

**Standards for the Accreditation and Re-Accreditation
of CPE Centres in Western Australia
February 2015**

Authorized by ACPEWA Registration and Certification Committee

February 2015

Acknowledgements: In preparing these guidelines, the Chair, R & C has used and adapted Standards from the Accreditation Manual and Standards of the Association for Clinical Pastoral Education Inc. 2005 and 2010

Table of Contents

1.0	Purpose and Philosophy of Accreditation	3
2.0	Definitions of CPE Centres	6
3.0	Types of Accreditation Reviews	7
4.0	On-going Evaluation Methods and Evaluation Processes	7
4.2	The Annual Accreditation Centre Report	8
5.0	Preparation for an Accreditation Review	9
5.2	Conducting a <i>Feasibility</i> or Self-Study	9
6.0	Standards for an ACPEWA Accredited Centres	11
6.1	Written Plan	12
6.2	CPE Centre Components	12
6.3	CPE Centre Policies and Procedures	16
7.0	CPE Centre Consultation and Evaluation Programme	19
8.0	Standards for Accredited CPE Programmes	21
9.0	CPE Programme Standards	23
9.5	CPE Curriculum Content	24

Accreditation of CPE Centres in Western Australia
(Revised February 2015)

1.0 Purpose and Philosophy of Accreditation

In 2006, the Association for Clinical Pastoral Education in Western Australia Inc. (ACPEWA) adapted the Standards and guidelines from the Association for Clinical Pastoral Education Inc. (ACPE Inc.) for use in the accreditation process of the CPE Centres in Western Australia. This document uses that 2006 document as its starting point. It outlines the requirements for Accreditation procedures and guidelines and clarifies the overall rationale for the Accreditation process for CPE Supervisors, spiritual and pastoral care departments, members of CPE Centre consultation or advisory committees, hospital administrators, and others involved in the effort to achieve and maintain standards of accreditation. This document seeks to help the CPE Centres and ACPEWA Inc. members to understand as clearly as possible the purpose, requirements, and goals of accreditation. The Chair of ACPEWA, Registration and Certification Committee (R&C) and members of that Committee are available to discuss any element of these guidelines for the accreditation process with persons who have responsibility for the preparation involved in an Accreditation or ReAccreditation of a CPE Centre.

1.1 The Accreditation of ACPEWA CPE Centres and CPE programmes exist for the following reasons:

- 1.1.1 *To assure quality* - being theological and professional education for ministry, CPE programmes affect students, seminaries/theological colleges, religious endorsing bodies, and ultimately those to whom ministry is offered. Compliance with accepted Standards insures that proven criteria are in place for an educational experience of high quality.
- 1.1.2 *To assure students of consistency in CPE programmes* - CPE Students need to know what to expect when applying to a CPE Centre in relation to philosophy, objectives, and procedures. Accreditation based on given Standards allows students and others to form certain broad expectations for the purpose and function of CPE that are not restricted to specific locations, centres, or supervisors.
- 1.1.3 *To recognize achievement* - Accreditation unites Centres within Western Australia as functioning within internationally recognized Standards. Such recognition and adherence to quality Standards permits students to achieve recognized levels of expertise and apply to professional ministry organizations for membership.
- 1.1.4 *To promote fairness in the conduct of CPE* - Development of policies, guidelines and procedures consistent with uniform standards assures that fair and just processes exist for the functioning of educational programmes.
- 1.1.5 *To integrate unique clinical/educational resources* - A Centre accredited with ACPEWA brings its own unique history, clinical setting(s), and educational resources to the formation and utilization of its educational programmes. The Accreditation process gives opportunity to identify unique resources, allowing distinctions to be intentionally integrated, enriching the educational experience.

- 1.1.6 *To comply with Australian evaluative programmes for public institutions* - Many Australian institutions and agencies responsible for healthcare, aged care, childcare and some educational institutions use professional standards to achieve accreditation. By participating in a similar process, ACPEWA CPE Centres based in hospitals, contribute to the quality programme of the hospital. Periodic reviews where transparency and external validation is required, protect the quality of the Clinical Pastoral Education offered.
- 1.1.7 *To address the dangers of isolation and distance from other CPE Associations in Australia and New Zealand* – A CPE Centre Accreditation process gives opportunity for consultation, collegiality, feedback, dialogue and engagement with the Standards for CPE Centres of other CPE Associations in Australia and New Zealand.
- 1.1.8 *To facilitate planning and evaluation* - Identification of strengths and limitations of Centres enables planning for future development and helps focus efforts, funds and personnel where needed most.

With the above reasons for Accreditation, the process of self-study and the intentional engagement with ACPEWA Standards become worthwhile. Both students and Centres benefit from the Accreditation process. More importantly, persons, families, and groups who receive ministry ultimately benefit from this commitment to excellence in Clinical Pastoral Education and the formation of compassionate, knowledgeable pastoral and spiritual care givers.

NB. Please note that the CPE Associations incorporated with ANZACPE use different measures for the evaluation, registration and Accreditation of their CPE Centres. The trend to accredit CPE Centres using similar processes to major Australian hospital accreditation processes is an initiative of ACPEWA and arose from discussion with members of the RPH CPE Advisory Committee and the commencement of a CPE Centre at St John of God Healthcare, Western Australia.

ACPEWA Accreditation has two foci: Accreditation of the Centre itself and Accreditation of specific CPE programmes.

1.2 Bias and Conflict of Interest

ACPEWA makes every effort to establish clear and effective measures against conflicts of interest in its processes of Accreditation, committee members, evaluation team members, consultants, administrative staff, and other agency representatives. "Bias" refers to a pre-existing impression or opinion, either positive or negative, about a Centre, the institution in which it is located, or its staff which might affect a person's ability to assess Accreditation matters objectively.

"Conflict of interest" is any circumstance in which a person, a close associate, or institution may be affected adversely or benefited by an Accreditation decision. Representatives of the Centre in question, or an ACPEWA Accreditation member, or the respective chair may request that a person withdraw from discussion and decisions about a Centre if it is suspected one of the following conditions apply.

The person in question has bias regarding the Centre or its staff if:

- a) S/he was previously employed by or associated with the Centre in question, or
- b) That person is unable, for any reason, to maintain objectivity.

In addition, persons involved in Accreditation review or decisions are asked to withdraw themselves from that process should they become aware of bias or conflict of interest.

1.3 Qualifications and Credentials of Accreditation Committee members and Site Visitors

1.3.1 The Accreditation Committee members and those persons who participate in an

Accreditation site review shall have sufficient knowledge and expertise to permit the competent assessment of programmes of clinical pastoral education.

1.3.2 Persons shall be regarded as having sufficient knowledge and expertise who possess one or more of the following qualifications:

- a) A tertiary theological degree,
- b) Successful completion of two or more CPE Units
- c) The professional practice of ministry for five (5) years or longer,
- d) A post-graduate degree in a field related to education, sociology, or appointment of the faculty of a seminary or university,
- e) Recognized certification by a related cognate group, or medical or allied-health professional practice.

1.3.3 Accreditation Committee members and on-site visitors or others who participate in ACPEWA's Accreditation process shall complete an orientation to these Standards, with special focus on the responsibilities being assumed prior to involvement in ACPEWA accreditation tasks.

1.3.4 The Secretary, ACPEWA will make available upon request the credentials/resume of all members appointed to function as Accreditation members and on-site visitors. The resume should include the name of the person, their academic and professional qualifications, and information about relevant employment as well as organizational affiliations.

1.4 Policy on ACPEWA Inc. Accreditation Record for CPE Centres

The ACPEWA Secretary will maintain a record of Accreditation reports for each institution or programme it accredits. These materials shall include:

- a) On-site evaluation team reports,
- b) A Centre or programme response to on-site reports,
- c) Periodic review report at ten years and five years
- d) Any reports and special reviews conducted by ACPEWA between regular reviews,
- e) ACPEWA also maintains a record of all pre-Accreditation and Accreditation decisions including all adverse actions. Pre-Accreditation decisions for ACPEWA are decisions regarding Centres exploring the possibilities of Accreditation.

1.5 A CPE Centre requesting either an Accreditation or a Re-Accreditation Review of the Centre should submit a written application including a completed Cover Sheet to the Secretary, ACPEWA at least six months in advance of the proposed date for the Review. Copies of all materials including copies of the CPE Centre Student Handbooks and the materials as outlined in these Standards are to be in the hands of the members of the Site Team at least 21 days in advance of the Review.

1.6 The appointment of the Site Team for an ACPEWA CPE Centre Accreditation or Re-Accreditation will be made by ACPEWA Management Committee in consultation with ANZACPE Executive.

