After reviewing the Candidate’s materials the BCCI Certification Committee may have further questions around some of the competencies to bring forward in their time together with the Candidate. From the Committee, each Candidate is assigned a Presenter who will write a report that is then sent to the Candidate as well as the rest of the Committee.

The purpose of this Presenter’s Report is to help the Candidate prepare for the interview with the Committee by offering up areas where the Committee may need to hear more details of the Candidate’s understanding of the competencies and how they demonstrate them in their work as a professional chaplain.

In each section below the Presenter has checked off which competencies he or she is seeking further clarification from the Candidate, and providing some questions with the intent to invite further exploration in those areas that may be discussed at the interview. Please note that this is only from the perspective of the Presenter, the rest of the Committee members may or may not have further competencies to discuss in the interview.

Opening Remarks

(200 Word Max.)

Thank you for your candidate submission and the hours and effort given to present us with all the materials for your certification review. I enjoyed reading your essays and found your clinical contact narratives to be especially informative in providing us with a view of you as a chaplain. You have addressed each of the competencies as outlined by the BCCI for Board Certification in your writing, some more comprehensively than others. In several areas you have included both your theory and practice of these standards. However, some competencies are given theoretical discourse without a clear demonstration or example of these skills in practice. I look forward to utilizing our interview time to further explore how you integrate your understanding and theory of chaplaincy into practice. In each section below I have identified which competency I would like to delve into more deeply or where I felt an example would be useful to include. This does not exclude any other questions or areas to explore as identified by other members of your committee yet I hope you find my feedback helpful.
### Section I. Integration of Theory and Practice Competencies

<table>
<thead>
<tr>
<th></th>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>ITP1: Articulate an approach to spiritual care, rooted in one’s faith/spiritual tradition that is integrated with a theory of professional practice.</td>
</tr>
<tr>
<td></td>
<td>ITP2: Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of spiritual care.</td>
</tr>
<tr>
<td></td>
<td>ITP3: Incorporate the spiritual and emotional dimensions of human development into one’s practice of care.</td>
</tr>
<tr>
<td>✓</td>
<td>ITP4: Incorporate a working knowledge of different ethical theories appropriate to one’s professional context.</td>
</tr>
<tr>
<td>✓</td>
<td>ITP5: Articulate a conceptual understanding of group dynamics and organizational behavior.</td>
</tr>
<tr>
<td></td>
<td>ITP6: Articulate how primary research and research literature inform the profession of chaplaincy and one’s spiritual care practice.</td>
</tr>
</tbody>
</table>

The Presenter does not have any questions for clarification in Section I at this time. Other Committee members may have areas for exploration at the time of the interview.

---

**ITP1:** I would like to have a clearer understanding of how you identify within your faith tradition and how that impacts your interactions as a chaplain. Your bibliography describes the people who influenced your early understanding of God yet I do not know what kind of church you refer to when you say "I experienced a confusing duality…from my church community" You describe relationship and presence as important and sin and evil as something you cannot explain. How does this influence your ministry?

**ITP4:** I appreciate your scope of ethical theory; Can you provide examples of how ethics have come into play during your work as a chaplain and how did you respond?
## Section II. Professional Identity and Conduct Competencies

<table>
<thead>
<tr>
<th>PIC1:</th>
<th>Be self-reflective, including identifying one’s professional strengths and limitations in the provision of care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIC2:</td>
<td>Articulate ways in which one’s feelings, attitudes, values, and assumptions affect professional practice.</td>
</tr>
<tr>
<td>PIC3:</td>
<td>Attend to one’s own physical, emotional, and spiritual well-being.</td>
</tr>
<tr>
<td>PIC4:</td>
<td>Function in a manner that respects the physical, emotional, cultural, and spiritual boundaries of others.</td>
</tr>
<tr>
<td>PIC5:</td>
<td>Use one’s professional authority as a spiritual care provider appropriately.</td>
</tr>
<tr>
<td>PIC6:</td>
<td>Advocate for the persons in one’s care.</td>
</tr>
<tr>
<td>PIC7:</td>
<td>Function within the Common Code of Ethics for Chaplains, Pastoral Counselors, Clinical Pastoral Educators, and Students.</td>
</tr>
<tr>
<td>PIC8:</td>
<td>Communicate effectively orally and in writing. <strong>Observable.</strong></td>
</tr>
<tr>
<td>PIC9:</td>
<td>Present oneself in a manner that reflects professional behavior, including appropriate attire and personal grooming. <strong>Observable.</strong></td>
</tr>
</tbody>
</table>

The Presenter does not have any questions for clarification in Section II at this time. Other Committee members may have areas for exploration at the time of the interview.

(Arial 12 – 400 words)

**PIC1:** You cite your history with gender roles as influencing your comfort level around men. Can you explore how this plays out with colleagues, patients and families?

**PIC7:** Can you select one principle from the Code of Ethics for Spiritual Care Professionals and demonstrate how you integrate it into your spiritual practice?

**PIC8:** How do you communicate your assessment findings to staff. For example: In your clinical contact narrative in which the family was reluctant to get close to their critically ill child you noted how the nursing staff "were becoming increasingly frustrated with the child's parents…with what they perceived as parent's lack of engagement." You demonstrate a comprehensive assessment of why this was happening yet I do not see whether this was communicated to anyone.
Section III. Professional Practice Skills Competencies

☐ PPS1: Establish, deepen and conclude professional spiritual care relationships with sensitivity, openness, and respect.

