

## *Outcomes for Level I CPE*

This format was developed by the staff and students at  
Rush-Presbyterian-St. Luke's Medical Center  
Department of Religion, Health, and Human Values  
Chicago, IL in August 2001.

### Rating Indicators:

A = no evidence of competence

B = minimal evidence of competence

C = moderate evidence of competence

D = strong evidence of competence

The rating of C or D indicates competence for this outcome has been demonstrated.  
The rating of A or B indicates that further work is needed to demonstrate competence for this outcome.

### **251.1**     *Articulate central themes of her or his religious heritage and/or theological understanding that inform one's ministry.*

- A.\_\_\_\_ By the end of the quarter, student had given no evidence of awareness of how the central themes of his/her religious heritage pertain to his/her ministry; nor had student demonstrated an ability to think theologically about her/his ministry.
- B.\_\_\_\_ At the end of the quarter, student still had difficulty articulating the central themes of her/his religious heritage or theological understandings that inform her/his ministry.
- C.\_\_\_\_ At the end of the quarter, student demonstrated a moderate grasp of how the central themes of her/his religious heritage relate to her/his ministry. Student was taking initial steps in thinking theologically about her/his ministry.
- D.\_\_\_\_ At the end of the quarter, student demonstrated a strong grasp of the central themes of her/his religious heritage and was articulate about how these relate to his/her ministry. Student was making good progress in thinking theologically about her/his ministry.

### Comments:

**251.2**      ***Identify and discuss major life events and relationships that impact on personal identity as expressed in pastoral functioning.***

- A. \_\_\_\_      At the end of the quarter, self reflection - as evidenced in participation in group seminars (verbatim and opens), and written or oral reflections for individual supervision - indicated no evidence of awareness that his/her pastoral functioning is shaped by personal history. Resists any inquiry about the relation of personal history to pastoral functioning.
- B. \_\_\_\_      At the end of the quarter, as indicated by self-reflection in group seminars (verbatim and opens), and written or oral reflections for individual supervision, student can identify at least one way that pastoral functioning is influenced by personal history. Explores relationship between personal history and pastoral functioning with hesitancy and occasional resistance.
- C. \_\_\_\_      At the end of the quarter, as indicated by self-reflection in group seminars (verbatim and opens), and written or oral reflections for individual supervision, student can identify two ways that pastoral functioning is influenced by personal history. Explores relationship between personal history and pastoral functioning with occasional hesitancy but with minimal resistance.
- D. \_\_\_\_      At the end of the quarter, as indicated by self-reflection in group seminars (verbatim and opens), goal setting, and written or oral reflections for individual supervision, student can identify two or more ways that pastoral functioning is influenced by personal history. Is actively curious about relationship between personal history and strengths and growing edges in current pastoral functioning. Explores this relationship with minimal resistance.

**Comments:**

**251.3      *Demonstrate the ability to initiate helping relationships.***

- A.\_\_\_\_      At the end of the quarter, verbatims and oral reports indicate difficulty taking initiative to meet with new patients or families, even when visit is requested or when referred by staff. Initial visits are generally brief and awkward.
- B.\_\_\_\_      At the end of the quarter, verbatims and oral reports indicate comfort initiating visits when requested by patient or family or referred by staff, but without request or referral is frequently uncomfortable or anxious. When visits are initiated, demonstrates some ability to introduce him or herself to new patients or families and inquire about their hospitalization/illness story.
- C.\_\_\_\_      As demonstrated through verbatims or oral reports, at the end of the quarter is usually comfortable making rounds and meeting new patients or families without requests or referrals. When visits are initiated, demonstrates an ability to introduce him or herself to new patients or families and inquire about their hospitalization/illness story. Also is beginning to be able to inquire about spiritual needs, and provide support and ritual care (prayer, scripture reading, sacrament) as appropriate.
- D.\_\_\_\_      As demonstrated through verbatims or oral reports, at the end of the quarter is consistently able to make rounds and meet new patients or families without requests or referrals. Demonstrates an ability to introduce him or herself to new patients or families, inquire about their hospitalization/illness story, inquire about their spiritual needs, and provide support and ritual care (prayer, scripture reading, sacrament) as appropriate.

**Comments:**

**251.4**      ***Initiate peer group and supervisory consultation and receive feedback [critique] about one's ministry practice.***

- A. \_\_\_\_      Student did not request or identify areas for consultation during peer group seminar opportunities. Student was frequently late or missed scheduled supervisory appointments.
- B. \_\_\_\_      Student occasionally identified areas for general feedback in either peer or individual supervisory consultation. Student was frequently unprepared for individual supervision, or did not use it to address ministry practice.
- C. \_\_\_\_      Within either group seminar or individual supervision, student consistently identified specific areas for consultation related to ministry practice. On most occasions, showed capacity to engage in dialogue around feedback about ministry practice for purposes of growth with objectivity.
- D. \_\_\_\_      Within both group seminars and individual supervision, student consistently identified specific areas for consultation related to ministry practice. Consistently showed capacity to engage in dialogue around feedback about ministry practice for purposes of growth with objectivity. In addition, willingly explored the relationship between his or her personal history, relationships, beliefs, ministry practice and identity.

