



# **Curriculum: “Caring for the Peacemakers”**

## **ACPE Conference Workshop May, 2021**

**Rev. Dr. Paula J. Teague**

# **“CARING FOR THE PEACEMAKERS”**

## **A CLINICAL PASTORAL EDUCATION PROGRAM**

**January, 2021**

**Funded by the Foundation for  
Clinical Pastoral Education**

**Atlanta, Georgia**

**Partnership with the Baltimore  
City Police Department  
Community Division**





ACPE Foundation for  
the Innovation Grant that  
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Baltimore Police Department Community  
Collaboration Division for their leadership and  
partnership in the project.

*Thank  
you*

# The Participants

Rev. Cathy Oatman  
Pastor Morris Caple





***Andrea Fitz***  
***Program Coordinator***  
***Johns Hopkins Health***  
***System***

***Hilda Rizzo-Busack***  
***Consultant***

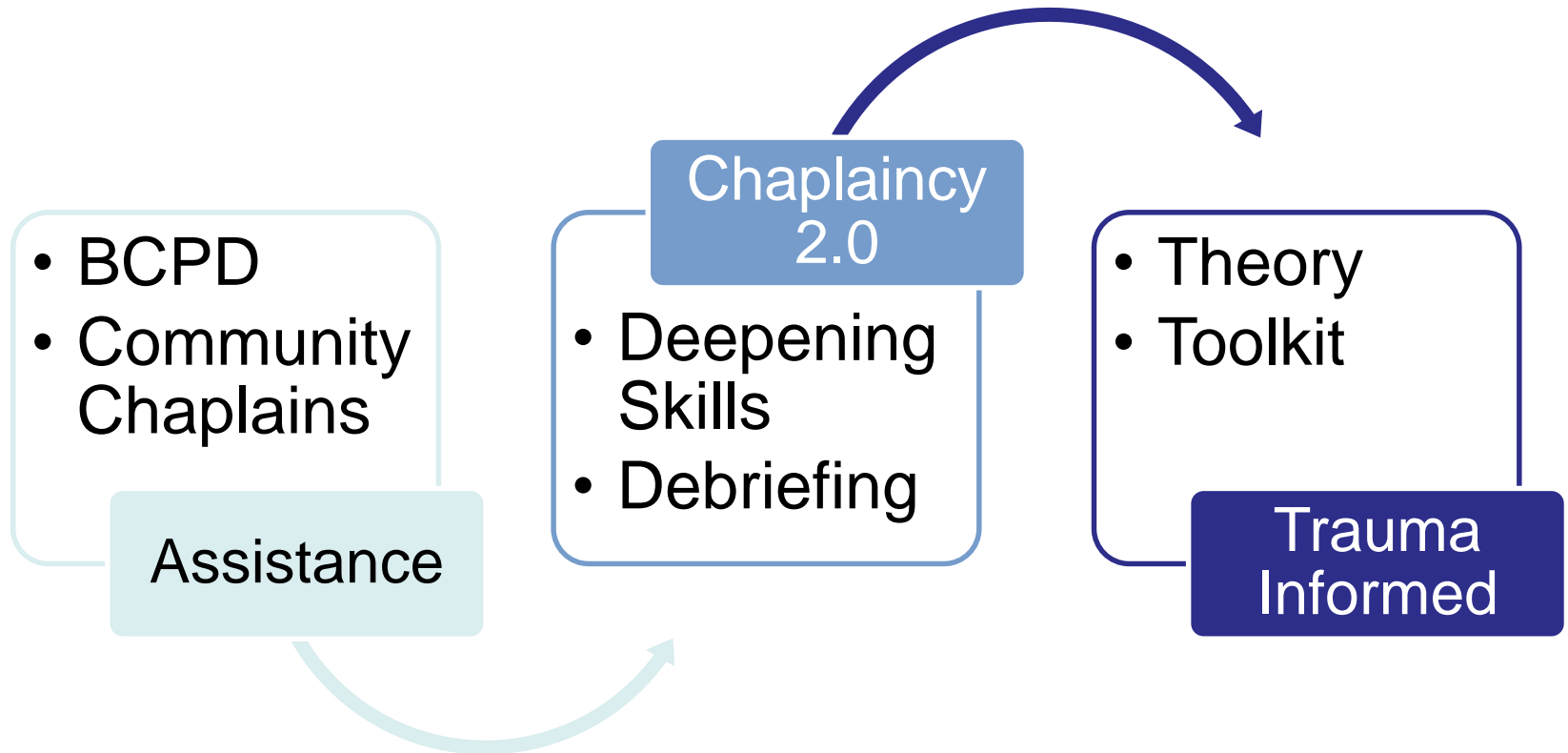
***CPE Faculty***  
***Christopher Brown***

