

The Foundations of Christian Care curriculum prepares lay caregivers through professional-level formation adapted from the Association for Clinical Pastoral Education (ACPE) standards. This 18-lesson series develops essential competencies in self-awareness, cultural humility, empathetic presence, and ethical practice while building on our Ubuntu Care framework and existing tools.

# Foundations of Christian Care

Quality Care Curriculum

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## Foundations of Christian Care Overview

**Foundations of Christian Care** is our comprehensive framework combining our Ubuntu Care philosophy, three proven care tools (Circles of Quality Care, Faith Stories, and Pathway of Care), and our new **Quality Care Curriculum** - an 18-lesson formation series that enhances these existing tools with professional-level training. This curriculum adapts the rigorous educational standards of the Association for Clinical Pastoral Education (ACPE), the premier accrediting body for spiritual care education that sets standards for chaplains and pastoral care providers in hospitals, hospices, and other institutions across the country.

### Ubuntu Care Philosophy

Our approach is grounded in the Ubuntu principle that "I am because we are" - recognizing that we are interconnected and that caring for one another is central to our identity as the body of Christ. This philosophy shapes everything we do in spiritual care.

### Practical Outworking of Ubuntu Care:

Ubuntu Care means we understand that when one person suffers, we all suffer; when one person heals, we all benefit. This translates into practical caregiving where we:

- **See ourselves in others' stories** - recognizing that their pain could be our pain, their joy could be our joy
- **Care from community, not isolation** - involving others in both giving and receiving care rather than trying to meet every need alone
- **Value relationships over tasks** - prioritizing presence and connection over simply completing caregiving activities
- **Practice mutual care** - understanding that caregivers also need care, and care receivers also have gifts to offer
- **Affirm our African American heritage** - celebrating that our cultural identity as African Americans reflects unique aspects of God's character and creativity, and that Ubuntu philosophy is consistent with Bible teachings
- **Build bridges across differences** - using our interconnectedness to overcome barriers of race, culture, economics, or background

Ubuntu Care creates a culture where everyone both gives and receives, where vulnerability is safe, and where healing happens in community. This philosophy provides the foundation for all our care tools and curriculum.

## **Our Core Care Tools**

**The Circles of Quality Care** Our foundational framework for providing care through five essential elements:

- **Rooted in Compassion**
- **Grounded in Presence**
- **Informed by Listening**
- **Felt through Empathy**
- **Expressed through Service**

These circles ensures compassionate, effective care in every encounter, while the curriculum teaches the how and why behind each element through deeper self-awareness and reflection.

**Faith Stories Framework** Our reflective tool for spiritual growth and sharing:

- **What's been happening?** (Reflecting on life experiences)
- **What are you learning?** (Processing insights about God, self, and others)
- **How are you growing?** (Applying lessons learned)

This framework helps people process their experiences with God for spiritual growth, while the curriculum expands this reflection to include caregiving development.

