SETON HEALTHCARE FAMILY
Clinical Pastoral Education

Program Sequential Curriculum for Residents
ACPE Standard 308.6.2, 308.7 & 309 – 312

Level I--Unit I

The Pastoral Role in Healthcare Ministry

Themes
• Educational Methodology of CPE
• Myers Briggs Assessment
• Role of the Chaplain
• Mastering Pastoral Care Skills
• Spirituality and Pastoral Care Practice
• Cultural Diversity
• Grief and Loss
• Ministry During Times of Death
• Personal History and Pastoral Formation
• Religious History and Pastoral Identity
• Working as a Member of an Interdisciplinary Team
• Development of Pastoral Assessments and Plans of Care
• Theological Reflection in Pastoral Care
• Role of the Chaplain in Crisis Intervention
• Group Dynamics
• Clinical Faculty Mentoring
• Management of Administrative Responsibilities

Emphases
• Action – Reflection Model of CPE
• Development of Learning Contract
• Spiritual Assessment and Plan of Care
• Pastoral Interventions
• Pastoral Care Foundations
• Pastoral Care Skills
• Use of Spiritual Resources
• Grief and Loss
• Spiritual and Cultural Diversity
• Personal and Pastoral Identity
• Pastoral Authority
• Individual and Group Dynamics

Curriculum Components
• Orientation to the Seton Family of Hospitals
• Orientation to Clinical Assignments
• Orientation to CPE
• Personality Profiles – Myers-Briggs and Enneagram
• Didactics Addressing Issues in Pastoral Care
• Clinical Practice
• Spiritual Reflection Seminars
• Pastoral Care Conferences
• Pastoral Rounds Seminars
• Interpersonal Group Seminars
• Dream Seminars
• Narrative Reflection Seminars
• Project Articulating Central Themes in Student’s Pastoral Theology
• Theological Reflection Seminars
• Reading Seminars Addressing Pastoral Care Skills and Pastoral Identity
• Clinical Faculty Mentoring
• Individual Supervision
• Mid-Unit and Final Unit Evaluations

Didactic Seminars
• Role of the Chaplain
• Spiritual Assessments and Intervention
• Plan of Care
• Charting
• Empathy
• Grief and Loss
• Ministry to Persons in Crisis
• Perinatal Loss
• Ministry to Children and Their Families
• Dying – the Physiological Process
• Pastoral Care in Emergency Situations
• Pastoral Care and Mental Illness
• Ministry to Roman Catholic Patients and Families
• Family Systems Theory and Pastoral Care
• Pastoral Interventions with Suicidal Persons
• Influence of Culture on a Person’s Response to Illness and Loss
• Enneagram - Personality Profiles

Bibliography
• Capps, Donald. Fragile Connections: Memoirs of Mental Illness
• Pamela Cooper-White. Shared Wisdom: Use of Self in Pastoral Care and Counseling
• Doehring, Carrie. The Practice of Pastoral Care: A Postmodern Approach
• Dykstra, Robert C. Images of Pastoral Care
• Fitchett, George. Assessing Spiritual Needs
• Froemke, Susan & Nevins, Sheila. Addiction: Why Can’t They Stop?
• Gilbert, Sandra M. Death’s Door: Modern Dying and the Way We Grieve
• Goleman, Daniel. Emotional Leadership
• Lester, Andrew D. The Angry Christian
Expected Outcomes – Unit I/Level I