***Johns Hopkins Health***  
***System***

# Objectives of Workshop

- Provide background for Caring for the Peacemakers development
- Describe backward design as curriculum development
- Describe Caring for Peacemakers' curriculum
- Describe flow of curriculum
- Share lessons learned

# Background for Curriculum Development





# Six-Step Curriculum Development

- Introduction

Problem Identification

General Needs Assessment

Ideal Approach

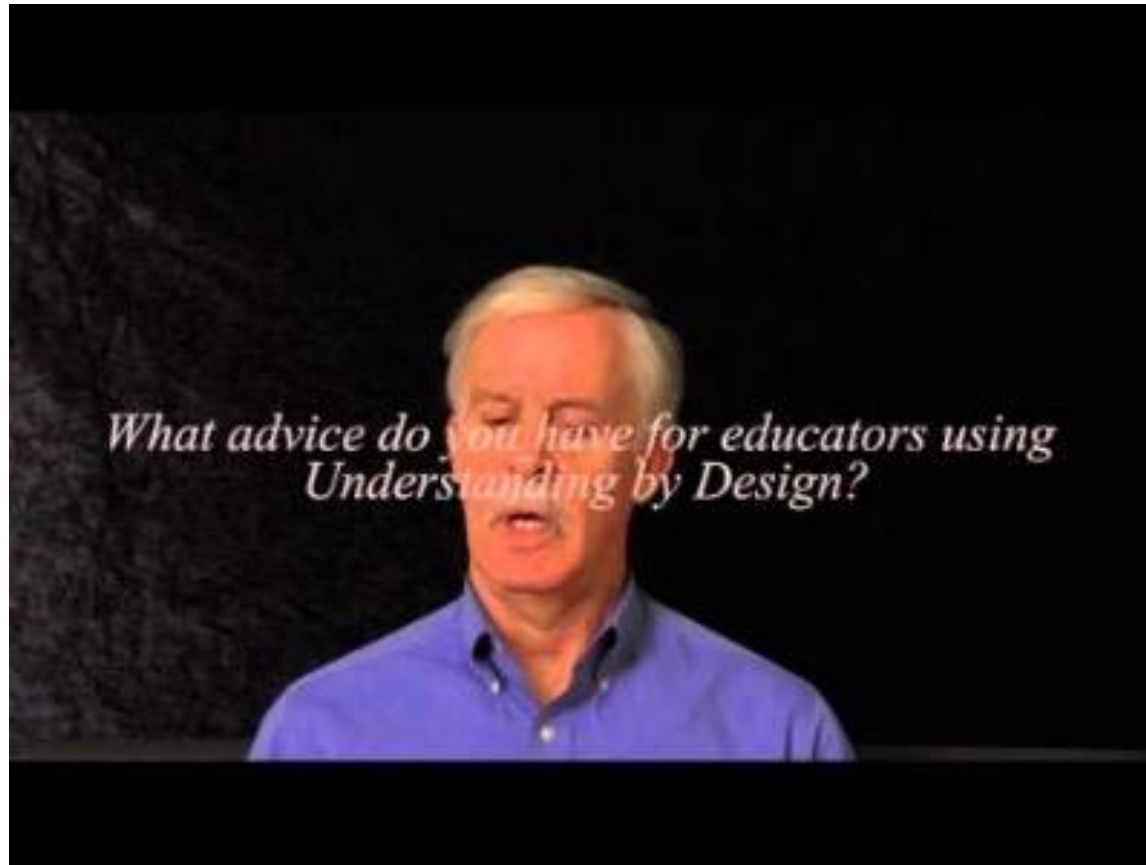
Curriculum (Understanding by Design)

Educational Methods

Evaluation (Assessments)