**The Pathway of Care** Our relational framework for discipleship through care, reflection, and multiplication:

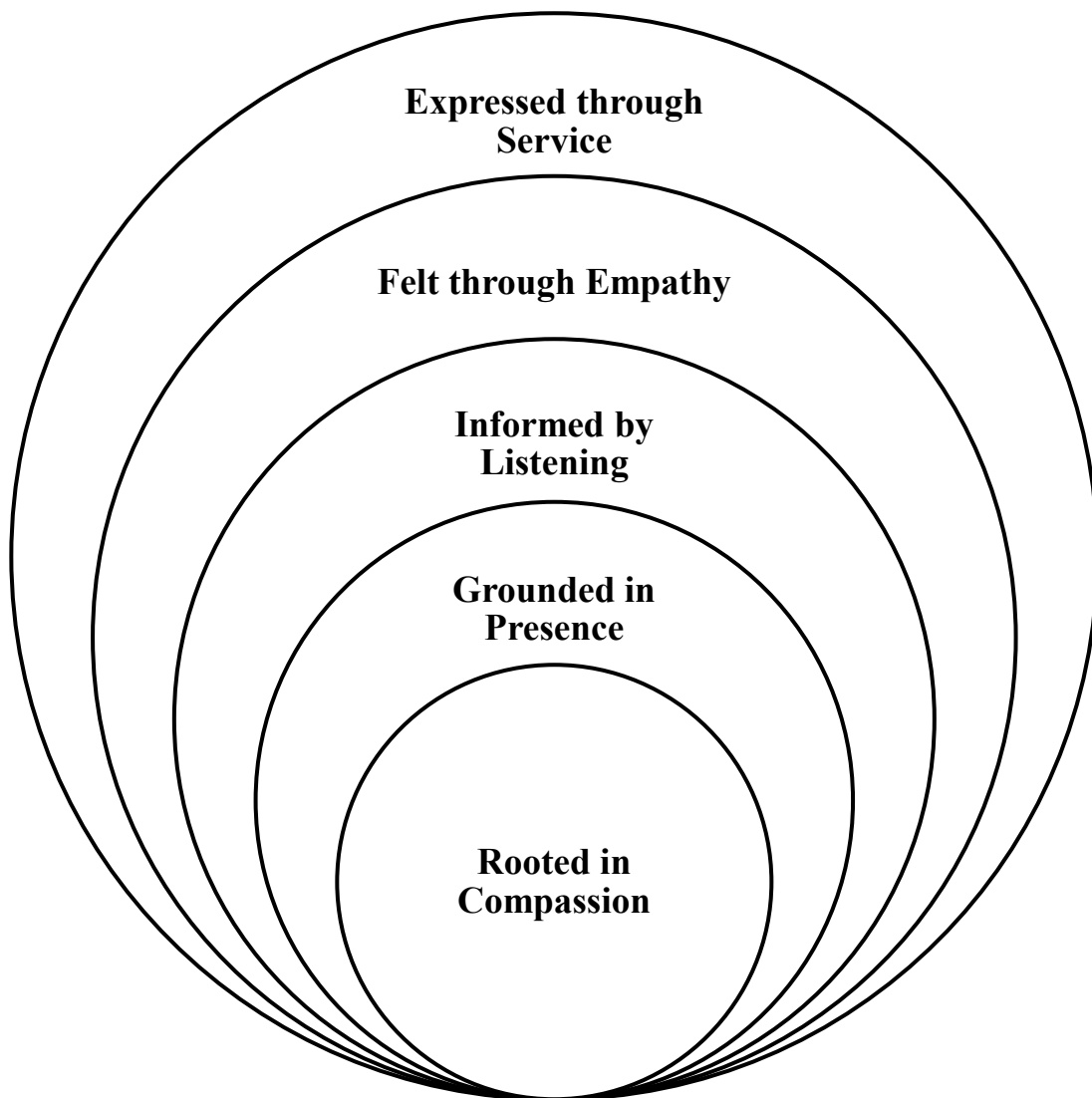
- **Step 1: Receiving Care** - Be present with others using compassion, understanding, and the Cycle of Christian Care
- **Step 2: Caring for Self** - Reflect with God using the Faith Stories tool for spiritual and emotional growth
- **Step 3: Caring for Others** - Walk with others by sharing both the Cycle of Christian Care and Faith Stories tools

This pathway shows how care becomes discipleship and discipleship multiplies, with the curriculum providing the systematic formation needed for Step 3 (Caring for Others) while strengthening our capacity to embody "I am because we are" in practical caregiving.





## **Circles of Quality Care**



**The Circles of Quality Care** represent different layers of care that encompass and build on the previous one.

**Rooted in Compassion** (*Being moved to action to lessen the suffering of others*)

- Let love be your reason for showing up
- Let your actions reveal the heart of God

**Grounded in Presence** (*Being fully aware of the moment and free from distractions*)

- Quiet your mind and stay in the moment
- Let your undivided attention speak louder than your words

**Informed by Listening** (*Paying full attention to what others are saying*)

- Listen without judgment, fixing, or interrupting
- Seek to understand their story, not just their words

**Felt through Empathy** (*Experiencing the other person's feelings with them and expressing it back to them*)

- Let your heart be moved by what they feel and stay with them in it
- Reflect their feelings back in a way that helps them feel seen and heard

**Expressed through Service** (*Responding to their need for spiritual or practical care*)

- Discern what is truly needed—by listening, observing, or asking
- Respond with care, at the right time and in the right way

**The Circles of Quality Care** are not a set of steps to complete—they are deepening postures of care that build on each other. As you care for others, allow God to shape your heart, expand your love, and lead you to serve with humility and grace.

**These rhythms help you apply the circles effectively in real care situations**

### **A Rhythm of Quality Care**

At the heart of quality Christian care is a spiritual rhythm:

- **Stirring in** – Compassion awakens us to the suffering of others
- **Being with** – Presence, listening, and empathy keep us grounded in love
- **Doing for** – Service becomes our faithful response to what love requires

### **Key Insights on Quality Care Rhythms**

#### **Stirring In (Compassion)**

- Let love be your motivation, not obligation or duty
- Requires constant self-care - you can't pour from an empty cup
- Sometimes you must tend to your own heart to care well for others
- Notice moments when someone's pain tugs at your heart

#### **Being With (Presence → Listening → Empathy)**

- May require multiple cycles - don't rush to "doing for"
- It's about them, not you - resist making it about your story
- Your presence is often more powerful than your words
- People need to feel heard before they can receive help

#### **Doing For (Service)**

- Should respond to what *they* need, not what *you* think they need
- Ask "What would be most helpful?" rather than assuming
- Sometimes the best service is continued presence
- Timing matters - premature action can shut down sharing

## Care Tracking Tool Example

**Caregiver Name:** Shaniqua Carter

**Date of Visit/Call:** July 2

**Care Receiver Name:** Brenda Verizon

**Type of Contact:** In-Person ☒ Phone ☐ Text ☐ Other: \_\_\_\_\_

### 1. Circle(s) of Care Provided

*(Check all that apply)*

- ☒ Compassion (Initiated care with love and concern)
- ☒ Presence (Was emotionally/spiritually present)
- ☒ Listening (Heard their story, pain, or concerns)
- ☒ Empathy (Reflected feelings back, expressed understanding)
- ☒ Service (Offered tangible help, prayer, or support)

### 2. Brief Notes (What happened?)

*(What was shared, what you did, or what stood out)*

I gave her my full attention. Listening revealed she was grieving because a three-year relationship had just ended. I sat with her in her sorrow and reflected back what I heard. We talked about the pain of letting go. I offered to pray with her, and she said she was noticeably better. We even laughed at the end.

