ACPEWA Inc. Standards for CPE Centres in Western Australia
February 2016

Draft prepared for ACPEWA Registration and Certification Committee February 2015

Acknowledgements: In preparing these guidelines, the Chair. R & C Committee has used and adapted material from the Standards of the Association for Clinical Pastoral Education Inc. and Manual for Accreditation 2005 & 2010 ©
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ACPEWA INC. STANDARDS FOR CENTRES OF CLINICAL PASTORAL EDUCATION IN WESTERN AUSTRALIA (dated February 2015)

1.0 Accredited CPE Centres shall:

1.1 develop and maintain a written plan that:

1.1.1 describes the administrative structure and lines of authority within the Centre.

1.1.2 addresses ACPEWA Centre and CPE programme standards, learning objectives and learning outcomes

1.1.2 describes how commitments to students will be met in the event of substantial change within the institution or Centre.

1.2 provide at least the following components:

1.2.1 financial, human and physical resources sufficient to support the units of CPE offered by the Centre.

1.2.2 a population that provides students with opportunities for ministry and clinical pastoral education.

1.2.3 a written agreement that specifies the contractual relationship and operational details between the Centre and any agency(ies) when a CPE programme uses elements from any agency(ies) external to itself.

1.3 provide these educational resources:

1.3.1 a faculty of sufficient size to fulfill programme goals and comprised of persons authorized by ANZACPE and ACPEWA.

1.3.2 A Centre’s faculty must include at least one supervisor accredited by ANZACPE standards as a Level II or Level III Clinical Pastoral Supervisor or Educator.

1.3.3 An Acting Level II CPE supervisor may function in the role of a Level II supervisor but his/her functioning includes the oversight of an accredited Level II or Level III supervisor, who is ultimately responsible for maintaining the Centre standards

1.3.4 Student to supervisor ratio is as follows:

a) Accredited CPE supervisors may supervise no more than 13 full-time equivalent students in Level I/II CPE programmes at any one period.

b) Supervisors in training (Acting Level I) may supervise no more than three students at any one period

1.3.5 a faculty development plan.

1.3.6 interdisciplinary consultation and teaching within the programme (s) provided by adjunct faculty and/or guest lecturers.
1.3.7 individual and group supervision by a supervisor authorized by ACPEWA

1.3.8 a peer group of at least three CPE (Level I/II) students engaged in small group process and committed to fulfilling the requirements of the educational programme.

1.3.9 numbers of students in a CPE peer group limited to a maximum of 6 group members to one CPE supervisor. Peer group numbers for clinical seminars limited to a maximum of 8 persons to allow sufficient time for the learning needs of each student and opportunity for each student to present clinical work to a group. When a CPE peer group has 8 students, two supervisors should be present for all group work and the number of hours for group work may need to be extended to accommodate this Standard.

1.3.10 access to library and educational facilities adequate to meet the CPE standards.

1.3.11 access to current CPE standards for CPE programmes and current policies and procedures.

1.3.12 student support services including, but not limited to, orientation, a process for educational guidance and recommendations for counselling resources.

1.4 Provide all policies and procedures in writing and inform all students and programme staff of their content. These include, but are not limited to:

1.4.1 an admission policy that clearly states this accredited centre does not discriminate against persons because of race, gender, age, faith group, national origin, sexual orientation, or disability.

1.4.2 a financial policy that clearly states fees, payment schedules, refunds, stipends, and benefits.

1.4.3 a complaint policy and procedure consistent with ACPEWA standards.

1.4.4 a procedure for maintaining student records for seven years, which addresses confidentiality, access, content, and custody of student records should the centre be without a supervisor and/or accreditation.

1.4.5 a procedure for providing consultation for CPE students.

1.4.6 a procedure for discipline, dismissal and withdrawal of students.

1.4.7 a policy for ethical conduct of students and programme staff consistent with the ACPEWA Ethical Policy.

1.4.8 a statement of student rights and responsibilities

1.4.9 an agreement for CPE training at the ministry site that includes but is not limited to:
   a) authorization of CPE students to visit patients, parishioners and clients
   b) access for CPE students to appropriate clinical records and informed consent with regard to the use of student materials
   c) agreement by the student to conform to the centre policies protecting confidentiality and rights of clients, patients or parishioners
1.4.10 A policy and procedure that details how the accredited centre will provide for completion of a unit or programme in process if the supervisor is unable to continue.

1.5. Provide consultation and programme evaluation, including:

1.5.1 an on-going process of consultation with a designated professional advisory group.

1.5.2 on-going programme evaluation sufficient to promote the continuous quality improvement of the educational programme(s) including:
   a) course content and materials
   b) success with respect to student achievement, including course completion, certification rate and job placement
   c) educational methods and supervisory relationships
   d) student to supervisor ratio
   e) appropriate level of challenge in individual learning contracts
   f) assessment of students’ use of CPE.

