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BCCI Competencies Rubric 2024

Section I: Integration of Theory and Practice

	Does not demonstrate competency	Needs clarification	Demonstrates competency	Exceeds competency
<p>ITP1: Articulate an approach to spiritual care rooted in one’s spiritual tradition and integrated with a theory of spiritual care.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Does not name the chaplain’s own spiritual tradition, and/or <input type="checkbox"/> Does not identify a theory/theorist of chaplaincy, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains. 	<ul style="list-style-type: none"> <input type="checkbox"/> Names the chaplain’s own spiritual tradition but does not link it to spiritual care, and/or <input type="checkbox"/> Merely mentions but does not explain a theory/theorist of chaplaincy, and/or <input type="checkbox"/> Describes these ideas about spiritual care without any actual example from the chaplain’s own work. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides at least one definition of spiritual care that the chaplain applies in their practice, and <input type="checkbox"/> Describes the chaplain’s perspective on spiritual care in terms of the chaplain’s own spiritual tradition <input type="checkbox"/> Gives at least one example of the chaplain’s caregiving that is congruent with their stated definition of and spiritual perspective on spiritual care. 	<p>Demonstrates competency, plus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cites theorists/sources behind their definition of spiritual care, and/or <input type="checkbox"/> Provides multiple definitions, and/or <input type="checkbox"/> Gives multiple diverse examples, and/or <input type="checkbox"/> Analyzes the limitations of their own tradition and/or on their spiritual care, and/or <input type="checkbox"/> Generates a novel approach to spiritual care.

	Does not demonstrate competency	Needs clarification	Demonstrates competency	Exceeds competency
<p>ITP2: Provide spiritual care that incorporates a working knowledge of an academic discipline that is not explicitly religious/ spiritual (e.g., psychology, sociology, anthropology, history).</p>	<p><input type="checkbox"/> Articulates only a religious/spiritual perspective on religion/spirituality, without also a broader academic lens, and/or</p> <p><input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.</p>	<p><input type="checkbox"/> Merely names disciplines/ideas, without describing insights into religion/spirituality, and/or</p> <p><input type="checkbox"/> Describes ideas without an illustration from the chaplain’s own work, and/or</p> <p><input type="checkbox"/> Gives only examples that do not address a spiritual affiliation, practice, nor belief of the care recipient(s).</p>	<p><input type="checkbox"/> Articulates insight into religion/spirituality from at least one academic discipline that is not explicitly religious/spiritual (e.g., psychology, sociology, anthropology, history), and</p> <p><input type="checkbox"/> Illustrates the chaplain applying at least one such insight to their work with the spiritual affiliation(s), practice(s), and/or belief(s) of their care recipient(s).</p>	<p>Demonstrates competency, plus</p> <p><input type="checkbox"/> Articulates multiple insights from multiple religious-studies perspectives, and/or</p> <p><input type="checkbox"/> Gives multiple diverse examples, and/or</p> <p><input type="checkbox"/> Compares, contrasts, criticizes, and/or evaluates the contributions of various religious-studies perspectives to the chaplain’s spiritual care.</p>

<p>ITP3: Incorporate the spiritual and emotional dimensions of human development into one’s practice of care.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describes giving spiritual care that does not vary at across developmental differences, and/or <input type="checkbox"/> Names but does not draw on a particular developmental theory/theorist, or does not even mention one, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains. 	<ul style="list-style-type: none"> <input type="checkbox"/> Describes developmentally tailored spiritual care in general/theory without specific illustration from the chaplain’s own work, and/or <input type="checkbox"/> Illustrates only one phase of development, and/or <input type="checkbox"/> Addresses only spiritual or only emotional development—not both. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates at least one framework for understanding human emotional and/or spiritual development over time, and <input type="checkbox"/> Gives at least one example each of two distinct phases/tasks/aspects of development—showing how the chaplain provides different kinds of spiritual care depending on the care recipient’s/recipients’ process of development. 	<p>Demonstrates competency, plus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes and/or evaluates an entire theory of human development, and/or <input type="checkbox"/> Cites multiple theories of human development, and/or <input type="checkbox"/> Gives examples from three or more phases of development, and/or <input type="checkbox"/> Interprets the interplay of the chaplain’s own phase of spiritual/emotional development with the chaplain’s practice, and/or <input type="checkbox"/> Argues for or against specific theories of human development for spiritual-care purposes today.
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	Does not demonstrate competency	Needs clarification	Demonstrates competency	Exceeds competency
ITP4: Incorporate a working knowledge of at least one ethical theory appropriate to one’s professional context.	<input type="checkbox"/> Only names the ethical theory, or does not name it, and/or <input type="checkbox"/> Only addresses the chaplain’s own ethical conduct and/or professional code(s) of ethics, rather than an ethical theory that may also guide care recipients and/or the institutions, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.	<input type="checkbox"/> Discusses but does not apply the ethical theories, and/or <input type="checkbox"/> Illustrates the ethical theory with examples from a context other than where the chaplain has served.	<input type="checkbox"/> Describes at least one ethical framework, and <input type="checkbox"/> Gives at least one example of applying that framework to a situation in the chaplain’s work setting.	Demonstrates competency, plus <input type="checkbox"/> Evaluates and selects the more fitting of multiple ethical theories for a given case, and/or <input type="checkbox"/> Applies more than one ethical framework, and/or <input type="checkbox"/> Adapts an ethical framework to support the chaplain’s particular practice setting(s) and challenges.