**Comments:**

**251.5**      ***Risk offering appropriate and timely feedback [critique].***

- A. \_\_\_\_      In the context of group seminars, student rarely offered feedback to peers and/or supervisors. Did not respond to challenges from the group to take risks to offer such feedback.
- B. \_\_\_\_      In the context of group seminars, student made inconsistent attempts to offer feedback to peers and/or supervisors and seemed uncomfortable doing so. Did not made notable progress in gaining skills of offering constructive feedback within the group.
- C. \_\_\_\_      In the context of group seminars, student was able to offer feedback to peers and/or supervisors. However, feedback was sometimes experienced as not relevant or poorly timed.
- D. \_\_\_\_      In the context of group seminars, student consistently provided feedback to peers and/or supervisors. His/her feedback was generally experienced as relevant and well-timed.

**Comments:**

## **251.6 Utilize the clinical method of learning to achieve his or her educational goals.**

- A.\_\_\_\_ Goals for growth in self-understanding and/or spiritual care skills were poorly thought out. Verbatims, oral reports, staff feedback, and self-evaluation indicate the student engaged in minimal pastoral practice, was unable to reflect upon his or her ministry, nor engage in reflective conversation about his or her ministry in peer or individual supervision. Little evidence of change in self-understanding or pastoral skills during the course of the quarter.
- B.\_\_\_\_ Able to identify goals for growth in self-understanding and/or spiritual care skills. Verbatims, oral reports, staff feedback, and self-evaluation indicate the student was somewhat well engaged in pastoral practice. However, the student demonstrated limited ability to reflect upon his or her ministry or engage in reflective conversation about it in peer or individual supervision. Little evidence of change in self-understanding or pastoral skills during the course of the quarter.
- C.\_\_\_\_ Able to identify goals for growth in self-understanding and/or spiritual care skills. Verbatims, oral reports, staff feedback, and self-evaluation indicate the student was generally well engaged in pastoral practice. The student demonstrated moderate ability to reflect upon his or her ministry and engage in reflective conversation about it in peer or individual supervision. Evidence of some growth in at least one goal related to self-understanding and/or spiritual care skills.
- D.\_\_\_\_ Able to identify goals for growth in self-understanding and/or spiritual care skills. Verbatims, oral reports, staff feedback, and self-evaluation indicate the student was well engaged in pastoral practice. The student demonstrated strong ability to reflect upon his or her ministry and engage in reflective conversation about it in peer or individual supervision. Evidence of significant growth in one or more goals related to self-understanding and/or spiritual care skills.

### **Comments:**

**251.7**      ***Demonstrate the ability to integrate in ministry practice didactic content or other conceptual understandings presented in the curriculum.***

- A. \_\_\_\_      Verbatims and oral reports demonstrate a lack of integration of any didactic content or other conceptual understandings into student's ministry practice. Student showed little curiosity or motivation in this area.
- B. \_\_\_\_      In one verbatim or oral report, student demonstrated a minimal level integration of some didactic content or other conceptual understandings into his/her ministry practice.
- C. \_\_\_\_      In two or more verbatims and/or oral reports, student demonstrated a moderate level of integration of some didactic content or other conceptual understandings into his/her ministry practice.
- D. \_\_\_\_      In two or more verbatims and/or oral reports, student demonstrated a strong of level of integration of most didactic content or other conceptual understandings into his/her ministry practice.

**Comments:**

**251.8**      *At the end of the quarter, formulate clear and specific goals for continuing pastoral formation with reference to one's strengths and weaknesses.*

- A.\_\_\_\_ Student was not able to formulate goals for continuing pastoral formation and resisted reflecting on his/her strengths and weaknesses in ministry.
- B.\_\_\_\_ Student was able, with assistance, to formulate general goals for continuing pastoral formation. Student showed somewhat vague understanding of her/his strengths and weaknesses and how these might relate to goals for continuing pastoral formation.
- C.\_\_\_\_ Student was able, with assistance, to formulate specific goals for continuing pastoral formation with reference to her/his strengths and weaknesses. Student accepted but did not fully embrace self-examination and goal-setting as a means of continuing pastoral formation.
- D.\_\_\_\_ Student consistently took initiative to formulate specific goals for continuing pastoral formation. These goals had a clear relationship to the student's own perceived strengths and weaknesses.

**Comments:**

**251.9**      ***Recognize relational dynamics within group contexts.***

- A.\_\_\_\_ Student was unaware of own role in group or other group dynamics such as tension/conflict, avoidance/disengagement, group members' roles, and group rules. Resists discussion of own role in group or other group dynamics such as tension/conflict, avoidance/disengagement, group members' roles, and group rules.
- B.\_\_\_\_ Student showed limited efforts to identify and get feedback about own role in group. Can participate in discussion of other group dynamics such as tension/conflict, avoidance/disengagement, group members' roles, and group rules when initiated by others.
- C.\_\_\_\_ Student showed moderate efforts to identify and get feedback about own role in group. Participates in discussion of other group dynamics such as tension/conflict, avoidance/disengagement, group members' roles, and group rules.
- D.\_\_\_\_ Student showed strong efforts to identify and get feedback about own role in group. Initiates discussion of group dynamics such as tension/conflict, avoidance/disengagement, group members' roles, and group rules.

**Comments:**