- 1.7** The CPE Centre seeking (Re)/Accreditation may nominate one member of the Accreditation site team who meets the criteria as stated at Standard 1.3 and 1.4 of this document. Where reviews are being held in both CPE Centres, ACPEWA may request the nominated person to be a member of the Site team for a different CPE Centre.
- 1.8** The Secretary ACPEWA will notify the CPE Centre of the names and qualifications of the site team members six weeks prior to the date of the Review.
- 2.0 Definitions of CPE Centres**
- 2.1 Accredited Centre** - an administrative structure (or entity) which authorizes the CPE programme(s) to exist and which is responsible for providing (or contracting for) and coordinating those components that are identified by ACPEWA Standards as necessary for Clinical Pastoral learning to occur. The term applies to such a structure when it has Candidacy status, Accredited Membership, or is part of an accredited system.
- 2.2 Accredited System Centre** - an entity with one Accreditation in which a central administrative structure includes two or more component sites. The system may or may not include the word "system" in the organization's name. The system's component sites shall:
- 2.2.1** Meet ACPEWA Standards for programmes offered in Western Australia and
- 2.2.2** Demonstrate how the Western Australian site (s) maintain a consistent and responsible relationship to the system.
- 2.3 Satellite** - A site where students participate in a CPE programme that is not an Accredited administrative structure, but which is in contract with an Accredited Centre. The Accredited Centre in contract is utilizing the site and is responsible for all programme activities in the satellite. The satellite provides all the administrative support for the structured group and individual education requirements contained in an Accredited Centre and assures a placement for the students' clinical practice in ministry. The Accredited Centre is responsible for student admission to CPE, fees, certificates, and the quality of education. The satellite has a Student Handbook which is unique to that educational setting. The contract includes a description of how the ACPEWA Standards are met and the responsibilities of the satellite and the Centre. The administrative representative from each organization and the ACPEWA Supervisors involved must sign the contract. The satellite may not develop other satellites.
- 2.4 Placement** - A site outside an Accredited Centre with which the Accredited Centre has signed contracts. These contracts grant authority to place Supervisor(s) and student(s) in the site to provide ministry in order to fulfill the hours required for clinical practice in ministry. The placement shall provide access to a population that offers significant opportunity for ministry, on-going support and consultation for the student(s), opportunities for interdisciplinary/professional interchange, and an environment that encourages human growth and dignity. The administrative representative from each organization and the ACPEWA Supervisors involved must sign the contract.
- 2.5 Candidacy for Accredited Membership** - a status accorded to a proposed ACPEWA Centre which appears to be satisfactorily working toward Accreditation and appears to be able to achieve Accredited Membership within a reasonable period of time. To qualify as a Candidate for Accredited Membership requires a written proposal to ACPEWA Management Committee, an exploration of feasibility within a reasonable period of time and the recommendation for Candidacy by the ACPEWA Management Committee.

2.6 Regional CPE – a site geographically distant to an Accredited CPE Centre in regional towns of Western Australia, where CPE programmes are offered intermittently by visiting CPE Supervisors, conducted under the administrative structure and Standards of a CPE Centre in Perth. Regional CPE may be conducted in country hospitals linked to the Accredited healthcare centre or parishes and/or other regional institutions. Clinical placements of students may be varied. Regional CPE may use long-distance educational and communication tools to ensure CPE standards are maintained. Attention to requirements under Standards 2.3 and/or 2.4 above are recommended.

3.0 Types of Accreditation Reviews

3.1 Candidacy for Accredited Membership — Proposed Centres may apply for a review as a Candidacy Centre when they appear to be satisfactorily working toward Accreditation and able to achieve Accredited Membership within a reasonable period of time (usually three years). Candidacy Centres must complete at least three units of CPE before seeking Accredited Membership.

3.2 Accredited Membership — Candidacy Centres or Satellite Programmes may apply for review when the programmes have demonstrated effective results and the Centre believes its educational programme(s) meet ACPEWA Standards.

3.3 Continuing Review of Accredited Membership — Accredited ACPEWA Centres undergo periodic review of their accredited programmes of CPE and Supervisory CPE. There are three forms of scheduled reviews.

- a) The Annual Report,
- b) The Five Year Written Review for Re-Accreditation
- c) Ten Year Full Review for Re-Accreditation.

4.0 On-going Evaluation Methods and Evaluation Processes

The Accreditation process fosters quality improvement and accountability. The philosophy of Accreditation is that there needs to be ongoing activities of evaluation and not episodic ones. Therefore Accreditation shall be reflected in the continuous documentation, self-evaluation and improvement processes of the CPE Centre as it engages with ACPEWA Standards. On-going evaluation requires intentional effort and creative thinking. Centres capable of developing and sustaining an atmosphere open to receiving and utilizing feedback are surely Centres of excellence.

4.1 On-Going Evaluation Methods

4.1.1 *On-going Consultation or Advisory Group* - Regular meetings of the on-going consultation or Advisory group to review CPE policies, procedures, clinical impact, utilization of educational resources, and educational effectiveness are very important to ongoing evaluation. The on-going consultation group can also conduct exit interviews with students and interview others involved in CPE programmes.

4.1.2 *Student Surveys* - Student surveys (of programme effectiveness in relation to educational objectives) may be conducted at the conclusion of a CPE programme. Surveys are also valuable at later times, (three months, six months, one year, five year intervals), when students have had the opportunity to assess the effectiveness of CPE in relation to ministry or employment.

- 4.1.3 *Regular Feedback* - Surveys and interviews of individuals/groups who observe or experience students in ministry give an important perspective on the results of Clinical Pastoral Education.
- 4.1.4 *Research* - Research projects conducted by Centres formally assess educational effectiveness in relation to stated objectives for specific programmes of CPE.
- 4.1.5 *Networking* - Interaction with other CPE Centres supplies opportunity for comparative assessment.
- 4.1.6 *Seminaries/Theological Colleges* - Post-CPE surveys of seminaries and theological colleges, in relation to learning and professional development of students, offer an important perspective.
- 4.1.7 *Statistics* - Statistical analysis of ministry provided by CPE students, as well as future progress of students in ministry or employment, provides relevant data for evaluation.

4.2 The Annual Accreditation Centre Report

- 4.2.1 Each ACPEWA CPE Centre pays annual registration fees and a levy on all CPE students per unit. The Secretary, ACPEWA, sends a reminder to CPE Centre Directors to forward the annual Registration fee, student levies and the Annual Accreditation Report to the Secretary, ACPEWA Inc. by May 31st. All accredited ACPEWA Centres and programmes are required to submit the Annual Accreditation Report yearly as specified in the following procedure.
 - a) The Annual Accreditation Report shall be sent to the Secretary, ACPEWA Management Committee by May 31st each year.
 - b) The annual registration fee and a levy on all students per unit shall be paid to ACPEWA by May 31st each year.
 - c) The Annual Accreditation Report shall also describe any changes that have taken place in the Centre's administration or programme since the last Annual Report, and include a description of any student complaint(s) filed at the Centre during the previous calendar year.
- 4.2.2 ACPEWA has three options in response to the Annual Report:
 - a) Receive the Annual Centre Report and affirm the Centre
 - b) Receive the Annual Centre Report and request further documentation and/or make recommendations to the Centre
 - c) After receiving further communication and documentation, request a consultation and/or site visit with recommendations following the consultation/site visit.

5.0 Preparation for an Accreditation Review

5.1 Types of Studies

- 5.1.1 ***A feasibility study*** is the process by which an agency or institution determines whether or not CPE programmes are feasible and worthwhile for that setting and that the potential exists for meeting ACPEWA Standards. A feasibility study is required both when Candidacy status is sought for a new CPE Centre and also when an accredited CPE Centre wishes to conduct additional educational programmes.

5.1.2 **A self study** is required in preparation for Accreditation of the Centre and for the five year and ten year Re-Accreditation review. The self study is an evaluation of the effectiveness of a Centre's educational programmes, its compliance with ACPEWA Standards and a report of the changes made as a result of the self study process. Self studies for Accredited Membership and Continued Accredited Membership should demonstrate that the Centre meets ACPEWA Standards.

5.2 **Conducting a *Feasibility* or Self-Study**

5.2.1 **Allow sufficient time.** The study process is most effectively achieved when the proposed CPE Centre appropriates a significant amount of time (six to twelve months is suggested) to study in depth its clinical/educational context in relation to CPE programmes

5.2.2 **Make it a team effort.** The study process is a shared process, intended to assess and ultimately provide a quality programme. The participation of individuals from various disciplines and backgrounds will enhance the resulting CPE programmes. It is the Centre which ultimately receives Accreditation to conduct CPE. Therefore the study should be a reflection of the Centre, not a single individual. Resource persons may include ACPEWA members and supervising members, ANZACPE supervising members and assigned site team members.

NB. A study process involves the following steps. Steps involved for ***feasibility study*** are listed with italicized words. Steps applicable to the **(self study)** are listed in parentheses.