	Does not demonstrate competency	Needs clarification	Demonstrates competency	Exceeds competency
ITP5: Articulate a conceptual understanding of group dynamics and organizational behavior.	<input type="checkbox"/> Names but does not describe theory/theorist, or does not name theory/theorist at all, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.	<input type="checkbox"/> Describes a theory of individuals in groups or a theory of groups in organizations—but not a theory of each/both—and/or <input type="checkbox"/> Summarizes a framework but does not illustrate by example.	<input type="checkbox"/> Describes a least on group dynamic framework that interprets/predicts <input type="checkbox"/> how individuals function in groups (e.g., members in a family), and <input type="checkbox"/> how groups function in organizations (e.g., teams in an institution), and <input type="checkbox"/> Illustrates how awareness of that dynamic informs the chaplain’s work relative to any group(s).	Demonstrates competency, plus <input type="checkbox"/> Applies more than one framework for understanding groups/organizations, and/or <input type="checkbox"/> Models spiritual-care interventions at the group/organizational level, and/or <input type="checkbox"/> Adapts existing group/organizational theories across cultures, and/or <input type="checkbox"/> Recapitulates a comprehensive theory of groups/organizations (e.g., Family Systems Theory, the Theory of Living Human Systems).

	Does not demonstrate competency	Needs clarification	Demonstrates competency	Exceeds competency
<p>ITP6: Articulate how primary research and research literature inform the profession of chaplaincy and one’s spiritual-care practice.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Merely cites research, or does not cite research, and/or <input type="checkbox"/> Espouses only opposition to chaplain research, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains. 	<ul style="list-style-type: none"> <input type="checkbox"/> Applies research that is unpublished, not peer-reviewed, or not primary/clinical, and/or <input type="checkbox"/> Does not give an example of applying that research finding in practice, and/or <input type="checkbox"/> Applies the research finding unreasonably. 	<ul style="list-style-type: none"> <input type="checkbox"/> Summarizes a published peer-reviewed report of primary/clinical research, and <input type="checkbox"/> Gives an example of how the cited study has influenced the chaplain’s work. 	<p>Demonstrates competency, plus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summarizes multiple studies, and/or <input type="checkbox"/> Critically analyzes study strengths and weaknesses, and/or <input type="checkbox"/> Participates in own primary/clinical research.

Section II: Professional Identity and Conduct Competencies

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
<p>PIC1: Identify one’s professional strengths and limitations in the provision of spiritual care.</p>	<p><input type="checkbox"/> Does not discuss the chaplain’s strengths and limitations, and/or</p> <p><input type="checkbox"/> Describes personal strength(s) and/or limitation(s) but not their professional import, and/or</p> <p><input type="checkbox"/> Names strengths and/or weaknesses but does not give examples, and/or</p> <p><input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.</p>	<p><input type="checkbox"/> Demonstrates awareness of only the chaplain’s strengths</p> <p><input type="checkbox"/> or only the chaplain’s limitations, and/or</p> <p><input type="checkbox"/> Demonstrates and even names but does not analyze (i.e., reflect upon) the chaplain’s strengths...</p> <p><input type="checkbox"/> and/or limitations.</p>	<p><input type="checkbox"/> Analyzes the chaplain’s strengths and</p> <p><input type="checkbox"/> limitations</p> <p><input type="checkbox"/> Gives examples from the chaplain’s work.</p>	<p>Demonstrates competency, plus</p> <p><input type="checkbox"/> Gives examples from a range of administrative and clinical contexts, and/or</p> <p><input type="checkbox"/> Exhaustively determines the personal and social roots of the chaplain’s strengths and limitations, and/or</p> <p><input type="checkbox"/> Develops strategies for building on the chaplain’s strengths and redressing the chaplain’s limitations.</p>

