

SOUTH AUSTRALIA NORTHERN TERRITORY ASSOCIATION for CLINICAL PASTORAL EDUCATION INC.

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Include Revised Standards for Clinical Pastoral Educator, March 2014

STANDARDS FOR CLINICAL PASTORAL EDUCATION

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1.0 CLINICAL PASTORAL EDUCATION

1.1 Definition

Clinical Pastoral Education, hereinafter referred to as CPE, is recognised as an educational experience and a dimension of Christian pastoral ministry. It brings theological students and ministers (lay or ordained), into supervised encounters with people in a variety of circumstances. Through intense involvement with people, and the feedback from peers, supervisors and the people to whom ministry is offered, students develop new awareness of their own humanity and of the needs of those to whom they minister.

From theological reflection on specific human situations, they gain new understanding of the human situation. Within the inter-disciplinary team process of helping people, they develop skills in inter-personal and inter-professional relationships.

1.2 Authority to conduct courses

A Clinical Supervisor or Clinical Pastoral Educator plans, conducts, evaluates and certifies a unit of Clinical Pastoral Education for a group of no fewer than three and no more than six peers, contracted for the duration of the unit, who are engaged in a common learning experience.

1.3 Required Hours

Each course shall consist of four hundred hours of supervised learning in pastoral ministry, and the Clinical Supervisor shall ensure that each course includes a minimum of:-

- 1.3.1 ten hours of individual supervision,
- 1.3.2 sixty hours of peer group supervision, and
- 1.3.3 one hundred and fifty hours in the actual practice of pastoral ministry to people.
- 1.3.4 Sixty hours within the total of four hundred hours allocated for personal written reflection on experience and written course requirements.
- 1.3.5 Each course can be completed over a minimum of ten weeks or a maximum period of forty-four weeks.

1.4 Learning from Experience

Courses in CPE require discipline and rigour by students and supervisors to ensure that there is individualised setting of strategic learning goals, returning to the actual experiences of ministry through detailed reporting, attending to the feelings associated with the experience and re-evaluating all aspects of the pastoral ministry practice.

1.5 Credit

While in most theological courses the student's progress is assessed from written assignments, in CPE progress towards satisfactory completion of a course is assessed by the Clinical Supervisor's or Clinical Pastoral Educator's skilled observation of "the living human document" - the student's theological, ethical, professional and pastoral functioning - in addition to the written reports, case studies, evaluations and theological reflections.

1.6 Credit Guidelines for One Basic Unit

The following are guidelines for Centre Directors and Supervisors in giving such credit. Persons shall be given credit for completing one unit of Clinical Pastoral Education if they have demonstrated that they have:-

- 1.6.1 completed the required hours of pastoral ministry, individual and peer group supervision as set out in 1.3;
- 1.6.2 engaged in a contracting process with the individual centre and fulfilled its requirements so that both student and Centre Director are clear about issues of authorisation and accountability;
- 1.6.3 identified and worked towards goals mutually acceptable to student and supervisor;
- 1.6.4 committed themselves to detailed reporting and evaluation of their practice by writing a minimum of eight verbatim reports of their pastoral ministry to people, at least three of which will be presented for peer feedback, and the remainder presented for written supervisory annotation and discussion in individual supervision;
- 1.6.5 experienced first hand being acknowledged as a Pastoral Minister;

- 1.6.6 in supervision, reflected upon the actual experiences involved in the varying tasks of ministry such as pastoral visiting, ministry to individuals and groups, pastoral counselling, preaching, conducting worship, sacramental ministry, ethical decision making, administration, teaching etc.;
 - 1.6.7 given evidence of an adequate theological understanding of their experience and the experience of those to whom they minister;
 - 1.6.8 given time to reflect upon and evaluate the meaning of the pastoral role for the minister's own personal spirituality and formation, leading to self-supervision;
 - 1.6.9 written a Mid-Unit and Final Evaluation of their learning in the program of CPE which contains clinical evidence to support claims of development in movement towards goals, nuances in relationships with peers and supervisors, an awareness of their pastoral ministry and its effect on others, and some demonstration of their ability to use the CPE process.
- 1.6.10 NOTE: A student may need to complete several units of Basic CPE to meet the above objectives.

2.0 ADVANCED CLINICAL PASTORAL EDUCATION: GUIDELINES

To gain certification as having completed a unit of Clinical Pastoral Education at an Advanced Level the Candidate will be required to meet with a selected panel of professional people including representatives of the pastoral, supervisory and theological traditions. The panel's task is to ensure the candidate for Advanced Level Certification is competent at all four phases of the experiential cycle of learning. The Candidate for CPE Advanced Certification is required to engage in pastoral ministry in such ways as demonstrate competence in each phase of the cycle of learning at an Advanced Level. At this meeting the Candidate will be required through prepared documents and personal interview to demonstrate concrete experience, reflective observation, pastoral and theological conceptualization and active experimentation. At the Advanced Level freedom to depart responsibly from a basic format is important, as is the personal security of the Pastor in the absence of well defined roles and boundaries.