- Demonstrated ability to formulate specific goals that address one’s pastoral formation, including one’s personal strengths and weaknesses. (311.9)
- Demonstrated understanding of the clinical method of learning (311.8)
- Demonstrated ability to identify some key theological concepts of one’s pastoral theology (311.1)
- Demonstrated ability to identify significant life events and their influence on one’s pastoral formation (311.2)
- Demonstrated ability to use peer group and supervisory consultation for personal and professional growth (311.3)
- Demonstrated ability to risk in offering and receiving feedback and critique (311.4)
- Recognition of relational dynamics in peer group and professional interaction, and their influence on how one functions personally and professionally (311.5)
- Demonstrated integration of conceptual knowledge into one’s practice of pastoral care (311.6)
- Demonstrated ability to function effectively as a member of a pastoral care team (311.5)
- Demonstrated ability to develop pastoral assessments that inform one’s ministry to others (311.7)
- Demonstrated ability to initiate pastoral relationships with staff, patients and families in a multicultural setting (311.7)
- Exploration of a range of pastoral care skills including active listening, confronting with sensitivity and exploring spiritual concerns (311.7)
- Demonstrated ability to work effectively as a chaplain in an interdisciplinary setting (311.7)

Level 1–Unit II

Exploring Pastoral Identity

Themes
- Reflection on Significant Events in Student’s Pastoral Formation
- Identification and Articulation of the Student’s Pastoral Care Style
- Identification and Articulation of the Student’s Theological Understanding of the Pastoral Care Role
- Exploration of Student’s Spiritual Journey and Its Influence on Pastoral Identity
- Effective Employment of Plans of Care in Pastoral Care
• Identification and Reflection on a Student’s Style of Pastoral Leadership
• Development of a Wide Range of Pastoral Care Skills
• Management of Administrative Responsibilities
• Clinical Faculty Mentoring
• Mentoring of Extern Students

Emphases
• Development of a Learning Contract
• Use of Spiritual Assessments in Plans of Care
• Continued Development of Pastoral Care Skills
• Articulation of Pastoral Identity
• Identification of Strengths and Weaknesses as a Pastor
• Narrative Reflection in Personal Identity and Pastoral Care
• Use of Spiritual Resources in Pastoral Care
• Management of Administrative Responsibilities
• Cultural Diversity
• Individual and Group Dynamics
• Mentoring of CPE Externs
• Learning with Clinical Faculty

Curriculum Components
• Orientation to Clinical Assignments
• Orientation to the CPE Unit Curriculum
• Didactic Addressing Pastoral Formation and Issues in Pastoral Care
• Clinical Practice
• Live Verbatim Seminars
• Interpersonal Group Seminars
• Pastoral Rounds Seminars
• Pastoral Care Conferences
• Dream Seminars
• Spiritual Reflection Seminars
• Connection Curriculum – Shame and Empathy
• Retreat on Spirituality and Pastoral Identity
• Paper/Project Articulating a Student’s Understanding of Her or His Spirituality and It Impact on the Practice of Pastoral Care
• Theological Reflection Using Art as a Metaphor
• Individual Supervision
• Mid-Unit and Final Unit Evaluation

Didactic Seminars
• Use of Spiritual Resources in Pastoral Care
• Connection Curriculum – Shame and Empathy
• Life Narrative
• Life Cycle Theory and Pastoral Care
• Palliative Care
• Addiction – Spiritual and Psychological Dynamics
• Introduction to DMS -5 for Pastors
• Pastoral Care with Mood Disorders
• Understanding the Stories We Live By
• Gender Dynamics in Pastoral Care
• Hope and Despair in Pastoral Care
• Healing – Dynamics and Transitions
• Art of Confrontation in Pastoral Care
• Influence of Culture in Responding to Illness and Loss

