

The National Initiative to Develop Competencies in Spirituality for Medical Education

#	Competency	Observed Behaviors	Pedagogical Methods (see page 2)	Performance Assessments (see page 2)
HCS1	Health Care Systems	Describe the importance of incorporating spiritual care into a healthcare system	Health Care Systems: 8, 10, 15, 18, 19, 22, 24, 31, 32, 33, 34, 35, 36, 41, 44, 49	Health Care Systems: 1, 2, 3, 4, 8, 13, 14, 15, 16, 20
HCS2	Health Care Systems	Describe and evaluate spiritual resources in a healthcare system and a community		
HCS3	Health Care Systems	Compare and contrast spiritual resources in different healthcare systems		
HCS4	Health Care Systems	Discuss the ways in which healthcare systems may complicate spiritual care		
HCS5	Health Care Systems	Describe methods of reimbursement for spiritual care, including funding for other disciplines (e.g., nursing, chaplains, counseling)		
HCS6	Health Care Systems	Discuss how the legal, political and economic factors of healthcare influence spiritual care		
HCS7	Health Care Systems	Explain how effective spiritual care impacts the overall quality of and improvements to patient care		
HCS8	Health Care Systems	Describe how spiritual care is provided by interdisciplinary team members and community resources		
HCS9	Health Care Systems	Apply advocacy skills to spiritual care within healthcare systems (e.g., local, regional, national)		
K1	Knowledge	Compare and contrast spirituality (broadly defined) and religion	Knowledge: 8, 18, 20, 22, 24, 34, 36, 41, 43, 44, 46, 48, 49	Knowledge: 2, 4, 7, 8, 9,11,12, 13, 15, 20, 23
K2	Knowledge	Discuss the relationships between spirituality, religious beliefs, and cultural traditions		
K3	Knowledge	Describe how spirituality interrelates with complementary and alternative medicine		
K4	Knowledge	Discuss major religious traditions as they relate to patient care		
K5	Knowledge	Differentiate between a spiritual history, spiritual screening, and spiritual assessment		
K6	Knowledge	Describe common religious/spiritual problems that arise in clinical care		
K7	Knowledge	Compare and contrast sources of spiritual strength and spiritual distress		
K8	Knowledge	Differentiate between spirituality and psychological factors (e.g., grief, hope, meaning)		
K9	Knowledge	Describe boundary issues in providing spiritual care		
K10	Knowledge	Outline key findings of spirituality-health research		
K11	Knowledge	Locate and evaluate spiritual/religious information resources (online and hard copy)		
K12	Knowledge	Describe how a patient's spirituality may affect his/her context-specific clinical care		
CP1	Comp Presence	Discuss why it is a privilege to serve the patient	Compassionate Presence: 1, 5, 8, 8, 11, 12, 16, 18, 20, 21, 22, 26, 27, 31, 32, 34, 35, 36,38, 39, 40, 41, 42, 43, 44, 45, 46, 47	Compassionate Presence: 1, 2, 3, 4, 7, 13, 14, 16, 19, 20
CP2	Comp Presence	Describe personal and external factors that limit your ability to be fully "present" with a given patient		
CP3	Comp Presence	Discuss why the illness experience of the patient is an essential element of the physician-patient relationship		
CP4	Comp Presence	Discuss how you as a provider may be changed by your relationship with the patient		
CP5	Comp Presence	Demonstrate the ability to be engaged and fully "present" with a patient		
CP6	Comp Presence	Describe strategies to be more present with patients		
PC1	Patient Care	Appropriately utilize patients' spiritual network and supports	Patient Care: 1, 2,4, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 23, 24,25, 26, 27, 2, 29, 32, 34, 45, 36, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49	Patient Care: 2, 4, 5, 7, 8, 10, 12, 13, 18, 20, 23
PC2	Patient Care	Perform a detailed spiritual history at appropriate times (e.g., complete medical history, giving bad news)		
PC3	Patient Care	Perform spiritual screening at appropriate time		
PC4	Patient Care	Perform ongoing assessment of patient's spiritual distress		
PC5	Patient Care	Integrate patient's spiritual issues and resources into ongoing treatment and discharge plans		
PC6	Patient Care	Collaborate with staff, family, pastoral care and other members of healthcare team to address patient's spiritual care		
PC7	Patient Care	Invite patients to identify and explore their own spirituality or inner life		
PC8	Patient Care	Respond appropriately to verbal and nonverbal signs of spiritual distress		
PC9	Patient Care	Make timely referral to chaplain or spiritual counselor		