Advanced CPE requires a degree of pastoral formation and professional development. Advanced CPE provides continuing education in ministry development and pastoral care specialisation for persons who desire a ministry specialty such as, chaplaincy, pastoral counselling, congregational ministry, ministry to specific age groups, ministry to specific life situations and pastoral supervision in a non-CPE setting.

NOTE: A student may need to complete more than one unit of Advanced CPE to meet the unit objectives.

2.1 ADMISSION TO ADVANCED CPE

Admission to a program of Advanced CPE is based upon:

- 2.1.1 A completed application.
- 2.1.2 An admission interview with a qualified interviewer, usually with the CPE supervisor(s) of the CPE centre or cluster where application is made.
- 2.1.3 Meeting the objectives of Basic CPE and any educational requirements established by the CPE centre or cluster.
- 2.1.4 Adequate experience which indicates readiness for Advanced CPE.
- 2.1.5 Acceptance by a CPE centre or cluster.

2.2. REQUIREMENTS FOR ADVANCED CPE

- 2.2.1 Participation of students in intensive and extensive ministry, with an appropriate variety of pastoral encounters and a specific focus for those who select a pastoral care specialty.
- 2.2.2 Observation and reporting of the practice of ministry.
- 2.2.3 Individual supervision by an accredited CPE supervisor.
- 2.2.4 Participation of Advanced student(s) or Basic and Advanced students in a peer group which has no less than three and no more than six members, and each group is to provide time for each student to enter into a creative interpersonal process for learning.

- 2.2.5 A contract for learning developed between the student and supervisor with a clear definition of any chosen area of specialization.
- 2.2.6 A program developed through consultation with the student which enables the student to meet the objectives of Advanced CPE, utilizes the unique resources of the CPE centre or cluster, and takes into account the student's interests and specialization.

2.3 OBJECTIVES OF ADVANCED CPE

The purpose of Advanced CPE is the development of professional competence in ministry and/or a pastoral care specialty. Specific objectives of Advanced CPE are:

- 2.3.1 To become a competent pastor of persons and groups in various life situations and crisis circumstances, and to develop the skills to provide intensive and extensive pastoral care and counselling.
- 2.3.2 To utilize the clinical method of learning.
- 2.3.3 To utilize the support, confrontation, and clarification of the peer group for the integration of personal attributes and pastoral functioning.
- 2.3.4 To become competent in self-evaluation and in utilizing supervision and consultation to evaluate one's pastoral practice.
- 2.3.5 To develop the ability to make optimum use of one's religious heritage, theological understanding, and knowledge of the behavioral sciences in pastoral ministry to persons and groups.
- 2.3.6 To acquire self-knowledge to a degree that permits pastoral care to be offered within the strengths and limitations of one's own person.
- 2.3.7 To develop the ability to work as a pastoral member of an interdisciplinary team.
- 2.3.8 To develop the capacity to utilize one's pastoral perspective, competence, and spirituality in a variety of functions such as preaching, teaching and administration as well as pastoral care and counselling.
- 2.3.9 When a pastoral care specialty is chosen, to develop:
 - i) familiarity with the theories and methods for the ministry specialty;
 - ii) one's own philosophy and methodology for the ministry specialty;
 - iii) ability to articulate the significance of the ministry specialty;
 - iv) pastoral competence in the practice of the ministry specialty.

2.4 CERTIFICATION GUIDELINES

To gain certification at Advanced CPE the candidate will be required to demonstrate competence in all four phases of the experiential cycle of learning: concrete experience, reflective observation, pastoral and theological conceptualization, and active experimentation. To this end, the candidate for CPE Advanced certification is required to engage in pastoral ministry in such ways as demonstrate competence in each phase of the cycle of learning at an Advanced level. At the Advanced level freedom to depart responsibly from a basic format is important, as is the personal security of the pastor in the absence of well defined roles and boundaries.

2.4.1 Concrete Experience as a Competent Pastor.

This means:-

- i) the ability to provide written documentation of an effective ministry to a wide range of people experiencing both life and developmental crises within themselves, their families, and their communities;
- ii) a capacity to listen, identify the person's agenda, and clarify the pastoral opportunities in any given situation;
- iii) the ability to attend to emergencies, to make appropriate decisions, and to confront the hard choices of truth and power;
- iv) competence to move in and be accepted by interdisciplinary staff, security of identity, personality and authority, and capacity when stressed to care for self and others.