1.6 accurately describe the centre, its pastoral services and educational programmes.

1.6.1 All statements in advertising, catalogues, publications, recruiting, and academic calendars shall be accurate at the time of publication.

1.6.2 Publications that advertise a centre’s programmes shall include the type(s) and level(s) of education offered with the CPE centre contact details included.
2.0 Admission to CPE

An applicant’s suitability for admission to a CPE programme is a matter of professional judgment by an accredited ACPEWA supervisor and the CPE Centre admission policies. Requirements for admission to a CPE programme include but are not limited to:

2.0.1 a completed written application using the CPE centre admission requirements

2.0.2 an admission interview with a qualified interviewer for persons applying for an initial CPE unit at the centre and to determine readiness for clinical learning and exploration of learning goals

2.0.3 Graduation from high school, or tertiary education qualifications, or authorization by an appropriate religious authority/faith community, to function in ministry within the clinical context

2.0.4 For admission to supervisory CPE, participation in theological studies is required with studies aimed at completing a BTH or its equivalent by the time of accreditation as a Level II CPE Supervisor.

2.0.5 Fulfillment of education or experience requirements established by the CPE centre

2.0.6 Acceptance by an ACPEWA CPE Centre accredited for the type of CPE programme requested

2.0.7 Requirements for admission to Supervisory CPE are contained in ACPEWA Standards for Supervisory CPE (February 2015) Standard 3.0 – 3.0.6

3.0 CPE Programme Standards

CPE Programme standards include:

3.1 a specific time period for a programme unit of clinical pastoral education or a half unit of clinical pastoral education.

a) A unit of CPE is at least 400 hours combining no less than 100 hours of structured group and individual education with supervised clinical practice of ministry.

b) A half unit of CPE is at least 240 hours combining no less than 60 hours of structured group and individual education with supervised clinical practice in ministry.

3.2 supervised clinical practice of ministry to persons and the detailed reporting and evaluation of that ministry.

3.3 supervision and programme management by a person authorized by ACPEWA and/or ANZACPE.

3.4 an individual contract for learning developed collaboratively by the student and supervisor.
3.5 a relational learning environment that fosters growth in pastoral formation, pastoral and theological reflection and pastoral competence; such an environment involves mutual trust, respect, openness, challenge, conflict, and confrontation.

3.6 an instructional plan that employs a process model of education, the clinical method of learning and an action-reflection cycle of learning including:
   a) delineation and use of students’ goals.
   b) core curriculum appropriate to the CPE setting.
   c) clearly written syllabus.
   d) evidence of congruence between programme goals and the mission of the institution.
   e) programme evaluation by the students.

3.7 presentation and use of literature and instruction appropriate to the students’ learning goals and needs.

3.8 Final evaluations written by the student and supervisor.
   a) Supervisor’s evaluation may be available to the student within 45 calendar days of the completion of the unit.
   b) Supervisor’s assessment reflects professional judgment about the student’s engagement with learning goals, pastoral practice, reflective ability, strengths, limitations and recommendations
   c) Supervisor certifies completion of a unit or half unit of CPE (Level I/II) or where applicable Supervisory CPE
   d) Student may attach a written response to the supervisor’s evaluation, which then becomes part of the student’s record.

NB: Additional programme standards for Supervisory CPE can be found in ACPEWA Standards for Supervisory CPE (February 2015)
4.0 Learning Objectives and Learning Outcomes of a ACPEWA Accredited Centre for Level I and Level II CPE Programmes

CPE provides theological and professional education using the clinical method of learning in diverse contexts of ministry.