☐ PPS2: Provide effective spiritual support that contributes to well-being of the care recipients, their families, and staff.

☐ PPS3: Provide spiritual care that respects diversity and differences including, but not limited to culture, gender, sexual orientation, and spiritual/religious practices.

☐ PPS4: Triage and manage crises in the practice of spiritual care.

☒ PPS5: Provide spiritual care to persons experiencing loss and grief.

☐ PPS6: Provide religious/spiritual resources appropriate to the care recipients, families, and staff.

☐ PPS7: Develop, coordinate, and facilitate public worship/spiritual practices appropriate to diverse settings and needs.

☐ PPS8: Facilitate theological/spiritual reflection for those in one’s care practice.

☐ PPS9: Facilitate group processes, such as family meetings, post trauma, staff debriefing, and support groups.

☒ PPS10: Formulate and utilize spiritual assessments, interventions, outcomes, and care plans in order to contribute effectively to the well-being of the person receiving care.

☒ PPS11: Document one’s spiritual care effectively in the appropriate records.

☐ The Presenter does not have any questions for clarification in Section III at this time. Other Committee members may have areas for exploration at the time of the interview.

Arial 12 – 400 words

PPS5: Your understanding of grief process and the elements of support is well articulated. Can you provide a few examples of how you attended to grief and bereavement needs in a variety of situations?

PPS10: Do you have any formal guides you utilize for spiritual assessments? Can you give specific examples?

PPS11: Related to PIC8 can you expand on and give examples of how you might use documentation to communicate your spiritual assessments of patients and families?
Section IV. Organizational Leadership Competencies

- **OL1:** Promote the integration of spiritual care into the life and service of the institution in which one functions.
- **OL2:** Establish and maintain professional and interdisciplinary relationships.
- **OL3:** Understand and function within the institutional culture and systems, including utilizing business principles and practices appropriate to one’s role in the organization.
- **OL4:** Promote, facilitate, and support ethical decision-making in one’s workplace.
- **OL5:** Foster a collaborative relationship with community clergy and faith group leaders.

The Presenter does not have any questions for clarification in Section IV. at this time. Other Committee members may have areas for exploration at the time of the interview.

(Arial 12 – 300 words)

OL1: You describe quite clearly the role your department plays in promoting spiritual care in the life of your institution. Can you give examples of what you do as part of this larger integration process.

OL2: In strengthening interdisciplinary relationships you describe a "Wellness Team for our patient population." What is your role on this team and how do you utilize a model of "open communication" to build or foster relationships with the care team.

OL3: You describe the unique culture of your pediatric institution and the focus on family as a unit. Later under OL4 you describe your role as an advocate for the family's values and beliefs which can often be lost. Can you give examples of how you do this within your role as chaplain in the larger culture of your institution.

OL4: Give an example of how you have facilitated or supported ethical decision-making in your workplace.

Thank you for your hard work and preparation you have put into your materials for BCCI® certification. The Committee looks forward to meeting with you.
After reviewing the Candidate’s materials the BCCI Certification Committee may have further questions around some of the competencies to bring forward in their time together with the Candidate. From the Committee, each Candidate is assigned a Presenter who will write a report that is then sent to the Candidate as well as the rest of the Committee.

The purpose of this Presenter’s Report is to help the Candidate prepare for the interview with the Committee by offering up areas where the Committee may need to hear more details of the Candidate’s understanding of the competencies and how they demonstrate them in their work as a professional chaplain.

In each section below the Presenter has checked off which competencies he or she is seeking further clarification from the Candidate, and providing some questions with the intent to invite further exploration in those areas that may be discussed at the interview. Please note that this is only from the perspective of the Presenter, the rest of the Committee members may or may not have further competencies to discuss in the interview.

Opening Remarks

I appreciate the opportunity to prepare these comments after reviewing the candidate’s application. His materials demonstrate a clear and solid pastoral presence with others who appear to experience his compassion for ministry. He exhibits pastoral initiative and the ability to focus his spiritual care on important spiritual concerns. His recommendation letters communicate strong ability to form substantial relationships with both his interdisciplinary teams and with colleagues. He communicates a strong sense of self-reflection and desire to continue his professional development. He demonstrates strength in meeting many of the standards for Sections II, III and IV. I would call the committee’s primary attention to gaining further clarity on the candidate’s integration of theory and practice as outlined in Section I.
Section I. Integration of Theory and Practice Competencies

- **ITP1**: Articulate an approach to spiritual care, rooted in one’s faith/spiritual tradition that is integrated with a theory of professional practice.
- **ITP2**: Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of spiritual care.
- **ITP3**: Incorporate the spiritual and emotional dimensions of human development into one’s practice of care.
- **ITP4**: Incorporate a working knowledge of different ethical theories appropriate to one’s professional context.
- **ITP5**: Articulate a conceptual understanding of group dynamics and organizational behavior.
- **ITP6**: Articulate how primary research and research literature inform the profession of chaplaincy and one’s spiritual care practice.

The Presenter does not have any questions for clarification in Section I at this time. Other Committee members may have areas for exploration at the time of the interview.

