

1 This document was approved at the ANZACPE 2020 AGM.
2 ANZACPE views it as a 'living document' i.e. open to continuous review and adaptation.

3 **ANZACPE**
4 **Clinical Pastoral Supervisor (Level 1)**
5 **(CPSup)**
6 **Accreditation and Review of Accreditation**

7 Prior to reading this document please view the
8 **Preface to ANZACPE's Accreditation Standards for CPSup, CPEd and Ed-Consult.**

9 **Your responsibilities** (in brief) **as a CPSup** are to assist CPE students/participants achieve the
10 competencies of Foundational CPE(s). A primary focus for you as a CPSup is the individual supervision
11 of CPE students/participants and the development of their pastoral identity. For a fuller description of
12 your responsibilities see the Competencies expected of a CPSup described within these Standards.

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14 Throughout your time as a CPSup, you work in cooperation with a CPEd who has the overall
15 responsibility for the CPE Unit, including the general oversight, administration, group co-ordination,
16 direction and education associated with a CPE Unit.

17 In a CPE Unit, as a CPSup, you are responsible for:

- 18 1) the individual supervision of selected CPE students/participants
- 19 2) the individual supervision of no more than two-thirds of the students/participants in a group, and
20 in no case exceeding 3 selected students/participants in any one Unit
- 21 3) offering leadership as encouraged by the CPEd of the Unit
- 22 4) working cooperatively with this CPEd
- 23 5) writing a final one-page report (500 words max) of your supervision of each student/participant
24 that you supervise
- 25 6) writing a one page evaluation (500 words max) of your supervisory involvement within the Unit
- 26 7) requesting a report from the CPEd of the Unit regarding your involvement in the Unit

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28 Whilst holding the temporary status as a Provisional CPSup you must have received at least 10 hours
29 of supervision from a CPEd during each Unit in which you are involved as a CPSup. Also you must
30 have participated in at least 30 hours of education-in-supervision (individual or peer-group) facilitated by
31 an Ed-Consult before presenting yourself for Accreditation as a CPSup.

32
33 As a Provisional CPSup you need to have supervised within at least 3 CPE Units and supervised at
34 least 6 students/participants before presenting yourself for Accreditation as a CPSup.

35 **Application and Preparation for a CPSup Accreditation Review**

36 Whilst these CPSup Accreditation Standards are mandated by ANZACPE, an Accreditation Review of
37 you as a CPSup is both co-ordinated and conducted through your Member Association.

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39 Please familiarise yourself with the protocols and procedures of your Member Association as you
40 prepare for your Accreditation Review.

41 **Accreditation as a CPSup**

42 Your Review Committee will be concerned with your ability to demonstrate the personal and
43 professional competence essential for a CPSup. Therefore you will need to demonstrate, both in the

44 professionalism of your written materials and in your engagement with your Review Committee,
45 evidence of your claims regarding your identity and competency as a CPSup.

46 To recommend that you be accredited as a CPSup, your Review Committee will be looking to see if you
47 have consistent and integrated capacity in the following competencies:

48 **Administrative Awareness and Competence**

49 This means demonstrating a consistent and integrated capacity to:

- 50 1) organise and manage the learning covenant with the students/participants you are supervising
- 51 2) be aware of the distinction between administrative and supervisory issues and how these can
52 be creatively managed

53 **Interpersonal Awareness and Competence**

54 This means demonstrating a consistent and integrated capacity to:

- 55 1) reflect on group and interpersonal interactions and how to creatively use them for learning
- 56 2) reflect on the function of the supervisory alliance and its use in the process of supervision

57 **Intrapersonal Awareness and Competence**

58 This means demonstrating a consistent and integrated capacity to:

- 59 1) reflect on the supervisory relationship and to acknowledge your own contribution to the
60 supervisory events
- 61 2) reflect on and learn from the supervisory process and use those learnings for your self-growth

62 **Supervisory Awareness and Competence**

63 This means demonstrating a consistent and integrated capacity to:

- 64 1) utilise your personal qualities, experiences and self-awareness within the art of supervision
- 65 2) be aware of each of your students'/participants' individual histories, psychological patterns and
66 learning styles in order to facilitate their learning
- 67 3) challenge your students/participants to take responsibility for their own learning and to claim
68 their own pastoral and personal identity and resources
- 69 4) utilise a variety of supervisory strategies and interventions