NB. For the Re-Accreditation of ACPEWA Accredited CPE Centres , a self-study is required , the guidelines for which are in parentheses below and which are summarized in the 5 year Review Checklist (see Appendix Two)

5.2.3 **Communicate with** key personnel, e.g. CPE Supervisors, chaplaincy or pastoral care staff, administrators, and with on-going CPE advisory group members, to ensure familiarity with the Standards of the Association for Clinical Pastoral Education in Western Australia and with ANZACPE Standards.

5.2.4 **Discuss (review)** the rationale and objectives for Clinical Pastoral Education at the Centre (or for any additional programme) in light of the Centre's history and mission.

5.2.5 **Determine (evaluate)** the administrative structure and support necessary to meet ACPEWA Standards for proposed educational programme(s) and the proposed Centre's capacity to meet such requirements.

5.2.6 For each proposed type of CPE programme, **develop (review and update)** a curriculum based on ACPEWA Standards, which includes philosophy and methodology of educational programme(s).

5.2.7 **Survey and assess (evaluate the effectiveness and function of)** clinical and educational resources of *the proposed Centre* (Centre).

5.2.8 **Draft and discuss (review and update)** policies and procedures necessary for the function of CPE programmes.

5.2.9 **Assess the proposed Centre's (Centre's) overall potential for** compliance with ACPEWA Standards for each specific CPE programme.

5.2.10 **Assess the strengths and limitations of *the proposed Centre (Centre)* and each CPE programme** and seek to identify the unique qualities of the Centre and its educational programmes, including any limitations.

5.2.11 ***Draft (revise and review) the Student Handbook for the programmes (s) for which Accreditation review is sought.***

5.3 The Study Document

5.3.1 The Feasibility Study or Self-Study Document describes the work of the CPE Supervisor and the professional consultation or advisory group in developing a programme and assessing a proposed Centre's potential for compliance with ACPEWA Standards. The Self-Study Document for continued membership addresses the on-going work of the professional consultation group and programme Supervisor in evaluating and up-dating its programmes, as well as continuing compliance with the Standards of the Association. The Study document should:

- a) Describe the self-study process and methodology. Summarize the findings of the self-study. Report an analysis of the findings in terms of strengths and limitations of the programme.
- b) And, report on any changes proposed resulting from the self-study. It should be evident that this process was the fruit of a group effort, and not the product of the Supervisors' lone effort.

5.3.2 **The Student Handbook is the primary document for assessing compliance with many of the ACPEWA Standards; materials contained in the Student Handbook need not be duplicated in the Study Document.**

5.4 Requirements: Feasibility or Self-Study Documents shall include the following:

- a) A summary of any institutional changes since the last Annual Report or Accreditation
- b) A summary of outcomes from the on-going programme evaluations and the changes made in response to consumer feedback. (These may be summarized from the Annual Reports.)
- c) A description of involvement of the on-going consultation or advisory group
- d) A description of how the Centre has processed and/or resolved any complaints filed by students
- e) A description of the Centre's future plans
- f) An assessment of strengths and limitations (Self-assessment of compliance with Standards.)
- g) Report of student units with an analysis of the student population since the last Accreditation review.
- h) An index which references where ACPEWA Standards are addressed in the Feasibility/Self-Study Document and/or Student Handbook.
- i) Materials at each phase of the process should be of publication quality. Page numbering and contents tables should be designed to facilitate ease in locating material.
- j) Completion of Questionnaire regarding legal matters and complaints (**see Appendix Three**)

5.5 Additional Materials required for the 10 year periodic review include:

- a) Accreditation Face Sheet
- b) Accreditation Process Checklist
- c) Copies of paid invoices for Accreditation review fees

- d) Copies of previous Accreditation reports.
- e) Copies of Annual Accreditation Reports submitted since the last review.
- f) Completion of Questionnaire regarding legal matters and complaints (**see Appendix Three**)

5.6 Written Materials required for the five year periodic review for Re-Accreditation include:

- a) Centre Accreditation Request Cover Sheet (Appendix One)
- b) Copy of the current Student Handbook for each type of CPE programme offered including regional CPE programmes offered
- c) Completion of assessment of Student Handbook (s) and curriculum (Appendix Four)
- d) Copies of current contracts with other sites for the placement of students or the conduct of CPE at another site
- e) Copies of Annual Reports submitted in the last five years. If no report was submitted, then an evaluation of the Centre's significant achievements and changes over the last five years to be written which includes:
 1. Institutional changes and changes in Supervisory staff
 2. Summary of evaluation and outcomes from on-going programme evaluation and changes made in response to CPE participants feedback to the Centre
 3. An analysis of the data regarding participants in CPE at the Centre over the last five years
 4. Description of involvement of the professional CPE advisory group and the way it has contributed to the support of the CPE Supervisor(s) and CPE programmes over the last five years
 5. Description of how the Centre has processed and resolved any complaints filed by students
 6. A description of any other evaluative measures the Centre has used to demonstrate quality of Clinical Pastoral Education offered.
- f) Documentation addressing the way the Centre has engaged with each of the recommendations from the 2006 ACPEWA Accreditation Report
- g) Statements from ACPEWA that all fees and dues have been paid by the Centre and that it is in good financial standing with ACPEWA
- h) A statement of future hopes and plans for the CPE Centre

Criteria for Documentation and Evaluation of a CPE Centre using ACPEWA Standards

The following criteria provide minimum evidence for meeting the ACPEWA Standards. These criteria will assist Centres in understanding how Accreditation Site Visitors evaluate their Centre. Site Team chair and members are expected to be familiar with these criteria and use them in their evaluation. **Not all Standards are listed.** For several of the Standards the meeting of the Standards will be self evident. If a Centre desires further clarification, questions may be directed to the ACPEWA Secretary or Management Committee. The text of the ACPEWA Standard appears in bold print. The criteria are listed below each Standard.

6.0 Standards for an ACPEWA Accredited Centres (see *ACPEWA Standards for CPE Centres February 2016; Standard 1.0 through to 1.6.2*)

6.1 The Centre develop and maintain a written plan (Standard 1.1) which

- 1) describes the administrative structure and lines of authority within the Centre,
- 2) addresses ACPEWA Centre and CPE programme Standards, learning objectives and outcomes and
- 3) describes how commitment to students will be carried out in the event of substantial change within the institution or Centre.

- 6.1.1 Response to the Standard should:
- a) Clearly identify the administrative structure that authorizes the programme(s) of CPE and identifies the lines of authority within the CPE Centre; and,
 - b) Describes how CPE students will complete the current programme(s) in the event of the loss of a programme component.
- 6.1.2 Documentation may include:
- a) A narrative and/or chart(s) describing the reporting structure,
 - b) A statement on behalf of the institution indicating its commitment to the conduct of CPE within the institution and identifying the institutional officer to whom the Centre Director is accountable for the functioning of the CPE Centre and the conduct of the CPE programmes;
 - c) A written plan for honoring commitment to students in the event of the loss of a programme component.
- 6.2 An ACPEWA Centre shall provide at least the following components (Standard 1.2):**
- 6.2.1 **Financial, human and physical resources sufficient to support the CPE units offered by the Centre. (Standard 1.2.1)**
- 6.2.1.1 **Financial resources** means the Centre will demonstrate that its financial and administrative capacity is appropriate to the specified scale of its operations. Among the criteria for determining the sufficiency of a programme or Centre's financial support base is its ability to pay ACPEWA Centre membership dues, student unit levies, Accreditation fees, support operating costs, provide instructional facilities and support faculty and CPE training allowances, salaries and stipends (if stipends are offered).
- 6.2.1.1.1 The Centre will keep on file the annual budget and the Centre's financial audit report.
- 6.2.1.2 **Human resources** means the maximum Supervisor to student ratio is thirteen (13) full-time equivalent students to one Supervisor. For example, a Supervisor may have six students in an Intern programme and seven in a part-time programme and three student being supervised by an Acting Level I Supervisor. If students are supervised by an Acting Level I or Level I Supervisor, his or her students will be applied to the ratio of the training Supervisor or Course Director. CPE students under the supervision of an Acting Level II CPE Supervisor are not applied to the ratio of the Training Supervisor. Documentation for this Standard should give details of certified student units and the students supervised.
- 6.2.1.2.1. CPE Supervisors in training may be the supervisor of no more than three students (not three FTE) at any one time and these students are applied to the training supervisor's quota.
- 6.2.1.2.2 The Supervisor will be expected to discuss and demonstrate the effective processing of information, correspondence, and record keeping, including recruitment and admission materials and process, programme records, expenses and fees, and evaluation documents that are sufficient to meet the programme Standards. The Centre may utilize secretarial or other clerical personnel. Documentation will include the job description of the person responsible for management of correspondence and record-keeping, and be available to the site team visitors.