<p>PIC2: Articulate ways in which one’s feelings, values, assumptions, culture, and social location affect professional practice.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Does not identify the chaplain’s feelings and/or <input type="checkbox"/> values and/or <input type="checkbox"/> assumptions and/or <input type="checkbox"/> culture and/or <input type="checkbox"/> social location and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies but does not give an example of the impact on the chaplain’s work of an identified feeling, and/or <input type="checkbox"/> value, and/or <input type="checkbox"/> assumption, and/or <input type="checkbox"/> cultural aspect, and/or <input type="checkbox"/> aspect of social location. 	<ul style="list-style-type: none"> <input type="checkbox"/> Names at least some of the chaplain’s feelings, and <input type="checkbox"/> some of the chaplain’s values, and <input type="checkbox"/> some of the chaplain’s assumptions, and <input type="checkbox"/> some of the chaplain’s culture(s), and <input type="checkbox"/> some aspects of the chaplain’s social location, and <input type="checkbox"/> Illustrates impacts on one’s chaplaincy of the identified feelings, and <input type="checkbox"/> values, and <input type="checkbox"/> assumptions, and <input type="checkbox"/> culture(s), and <input type="checkbox"/> aspects of social location. 	<p>Demonstrates competency, plus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Illustrates additional feelings, values, assumptions, cultural aspects, and elements of social location, and/or <input type="checkbox"/> Demonstrates an ability to explore in the moment previously unrecognized feelings, values, assumptions, culture, and aspects of social location.
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	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
PIC3: Attend to one’s own physical, emotional, and spiritual wellbeing.	<input type="checkbox"/> Does not demonstrate any self-care, and/or <input type="checkbox"/> Demonstrates mostly self-abuse or reckless disregard for the chaplain’s own wellbeing, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.	<input type="checkbox"/> Names a boundary, practice, or relationship but does not describe its impact on the chaplain’s holistic wellbeing, and/or <input type="checkbox"/> Discusses importance of self-care in principle without describing any actual such boundary, practice, or relationship.	<input type="checkbox"/> Identifies one or more of the chaplain’s boundaries, practices, and/or relationships that promote(s) the chaplain’s own physical health, and <input type="checkbox"/> emotional health, and <input type="checkbox"/> spiritual wellbeing.	Demonstrates competency, plus <input type="checkbox"/> Describes additional self-care boundaries, practices, and relationships, and/or <input type="checkbox"/> Exhibits self-care not only outside the chaplain’s working hours but also within work hours and even within care encounters appropriately.

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
PIC4: Respects the physical, emotional, cultural, and spiritual boundaries of others.	<input type="checkbox"/> Demonstrates willful, unrepentant, and/or careless violation of another’s boundary, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains	<input type="checkbox"/> Does not identify at least one physical boundary set by another person, and/or <input type="checkbox"/> at least one emotional boundary set by another person, and/or <input type="checkbox"/> at least one cultural boundary set by another person, and/or <input type="checkbox"/> at least one spiritual boundary set by another person, and/or <input type="checkbox"/> Identifies but does not give examples of all identified boundaries. <input type="checkbox"/> Demonstrates mistaken violation of another’s boundary and an effort to repair.	<input type="checkbox"/> Identifies a physical boundary set by another person (i.e., not [only] the chaplain’s own physical boundary) and <input type="checkbox"/> an emotional boundary set by another person, and <input type="checkbox"/> a cultural boundary set by another person, and <input type="checkbox"/> a spiritual boundary set by another person, and <input type="checkbox"/> Illustrates how the chaplain respected each boundary.	Demonstrates competency, plus <input type="checkbox"/> Recognizes both explicit and implicit boundaries of others.