### 3. Follow-Up Needed?

Yes ☒ No ☐

If yes, who will follow up and how? We agreed I would call her in a few weeks to check on her

### 4. Referral or Concern to Share with Pastor?

Yes ☐ No ☒

If yes, describe briefly:

### 5. What did God show me through this care experience?

God reminded me of my own painful breakup in college and how He used my friends to care for me. I received care, and now I offered it to others. Maybe God can use me to care for others. Thank you God!



## **Reflecting, Sharing, and Responding to Faith Stories**

### **What is a faith story?**

A faith story is a narrative that tells the story of events, episodes and seasons in your life in ways that help you to process, reflect, and respond in light of your relationship with God.

Why should we take the time to reflect on and share our faith stories?

- To gain clarity about how God is working in our lives
- To take responsibility for our responses and choices
- To grow in loving God, self, and others well
- To develop Christ-like character
- To handle conflict in healthy, godly ways
- To model authentic faith for others
- To create a culture of spiritual reflection

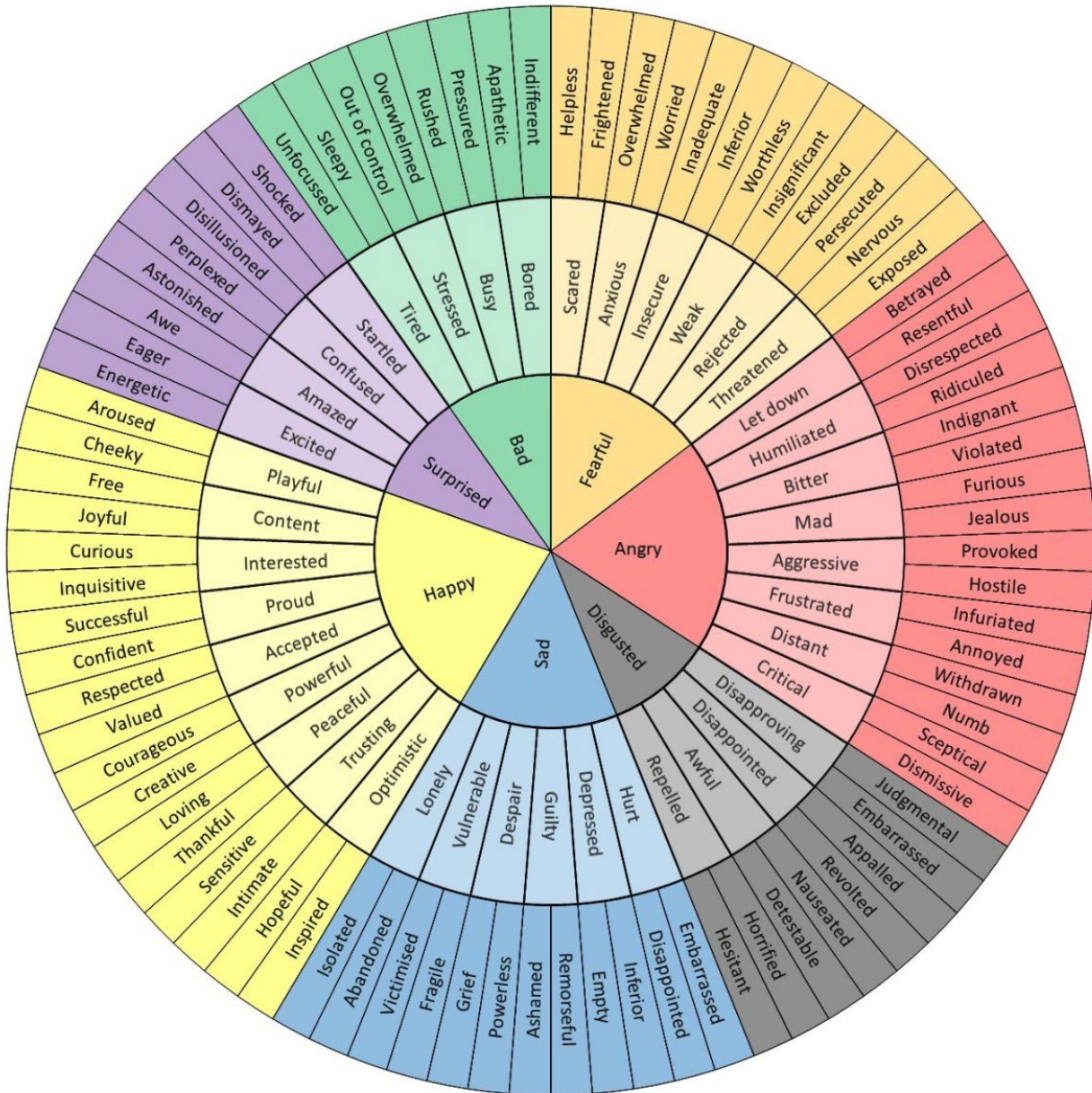
## How do we build and share our faith stories?