6.2.1.3 **Physical Resources.** As a minimum, this includes:

- a) Secure space for CPE records,
- b) Seminar space of sufficient size and privacy to conduct group sessions, and
- c) Private space for supervision. For programmes that require overnight on-call duty, this Standard includes provision for safe office space for the student.

6.2.2 **A population that provides students with opportunities for ministry and Clinical Pastoral Education (Standard 1.2.2)**

6.2.2.1 A record of the specific assignment of students to geographical areas or particular populations including on call duty responsibilities. Each student must have a case load adequate for the required clinical time. (Note: site team members may wish to discuss case load with individual students.)

6.2.3 **A written agreement specifying the contractual relationship and operational details between the Centre and any agency whenever a programme utilizes elements of an agency external to itself (Standard 1.2.3)**

6.2.3.1 An Annual Review of the written agreement by the participants and will include:

- a) A clear description of all reporting relationships,
- b) Identification of ongoing consultant or liaison person(s),
- c) Authorization for supervisory oversight of clinical/pastoral functioning,
- d) Specification of financial arrangements,
- e) Designation of time expectations, and
- f) Indication of adherence to all relevant ACPEWA Standards, specifically including the Centre's complaint procedure and the ACPEWA Ethical Policy.
- g) Signatories must include administrative officers of each entity or agency.

6.2.4 **An ACPEWA Accredited Centre shall provide the following educational resources: (Standard 1.3)**

6.2.4.1 A faculty of sufficient size to fulfill programme goals comprised of persons authorized by ACPEWA or ANZACPE. **(Standard 1.3.1)**

6.2.4.1.1 A Centre's faculty must include at least one Supervisor accredited to Level II by ANZACPE Standards or an Acting Level II (by ACPEWA Standards) who maintains involvement in the pastoral context and the supervision of students sufficient to ensure educational programmes are relevant to the clinical context. **(Standard 1.3.2)**

6.2.4.1.2 "Involvement" means the participation of the Centre Supervisors with the institution in such a way that creates and maintains connection, i.e. access to consultation with administration and participation in meetings of interdepartmental peers; and/or, in regard to a free-standing Centre, the inclusion of each supervisor in the decision-making process about policies and programmes.

6.2.4.1.3 When the Supervisor is not on-site with the student(s), it is expected that the Supervisor will participate in no fewer than two visits during each CPE unit to the locations of student placement.

6.2.4.1.4 In programmes requiring agreements, the Supervisors must demonstrate substantive and ongoing communication between Supervisors and designated liaison person(s).

- 6.2.4.2 **A Faculty Development Plan** means that the Accredited CPE Centre or programme supports the attendance of its faculty at continuing education events and activities. **(Standard 1.3.7)**
- 6.2.4.2.1 An accredited Centre or programme will document the involvement of its accredited CPE Supervisors in at least twenty (20) contact hours of continuing education per year.
- 6.2.4.2.2 Areas of continuing education activity may involve supervisory theory and practice, theology, behavioral sciences, and ethics (professional and biomedical). The hours involved in the required "Peer review" in the year in which it occurs, may be included in the 20 hours.
- 6.2.4.2.3 Attendance and participation in a professional peer group or individual supervision for the purpose of continuing education and consultation may account for no more than ten (10) of the required twenty (20) hours.
- 6.2.4.2.4 A record of the Supervisor's involvement in continuing education for the current year will be reported with the Centre's Annual Accreditation Report.
- 6.2.4.2.5 The Site Visit team will review and verify documentation of the professional development of CPE Supervisors as part of the on- site inspection.
- 6.2.4.3 **Interdisciplinary consultation and teaching within the programme(s) provided by adjunct professional staff and/or guest lecturers. (Standard 1.3.8)**
- 6.2.4.3.1 This provision may be satisfied by specific scheduling of didactic seminars by "expert resource persons," student attendance at interdisciplinary rounds, seminars, workshops or conferences, specific participation on interdisciplinary teams, and/or student involvement on institution or agency committees.
- 6.2.4.4 **Individual and group supervision by a person authorized by ACPEWA or ANZACPE. (Standard 1.3.9)**
- 6.2.4.4.1 Persons participating in CPE may be supervised by an ACPEWA accredited Supervisor or an Acting Level I, Level II or Level III CPE Supervisor ;
- 6.2.4.4.2 All persons participating in Supervisory CPE must be directly supervised by a person accredited as a Level II CPE Supervisor or Level III by ACPEWA or ANZACPE.
- 6.2.4.4.3 When a CPE unit is supervised by an Acting level I Supervisor, he or she must be under the close oversight of a Level II or Level III Supervisor who must review the progress of each CPE student **weekly**. **[NB: provision for this oversight will be included in the centre's supervisory curriculum]**
- 6.2.5 **A peer group of at least three students that engage in small group process and who are committed to fulfilling the requirements of an educational programme (Standard 1.3.10)**
- 6.2.5.1 A peer group may include persons who will not receive ACPEWA certification, but who are expected to adhere to the same educational schedule. These students may include lay persons or representatives of other professional disciplines.

- 6.2.6 **Access to all current ACPEWA and ANZACPE Standards and policies. (Standard 1.3.13)**
- 6.2.6.1 These materials shall be placed in a convenient location and their availability and location described in the Student Handbook.
- 6.2.7 **Student support services including but not limited to, orientation, a process for educational guidance or consultation, and recommendations for counselling resources. (Standard 1.3.14)**

6.2.7.1 Orientation is among the rights of the students. Documentation shall include a sample orientation schedule. The Site Visit Team may question current students about orientation.

6.2.7.2 Student services provided through the CPE Centre and access to other services is documented in the Student Handbook.

6.3 ACPEWA Accredited Centre Policies and Procedures

6.3.1 **All ACPEWA Accredited Centre Policies and Procedures shall be written** and all students and programme staff informed of their content. **(Standard 1.4)** The following criteria apply:

6.3.1.1 CPE policies and procedures will be included in the Student Handbook. It is recommended that the Handbook also include any other relevant policies and procedures of the Centre.

6.3.1.2 The site team will meet with Centre staff to assess their knowledge of policy.

6.3.2 **An admission Policy** that does not discriminate against persons because of race, gender, age, faith group, national origin, sexual orientation or physical disability. **(Standard 1.4.1)**

- a) The Policy must have a clear statement of non-discrimination.
- b) The Policy must be consistent with ACPEWA CPE Standards
- c) The Policy must describe the procedure for processing applications in a timely manner.
- d) The Policy must specify the type of application deadline for programmes of CPE and Supervisory CPE

6.3.3 **A financial policy** which clearly states fees, payment schedules, refunds, and training allowances. **(Standard 1.4.2)**

6.3.3.1 This policy states the specific dollar amount of tuition and fees or identifies where this information may be found in writing. It includes due dates and any other provision for payment. If the policy does not state the amount of allowances, it must identify where this information may be found in writing.

6.3.3.2 A statement of the students' incidental expenses is provided if the Centre does not furnish office supplies and services essential to the CPE programme (e.g., photocopying, video/audiotapes).

6.3.4 **A complaint procedure** consistent with ACPEWA Standards. **(Standard 1.4.3)**

6.3.4.1 Although a Centre's complaint procedure may be configured in accordance with an institution's human resource policy, it must be congruent with ACPEWA Standards.

The procedure must specifically contain:

- a) Designated time limitations;
- b) The student's right to continue the complaint by making a complaint to an ACPEWA or ANZACPE Committee.
- c) The name and address of the Centre's Director or person to whom the CPE Supervisor is accountable
- d) The availability of mediation or facilitation as an option by request.

6.3.5 **A procedure for maintaining student records for seven years (Standard 1.4.4)** which addresses confidentiality, access, content, and custody of student records should the Centre be without a Supervisor and/or Accreditation. The student record policy indicates and includes:

- a) a statement that the student record or any portion of it will not be released without the specific written request or permission of the student;
- b) a list of documents will be included in the student record ;
- c) that the Centre will maintain the record for the minimum length of time as specified in Standards;
- d) that the records will be contained in a secure (locked) location and indicate the persons in the CPE Centre who will have access;
- e) a statement that the student may have timely access to his/her individual record by request;
- f) that in the event of a complaint, the student record may be made available;

6.3.6 **A procedure for the provision of consultation for CPE students (Standard 1.4.5)**

6.3.6.1 ACPEWA Standards do not require that a student seeks a consultative process to assess progress or explore an impasse. The Centre may, however, as a part of the curriculum, require a consultation with an external Supervisor. If the Centre chooses to require students to have a consultation, the Centre must create a policy to that effect.

6.3.6.2 All Centres shall develop a procedure for consultation regarding the student's learning goals and process. This shall include how the student is using the goals and objectives of CPE in that process. The development of the consultation process, structure, and requirements are the responsibility of the Centre. This process shall be in writing and included in the Centre's Student Handbook.