Bibliography
• Bondi, Roberta. *Memories of God: Theological Reflections on a Life*
• Bush, Joseph E., Jr. *Gentle Shepherding: Pastoral Ethics and Leadership*
• Capps, Donald. *Living Stories*
• Crews, Harry. *A Childhood: The Biography of a Place*
• Dykstra, Robert D. *Losers, Loners, and Rebels: The Spiritual Struggles of Boys*
• Fitchett, George. *Assessing Spiritual Needs*
• Froemke, Susan & Nevins, Shelia. *Addiction: Why Can’t They Stop?*
• Gutheil, Thomas G. *Preventing Boundary Violations in Clinical Practice*
• Hiltner, Seward. *Preface to Pastoral Theology*
• Knowles, John. *A Separate Peace*
• Koenig, Harold G. *Faith in the Future: Healthcare, Aging and the Role of Religion*
• May, Rollo. *Power and Innocence*
• McAdams, Dan P. *The Stories We Live By* (Text for Reading Seminar)
• O’Connor, Flannery. *The Complete Stories*
• Potok, Chaim. *The Chosen*
• Price, Reynolds. *A Whole New Life*
• Quadryno, Jill. *Aging and the Life Course: An Introduction to Social Gerontology*
• Ramsey, Nancy J. *Pastoral Diagnosis*
• Williams, Daniel Day. *The Minister and the Care of Souls*
• Wright, Richard. *Black Boy*

Expected Outcomes – Unit II/Level I

• *Demonstrated ability to articulate the central themes in a student’s spiritual journey and their influence upon his or her pastoral care (311.1)*
• *Demonstrated ability to recognize the central themes in a patient/family story and to use them to inform one’s pastoral care (311.6)*
• *Demonstrated ability to recognize the influence of gender and cultural context on personal functioning and pastoral care (311.2)*
• *Demonstrated ability to dialogue with peers and supervisor about challenges arising in pastoral care and group interaction, and to articulate the psychological and cultural dynamics involved (311.3)*
• *Demonstrated ability to offer timely and appropriate critique, and to identify the challenges that arise in addressing this outcome (311.4)*
- Demonstrated ability to effectively recognize and make use of one’s relational dynamics in interactions with peers, supervisor, patients and their families and in interdisciplinary settings (311.5)
- Demonstrated ability to understand the role of narrative, and a demonstrated capacity to apply that understanding to pastoral care (311.6)
- Demonstrated ability to employ a wide range of pastoral care skills in ministry to others (311.7)
- Developing awareness of the value of self—supervision in identifying and working with learning issues (311.8)
- Demonstrated ability to formulate clear and specific goals for learning that recognize the progress made and the challenges that remain (311.9)

**Level I--Unit III**

**The Self in Systems**

**Themes**
- Introduction to an Understanding of Systems
- Study of the Theological Implications of Systems Theory
- Reflection on a Student’s Family System and Its Influence on the Student’s Pastoral Identity and Pastoral Care Style
- Focus on Systemic Thinking in Pastoral Care – Impact of Family, Culture, Faith and Institutional Context
- Ministry to Families
- Study of the Spirituality of Systems
- Role of Culture and Environment in a Person’s Response to Illness and Death
- Ethical Reflection in Pastoral Care
- Inventory of One’s Pastoral Care Skills
- Clinical Faculty Mentoring
- Mentoring of Extern Students
- Management of Administrative Responsibilities

**Emphases**
- Orientation to Clinical Assignments
- Orientation to CPE Unit Curriculum
- Level II Educational Consultation
- Development of a Learning Contract
- Development of an Understanding of Family Systems Theory and Its Implication for Pastoral Care
- Awareness of the Influence of the Resident’s Family System on Her or His Pastoral Practice and Pastoral Identity
- Awareness of the role of narrative in pastoral care
- Development of an Appreciation for Culture on a Person’s Response to Trauma and Illness
- Ministry to Individuals and Families
- Development of Mentoring Skills
- Ability to Provide Pastoral Leadership in a Multidisciplinary Setting
• Cultivation of Professional Relationships with Staff Chaplains and Other Members Within the Department
• Use of Self-Supervision and Pastoral Consultation

**Curriculum Components**
• Orientation to Clinical Assignments
• Orientation to CPE Unit Curriculum
• Level II Educational Consultation
• Clinical Practice
• Didactics on Systems Theory and Its Implications, for Spirituality, Pastoral Care and Ministry
• Didactics on narrative approaches to pastoral care
• Cultural Awareness Seminar
• Cultural Identity Seminars
• Live Verbatim Seminars
• Pastoral Rounds Seminars
• Gender and Archetype Seminars
• Pastoral Care Seminars
• Interpersonal Group Seminars
• Reading Seminars on Systems Theory and Pastoral Care
• Individual Supervision
• Mid-Unit and Final Evaluations