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
PIC5: Use appropriately one's professional authority as a chaplain.	<input type="checkbox"/> Does not discuss the chaplain's authority, and/or <input type="checkbox"/> Gives example of the chaplain over-stepping the chaplain's authority, and/or <input type="checkbox"/> Gives a related example of the chaplain's own work that in some additional way does not meet the Standards of Practice for Professional Chaplains	<input type="checkbox"/> Illustrates standing up to the institution but not serving the institution, or <input type="checkbox"/> Illustrates serving the institution but not standing up to the institution.	<input type="checkbox"/> Identifies at least one legitimate source/basis of the chaplain's authority as a chaplain, and <input type="checkbox"/> Gives an example of when the chaplain drew on that authority to serve an institution that employs/employed the chaplain, and <input type="checkbox"/> Gives an example of when the chaplain drew on that authority to stand up to the institution that employs/employed the chaplain.	Demonstrates competency, plus <input type="checkbox"/> Illustrates multiple sources of the chaplain's authority, and/or <input type="checkbox"/> Cites multiple examples of the chaplain taking up leadership, fully occupying/embodying the role of chaplain, and engaging their context of care with a strong sense of purpose, belonging, and worth/value.

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
PIC6: Advocate for the persons in one’s care.	<input type="checkbox"/> Does not describe advocating as a chaplain, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains	<input type="checkbox"/> Attests to advocating but does not give examples, and/or <input type="checkbox"/> Gives examples of purported advocacy that express the chaplain’s own needs but not the needs of the care recipient(s).	<input type="checkbox"/> Illustrates the chaplain speaking up for the needs of their care recipient(s).	Demonstrates competency, plus <input type="checkbox"/> Gives additional such examples, and/or <input type="checkbox"/> Spells out the chaplain’s criteria for when (and when not) to advocate, and/or <input type="checkbox"/> Illustrates how the chaplain has helped care recipients advocate for themselves.

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
PIC7: Function within the APC/NACC/NAJC Code of Ethics.	<input type="checkbox"/> Demonstrates violation of any aspect of the APC/NACC/NAJC Code of Ethics, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.	<input type="checkbox"/> Attests to complying with the APC/NACC/NAJC Code of Ethics—in general or with a particular section/subsection—but does not give any example.	<input type="checkbox"/> Cites at least one section/subsection of the APC/NACC/NAJC Code of Ethics and illustrates how the chaplain complies with that norm.	Demonstrates competency, plus <input type="checkbox"/> Illustrates compliance with more than one section/subsection of the APC/NACC/NAJC Code of Ethics, and/or <input type="checkbox"/> Demonstrates grappling with a difficult ethical issue using the APC/NACC/NAJC Code of Ethics as a guide.

Section III: Professional Practice Skills Competencies

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
<p>PPS1: Establish, deepen, and conclude professional spiritual-care relationships with sensitivity, openness, and respect.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Labels or explains these values without any specific example of relationship, and/or <input type="checkbox"/> Conveys insensitivity, closedness, or disrespect in either or both cited examples, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains. 	<ul style="list-style-type: none"> <input type="checkbox"/> Does not specifically address each of these three phases of relationship. 	<p>Illustrates the chaplain’s care over the course of at least one relationship, demonstrating a blend of sensitivity, openness, and respect in three phases of the relationship:</p> <ul style="list-style-type: none"> <input type="checkbox"/> in the beginning/establishing of the relationship, and <input type="checkbox"/> in the middle/deepening of the relationship, and <input type="checkbox"/> in the ending/concluding of the relationship. 	<p>Demonstrates competency, plus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Breaks down sensitivity, openness, and respect into each individual value and illustrates each, and/or <input type="checkbox"/> Compares and contrasts the specific values, phases, and relationships from each other, and/or <input type="checkbox"/> Creates an original solution to a relationship dilemma/challenge.

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
<p>PPS2: Provide effective spiritual support that contributes to the wellbeing of care recipients, including patients (or the relevant analogue in a non-healthcare setting), their families/friends, and staff.</p>	<p><input type="checkbox"/> Eschews any orientation to outcomes of spiritual care, and/or</p> <p><input type="checkbox"/> Demonstrates care that is largely ineffective and/or largely harmful, and/or</p> <p><input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.</p>	<p><input type="checkbox"/> Does not articulate any particular desired outcome, and/or</p> <p><input type="checkbox"/> Does not address the chaplain’s contribution to said outcome, and/or</p> <p><input type="checkbox"/> Gives examples of the chaplain’s positive impact on only one or two of these three kinds of care recipients.</p>	<p><input type="checkbox"/> Articulates at least one desired outcome of the chaplain’s care, and</p> <p><input type="checkbox"/> Speculates on how the chaplain’s care contributes to said outcome(s), in terms of three examples:</p> <p><input type="checkbox"/> One example involving a patient (or inmate, student, service member, frontline worker, etc.), and</p> <p><input type="checkbox"/> Another example involving the patient’s (or analogue’s) family/friends, and</p> <p><input type="checkbox"/> A third example involving (additional) institutional staff (e.g., nurse, doctor, guard, manager).</p>	<p>Demonstrates competency, plus</p> <p><input type="checkbox"/> Goes beyond speculation to actually illustrate empirically the positive impact of the chaplain’s care, citing feedback from care recipients or observed changes, etc.</p>