2.4.2 Reflective Observations on Ministry

This means:-

- i) the ability to evaluate and articulate the quality of ministry to people, relationships with peers and supervisors, progress towards goals and objectives;
- ii) an ability to engage in self and peer supervision;
- iii) competence in knowing and articulating a preferred ministry style, naming the skills used, and assessing their appropriateness.

2.4.3 Abstract Theological and Pastoral Conceptualization.

This means:-

- i) the capacity to develop general pastoral principles from the details of individual conversations and case studies;
- ii) to extrapolate from particular encounters insights into general theological concepts;
- iii) the capacity to consider and explore in what way the particular challenges or reframes a general theological theme or concept;
- iv) the ability to explore in what way the particular situation has value for future ministry to the person concerned, or in ministry to others, or for the ministry of the Church in general.

2.4.4 Active Experimentation and Integration.

This means:-

- i) ability to incorporate new learning into subsequent ministry practice and professional relationships;
- ii) ability to consider alternative approaches to ministry, a variety of stances with people, and a range of strategies.

2.5 NOTE:

A student may need to complete more than one unit of Advanced CPE to meet the above objectives and certification standards.

2.6 REVIEW COMMITTEE FOR ADVANCED CPE

To be accredited as an Advanced CPE student and/or to proceed to Supervisory Education a student needs to present before a Review Committee approved by SANTACPE. The candidate, in consultation with his/her supervisor (who will chair the committee) will invite five professional people to be members of the committee, and will make the necessary arrangements. Members of the committee shall include representatives of the pastoral, supervisory, and theological traditions.

It is recommended that the candidate pay an honorarium of twenty dollars to each member of the committee to cover travel and out of pocket expenses.

2.7 WRITTEN REQUIREMENTS.

The candidate will be required to provide the following materials, typed on no more than twenty A4 pages (not including Appendix, see 2.14.7), securely bound, and delivered to each member of the committee two weeks before the meeting. Final Evaluation may be presented three days prior to the meeting.

- 2.7.1** A brief statement of request to the committee.
- 2.7.2** A verbatim report of a pastoral conversation, including any prayer or other religious resources used with a person or persons, and evaluation of that ministry.
- 2.7.3** A comprehensive case study and evaluation of a pastoral ministry with one particular person or family, including a report of an inter-professional contact with a pastoral purpose.
- 2.7.4** An essay, not exceeding 1500 words, on a subject demonstrating the ability to reflect upon a single case or selection of cases, in a way that shows integration of theology and ministry.
- 2.7.5** A report on any pastoral care specialty chosen, this report to demonstrate fulfillment of the criteria specified in 2.3.9.

2.7.6 Final Evaluation for the CPE unit.

2.7.7 Appendix

- i) Include Final Evaluations of other CPE units.
- ii) An updated autobiographical statement, including an account of your faith journey and development.
- iii) A copy of 2.0 - 2.8 of these Standards.
- iv) Should the candidate have conducted his/her ministry in a context other than the Centre, a letter of support from his/her Pastoral Administrator.

2.8 This review may be coordinated with requirements of a person moving into Pastoral Supervision (see 3.1 below).

PASTORAL SUPERVISOR

3.0 ACCREDITATION FOR SUPERVISORY RESPONSIBILITIES FOR - PASTORAL SUPERVISOR.

The South Australia Northern Territory Association for Supervised Pastoral Education Inc. (SANTACPE) recognises the role of the Pastoral Supervisor as integral to the discipline of Clinical Pastoral Education (CPE). Pastoral Supervision is the foundation upon which succeeding levels of clinical pastoral supervision are built. The emphasis of the Pastoral Supervisory level is to assist the CPE participant gain a sense of pastoral identity and professional self-worth. Pastoral supervision aims to develop in CPE participant's qualities and abilities which facilitate the enjoyment of, competence in, and satisfaction with, their pastoral ministry.

3.0.1 In being free from the administrative responsibilities of supervision associated with Clinical Supervisors and Clinical Pastoral Educators, the Pastoral Supervisor provides individual supervision for basic and where appropriate advanced CPE participants.

3.0.2 Pastoral Supervisors provide leadership within the context of clinical seminars and case conferences as specified by the course coordinator (Acting Clinical Supervisor and above).

3.1 Entry into Supervisory CPE: Requirements

The candidate seeking to commence acting as a Pastoral Supervisor shall:-

3.1.1 be ordained, professed, commissioned, licensed or attested as in good standing by a recognised Religious/Faith Community for pastoral ministry;

3.1.2 hold current full membership with SANTACPE,

3.1.3 have successfully completed at least three units of CPE including at least one unit of Advanced CPE -

3.1.3.1 have completed a unit of CPE within three years of application, or be actively involved in the life of the Association;

3.1.3.2 demonstrate an awareness of the current practices of clinical pastoral supervision and the supervisory responsibilities required by SANTACPE standards;

3.1.4 Where the candidate for supervisory training comes from a major world faith, other than Christianity, she or he, prior to commencing to act as a pastoral supervisor shall have successfully completed study in that faith and practice, in a form and content that is recognised by that faith tradition.