**Didactic Seminars**
• The Family as a System – Ministering to Families During Crisis
• Generational Differences
• Leadership, Change and Transformation
• Medical Ethics and the End of Life
• Professional and Personal Boundaries – Recognizing the Differences
• Self-Care - Caring for the Care Giver

**Bibliography**
• Augsburger, David. *Pastoral Counseling Across Cultures*
• Capps, Donald. *Biblical Approaches to Pastoral Care*
• Ronald, Richardson. *Pastoral Care and Preaching: A Quest for an Integrated Ministry*
• Callahan, Daniel. *Setting Limits: Medical Costs in an Aging Society*
• Callahan, Daniel. *The Troubled Dream of Life: In Search of a Peaceful Death*
• Freidman, Edwin. *A Failure of Nerve*
• Friedman, Edwin. *Generation to Generation: Family Process in Church and Synagogue*
• Gilbert, Roberta. *Extraordinary Relationships: A New Way of Thinking About Human Relationships*
• Gilbert, Roberta. *Extraordinary Leadership: Thinking Systems, Making a Difference*
• Guerin, Philip J. *Working With Relationship Triangles*
• Haley, Jay. *Leaving Home: The Therapy of Disturbed Young People*
• Kerr, Michael and Bowen, Murray. *Family Evaluation: The Role of the Family as an Emotional Unit*
Expected Outcomes – Unit III/Level I

- Demonstrated ability to articulate an understanding of the major concepts associated with the Bowen theory of family systems. (311.6)
- Demonstrated awareness of the influence of one’s family system upon pastoral identity and pastoral practice. (312.2)
- Demonstrated ability to articulate an understanding of the influence of culture on a person’s response to illness and death. (311.7)
- Demonstrated ability to recognize the systematic implications of one’s theological perspective. (311.1)
- Demonstrated ability to employ family system theory in one’s pastoral assessments and plans of care. (311.6)
- Demonstrated ability to use consultation in the practice of one’s pastoral care. (311.3)
- Demonstrated ability to dialogue with peers and supervisor about challenges arising in pastoral care and group interaction, and to articulate the psychological and cultural dynamics involved. (311.3)
- Demonstrated ability to offer timely and appropriate critique, and to identify the challenges that arise in addressing this outcome. (311.4)
- Demonstrated ability to effectively recognize and make use of one’s relational dynamics in interactions with peers, supervisor, patients and their families and in interdisciplinary settings. (311.5)
- Demonstrated ability to employ a wide range of pastoral care skills in ministry to others (311.7)
- Demonstrated ability to formulate clear and specific goals for learning that recognizes the progress made and the challenges that remain. (311.9)
- Developing awareness of the value of self—supervision in identifying and working with learning issues. (311.8)
- Demonstrated ability to formulate clear and specific goals for learning that recognizes the progress made and the challenges that remain. (311.9)

Level I—Unit IV

Exploring Pastoral Authority and Leadership

Themes
- Identification of One’s Leadership Style
- A Theological Understanding of Leadership
- Psychological Dimensions of Leadership
- Spirituality and Leadership
- DISC Profile
• Effective Team Work
• Identification of Styles of Addressing Conflict
• Hope and Future Narrative
• Transition from CPE to Work
• Development of a Resume
• Preparation for Job Interviews
• Clinical Faculty Mentoring
• Mentoring of Intern Students
• Management of Administrative Responsibilities
• Spiritual Collaborative Common Standards for Professional Chaplaincy

