



ASSOCIATION FOR CLINICAL PASTORAL EDUCATION IN WESTERN AUSTRALIA INCORPORATED (ACPEWA INC.)

STANDARDS FOR CLINICAL PASTORAL EDUCATION

This is a living document. Some parts are still in the process of being developed. For these parts, please refer to the ANZACPE Common Standards and ASACPEV Standards for guidance. Please also see the ACPEWA Policies.

August 2024

Acknowledgements: In preparing these standards and procedures, the ACPEWA Registration and Certification Committee has used as their main resource the Standards of The Association for Supervised and Clinical Pastoral Education in Victoria (ASACPEV) Inc, in collaboration with the Queensland Institute for Clinical Pastoral Education (QICPE) Inc and the Tasmanian Association for Clinical Pastoral Education (TASPE) Inc. The Australia and New Zealand Association for Clinical Pastoral Education (ANZACPE) Ltd Common Standards have also been utilised. We offer thanks to these associations for their cooperation and permission.

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CLINICAL PASTORAL EDUCATION

1 FOUNDATIONAL CLINICAL PASTORAL EDUCATION (University of Divinity Level 1)

1.1 Programme Rationale

Clinical Pastoral Education (CPE) is a programme of education and formation for the professional work of pastoral/spiritual care practitioners. CPE uses an educational methodology that combines a) knowledge of theology/spirituality (what we believe), b) knowledge of education (how we learn) and c) knowledge of the behavioural sciences (who we are as human beings). CPE's methodology utilises the action reflection model of learning. The action component entails practical experience in the work of pastoral/spiritual care within an appropriate setting. This care acknowledges and attends to the human condition, particularly life's spiritual dimensions. The reflection component entails the exploration, articulation and integration of the pastoral/spiritual carer's life and pastoral/spiritual practical experience, the psychosocial dynamics present and the theological/spiritual implications for the carer and their pastoral/spiritual care practice. This action reflection process is integral to the CPE participants' understanding and the formation of their pastoral/spiritual care identity and competence. CPE encourages learning from the "living human document" (Anton Boisen)¹.

The specific content of a CPE unit will depend upon the interests and needs of the students/participants and the setting in which they offer pastoral/spiritual care. The learning process allows the particular learning goals that each student/participant identifies to be addressed. The process balances the practical experience of pastoral/spiritual care, small group supervision/interaction and personal individual supervision in an integrated programme of experiential and theoretical education.

1.2 Requirements and assessment

Foundational to the CPE process is a relational learning environment, based on the development of mutual trust, respect, openness and challenge. A Clinical Pastoral Educator or Clinical Pastoral Education Consultant (or provisional educators at these levels) is authorised to co-ordinate, plan and conduct a CPE programme. This educator will evaluate and affirm a participant's satisfactory completion of a CPE unit.

A CPE unit is a total learning process integrating clinical experience, group and individual supervision, personal and collegial reflection and directed critical reading and recording.

¹ Anton Boisen (1876-1965) was a leading figure in the beginnings of hospital chaplaincy and CPE in the United States.

The following standards are to be followed to ensure the health and safety of CPE participants, supervisors and educators.

- 1.2.1. Each CPE unit must be under the authority of a CPE Centre accredited by ACPEWA Inc and coordinated by a Provisional or Accredited Clinical Pastoral Educator or a Provisional or Accredited Clinical Pastoral Education Consultant.
- 1.2.2. A CPE unit shall normally consist of no fewer than 4 students/participants and no more than 6 students/participants however circumstances may warrant exceptions to this norm e.g. 3 students/participants if insisting on 4 could mean that a unit may never become available for those applicants; or 8 students/participants if the Course Co-ordinator has the assistance of an additional supervisor.
- 1.2.3. A Course Coordinator working alone will supervise no more than six (6) CPE participants in any one group.
- 1.2.4. A Provisional or Accredited Clinical Pastoral Supervisor may supervise up to three (3) participants in any one group.
- 1.2.5. The course continues if it loses participants during the programme. If the number of participants is reduced to two (2) it is recommended that the course coordinator looks beyond the programme to provide broad peer support and/or consult with another Centre to provide a broader peer experience.
- 1.2.6. Where a group begins with two supervisors and exceeds six (6) participants, and a supervisor/educator contracted for the course withdraws due to unavoidable circumstances and a replacement supervisor /educator is not available in the Centre, the Centre Director or Course Coordinator will approach the ACPEWA R&C Committee about how to proceed.

1.3 Required Hours

A CPE unit can be completed over a minimum of ten weeks or a maximum period of forty-four weeks. The course co-ordinator shall ensure that each CPE unit includes a minimum total of 400 hours of supervised learning in pastoral/spiritual care practice. This includes at least:-

- 1.3.1. ten hours of individual supervision
- 1.3.2. ninety hours of group supervision (with at least 80% attendance)
- 1.3.3. **two hundred** hours in a clinical placement of which at least **one hundred** hours is the actual face to face practice of spiritual/pastoral care. This actual practice of pastoral/spiritual care primarily occurs in the pastoral conversation and engagement

with individuals and groups. The remaining 100 hours may be spent observing others offering pastoral/spiritual care, preparing and delivering pastoral/spiritual rituals/services, debriefing, inter-disciplinary conferring, collegial conferring, self-care following a particularly challenging encounter, writing notes regarding a pastoral/spiritual encounter, handover, statistical recording etc. The Centre Director will be the arbitrator with regard to interpreting this standard and its application.

- 1.3.4. one hundred hours for personal reading, written reflection on experience and written course requirements.

1.4 Required Presentations

Each CPE student/participant is required to prepare the following:

- 1.4.1. a minimum of nine reports of spiritual/pastoral care practice
- 1.4.2. learning goals statement (mutually acceptable to the student/participant and the Supervisor)
- 1.4.3. a presentation that names and explores their own theological/spiritual understanding and how their understanding informs/impacts the pastoral/spiritual care they offer.
- 1.4.4. case study (optional unless CPE is for credit with University of Divinity. Is considered one of the nine reports from 1.4.1)
- 1.4.5. midterm and final evaluations
- 1.4.6. participants may be asked to complete other papers, presentations, and journals as required.

Each participant is required to make at least eight presentations from the above, for peer and supervisor feedback in the learning group.

Requirements 1.4.1 to 1.4.5 are to be presented in the learning group. (NB the Course Co-ordinator will determine the number of reports from 1.4.1 to be presented in group) The remaining requirements will be presented for written supervisory annotation and/or discussion in individual supervision.

1.5 Centre Director Guidelines

The following are guidelines for the Centre Director in consultation with the Course Co-ordinator in accrediting a CPE unit.

Participants shall be given credit for completing one unit of Clinical Pastoral Education when the Centre Director is satisfied that they have demonstrated the following:

- 1.5.1. completed the required hours of pastoral/spiritual care practice, individual and peer group supervision as set out in 1.3 and fulfilled the written requirements as set out in 1.4;
- 1.5.2. established a contract with the individual centre and fulfilled its requirements so that both participant and Centre Director are clear about issues of authorisation and accountability;
- 1.5.3. identified and worked towards strategic learning goals mutually acceptable to the participant and the supervisor;
- 1.5.4. a growing capacity to critically reflect upon their experience of providing pastoral/spiritual care;
- 1.5.5. made progress towards attaining the competencies of Foundational CPE.

1.6 Competencies for Foundational CPE

Foundational CPE requires students/participants to be able to demonstrate professional experience and development in each of the following four dimensions of experiential learning:

1.6.1 Professional Pastoral/Spiritual Care Practice.

Demonstrates the capacity to:

- 1.6.1.1. engage in the pastoral/spiritual care of a variety of people with their unique experiences and circumstances, whilst taking into account their individual cultural, spiritual and social backgrounds;
- 1.6.1.2. listen reflectively;
- 1.6.1.3. identify a person's pastoral/spiritual needs and attend appropriately;
- 1.6.1.4. initiate pastoral/spiritual caring relationships;
- 1.6.1.5. engage with the inter-disciplinary staff;
- 1.6.1.6. manifest professional resilience
- 1.6.1.7. function ethically as a pastoral/spiritual care practitioner.

1.6.2 Reflective Practice

Demonstrates the capacity to:

- 1.6.2.1. articulate, evaluate and reflect in writing (or by a means appropriate to the student's/participant's culture and language ability) on their pastoral/spiritual care practice and its effect on others;
- 1.6.2.2. engage in reflective conversation about their pastoral/spiritual care practice with peers and supervisor;
- 1.6.2.3. articulate how their assumptions, attitudes, values, personal story, strengths and limitations impact or influence their pastoral/spiritual care practice;
- 1.6.2.4. reflect upon relationships with their peers, supervisors and inter-disciplinary staff and name the ways these relationships impact on self;
- 1.6.2.5. use the action reflection model to evaluate progress towards their goals and objectives;
- 1.6.2.6. engage in self and peer supervision, i.e. demonstrate the ability to hear, engage and reflect upon the support and feedback offered by their CPE supervisor and/or their peer group;
- 1.6.2.7. reflect on the ethical considerations associated with pastoral/spiritual care.