| What's been happening?                                                         | What are you learning?                                                                                   | How are you growing?                                                      |
|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| What situation(s) are you facing?                                              | What are you learning about God in this situation? (i.e., His love, patience, faithfulness, power, etc.) | What, if anything, do you need to confess and who do you need to forgive? |
| What are your thoughts and feelings about your situation? (Use the word wheel) | What are you learning about yourself through your thoughts, attitudes, and actions?                      | What might loving God, self and others look like going forward?           |
| How have you been responding to your situation?                                | What are you learning about others from their perspective in this situation?                             | Is there anything else you can do to glorify God in this situation?       |

## How should we respond when others share their faith stories?

1. While listening to their story:
  - a. Demonstrate loving attentiveness.
  - b. Allow yourself to enter their perspective and experience their feelings with them. If necessary, use the emotional word wheel.
2. After listening to someone's story:
  - a. If necessary, ask clarifying questions to gain understanding of their story.
  - b. Express back to them the feelings you experienced with them. Keep it short.  
  
(ex. "That must have been \_\_\_\_\_. Thanks for sharing.")  
(ex. "Wow! That was \_\_\_\_\_. Thanks for sharing.")
  - c. Avoid all instruction, advice, correction, commentary, sharing your own story. This moment is about them.
  - d. If confession of sin is involved, you may pronounce forgiveness.
3. In your private time, reflect on how their story has impacted you:
  - a. How does their faith story intersect with one of your stories/situations?
  - b. What can you learn from their story?

## Emotion Word Wheel





## **The Pathway of Care**

### **Receiving Care, Caring for Self, Caring for Others**

#### **Introduction**

##### **Why We Care This Way**

We live in a world where many people are hurting, overwhelmed, or simply trying to hold things together beneath the surface. Even within the church, people often carry unspoken burdens, spiritual confusion, or emotional fatigue. What they need isn't quick advice or religious clichés—they need care that is present, patient, and personal.

Jesus named love as the greatest commandment:

“Love the Lord your God with all your heart, soul, mind, and strength... and love your neighbor as yourself.” (Mark 12:30–31)

This kind of love is not just a feeling—it's a way of being. It calls us to walk with people in ways that reflect God's love for them and invite them into His care.

The Pathway of Care is our simple, relational framework for doing that. It's how we walk with others through seasons of hurt, growth, and multiplication:

- First, by helping them experience receiving care
- Then, by supporting them in caring for themselves through reflection
- And finally, by equipping them to care for others in the same way

It's not a program—it's a way of life rooted in love. And it begins with presence.

## **The Pathway of Care**

*A relational, repeatable journey of discipleship through care, reflection, and multiplication.*

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### **Step 1: Receiving Care (Be Present with Others)**

**In this step, people need to experience quality Christian care.**

They may have already received well-meaning but unhelpful responses. What they're searching for now is genuine compassion, understanding, and presence.

#### **What You Do:**

- Start with compassion
- Be present
- Listen well
- Show empathy
- Meet needs

#### **This Step Results In:**

*Trust is built. Burdens are shared. People feel seen and safe.*

#### **Trigger to Offer the Next Step:**

When you've had multiple meaningful care conversations and the person begins to open up more deeply or seems stuck in processing what's happening.

#### **Invitation to the Next Step:**

“If it would be helpful, I’d love to equip you with a simple tool to help you reflect on what’s happening and how God might be working in it. It’s called the Faith Stories tool. There’s absolutely no pressure—just an option if you’d like it.”

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## **Step 2: Caring for Self** (*Reflect with God*)

### **In this step, people begin to reflect on their own story with God.**

With support, they start to make sense of what they're going through, what they're learning, and how God might be leading them to respond. They begin to grow in spiritual and emotional awareness.

### **What You Do:**

- Offer the Faith Stories tool
- Walk through it with them if needed
- Encourage reflection at their own pace
- Listen to the story and respond accordingly

### **This Step Results In:**

*Clarity, renewed hope, and deeper connection with God.*

### **Trigger to Offer the Next Step:**

When they've used the Faith Stories tool successfully—especially more than once—and express insight, healing, or gratitude. They may begin to wonder how they can help others too.

### **Invitation to the Next Step:**

“You’ve really grown in your ability receive care and provide self-care. If you're ever open to it, I believe you could provide that same quality care to others. If you're open to it, I'd be happy to share with you some additional tools and practices to help you help others.”

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### Step 3: Caring for Others (Walk with Others)

**In this step, people begin to offer others what they themselves have experienced.**

They've received quality care. They've grown through reflection. Now they're invited to extend that same compassion and insight to someone else. This is how care becomes discipleship—and discipleship multiplies.