Emphases
• Identification of One’s Strengths and Weaknesses as a Leader
• Development and Nurture of Professional Relationships
• Addressing Conflict and Misunderstandings
• Exercising Pastoral Authority
• Role of future story in pastoral care
• Articulation of an Understanding of the Role of Leadership
• Working Effectively as a Member of an Interdisciplinary Team
• Staff Support
• Inventory of Pastoral Care Skills
• Resume Preparation
• Applying for a Chaplaincy Position
• Preparing for a Job Interview

Curriculum Components
• Orientation to Clinical Assignments
• Orientation to CPE Unit Curriculum
• Clinical Practice
• Didactics on Leadership and Pastoral Authority
• Leadership Seminars – What is my Style
• Reading Seminars on Leadership
• Retreat on Spirituality and Leadership
• Pastoral Care Conferences
• Pastoral Rounds
• Leadership Interview Seminars
• Interpersonal Group Seminars
• Mentoring of Summer Interns
• Individual Supervision
• Mid-Unit and Final Evaluations

Didactic Seminars
• DISC Inventory
• Family Genograms
• Leadership Styles – Interviews of Key Seton Leaders
• Identifying Your Strengths and Weaknesses as a Leader
Pastoral Authority in a Multidisciplinary Setting
Resumes – The Good, Bad and the Ugly
Interviewing - What Do I Need to Know

Bibliography
- Arbinger Institute. Leadership and Self-Deception: Getting Out of the Box
- Beauchamp, Tom L. and Childress, James F. Principles Of Biomedical Ethics
- Chandler, John P. Courageous Church Leadership: Conversations with Effective Practitioners
- DePree, Max. Leadership Is An Art
- Friedman, Joel and Boumil, Marcia. Betrayal of Trust: Sex and Power in Professional Relationships
- Goleman, Daniel, & al. Primal Leadership: Learning to Lead with Emotional Intelligence
- Greenleaf, Robert K. & al. Servant Leadership
- Hauerwas, Stanley. God, Medicine and Suffering
- Lencioni, Patrick. The Five Dysfunctions of Teams: A Fable
- Lencioni, Patrick. Overcoming the Five Dysfunctions of a Team: A Field Guide
- May, Rollo. Power and Innocence
- Patterson, Kerry & al. Crucial Confrontations: Tools for Talking about Broken Promises, Violated Expectations and Bad Behavior
- Patterson, Kerry & al. Influencer: The Power to Change Anything
- Singer, Peter. Practical Ethics
- Stevens, R. Paul. The Equipping Pastor: A Systems Approach to Congregational Leadership
- Wink, Walter. The Powers That Be: Theology for a New Millennium

Expected Outcomes – Unit IV/Level I

- Demonstrated ability to articulate the influence of major life events, relationships and cultural contexts on an understanding of power and authority (311.2).
- Demonstrated ability to articulate a theological understanding of leadership, power and authority (311.1)
- Demonstrated ability to articulate and use professional consultation in a pastoral practice (311.3)
- Demonstrated ability to formulate appropriate learning goals to address leadership and professional relationships in a multidisciplinary setting (311.9)
- Demonstrated ability to recognize the relational dynamics and their influence on pastoral practice and professional relationships (311.5)
- Demonstrated ability to integrate a conceptual understanding of leadership and professional relationships into a pastoral practice (311.6)
- Demonstrated ability to articulate an understanding of pastoral leadership congruent with a ministry in a multicultural context. (311.7).
Level II Curriculum

Level II--Unit III

The Self in Systems

- Unit III/Level II would address the themes listed above for Unit III/Level I with an emphasis on demonstrated competence. Entrance into Level II CPE depends upon a successful completion of a Level II Educational Consultation at the beginning of Unit 3.
- Additional Educational Components of Unit III/Level II will include at least three (3) of the following options:
  - Presentation of a Didactic on Pastoral Care Issues to Peers and Supervisors
  - A Paper/Project Articulating an Understanding of the Influence of the Student’s Family System on His or Her Pastoral Functioning
  - A Case Study Demonstrating the Use of Systems Thinking in Pastoral Care
  - A Paper/Project Discussing the Student’s Understanding of the Theological Implications of Systems Thinking in Pastoral Care
  - A Paper/Project Articulating The Student’s Understanding of the Pastoral Role in an Interdisciplinary Setting
  - A Paper Discussing the Systemic Challenges of Working at Seton as a Chaplain Resident
  - Project Exploring Creative Options for Providing Pastoral Care in the Student’s Clinical Setting
  - Presentation of an Ethical Case Study