(Arial 12 – 300 words)

**ITP1** - The candidate presents his faith history and the core values from his faith that guide his ministry but it is unclear how he integrates that with the pastoral care theory that guides his practice. His stated theory of practice appears to be more a statement of theology. His analysis of this standard highlights numerous methods used successfully. The committee will want to hear what underlying theory guides your practice of chaplaincy.

**ITP2** - While the candidate integrates practice and language from the fields of psychology and sociology, being well versed in mental health concerns and social issues such as abusive environments, the committee may want to hear more about specific theories from the behavioral sciences that undergird his practice.

**ITP4** - The candidate shares situations that illustrate when he believes ethical issues are involved. Further communication that demonstrates understanding of the primary ethical principles and the theory behind his work will be helpful.

**ITP6** - The candidate acknowledges this standard as a gap in his experience. In order to meet this standard, candidate will need to demonstrate an example of utilization of a research article and/or awareness of the various means of accessing the field of chaplaincy research as he continues his professional development.
### Section II. Professional Identity and Conduct Competencies

<table>
<thead>
<tr>
<th>PIC1:</th>
<th>Be self-reflective, including identifying one’s professional strengths and limitations in the provision of care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIC2:</td>
<td>Articulate ways in which one’s feelings, attitudes, values, and assumptions affect professional practice.</td>
</tr>
<tr>
<td>PIC3:</td>
<td>Attend to one’s own physical, emotional, and spiritual well-being.</td>
</tr>
<tr>
<td>PIC4:</td>
<td>Function in a manner that respects the physical, emotional, cultural, and spiritual boundaries of others.</td>
</tr>
<tr>
<td>PIC5:</td>
<td>Use one’s professional authority as a spiritual care provider appropriately.</td>
</tr>
<tr>
<td>PIC6:</td>
<td>Advocate for the persons in one’s care.</td>
</tr>
<tr>
<td>PIC7:</td>
<td>Function within the Common Code of Ethics for Chaplains, Pastoral Counselors, Clinical Pastoral Educators, and Students.</td>
</tr>
<tr>
<td>PIC8:</td>
<td>Communicate effectively orally and in writing. <strong>Observable.</strong></td>
</tr>
<tr>
<td>PIC9:</td>
<td>Present oneself in a manner that reflects professional behavior, including appropriate attire and personal grooming. <strong>Observable.</strong></td>
</tr>
</tbody>
</table>

The Presenter does not have any questions for clarification in Section II at this time. Other Committee members may have areas for exploration at the time of the interview.

---

(Arial 12 – 400 words)

P1C1 - The candidate clearly demonstrates the ability to be reflective about himself and the patient. In analysis of this standard he is able to share significant strengths, many of which are relational. The limitation he notes is time management. What limitations do you experience in your ability to provide care; when do your limitations inhibit care? In correlation with this, in clinical contact #1, the candidate acknowledges that he moved away from the patient at a couple of points in the conversation, later noting, "I wonder why I….?" What relational limitations were being experienced here?
Section III. Professional Practice Skills Competencies

☒ PPS1: Establish, deepen and conclude professional spiritual care relationships with sensitivity, openness, and respect.
☒ PPS2: Provide effective spiritual support that contributes to well-being of the care recipients, their families, and staff.
☒ PPS3: Provide spiritual care that respects diversity and differences including, but not limited to culture, gender, sexual orientation, and spiritual/religious practices.
☐ PPS4: Triage and manage crises in the practice of spiritual care.
☐ PPS5: Provide spiritual care to persons experiencing loss and grief.
☐ PPS6: Provide religious/spiritual resources appropriate to the care recipients, families, and staff.
☒ PPS7: Develop, coordinate, and facilitate public worship/spiritual practices appropriate to diverse settings and needs.
☒ PPS8: Facilitate theological/spiritual reflection for those in one’s care practice.
☐ PPS9: Facilitate group processes, such as family meetings, post trauma, staff debriefing, and support groups.
☒ PPS10: Formulate and utilize spiritual assessments, interventions, outcomes, and care plans in order to contribute effectively to the well-being of the person receiving care.
☐ PPS11: Document one’s spiritual care effectively in the appropriate records.

The Presenter does not have any questions for clarification in Section III at this time. Other Committee members may have areas for exploration at the time of the interview.

(Arial 12 – 400 words)

PPS10 - The candidate effectively completes the spiritual care documentation on both of his clinical contacts. While he communicates utilization of a form of spiritual assessment used by his mentor/former director, I would like to hear more about how the candidate can compare and contrast this method to the broad range of literature available on methods for spiritual care assessment. Has he integrated his mentor’s method to be representative of his own theology and practice as a chaplain?
## Section IV. Organizational Leadership Competencies

<table>
<thead>
<tr>
<th>OL1</th>
<th>Promote the integration of spiritual care into the life and service of the institution in which one functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>OL2</td>
<td>Establish and maintain professional and interdisciplinary relationships.</td>
</tr>
<tr>
<td>OL3</td>
<td>Understand and function within the institutional culture and systems, including utilizing business principles and practices appropriate to one’s role in the organization.</td>
</tr>
<tr>
<td>OL4</td>
<td>Promote, facilitate, and support ethical decision-making in one’s workplace.</td>
</tr>
<tr>
<td>OL5</td>
<td>Foster a collaborative relationship with community clergy and faith group leaders.</td>
</tr>
</tbody>
</table>

- The Presenter does not have any questions for clarification in Section IV. at this time. Other Committee members may have areas for exploration at the time of the interview.

