

Category A: Spiritual Formation and Integration

Outcome 1: Narrative History

Level IA	Level IB
Identify formative and transformative experiences in one's narrative history and their significance to one's spiritual journey.	Articulate how one's narrative history informs one's values and beliefs about spiritual care.
Articulate awareness upon reflection of when a care encounter intersects with elements of one's narrative history.	Demonstrate awareness in the moment of when a care encounter intersects with elements of one's narrative history.

Outcome 2: Socio-Cultural Identity

Level IA	Level IB
Demonstrate a knowledge of one's social identity as related to spiritual care.	Articulate how one's social identity informs one's approach to spiritual care.
Articulate awareness upon reflection when a care encounter intersects with elements of one's social identity.	Demonstrate awareness in the moment when a care encounter intersects with elements of one's social identity.

Outcome 3: Spiritual/Values-Based Orienting Systems

Level IA	Level IB
Describe how one's values and beliefs about spiritual care are part of one's orienting systems.	Demonstrate how one's orienting systems inform spiritual care encounters.

Category B: Awareness of Self and Others

Outcome 1: Self-Care

Level IA	Level IB
Demonstrate knowledge of the varieties of self-care and initiate the use of self-care practices.	Articulate how one's self-care practices, including trauma informed approaches, support wellbeing in spiritual care.

Outcome 2: Justice-Seeking Awareness of Bias

Level IA	Level IB
Demonstrate an awareness of implicit and systemic bias including cultural and value/belief-based prejudice and its impact on spiritual care.	Articulate an understanding of one's implicit bias and systemic bias when providing spiritual care.

Outcome 3: Intercultural and Interreligious Humility

Level IA	Level IB
Demonstrate respect for the orienting systems of others arising out of a sense of common humanity.	Articulate how one uses intercultural and interreligious humility when providing spiritual care.

Category C: Relational Dynamics

Outcome 1: Empathy

Level IA	Level IB
Demonstrate knowledge of and initiate use of empathy in spiritual care contexts.	Articulate how one uses empathy when providing spiritual care.

Outcome 2: Relational Boundaries

Level IA	Level IB
Demonstrate knowledge of and initiate use of healthy relational boundaries in spiritual care contexts.	Articulate an understanding of healthy relational boundaries in spiritual care contexts

Outcome 3: Group Dynamics

Level IA	Level IB
Demonstrate an understanding of group dynamics as it relates to spiritual care encounters and the learning process.	Identify group dynamics theories as they relate to providing spiritual care and one's learning process.

Category D: Spiritual Care Interventions

Outcome 1: Develop Spiritual Care Relationships

Level IA	Level IB
Demonstrate the ability to represent one's role and function when initiating spiritual care relationships.	Articulate an understanding of power dynamics and one's authority when providing spiritual care.
Demonstrate an understanding and initiate use of communication styles and skills in spiritual care relationships.	Articulate how one's communication styles and skills, including trauma informed approaches, develop spiritual care relationships.

Outcome 2: Use of Cultural, Religious, and Spiritual

Resources

Level IA	Level IB
Demonstrate an understanding and initiate the use of spiritual resources that address spiritual wellbeing.	Articulate how one uses spiritual resources when providing spiritual care.

Outcome 3: Use of Spiritual Assessments and Care Plans

Level IA	Level IB
Demonstrate an understanding of the difference between spiritual assessments and spiritual histories/screens.	Articulate how one uses spiritual assessments when one provides spiritual care.

Outcome 4: Documentation

Level IA	Level IB
Demonstrate an understanding of the role of documentation in the provision of spiritual care.	Articulate how one uses documentation when providing spiritual care, as appropriate to one's context.

Category E: Professional Development

Outcome 1: Clinical Method of Learning

Level IA	Level IB
Demonstrate an awareness and initiate use of the clinical method of learning (action-reflection-new action).	Articulate how the clinical method of learning shapes one's provision of spiritual care.

Outcome 2: Ethical Practice and Professionalism

Level IA	Level IB
Demonstrate an awareness of and adherence to mandatory reporting requirements and professional codes of ethics relevant to one's context.	Demonstrate ability to recognize ethical issues in one's context and seek consultation.

Demonstrate through one's behavior the attributes of integrity and honesty in one's spiritual care practice and learning process.	Demonstrate knowledge of and adherence to attributes of personal and organizational responsibility and professional boundaries in the practice of spiritual care and the learning process.
Represent and conduct oneself in a manner that is appropriate to the context.	

Outcome 3: Consultation and Feedback

Level IA	Level IB
Demonstrate knowledge of the role of consultation in the learning process of spiritual care.	Initiate consultation when faced with challenges in the spiritual care context.
Demonstrate awareness of one's ability to receive and engage feedback related to one's learning process of spiritual care.	Engage and integrate feedback in one's learning process and when providing spiritual care.
Demonstrate awareness of one's ability to offer feedback related to the learning process of spiritual care.	Demonstrate the ability to offer appropriate and timely feedback to peers and others.

Outcome 4: Teamwork and Collaboration

Level IA	Level IB
Demonstrate an understanding of how spiritual care interacts with and is part of the larger care team.	Articulate one's ability to engage with the larger care team, including making referrals, when one provides spiritual care.

Outcome 5: Research Based Care

Level IA	Level IB
Demonstrate an awareness of how research is relevant to spiritual care.	Articulate how one's readings of research is relevant to one's provision of spiritual care.