Didactic Seminars
- Constructing and Using Family Genograms
- Pastoral Care with Families – Creating Alliances
- Development and Use of a Psychological Theory in Pastoral Care
- Advanced Pastoral Care Skills
- Articulation of the Pastoral Role and Authority in a Multidisciplinary Setting
- Administration of a Chaplaincy Program – Challenges in a Rapidly Changing Setting

Expected Outcomes – Unit III/Level II

- Demonstrated competence in employing an understanding of the major concepts associated with the Bowen theory of family systems. (312.4)
- Demonstrated competence in recognizing and working effectively with transference and counter-transference in work with individuals and families. (312.6)
- Demonstrated competence in articulating the systematic implications of one’s theological perspective. (312.1)
- Demonstrated competence in ministering effectively with persons from other cultures, and in articulating how cultural diversity influences pastoral care to others. (312.2)
- Demonstrated ability to set appropriate educational goals that recognize individual strengths as a pastor and acknowledge the student’s growing edges. (312.8)
- Demonstrated competence in functioning effectively in the pastoral role in an interdisciplinary setting. (312.7)
- Demonstrated competence in use of consultation to address limitations and growing edges as a pastor. (312.7)
• Demonstrated ability to use self-supervision in accessing strengths and weaknesses as a pastor. (312.8).

Level II--Unit IV

Exploring Pastoral Authority and Leadership

• Unit IV/Level I and Unit IV/Level II will address the same themes as Unit IV/Level I with an emphasis on demonstrated competence.
• Additional Education Components of Unit IV/Level II will include at least three (3) of the following options:
  ▪ Presentation of a Didactic on Pastoral Care Issues to Peers
  ▪ Paper/Project Identifying Leadership Strengths and Weaknesses
  ▪ Development of a Mentoring Relationship with a Chaplain Site Coordinator to Explore the Art of Program Administration
  ▪ Paper Articulating a Theological Understanding of Leadership
  ▪ A Leadership Interview with a Leader in the Seton Family of Hospitals
  ▪ Paper/Project Articulating a Student’s Understanding of Leadership
  ▪ Completion of an Educational Module with Seton’s Organizational Development and Training
  ▪ Preparation of Materials for APC
  ▪ Participating in Mock Job Interviews
  ▪ Inventory of One’s Growing Edges as a Chaplain/Minister

Didactic Seminars
• Identifying and Articulating Your Strengths and Growing Edges to Prospective Employers
• Constructing a Resume and Cover Letter
• Leadership Styles – Strengths and Weaknesses
• Job Interviewing - The Dos and Don’ts
• Deciding On What is Important for You in a Job
• Transitioning Out of CPE – Challenges and Opportunities

Expected Outcomes – Unit IV/Level II

• Demonstrated competence in the use of a wide range of pastoral care skills (312.3)
• Demonstrated competence in initiating, nurturing and maintaining professional relationships (312.7)
• Demonstrated competence in articulating and effectively implementing an understanding of the pastoral role in an interdisciplinary setting (312.7)
• Demonstrated ability to integrate an understanding of leadership, power and authority into a pastoral practice (312.5)
• Demonstrated competence in ministering to persons from diverse cultures (312.2)
• Demonstrated ability to articulate an understanding of the pastoral role that is congruent with personal values, basic assumptions, and personal identity.
• Demonstrated competence in the use of Self-Supervision and Consultation (312.6)
• Demonstrated competence in managing administrative tasks and responsibilities (312.5)