6.3.6.3 Two principles shall guide development of a consultation policy development:

- a) The decision to clarify the focus of the student regarding learning goals and objectives is the responsibility of the Supervisor and student together, and
- b) At any point after the first unit the student or Supervisor may seek such consultation.
- c) The consultation experience shall be described in a report and/or in the Supervisor's final unit evaluation.

6.3.7 **A procedure for discipline, dismissal and withdrawal of student (Standard 1.4.6)**

6.3.7.1 The Centre must state the conditions under which disciplinary action may be taken, including dismissal of a student.

- 6.3.7.2 There must be specific provision by which the student may appeal that decision.
- 6.3.7.3 The Centre must state the procedure by which a student may withdraw from the programme, including the timeframe and financial concerns.
- 6.3.8 **A policy for ethical conduct of students and programme staff consistent with the ACPEWA Ethical Policy (Standard 1.4.7)**
- 6.3.8.1 The Centre must publish this Policy in the Student Handbook.
- 6.3.8.2 The Centre may add other articles in its Code of Ethics so long as they do not conflict the ACPEWA Standards.
- 6.3.9 **A statement of student rights and responsibilities (Standard 1.4.8).** The statement must address the following:
- a) Orientation, including the review of all Centre Standards and Policies;
 - b) A Handbook which contains the written documentation of above policies;
 - c) What is expected of the student concerning provision of ministry, on-call hours etc.
 - d) Curriculum requirements and Centre procedures (e.g. absence, illness, dress, attendance)
- 6.3.10 **An agreement for CPE training at the ministry site (Standard 1.4.9) that includes but is not limited to :**
- a) authorization to visit patients, parishioners, clients
 - b) access to appropriate clinical records and informed consent regarding the use of student materials
 - c) agreement by the student to abide by Centre Policies protecting the confidentiality and rights of clients, patients and parishioners.
- 6.3.11 **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 (Standard 1.4.10)**
- 7.0 An ACPEWA Centre shall have a consultation and evaluation programme (Standard 1.5)**
- 7.1 An ongoing process of consultation with a designated professional advisory group. (Standard 1.5.1)**
- 7.1.1 The professional advisory group may be a group constituted by the Centre or a pre-existing advisory committee (e.g. allied health professions group or hospital education committee) which meets regularly. The activities of pre-existing committees may fulfill this requirement if, in fact, the committee provides ongoing consultation. In most instances the CPE programme(s) will develop its own professional advisory group.
- 7.1.2 Advisory Group Minutes will provide evidence that the advisory group was constituted for the purpose of ongoing professional dialogue. Examples of advisory group activities are admissions and recruiting, curriculum development, quality assurance of the service provision, programme evaluation, staff development and problem solving.
- 7.1.3 The Advisory Group Minutes will show it has met no less than quarterly with specific agenda in accord with the Centre's intent. If the Centre utilizes a standing institutional committee for this function, it must document that the group provides substantive focus on CPE activities no fewer than four times a year.

7.1.4 Documentation will include Agenda/Minutes of meetings or relevant excerpts, if a standing committee is used, description of curriculum events which made use of the group, description of programme evaluation process, etc.

7.1.5 The site visit team may request a visit with the advisory group or group representatives.

7.2 On-going programme evaluation sufficient to promote the continuous quality improvement of the educational programme(s) (Standard 1.5.2) , including:

- 1) course content and materials;
- 2) success with respect to student achievement, including course completion, certification rate, and job placement;
- 3) educational methods and supervisory relationships;
- 4) student-to-Supervisor ratio;
- 5) appropriate level of challenge in individual learning contracts; and,
- 6) assessment of students' use of CPE.

NB. The student's final evaluation document is **not** sufficient to meet the programme evaluation requirement.

7.2.1 The programme evaluation will involve three steps:

- a) A defined process by which knowledgeable consultants external to the CPE programme(s) assess the quality and effectiveness of each unit of CPE at Level I, Level II and Supervisory;
- b) A summary of the findings communicated to the CPE staff; and,
- c) Responses to the assessment which may or may not involve a change in the programme.

7.2.2 Documentation describes ongoing programme assessment and documents the responses, follow-up dialogue, decisions and actions emerging from the programme assessment.

7.2.4 Site team visitors may wish to interview current and previous students regarding their learning in the CPE Centre.

7.2.5 Student achievement upon completion of CPE requires follow-up with CPE students who have completed the programme for a period of three months or longer. The documentation answers the question "How did students use the educational experience?" Evidence of the use of CPE includes ordination; obtaining a position as pastor, chaplain or other ministry vocation; acceptance into further advanced training; and accreditation by ACPEWA and ANZACPE or other related accrediting body.

7.3 An ACPEWA Centre shall accurately describe the Centre, its pastoral services and educational programmes. (Standard 1.6). All statements in advertising, catalogues, publications, recruiting, and academic calendars shall be accurate. Publications that advertise a Centre's programmes shall include the type(s) and level(s) of education offered.

7.3.1 Copies of current brochures and other promotional material will accurately describe the Centre and its programmes.

7.3.2 All materials used for programme promotion and published materials including Student Handbooks will disclose the Accredited status of the Centre or programme.

- 7.3.3 Site review teams will review and verify that promotional and other published materials are accurate and include the Accredited status of the Centre.
- 7.3.4 Should an ACPEWA Centre or CPE Supervisor release incorrect information about the contents of Accreditation actions with respect to the Centre and/or its programmes, the ACPEWA Management Committee can require that the Centre make a reasonable effort to inform the public of the error and provide corrected information. In addition, ACPEWA itself may make a reasonable attempt to inform the public of any such errors and to provide corrected information.

8.0 Standards for Accredited ACPEWA Programmes (Standards 2.0 – 4.3.3)

8.1 Admission to CPE (Standard 2.0): An applicant's suitability for admission to any ACPEWA programme is a matter of judgment by the ACPEWA Accredited Supervisor and the CPE Centre admission policies. Requirements for CPE programmes include but are not limited to:

8.1.1 A completed CPE application

The completed application becomes a part of the student's record at the time the student is accepted into the programme.

8.1.2 An admission interview with a qualified interviewer for persons applying for an initial unit of CPE at the CPE Centre, and to determine readiness for clinical learning and to explore learning goals for the unit

8.1.2.1 The Centre may elect to do its own screening interview. If the Centre conducts its own screening process, a written report may be required at the discretion of the Centre.

8.1.2.2 In the event a written report is not required, documentation of the screening interview will be a statement placed in the student record indicating the name of the interviewer and the date of the interview and the learning issues for the applicant in the clinical context.

8.1.3 Either graduation from high school or tertiary education qualifications , or ordination and authorization by an appropriate religious authority or faith community or written support to function in ministry by an appropriate religious/faith authority.

These are minimum requirements to be included in all recruitment and admissions material from the Centre.

8.1.4 The fulfillment of education or experience requirements established by the ACPEWA CPE Centre.

The Centre may establish additional admission requirements. All admissions requirements to be included in all recruitment and admissions material from the Centre.

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

A centre may not accept a student for Supervisory CPE unless the centre can demonstrate adequate resources for Supervisory CPE.

8.1.6 **Additional Requirements for Admission to Supervisory CPE:**

8.1.6.1 ACPEWA requires the Certification of the completion of Level I and Level II CPE programme Learning Outcomes for entry to Supervisory CPE. A copy of the letter (s) of certification to be placed in the supervisory student record.

8.1.6.2 For details of admission to Supervisory CPE see separate documents **ACPEWA Inc. Supervisory CPE Standards** (*dated November 10th 2014*)

8.1.7 **Current membership of ACPEWA**

A receipt of ACPEWA membership fees paid or a statement from the Treasurer of ACPEWA shall be placed in the student record within 60 days of admission to Supervisory CPE.

9.0 **CPE Programme Standards (Standard 3.0) include:**

9.1 **A specific time period for a unit of CPE. (Standard 3.1)**

9.1.1. A unit of CPE is at least four hundred (400) hours combining no less than 100 hours of structured group and individual education with supervised, clinical practice in ministry.

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

9.1.3 The Centre is to provide documentation of the number of hours of structured group and individual education and the number of hours of clinical practice of ministry for each of its CPE units conducted.

9.1.4 The Centre may designate certain aspects of the student's experience in the clinical setting as structured educational hours. These hours to be specified as curriculum events and require student attendance and participation.

9.2 **Supervised clinical practice of ministry to persons and the detailed reporting and evaluation of that ministry. (Standard 3.2)**

9.2.1 The individual Supervisor must inform students of written requirements at the beginning of each unit.

9.2.2 The Centre's method(s) for clinical reporting of ministry must be included in the curricular design given to the student at the beginning of each programme.