# Principles of Understanding by Design



<https://youtu.be/d8F1SnWalfE>

# Understanding and Transfer



Module Focus

Assessment

Learning  
Activities

# Krathwohl's Affective Domain



# Transfer and Focus- Trauma Informed Spiritual Care

- Reflection on work and personal narrative
- Assess own work and work of others using trauma informed theory
- Improve spiritual care through understanding of theory
- Assess personal narrative for strengths and opportunities in ministry practice

# Objectives



- (L1.8-0/L1.9-0/O9.0-0) Engage in experiential learning called “the clinical method (action/reflection) model” of learning
- (O1-0) Reflect on one’s own social context history and theology as it informs ministry approaches
- (O10-0) Present clinical material in either group or individual settings in order to grow in the capacity to see one’s own ministry and the ministry of others as in process, needing improvement with capacity to offer feedback in a kind and forthright manner
- (O3-0/L1.2-0) Assess one’s strengths and weaknesses to improve effectiveness in ministry during presentation of verbatims, paper on trauma informed care, evaluations and other group sessions

# Objectives

- (O5-0/O6-0) Form deep spiritual relationships accounting for trauma and using trauma-informed care
- (O7-0/L1.5-0) Understand small group debriefings with a peer group and in the provision of spiritual care so that participants will be able to lead spiritual reflection and debrief traumatic ministry events in the small group setting
- (O8-0/L1.6-0) Integrate conceptual concepts presented during the CPE unit into their practice of ministry

# Overview of the Curriculum



## **“Caring for the Peacemaker” A Clinical Pastoral Education Curriculum**

Johns Hopkins Medicine Academic Division  
Department of Spiritual Care and Chaplaincy