#### **Helpful Tools:**

- Circles of Quality Care Tool
- Faith Stories Tool
- Quality Care Curriculum

#### **What You Do:**

- Introduce them to the Circles of Quality Care
- Encourage them to walk with others using that framework
- Share the Faith Stories tool when appropriate
- Support them as they walk with others intentionally

#### **This Step Results In:**

*Discipleship multiplies. A culture of care and spiritual growth begins to spread.*

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### **Summary of Fruit at Each Step**

| <b>Step</b>              | <b>Focus</b>               | <b>This Step Results In...</b>                       |
|--------------------------|----------------------------|------------------------------------------------------|
| <b>Receiving Care</b>    | Compassion & Understanding | Trust is built. Hearts begin to open.                |
| <b>Caring for Self</b>   | Clarity & Growth           | People gain spiritual insight and renewed hope.      |
| <b>Caring for Others</b> | Multiplication             | A culture of care and discipleship begins to spread. |

### **Conclusion**

#### **What Happens When We Walk This Path Together**

When we care well, people heal. When people reflect, they grow. And when they walk with others, discipleship multiplies. Let's keep walking with others, just as Christ walks with us.

## Quality Care Curriculum

**Why ACPE Standards?** Clinical Pastoral Education represents decades of research and practice in effective spiritual care formation, emphasizing self-awareness as the foundation of caring for others, experiential learning through action and reflection, cultural humility and respect for diverse faith expressions, professional boundaries and ethical practice, and peer learning with mutual accountability.

**Curriculum Overview** Eighteen lessons covering all ACPE Level 1A outcomes, designed for eighteen months of monthly formation during our fast and fellowship gatherings. Each lesson builds on previous learning while standing alone for flexible participation. The curriculum progresses systematically through five categories of spiritual care competencies, moving from personal formation to professional development.

**Implementation Approach** Lessons are delivered in 15–20-minute sessions during fellowship meals, emphasizing experiential learning through group reflection, peer discussion, and practical application between gatherings. This approach mirrors ACPE's emphasis on combining spiritual formation, peer learning, and hands-on practice.

**Formation Philosophy** This is formation, not just information. Participants engage in honest self-reflection about their caregiving approach, practice new skills in real caregiving situations between gatherings, share experiences and learn from others in the community, develop greater awareness of their strengths and limitations, and grow in confidence and competence as spiritual caregivers.

**Expected Outcomes** By completing this curriculum, participants will demonstrate ACPE Level 1A competencies including increased self-awareness, empathetic listening skills, respect for diverse backgrounds, ethical awareness with appropriate boundaries, reflective practice, and collaborative spirit in caregiving.

## ACPE Standards Alignment Chart

| Lesson | ACPE Category & Outcome                    | Lesson Title                         | Focus Area                  |
|--------|--------------------------------------------|--------------------------------------|-----------------------------|
| 1      | <b>A1</b> - Narrative History              | Know Yourself to Be Present          | Self-awareness in care      |
| 2      | <b>A2</b> - Socio-Cultural Identity        | Your Background Matters              | Cultural awareness          |
| 3      | <b>A3</b> - Spiritual Orienting Systems    | Your Faith Shapes Your Care          | Faith and care integration  |
| 4      | <b>B1</b> - Self-Care                      | Care for the Caregiver               | Sustaining care ministry    |
| 5      | <b>B2</b> - Justice-Seeking Bias Awareness | Advocate with Love and Justice       | Speaking up for others      |
| 6      | <b>B3</b> - Intercultural Humility         | Appreciate Diverse Faith Expressions | Honoring faith diversity    |
| 7      | <b>C1</b> - Empathy                        | Practice Empathic Presence           | Presence over fixing        |
| 8      | <b>C2</b> - Relational Boundaries          | Know Your Limitations                | Healthy boundaries          |
| 9      | <b>C3</b> - Group Dynamics                 | Notice Group Patterns                | Family/group care           |
| 10     | <b>D1</b> - Spiritual Care Relationships   | Respond with Spirit-Led Wisdom       | Spirit-guided responses     |
| 11     | <b>D2</b> - Cultural/Religious Resources   | Use Spiritual Resources Wisely       | Connecting faith and care   |
| 12     | <b>D3</b> - Spiritual Assessment           | Discern the Real Need                | Understanding deeper needs  |
| 13     | <b>D4</b> - Documentation                  | Record Your Care                     | Responsible documentation   |
| 14     | <b>E1</b> - Clinical Method                | Reflect on Your Own Growth           | Learning through reflection |
| 15     | <b>E2</b> - Ethical Practice               | Build Trust through Integrity        | Trustworthy care            |
| 16     | <b>E3</b> - Consultation & Feedback        | Share What You've Learned            | Peer learning and support   |
| 17     | <b>E4</b> - Teamwork & Collaboration       | Communicate with Care and Clarity    | Graceful communication      |
| 18     | <b>E5</b> - Research Based Care            | Trust the Ongoing Work of God        | Lifelong learning           |

## **ACPE Categories Explained**

### **Category A: Spiritual Formation and Integration**

Understanding how your personal story, cultural background, and faith beliefs shape how you care for others.