9.3 **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 (Standard 3.5).**

9.3.1 This Standard is not about the morale of the institution or facility, but is about the tone and atmosphere of the CPE Centre and its programmes and staff. It is an effort to ascertain that the student is treated with respect, honesty and fairness.

9.3.2 The Standard does not imply an expectation for lack of tension or disagreement in the Centre; rather, it encourages an openness to work with disagreements and differences.

9.4 An instructional plan that employs a process model of education, the clinical method of learning and an action/reflection learning cycle , including:

- 1) delineation and utilization of students' goals;
- 2) sequence of the curricular design;
- 3) clearly written syllabus;
- 4) evidence of congruence between programme goals and the mission of the institution or the Centre; and,
- 5) programme evaluation by the students **(Standard 3.6)**

9.4.1 The ACPEWA programme Standards require the CPE Centre to function within a written instructional plan that addresses the five elements listed above. In some Centres with multiple CPE faculties, there is an integrated plan in which all Supervisors participate. Other Centres may work with a varied educational design. In the latter case, the approach of each Supervisor should be documented.

9.4.2 The site team visitors will assess how the Centre's instructional plan fits together, supports pastoral ministry in the particular clinical setting, and enables the students' learning.

9.5 Specific Criteria for Assessing Curriculum Content (Standard 3.7) are as follows:

Clinical Pastoral Education programmes are student focused, group oriented, clinically based, and grounded in the dialogue between theology, the behavioural sciences and pastoral care. A well planned CPE programme curriculum will reflect all four of these qualities in its design. The curriculum content of CPE programmes will be consistent with curriculum content requirements of the level of programme offered. This content may be presented through the use of:

- a) Supervised Practice,
- b) Consultation, and
- c) Prescribed Learning Activities (meaning verbatims, learning contracts, projects, or any other activity required in the curriculum and designed to foster growth in knowledge, perspective, understanding, or skill)
- d) Required Reading Lists
- e) Journal Articles
- f) Lectures
- g) Video or Audio Tapes
- h) Student Research Presentations
- i) Workshops

The following requirements and criteria can be used to evaluate the curriculum for each level of Clinical Pastoral Education offered by the Centre. The requirements at each programme level reflect the Objectives and Outcomes for that programme.

Clinical Pastoral Education – Level 1 Core Content

Competency Area I: Self-Awareness

In Competency Area I, students will become aware of self as minister, including attitudes, values, assumptions, strengths and weaknesses, and the ways in which that ministry affects persons. Material taught in Competency Area I will enable students to articulate central themes of her or his religious heritage, theological understanding, major life events and relationships that inform understanding of self as pastor and which impact pastoral functioning.

Required content includes:

- Methods of Self-Reflection
- The Theological Significance of Personal Narrative
- Ministry and Person-hood

Competency Area II: Interpersonal Awareness

In Competency Area II, students learn to accept and utilize the support, confrontation and clarification of the peer group for the integration of personal attributes and pastoral functioning. Material taught in Competency Area II will enable students to initiate peer group and supervisory consultation and to risk offering and receiving appropriate critique.

Required content includes:

- Pastoral Authority
- Introduction to Group Process
- Giving and Receiving Feedback and Critique

Competency Area III: Conceptual Ability

In Competency Area III, students learn how persons, social conditions, systems and structures affect the lives of self and others, and how to address effectively these issues in ministry. Material taught in Area III will enable students to demonstrate the ability to integrate conceptual understandings presented in the curriculum into pastoral practice.

Required content includes:

- Social Context of Pastoral Care
- Models of Pastoral Care
- Elements of Theological Reflection
- Introduction to Spiritual/Pastoral Assessment
- Grief and Loss
- Introduction to Crisis Theory
- Introduction to Comparative Faith Traditions

Competency Area IV: Pastoral Functioning

In Competency Area IV, students learn about basic skills for pastoral care to persons in crisis situations; to make effective use of one's religious/spiritual heritage, theological understanding and knowledge of the behavioral sciences in pastoral ministry to persons and groups; to function effectively as a pastoral member of an interdisciplinary team and to utilize pastoral and prophetic perspectives in a variety of functions.

Material taught in Competency Area IV will enable students to demonstrate the ability to initiate helping relationships.

Required content includes:

- Active Listening
- Pastoral Conversation
- The Nature of Helping Relationships
- Pastoral Role within the Helping Team
- Nature and Limits of Confidentiality
- Ritual and Religious Resources in Pastoral Care

Competency Area V: Ministry Development and Management

In Competency Area V, students learn about the clinical method of learning and the action/reflection cycle of learning, and to use peer group and supervision to develop the capacity for evaluating one's ministry.

Material taught in Area V will enable students to utilize the clinical method of learning to achieve educational goals and to formulate clear and specific goals for continuing pastoral formation with reference to personal strengths and limitations.

Required content includes:

- The Clinical Method of Learning and the Action-Reflection Learning cycle
- Identifying Professional Goals
- Developing a Learning Covenant/Contract
- Establishing Ministry Priorities
- Evaluation as a tool for ministry development

Clinical Pastoral Education – Level II Core Content

Competency Area I: Self- Awareness

In Competency Area I, students will become aware of self as a minister, including attitudes, values, assumptions, strengths and weaknesses, and the ways in which that ministry affects persons.

Material taught in Competency Area I will enable the student to articulate an understanding of the pastoral role that is congruent with his or her values, basic assumptions and personhood.

Required content includes:

- Framing Pastoral Identity: Authority, Power and Limits
- Individuality and Pastoral Function
- Personal Integrity in Pastoral Functioning

Competency Area II: Interpersonal Awareness

In Competency Area II, students learn to accept and utilize the support, confrontation and clarification of the peer group for the integration of personal attributes and pastoral functioning.

Material taught in Competency Area II will enable students to establish collaboration and dialogue with peers, authorities and other professionals.

Required content includes:

- The Nature of Effective Interdisciplinary Relationships
- Models of Leadership and Collaboration
- The Uses of Consultation and Referral
- Conflict Resolution

Competency Area III: Conceptual Ability

In Competency Area III, students learn how persons, social conditions, systems and structures affect the lives of self and others, and how to address effectively these issues in ministry.

Content taught in Area III will enable students to assess the strengths and needs of those persons served, based on an understanding of the behavioral sciences and grounded in theology.

Required content includes:

- Concepts of Human Development
- Theologies of Suffering
- Diversity Issues and the Pastoral Task
- Gender and Sexuality Issues in Ministry
- Crisis Intervention
- Models of Spiritual/Pastoral Assessment
- Principles of Ethical Decision Making
- Content relevant to the CPE students' pastoral care context (e.g. Aging, Death and Dying, Spiritual Life of the Child, Mental Illness, etc.)

NB

1.0 These 2015 Accreditation Standards for CPE Centres address processes and procedures for Level I and Level II CPE programmes in the clinical context.

Standards for Supervisory CPE and the Accreditation of CPE Supervisors are addressed in the ACPEWA Inc. Standards for Supervisory CPE (dated November 10th 2014)

2.0 **When Supervisory CPE units are offered** in CPE Centres in Western Australia, it is the responsibility of the Level III or Acting Level III CPE Supervisor conducting the unit, to ensure that ACPEWA Standards, Processes and Procedures are maintained and that Supervisory CPE training is conducted within the boundaries of the ACPEWA Accreditation Standards above.

**APPENDIX ONE: The Association for Clinical Pastoral Education in Western Australia Inc.
Cover Sheet for Accreditation of CPE Centre Request***

Name of Centre

Requesting: (type of accreditation or type of periodic review)

Date of request

CPE Centre Address

Telephone Number

Email

Present Accreditation status

Date of previous Accreditation if applicable

Centre Director or Principal CPE Supervisor

Institution's Chief Executive Officer

Sponsoring /Host Institution (if applicable)

Types of CPE programmes seeking accreditation including regional CPE

Copies of the Reports and recommendations from previous Centre Accreditations or Periodic reviews or site visits should be attached

Signatures:

Principal CPE Supervisor:

Name:

Date:

Professional Advisory Group Chair/Representative:

Name:

Date:

Administrator responsible for the CPE Centre:

Name:

Date

Note: Attach additional pages as needed.

