgment.
 - Encourage self-reflection and self-awareness. Encourage Soldiers to reflect on their values, beliefs, and moral principles. Do they have potential biases or moral blind spots that could influence their decision making?
 - Clear communication channels. Ensure that unit members know how to raise moral concerns. Provide confidential and accessible channels for raising and reporting moral issues.
 - Normalize moral discussions. Make discussions about moral challenges a regular part of briefings and trainings.
 - Facilitate hard questions. Allow your Soldiers to ask hard or challenging questions. Raising questions and challenging issues is essential to forming moral units, when done in appropriate ways.

3. Transition

- You can foster open discussion by creating an open, transparent environment that reinforces values-based decision-making and action.
- Next we will discuss the final practice – preparing Soldiers for morally challenging situations.

Record your own notes here:





Prepare Soldiers

- Be deliberate about bringing moral awareness into mission planning.
- Anticipating PMIEs gives your Soldiers the benefit of forethought.
- Prior to each mission consider what sort of moral challenges you might encounter.

Questions to Prompt Discussion:

- What are some potential moral challenges we might experience?
- Do you expect your judgement to be perfect in every situation we encounter?
- What sorts of things might affect your judgement on this particular mission?
- Aside from survival, what do you worry about most?



To introduce the leader practice: Preparing Soldiers for morally challenging situations.

[SLIDE BUILDS]

1. Define the “what” and “why” of preparing Soldiers for moral challenges.

- The last leader practice is Preparing Soldiers for morally challenging situations. This means being deliberate about bringing moral awareness into mission planning.
- Consider that moral injury can occur in any context. For that reason, leaders should prepare Soldiers to exercise moral awareness across situations and environments (e.g., deployment, FTX, leave, a 4-day pass).
- **[ASK]** How many of you have or had leaders who discussed how to handle morally challenging situations? If not, Why might that be the case?

[NOTE: Allow for answers. Reasons could be: not sure how, lack of own understanding, uncomfortable with the topic, did not feel equipped, didn't understand the importance or scope of the issue.]

- Preparing Soldiers by jointly anticipating PMIEs they might encounter during different types of missions gives them the benefit of forethought.
- Forethought allows individuals to reinforce and even rehearse their responses to moral conflict.

Record your own notes here:



2. Discuss the “How” of Preparing Soldiers.

[CLICK TO ADVANCE]

- Prior to each mission consider what sort of moral challenges you might encounter.
- Some conversation starters you might use during mission preparation:
 - Who’s been in this environment? What were some things you experienced that maybe brought up moral dilemmas?
 - Do you expect your judgement to be perfect in every situation we encounter?
 - What sorts of things might affect your judgement on this particular mission?
 - Aside from survival, what do you worry about most?

2. Transition.

- Preparing your Soldiers for moral dilemmas prior to the mission provides your Soldiers with the forethought to respond to moral conflict.
- Now that we’ve discussed all 6 leader practices, we are going to put them into action with a leader practice plan.

Record your own notes here:



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Applied Learning Activity

<p>Set Expectations</p> <p>Create an elevator speech for your moral expectations. Work together to create a plan to set expectations with your squad.</p>	<p>Connect Values</p> <p>One of your Soldiers is concerned about resource allocation during humanitarian assistance; specifically, about the potential for unfair distribution. How can you harness Army values to help your Soldier?</p>	<p>Share personal challenges</p> <p>Develop your personal story regarding a moral challenge or injury that you have experienced and can share with your Soldiers. What are things you should consider before sharing and while sharing?</p>
<p>Promote Forgiveness</p> <p>A newer Soldier in your unit fails to recognize mental health warning signs in a battle buddy, resulting in inadequate support. How will you promote forgiveness with this Soldier?</p>	<p>Foster open discussion</p> <p>One of your Soldiers is working with friendly forces during a training exercise and encounters different human rights standards. How can you foster open discussion with your Soldier and unit?</p>	<p>Prepare Soldiers</p> <p>You're conducting a mission brief prior to deployment for the first time with a new unit. How can you prepare your Soldiers for this mission?</p>



To apply the leader practices.

1. Set up applied learning activity.

[NOTE: Set up activity]

- We are now going to put these practices into action.
- Please break up into 6 equal groups.

[NOTE: Use your best judgement to break up the participants. As possible, spread out individuals of similar ranks and individuals from the same unit. Ensure no more than 5 individuals per group. If there are more than 5 individuals in a group have them split into a 7th group.]

[NOTE: Assign each group a practice to apply. If there are more than 6 groups, the 7th group can apply any of the 6 practices.]

- Now that you have the practice that you will apply as a group, there are a few things you need to know before you being:
 - Refer back to the tips for each practice to guide your discussion and plan.
 - The prompts are purposely broad to get you thinking about each practice in a broad way.
 - You will have 5-7 minutes to complete your plans.
 - Each group will be asked to share your plan with the larger class at the end.

Record your own notes here:



2. Debrief the activity.

[NOTE: Allow 5-7 minutes to complete plan and bring the class back together.]

[NOTE: Ask each group to share their plan with the larger class.]

- **[ASK]** Let's hear what each of the groups have come up with. We'll start with the group on that had Set Expectations. How does this look for you?
- **[NOTE:** Allow for 1-2 min for response, then move to the next group. Order is not important. Once complete, transition to the leader action plan.]
- Thank you for all your work and responses.

3. Transition to Leader Practice Action plan.

- Let's move on to develop your Leader Practice Action plan.