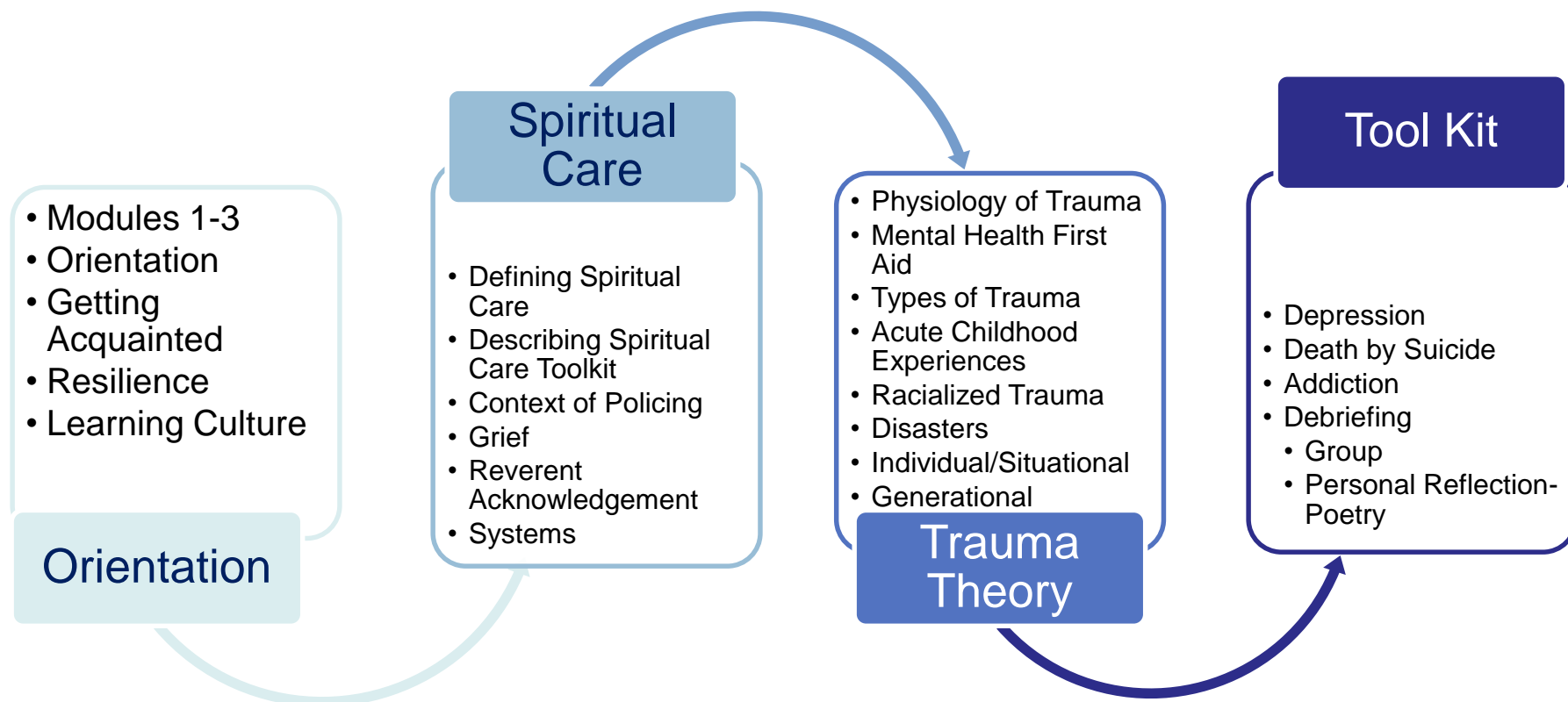
Rev. Dr. Paula J. Teague

June, 2020

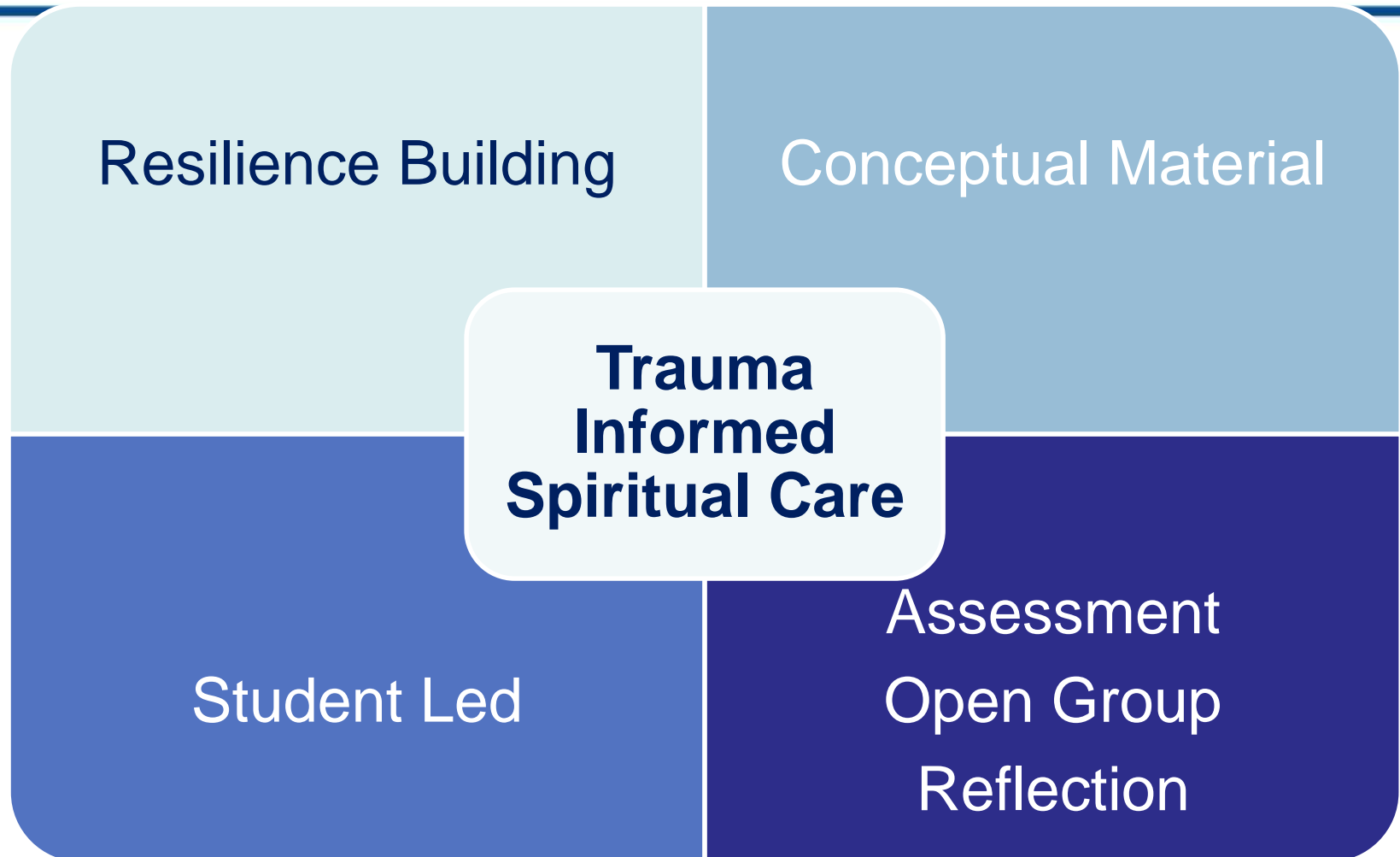
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## Caring for the Peacemakers Curriculum Flow – 20 Modules