1.6.3 Informed Practice

Demonstrates the capacity to:

- 1.6.3.1. reflect upon particular encounters and pastoral/spiritual experiences within a theological/spiritual framework;
- 1.6.3.2. reflect upon and evaluate the meaning of the pastoral/spiritual role in relation to their theology/spirituality and their identity as a pastoral/spiritual carer.

1.6.4 Evolving Practice

Demonstrates the capacity to:

- 1.6.4.1. consider and experiment with varied approaches to pastoral/spiritual care;
- 1.6.4.2. explore how the insights gained from their theological/spiritual reflection regarding their pastoral/spiritual care experience can be incorporated into subsequent practice.

2 ADVANCED CLINICAL PASTORAL EDUCATION (University of Divinity Level 2)

Advanced CPE requires of an applicant a heightened level of personal awareness, pastoral/spiritual formation and professional competency and may include the intention to seek professional development in a pastoral/spiritual specialisation. Completion of an Advanced CPE unit anticipates that the candidate is competent to engage in pastoral/spiritual care practice that is informed by the experiential cycle of learning. The four phases of this cycle include professional practice, reflective practice, pastoral and theological/spiritual conceptualisation and active experimentation².

Advanced CPE builds on all the competencies achieved in an applicant's preceding Foundational CPE unit(s). A number of CPE units may be required at Foundational level before acceptance into an Advanced level CPE unit. Acceptance into an Advanced level CPE unit is dependent on evidence of achievement of the competences for Foundational CPE and will be negotiated with your CPE Educator and Centre Director. A number of units of CPE may be required before attainment of Advanced CPE competencies is reached.

To be certified as having achieved Advanced CPE learning outcomes, a candidate needs to demonstrate a clear pastoral/spiritual care identity, be competent in pastoral/spiritual care practice, be able to constructively engage in peer relationships and interdisciplinary consultation and engage effectively in the action-reflection model of learning.

The certification of attainment of Advanced CPE competencies (2.3) is achieved at the conclusion of an Advanced CPE unit through the completion of required written materials (2.4) and successful engagement with an Advanced Review Committee (2.5). This committee will determine whether the candidate has satisfied the competencies of Advanced CPE.

2.1 Pre-requisites

2.1.1 At least one Foundational CPE unit in an ACPEWA Inc. recognised programme.

2.1.2 The intention to undertake an Advanced CPE unit must be negotiated with the CPE Educator and Centre Director prior to the commencement of the CPE unit. The candidate is required to outline their rationale for this request and their goals for the CPE unit.

When a candidate wishes to proceed to Advanced in a new CPE centre, the Centre Director shall request a reference from the previous CPE Centre Director with regard to their readiness to undertake an Advanced CPE unit.

² David Kolb's experiential learning cycle theory.

2.2 Requirements and assessment

To complete an Advanced Level CPE unit, the candidate must fulfil the required hours and presentations of a CPE Unit as detailed in 1.3 and 1.4 above, or as negotiated with and approved by the Centre Director.

If the CPE unit is for credit as an Advanced unit with the University of Divinity, additional written requirements as per 2.4 and Advanced Review Committee as per 2.5 must be *successfully* completed before the University of Divinity end of unit date. For other candidates, an Advanced Review Committee is optional and not a condition for completion of an Advanced CPE unit. Successful completion of the Advanced Review Committee is however a prerequisite for progression to CPE supervisory training.

2.3 Competencies for Advanced CPE

Advanced CPE requires students/participants to be able to demonstrate advanced professional experience and development in each of the following four dimensions of experiential learning:

2.3.1 Professional Practice

Demonstrates the capacity to:

- 2.3.1.1. provide written documentation (or by a means appropriate to the student's/participant's culture and language ability) of effective pastoral/spiritual care of a variety of people with their unique experiences, whilst taking into account their cultural, religious/spiritual and social backgrounds;
- 2.3.1.2. offer consistent respect for the people's pastoral/spiritual needs through the use of various pastoral/spiritual skills, including listening/attending, empathic reflection, confrontation/conflict resolution, crisis management, and appropriate use of religious/spiritual resources;
- 2.3.1.3. assess pastoral/spiritual needs and to provide an effective pastoral/spiritual response, (including during critical incidents), whilst maintaining a clear pastoral/spiritual care identity;
- 2.3.1.4. work effectively with multidisciplinary staff, and in stressful situations, care for others and self;
- 2.3.1.5. manage clinical practice and administrative functions in terms of accountability, priority setting, self-direction, and clear, accurate professional communication;
- 2.3.1.6. demonstrate a mutual respect and working alliance with CPE peers, and with pastoral/spiritual care professionals and/or professionals from other disciplines;
- 2.3.1.7. identify ethical principles in relation to pastoral/spiritual situations.

2.3.2 Reflective Practice

Demonstrates the capacity to:

- 2.3.2.1. evaluate and articulate;
 - a) the quality of pastoral/spiritual care provided,
 - b) relationships with peers, supervisors and professional colleagues,
 - c) progress towards goals and objectives;
- 2.3.2.2. engage in self-supervision and peer supervision within the CPE Unit;
- 2.3.2.3. identify and articulate a preferred pastoral/spiritual care style, naming the skills used and assessing their appropriateness and articulate the effect of experimenting with alternative pastoral/spiritual care styles and interventions;
- 2.3.2.4. reflect on the ethical considerations associated with pastoral/spiritual care and function ethically as a pastoral/spiritual care practitioner.

2.3.3 Informed Practice

Demonstrates the capacity to: -

- 2.3.3.1. articulate an understanding (whilst referencing theory) of their pastoral/spiritual care role i.e. an understanding that is congruent with personal spiritual and cultural values, basic assumptions and personhood, and that is appropriate to a client's pastoral/spiritual needs;
- 2.3.3.2. identify general pastoral/spiritual principles from the detail of individual conversations, engagements and case studies;
- 2.3.3.3. consider and explore particular engagements and, with the insights gained, to be able to affirm, reframe or challenge one's existing theological/spiritual understanding;
- 2.3.3.4. explore and articulate how any particular situation might inform future pastoral/spiritual care practice;
- 2.3.3.5. engage in group and relational processes (including conflict) and explore the theological/spiritual and conceptual issues arising from these processes.

2.3.4 Evolving Practice

Demonstrates the capacity to:-

- 2.3.4.1. incorporate new learning into subsequent pastoral/spiritual care practice and professional relationships, and then to evaluate the impact of this changed practice;

- 2.3.4.2. consider alternative approaches to pastoral/spiritual care practice, use a variety of pastoral/spiritual stances with people, and develop a range of strategies.

2.4 Written Requirements

The candidate will be required to provide the following materials of no more than 10,000 words, plus Appendix, which is not included in the 10,000 words and delivered to each member of the Advanced Review Committee two weeks before the meeting. The candidate is to check with Committee members if they would prefer an electronic or hard copy of the materials. If the Advanced Review Committee is to meet before the end of the CPE unit, the Final Evaluation can be provided no later than three days prior to the meeting.

The required written materials include:

- 2.4.1. a brief statement of request to the committee;
- 2.4.2. a report of a pastoral/spiritual care conversation or engagement that includes verbatim evidence, resources used with a person or persons, any ritual used, and an evaluation of the pastoral/spiritual care given;
- 2.4.3. a comprehensive case study and evaluation of pastoral/spiritual care practice with one particular person or family; or the development of a pastoral/spiritual theme over a number of encounters;
- 2.4.4. an essay, not exceeding 2,000 words, on a subject demonstrating the ability to reflect upon a single case or selection of cases, in a manner that shows integration of theology/spirituality with pastoral/spiritual care practice;
- 2.4.5. Final Evaluation for the CPE Unit.
- 2.4.6. Appendix
 - i. An updated autobiographical statement, including an account of the candidate's spiritual journey and development,
 - ii. A copy of this document (section 2. *Advanced Clinical Pastoral Education* only)
 - iii. A letter of support from their Pastoral Placement Coordinator/Manager.
 - iv. A report from their CPE Supervisor/Educator.

2.5 Advanced Review Committee

The Chair of the R&C will form a Review Committee of five people and make the necessary arrangements. Should a candidate be undertaking this Advanced CPE Unit for credit within the University of Divinity, at least one of the supervisors on the committee, apart from the

candidate's supervisor/educator, is to be an adjunct lecturer for CPE with the University of Divinity.