****Adapted from Standards and Certification Manual ACPE Inc 2010***

APPENDIX TWO: Five Year Re-Accreditation Review of ACPEWA Accredited CPE Centres Checklist

February 2015

Name of CPE Centre:

1. Centre Accreditation Request Cover Sheet (Appendix One)
2. Copy of the current Student Handbook for each type of CPE programme offered including regional CPE programmes offered
3. Completion of assessment of Student Handbook (s) and curriculum (Appendix Four)
4. Copies of current contracts with other sites for the placement of students or the conduct of CPE at another site
5. Copies of Annual Reports submitted in the last five years. If no report was submitted, then an evaluation of the Centre's significant achievements and changes over the last five years to be written which includes:
 - Institutional changes
 - Changes in Supervisory staff
 - Summary of evaluation and outcomes from on-going programme evaluation and changes made in response to CPE participants feedback to the Centre
 - An analysis of the data regarding participants in CPE at the Centre over the last five years
 - Description of involvement of the professional CPE advisory group and the way it has contributed to the support of the CPE Supervisor(s) and CPE programmes over the last five years
 - Description of how the Centre has processed and resolved any complaints filed by students (Appendix Three)
 - A description of any other evaluative measures the Centre has used to demonstrate quality of clinical pastoral education offered
6. Documentation addressing the way the Centre has engaged with each of the recommendations from the 2014 ACPEWA Accreditation Report
7. Statements from ACPEWA that all fees and dues have been paid by the Centre and that it is in good financial standing with ACPEWA
8. A statement of future hopes and plans for the CPE Centre

The Association for Clinical Pastoral Education in Western Australia Inc.

APPENDIX THREE: CPE Centre Complaint Disclosure Questionnaire

1. Is the CPE Centre or any of its institutions or components or CPE Centre faculty the subject of an interim action by a recognized institutional accrediting agency potentially leading to the suspension, revocation, or termination of accreditation or pre-accreditation?

YES NO

If yes, please explain:

2. Is your CPE Centre or any of its institutions or components or CPE Centre faculty the subject of an interim action by a state agency potentially leading to the suspension, revocation, or termination of the institution's legal authority to provide post-secondary education?

YES NO

If yes, please explain:

3. Has your CPE Centre or any of its institutions or components or CPE Centre faculty been notified of a threatened loss of accreditation and if so, have the processes and procedures required by the action been completed?

YES NO

If no, please explain:

4. Has your CPE Centre or any of its institutions or components or CPE Centre faculty been notified by the state of a threatened suspension, revocation or termination of the institution's legal authority to provide post-secondary education and have the processes and procedures required by the action been completed?

YES NO

If no, please explain:

Signed CPE Centre Director _____

Date:

APPENDIX FOUR : Assessment of the Student Handbook(s) & Curriculum(ae)

The primary means by which an ACPEWA Centre meets the following Standards is through the content of Student Handbook(s). Site visitors will use this document to assess how Centres are meeting CPE Standards in the Student Handbook(s). When submitting handbook(s) for any Accreditation review, please indicate where in the Centre's Handbook(s) each Standard is addressed and include a copy of this appendix with Accreditation materials.

NB The Handbook does not include all items in the Standards document

ACPEWA The Centre has a written plan which:

301.1 **describes the administrative structure and lines of authority** within the Centre. (pg)

301.3 describes how commitment to students will be carried out in event of a substantial change in the institution or centre. (pg)

302 **The ACPEWA Centre provides at least the following components:**

302.2 a population that provides students with opportunities for ministry and clinical pastoral education. (pg)

303 The Centre provides the following educational resources:

303.3 **uses adjunct faculty and/or guest lecturers** who provide interdisciplinary consultation and teaching. (pg)

303.4 uses persons authorized by ACPEWA to supervise students in group and individual formats. (pg)

303.5 a peer group of at least three CPE (Level I/Level II) students engaged in small group process and committed to fulfill the requirements of the programme. (pg _)

303.6 access to library and educational facilities adequate to meet the ACPEWA standards. (pg_)

303.7 current ACPEWA Standards, manuals, *Policy for Complaints Alleging Violation of ACPEWA Education Standards* and *Policy for Complaints Against the Accreditation Commission* available and students informed of their location (See Appendix 10, p. 105). (pg)

303.8 student support services including, but not limited to, orientation, a process for educational guidance and recommendations for counseling resources, resume preparation and employment search. (pg)

304 The Centre maintains and routinely informs its students and staff of all written policies and procedures required by this section.

304.1 The Centre has an admission policy that does not discriminate against persons because of race, gender, age, faith group, national origin, sexual orientation, or disability. The procedure for admitting students to specific programmes complies with the requirements of ACPEWA Standard 307. (pg)

- 304.2 The Centre has a financial policy that clearly states fees, payment schedules, refunds, stipends, and benefits. (pg)
- 304.3 The Centre has a complaint procedure consistent with ACPEWA Standard 200. (pg)
- 304.4 The Centre has a procedure for maintaining student records for ten years which addresses confidentiality, access, content, and custody of student records should the Centre be without a Supervisor and/or Accreditation. The Centre prominently publishes its *Annual Notice* before the beginning of each unit (See Appendix 7 B *Guide for Student Records*, p. 88). (pg)
- 304.5 The Centre has a procedure for providing consultation for CPE students. (pg).
- 304.6 The Centre has a procedure for discipline, dismissal and withdrawal of students. (pg _)
- 304.7 The Centre has a policy for ethical conduct of students and programme staff consistent with the ACPEWA Ethical Policy 2014 (pg)
- 304.8 The Centre has a statement of students' rights and responsibilities. (pg)
- 304.9 The Centre has an agreement for training at the ministry site which includes, but is not limited to: authorization for visits to patients, parishioners, or clients; access to appropriate clinical records and informed consent with regard to use of student materials; and agreement by the student to abide by Centre policies protecting confidentiality and the rights of clients/patients/parishioners. (pg)
- 304.10 The Centre has a policy and procedure that describes how the Accredited Centre will provide for the completion of a unit or programme in process if the Supervisor is unable to continue. (pg)
- 304.11 The Centre provides supervision and programme management by a person authorized by ACPEWA. (pg)
- 305 The Centre uses a process of on-going consultation and programme evaluation that complies with the requirements of this section**
- 305.1 The Centre has an on-going process of consultation with a designated professional advisory group. (pg _)
- 306 An ACPEWA Centre shall accurately describe the Centre, its pastoral services and educational programmes.** All statements in advertising, catalogs, publications, recruiting, and academic calendars shall be accurate at the time of publication. Publications that advertise a Centre's programmes shall include the type(s) and level(s) of education offered, and the ACPEWA name, address, telephone number and website address. (see *ACPEWA Ethical Policy 2014*) (pg)
- 308 Programme Standards** include:
- 308.1 A specific time period for a programme unit of clinical pastoral education:
- A unit of CPE (Level I/Level II) is at least 400 hours combining no less than 100 hours of structured group and individual education with supervised clinical practice in ministry. (pg)

- A half unit of CPE (Level I/Level II) is at least 240 hours combining no less than 60 hours of structured group and individual education with supervised clinical practice in ministry. (pg)
- 308.2 Supervised clinical practice of ministry to persons and the detailed reporting and evaluation of that ministry. (pg)
- 308.3 Supervision and programme management by a person authorized by ACPEWA. (pg)
- 308.4 An individual contract for learning developed collaboratively by the student and Supervisor. (pg)
- 308.5 A relational learning environment that fosters growth in pastoral formation, reflection and competence; such an environment involves mutual trust, respect, openness, challenge, conflict, and confrontation. (pg)
- 308.6 An instructional plan that employs a process model of education and clinical method of learning, including:
- 308.6.1 delineation and use of students' goals. (pg)
- 308.6.2 core curriculum appropriate to the CPE setting. (pg _)
- 308.6.3 clearly written syllabus. (pg)
- 308.6.4 evidence of congruence between programme goals and mission of the institution. (pg)
- 308.6.5 programme evaluation by the students. (pg)
- 308.7 Presentation and use of literature and instruction appropriate to the students' learning goals and needs. (pg _)
- 308.8 Final evaluations written by the student and by the Supervisor:
- 308.8.1 Supervisor's evaluation will be available to the student within 45 calendar days of the completion of the unit. In unusual circumstances, the supervisor may negotiate with the student and receive approval from the Regional Accreditation Chair to extend this deadline. The Supervisor's evaluation will document this process and such extension must be reported on the next annual report. (pg)
- 308.8.4 Student may attach a written response to the supervisor's evaluation, which then becomes part of the student's record. (pg)
- 308.9 Additional programme Standards for Supervisory CPE include, but are not limited to:
- 308.9.1 A specific time period for a programme unit of supervisory CPE or a half unit of Supervisory CPE:
- A unit of Supervisory CPE consists of a clinical supervisory practicum of at least 400 hours, which includes no less than 100 hours of structured group and individual education along with supervisory work and/or spiritual care ministry. (pg)