(Arial 12 – 300 words)

The candidate clearly demonstrates clear skills for and commitment to organizational support and participation in interdisciplinary relationships in both consistent and creative ways. This is particularly evidenced in the education program for neurology residents and the invitation to partner with community clergy.

Thank you for your hard work and preparation you have put into your materials for BCCI® certification. The Committee looks forward to meeting with you.
After reviewing the Candidate’s materials the BCCI Certification Committee may have further questions around some of the competencies to bring forward in their time together with the Candidate. From the Committee, each Candidate is assigned a Presenter who will write a report that is then sent to the Candidate as well as the rest of the Committee.

The purpose of this Presenter’s Report is to help the Candidate prepare for the interview with the Committee by offering up areas where the Committee may need to hear more details of the Candidate’s understanding of the competencies and how they demonstrate them in their work as a professional chaplain.

In each section below the Presenter has checked off which competencies he or she is seeking further clarification from the Candidate, and providing some questions with the intent to invite further exploration in those areas that may be discussed at the interview. Please note that this is only from the perspective of the Presenter, the rest of the Committee members may or may not have further competencies to discuss in the interview.

Opening Remarks

(200 Word Max.)

It is an honor to serve as a Presenter for this candidate. This Presenter's Report is a reflection of my observations and not the rest of you committee. The committee may or may not have additional areas needing clarification.

The candidate has completed four units of CPE. His letters of recommendation speak highly of him and his work as a professional chaplain and collaborative member of the healthcare team.

He discusses his community of faith that was modeled to him through the ministry of his parents. His formative experiences included the mission work of his parents as they provided a “home away from home” for members of the military stationed in his hometown. The candidate shares how he journeys with others in community through his foundation of Christian hospitality. His faith was further shaped through the transformational relationships he formed with mentors. He expresses his awareness and continued growth though the reflective work he offers as he seeks board certification chaplain.

Thank you for the hard work you put into these materials. I am pleased to present your papers.
| ❑ ITP1:  | Articulate an approach to spiritual care, rooted in one’s faith/spiritual tradition that is integrated with a theory of professional practice. |
| ❑ ITP2:  | Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of spiritual care. |
| ☐ ITP3:  | Incorporate the spiritual and emotional dimensions of human development into one’s practice of care. |
| ❑ ITP4:  | Incorporate a working knowledge of different ethical theories appropriate to one’s professional context. |
| ❑ ITP5:  | Articulate a conceptual understanding of group dynamics and organizational behavior. |
| ☐ ITP6:  | Articulate how primary research and research literature inform the profession of chaplaincy and one’s spiritual care practice. |
| ☐       | The Presenter does not have any questions for clarification in Section I at this time. Other Committee members may have areas for exploration at the time of the interview. |

(Arial 12 – 300 words)

ITP1: You talk about your teaching as a spiritual care provider. Are you able to demonstrate through example how you have integrated your beliefs into your practice of spiritual care?

ITP2: You discuss how your work as a chaplain incorporates the care recipient holistically through the “humanity, physiological, social, and spiritual” aspects of the care recipient. I would like you to discuss a psychological and/or sociological theorist you might use in your practice and share an example of when you utilized it/them.

ITP4/ITP5: In ITP4, you discuss your role “as a voice for ethics” and you place yourself “firmly at the side of the patient.” In ITP5, you state you are “a representative of the institution.” Please be prepared to discuss any congruence or conflict between these two roles.
## Section II. Professional Identity and Conduct Competencies

| PIC1: Be self-reflective, including identifying one’s professional strengths and limitations in the provision of care. |
| PIC2: Articulate ways in which one’s feelings, attitudes, values, and assumptions affect professional practice. |
| PIC3: Attend to one’s own physical, emotional, and spiritual well-being. |
| PIC4: Function in a manner that respects the physical, emotional, cultural, and spiritual boundaries of others. |
| PIC5: Use one’s professional authority as a spiritual care provider appropriately. |
| PIC6: Advocate for the persons in one’s care. |
| PIC7: Function within the Common Code of Ethics for Chaplains, Pastoral Counselors, Clinical Pastoral Educators, and Students. |
| PIC8: Communicate effectively orally and in writing. **Observable.** |
| PIC9: Present oneself in a manner that reflects professional behavior, including appropriate attire and personal grooming. **Observable.** |

The Presenter does not have any questions for clarification in Section II at this time. Other Committee members may have areas for exploration at the time of the interview.

(12 – 400 words)

PIC2: You mention that “integrating my feelings, attitudes, and assumptions is most challenging when I am rejected as a spiritual caregiver.” Please share with this committee how you assess/evaluate your feelings, attitudes, and assumptions in like situations. Please provide scenarios when those feelings, attitudes, and assumptions impacted the spiritual care you provided. Be prepared to further discuss how you use them as resources as you provide spiritual care to others.