2.5.1 The committee shall consist of five people, at least three of whom are CPE supervisors/educators and be constituted as follows:

- 2.5.1.1. the candidate's supervisor/educator.
- 2.5.1.2. At least two CPE supervisors/educators in addition to the candidate's supervisor (with a maximum of one Provisional Clinical Pastoral Supervisor on the committee). CPE supervisors/educators from other ANZACPE associations may be invited to fulfill this requirement.
- 2.5.1.3. a maximum of two people from cognate disciplines who are familiar with the practice of pastoral/spiritual care. This may include someone from the candidate's practical placement and/or spiritual tradition.

2.5.2. The Advanced CPE Review Committee is required to ensure the candidate is competent in all four dimensions of the experiential learning; professional practice, reflective practice, informed practice; and evolving practice as outlined in the competencies for an Advanced CPE unit (2.3).

2.5.3. A fee is payable for an Advanced CPE Review Committee. Please contact the Chair R&C for details.

3 SPECIALIST UNIT CLINICAL PASTORAL EDUCATION (University of Divinity ONLY)

Building on previous CPE studies, this unit allows the candidate to extend their skills into specialist contexts, such as aged care, mental health, palliative care and rehabilitation, community-based care, criminal justice, schools or the military. This specialist unit provides opportunity for further pastoral, spiritual and theological development.

3.1 Pre-requisites

- 3.1.1 At least one certified CPE unit in an ACPEWA Inc. recognised programme.
- 3.1.2 The intention to undertake a CPE Specialist Unit must be negotiated with the CPE Centre Director prior to the commencement of the CPE unit. The candidate is required to outline their rationale for this request and their goals for the CPE unit.

3.2 Unit Sequence

The CPE Specialist Unit can be undertaken either after completion of a Foundational (University of Divinity Level 1) CPE unit or after satisfactory completion of an Advanced (University of Divinity Level 2) CPE unit in order to further develop pastoral/spiritual care skills.

3.3 Competencies for a CPE Specialist Unit

A Specialist CPE unit requires students/participants to demonstrate the following competencies: -

- 3.3.1 development of learning goals which identify learning edges in a specialist area.
- 3.3.2 demonstrate the ability to initiate, develop and conclude spiritual care interactions in the specialist area.
- 3.3.3 identify and respond to a person's spiritual needs and resources in their specific context.
- 3.3.4 demonstrate a sustained capacity to engage with inter-disciplinary staff within the specialist context.
- 3.3.5 reflect upon their experience of pastoral/spiritual care in writing with a group of peers and with their supervisor.

- 3.3.6 articulate an understanding of spiritual and theological frameworks in their encounters.
- 3.3.7 demonstrate how the insights gained from theological/spiritual reflection can be incorporated into current and future pastoral/spiritual care practice.
- 3.3.8 articulate their identity and style of practice as a pastoral/spiritual carer appropriate to the specialist area.

3.4 Requirements and Assessment

- 3.4.1 The CPE student/participant will complete all the requirements of a Foundational CPE unit as stated in 1.3 and 1.4 above.
- 3.4.2 The candidate will write a 1500 word essay based on the case study completed in the course and related to the specialist context in which the placement was undertaken. The essay will draw on a single case or a number of cases in a manner which shows integration of theology/spirituality with the pastoral/spiritual care practice offered in the specialist context.

The assignment combines two elements:

Part A comprises of the case study (2500 words)

Part B is the essay offering a broader perspective of work within the specialist context (1500 words)

The case study and the essay will be presented to the CPE group for discussion and comments.

The final document will then be presented for comment to an expert in the field in which the placement was undertaken.

4 ACCREDITATION FOR SUPERVISORY RESPONSIBILITIES AS A CLINICAL PASTORAL SUPERVISOR

ACPEWA Inc. welcomes your interest in CPE supervisory education. If you are reading this section of our standards you may be considering progressing your CPE beyond Foundational and Advanced CPE into the area of supervision.

A Clinical Pastoral Supervisor is responsible for the individual supervision of a selection of candidates who are undertaking CPE in a CPE unit coordinated either by the CPE Centre Director or the Centre Director's delegated Course Coordinator. Those able to co-ordinate a CPE unit are provisional or accredited Clinical Pastoral Educators or Clinical Pastoral Education Consultants. The provisional or accredited Clinical Pastoral Supervisor works within the direction of and collaboratively with the CPE Course Coordinator.

From the beginning it is important to understand that the accreditation process will be demanding on your time and abilities. Your involvement in part time CPE courses will require your engagement for at least eighteen months and up to four years.

Those seeking to begin Clinical Pastoral Supervisory training will have demonstrated their identity as a pastoral/spiritual care practitioner and competency in the practice of pastoral/spiritual care. The candidate for supervisory training will, in consultation with their supervisor and peers, have discerned their readiness to make the transition to supervision. The emphasis of the Clinical Pastoral Supervisory level is to assist the candidate to gain a sense of supervisory identity and competency. We welcome your interest in Clinical Pastoral Supervision and encourage you to follow up your interest through discussions with a CPE Centre or the Chair ACPEWA R&C.

4.1 Prerequisites for entry to Provisional Clinical Pastoral Supervisor

The pastoral/spiritual practitioner who is discerning a vocation as a supervisor in Clinical Pastoral Education will enter into discussions with their CPE Centre Director. When ready to request a 'Readiness to Commence Supervisory Training Committee' the practitioner will forward their request, along with evidence that they meet the following prerequisites to the Chair, ACPEWA Inc R&C Committee:

- 4.1.1. be a member of ACPEWA Inc. in accordance with the rules of the Association and further that their membership fees have been paid for the current year;
- 4.1.2. attained certificates signed by a Centre Director or Course Coordinator indicating successful completion of at least three units of CPE one of which must be at Advanced level. Candidates may request equivalency for one CPE unit from other tertiary studies involving group and individual supervised

pastoral/spiritual practice. Candidates seeking equivalency are requested to document their case and submit this to the R&C Committee, including a supporting letter from their current accredited Professional Supervisor;

- 4.1.3. attained certification of completion of Advanced CPE Competencies from an ACPEWA Inc review committee.
- 4.1.4. completed a unit of CPE within three years of application, or be actively employed as a pastoral/spiritual carer and receiving regular professional supervision;
- 4.1.5. When the candidate comes from a Christian tradition they need to have gained a degree in Theology or have registered their two units of CPE, towards a bachelor degree or graduate diploma in theology, or studies recognised as equivalent by the University of Divinity. The candidate is also to be actively pursuing further theological studies at a tertiary level. Where the candidate for supervisory training comes from another major world faith or spiritual tradition, they, prior to commencing as a provisional Clinical Pastoral Supervisor shall have successfully completed study in that tradition and practice, equivalent to the number of hours of two units of a Bachelor of Theology. The peak body of that tradition in Australia must recognise the form and content of this study. The candidate shall also demonstrate their active pursuit of further studies in that tradition at tertiary or equivalent level.

Please note 2023 ASACPEV standards for someone wishing to become a Provisional Clinical Pastoral Educator:

5.1.5 Completion of a Bachelor degree in Theology. Prospective candidates who believe they have equivalent theological competence will need to demonstrate that to a Committee appointed by the Registration and Certification Committee before proceeding to act.

- 4.1.5. negotiated with a Centre Director to pursue supervisory training within the Centre and received written confirmation of this;
- 4.1.6. read and have acknowledged in writing that they have understood and are committed to the ACPEWA Inc. Code of Ethics;
- 4.1.7. read and have acknowledged in writing that they understand and accept any relevant policies such as bullying and harassment and privacy and confidentiality that are set by the institution in which they will supervise;

4.2 Presentation to a “Readiness to Commence Supervisory Training Committee”

- 4.2.1. The Committee shall be organised by the Chair, ACPEWA Inc R&C Committee. The Committee shall consist of five members comprising:
 - 4.2.1.1. the Candidate's Centre Director or delegated representative,
 - 4.2.1.2. at least two provisional or accredited Clinical Pastoral Educators or Clinical Pastoral Education Consultants. Members of other ANZAPCE associations may be invited to participate in this role.
 - 4.2.1.3. two Clinical Pastoral Supervisors, one of whom may be provisional. One, or both of these may be substituted by someone from a cognate discipline, who is familiar with the practice of pastoral/spiritual care and pastoral supervision.
- 4.2.2. The candidate is to provide the Treasurer of ACPEWA Inc. with payment of the prescribed fee three weeks prior to the review.
- 4.2.3. The candidate will demonstrate both in the written documents and in their engagement with the committee, evidence of their identity and competency as a pastoral/spiritual carer, their readiness to begin the experience as a Provisional Clinical Pastoral Supervisor, their awareness of the current practices of clinical pastoral education and the supervisory responsibilities required by ACPEWA Inc. standards.
- 4.2.4. **The Written Documents**

The candidate shall provide the following written documents to the Committee two weeks prior to the meeting (please ask Committee members if they would prefer a printed or electronic copy, or both) :-

