



Permanent Diaconate Pastoral Care Competencies

| | Human | Pastoral Care Competencies (include but are not limited to the following) | Permanent Diaconate Specific Competencies | Permanent Diaconate Specific Program Content, Methodology |
|-----|---|--|--|---|
| 1.1 | Appreciate and affirm the dignity of the human person and the positive values of diverse cultures, races, and socioeconomic groups within their respective self-understandings. | 1.1.1 Show awareness of one's own personal values, goals, prejudices and biases. 1.1.2 Demonstrate openness to differing views, perspectives, faith traditions and opinions. | 1.1.3 Understand specific pastoral care issues confronting human dignity, such as loss of health, independence, relationship 1.1.4 Understand cultural biases against incapacitation | 1.1.5 Content on suffering, aging, illness, incarceration, etc. pastoral care issues related to human dignity |
| 1.2 | Identify personal gifts and limitations through self-reflection, collaboration with others, peer feedback, supervisory assessment processes, and/or spiritual companionship. | 1.2.1 Articulate (demonstrate) a knowledge of self that is realistic, including one's gifts, limitations, and opportunities. 1.2.2 Demonstrate openness to feedback from others. 1.2.3 Demonstrate commitment to personal discernment 1.2.4 Demonstrate awareness of one's own personal response to change. | 1.2.5 Face personal biases related to sickness, incapacitation, aging, especially confronting one's own issues related to autonomy, dependency, loss 1.2.6 A person who is more tolerant of differences, more accepting of others as her/his desire to be accepted is heightened. 1.2.7 A person who values the empathetic, prayerful presence of another. 1.2.8 To speak appropriately of His personal limitations and known boundaries with a sense of how these affect his life, family, employment, and present 1.2.9 To be self-reflective; to reveal himself appropriately, sharing his experiences and attitudes with others as verified in the formation community, mentor group, pastoral ministry placement, and self-evaluation; to be both a leader and follower | 1.2.10 Process for exploring issues, such as personal journal work on own life/family history/narrative |



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| 1.3 | Engage in programs or practices of continuing ministerial formation and lifelong personal growth. | 1.3.1 Engage in continued spiritual practices and reflection 1.3.2 Demonstrate appropriate risk-taking and creative thinking | | |
| 1.4 | Recognize both the reality of sin with its personal and social consequences and the power of forgiveness and reconciliation to heal persons and relationships. | 1.4.1 Demonstrate compassion for the human brokenness of self and others. 1.4.2 Demonstrate transparency with and assume responsibility for mistakes 1.4.3 Facilitate the management and healing of interpersonal conflict | 1.4.4 Understand the unique relational dynamics in midst of vulnerable situations, such as illness, incarceration or EOL care when decision-making involves unresolved family issues, and need for reconciliation, forgiveness, healing | |
| 1.5 | Maintain a healthy lifestyle and a reasonable balance among the legitimate claims of family, community, personal relationships, and ministry. | 1.5.1 Demonstrate self-care in practical and realistic ways, including the appropriate expression of feelings. 1.5.2 Demonstrate adaptability and flexibility with change. | 1.5.3 To balance and prioritize His commitments to family, work, leisure, and ministry; to be self-disciplined | |
| 1.6 | Manifest “psychological health, marked by integrity, appropriate interpersonal boundaries, and the ability to honor and safeguard the trust that people place in them as Church ministers” (Co-Workers, p. 36). | 1.6.1 Demonstrate careful attention to emotional, physical and spiritual boundaries 1.6.2 Demonstrate the ability to attend to others' feelings, needs, and concerns 1.6.3 Demonstrate an accountability and responsibility to the Church, the minister's employer, the minister's manager, and the profession of pastoral care ministry | 1.6.4 Understand the unique relationship-building in settings of trust-building 1.6.5 Understand personal/ professional boundary issues, given importance of rapport-building | 1.6.6 Understanding Dynamics with Family |



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| 1.7 | Understand the power inherent in positions of pastoral leadership and be diligent in the responsible exercise of such power regarding, for example, sexuality, confidentiality, supervision of others, and decision making. | 1.7.1 Empower decision-making and responsibility in those they serve 1.7.2 Demonstrate ability to assess external realities and circumstances and respond appropriately 1.7.3 Demonstrate effective pastoral authority and an ability to lead by example 1.7.4 Advocate for those in one's care as needed | 1.7.5 NACC- PD: Provide pastoral care (versus exclusively sacramental care or a social visit) based on one's pastoral identity; | 1.7.6 Practicum on pastoral identity 1.7.7 Mentoring, coach, Small group supervision |
| 1.8 | Foster effective professional relationship(s) for the sake of the ministry | 1.8.1 Balance a focus on tasks with attention to relational dynamics | 1.8.2 Effectively working with family around critical issues | 1.8.3 Mentoring, small group |