### **Category B: Awareness of Self and Others**

Developing empathy, cultural humility, self-care practices, and awareness of bias in caregiving relationships.

### **Category C: Relational Dynamics**

Learning healthy boundaries, deep listening, group awareness, and spiritual discernment in care encounters.

### **Category D: Spiritual Care Interventions**

Building practical skills for spiritual conversations, assessments, and appropriate responses.

### **Category E: Professional Development**

Growing in ethical practice, reflection skills, teamwork, and commitment to lifelong learning.

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## **Expected Outcomes**

By completing this curriculum, participants will demonstrate **ACPE Level 1A competencies** including increased self-awareness, empathetic listening skills, respect for diverse backgrounds, ethical awareness with appropriate boundaries, reflective practice, and collaborative spirit in caregiving.

**What This Provides** A solid foundation for congregational care ministry, hospital visitation, supporting families in crisis, grief companionship, and community spiritual presence.



## Lesson 1: Know Yourself to Be Present

**Building on:** This deepens the "Grounded in Presence" element of our Circles of Quality Care

**Tool to Integrate:** Circles of Quality Care

**Objective:** To become aware of how your past experiences shape how you care for others.

**Opening Question** How does your story affect how you care for others?

### Key Ideas

- You bring yourself and all your experiences, values, etc. into every care moment.
- Being aware helps you be more present.

### Group Exercise: Narrative History Awareness

#### Reflect:

1. What formative and transformative experiences in your life story have been significant to your spiritual journey?
2. When have you noticed your story intersecting with someone else's story during a care encounter?

 **Final Thought** *"We cannot give what we do not have. Self-awareness is the foundation of all meaningful care."* - Henri Nouwen

#### Notes:

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## Lesson 2: Your Background Matters

**Building on:** This expands our awareness of what we bring into care situations

**Tool to Integrate:** Faith Stories Framework

**Objective:** To recognize how your background and culture shape how you care for others.

**Opening Question** What's one way your background (family, culture, where you grew up) affects how you see people's problems?

### Key Ideas

- Your social identity (race, culture, family background) influences your approach to spiritual care.
- Being aware of this helps you provide more respectful care across differences.

### Group Exercise: Background and Culture Awareness

#### Reflect:

1. How does your social identity relate to how you provide spiritual care?
2. When have you noticed a care encounter where your background affected your response?

 **Final Thought** *"We all need mirrors to remind ourselves who we are. I'm no different."* - Barack Obama

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### Lesson 3: Your Faith Shapes Your Care

**Building on:** This expands our Faith Stories reflection to include how our beliefs affect our care

**Tool to Integrate:** Faith Stories Framework

**Objective:** To see how your beliefs about God and suffering affect what you say to hurting people.

**Opening Question** What is one belief you hold about suffering that affects how you treat people in pain?

#### Key Ideas

- Your faith and values are part of your belief system that influences every care encounter.
- Being aware helps you care without imposing your beliefs on others.

#### Group Exercise: Faith and Care Connection

##### Reflect:

1. How do your values and beliefs about spiritual care shape your approach to helping others?
2. Are you aware when your belief system intersects with someone else's during a care encounter?

 **Final Thought** *"Faith includes noticing the mess, the emptiness and discomfort, and letting it be there until some light returns."* - Anne Lamott

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## Lesson 4: Care for the Caregiver

**Building on:** This supports sustained practice of our Circles of Quality Care through self-care

**Tool to Integrate:** Circles of Quality Care

**Objective:** To recognize the varieties of self-care and begin using self-care practices.

**Opening Question** What renews your soul when you feel depleted?

### Key Ideas

- Self-care is essential to deeply engage the pain of others sustainably.
- Different types of self-care address different aspects of caregiving stress.

### Group Exercise: Self-Care Awareness

#### Reflect:

1. What varieties of self-care do you currently practice and what new practices might help you?
2. When have you noticed how your level of self-care affected a care encounter?

 **Final Thought** *"Come with me by yourselves to a quiet place and get some rest."* - Mark 6:31

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## Lesson 5: Advocate with Love and Justice

**Building on:** This expands our Ubuntu Care understanding of interconnected community

**Tool to Integrate:** Circles of Quality Care

**Objective:** To recognize implicit and systemic bias and its impact on spiritual care.

**Opening Question** When have you seen someone overlooked or mistreated? How did you respond?

### Key Ideas

- Personal biases affect how we see and respond to different people.
- Justice-seeking awareness means recognizing and addressing bias in spiritual care.

### Group Exercise: Bias Awareness Building

#### Reflect:

1. What personal biases might you have and how might these impact the spiritual care you provide?
2. When have you noticed bias affecting a care encounter (your own or someone else's)?