PIC5: In your example, you discuss your role as a minister and as a clinician. Are there resources you rely on as you balance these roles?
Section III. Professional Practice Skills Competencies

- **PPS1**: Establish, deepen and conclude professional spiritual care relationships with sensitivity, openness, and respect.
- **PPS2**: Provide effective spiritual support that contributes to well-being of the care recipients, their families, and staff.
- **PPS3**: Provide spiritual care that respects diversity and differences including, but not limited to culture, gender, sexual orientation, and spiritual/religious practices.
- **PPS4**: Triage and manage crises in the practice of spiritual care.
- **PPS5**: Provide spiritual care to persons experiencing loss and grief.
- **PPS6**: Provide religious/spiritual resources appropriate to the care recipients, families, and staff.
- **PPS7**: Develop, coordinate, and facilitate public worship/spiritual practices appropriate to diverse settings and needs.
- **PPS8**: Facilitate theological/spiritual reflection for those in one’s care practice.
- **PPS9**: Facilitate group processes, such as family meetings, post trauma, staff debriefing, and support groups.
- **PPS10**: Formulate and utilize spiritual assessments, interventions, outcomes, and care plans in order to contribute effectively to the well-being of the person receiving care.
- **PPS11**: Document one’s spiritual care effectively in the appropriate records.

The Presenter does not have any questions for clarification in Section III at this time. Other Committee members may have areas for exploration at the time of the interview.

**PPS1**: You provided a good example of a situation where your relationship with a care recipient and family member deepened over time. I am looking for how you were able to conclude that relationship.

**PPS5**: You have done extensive work as both a hospice chaplain and hospital chaplain. I would love for you to share how you have met the spiritual care needs of those who are grieving and/or mourning in the varying settings.
Section IV. Organizational Leadership Competencies

- OL1: Promote the integration of spiritual care into the life and service of the institution in which one functions
- OL2: Establish and maintain professional and interdisciplinary relationships.
- OL3: Understand and function within the institutional culture and systems, including utilizing business principles and practices appropriate to one’s role in the organization.
- OL4: Promote, facilitate, and support ethical decision-making in one’s workplace.
- OL5: Foster a collaborative relationship with community clergy and faith group leaders.

☒ The Presenter does not have any questions for clarification in Section IV. at this time. Other Committee members may have areas for exploration at the time of the interview.

(Arial 12 – 300 words)

Thank you for your hard work and preparation you have put into your materials for BCCI® certification. The Committee looks forward to meeting with you.
After reviewing the Candidate’s materials the BCCI Certification Committee may have further questions around some of the competencies to bring forward in their time together with the Candidate. From the Committee, each Candidate is assigned a Presenter who will write a report that is then sent to the Candidate as well as the rest of the Committee.

The purpose of this Presenter's Report is to help the Candidate prepare for the interview with the Committee by offering up areas where the Committee may need to hear more details of the Candidate’s understanding of the competencies and how they demonstrate them in their work as a professional chaplain.

In each section below the Presenter has checked off which competencies he or she is seeking further clarification from the Candidate, and providing some questions with the intent to invite further exploration in those areas that may be discussed at the interview. Please note that this is only from the perspective of the Presenter, the rest of the Committee members may or may not have further competencies to discuss in the interview.

Opening Remarks

(200 Word Max.)

First of all, thank you for all your work and experience that brings you to this point in your professional ministry. I want to also acknowledge the work that it takes to pull this application together - a significant undertaking! Thank you!

I have read all of the candidate's application materials. This report will offer my analysis of his BCCI application materials.

In his autobiography, the candidate speaks about growing up in a church close to his home. He speaks about his baptism as an infant in the church his mother attended, and the pastor who led his confirmation class. The candidate also shared about a girl he dated in high school whose family belonged to a different faith. The candidate had mixed feelings about this experience - possibly feeling as if it was expanding his "horizon of experience" but also feeling as an "orphan" and that he "did not measure up.

This feeling of not measuring up seems to also have implications for his relationship with his own father. He shares that he identified two other male individuals - a pastor and his Boy Scout leader - more as father figures. However, the candidate describes an experience where his father shares with him that hospital ministry must be what he is called to do for life's work.

The candidate describes his family - sharing that he is married with two children.
Section I. Integration of Theory and Practice Competencies

☒ ITP1: Articulate an approach to spiritual care, rooted in one’s faith/spiritual tradition that is integrated with a theory of professional practice.

☒ ITP2: Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of spiritual care.

☒ ITP3: Incorporate the spiritual and emotional dimensions of human development into one’s practice of care.

☒ ITP4: Incorporate a working knowledge of different ethical theories appropriate to one’s professional context.

☒ ITP5: Articulate a conceptual understanding of group dynamics and organizational behavior.

☒ ITP6: Articulate how primary research and research literature inform the profession of chaplaincy and one’s spiritual care practice.

☐ The Presenter does not have any questions for clarification in Section I at this time. Other Committee members may have areas for exploration at the time of the interview.

(Arial 12 – 300 words)

ITP1- I would like to hear him say more about what the foundation of his spiritual tradition is? Are there beliefs from his faith-based upbringing that inform the foundation of his spiritual beliefs? He writes that his basis to pastoral care is to "comfort others in their troubles." I would like him expound upon how this is integrated into his practice of pastoral care?

ITP2- I would like him to articulate his understanding of "Transational Analysis" and what these "stages of development" are. I would like to hear him speak more explicitly about how these theories are utilized in his spiritual care.