Accredited CPE programmes provide a progressive learning experience through a two level curriculum. Level I curriculum outcomes must be satisfactorily addressed prior to admission to Level II. Completion of CPE (Level I and Level II) curriculum outcomes is prerequisite for admission to Supervisory CPE.
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<td>1. To develop students’ awareness of themselves as ministers and of the ways their ministry affects persons.</td>
<td>1. Demonstrate &amp; articulate emotional awareness, perceptions and observations of self and other in the context and function of CPE and pastoral ministry.</td>
<td>Autobiography and spiritual journey; final evaluation; pastoral encounter review</td>
<td>1. To develop students’ awareness and insights of themselves as ministers and of the ways their ministry affects persons.</td>
<td>1. Demonstrate insightful self-awareness &amp; emotional and spiritual capacities in relationship with self, peers, supervisor and parishioners.</td>
<td>Autobiography and spiritual journey; final evaluation; case study</td>
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<td>2. To develop students’ awareness of how their personal story, attitudes, values, assumptions, strengths, and limitations affect (impact or influence) their pastoral care.</td>
<td>2. Identify and discuss major life events, relationships, cultural contexts that influence your personal identity as expressed in pastoral praxis.</td>
<td>Autobiography and spiritual journey; final evaluation</td>
<td>2. To develop students’ awareness and insights of how their personal story, attitudes, values, assumptions, strengths, and limitations affect (impact or influence) their pastoral care.</td>
<td>2. Articulate a comprehensive understanding of how your life story, attitudes, values and assumptions, strengths and limitations influence and impact your pastoral practice and pastoral relationships.</td>
<td>Autobiography and spiritual journey; final evaluation; case study</td>
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<td>3. To develop a theological or faith framework for one’s pastoral ministry that includes an integration of one’s spiritual and emotional development with the development of pastoral identity and membership of a faith/spiritual community.</td>
<td>3. Articulate the central themes of your religious heritage and a theological understanding that informs your ministry.</td>
<td>Autobiography and spiritual journey; final evaluation; pastoral encounter review</td>
<td>3. To develop a theological or faith framework for one’s pastoral ministry that includes an integration of one’s spiritual and emotional development with the development of pastoral identity and membership of a faith/spiritual community.</td>
<td>3. Identify and demonstrate integration of a theological framework for your pastoral practice.</td>
<td>Autobiography and spiritual journey; final evaluation; case study</td>
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<td>4. To develop students’ ability to engage and apply the support, confrontation and clarification of the peer group for the integration of personal attributes and pastoral pastoral functioning.</td>
<td>4. Initiate peer group and supervisory consultation and support, and engagement with processes of evaluation and critique of your ministry praxis towards a goal of professional and pastoral identity formation.</td>
<td>Final evaluation; supervisors report; future learning goals</td>
<td>4. To develop students’ ability to engage and apply the support, confrontation and clarification of the peer group for the integration of personal attributes and pastoral functioning.</td>
<td>4. Demonstrate a capacity for engagement with peer group support, confrontation and evaluation and to demonstrate leadership potential of pastoral groups.</td>
<td>Final evaluation; supervisor’s report</td>
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1 Parishioners or persons receiving pastoral ministry
2 Pastoral ministry that includes accountability to and recognition within a community
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<td>5. To develop students’ awareness and understanding of how persons, social conditions, systems, and structures affect their lives and to explore ways of engagement in pastoral ministry across a diversity of social, critical and situational circumstances.</td>
<td>5. Recognise and respond to the social and religious structures, conditions, institutional and family systems that impact persons and families to whom you offer pastoral care, demonstrating a diversity of appropriate pastoral responses.</td>
<td>Final evaluation; pastoral encounter review</td>
<td>5. To develop students’ awareness and understanding of how persons, social conditions, systems, and structures impact the main issues of their lives and the lives of others and to develop a diversity of responses to effectively address these issues through their ministry.</td>
<td>5. Provide evidence of pastoral ministry with a diversity of persons, situations and contexts, taking into consideration multiple elements of cultural and ethnic differences, social conditions, family systems, religious traditions and justice issues without imposing your own perspectives.</td>
<td>Final evaluation; Case study</td>
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<td>6. To develop a basic application of student skills in providing intensive and extensive pastoral care.</td>
<td>6a. Initiate helping relationships within and across diverse populations, using a basic application of skills.</td>
<td>Final evaluation, supervisor’s report; pastoral encounter review; functioning in committee</td>
<td>6b. Risk offering appropriate and timely pastoral care, emotional support, exploration and engagement with persons, using the skills of reflecting feelings and meaning, open and closed questioning, empathy, listening, paraphrasing and encouragement.</td>
<td>6. To develop a broad application of student skills in providing intensive and extensive pastoral care and pastoral counselling to persons.</td>
<td>6. Demonstrate a range of pastoral skills including listening/attending empathic reflection, conflict resolution/ confrontation; crisis management and appropriate use of religious resources.</td>
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<td>7. To develop an understanding of group process and relational dynamics within groups and to develop an ability to support, clarify, and confront peers in the evaluation and integration of learning.</td>
<td>7. Recognise relational dynamics within group contexts and respectfully engage and apply the support, confrontation and clarification of the peer group for the integration of personal attributes and pastoral functioning.</td>