# Module Focus



# Assess Learning

## Synchronous

Group  
Reflection

Verbatim

Paper

Evaluation

## Asynchronous

Journal

Individual  
Supervision

Writing  
Presentation

Clinical  
Practice

# Learning Activities

- Verbatim/Clinical Presentations
- Paper on Trauma Informed Spiritual Care
- Sorting Activity – Spiritual Care Practice
- Journaling
- Video
- Didactics
- Experiential Activities

# Experiential Activity

## ACE Questionnaire

# Example of a Module

## Module 8

# Expectations

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## Syllabus



# Didactics: Orientation

- “Caring for the Peacemaker” a Clinical Pastoral Education Curriculum
- “Developing Learning Goals”
- “Participating in a Verbatim Seminar: Use of the Johari Window”
- “Giving and Receiving Feedback”

# Didactics: Spiritual Care Toolkit



- “Addiction: The Disease and The Healing” by Stephen L. Dutton, D.Min.
- “Systems Centered Therapy: Context, Role and Goal: Theory of Yvonne Agazarian” by
- “Complicated Grief” by Rev. Peter Heikkinen, M.Div., BCC
- “Depression: Out of the Darkness and Into the Light” by W. Daniel Hale, Ph.D.

# Didactics: Trauma Informed Spiritual Care

- “Types of Trauma and Spiritual Care Response”
- “Trauma Informed Care: Adverse Childhood Experience”
- “Social Determinants of Health: Spiritual Care Toolkit”
- “Disaster, 2<sup>nd</sup> Victim and Spiritual Care Response”
- “Social Location and Intersectionality” by Rev. Tamekia Milton

# Didactics: Debriefing

- “The Transformational Lyric Poem: A Tool for Reflection and Debriefing” by Stephen L. Dutton, D.Min.
- “Debriefing”

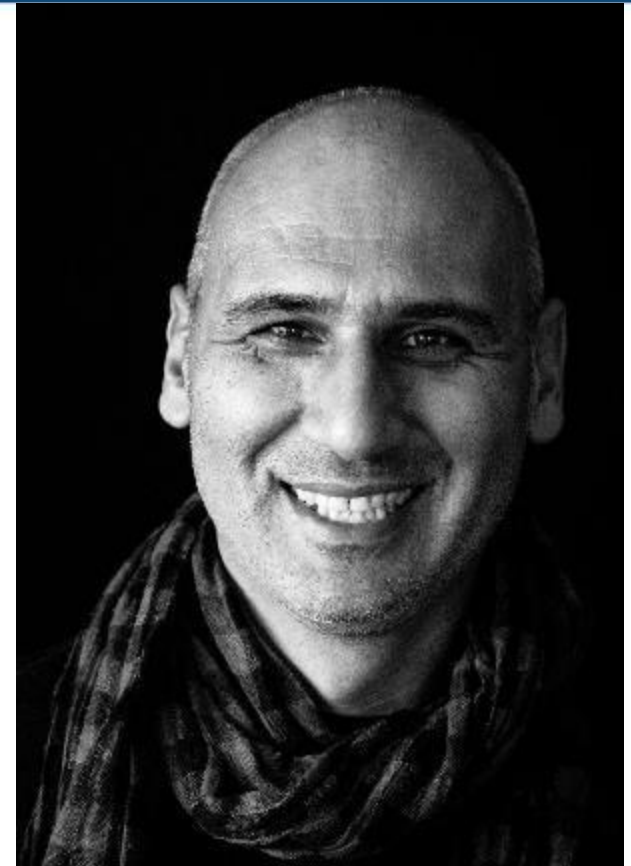
- Trauma Informed Spiritual Care: Beginning with Resilience by Rev. Dr. Paula J. Teague
- Reverent Acknowledgement: Listening with a Third Ear by Stephen L. Dutton, D.Min.
- “People Make the World Go Round”: Social Location and Intersectionality by Rev. Tamekia A. Milton, M.Div.
- “Building the Foundation for Trauma Informed Chaplaincy: Defining Spiritual Care” by Rev. Dr. Paula J. Teague, D.Min.
- Trauma Theory by Rev. Dr. Paula J. Teague