 **Final Thought** *"Seek justice, encourage the oppressed, defend the cause of the fatherless, plead the case of the widow."* - Isaiah 1:17

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## Lesson 6: Appreciate Diverse Faith Expressions

**Building on:** This expands our Faith Stories framework to honor different spiritual traditions

**Tool to Integrate:** Faith Stories Framework

**Objective:** To demonstrate respect for the faith expressions of others.

**Opening Question** How do others' religious practices challenge or inspire you?

### Key Ideas

- Intercultural humility acknowledges your limited vision of others and openness to new perspectives.
- All humans have universal needs that can help us see our common humanity.

### Group Exercise: Faith Diversity Appreciation

#### Reflect:

1. How can you demonstrate respect for different faith expressions while staying grounded in your own?
2. When have you noticed how respect for someone's faith expression affected a care encounter?

 **Final Thought** *"By this everyone will know that you are my disciples, if you love one another."* - John 13:35

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## Lesson 7: Practice Empathic Presence

**Building on:** This enhances the "Felt through Empathy" step from our Circles of Quality Care

**Tool to Integrate:** Circles of Quality Care

**Objective:** To demonstrate knowledge of and initiate use of empathy in spiritual care contexts.

**Opening Question** When have you just needed someone to be there, not say anything?

### Key Ideas

- Empathy means entering their world without losing yourself.
- Presence often helps more than advice.

### Group Exercise: Empathy Practice

#### Reflect:

1. How can you practice caring about someone's experience from their perspective?
2. When have you experienced or provided empathy that made a real difference in a care encounter?

 **Final Thought** "*Jesus wept.*" - John 11:35

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## Lesson 8: Know Your Limitations

**Building on:** This supports healthy boundaries within our Circles of Quality Care

**Tool to Integrate:** Circles of Quality Care

**Objective:** To demonstrate knowledge of and initiate use of healthy relational boundaries in spiritual care contexts.

**Opening Question** Have you ever tried to help someone beyond what you were equipped for?

### Key Ideas

- Healthy boundaries protect both you and the person you're caring for.
- Knowing when to refer is part of responsible spiritual care.

### Group Exercise: Boundary Awareness

#### Reflect:

1. How can you maintain caring relationships while setting appropriate limits?
2. When have you noticed the need for healthy boundaries in a care encounter?

 **Final Thought** *"What you are doing is not good... you will wear yourselves out."* - Exodus 18:17-18

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## Lesson 9: Notice Group Patterns

**Building on:** This enhances our Ubuntu Care understanding of interconnected relationships

**Tool to Integrate:** Circles of Quality Care

**Objective:** To demonstrate understanding of group dynamics as it relates to spiritual care encounters.

**Opening Question** Think of your family or friend group — what role do you usually play? (encourager, problem-solver, quiet listener)

### Key Ideas

- Everyone plays roles in groups, and families in crisis have established patterns.
- Understanding group dynamics helps you support rather than disrupt helpful patterns.

### Group Exercise: Group Dynamics Awareness

#### Reflect:

1. How might your natural role in groups affect your caregiving approach with families?
2. When have you noticed group patterns affecting a care encounter?

 **Final Thought** *"But in fact God has placed the parts in the body, every one of them, just as he wanted them to be."* - 1 Corinthians 12:18

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## Lesson 10: Respond with Spirit-Led Wisdom

**Building on:** This guides the "Expressed through Service" step from our Circles of Quality Care

**Tool to Integrate:** Circles of Quality Care

**Objective:** To demonstrate the ability to represent your role and function when initiating spiritual care relationships.

**Opening Question** When have you felt prompted to say or do something specific in care?

### Key Ideas

- Understanding your role helps you know what you can and cannot offer.
- Effective spiritual care relationships require both boundaries and compassion.

### Group Exercise: Role Clarity Practice

#### Reflect:

1. How do you represent your role and function when offering spiritual care to others?
2. When have you noticed how clear communication about your role affected a care encounter?

 **Final Thought** *"The Holy Spirit will teach you at that time what you should say."* - Luke 12:12

#### Notes:

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## Lesson 11: Use Spiritual Resources Wisely

**Building on:** This connects our Faith Stories framework to practical spiritual resources

**Tool to Integrate:** Circles of Quality Care: Expressed through Service

**Objective:** To demonstrate understanding and initiate use of spiritual resources that address spiritual wellbeing.

**Opening Question** What spiritual resources (prayer, scripture, music, etc.) have been most helpful to you in difficult times?

### Key Ideas

- Spiritual resources should match the person's faith tradition and current needs.
- Effective use requires understanding both the resource and the person receiving care.

### Group Exercise: Spiritual Resource Awareness

#### Reflect:

1. How do you discern which spiritual resources might be helpful for someone receiving care?
2. When have you seen spiritual resources used effectively (or ineffectively) in a care encounter?

 **Final Thought** *"All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness." - 2 Timothy 3:16*

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## Lesson 12: Discern the Real Need

**Building on:** This deepens the "Informed by Listening" element of our Circles of Quality Care

**Tool to Integrate:** Circles of Quality Care

**Objective:** To understand that people often have deeper spiritual needs beyond what they directly express.

**Opening Question** What are people really asking for when they share their pain?

### Key Ideas

- Spiritual assessment goes deeper than taking a spiritual history — it discerns underlying needs.
- People often don't directly state their deepest spiritual needs.