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PC10	Patient Care	Respect patients' spiritual/religious belief systems		
PPD1	Pers/Prof Develop	Explain the reasons and motives that drew you to the medical profession	Professional Development: 1, 2, 3, 4, 5, 6, 8, 13, 17, 18, 20, 21, 24, 30, 37, 38, 39, 40, 41, 43, 44, 36, 47	Professional Development: 2, 4, 7, 8, 10, 14, 15, 20, 21
PPD2	Pers/Prof Develop	Explore the role that spirituality plays in your professional life		
PPD3	Pers/Prof Develop	Reflect on signs of personal spiritual crisis & methods of intervening		
PPD4	Pers/Prof Develop	Identify your sources of spiritual strengths		
PPD5	Pers/Prof Develop	Describe how spirituality functions as a way of connecting with healthcare team, family and patients		
PPD6	Pers/Prof Develop	Identify your personal and professional support communities		
C1	Communication	Practice deep listening—hearing what is being communicated through and between the words, the body language, and the emotions.	Communication: 1, 4, 7, 8, 14, 15, 18, 20, 23, 25, 26, 27, 35, 36, 42, 43, 45, 47, 48, 49	Communication: 2, 3, 4, 5, 7, 8, 10, 12, 13, 14, 18, 20
C2	Communication	Practice curious inquiry—a non-judgmental practice of exploration without goals or expectations		
C3	Communication	Practice perceptive reflections—mirroring for the client what you hear or perceive, but always checking the “truth” of your reflection with the client.		
C4	Communication	Communicate professionally with spiritual care providers and other team members about the patient's spiritual distress or resources of strength		
C5	Communication	Use appropriate nonverbal behaviors to signal interest in the patient		
C6	Communication	Demonstrate the use of silence in patient communication		

Teaching Methods

1	Arts (music, visual/theatre)	26	Motivational interviewing
2	Bioethics course	27	Patient interviewing/practice
3	Careers in medicine (understanding yourself) program	28	Patient logbooks/student documentation
4	Case studies	29	Patient speakers/teachers
5	Case-based learning	30	Portfolio
6	Centering ritual	31	Student presentations
7	Communication Skills Course/Doctoring/Intro to Clinical Skills	32	Problem-based learning sessions/theme oriented (e.g., advance dirs)
8	Electives/selectives with spirituality curriculum/content	33	Quality improvement projects
9	Exercises in listening and being present	34	Reading/directed
10	Experiential/local politicians	35	Role modeling
11	Experiential/mentors & pastoral care	36	Role playing
12	Experiential (e.g., practicing being in a wheelchair)	37	Personal well-being log
13	Feedback/patient	38	Self-awareness/self-care/spiritual experiences
14	Feedback/trained faculty observers giving feedback w SPs	39	Self-reflective writing
15	Feedback/trained faculty observers giving feedback w/o SPs	40	Narrative writing
16	Guided observation	41	Service learning
17	Interdisciplinary team training w chaplain participation	42	Shadow chaplain/other 'expert' at addressing spiritual needs
18	Lecture/interactive & didactic	43	Simulations
19	Living will/do your own	44	Small group discussion/debates
20	Mentoring w clinician &/or chaplain	45	Small groups/dyads with facilitators
21	Mindfulness training	46	Standardized patients
22	Observe preceptors/mentors	47	Video interviews w review
23	OSCEs/developmental/w checklists & guidelines	48	Videos/films
24	Panel discussions	49	Web searches/webcasts
25	Parallel charting/case studies with spiritual issues		

Performance Assessments

1	Assessment of narratives/journal entries
2	Assessment of student present/write ups
3	Assessment/pastoral care
4	Case-based learning/PBL
5	Chart review
6	Checklist evaluation live/recorded performance
7	Feedback or evaluation/faculty/mentor/precept/expert
8	Exam/MCQs/written
9	Exam/short answer
10	Feedback or evaluation/360-degree
11	Exam/essay
12	Feedback or evaluation/Mini-CEX
13	Feedback or evaluation/patients
14	Feedback or evaluation/peer
15	Feedback or evaluation/self
16	Feedback or evaluation/tutor
17	Global ratings of live/recorded performance
18	Objective structured clinical exams
19	Observation of performance/various settings
20	Portfolios
21	Pre/post testing (written/video)
22	Simulation/virtual patient
23	Standardized oral exams