# Student Led Presentations

- Learning Goals
- Resilience Building
- Verbatims
- Community Health Event
- Integration of Trauma Story –Genogram
- Theory of Trauma Informed Spiritual Care
- Mid-unit and Final Evaluation

# Comments from Participants

“I started unpacking my trauma, there’s a chain and the chain goes from one event to a systemic structure to a generational structure. The trauma it carries, it’s not something that just happened yesterday. It has its roots, in my ancestors, in my lineage. So when I recognized that the first thing that happened for me is to say, you know Andreas, it’s not your fault, don’t carry all the weight on your back. You share that with the lineage of ancestors. So to forgive myself of that it brings self-love, patience to myself, compassion, humility and also maybe some humor sometimes. To say, you know... [inaudible]. Those are the qualities I also bring to my care and I see in others. To be patient with their story, to be compassionate, to be forgiving.”





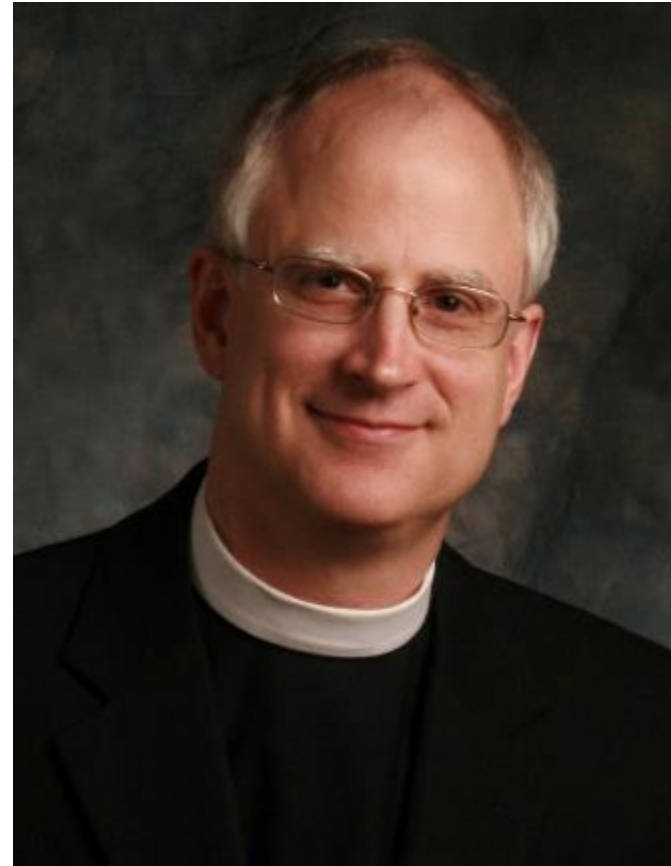
# Comments from Participants



“Understanding trauma and working in that journey toward healing is like a death and resurrection experience. So all the pain and the suffering that someone can experience, but also with the hope or healing and coming to a new life after things can be overcome.”

# Comments from Participants

“Every body has their trauma story because they are part of the interconnected web of systems, you know genealogy, race, and other kinds of institutional systems that we are part of and traumas can happen in each of those systems.”