 - 4.2.4.1. A cover sheet containing name, address, contact details, present position, spiritual tradition, relevant degrees, diplomas and certificates, relevant professional occupational background and experience in pastoral/spiritual care and Clinical Pastoral Education;
 - 4.2.4.2. A statement of request by the candidate of this Review Committee;
 - 4.2.4.3 An updated autobiographical narrative, also including theological/ spiritual/ philosophical reflection upon the candidate's spiritual journey;
 - 4.2.4.4 A copy of the findings and recommendations from the candidate's presentation to any previous "Advanced" or "Readiness to Commence Supervisory Training" Committee;
 - 4.2.4.5 A copy of the candidate's most recent CPE Final Evaluation;

4.2.4.6 A paper of no more than 1500 words, addressing the candidate's understanding and **experience** of pastoral supervision within CPE. This paper will also explore why the candidate seeks to enter training and what the candidate brings to supervisory practice;

The candidate shall **also** provide **EITHER**:

4.2.4.7 A comprehensive report and critical evaluation of their functioning as a pastoral/spiritual carer over a seven-day period. The report of no more than 2500 words should include: -

4.2.4.8 The criteria used to determine daily pastoral/spiritual care priorities and how these priorities were followed through;

4.2.4.9 An evaluation of any tensions experienced between pastoral/spiritual, personal, administrative and any other responsibilities;

4.2.4.10 A description of how boundaries were discerned and established and an evaluation of the capacity to stay within them;

4.2.4.11 A journal and evaluation of the relationships engaged in during one eight hour day of pastoral practice;

4.2.4.12 A report and assessment of one pastoral/spiritual care encounter of particular note, including theological/spiritual/ reflection of the encounter

OR

4.2.4.13 A comprehensive report and critical evaluation of the pastoral/spiritual care of one person or place, over an extended period. The report of no more than 2500 words should include:

4.2.4.14 An assessment of the pastoral/spiritual care provided based upon clinical materials such as reports of pastoral conversations;

4.2.4.15 A description of the manner in which particular pastoral/spiritual issues were negotiated;

4.2.4.16 A description of how boundaries were discerned and established and an evaluation of the capacity to stay within them;

4.2.4.17 An evaluation of the pastoral/spiritual care offered, including consideration of the strengths and limitations of this care;

4.2.4.18 A theological/spiritual reflection on this evaluation.

4.3 Registration with ACPEWA Inc. as a Provisional Clinical Pastoral Supervisor

The Chair of the Readiness to Commence Supervisory Training Committee will forward its commendations and recommendations to the Chair, ACPEWA R&C Committee.

- 4.3.1. When the candidate's application to begin as a Provisional Clinical Pastoral Supervisor has been approved by the Registration and Certification Committee and ratified by the Management Committee of ACPEWA Inc, the Secretary shall notify the applicant that Provisional Supervisory status has been approved.
- 4.3.2. On receipt of written advice of authorisation, the successful candidate may begin as a Provisional Clinical Pastoral Supervisor.

4.4 Training in Clinical Pastoral Supervision:

Competencies to be developed

The following are the competencies to be developed throughout the training period.

4.4.1 Administrative Awareness and Competence

This means demonstrating a consistent and integrated capacity to:

- 4.4.1.1. organise and manage the learning covenant with the students/participants supervised;
- 4.4.1.2. be aware of the distinction between administrative and supervisory issues and how these can be creatively managed.

4.4.2 Interpersonal Awareness and Competence

This means demonstrating a consistent and integrated capacity to:

- 4.4.2.1 reflect on group and interpersonal interactions and how to creatively use them for learning;
- 4.4.2.2 reflect on the function of the supervisory alliance and its use in the process of supervision.

4.4.3 Intrapersonal Awareness and Competence

This means demonstrating a consistent and integrated capacity to:

- 4.4.3.1 reflect on the supervisory relationship and to acknowledge your own contribution to the supervisory events;
- 4.4.3.2 reflect on and learn from the supervisory process and use those learnings for self-growth.

4.4.4 Supervisory Awareness and Competence

This means demonstrating a consistent and integrated capacity to:

- 4.4.4.1 model, articulate and evaluate the pastoral/spiritual care role in a professional context;
- 4.4.4.2 utilise personal qualities, experiences and self-awareness within the art of supervision;
- 4.4.4.3 be aware of each students'/participants' life history and spiritual journey, psychological patterns and learning styles in order to facilitate their learning;
- 4.4.4.4 challenge students/participants to take responsibility for their own learning and to claim their own pastoral and personal identity and resources;
- 4.4.4.5 utilise a variety of supervisory strategies and interventions.

4.4.5 Identity Development (Educational) Competence

This means demonstrating a consistent and integrated capacity to:

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

4.4.6 Theological/Spiritual Awareness and Competence

This means demonstrating a consistent and integrated capacity to:

- 4.4.6.1 explore how your theology/ spirituality informs, enlightens or challenges your supervisory identity and vice versa;
- 4.4.6.2 assist CPE participants to consider how their theological/spiritual framework informs their pastoral practice and identity and vice versa,

4.5 Responsibilities of a Provisional Clinical Pastoral Supervisor

The responsibilities (in brief) **of a Clinical Pastoral Supervisor** are to assist CPE students/participants achieve the competencies of Foundational CPE. A primary focus is the individual supervision of CPE students/participants and the development of their pastoral/spiritual identity.

It is important that Provisional Clinical Pastoral Supervisors are engaged in the full cycle of experiential learning - concrete experience, active experimentation, reflective observation and abstract conceptualisation.

4.5.1 Concrete Experience and Active Experimentation as a Provisional Clinical Pastoral Supervisor.

Training Requirements

- 4.5.1.1 Provisional Clinical Pastoral Supervisors may train for up to four years from the commencement of the first unit. Provisional Clinical Pastoral Supervisors work in cooperation with a Clinical Pastoral Educator or Consultant who, as co-ordinator of the unit, has the overall responsibility for the CPE Unit, including the general oversight, administration, group coordination, direction and education associated with a CPE unit.
- 4.5.1.2 Provisional Clinical Pastoral Supervisors need to supervise within at least three, and no more than four CPE units as a Provisional Clinical Pastoral Supervisor and individually supervise at least six students/participants before presenting for accreditation.

Responsibilities as a Provisional Clinical Pastoral Supervisor within a CPE Unit

A Provisional Clinical Pastoral Supervisor is responsible for:

- 4.5.1.3. offering leadership as encouraged by the Course Co-ordinator e.g., participation in the interview and selection of CPE students/participants, assisting with orientation, facilitation of selected seminars etc.
- 4.5.1.4. the individual supervision of selected CPE students/participants.
- 4.5.1.5. the individual supervision of no more than two-thirds of the students/participants in a group, and in no case exceeding three selected students/participants in any one CPE unit.
- 4.5.1.6. working cooperatively with the Course Co-ordinator.
- 4.5.1.7. writing a one-page report (no more than 500 words) **evaluating their supervision** of each CPE participant supervised. (See 4.6.2)
- 4.5.1.8. writing a final one-page report (500 words max) of **the progress and development of each CPE participant** individually supervised. (See 4.6.3)
- 4.5.1.9. writing an evaluation of their supervisory involvement within the CPE unit (See 4.6.1)

4.5.1.10. requesting a report from the Course Co-ordinator of the CPE unit regarding the candidate's involvement in the CPE unit (See 4.6.4)

During the training period a Provisional Clinical Pastoral Supervisor will also:

4.5.1.11. engage in ongoing pastoral/spiritual care practice in a volunteer or paid capacity.

4.5.1.12. participate in the life of ACPEWA Inc eg attendance at workshops/ conferences, participation in ACPEWA Committees.

4.5.2 Reflective Observation in Clinical Pastoral Supervision.

4.5.2.1. The course coordinator will provide the Provisional Clinical Pastoral Supervisor an opportunity, post seminar and group meetings, to review and debrief with their supervisory colleague/s participating in the CPE unit.

4.5.2.2. Supervisors in training will write reflective journal entries in order to capture and evaluate the actual supervision they provide to supervisees. Reflection will include conceptual understanding and the emotional impact of supervisory experience, with consideration of the joys and challenges involved. Journal entries may be discussed with their supervisor.

4.5.2.3. Provisional Clinical Pastoral Supervisors must receive at least 10 hours of supervision from an Accredited Clinical Pastoral Educator or Consultant during each CPE unit involved in as a Provisional Clinical Pastoral Supervisor. This supervision will attend to the Provisional Clinical Pastoral Supervisor's practice of supervision of CPE students/participants, introducing the conceptual themes and ideas that emerge in the unit.