<p>PPS3: Provide spiritual care that respects diversity, relative to differences in race, culture, gender, sexual orientation, etc.</p>	<p><input type="checkbox"/> Demonstrates care that largely imposes the chaplain’s own understanding over the care recipients’ self-understanding, and/or</p> <p><input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.</p>	<p><input type="checkbox"/> Describes general openness to others’ self-understandings but without specific professional examples of how the chaplain’s spiritual care honors</p> <p><input type="checkbox"/> care recipients of different racial identities from each other, and/or</p> <p><input type="checkbox"/> care recipients of different cultural identities from each other, and/or</p> <p><input type="checkbox"/> care recipients of different gender identities from each other, and/or</p> <p><input type="checkbox"/> care recipients of different sexual orientations from each other.</p> <p><input type="checkbox"/> Relies on stereotypes, i.e., a shallow version of cultural competence.</p>	<p>Illustrates openness to and honoring of others’ self-understandings in the chaplain’s care of</p> <p><input type="checkbox"/> care recipients of different racial identities from each other (i.e., not just care of someone who is different <i>from the chaplain</i> in terms of race, but rather care recipients of different races), and</p> <p><input type="checkbox"/> care recipients of different cultural identities from each other, and</p> <p><input type="checkbox"/> care recipients of different gender identities from each other, and</p> <p><input type="checkbox"/> care recipients of different sexual orientations from each other.</p>	<p>Demonstrates competency, plus</p> <p><input type="checkbox"/> Conveys an ongoing practice of cultural humility, i.e., the chaplain engages in ongoing reflection on their practice that increases the chaplain’s self-awareness, enriches the chaplain’s power analyses, and supports the chaplain’s increasingly respectful spiritual care.</p> <p><input type="checkbox"/> Gives examples of additional kind of diversity/differences (e.g., language, disability, nationality, immigration status).</p>
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	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
PPS4: Triage and manage crises in the practice of spiritual care.	<input type="checkbox"/> Does not discuss competing spiritual-care needs, and/or <input type="checkbox"/> Does not discuss the chaplain’s prioritization/ranking decisions, and/or <input type="checkbox"/> Does not describe the chaplain’s response/actions, and/or <input type="checkbox"/> Does not evaluate the chaplain’s triage decisions, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.	<input type="checkbox"/> Alludes to but does not lay out the competing spiritual-care needs, and/or <input type="checkbox"/> Prioritized/ranked the competing needs inappropriately, and/or <input type="checkbox"/> Took largely ineffective action to address those needs, and/or <input type="checkbox"/> Largely misevaluated the outcomes of their crisis management.	<input type="checkbox"/> Describes at least one moment at which the chaplain accurately assessed there to be competing spiritual-care needs, then <input type="checkbox"/> prioritized/ranked them intentionally, then... <input type="checkbox"/> acted on each of them, then <input type="checkbox"/> realistically evaluated the outcomes of those choices.	Demonstrates competency, plus <input type="checkbox"/> Gives additional examples, and/or <input type="checkbox"/> Analyzes systemic determinants of crises and works to remedy them toward avoiding/minimizing crises.

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
PPS5: Provide spiritual care to persons experiencing loss and grief.	<input type="checkbox"/> Merely names loss and grief without describing the chaplain’s care around it, and/or <input type="checkbox"/> Demonstrates a largely harmful response to loss and grief (e.g., ignoring, badgering, bright siding, minimizing, spiritualizing), and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.	<input type="checkbox"/> Limits understanding of loss and grief to death per se, and/or <input type="checkbox"/> Misses multiple opportunities to provide grief support.	Models best practices of loss and grief support for <input type="checkbox"/> care recipients who are grieving/bereaved by a death per se, and <input type="checkbox"/> care recipients who are grieving a loss other than death per se.	Demonstrates competency, plus <input type="checkbox"/> Compares and contrasts at least two different experiences of loss and grief paired with correspondingly different spiritual-care interventions, and/or <input type="checkbox"/> Integrates multiple frameworks/models of loss and grief (e.g., ambiguous loss, disenfranchised grief, anticipatory grief).