70 **Educational Competence**

71 This means demonstrating a consistent and integrated capacity to:

- 72 1) draw from students/participants what is necessary for the development of their pastoral/spiritual
73 identity and professional self-worth, and to use students'/participants' written materials and
74 other presentations in this process

75 **Theological/Spiritual Awareness and Competence**

76 This means demonstrating a consistent and integrated capacity to:

- 77 1) explore how your theology/ spirituality informs, enlightens or challenges your supervisory
78 identity and vice versa

80 **In preparation for your Accreditation Review**

81 **you need to assemble a Dissertation consisting of five professionally presented Papers.**

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83 As you assemble your 5 Papers, bear in mind that your Review Committee will be looking for evidence
84 that you have a consistent and integrated capacity in all the Competencies (see above) expected of a
85 CPSup.

86
87 In each of the 5 Papers respect issues of confidentiality, and provide footnotes plus a bibliography if
88 you use secondary resources.

89 Your Dissertation is to be typewritten, in Font 11, with a 2 cm margin, and with each page numbered; it
90 is to be presented in the following order, secured in a folder, and one copy circulated to each member
91 of your Review Committee at least 3 weeks prior to the day of your Review. You may ask the members
92 of your Review Committee if any would prefer to receive your materials in digital form.

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94 Your Dissertation should include a **Front Page** containing:

- 95 1) your name and contact details, your spiritual/religious/faith/philosophical affiliation,
96 theological/spirituality degree(s) / diploma(s) / certificate(s), or subjects completed towards a
97 theology/spirituality qualification
- 98 2) your CPE experience, as a CPE student and as a Provisional CPSup, plus any previous
99 Consultation/Review Committee commendations/recommendations
- 100 3) a declaration of any written or other formal complaints in regard to yourself, and the outcome of
101 any investigation
- 102 4) your statement of request of your upcoming Review Committee

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104 **Paper One - Your Autobiography:** (3000 words max) in which you give an account of your life from
105 birth until now. Out of your own subjective experience, select episodes from your life experience that
106 will assist the members of your Review Committee to understand who you are, personally and
107 professionally.

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109 **Paper Two - Your Evaluation of one Student/Participant:** (3000 words max) in which you report on
110 and critically evaluate your supervision of 1 CPE student/participant. Your report needs to be evidenced
111 by clinical episodes, your comments on Pastoral Encounter Reviews (PERs) and excerpts from one-to-
112 one supervision sessions with the CPE student/participant.

113 Your report should include:

- 114 1) a description of the CPE student/participant and his/her placement
- 115 2) a description and assessment of the first one-to-one supervision session and an account of how
116 you developed the supervisory alliance
- 117 3) a description of how you assisted the student/participant to form and evaluate clear, realistic
118 and achievable goals
- 119 4) a description of the student's/participant's learning issues, and how you worked with these
120 issues
- 121 5) your reflection on your responses to the student's/participant's written/oral/visual work
- 122 6) your articulation and modelling of pastoral/spiritual care and how this contributed to the
123 development of the student's/participant's pastoral/spiritual competency
- 124 7) your recommendations to the student/participant during and after both his/her mid-term and
125 final evaluations, plus an account of how the student/participant responded
- 126 8) your supervision of a challenging one-to-one supervision session
- 127 9) the stances and attitudes which you employed in supervision and their effectiveness in the
128 emergence of the student's/participant's pastoral/spiritual identity
- 129 10) a copy of the student's/participant's final evaluation

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131 **Paper Three - Your Theological/Spiritual/Philosophical World-View Perspective:** (3000 words
132 max) in which you explore your theological/spiritual/philosophical world-view perspective in relation to
133 your practice of CPE supervision. This paper needs to be grounded in specific supervisory experiences
134 and include an exploration of how your theology/ spirituality/philosophy informs, enlightens or
135 challenges your supervisory identity and vice versa.