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| 2.1 | Give witness to an integrated spirituality formed by Scripture, theological reflection, sacramental celebration, communal worship, and active participation in parish life. | 2.1.1 Articulate an understanding of Catholic social teaching as it relates to pastoral and social ministry. 2.1.2 Demonstrate an understanding of the Church's history of pastoral care. | 2.1.3 Articulate an understanding of Catholic pastoral care teaching. | 2.1.4 Pastoral care theology and praxis |
| 2.2 | Live a life of private and communal prayer that is both formed by and reflective of the breadth and depth of the Catholic spiritual tradition. | 2.2.1 Respond to issues in a manner manifests Catholic spirituality | 2.2.2 Content around personal, ecclesial, and social spirituality | 2.2.3 Spirituality materials and personal reflection tools, group praxis |
| 2.3 | Bear witness to the profound significance of Eucharist in one's own life, in the life of one's parish, and in the life of the whole Catholic community. | 2.3.1 Sensitive to the immediate needs of those to whom I am ministering as I share the Eucharist with them, acknowledging that I am sharing the living body of Christ with the Body of Christ. | 2.3.2 Able to articulate the importance of sacramental and Eucharistic life. | 2.3.3 Study, reflection |
| 2.4 | Demonstrate sensitivity to the spirituality of the sacred arts, i.e., art, music, and architecture, and the value of their expression in liturgical and communal prayer. | 2.4.1 Having the knowledge of the importance of the environment and cultural setting for liturgical and communal prayer in pastoral care settings. 2.4.2 Having a familiarity with the many ways in which people pray and allowing them to pray in the manner that is most meaningful for them. | 2.4.3 Viewing pastoral care settings as sacred space, and conduct services accordingly | |



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| 2.5 | Honor the call to ministry that is rooted in one's baptism by developing ministerial goals that flow from one's spirituality and reflect an integration of Gospel values. | 2.5.1 Demonstrate the ability to know and understand the fluidity of ministerial situations and the opportunity to integrate Gospel values into changing settings. | 2.5.2 To witness to Gospel values in ways that are life-giving; to articulate his sense of a call to the diaconate primarily because of the needs of the Church, as well as for personal growth; and to articulate reasons that support his desire to be a deacon 2.5.3 To discern how God is calling him into ministry and to link, in reflection, his pastoral and personal experiences to theology – apprehending God's presence through touching the needs of the poor or afflicted; to be an advocate for people in need and a facilitator of the community's resources in response to human needs | 2.4.4 Witness of others 2.4.5 Reflection on God's Call tools 2.4.6 Dyads and group sharing |
| 2.6 | Demonstrate an ability to discern the "signs of the times" and address current realities in the Church and the world in light of the Gospel. | 2.6.1 Know and articulate the signs of the times into Catholic social teaching as it applies to pastoral care ministry. | 2.6.1. Social issues toward sick and homebound, throw away culture, utilitarian culture | |
| 2.7 | Accept and articulate one's ministerial vocation as coming from God and confirmed by the ecclesial community. | 2.7.1 Understands the difference between task and ministry. 2.7.2 Is affirmed as a spiritual leader by those in the specific pastoral care setting. | 2.7.3 Ability to understand pastoral care as ministry of the Church | 2.7.4 Exercise to recognize and reflect on one's own call. |



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| 2.8 | Display openness to ecumenical prayer, work, and practices that promote Christian unity, and acknowledge the gifts afforded the human community from the various world religions. | 2.8.1 Have a working knowledge of the forms of prayer and traditions of other religions as those prayers and traditions relate to all forms of pastoral care ministry (birth, illness, end of life). | | |
| 2.9 | Model the spirit of Jesus in one's life and identify with and promote the universal Church and its global mission so that all prayer and ministerial activity flow from that mission. | 2.9.1 Having a self-awareness of the ministerial situations to which I am called and knowing those in which I am challenged. | | |
| 2.10 | Develop spirituality sensitive to diverse cultural expressions based on conversion, communion, mission, and solidarity. | 2.10.1 Develop a spiritual sensitivity to diverse religious expressions and respect for those traditions as we minister to people of those traditions. | 2.10.2 To effectively use different Cultural communication Patterns whenever appropriate, and to use and guide others to appropriate | |