<td>Final evaluation, supervisor’s report; functioning in committee</td>
<td>7. To develop an in-depth understanding of group process and relational dynamics within groups and to develop an ability to respectfully support, clarify, and confront peers in the evaluation and integration of learning.</td>
<td>7. Demonstrate insightful awareness of relational dynamics within group contexts, while engaging and respectfully applying the support, confrontation and clarification of the peer group for the integration of personal attributes and pastoral practice.</td>
<td>Final evaluation, supervisor’s report; functioning in committee</td>
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<td>8. To develop students’ ability to make effective use of their religious/spiritual heritage, theological understanding, and appreciation of the behavioural sciences in their pastoral care of persons and groups.</td>
<td>8. Demonstrate the appropriate pastoral use of prayer and sacred texts, and theological themes in pastoral ministry as well as an appreciation of the behavioural sciences and knowledge of pastoral care theory in your pastoral practice.</td>
<td>Final evaluation, and pastoral encounter review;</td>
<td>8. To develop students’ ability and capacity to make effective use of their religious/spiritual heritage, theological understanding, and appreciation of the behavioural sciences in their pastoral care of persons and groups.</td>
<td>8. Implement a pastoral/spiritual assessment of those served, grounded in pastoral theology and using an understanding of the behavioural sciences and pastoral care theory.</td>
<td>Final evaluation, and pastoral encounter review;</td>
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<td>9. To teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team.</td>
<td>9. Engage in professional relationships as a pastoral person with staff members of a multi-disciplinary team.</td>
<td>Final evaluation, and pastoral encounter review; supervisor’s report</td>
<td>9. To teach students the pastoral role in professional relationships and how to work effectively and reflect critically as a pastoral member of a multidisciplinary team.</td>
<td>9. Demonstrate collaboration and dialogue with peers, authorities and other professionals</td>
<td>Final evaluation, case study; supervisor’s report</td>
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<td>10. To develop students’ capacity to use one’s pastoral and prophetic perspectives in pastoral liturgy, teaching, leadership, management and pastoral care.</td>
<td>10. Demonstrate pastoral identity development and competence in the use of pastoral perspectives in pastoral liturgy, teaching, leadership, management and pastoral care.</td>
<td>Final evaluation, and pastoral encounter review; supervisor’s report</td>
<td>10. To develop students’ capacity to use one’s pastoral and prophetic perspectives in pastoral liturgy, teaching, leadership, management and pastoral care and pastoral counseling.</td>
<td>10. Demonstrate ministry management and administrative function in terms of accountability, productivity, self-direction, with clear, accurate professional communication.</td>
<td>Final evaluation, case study; supervisor’s report</td>
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<td>11. Develop a student’s use of self in pastoral ministry around administration, emotional availability, cultural sensitivity, appropriate self-disclosure, positive use of power and authority, a non-anxious and non-judgmental presence, with clear and responsible boundaries.</td>
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<td>11. Demonstrate the competent use of self in ministry and administrative function which includes: emotional availability, cultural sensitivity, appropriate self-disclosure, positive use of power and authority, a non-anxious and non-judgemental presence with clear and responsible boundaries.</td>
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<td>11. To develop students’ understanding and ability to apply the clinical method of learning and the action-reflection learning cycle to their pastoral functioning.</td>
<td>11. Demonstrate self-direction in learning and use of the methodology and practice of the clinical method of learning and the action-reflection learning cycle in the presentation of pastoral work.</td>
<td>Final evaluation, and pastoral encounter review; supervisor’s report; future learning goals</td>
<td>12. To develop students’ understanding and ability to apply the clinical method of learning and the action-reflection learning cycle to their pastoral evaluation.</td>
<td>12. Demonstrate self-supervision through realistic self-evaluation of pastoral functioning.</td>
<td>Final evaluation, case study; supervisor’s report; future learning goals</td>
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<td>12. To develop students’ abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one’s ministry.</td>
<td>12. Demonstrate an integration into one’s pastoral practice through written evaluation of pastoral encounters, conceptual understandings of pastoral care theory as presented in the CPE curriculum.</td>
<td>Final evaluation, and pastoral encounter review; supervisor’s report; future learning goals</td>
<td>13. To develop students’ abilities to use both individual and group supervision for personal and professional growth, including the capacity to evaluate one’s ministry.</td>
<td>13. Demonstrate a reflective capacity that engages all points on the action-reflection learning cycle, especially in regard to one’s functioning in pastoral care or specialised pastoral ministry.</td>
<td>Final evaluation, and case study; future learning goals</td>
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<td>14. To afford students opportunities to become familiar with and apply relevant theories and methodologies in their ministry specialty.</td>
<td>14. Demonstrate the above outcomes, with a particular reference to the specialised ministry, and to relevant theories and methodologies for the ministry specialty.</td>
<td>Final evaluation, and case study; supervisor’s report</td>
<td>15. To provide students opportunities to demonstrate pastoral competence in the practice of the specialty.</td>
<td>15. Demonstrate pastoral competence in the practice of the ministry specialty.</td>
<td>Final evaluation, and case study; supervisor’s report</td>
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<td>16. To provide students opportunities to formulate and apply their philosophy and methodology for the ministry specialty.</td>
<td>16. Demonstrate the development and application of your philosophy and methodology of your ministry within a specialised context.</td>
<td>Final evaluation, and case study; supervisor’s report</td>
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