Attention will be given to:

- 1) developing pastoral/spiritual identity in CPE students/participants,
- 2) identifying learning needs and setting appropriate goals and objectives for supervision,
- 3) initiating, developing and concluding the supervisory alliance,
- 4) choices in supervisory stance and methodology,
- 5) exploring ethical concerns and boundaries.
- 6) developing the art of giving and receiving effective feedback,
- 7) working with a hermeneutic of trust versus a hermeneutic of suspicion,
- 8) exploring the role of transference, counter transference and the parallel process in supervision,
- 9) use of creative writing and imagery,
- 10) methods of self-supervision,
- 11) exploring the complexity of confidentiality and privacy,

- 12) discernment of supervision from other disciplines such as spiritual direction, counselling or psychotherapy
- 13) supervising within multi-cultural and interfaith contexts

4.6 Evaluation of each Unit of Training

At the conclusion of each CPE unit, the Provisional Clinical Pastoral Supervisor shall write three reports:-

4.6.1 Evaluation of Unit

The Centre Director or person supervising the Provisional Clinical Pastoral Supervisor will provide guidelines for an evaluation of each unit of training prior to the completion of each unit. This report will assist the Provisional Clinical Pastoral Supervisor conceptualise the competencies they have integrated into their practice of supervision; develop ideas and explore images about their own model of supervision; and track themes emerging in their supervision. Being mindful of the educational needs for provisional supervisors a maximum of six issues that are most relevant to the unit completed shall be included for evaluation in the guidelines. This evaluation will also include evaluations of the relationships with the Centre Director, their individual Supervisor, Clinical Pastoral Education Consultant, Course Coordinator, and any course peer supervisors. Should an individual provide more than one of these roles, consideration will be given to any experience of conflict of roles. These evaluations are to be presented to their supervisor and may be discussed with supervisory peers and colleagues. **These evaluations will not be included in the candidate's accreditation materials.**

4.6.2 Evaluation of supervision of each CPE participant supervised

The Provisional Clinical Pastoral Supervisor shall write a one-page report (no more than 500 words) **evaluating their supervision** of each CPE participant supervised. The report will attest to the supervision of the CPE participant's learning needs, formulation of appropriate supervisory goals and interventions, and assessment of the outcomes of these. **Five of these reports will be included in the supervisor's materials for accreditation.**

4.6.3 Report of progress and development of each CPE participant supervised

The Provisional Clinical Pastoral Supervisor shall write a final one-page report (500 words max) of **the progress and development of each CPE participant** supervised. The report shall include the supervisee's goals for learning and how the supervisee engaged with them, how the learning competencies for this level were demonstrated and confirmation (or not) that they completed the unit satisfactorily.

4.6.4 On receipt of the Provisional Clinical Pastoral Supervisors written evaluations of the CPE unit (4.6.1, 4.6.2, 4.6.3) the candidate's supervisor will provide the candidate a written report / evaluation that addresses the candidate's achievement of goals, supervision of supervisees, relationship with the supervisor, course coordinator and the development in

their professional identity. Copies of the reports written by the candidate's supervisor/educator will be included in the appendix of the candidate's materials for accreditation.

4.6.5 Certificates of Completion of each unit of Supervisory Training

On satisfactory completion of each unit of training, the Centre Director will provide the Provisional Clinical Pastoral Supervisor with a Certificate of Completion of a Supervisory CPE unit that is signed by the Centre Director and Course Coordinator.

4.7 Additional Education in Supervision

In addition to the training in abstract conceptualisation included within the CPE Centre, provisional Clinical Pastoral Supervisors are required to engage in at least 30 hours of education-in-supervision (at least 10 hours of which being individual education in supervision, at least 15 hours being peer group education in supervision and the remaining 5 hours being either) facilitated by a provisional or accredited Clinical Pastoral Education Consultant, before presenting for accreditation as a Clinical Pastoral Supervisor. This training will include:

4.7.1 Completing at least ten hours of individual Education in Supervision, within the context of a CPE unit, with an accredited or provisional Clinical Pastoral Education Consultant. (This is in addition to 10 hours of supervision within a unit – standard 4.5.2.3) On receipt of the provisional Pastoral Supervisor's written evaluations of the CPE unit (4.6.1, 4.6.2, 4.6.3), the Consultant will provide a report / evaluation that addresses the candidate's achievement of goals, supervision of supervisees, relationship with their supervisor, the course coordinator, Centre Director, educator, and the development in their professional identity.

4.7.2 Completing peer group education in supervision of at least 15 hours duration. It is recommended that such a course include a minimum peer group of three supervisors functioning at any of the ANZACPE Inc. levels of supervision. Participants may be Provisional Clinical Pastoral Supervisor or Clinical Pastoral Educators or accredited supervisors taking the course for professional development. A Clinical Pastoral Education Consultant where possible assisted by a Provisional Clinical Pastoral Education Consultant will plan and conduct these courses. The course facilitators will provide an evaluation /report for each candidate and if completed successfully, an ACPEWA Inc. or ANZACPE certificate.

4.7.3 The curriculum for both the individual and group education shall build on the provisional supervisors' experience of their supervisory practice and individual supervision. Curriculum content will address the integration of supervisory identity and encourage the articulation of the provisional supervisors' philosophy of supervision and educational theory foundational to their practice. Reflection and evaluation of the provisional supervisors' experience of supervision thus far will be considered in the light of presentations and selected reading materials that address current theories of supervision.

In addition, the education will focus upon ensuring provisional Clinical Pastoral Supervisors have a sound knowledge of the Foundational, Advanced and Clinical Pastoral Supervisor levels of the ACPEWA Inc. standards, have written a draft of selected requirements of their application for accreditation and are familiar with what is required of them in their written materials for accreditation.

4.8 Completion of Pastoral Supervisory Training and Application for Accreditation as a Clinical Pastoral Supervisor

When the Provisional Clinical Pastoral Supervisor, their Centre Director and supervisor believe the training has been satisfactorily completed and checked against the requirements in the standards, the Provisional Clinical Pastoral Supervisor applies to the Chairperson of the Registration and Certification Committee for an Accreditation Committee to be appointed.

Written application by the candidate to the Registration and Certification Committee for permission to present for Accreditation as a Clinical Pastoral Supervisor should be received by the Committee Chairperson at least three months prior to the review.

The written application will include:

- 4.8.1. A copy of the candidate's individual ACPEWA Inc. certificates for satisfactory completion of at least three and no more than four supervisory CPE Units, signed by both the Centre Director and Course Coordinator.
- 4.8.2. A copy of the letter from ACPEWA Inc. giving notice of the candidate's registration as a Provisional Clinical Pastoral Supervisor.
- 4.8.3. Evidence of payment of ACPEWA Inc. supervisor membership fee for the current year.
- 4.8.4. A letter of support from the Director of the CPE Centre in which the Provisional Clinical Pastoral Supervisor has worked.

4.9 Required Dissertation for Accreditation as a Pastoral Supervisor

Accreditation as a Clinical Pastoral Supervisor is based on the candidate's ability to reflect upon, conceptualise and understand their experience as a Provisional Clinical Pastoral Supervisor. The required dissertation consists of five papers and five one-page reports. In all papers, respect confidentiality and include footnotes plus a bibliography if secondary resources are used.

The dissertation is to be typewritten, with each page numbered. It is to be presented in the following order, secured in a folder, and one copy circulated to each member of the Review Committee at least three weeks prior to the day of review. (Some Review Committee members may prefer to receive materials in digital form).

The Accreditation Committee is concerned with the candidate's ability to demonstrate the personal and professional competence essential for Clinical Pastoral Supervision. ACPEWA Inc. recognises supervision as a professional discipline and expects all materials to demonstrate that level of functioning. The candidate will demonstrate both in the written materials and in their engagement with the committee evidence of their claims regarding identity and competency as a Clinical Pastoral Supervisor, their readiness to be accredited as a Clinical Pastoral Supervisor and an awareness of the current practices of clinical pastoral education and the supervisory responsibilities required by ACPEWA Inc. standards. Five papers are required to be presented in the following order:

The dissertation will include:-

4.9.1 A cover page containing:

- 4.9.1.1. Candidate's name and contact details, spiritual/religious/faith/philosophical affiliation, relevant academic qualifications, or subjects completed towards them
- 4.9.1.2. Candidate's CPE experience, as a CPE student and as a Provisional Clinical Pastoral Supervisor.
- 4.9.1.3. Previous Review Committee commendations and recommendations from the Readiness to Commence Supervisory Training committee and Advanced Competencies certification committee.
- 4.9.1.4. A declaration of any written or other formal complaints with regard to the candidate, and the outcome of any investigation
- 4.9.1.5. The candidate's statement of request to the Review Committee
- 4.9.1.6. A letter from the CPE Centre Director declaring that the consent forms of the CPE participants whose evaluations are included with this document (4.9.7.4) are held in the CPE Centre files.
- 4.9.1.7. Confirmation that the prescribed fee for the accreditation committee has been paid to the Treasurer ACPEWA Inc.