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|-----|---|--|--|---|
| 3.1 | Scripture and revelation. Know and integrate into ministerial practice a theology of revelation as embodied in Scripture, tradition, and creation. | 3.1.1 be familiar with the books of the Bible and the Catholic Church's understanding of scripture. 3.1.2 incorporate a personal history of salvation with the normative stories in the Bible 3.1.3 Help people discover the connection of their own personal history of salvation with the normative stories in the Bible. 3.1.4 be familiar with Catholic Church's teachings regarding God's revelation (e.g. magisterial teaching, creation, etc.) | 3.1.5 To identify Old and New Testament verses as a means of better understanding a theology of suffering. 3.1.6 To emphasize the spiritual value of the Paschal Mystery. | |
| 3.2 | Dogmatic theology. Know and integrate into ministerial practice Trinitarian theology, Christology, pneumatology, missiology, Christian anthropology, and ecclesiology. | 3.2.1 understands his/her self as a minister of the Church 3.2.2 ministers out of the authentic teachings of the Church | 3.2.3 Theological understandings of suffering and death | 3.2.4 Theologies of suffering and death. |
| 3.3 | Church history. Know and integrate into ministerial practice a foundational understanding of the major events in the history of the Church, with special attention to the Second Vatican Council, and the perspective those events provide on the life of the Church today. | 3.3.1 Knows and identifies with the history for the Church for the pastoral care of souls. 3.3.2 Has specific knowledge of history and major figures involved in his/her ministry. | 3.3.3 Articulate an understanding of Catholic pastoral care within history of the church | |



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| 3.4 | Liturgical and sacramental theology. Know and integrate into ministerial practice theologies of liturgy, worship, and sacraments. | 3.4.1 Reinforce the source and summit of the Eucharist in any prayer/worship setting. 3.4.2 Assure the availability of sacraments to all those served. 3.4.3 Knows the seven sacraments, is able to teach the pertinence of these in people's faith lives, and the importance of making them available. | | |
| 3.5 | Moral theology and Catholic social teaching. Know and integrate into ministerial practice a theology of the moral life, including Catholic social teaching for the transformation of Church and society. | 3.5.1 Knows what the Church teaches regarding the moral life and supports a consistent ethic through all stages of life as stated in the Ethical Directives. 3.5.2 Knows the key components of Catholic Social Teaching. 3.5.3 Subscribes to the professional code of ethics, if applicable. | 3.5.4 Understand ethical issues including: <ul style="list-style-type: none"> • Elder abuse • EOL decision-making • Physician-assisted suicide • Advanced directive • POLST/MOLST | |
| 3.6 | Pastoral theology. Know and integrate into ministerial practice a theology of pastoral ministry as well as guiding principles for the practice of ministry in a given context. | 3.6.1 Is able to articulate the theological underpinnings of the pastoral ministry in which engaged | 3.6.2 To use theology as a help to analyze pastoral situations for an understanding of God's presence and will as articulated in Scripture, Tradition, and the magisterial teaching of the Church | 3.6.3 Theological Reflection/Care Partnering Ministry to the Dying |



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| 3.7 | Spirituality. Know and integrate the history and theology of Catholic spirituality into prayer and ministerial practice. | 3.7.1 knows and can share the rich spiritual tradition of the Catholic Church 3.7.2 is able to articulate his/her own spirituality within the context of the tradition of the Catholic Church 3.7.3 is able to draw on the spiritual traditions of the Church to apply it to the condition of the persons served. 3.7.4 is able to help the people served grow in their spiritual life. | 3.7.5 NACC – PD Distinguish and Respect the differences Between religion and Spirituality and respond Accordingly to the person(s) in need of pastoral care; | |
| 3.8 | Canon law. Know and integrate into ministerial practice a foundational understanding of canon law. | 3.8.1 Understands of the role of Canon Law to protect the rights of everyone within the Church. 3.8.2 Understands Canon Law as a resource to help people grow in holiness. | | |
| 3.9 | Ecumenism and interreligious dialogue. Know and integrate into ministerial practice a respect for other Christian communities and other religious traditions. | 3.9.1 Knows the religious traditions of those being served. 3.9.2 Is familiar with Catholic teachings regarding other Christian communities and other religious traditions | | |



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| 3.10 | Social sciences and humanities. Know and integrate into ministerial practice a foundational understanding of the social sciences and humanities | 3.10.1 Knows the religious traditions of those being served. 3.10.2 Is familiar with Catholic teachings regarding other Christian communities and other religious traditions | 3.10.3 To come to terms with the reality of death and the dying process. 3.10.4 To comprehend the dynamics of grief and appropriate responses. 3.10.5 Make appropriate referrals to qualified specialists to address psychiatric and social issues; 3.10.6 To reflect in an interdisciplinary way, using psychology, sociology, and cultural and theological disciplines in understanding issues confronting societies 3.10.7 To use available resources to conduct social analysis, including the integration of the various levels of diocesan/parish diversity | 3.10.8 Dynamics of Grief, Loss & Separation 3.10.9 Indications of when to refer to a specialist |
| 3.11 | Culture and language studies. Know and integrate into ministerial practice knowledge of intercultural communication and linguistic/cultural skills. | 3.11.1 integrate cultural and language skills into ministry 3.11.2 respects other cultural and religious traditions 3.11.3 seeks training in cultural diversity including language and cultural skills 3.11.4 acquires cultural humility | 3.11.5 To reflect in an Interdisciplinary way, using psychology, sociology, and cultural and theological disciplines in understanding issues confronting societies | 3.11.6 USCCB cultural competencies |



