The following questions have been created by your Interview Team following a review of your written materials. The questions focus on competencies that either did not seem to be addressed or needed further clarification. They have been formulated to help you further demonstrate proficiency with respect to the Common and NACC Competencies for Certification. You are invited to respond to these questions during the certification interview. Please review the questions and be prepared to respond to them within the interview time period.

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COMMON AND NACC AND VA COMPETENCIES FOR BOARD CERTIFICATION

Integration of Theory and Practice Competencies (ITP)

- ITP1. Articulate an approach to spiritual care, rooted in one's faith/spiritual tradition that is integrated with a theory of professional practice.
- ITP2. Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of spiritual care.
- ITP2.1. Demonstrate an understanding of Vatican II and Post Vatican II documents of the Church, Systematic/Foundational Theology, Scripture, Theology of the Trinity, Christology, Ecclesiology, Sacramental Theology, Catholic Social Teaching, Canon Law, Ecumenical and Interreligious Practice.
- ITP2.2. Articulate an understanding of one's baptismal call and chaplaincy as a ministry of the church.
- ITP3. Incorporate the spiritual and emotional dimensions of human development into one's practice of care.
- ITP4. Incorporate a working knowledge of different ethical theories appropriate to one's professional context.
- ITP4.1. Demonstrate an understanding of The Ethical and Religious Directives for Catholic Health Care Services.
- ITP4.3. Demonstrate theoretical understanding of Just War Theory and Roman Catholic social teaching as it relates to war and conflict in our world.
- ITP5. Articulate an understanding of group dynamics and organizational behavior.
- ITP6. Articulate how primary research and research literature inform the profession of chaplaincy and one's spiritual care practice.

Professional Identity and Conduct Competencies (PIC)

- PIC1. Be self-reflective, including identifying one’s professional strengths and limitations in the provision of care.
- PIC2. Articulate ways in which one’s feelings, attitudes, values, and assumptions affect professional practice.
- PIC3. Attend to one’s own physical, emotional, and spiritual well-being.
- PIC3.1. Articulate a spirituality grounded in a relationship with God, self, and others.
- PIC3.2. Demonstrate one’s commitment to on-going faith development and spiritual growth.
- PIC3.3. Demonstrate life-work balance skills, including time management.
- PIC4. Function in a manner that respects the physical, emotional, cultural, and spiritual boundaries of others.
- PIC5. Use one’s professional authority as a spiritual care provider appropriately.
- PIC5.1. Articulate an understanding of the responsibility of the public nature of a chaplain’s role.
- PIC6. Advocate for the persons in one’s care.
- PIC7. Function within the Common Code of Ethics for Chaplains, Pastoral Counselors, Clinical Pastoral Educators and Students.
- PIC8. Communicate effectively orally and in writing.
- PIC9. Present oneself in a manner that reflects professional behavior, including appropriate attire, and grooming.

Professional Practice Skills Competencies (PPS)

- PPS1. Establish, deepen, and conclude professional spiritual care relationships with sensitivity, openness, and respect.
- PPS2. Provide effective spiritual support that contributes to well-being of the care recipients, their families, and staff.
- PPS3. Provide spiritual care that respects diversity and differences including, but not limited to culture, gender, sexual orientation, and spiritual/religious practices.
  - PPS3.1. Provide spiritual care to Veterans with respect to their specific needs as they relate to military service, combat, and the different Eras in which they served.
  - PPS3.2. Provide spiritual care to Veterans who suffer from PTSD, TBI, mental illness, substance abuse, military sexual trauma as well as other pains and sufferings of Veterans.
- PPS3.3. Provide spiritual care to Veterans in special care settings such as palliative care and long-term care facilities.
- PPS3.4. Provide competent spiritual care to Veterans who experience a variety of emotions and deal with moral conflict/moral injury related to war and combat.
- PPS4. Triage and manage crises in the practice of spiritual care.
- PPS5. Provide spiritual care to persons experiencing loss and grief.
- PPS6. Provide religious/spiritual resources appropriate to the care recipients, families, and staff.
- PPS7. Develop, coordinate, and facilitate public worship/spiritual practices appropriate to diverse settings and needs.
- PPS8. Facilitate theological/spiritual reflection for those in one’s care practice.
- PPS9. Facilitate group processes, such as family meetings, post trauma, staff debriefing, and support groups.
- PPS10. Formulate and utilize spiritual assessments, interventions, outcomes, and care plans in order to contribute effectively to the well-being of the person receiving care.
- PPS11. Document one’s spiritual care effectively in the appropriate records.

Organizational Leadership Competencies (OL)

- OL1. Promote the integration of spiritual care into the life and service of the institution in which one functions.
- OL2. Establish and maintain professional and interdisciplinary relationships.
- OL2.1. Demonstrate the ability to build peer relationships for the purpose of collaboration and active participation in the creation and maintenance of a healthy work environment.
- OL2.2. Demonstrate skills in organization, conflict management, leadership, or supervision of others.
- OL3. Understand and function within the institutional culture and systems, including utilizing business principles and practices appropriate to one’s role in the organization.
- OL4. Promote, facilitate, and support ethical decision-making in one’s workplace.
- OL4.1. Demonstrate skill in facilitating decision-making based on an understanding of culture/ethnicity, gender, race, age, educational background and theological values, religious heritage, behavioral sciences, networking, and systems thinking.
- OL5. Foster a collaborative relationship with community clergy and faith group leaders.