Record your own notes here:



LIMA

Leader Action Plan

Leader Practice	Application of practice
Set clear expectations about moral behavior	
Connect ordinary values to moral awareness	
Identify potential moral challenges	
Promote forgiveness	
Foster open discussion about moral challenges	
Prepare leaders for moral challenges	

Record your own notes here:



Develop your leader practice action plan.

1. Develop the leader practice action plan.

- Now that you've had a chance think about how you'd apply one practice and how your peers would apply the other 5 practices, come up with your own leader practice plan to implement each of the 6 leader practices.
- Take out your handout packet and turn to the back page. In each of the six areas, be specific about what you will do to incorporate LIMA into your leadership priorities.
- You can work alone or with a partner but be sure to keep stay focused in order to get to each section.
- We'll debrief after the activity.

[NOTE: Allow 5 minutes to complete the activity. Instructors should canvas the room to ensure progress is being made and to answer any questions.]

2. Debrief the activity.

- Let's hear from some of you.

[NOTE: Allow for several participants to share their plans as time allows.]

- Thank you for the work you put into preparing these plans. With this document as a guide, you can raise moral awareness in your formations through intentional application of leader practices.



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Supporting Your Soldiers through Moral Injury

- While your actions as a leader can influence the moral climate of your unit, moral injury can still occur.
- As a leader, it is not your responsibility to treat a Soldier's moral injury.
- Refer to behavioral health or Chaplain when necessary.

If you see...

- Excessive shame, blame, and guilt
- Behaviors that jeopardize the mission
- Reckless or dangerous behaviors
- Withdrawal from friends and family
- Significant relationship problems
- Alcohol, substance, or prescription abuse
- Persistent problems with sleep
- Thinking about harming oneself or others



Describe signs that indicate a need to seek additional help.

[SLIDE BUILDS]

1. Describe signs that indicate a need to seek additional help.

- While your actions as a leader can influence the moral climate of your unit, moral injury can still occur.
- As a leader, it is not your responsibility to treat a Soldier's moral injury.
- Refer to Soldiers to behavioral health or the Chaplain when necessary.

[CLICK TO ADVANCE]

- Some signs that you may need to seek additional support for yourself or someone else include:
 - Excessive shame, blame, and guilt related to a PMIE.
 - Behaviors that jeopardize the mission. These can be personal behaviors, such as substance abuse; Or public behaviors, such as hostile behavior towards other Soldiers.
 - Reckless or dangerous behaviors. Dangerous behavior could be intentional, such as destroying equipment, or unintentional, such as carelessness due to fatigue or stress.
 - Withdrawal from friends and family
 - Significant relationship problems

Record your own notes here:



- Alcohol, substance, or prescription abuse
- Persistent problems with sleep
- Thinking about harming oneself or others

Record your own notes here:

2. Transition

- If you see any of the signs, seek support for your Soldier.
- Next we will look at some resources to do so.





Resources to Support Soldiers

- Battle buddy
- Chaplain or spiritual mentor
- Professional counseling or therapy
- Employee Assistance Program (EAP)
- Military OneSource



To identify additional resources for support.

[SLIDE BUILDS]

1. Identify resources for information and support.

- As a leader, you need to know the resources available to you to help Soldiers who may be experiencing moral injury.

[CLICK TO ADVANCE]

- Consider the following resources to support your Soldiers:
 - Battle buddy
 - Chaplain or spiritual mentor
 - Professional counseling or therapy
 - Employee Assistance Program (EAP)
 - Military OneSource
- In reviewing these resources, consider which might be the most helpful for any given situation.
- In keeping with best medical practice, consider what is the “minimally invasive procedure” for your situation.
- Remember that readiness and resilience is a team effort. It’s not all on you leaders.

Record your own notes here:



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Additional Resources to Learn More

Books <ul style="list-style-type: none">• <i>Black Hearts: One Platoon's Descent into Madness in Iraq's Triangle of Death</i> by Jim Frederick• <i>Arsenal of Hope</i> by Jen Satterly• <i>All Secure</i> by Tom Satterly• <i>War and Moral Injury: A Reader</i>	Articles <ul style="list-style-type: none">• Gutierrez et al. (2023) - Leadership in moral awareness: Initial evidence from U.S. Army Soldiers returning from deployment.• Held et al. (2019) – “I knew it was wrong the moment I got the order”: A narrative thematic analysis of moral injury in combat veterans.
Doctrine <ul style="list-style-type: none">• DA PAM 165-19: Moral Leadership• AR 350-1: Army Training and Leader Development• AR 165-1: Army Chaplain Corps Activities• ADP 6-22: Army Leadership and the Profession	Websites/Organizations <ul style="list-style-type: none">• Veterans of America• Moral Injury Support Network for Service Women• BRITE Divinity School

Record your own notes here:



To provide additional resources.

1. Explain the various additional resources.

- Various resources on moral injury exist – including books, articles, doctrine, and website/organizations.
- Encourage leaders to seek out types of resources they are interested in.
- This is not an endorsement of these resources.



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Thank you!

Thank you for your dedication, hard work, and continued service!

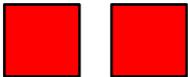
LIMA
LEADERSHIP IN MORAL AWARENESS

 **Conclude the LIMA training.**

1. Thank attendees for their attention and service.

- This concludes our presentation of the Lima training.
- We hope that the information provided in this training will empower you to lead with moral awareness.
- We thank you for your dedication, hard work, and continued service as Army leaders in protecting and caring for our service members.

Record your own notes here:



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