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| 4.1 | Exercise sound practices of compassionate pastoral care. | <p>4.1.1 Compare theories of human development, as focused by adult and family life-cycle theories of the social sciences and theories of faith development as sources for pastoral practices</p> <p>4.1.2 Develop holistic approach to the human person using empathic skills which include effective listening.</p> <p>4.1.3 Develop an awareness of a reality of responses which require safe environment and security training.</p> | <p>4.1.4 To better understand the technique and the significance of active listening in the interactive process</p> <p>4.1.5 To show interest in the person's present reality, and the feelings that it generates.</p> <p>4.1.6 To better understand the distinction between symptom and problem.</p> <p>4.1.7 Difference curing/healing</p> <p>4.1.8 Familiarity and facility with illness/bereavement/loss/grief/spiritual needs, suffering/death</p> <p>4.1.9 To demonstrate empathy in ministry, applying religious psychology and sociology</p> <p>4.1.10 To be empathetic, genuine, and respectful; to maintain confidentiality and objectivity; to apply basic counseling skills</p> | <p>4.1.11 Empathy Process, Herb Anderson, Fall, 2012</p> <p>4.1.12 Pastoral presence, John Patton</p> <p>4.1.13 Cultivate attitude of curiosity, openness and respect of a person's spiritual practice before any intervention.</p> <p>4.1.14 Good listener materials</p> <p>4.1.15 Reflecting Skills</p> <p>4.1.16 Verbatims</p> <p>4.1.17 Guidelines for a pastoral visit</p> <p>4.1.18 Journal/pastoral visit</p> |
| 4.2 | Foster a pastoral ministry that empowers people to enculturate the Gospel in their own culture and to foster unity in diversity in the Catholic Church by utilizing human, spiritual, theological, and pastoral approaches proper to each culture. | <p>4.2.1 Provide basic principles and human relation skills which empower the honoring cultural, language and geographic realities</p> | <p>4.2.2 To facilitate a critical reflection on complex human and church pastoral issues doing theological reflection from within concrete experiences</p> <p>4.2.3 To demonstrate multicultural sensitivity; to provide appropriate spiritual and physical response</p> | <p>4.2.4 USCCB Cultural Diversity</p> |
| 4.3 | Implement the principles and processes of evangelization and faith formation as outlined in national and universal Church documents. | <p>4.3.1 Implement the principle and processes of evangelization which encompass generational, age, and personal faith affiliations</p> | | |



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| 4.4 | Employ the use of modern means of communication technology to proclaim the Gospel. | 4.4.1 Appropriate use of technology for effective communication | | |
| 4.5 | Work effectively with others through utilizing leadership skills of collaboration, visioning, planning, communication, decision making, delegation, and conflict management. | 4.5.1 Provide experiential and service learning which respects and is sensitive to the needs of the individual and the community. | 4.5.2 To not act beyond his level of training in each pastoral care situation; to know when, how, and to whom appropriate referrals should be made | |
| 4.6 | Exercise effective supervision of employees (part-time or full-time) and volunteers. | 4.6.1 Exercise supervision which includes self-supervision and the mentoring of others. | | |
| 4.7 | Continually seek opportunities to improve skills. | 4.7.1 Participate in ongoing formation which includes a variety of resources and the need to engage in critical thinking and assessment. | | |
| 4.8 | Develop and nurture the prayer life of the community in which one serves. | 4.8.1 Companion and provide prayer form options | 4.8.2 Understanding about ritual, sacraments in pastoral care 4.8.3 Comfortable with prayer with/for others 4.8.4 Articulate and have facility with rituals and spiritual practices 4.8.5 Praying with others/homebound 4.8.6 Appropriate use of Scripture | 4.8.7 Ritual and pastoral care 4.8.8 Guidelines and skills concerning prayer in visitation 4.8.9 Use of Scripture 4.8.10 Small group exercises |



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| | Others of Pastoral Care | | PCJ - Health care ministry. | PCJ - The following topics have been Included in this course: <ul style="list-style-type: none"> • The Hospital Setting • Patient Visitation: Privacy, Confidentiality, and Spirituality • Patient Visitation: Listening, Skills • Patient Visitation: Other Considerations • Crisis Ministry • Palliative Care and Care for the Elderly • End-of-Life Issues • Behavioral Health Issues • Prayer, Services, and Sacraments • Cultural Diversity • Professionalism |