ITP3- I would like to hear more, using explicit examples, how he adapts his pastoral care in light of differences of stages of development? If visiting a patient/family where children and adults are present in the room - how do you adapt your pastoral care to meet the needs of those present?

ITP4- The candidate references what he understands as religious ethics. I would like him to speak more about other ethical theories - Situational or Medical. How are these applied in his care?

ITP5-I would like him to say more about his understanding of how dynamics impact people's behavior in group and organizational settings? Are your visits with patients different if visting patient’s alone vs. multiple family present.

ITP6- Demonstrate through examples how you are utilizing current research in your care?
Section II. Professional Identity and Conduct Competencies

| PIC1: | Be self-reflective, including identifying one’s professional strengths and limitations in the provision of care. |
| PIC2: | Articulate ways in which one’s feelings, attitudes, values, and assumptions affect professional practice. |
| PIC3: | Attend to one’s own physical, emotional, and spiritual well-being. |
| PIC4: | Function in a manner that respects the physical, emotional, cultural, and spiritual boundaries of others. |
| PIC5: | Use one’s professional authority as a spiritual care provider appropriately. |
| PIC6: | Advocate for the persons in one’s care. |
| PIC7: | Function within the Common Code of Ethics for Chaplains, Pastoral Counselors, Clinical Pastoral Educators, and Students. |
| PIC8: | Communicate effectively orally and in writing. **Observable.** |
| PIC9: | Present oneself in a manner that reflects professional behavior, including appropriate attire and personal grooming. **Observable.** |

The Presenter does not have any questions for clarification in Section II at this time. Other Committee members may have areas for exploration at the time of the interview.

(Arial 12 – 400 words)

PIC1: He lists his training and experience as strengths but how does he directly apply this to the care to patient's, families, and staff? For example, how does your "grief recovery program" serve as a strength in your pastoral care? I appreciate his acknowledgement of his need for pacing. Are there other limitations in his provision of care and how does he adapt, manage or work through these limitations? Is pausing to take a breath in between patient rooms enough to prepare him for the next pastoral care encounter?

PIC2: I would like him to say more about his understanding of his own feelings, attitudes, values and assumptions as it relates directly to his practice of spiritual care? How does he assess and evaluate how his attitudes and assumptions impact the care he provides? How does his story/background/upbringing influence his pastoral care?

PIC4: The candidate discusses physical boundaries. I would like him to say more about how he understands respecting emotional or cultural boundaries? How does he support people whose spiritual beliefs are different than his own?

PIC5: I would like him to give explicit examples illustrating how uses his authority in his pastoral care?

PIC6: How does he understand the concept of advocacy? I would like him to demonstrate, using explicit examples, how he has been an advocate for his patients. What goes "going to bat" for a patient look like?
### Section III. Professional Practice Skills Competencies

| ☑ PPS1: | Establish, deepen and conclude professional spiritual care relationships with sensitivity, openness, and respect. |
| ☑ PPS2: | Provide effective spiritual support that contributes to well-being of the care recipients, their families, and staff. |
| ☑ PPS3: | Provide spiritual care that respects diversity and differences including, but not limited to culture, gender, sexual orientation, and spiritual/religious practices. |
| ☑ PPS4: | Triage and manage crises in the practice of spiritual care. |
| ☑ PPS5: | Provide spiritual care to persons experiencing loss and grief. |
| ☐ PPS6: | Provide religious/spiritual resources appropriate to the care recipients, families, and staff. |
| ☐ PPS7: | Develop, coordinate, and facilitate public worship/spiritual practices appropriate to diverse settings and needs. |
| ☑ PPS8: | Facilitate theological/spiritual reflection for those in one’s care practice. |
| ☑ PPS9: | Facilitate group processes, such as family meetings, post trauma, staff debriefing, and support groups. |
| ☑ PPS10: | Formulate and utilize spiritual assessments, interventions, outcomes, and care plans in order to contribute effectively to the well-being of the person receiving care. |
| ☐ PPS11: | Document one’s spiritual care effectively in the appropriate records. |

Other Committee members may have areas for exploration at the time of the interview.

(Arial 12 – 400 words)

PPS1: In both of his clinical contacts, he begins the visit with "Anyone home". I would like to hear him say more on why he uses this explicit language in his visit. Has he had any negative reactions from patients by him beginning a visit in this way? In his clinical contacts, he also uses a lot of one or two word responses. I'm wondering if he can say more about how he invites a patient to go beyond a surface level conversation and get to an emotionally deeper level of conversation? Are there other ways to conclude a pastoral care visit other than by offering prayer?

PPS2: What are indicators of 'effective spiritual support' and 'well-being' from your perspective? How do you assess them? I would like the candidate to speak more explicitly to these questions.

PPS3: He says he provides care to those of different social and religious backgrounds. However, I would like him to demonstrate using examples how inclusiveness of culture, gender, spiritual/religious practices, and sexual orientation are demonstrated in your practice?

PPS 4: The first word of this competency is "Triage." I would like him to speak more about how he establishes priorities in the face of a crisis to provide effective spiritual care? How does he respond if he has multiple calls at once?