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
<p>PPS6: Provide religious/spiritual resources that are appropriate to given care recipients, their spiritualities/ religions, their contexts, and their goals.</p>	<p><input type="checkbox"/> Does not provide any resources, and/or</p> <p><input type="checkbox"/> Selects resources that are largely inappropriate or only generic, and/or</p> <p><input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.</p>	<p>Gives only a partial rationale, without establishing the appropriateness of the spiritual resource provided in terms of the care recipient’s particular</p> <p><input type="checkbox"/> spirituality</p> <p><input type="checkbox"/> circumstances, and/or</p> <p><input type="checkbox"/> hopes/intentions /aims.</p>	<p><input type="checkbox"/> Recounts the chaplain supplying a religious/spiritual resource) to their care recipient(s), and</p> <p>Explains the rationale by which the chaplain intentionally selected that resource, given the care recipient’s particular</p> <p><input type="checkbox"/> spirituality</p> <p><input type="checkbox"/> circumstances, and</p> <p><input type="checkbox"/> hopes/intentions /aims.</p>	<p>Demonstrates competency, plus</p> <p><input type="checkbox"/> Marshals a wide range of religious/spiritual modalities, and/or</p> <p><input type="checkbox"/> Furnishes not only customary religious/spiritual resources but spiritual resources that are customized for specific care recipients, contexts, and/or goals.</p>

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
<p>PPS7: Develop, coordinate, and facilitate public/semi-public liturgy appropriate to a range of settings and needs.</p>	<p><input type="checkbox"/> Cites only liturgy from beyond the chaplain’s institution, and/or</p> <p><input type="checkbox"/> Shares only a service within a single family of care recipients, and/or</p> <p><input type="checkbox"/> Gives an example of a liturgy that is largely inappropriate to the given setting and/or needs, and/or</p> <p><input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.</p>	<p><input type="checkbox"/> Gives only one example, and/or</p> <p><input type="checkbox"/> Gives two examples but with no difference in setting, and/or</p> <p><input type="checkbox"/> Gives two examples but addressing only the same need, and/or</p> <p>Asserts that but does not describe how the chaplain</p> <p><input type="checkbox"/> chose/designed, and/or</p> <p><input type="checkbox"/> organized/publicized, and/or</p> <p><input type="checkbox"/> officiated/executed this service.</p>	<p><input type="checkbox"/> Gives two examples—with some difference in exact setting and need addressed—of leading a ceremony/service within the chaplain’s institution but beyond one family of care recipients (e.g., a memorial, worship, weekly meditation sessions), and</p> <p>In each example, say how the chaplain</p> <p><input type="checkbox"/> chose/designed, and</p> <p><input type="checkbox"/> organized/publicized, and</p> <p><input type="checkbox"/> officiated/executed this service.</p>	<p>Demonstrates competency, plus</p> <p><input type="checkbox"/> Creates/adapts liturgies to make them even more appropriate to different settings and needs.</p>

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
PPS8: Facilitate care recipients' own theological/spiritual/philosophical reflection.	<input type="checkbox"/> Does not engage care recipients' spirituality nor lived experience, and/or <input type="checkbox"/> Discusses only the chaplain's theological/spiritual/philosophical reflection, rather than the care recipients', and/or <input type="checkbox"/> Gives a related example of the chaplain's own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.	<input type="checkbox"/> Supports exploration of care recipients' spirituality without connection to the care recipients' lived experience, and/or <input type="checkbox"/> Supports exploration of care recipients' lived experience without connection to the care recipients' spirituality.	Illustrates the chaplain supporting <input type="checkbox"/> a care recipient's own exploration/discovery of how the care recipient's own <i>lived experience</i> may influence the care recipient's own understanding of the care recipient's own <i>spirituality</i> , and/or <input type="checkbox"/> a care recipient's own exploration/discovery of how the care recipient's own <i>spirituality</i> may influence the care recipient's own understanding of the care recipient's own <i>lived experience</i> .	Demonstrates competency, plus <input type="checkbox"/> Not only helps a care recipient explore new meaning but helps them to arrive at new insight and/or take new actions, and/or Gives examples of both (i.e., more than just one of) the described directions of theological reflection: interpreting <i>lived experience</i> in terms of <i>spirituality</i> , and interpreting <i>spirituality</i> in terms of <i>lived experience</i> .