- A half-unit of Supervisory CPE consists of a clinical supervisory practicum of at least 240 hours, which includes no less than 60 hours of structured group and individual education along with supervisory work and/or spiritual care ministry (pg)
- 308.9.2 **The supervisory programme curriculum** will include supervised supervision of students' work, active participation in a supervisory student peer group, and individual or independent study related to the curriculum. (pg)
- 308.9.3 The curriculum of a specific unit may include programme planning, professional reading, theory writing, and active participation in a consortium or regionally sponsored educational events. (pg)
- 308.9.4 **An educational plan** that enables a supervisory student to complete a minimum of one and a maximum of four units of Supervisory CPE in one year and that describes a two to three year curriculum plan for a student in full time Supervisory CPE. (pg).
- 308.9.5 A supervisory education curriculum will address the theoretical underpinnings of Clinical Pastoral supervision. A bibliography and resource guide will be provided that is sufficient to acquaint the supervisory student with:
- History of CPE,
 - Theology,
 - Educational Theory,
 - Behavioural Sciences,
 - Multicultural theory,
 - Management/ administration of educational programmes,
 - Group theory,
 - Supervisory theory, and
 - Personal and professional ethics. (pg _)
- 308.9.6 A relational learning environment that fosters growth in competence as a Clinical Pastoral Supervisor, theories of supervision, the practice of CPE supervision, and CPE programme design and implementation. . (pg)
- 309 The CPE Centre designs its CPE (Level I/Level II) curriculum to facilitate achievement of the following objectives: (pg _)
- 313 **Objectives for Supervisory CPE.** The Supervisory CPE Centre designs its Supervisory CPE curriculum to facilitate achievement of the following objectives: (pg _):
- 313.1 to develop supervisory students' knowledge in theories and methodologies related to CPE supervision drawn from theology, professional and organizational ethics, the behavioural sciences, and adult education.
- 313.2 to provide students practice in supervision of CPE under the supervision of an ACPEWA Supervisor.
- 313.3 to facilitate students' integration of the theory and practice of CPE supervision in their identity as a person, pastor and educator.

Revised Learning Objectives & Outcomes and requirements for ACPEWA Accredited CPE Programmes in Western Australia (draft July 24th 2014)

Pastoral Formation	Pastoral Formation	Level I outcomes requirement	Pastoral Formation	Pastoral Formation	Level II outcomes requirement
Level I Learning Objectives	Level I Learning Outcomes	Written material with evidence at Ad Hoc	Level II Learning Objectives	Level II Learning Outcomes	Written material with evidence at Ad Hoc
Focus for CPE Supervisors	Focus for CPE Students		Focus for CPE Supervisors	Focus for CPE Students	
1. To develop students' awareness of themselves as ministers and of the ways their ministry affects persons.	1. Demonstrate & articulate emotional awareness, perceptions and observations of self and other in the context and function of CPE and pastoral ministry.	Autobiography and spiritual journey; final evaluation; pastoral encounter review	1. To develop students' awareness and insights of themselves as ministers and of the ways their ministry affects persons.	1. Demonstrate insightful self-awareness & emotional and spiritual capacities in relationship with self, peers, supervisor and parishioners. ¹	Autobiography and spiritual journey; final evaluation; case study
2. To develop students' awareness of how their personal story, attitudes, values, assumptions, strengths, and limitations affect (impact or influence) their pastoral care.	2. Identify and discuss major life events, relationships, cultural contexts that influence your personal identity as expressed in pastoral praxis.	Autobiography and spiritual journey; final evaluation	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.	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.	Autobiography and spiritual journey; final evaluation; case study

¹ Parishioners or persons receiving pastoral ministry

<p>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.²</p>	<p>3. Articulate the central themes of your religious heritage and a theological understanding that informs your ministry.</p>	<p>Autobiography and spiritual journey; final evaluation; pastoral encounter review</p>	<p>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.³</p>	<p>3. Identify and demonstrate integration of a theological framework for your pastoral practice.</p>	<p>Autobiography and spiritual journey; final evaluation; case study</p>
<p>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.</p>	<p>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.</p>	<p>Final evaluation; supervisors report; future learning goals</p>	<p>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.</p>	<p>4. Demonstrate a capacity for engagement with peer group support, confrontation and evaluation and to demonstrate <i>leadership potential</i> of pastoral groups.</p>	<p>Final evaluation; supervisor's report</p>

² Pastoral ministry that includes accountability to and recognition within a community

³ Pastoral ministry that includes accountability to and recognition within a community

Pastoral Competence	Pastoral Competence	Level I outcomes requirement	Pastoral Competence	Pastoral Competence	Level II Outcomes requirement
Level I Learning Objectives	Level I Learning Outcomes	Written material with evidence at Ad Hoc	Level II Learning Objectives	Level II Learning Outcomes	Written material with evidence at Ad Hoc
Focus for CPE Supervisors	Focus for CPE Students		Focus for CPE Supervisors	Focus for CPE Students	
5. To develop students' awareness and understanding of how persons, social conditions, systems, and structures affect their lives and the lives of others and to explore ways of engagement in pastoral ministry across a diversity of social, critical and situational circumstances.	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.	Final evaluation; pastoral encounter review	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.	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.	Final evaluation ;Case study

<p>6. To develop a basic application of student skills in providing intensive and extensive pastoral care.</p>	<p>6a. Initiate helping relationships within and across diverse populations, using a basic application of skills.</p> <p>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.</p>	<p>Final evaluation, supervisor's report, pastoral encounter review; functioning in committee</p>	<p>6. To develop a broad application of student skills in providing intensive and extensive pastoral care and pastoral counselling to persons.</p>	<p>6. Demonstrate a range of pastoral skills including listening/attending empathic reflection, conflict resolution/ confrontation; crisis management and appropriate use of religious resources.</p>	<p>Final evaluation, supervisor's report; case study; functioning in committee</p>
<p>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.</p>	<p>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.</p>	<p>Final evaluation, supervisor's report; functioning in committee</p>	<p>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.</p>	<p>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.</p>	<p>Final evaluation, supervisor's report; functioning in committee</p>

<p>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.</p>	<p>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.</p>	<p>Final evaluation, and pastoral encounter review;</p>	<p>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.</p>	<p>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.</p>	<p>Final evaluation, and pastoral encounter review;</p>
<p>9. To teach students the pastoral role in professional relationships and how to work effectively as a pastoral member of a multidisciplinary team.</p>	<p>9. Engage in professional relationships as a pastoral person with staff members of a multi-disciplinary team.</p>	<p>Final evaluation, and pastoral encounter review; supervisor's report</p>	<p>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.</p>	<p>9. Demonstrate collaboration and dialogue with peers, authorities and other professionals</p>	<p>Final evaluation, case study; supervisor's report</p>

<p>10. To develop students' capacity to use one's pastoral and prophetic perspectives in pastoral liturgy, teaching, leadership, management and pastoral care.</p>	<p>10. Demonstrate pastoral identity development and competence in the use of pastoral perspectives in pastoral liturgy, teaching, leadership, management and pastoral care.</p>	<p>Final evaluation, and pastoral encounter review; supervisor's report</p>	<p>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.</p>	<p>10. Demonstrate ministry management and administrative function in terms of accountability, productivity, self-direction, with clear, accurate professional communication.</p>	<p>Final evaluation, case study; supervisor's report</p>
			<p>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.</p>	<p>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.</p>	<p>Final evaluation, case study; supervisor's report</p>

Pastoral Reflection	Pastoral Reflection	Level I Outcomes requirement	Pastoral Reflection	Pastoral Reflection	Level II Outcomes requirement
Level I Learning Objectives	Level I Learning Outcomes	Written material with evidence at Ad Hoc	Level II Learning Objectives	Level II Learning Outcomes	Written material with evidence at Ad Hoc
Focus for CPE Supervisors	Focus for CPE Students		Focus for CPE Supervisors	Focus for CPE Students	
11. To develop students' understanding and ability to apply the clinical method of learning and the action-reflection learning cycle to their pastoral functioning.	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.	Final evaluation, and pastoral encounter review; supervisor's report; future learning goals	12. To develop students' understanding and ability to apply the clinical method of learning and the action-reflection learning cycle to their pastoral evaluation.	12. Demonstrate self-supervision through realistic self-evaluation of pastoral functioning.	Final evaluation, case study ; supervisor's report; future learning goals

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.	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.	Final evaluation, and pastoral encounter review; supervisor's report; future learning goals	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.	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.	Final evaluation, and case study; future learning goals
				Pastoral Specialisation	
			14. To afford students opportunities to become familiar with and apply relevant theories and methodologies in their ministry specialty.	14. Demonstrate the above outcomes, with a particular reference to the specialised ministry, and to relevant theories and methodologies for the ministry specialty.	Final evaluation, and case study; supervisor's report
			15. To provide students opportunities to demonstrate pastoral competence in the practice of the specialty.	15. Demonstrate pastoral competence in the practice of the ministry specialty.	Final evaluation, and case study; supervisor's report

			16. To provide students opportunities to formulate and apply their philosophy and methodology for the ministry specialty.	16. Demonstrate the development and application of your philosophy and methodology of your ministry within a specialised context.	Final evaluation, and case study; supervisor's report
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