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137 **Paper Four - Your Learning as a Supervisor:** (3000 words max) in which you describe the concepts
138 and themes you have discovered in your experience of being a Provisional CPSup, plus your own
139 experiences of receiving supervision and training as a Provisional CPSup. In preparing to write this
140 paper it will be helpful to review each of the one page evaluations you have written of your supervisory

141 involvement within a Unit, plus each of the Supervisory Reports you have received from your training
142 Supervisor(s). You need to conclude your appraisal with a statement addressing why you believe you
143 have completed your training as a Provisional CPSup.
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145 **Paper Five - Your Work with Three Students/Participants:** (3000 words max) in which you include
146 three of the 500 word Reports that you have written of your supervision of three CPE students/
147 participants (other than the student/participant that you wrote about in Paper Two above.) Also include
148 the evaluative feedback comments, regarding your supervisory contribution and CPE participation,
149 written by your selected three students/participants in their Final Evaluations.
150

151 **Finally attach:**

- 152 1) copies of the Reports on your supervisory involvement written by the CPEd of each Unit in
153 which you contributed as an Provisional CPSup
- 154 2) copies of the Report written by your Training Supervisor - if that person is different from your
155 CPEd(s)

156 **Extension of Provisional Status**

157 In the event of you being unable to fully meet the ANZACPE Standards for Accreditation, your Review
158 Committee may decide that you be granted continuing Provisional Status as a CPSup for a further
159 period of no more than 2 years.

160 You then need to undertake to fulfil your Review Committee's recommendations in your ongoing
161 supervisory practice and demonstrate the same to a subsequent Review Committee.

162 Should the subsequent Review not occur in the required 2 years, your Provisional Accreditation shall
163 lapse.

164 Your Member Association may grant you a dispensation from the two-year requirement, but only for
165 very exceptional and extenuating circumstances e.g. life threatening or serious physical/mental health
166 illness; unemployment or financial situations which threatens loss of home; death of an immediate
167 family member within 9 months prior to a scheduled review.

168 **Review of your Accreditation as a CPSup**

169 Your accreditation as a CPSup is subject to ongoing review every five years. In the period under
170 review, you are expected to have supervised in at least one CPE Unit. Your accreditation will lapse if
171 you have not fulfilled this requirement within a five-year period.
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173 Your Member Association may grant you a dispensation from the two-year requirement, but only for
174 very exceptional and extenuating circumstances e.g. life threatening or serious physical/mental health
175 illness; unemployment or financial situations which threatens loss of home; death of an immediate
176 family member within 9 months prior to a scheduled review.
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178 **In preparation for your Review of Accreditation**

179 **you need to assemble a Dissertation consisting of five professionally presented Papers.**
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181 In all five Papers respect issues of confidentiality, and provide footnotes plus a bibliography if you use
182 secondary resources.
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184 Your Dissertation is to be typewritten, in font 11, with a 2 cm margin, and with each page numbered; it
185 is to be presented in the following order, secured in a folder, and one copy circulated to each member
186 of your Review Committee at least 3 weeks prior to the day of your Review.

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- 2) your CPE experience, as a CPE student and as a CPSup, plus any previous Review Committee commendations/recommendations
- 3) a declaration of any written or other formal complaints in regard to yourself, and the outcome of any investigation
- 4) your statement of request of your upcoming Review Committee

Paper One (1000 words max) in which you evaluate the salient features (the high points and low points) of your professional experience since your last Accreditation Review.

Paper Two (1000 words max) in which you evaluate your supervision of 2 CPE students/participants, ensuring that you include contrasting supervisory experiences.

Paper Three (500 words max) in which you describe any professional development training that you have undertaken since your last Accreditation and evaluate the impact of this training on your supervisory practice.

Paper Four (500 words max) in which you describe your future plans as a CPSup.

Paper Five (2000 words max) in which you integrate your ideas about CPSup supervision with a theme or concept from one of the following: theology/spirituality, education, ecology, psychology, or another field of relevant study.

Finally attach:

- 1) a copy of your most recent Review Committee findings and provide a statement on how you have addressed that Committee's recommendations
- 2) a statement from the CPEd of the most recent CPE Unit in which you participated as a CPSup
- 3) the final evaluations of the two CPE student/participants that you wrote about in Paper Two (above)

Should your Review Committee not recommend you for Affirmation of Accreditation at the time of your Review, and should you wish to continue to seek Affirmation of Accreditation as a CPSup, you need to re-present to a Review Committee within 2 years.