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
PPS9: Facilitate group processes in the provision of spiritual care.	<input type="checkbox"/> Demonstrates largely avoidance of group settings for spiritual care, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.	<input type="checkbox"/> Illustrates merely passive participation/presence (vs. leadership). <input type="checkbox"/> Illustrates participation not primarily as a spiritual-care provider but in a different role (e.g., an educator, a manager).	<input type="checkbox"/> Demonstrates leadership as a chaplain in a group gathering (e.g., a support group, intra-family meeting, staff-family meeting, after-trauma care, team debriefing, interdisciplinary rounds).	Demonstrates competency, plus <input type="checkbox"/> Exhibits integration with the theory of group behavior articulated in ITP5, and/or <input type="checkbox"/> Describes group spiritual-care interventions that not only achieve spiritual-care outcomes but additional outcomes (e.g., in terms of family therapy, team cohesion).

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
<p>PPS10: Make and use spiritual assessments to inform chaplain interventions and contribute to interdisciplinary plans of care.</p>	<p><input type="checkbox"/> Gives no example, and/or</p> <p><input type="checkbox"/> Espouses an opposition to chaplain assessment, intervention, and/or interdisciplinary communication, and/or</p> <p><input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.</p>	<p><input type="checkbox"/> Gives no example of assessment (e.g., only “presence” without assessment), and/or</p> <p><input type="checkbox"/> Gives no example of an assessment-informed intervention (e.g., provides interventions only intuitively), and/or</p> <p><input type="checkbox"/> Gives no example of interdisciplinary communication (e.g., largely avoids sharing the chaplain’s assessment with non-chaplain teammates), and/or</p>	<p>Illustrates the chaplain</p> <p><input type="checkbox"/> using evidence to determine a care recipient’s main spiritual concern, their prior history of spiritual distress, and/or (according to any spiritual-assessment tool) the current condition of any area of their spiritual functioning, and</p> <p><input type="checkbox"/> taking a spiritual-care action informed by that assessment, and</p> <p><input type="checkbox"/> sharing at least some aspect of that assessment with at least one non-chaplain member of the interdisciplinary team.</p>	<p>Demonstrates competency, plus</p> <p><input type="checkbox"/> Demonstrates facility with a recognized or popular spiritual-assessment tool (or more than one such tool).</p> <p><input type="checkbox"/> Develops/adapts a spiritual-assessment tool/framework of their own, and/or</p> <p><input type="checkbox"/> Demonstrates a practice of re-assessment over the course of a caring relationship.</p>

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
<p>PPS11: Document one’s spiritual care accurately, cautiously, and usefully and in the appropriate records.</p>	<p>Includes in the chaplain’s documentation</p> <ul style="list-style-type: none"> <input type="checkbox"/> significant inaccuracies, and/or... <input type="checkbox"/> ...legally/ethically risky language/information, and/or... <input type="checkbox"/> ...irrelevant material, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides documentation but without rationale, and/or <input type="checkbox"/> Provides rationale without actual/hypothetical documentation, and/or <input type="checkbox"/> Provides rationale only for what the chaplain includes, or <input type="checkbox"/> only for what the chaplain does not include. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides at least one (actual or hypothetical) example of accurate, cautious, and useful documentation of a spiritual-care encounter within the chaplain’s institution, and <input type="checkbox"/> Describes the chaplain’s rationale for <i>what to include</i> in the given example of documentation <input type="checkbox"/> and <i>what not to include</i> 	<p>Demonstrates competency, plus</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides not only what the chaplain documented or would have documented in their current context but also what the chaplain might have documented in alternative contexts (e.g., under different institutional documentation norms).

Section IV: Organizational Leadership Competencies

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
<p>OL1: Promote the integration of spiritual care into the life and service of the institution in which one functions.</p>	<p><input type="checkbox"/> Largely undercuts, marginalizes, or in some other way hampers the integration of spiritual care into the institution, and/or</p> <p><input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains</p>	<p><input type="checkbox"/> States the mission but does not describe how the chaplain supports that mission, and/or</p> <p><input type="checkbox"/> Does no harm to spiritual care’s integration into the institution but does not intentionally/consciously pursue further integration.</p>	<p><input type="checkbox"/> States the mission of the chaplain’s primary institution served (e.g., the hospital, the prison, the university), and</p> <p><input type="checkbox"/> Describes the chaplain’s sense of how their work has supported that mission, and</p> <p><input type="checkbox"/> Includes at least one example of a positive, intentional activity the chaplain has undertaken to deepen, widen, or elevate the role of spiritual care in that institution.</p>	<p>Demonstrates competency, plus</p> <p><input type="checkbox"/> Demonstrates a variety of positive, intentional activities at multiple levels of the institution’s hierarchy, and/or</p> <p><input type="checkbox"/> Describes not only how their work supports the institution’s mission but also how their chaplaincy influences, hones, and/or appropriately challenges the institution’s mission.</p>