PPS 5: I would like to hear him provide explicit examples how he attends to grief and provides care to persons experiencing loss and grief?
PPS8: I can see in the examples provided how he responds to other's spiritual language. However, I would like to hear him speak more explicitly to how he facilitates spiritual reflection. How does he assist those in his care to make meaning of their situations?

PPS9: I would like him to speak more to his role in facilitating group processes. Does he have experience leading staff debriefing or other support groups? How does he understand his role in family meetings?

PPS10: What assessment does he use? Demonstrate, using examples, how it is used in visits.

Section IV. Organizational Leadership Competencies

- OL1: Promote the integration of spiritual care into the life and service of the institution in which one functions
- OL2: Establish and maintain professional and interdisciplinary relationships.
- OL3: Understand and function within the institutional culture and systems, including utilizing business principles and practices appropriate to one's role in the organization.
- OL4: Promote, facilitate, and support ethical decision-making in one's workplace.
- OL5: Foster a collaborative relationship with community clergy and faith group leaders.

The Presenter does not have any questions for clarification in Section IV. at this time. Other Committee members may have areas for exploration at the time of the interview.
OL1: How do you facilitate and benefit the mission and values of the hospital in the type of pastoral care that you provide? Can you provide any additional examples how chaplains are integrated into the life of the institution?

OL3: I would like him to speak more to how he functions within the institutional culture and systems? How does he experience working in a hospital with a strong Catholic heritage when he is not Catholic himself? Can you demonstrate, using examples, how you lead within your institution’s identified culture?

Thank you for your hard work and preparation you have put into your materials for BCCl® certification. The Committee looks forward to meeting with you.
After reviewing the Candidate’s materials the BCCI Certification Committee may have further questions around some of the competencies to bring forward in their time together with the Candidate. From the Committee, each Candidate is assigned a Presenter who will write a report that is then sent to the Candidate as well as the rest of the Committee.

The purpose of this Presenter’s Report is to help the Candidate prepare for the interview with the Committee by offering up areas where the Committee may need to hear more details of the Candidate’s understanding of the competencies and how they demonstrate them in their work as a professional chaplain.

In each section below the Presenter has checked off which competencies he or she is seeking further clarification from the Candidate, and providing some questions with the intent to invite further exploration in those areas that may be discussed at the interview. Please note that this is only from the perspective of the Presenter, the rest of the Committee members may or may not have further competencies to discuss in the interview.

Opening Remarks

(200 Word Max.)

The candidate is an ordained iterant elder and endorsed as a chaplain in her faith group. She completed her 4 units of CPE. She is currently working primarily in the Pediatric and Pediatric Intensive Care units. Her faith has been shaped by attending Catholic school through high school and from her Grandmother, which has been a significant influence in her life. She has worked as a teacher prior to entering seminary. She identifies both teaching and chaplaincy as her two callings.

I would be interested to know if she has worked with a mentor through this process. In addition to the questions presented in this document, I would invite conversation about her “pastoral care tool kit” in addition to the prayer and conversation that is presented in her writing and clinical contacts.

I have enjoyed this opportunity to read about her life and ministry, and look forward to our further conversation.
Section I. Integration of Theory and Practice Competencies

- **ITP1:** Articulate an approach to spiritual care, rooted in one’s faith/spiritual tradition that is integrated with a theory of professional practice.
- **ITP2:** Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of spiritual care.
- **ITP3:** Incorporate the spiritual and emotional dimensions of human development into one’s practice of care.
- **ITP4:** Incorporate a working knowledge of different ethical theories appropriate to one’s professional context.
- **ITP5:** Articulate a conceptual understanding of group dynamics and organizational behavior.
- **ITP6:** Articulate how primary research and research literature inform the profession of chaplaincy and one’s spiritual care practice.

The Presenter does not have any questions for clarification in Section I at this time. Other Committee members may have areas for exploration at the time of the interview.

(Arial 12 – 300 words)

ITP1: I invite you to talk about how your faith tradition and the influence of your parochial school education inform and integrate into your practice. What theology theories/theorists do you claim as your own?

ITP2: The FAITH model you mention here is a spiritual assessment tool. What psychological and sociological theories inform your spiritual care practice. Give an example of how you use these theories in your day to day work as a chaplain.

ITP3: You mention Fowler’s stages of faith development and how a patient exhibited the appropriate stage. Again how does this theory help you minister across the age continuum and how do you adapt your practices in light of age differences.

ITP4: You state in your first sentence that you “utilize ethical theories”, but again you do not state the theorists you draw into your chaplaincy. Please be prepared to state your ethical theory and how you put them into practice.