# Comments from Participants



“One of the things that I learned this unit was how trauma ...numbed me and how denial can be part of my life and to understand that that can be happening with our patients...my own life right now I am going through a strong trauma and I am pretty good at denying it or numbing it out. This unit...I was able to unpack it and let go of it and cry and all the things I didn't want to do because I wanted to be strong. And I really realized that denial can be hurtful and once you open up, things begin to flow or to use the Christian death and resurrection, something begins to open up.”

# Comments from Participants



“Sometimes step one in the healing process is even just being able to name it, that it’s a trauma.”

# Comments from Participants

“...also there’s one other thing that came up for me...ignoring the effect of the trauma on yourself and the implication it does to you. I happened to try to ignore the effect of my trauma and it threw me off track.”

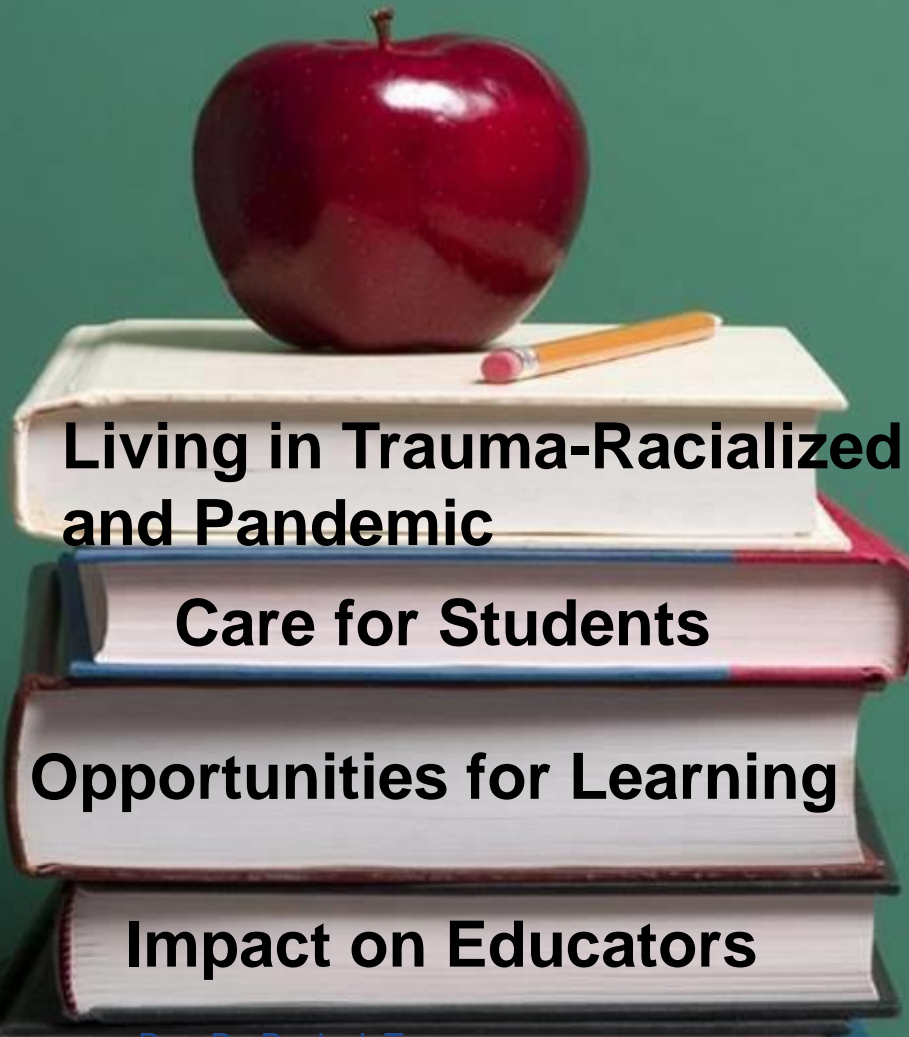




# Krathwohl's Affective Domain



# Lessons Learned



**Living in Trauma-Racialized  
and Pandemic**

**Care for Students**

**Opportunities for Learning**

**Impact on Educators**



## Curriculum

[https://www.hopkinsmedicine.org/spiritual  
care/Caring\\_for\\_the\\_Peacemakers](https://www.hopkinsmedicine.org/spiritualcare/Caring_for_the_Peacemakers)

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Any  
Questions