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
OL2: Establish and maintain intradisciplinary and interdisciplinary relationships.	<input type="checkbox"/> Conveys a largely solo approach to their work, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains	<input type="checkbox"/> Gives examples only with chaplains, or <input type="checkbox"/> Gives examples only with non-chaplains, and/or <input type="checkbox"/> Illustrates beginning but not sustaining the relationships	Illustrates the chaplain beginning and sustaining professional relationships <input type="checkbox"/> with chaplain colleagues and <input type="checkbox"/> with non-chaplain colleagues.	Demonstrates competency, plus <input type="checkbox"/> Demonstrates teamwork within and across disciplines even with especially challenging circumstances, personalities, histories, and/or dynamics.

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
OL3: Understand and function within the chaplain’s institutional culture and systems, including utilizing business best practices appropriate to one’s role in the organization.	<input type="checkbox"/> Does not identify any institutional culture or systems, and/or <input type="checkbox"/> Does not identify any management, administrative, nor customer-service aspects of the chaplain’s functioning, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.	<input type="checkbox"/> Identifies an aspect of their institution’s culture but not any particular system, or <input type="checkbox"/> a system but not any particular aspect of the institution’s culture, and/or <input type="checkbox"/> Demonstrates a business practice but not a best/advisable practice.	<input type="checkbox"/> Reflects on the chaplain’s institution (e.g., their hospital, prison, university) and identifies at least one aspect of its culture (i.e., its characteristic norms, attitudes, beliefs, habits, values, stories, etc.), and <input type="checkbox"/> at least one of its business systems that the chaplain interacts with responsibly, and <input type="checkbox"/> Illustrates how the chaplain embodies at least some administrative best practices	Demonstrates competency, plus <input type="checkbox"/> Demonstrates not only navigating the existing culture and systems but working to influence/improve culture and systems.

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
OL4: Advocate for and facilitate ethical decision-making in one’s workplace.	<input type="checkbox"/> Demonstrates largely imposing the chaplain’s own personal principles and/or preferred outcomes on the ethical decision-making process, and/or <input type="checkbox"/> Misses most opportunities to engage with ethical decision-making in the chaplain’s context, and/or <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.	<input type="checkbox"/> Prompts/initiates but does not further facilitate/assist ethical decision-making, or <input type="checkbox"/> Facilitates/assists but does not prompt/initiate ethical decision-making, and/or <input type="checkbox"/> Cites only examples from outside the chaplain’s own service context.	<input type="checkbox"/> Gives an example of the chaplain prompting/encouraging a member of their institution to consider ethical principles in making a particular choice (i.e., advocating for ethical decision-making), and <input type="checkbox"/> Gives an example of the chaplain assisting in the actual process of discerning and applying ethical principles to a particular choice (i.e., facilitating ethical decision-making).	Demonstrates competency, plus <input type="checkbox"/> Gives examples both within and beyond the chaplain’s own department.

	<u>Does not demonstrate competency</u>	<u>Needs clarification</u>	<u>Demonstrates competency</u>	<u>Exceeds competency</u>
OL5: Foster a collaborative relationship with community clergy and faith-group leaders.	<input type="checkbox"/> Demonstrates largely disrespect to any community spiritual leader, and/or <input type="checkbox"/> Largely squanders existing or potential collaborations with spiritual leaders in the community. <input type="checkbox"/> Gives a related example of the chaplain’s own work that in some additional way does not meet the Standards of Practice for Professional Chaplains.	<input type="checkbox"/> Gives no specific example.	<input type="checkbox"/> Illustrates the chaplain working with spiritual leaders outside the chaplain’s institution to serve care recipients within the institution.	Demonstrates competency, plus <input type="checkbox"/> Proactively recruits new community contacts to increase resources available to care recipients... <input type="checkbox"/> ...especially from underserved populations.