ITP5: Please be prepared to identify the group dynamic and organizational behavior theorists. What concepts and theories have been useful to you in understanding how people interact in family systems, group settings, interdisciplinary teams and within your organization. Articulate your understanding of how relational dynamics impact people’s behavior in both group and organizational settings.
Section II. Professional Identity and Conduct Competencies

<table>
<thead>
<tr>
<th>PIC1:</th>
<th>Be self-reflective, including identifying one’s professional strengths and limitations in the provision of care.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIC2:</td>
<td>Articulate ways in which one’s feelings, attitudes, values, and assumptions affect professional practice.</td>
</tr>
<tr>
<td>PIC3:</td>
<td>Attend to one’s own physical, emotional, and spiritual well-being.</td>
</tr>
<tr>
<td>PIC4:</td>
<td>Function in a manner that respects the physical, emotional, cultural, and spiritual boundaries of others.</td>
</tr>
<tr>
<td>PIC5:</td>
<td>Use one’s professional authority as a spiritual care provider appropriately.</td>
</tr>
<tr>
<td>PIC6:</td>
<td>Advocate for the persons in one’s care.</td>
</tr>
<tr>
<td>PIC7:</td>
<td>Function within the Common Code of Ethics for Chaplains, Pastoral Counselors, Clinical Pastoral Educators, and Students.</td>
</tr>
<tr>
<td>PIC8:</td>
<td>Communicate effectively orally and in writing. <strong>Observable.</strong></td>
</tr>
<tr>
<td>PIC9:</td>
<td>Present oneself in a manner that reflects professional behavior, including appropriate attire and personal grooming. <strong>Observable.</strong></td>
</tr>
</tbody>
</table>

The Presenter does not have any questions for clarification in Section II at this time. Other Committee members may have areas for exploration at the time of the interview.

**Arial 12 – 400 words**

PIC1: I invite you to spend time in reflection of your strengths and limitations and be prepared to discuss. Self reflective awareness in necessary in the work of chaplaincy. How do your strengths and limitations contribute to your professional practice?

PIC2: I would like to know what your lens is with respect to feelings, attitudes, values and assumptions, not your grandmothers. Claim your own lens and how do you use them as a resource to provide competent spiritual care.

PIC3: How do you attend to your own physical, emotional and spiritual well-being?

PIC4: You speak to diversity of language. Please be prepared to give examples of ministry to other types of diversity such as, but not limited to, persons of non-Christocentric traditions, athesists/humanists, cultural, LGBTQ. How do you practice spiritual and cultural humility with persons who are different than you?

PIC7: This response answers more closely to PIC6. Please reflect on other examples when you have had to stand firm to your ethical code.
### Section III. Professional Practice Skills Competencies

- **PPS1**: Establish, deepen and conclude professional spiritual care relationships with sensitivity, openness, and respect.
- **PPS2**: Provide effective spiritual support that contributes to well-being of the care recipients, their families, and staff.
- **PPS3**: Provide spiritual care that respects diversity and differences including, but not limited to culture, gender, sexual orientation, and spiritual/religious practices.
- **PPS4**: Triage and manage crises in the practice of spiritual care.
- **PPS5**: Provide spiritual care to persons experiencing loss and grief.
- **PPS6**: Provide religious/spiritual resources appropriate to the care recipients, families, and staff.
- **PPS7**: Develop, coordinate, and facilitate public worship/spiritual practices appropriate to diverse settings and needs.
- **PPS8**: Facilitate theological/spiritual reflection for those in one’s care practice.
- **PPS9**: Facilitate group processes, such as family meetings, post trauma, staff debriefing, and support groups.
- **PPS10**: Formulate and utilize spiritual assessments, interventions, outcomes, and care plans in order to contribute effectively to the well-being of the person receiving care.
- **PPS11**: Document one’s spiritual care effectively in the appropriate records.

The Presenter does not have any questions for clarification in Section III at this time.

Other Committee members may have areas for exploration at the time of the interview.

---

**PPS1**: I am curious if you lead with a “menu” of services that you can offer when establishing a relationship with patient/families. How do you approach relationships with non-Christian persons?

**PPS3**: I would say again review the comments above in PIC4 applies here as well.

**PPS4**: Be prepared to articulate how you manage crises and what you put in place personally and professionally to demonstrate how you assess the underlying dynamics, triage, develop and evaluate interventions in your spiritual care?

**PPS5**: This response was confusing, intertwining two stories into one.

**PPS6**: What resources do you pull from in your practice? How do you evaluate them and what do you utilize for persons who are not from a Christian tradition?

**PPS7**: Your example is from residency. I would like to know how as a Staff Chaplain how you develop, coordinate public worship/spiritual practices to diverse settings and needs.

**PPS8**: Do you utilize other methods than conversation? How do you assist patients/family/staff in reflecting on the meaning of their current situation.

**PPS9**: How do you facilitate group experiences and bring forth the importance of spiritual care as an equal discipline to others respresented?
PPS11: In your example you list Comments: view note for details. EPIC supports more than the check boxes you have listed. What is the note you mention and how is this critical information communicated with others on the Interdisciplinary Team.

Section IV. Organizational Leadership Competencies

☐ OL1: Promote the integration of spiritual care into the life and service of the institution in which one functions

☐ OL2: Establish and maintain professional and interdisciplinary relationships.

☒ OL3: Understand and function within the institutional culture and systems, including utilizing business principles and practices appropriate to one’s role in the organization.

☐ OL4: Promote, facilitate, and support ethical decision-making in one’s workplace.

☒ OL5: Foster a collaborative relationship with community clergy and faith group leaders.

☐ The Presenter does not have any questions for clarification in Section IV. at this time. Other Committee members may have areas for exploration at the time of the interview.
OL3: What are the "warts" within your workplace and how do you navigate those?
OL5: Again a very Christocentric response. How have you collaborated with religious leaders from other traditions?

Thank you for your hard work and preparation you have put into your materials for BCCI® certification. The Committee looks forward to meeting with you.