### Group Exercise: Assessment vs. History

#### Reflect:

1. How can you discern someone's deeper spiritual needs beyond what they directly tell you?
2. When have you noticed a difference between what someone said they needed and what they really needed?

 **Final Thought** *"What do you want me to do for you?"* - Mark 10:51

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## Lesson 13: Record Your Care

**Building on:** This supports responsible practice within our Circles of Quality Care

**Tool to Integrate:** Circles of Quality Care

**Objective:** To demonstrate understanding of the role of documentation in the provision of spiritual care.

**Opening Question** Why might it be helpful to keep notes about your caregiving encounters?

### Key Ideas

- Documentation helps you remember important details and track patterns over time.
- Appropriate record-keeping supports better care while protecting privacy.

### Group Exercise: Documentation Awareness

#### Reflect:

1. What kind of information might be helpful to document about your care encounters?
2. When might documentation be important for providing better care to someone over time?

 **Final Thought** *"The faintest ink is better than the best memory."* - Chinese Proverb

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## Lesson 14: Reflect on Your Own Growth

**Building on:** This integrates our Faith Stories reflection practice with caregiving growth

**Tool to Integrate:** Faith Stories Framework

**Objective:** To demonstrate awareness and initiate use of the clinical method of learning (action-reflection-new action).

**Opening Question** What's one thing you've learned about yourself through caregiving?

### Key Ideas

- Growth happens through the cycle of action, reflection, and new action.
- Regular reflection on your caregiving experiences deepens your learning.

### Group Exercise: Action-Reflection Practice

#### Reflect:

1. How can you use the pattern of action-reflection-new action to grow as a caregiver?
2. When have you noticed how reflection on a care encounter helped you improve your approach?

 **Final Thought** *"We do not learn from experience... we learn from reflecting on experience."* - John Dewey

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## Lesson 15: Build Trust through Integrity

**Building on:** This strengthens the foundation needed for meaningful Faith Stories sharing

**Tool to Integrate:** Faith Stories Framework

**Objective:** To demonstrate through behavior the attributes of integrity and honesty in spiritual care practice.

**Opening Question** What helps someone trust you enough to share their heart?

### Key Ideas

- Trust is built through consistency, confidentiality, and authentic presence.
- Integrity means aligning your actions with your stated values in caregiving.

### Group Exercise: Trust Building Practice

#### Reflect:

1. How do you demonstrate personal responsibility and appropriate boundaries in spiritual care?
2. When have you noticed how integrity (or lack of it) affected a care encounter?

 **Final Thought** *"The supreme quality for leadership is unquestionably integrity."* - Dwight D. Eisenhower

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## Lesson 16: Share What You've Learned

**Building on:** This applies Faith Stories principles to peer learning and mutual encouragement

**Tool to Integrate:** Faith Stories Framework

**Objective:** To demonstrate knowledge of the role of consultation in the learning process of spiritual care.

**Opening Question** What is one lesson from caregiving that you think others need to hear?

### Key Ideas

- Consultation and feedback are essential for continued growth in spiritual care.
- Learning happens through engagement with others, not just individual reflection.

### Group Exercise: Peer Learning Practice

#### Reflect:

1. How can you engage feedback and consultation to improve your spiritual care?
2. When have you learned something important about caregiving from someone else's experience?

 **Final Thought** *"Iron sharpens iron, and one person sharpens another."* - Proverbs 27:17

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## Lesson 17: Communicate with Care and Clarity

**Building on:** This connects our Faith Stories sharing principles to all caregiving conversations

**Tool to Integrate:** Faith Stories Framework

**Objective:** To recognize that spiritual care works best as part of a broader care team.

**Opening Question** How do you coordinate with others when you're all trying to care for the same person?

### Key Ideas

- Spiritual care is most effective when coordinated with other forms of care.
- Clear communication helps integrate spiritual care with the broader care team.

### Group Exercise: Team Communication Practice

#### Reflect:

1. How can you engage with others who are also providing care to the same person?
2. When have you seen good (or poor) communication affect a team care situation?

 **Final Thought** *"Alone we can do so little; together we can do so much."* - Helen Keller

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## Lesson 18: Trust the Ongoing Work of God

**Building on:** This encourages lifelong learning within our Ubuntu Care framework

**Tool to Integrate:** Faith Stories Framework

**Objective:** To demonstrate awareness of how continued learning is relevant to spiritual care.

**Opening Question** Where have you seen God at work in someone else's healing, even when you didn't see immediate change?

### Key Ideas

- Lifelong learning includes staying open to new insights about effective spiritual care.
- We plant and water, but God gives the increase in people's lives.

### Group Exercise: Learning and Trust

#### Reflect:

1. How can you stay committed to learning while trusting God with the outcomes of your care?
2. When have you seen God continue working in someone's life beyond your direct involvement?

 **Final Thought** *"So neither the one who plants nor the one who waters is anything, but only God who makes things grow."* - 1 Corinthians 3:7

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