4.9.2 Paper 1 Candidate's Autobiography: - (3000 words max)

This is a detailed yet succinct account of the candidate's life from birth until now. Out of their own subjective experience, the candidate is to select episodes from their life experience that will assist the members of the Review Committee understand who they are personally and professionally. One way to tackle this paper is to divide it into four sections: i) childhood including education, ii) emerging adulthood including development as a single person, and if relevant marriage/s, developing formation as a partner, responsible parent and grandparent. iii) spiritual or religious development and emerging interest in a career in pastoral or spiritual care of others. iv) the final section of this paper will require the candidate to take a step back from themselves and write a theological/spiritual reflection upon the life story that has been shared.

4.9.3 Paper 2 Comprehensive report and critical evaluation of the candidate's actual supervision of one CPE student/participant (3000 words max)

The candidate will report on and critically evaluate their supervision of one CPE student/participant. The report needs to be evidenced by clinical episodes, comments provided on Pastoral Encounter Review reports and excerpts from one-to-one supervision sessions with the CPE student/participant.

The report will include:

- 4.9.3.1. a description of the CPE participant and their placement;
- 4.9.3.2. a description and evaluation of how the candidate developed and concluded the supervisory alliance;
- 4.9.3.3. a description of how the candidate assisted the CPE student/participant to form and evaluate clear, realistic and achievable goals;
- 4.9.3.4. a description of the CPE student's/participant's learning issues, and how the candidate worked with these issues;
- 4.9.3.5. a reflection on the candidate's responses to the CPE student/participants written/oral/visual work, including an evaluation of one particular Pastoral Encounter Review presentation;
- 4.9.3.6. the candidate's articulation and modelling of pastoral/spiritual care and how this contributed to the development of the CPE student/participant's pastoral/spiritual competency;
- 4.9.3.7. the candidate's recommendations to the CPE student/ participant during and after Midterm and Final Evaluations plus an account of how the CPE student/participant responded;

- 4.9.3.8. the candidate's supervision of a challenging one-to-one supervision session;
- 4.9.3.9. the candidate's stances and attitudes employed in supervision and their effectiveness in the emergence of the CPE student/participant's pastoral/spiritual identity.

4.9.4 Paper 3: The Candidate's Theological/Spiritual/Philosophical World View Perspective (3000 words max)

in which the candidate explores their theological/spiritual/philosophical world view perspective in relation to their practice of Clinical Pastoral supervision. This paper needs to be grounded in specific supervisory experiences and include an exploration of how the candidate's theology/spirituality/philosophy informs, enlightens or challenges their supervisory identity or vice versa.

4.9.5 Paper 4: Learning as a Supervisor (3000 words max)

in which the candidate describes the concepts and themes discovered in their experience of being a Provisional Clinical Pastoral Supervisor, plus the experience of receiving supervision and training as a Provisional Clinical Pastoral Supervisor. In preparing to write this paper it will be helpful for the candidate to review the reports written at the conclusion of each unit (4.6.1, 4.6.2, 4.6.3), plus the reports received from training supervisor(s) (4.6.4) and education in supervision (4.7.1, 4.7.2). The conclusion of this paper will include a statement addressing why the candidate believes they have completed their training as a Provisional Clinical Pastoral Supervisor.

4.9.6 Paper 5: The candidate's supervision of three CPE students/participants (1500 words max)

Include three of the 500 word reports written of the supervision of participants (4.6.2) (other than the student/participant written about in Paper 2 above)

4.9.7 An Appendix will include.

- 4.9.7.1. copies of the reports of each CPE unit written by the candidate's supervisor of each CPE unit (4.6.4)
- 4.9.7.2. copies of the reports written by the Clinical Pastoral Education Consultant who provided the 10 hours of Individual Education in Supervision (4.7.1) and peer group education in supervision (4.7.2).
- 4.9.7.3. A copy of the evaluations tabled by the candidate at the completion of their individual and peer group courses of education in supervision.

- 4.9.7.4. A copy of the Final Evaluations written by the CPE participants featured in the candidate's Paper 2.
- 4.9.7.5. The evaluative feedback comments to the candidate, written by the selected three students/participants (Paper 5) in their Final Evaluations.
- 4.9.7.6. A copy of the relevant part of these standards.

4.10 Clinical Pastoral Supervisor Accreditation Committee

When a candidate's application for an accreditation has been approved, the Chair of the Registration and Certification Committee shall form a committee of five (5) CPE Supervisors/ Educators/ Education Consultants. Each Accreditation Committee shall ideally consist of at least one accredited Clinical Pastoral Supervisor, one Clinical Pastoral Educator and one Clinical Pastoral Education Consultant, as well as the Director of the CPE Centre in which the candidate has worked or the Director's delegated Clinical Pastoral Educator/Consultant. Where possible the fifth member of the committee shall be another accredited Clinical Pastoral Supervisor. The fifth member may also be from a cognate discipline, who is familiar with processes of pastoral supervision. Each committee where possible, will include both male and female supervisors and a mix of spiritual/denominational traditions. Committee members may be invited from other ANZACPE Ltd member associations.

4.11 Roles of the Committee Members

One member, preferably a Clinical Pastoral Supervisor, shall be appointed presenter and shall provide a written review and evaluation of the candidate's materials. Copies of this report shall be provided for each member of the committee. Another member, other than the Centre Director and preferably a Clinical Pastoral Education Consultant, or senior Clinical Pastoral Educator shall be appointed Committee Chairperson. The accreditation committee will consider the claims of the candidate regarding their supervisory identity and competency (see 4.4 for competencies to be evaluated) in order to determine their readiness to be accredited as a Clinical Pastoral Supervisor. The chairperson will record whether the decision has been unanimous and if not, a majority of members will carry the decision and the numbers will be recorded in the Chairperson's report. The chairperson shall provide a written report of the committee process and decision, commendations and recommendations conveyed verbally to the candidate to the next meeting of the Registration and Certification Committee. Copies of the Chairperson's report shall be available to the candidate on request to the R & C Committee.

4.12 Unsuccessful Accreditation and Continued Provisional Status

In the event the candidate is unable to fully meet the standards for accreditation, the Review Committee may decide the candidate be granted continuing Provisional Clinical Pastoral Supervisor status for a further period of no more than two years. During this time, the candidate will need to undertake to fulfil the Review Committee's recommendations in their ongoing supervisory practice and

demonstrate the same to a subsequent review committee. Should the subsequent review not occur in the required two years, the provisional status shall lapse. The candidate may apply to the Registration and Certification Committee for an extension citing their specific extenuating circumstances.

4.13 Successful Accreditation, ongoing accountability and responsibilities

The Secretary shall write to the Clinical Pastoral Supervisor with the official findings of the accreditation committee. When the Clinical Pastoral Supervisor has received official notification from the Secretary of ACPEWA Inc. of their successful accreditation they can personally designate themselves to be an ACPEWA Inc. accredited Clinical Pastoral Supervisor. The Clinical Pastoral Supervisor is authorised to supervise within CPE units, under supervision by an accredited or provisional Clinical Pastoral Educator or Clinical Pastoral Education Consultant. The emphasis for the Clinical Pastoral Supervisor remains to assist the CPE participant in gaining a sense of pastoral/spiritual identity and professional self-worth. The responsibilities for administration, group co-ordination, direction and education associated with accreditation belong to other supervisory levels.

It is recommended that an accredited Clinical Pastoral Supervisor participate in at least once CPE unit at this level before seeking to become a Provisional Clinical Pastoral Educator.

4.13.1 Accountability of the Clinical Pastoral Supervisor to the Centre Director

At all times the Clinical Pastoral Supervisor will be accountable to the Centre Director for functioning in the courses of CPE within the Centre.

When a course within the Centre is coordinated by a Clinical Pastoral Educator other than the Centre Director the Clinical Pastoral Supervisor is responsible to the Course Coordinator for the individual supervision they provide within the CPE unit. The Centre Director ensures that the Clinical Pastoral Supervisor continues to receive 10 sessions of supervision for each CPE unit they are engaged in, as well as professional development as detailed in 4.14.

4.13.2 Responsibilities of an Accredited Clinical Pastoral Supervisor

In a CPE unit, the Clinical Pastoral Supervisor is responsible for:

- 4.13.2.1. working cooperatively with a Clinical Pastoral Educator or Consultant who has the overall responsibility for the CPE Unit, including the general oversight, administration, group co-ordination, direction and education associated with a CPE Unit;
- 4.13.2.2. ongoing pastoral practice as appropriate to their role and context;
- 4.13.2.3. individual supervision for selected Foundation and where appropriate, post Foundational CPE participants;

- 4.13.2.4. supervision of no more than two thirds of the participants in a group and in no case exceeding three participants in any one CPE unit;
- 4.13.2.5. offering leadership within the context of clinical seminars and case conferences as specified by the Course Co-ordinator;
- 4.13.2.6. writing a one page report (500 words max) of each CPE participant supervised to be kept in the Centre files. (see 4.6.3.)
- 4.13.2.7. writing a one-page evaluation (500 words max) of their supervisory functioning within the CPE Unit (see 4.6.2);
- 4.13.2.8. requesting a report from the coordinator of the CPE unit regarding their functioning in the unit.

4.14 Accountability for Professional Development

The Clinical Pastoral Supervisor must complete 20 hours of professional development per annum. Of this time 5 hours of committee involvement within ACPEWA Inc. can be claimed, 5 hours of relevant reading or conference attendance and 10 hours of individual or peer supervision for the purpose of professional development and support through a critically reflective focus on the supervisor's own practice. Clinical Pastoral Supervisors are required to keep a Professional Development account.

4.15 Reaffirmation of Accreditation

Accreditation as a Clinical Pastoral Supervisor is subject to ongoing review after five years. In the period under review, it is expected that the applicant shall have supervised in at least one CPE unit and completed the association's Professional Development requirements for a Clinical Pastoral Supervisor. Accreditation will lapse for a supervisor who has not fulfilled these requirements within a five year period. Clinical Pastoral Supervisors who are unable to meet this requirement can appeal in writing to the Registration and Certification Committee, detailing reasons to support their request for an extension of their accreditation. This request is to be accompanied by a letter of support from their Centre Director.

4.16 Application for Reaffirmation of Accreditation

Written application for review of accreditation shall be made to the Chairperson of the Registration and Certification Committee within five years of their accreditation or previous review of accreditation. This application will include a copy of the Clinical Pastoral Supervisor's Professional Development account. It is understood that application for review provides conditional extension of accreditation up to the review date. The applicant will pay the prescribed fee at least three weeks before the date of the review.

4.17 Reaffirmation of Accreditation Committee

The Reaffirmation Committee shall be organised by the Chairperson of the Registration and Certification in consultation with the Clinical Pastoral Supervisor to be reviewed. The five member Committee shall consist of Clinical Pastoral Supervisors, Educators and Consultants, as well as the candidate's Centre Director. A report and recommendations will be submitted to the Registration and Certification Committee.

4.18 Materials for Reaffirmation of Accreditation

Written material consisting of five professionally presented papers is required for the review of accreditation. In all five papers respect issues of confidentiality and provide footnotes plus a bibliography if secondary resources are used.

The written material is to be typewritten, with each page numbered; it is to be presented in the following order, secured in a folder, and one copy circulated to each member of the Reaffirmation Committee at least 3 weeks prior to the day of review (Some committee members may prefer to receive a digital copy).

4.18.1 A Front Page containing:

4.18.1.1.candidate's name and contact details, spiritual/religious/philosophical/faith affiliation, relevant qualifications or subjects completed towards them.

4.18.1.2.candidate's CPE experience ie a list of CPE units completed as a CPE participant, Provisional Clinical Pastoral Supervisor and Clinical Pastoral Supervisor.

4.18.1.3.a declaration of any written or other formal complaints in regard to the candidate and the outcome of any investigation since the candidate's last review.

4.18.1.4.candidate's statement of request of the upcoming Reaffirmation Committee

4.18.2. Paper One (1000 words)

An evaluation of the salient features (the high points and low points) of their professional experience since their last review.

4.18.3. Paper Two (1000 words max)

Evaluations of the candidate's supervision of two CPE students/participants, ensuring that they include contrasting supervisory experiences.

4.18.4. Paper Three (500 words max)

A description of any professional development training undertaken since their last review and an evaluation of the impact of this training on supervisory practice

4.18.5. Paper Four (500 words max)

A statement addressing the candidate's future plans as a Clinical Pastoral Supervisor.

4.18.6. Paper Five (2000 words max)

An essay integrating the candidate's ideas about clinical pastoral supervision with a theme or concept from one of the following: theology/spirituality, education, ecology, psychology, or another field of relevant study.

4.18.7 Attach as an **Appendix:**

4.18.7.1. a copy of the candidate's most recent review committee findings, including a statement on how the recommendations have been addressed.

4.18.7.2. A copy of the candidates most recent evaluation of their participation in a CPE unit, functioning as a Clinical Pastoral Supervisor.

4.18.7.3. a report from the candidate's supervisor, if different from the Course Co-ordinator, for each of the CPE units they have co-supervised since their last Reaffirmation of Accreditation.

4.18.7.4. a statement from the course co-ordinator of the most recent CPE unit in which the candidate participated as a Clinical Pastoral Supervisor outlining the candidate's functioning within the unit

4.18.7.5. final evaluations of the two CPE student/participants written about in Paper Two (4.18.3)

4.18.8 Unsuccessful Reaffirmation of Accreditation

Should the candidate not be affirmed in their accreditation, they may be granted provisional reaffirmation with the requirement that they supervise in one further CPE unit, address the recommendations of this committee and re-present to a reaffirmation committee within 18 months.

5 ACCREDITATION FOR SUPERVISORY RESPONSIBILITIES AS A CLINICAL PASTORAL EDUCATOR

Please refer to the ANZACPE Common Standards and ASACPEV standards for guidance.

6 ACCREDITATION FOR SUPERVISORY RESPONSIBILITIES AS A CLINICAL PASTORAL EDUCATION CONSULTANT

Please refer to the ANZACPE Common Standards and ASACPEV standards for guidance.

7 STANDARDS FOR REGISTERED CPE CENTRES (September 2022)

A registered CPE Centre shall:

- Offer Clinical Pastoral Education (CPE) programmes only under ACPEWA Inc. Standards
- Participate in and pay the ACPEWA Inc. Insurance levy
- Pay the ACPEWA Inc. annual Centre registration fee and participant levies

In addition, ACPEWA Inc. registered CPE Centres shall

7.1 Develop and maintain written documents that:

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

7.1.2 addresses ACPEWA Centre and CPE programme standards, learning competencies

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

7.2 Provide the following components:

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

7.2.2 a context that provides participants with significant opportunities for pastoral practice, Clinical Pastoral Education and education enabling participants to function as staff members in the clinical practice at a level appropriate to their experience and professional development.

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

7.3 Provide these educational resources:

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

7.3.2 In each ACPEWA Inc. Registered Centre there shall be one CPE Educator accredited as a ACPEWA Inc. Clinical Pastoral Educator or provisional or accredited ACPEWA Inc. CPE Education Consultant, to plan, organise, lead, and direct Clinical Pastoral Education programmes within the Centre. This person shall be called the Director of the Clinical Pastoral Education Centre [DCPE] or as designated by the employing body.

- 7.3.3 A Centre's faculty must include at least one Educator accredited by ACPEWA Inc. Standards as a Clinical Pastoral Educator or Clinical Pastoral Educator Consultant.
- 7.3.4 A Provisional Clinical Pastoral Educator may function in the role of a Clinical Pastoral Educator but his/her functioning to include the oversight of an Accredited Clinical Pastoral Educator or an Accredited or Provisional Clinical Pastoral Educator Consultant, who is ultimately responsible for maintaining the Centre Standards
- 7.3.5 Participant to Educator ratio is as follows:
- a) Accredited Clinical Pastoral Educators may supervise no more than 12 full-time equivalent participants in a Foundational/Advanced CPE programme concurrently.
 - b) Supervisors in training - Provisional Clinical Pastoral Supervisors may supervise no more than three participants concurrently.
 - c) Supervisors in training – Provisional Clinical Pastoral Educators may supervise no more than 5/6 participants concurrently.
- 7.3.6 a faculty development plan.
- 7.3.7 interdisciplinary consultation and teaching within the programme (s) provided by adjunct faculty and/or guest lecturers.
- 7.3.8 individual and group supervision by an Educator authorized by ACPEWA Inc.
- 7.3.9 a peer group of at least three CPE (Foundational/Advanced) participants engaged in small group process and committed to fulfilling the requirements of the educational programme.
- 7.3.10 numbers of participants in a CPE peer group be limited to a maximum of 6 group members to one CPE supervisor. Peer group numbers for clinical seminars be limited to a maximum of 8 persons to allow sufficient time for the learning needs of each participants and opportunity for each participant to present clinical work to a group. When a CPE peer group has 8 participants two supervisors should be present for all group work and the number of hours for group work may need to be extended to accommodate this Standard.
- 7.3.11 access to library and educational facilities adequate to meet the CPE standards.
- 7.3.12 access to current ACPEWA Inc. CPE standards for CPE programmes and current policies and procedures.

7.3.13 Access to participant support services including, but not limited to, orientation, a process for educational guidance and recommendations for counselling resources.

7.4 Provide all policies and procedures in writing and inform all participants and programme staff of their content. These include:

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

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

7.4.3 a complaint policy and procedure consistent with ACPEWA Standards.

7.4.4 a procedure for maintaining participant records for five years, and financial records for seven years, which addresses confidentiality, access, content, and custody of participant records should the centre be without a supervisor.

7.4.5 a procedure for providing consultation for CPE participants who seek a consultation process to discuss their progress and learning.

7.4.6 a procedure for discipline, dismissal and withdrawal of participants.

7.4.7 a policy for ethical conduct of participants and programme staff consistent with the ACPEWA Ethical Code of Conduct.

7.4.8 a signed Agreement between the CPE participant and the CPE Supervisor that states the CPE participants' rights and responsibilities to the CPE programme and the pastoral placement.

7.4.9 an agreement for CPE programmes at the pastoral practice site that includes but is not limited to:

- a) authorisation of CPE participants to provide pastoral support to patients, parishioners and clients
- b) access of CPE participants to appropriate clinical records.
- c) informed consent with regard to the use of CPE participants materials for the use of their written materials by supervisory members for the purposes of the supervisor's accreditation.
- d) agreement by the participants to conform to the Centre policies protecting confidentiality and rights of clients, patients or parishioners

7.4.10 A policy and procedure that details how the registered centre will provide for completion of a unit or programme in process should the Supervisor be unable to continue.

7.5. Provide consultation and programme evaluation, including:

- 7.5.1 the Centre Director submits to the Secretary R&C the Notification of Intention to
- a) conduct a CPE programme 30 days prior to its commencement
 - b) where CPE Educator/Consultant conducting a CPE program in an ACPEWA Inc. registered Centre is accredited/certified with a CPE Association other than ACPEWA Inc., the Centre Director shall notify ACPEWA Inc. R&C Secretary at least 3 months prior to commencement of that CPE unit.
 - c) in the event of an emergency the Centre Director may negotiate the 3 month time frame with the R&C.

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

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

7.6 accurately describe the Centre, its pastoral services and educational programmes.

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

7.6.2 Publications that advertise a centre's programmes shall include the type(s) and level(s) of education offered, with the CPE Centre contact details included.

8 STANDARDS FOR THE REGISTRATION OF A CPE CENTRE (September 2022)

8.1 Director of Clinical Pastoral Education Centres

In each ACPEWA Inc. Registered Centre there shall be one CPE Educator accredited as an ACPEWA Inc. Clinical Pastoral Educator or provisional or accredited ACPEWA Inc. CPE Education Consultant, to plan, organise, lead, and direct Clinical Pastoral Education programmes within the Centre. This person shall be called the Director of the Clinical Pastoral Education Centre [DCPE]. A Registered Centre shall not be duplicated in any one campus of a corporate body or structure.

- 8.1.1 ACPEWA Inc. retains the right to define the qualifications required of a CPE Centre Director for the purpose of registration by ACPEWA Inc.
- 8.1.2 A provisional ACPEWA Inc. Clinical Pastoral Educator may be appointed as an Acting CPE Centre Director providing they have previously supervised at least two CPE programmes as a provisional Clinical Pastoral Educator and have a clear contract for ten hours of individual supervision with a provisional or accredited Clinical Pastoral Educator/Consultant for each CPE programme conducted in the Centre.
- 8.1.3 An employing body shall advise ACPEWA Inc. of the name of the person who, meeting these qualifications, shall be recognised by ACPEWA Inc. as the CPE Centre Director.
- 8.1.4 In the event of a conflict arising when two different employing bodies recommend qualified persons working within the one public institution or organisation, the Management Committee of ACPEWA Inc. will make itself available to the management of the institution or organisation as a consultant and advisor.

8.2 Application for Registration

A Supervisor accredited by ACPEWA Inc. as a Clinical Pastoral Educator or Clinical Pastoral Educator/Consultant shall apply to the ACPEWA Inc. Registration and Certification Committee [R&C] by writing to the Chairperson, requesting that a CPE Centre within a particular institution, organisation or region be registered.

The application for Registration shall include:

- 8.2.1 A written report demonstrating how the prescribed Standards will be met within the proposed ACPEWA Inc. Centre.
- 8.2.2 Details of the Centre's aims and objectives, with an outline of levels of training to be offered – Foundational, Advanced, Supervisory, full-time and part-time.

8.2.3 A document demonstrating the appointment by the employer of the CPE Centre Director designate with a copy of the position description including the time and duty commitment of the DCPE.

8.2.4 In the absence of an accredited CPE Centre Director, the Centre may remain registered for up to six months.

8.2.5 A document [Service Agreement] demonstrating the understanding and approval by the management of the institution(s) or organisation(s) in which participants shall be assigned to provide pastoral practice. The document shall indicate management support for:

- 8.2.5.1
- a. the access of participants to patients, clients, parishioners and employees for the purposes of professional pastoral practice.
 - b. access to relevant information about patients, clients, parishioners and employees for the purposes of professional pastoral practice whilst ensuring appropriate confidentiality.
 - c. the amount of time the participant will devote to activities at the placement.
 - d. the pastoral responsibilities the participant is expected to carry out in the placement.
 - e. the person in the placement to whom the participant is accountable
 - f. the provision for regular consultation and communication between the Registered CPE Centre and the placement, both to facilitate placement contract and to review the participants functioning in the placement setting.

8.2.5.2 Provision of institutional identification and access to regular staff facilities – e.g. cafeteria, library, parking, photocopying.

8.2.5.3 Should the CPE Centre Director not be employed or contracted by the Institution or organisation, the person shall receive honorary recognition as a member of staff.

8.2.5.4 Provision of the prescribed initial registration fee. A cheque or online payment for the prescribed registration fee for the first year of operation should be included. This will be refunded in full if registration is not effected.

8.3 Letter of Registration

The Registration and Certification Committee shall make recommendation to the Management Committee of ACPEWA Inc. that a CPE Centre be registered under the name of a Clinical Pastoral Educator or Clinical Pastoral Educator/Consultant. When the decision is ratified by the Management Committee, the Association Secretary shall forward to the CPE Centre Director a letter of Registration.

8.4 Centre Boundaries

A Registered Centre wishing to place participants for pastoral practice with an institution or organisation where there is an ACPEWA Inc. Centre Director, shall have the written approval of that CPE Centre Director.

8.5 Centre Director's authority and accountability over the CPE Programme

8.5.1 Centre Director accountability

The authorised CPE Centre Director shall be accountable to ACPEWA Inc. for maintenance of ACPEWA Inc. Standards for all CPE programmes conducted in the Registered Centre. All Supervisors working in an ACPEWA Inc. Centre are accountable to the Centre Director for maintaining ACPEWA Inc. Standards.

8.5.2 Notification of Changes in Centres

The CPE Centre Director is responsible for advising the Chairperson of the ACPEWA Inc. Registration and Certification Committee of changes in supervisory personnel practising within the Centre, and or any other major changes or variations in the Centre's programmes.

8.6. Keeping of Records

The Centre Director undertakes to inform the Secretary of the Management Committee ACPEWA Inc. of its CPE graduates at the completion of each unit. The required form is to be completed and forwarded to the Secretary for each graduand at the end of each unit.

8.6.1 The CPE Centre Director will maintain all material of participants for two years following completion of a CPE unit. After two years, only the initial applications, participants' final evaluations and any supervisory reports need to be maintained for a further three years. After five years no records are required to be kept.

Financial records need to be kept for seven years.

8.7 Privacy

The Centre Director is responsible for ensuring the Centre has a Policy for the Management of personal Information for CPE participants, Provisional and Accredited Clinical Pastoral Supervisors, Provisional and Accredited Clinical Pastoral Educators and Provisional and Accredited Clinical Pastoral Educators/Consultants in compliance with the requirements of the National Privacy Principles of the Privacy Act 1988 and the Privacy Amendment (Private Sector) Act 2000.

8.7.1 For the Supervisory Accreditation Review materials, the Centre Director will complete and sign an ACPEWA Inc. form confirming that either the necessary consents have been obtained or that a statement has been received in writing

from the supervisory candidate declaring that the personal information of supervisees and patients / parishioners has been de-identified.

8.8 Closure of Centre

- 8.8.1 The Employing Body and the Centre Director to notify the Management Committee of ACPEWA Inc. about the closure of the Centre as soon as practicable
- 8.8.2 The retiring Centre Director to advise ACPEWA Inc. R&C of arrangements [if applicable] for the placement and supervisory oversight of CPE participants and supervisors in training as soon as practicable.
- 8.8.3 The retiring Centre Director to forward records in accordance with Standard 2.9 to the Chair of R&C ACPEWA Inc. for archiving for the duration of the required five year period for participant records and seven years for financial records.
- 8.8.4 The Employing Body and Centre Director to reconcile to the Association any outstanding monies.

8.9 Completion Review

Upon the closure of a CPE Centre, the resignation or retirement of a Centre Director, Clinical Pastoral Educator or Provisional Clinical Pastoral Supervisor, the ACPEWA Inc. Registration and Certification Committee will invite the relevant persons to meet with a Committee of peers to discuss and attend to issues of completion. The agenda for such a completion review will be established by the Chair of the Registration and Certification Committee in discussion with the relevant persons. There will be no fee charged for a completion review.