3.1.5 Have gained the recommendation "readiness to act as a Pastoral Supervisor" by an Ad Hoc Committee of Review.

3.1.5.1 The Ad Hoc Committee shall be organised and chaired by the SANTACPE Centre Director of the Centre in which the candidate negotiated to act and shall include at least two additional accredited CPE supervisors all of whom shall receive an honorarium from either the CPE center or the Candidate.

3.1.6 The candidate shall provide written materials to the Ad Hoc Committee two weeks prior to the meeting. The required materials should include the following:

- 3.1.6.1** A cover sheet containing such information as name, address, present position, religious or faith affiliation, relevant degrees, diplomas and certificates, relevant professional occupational background and experience in Clinical Pastoral Education.
- 3.1.6.2** A statement of request by the candidate of this Review Committee.
- 3.1.6.3** An updated autobiographical statement.
- 3.1.6.4** A statement of, and theological reflection upon, the candidate's personal spiritual pilgrimage.
- 3.1.6.5** A copy of the findings and recommendations from the candidate's presentation to any previous committees, for example Advanced and Ad Hoc.
- 3.1.6.6** A letter of endorsement of the 'Application To act as A Pastoral Supervisor from an appropriate source within their ecclesiastical relationships or community.

The candidate shall also provide either:

- 3.1.6.7** A comprehensive report and critical evaluation of the candidate's functioning as a minister over a seven-day period. The report should include:-
- 3.1.6.8** The criteria by which daily pastoral priorities were established and how they were carried through.
- 3.1.6.9** An evaluation of any tensions experienced between pastoral, administrative, priestly, prophetic and preaching responsibilities.
- 3.1.6.10** Delineation of limits established by the candidate in ministry.
- 3.1.6.11** An evaluation of the extent to which the candidate was successful in staying within the limits set.
- 3.1.6.12** A journal and evaluation of the interpersonal relationships engaged in during one eight hour day.
- 3.1.6.13** A report and assessment of one pastoral conversation of particular note,

OR

- 3.1.6.14** A comprehensive report and critical evaluation of the candidate's pastoral ministry to one particular person to whom ministry was offered over an extended period. The report should include:
- 3.1.6.15** An assessment of the candidate's ministry based upon clinical materials such as reports of pastoral conversations or critical incident reports.
- 3.1.6.16** A description of the manner in which particular pastoral issues were negotiated.
- 3.1.6.17** Delineation of limits established by the candidate in ministry.
- 3.1.6.18** An evaluation of the extent to which the candidate was successful in staying within the limits set.
- 3.1.6.19** The outcome(s) of this ministry for the person being to whom ministry was offered by the candidate.

AND

- 3.1.6.20** An essay of no more than 1500 words addressing the candidate's understanding of CPE supervision, why the candidate seeks to enter supervisory CPE training and what the candidate brings to the practice of CPE supervision.
- 3.1.6.21** A copy of the candidate's most recent CPE final evaluation.

3.2 Entry into Supervisory CPE: Application

The Applicant to commence as an Acting Pastoral Supervisor shall apply by letter to the Secretary of SANTACPE Executive Committee. The letter of application shall include:-

3.2.1 Evidence of fulfillment of 3.1.1 to 3.1.5.

3.2.2 A copy of the recommendations from the Ad Hoc Committee of Review, which met to assess readiness to act as a Pastoral Supervisor.

3.2.3 A supporting letter from the Director of the CPE Centre in which the applicant has negotiated to act as a Pastoral Supervisor.

3.3 Entry into Supervisory CPE: Approval and Registration

When the application to act as a Pastoral Supervisor has been approved and ratified by the Executive of SANTACPE Inc. the applicant shall be notified by the Secretary of SANTACPE that Acting Supervisory status has been registered with the Association.

3.4 Entry into Supervisory CPE: Beginning to act as a Pastoral Supervisor

The Acting Pastoral Supervisor on receipt of written advice of registration may begin to act as a Pastoral Supervisor on behalf of SANTACPE Inc. in a registered program of CPE.

3.5 Apprenticeship in Pastoral Supervision: Concrete Experience and Active Experimentation in Pastoral Supervision

Following the preceding negotiations, Acting Pastoral Supervisors may act for no more than six units or for up to three years in the Centre(s) that has/have accepted them in this role. Those acting as a Pastoral Supervisor shall do so:-

3.5.1 under the coordination of an accredited supervisor authorized to conduct units of CPE at the relevant centre

3.5.2 under the supervision of a Clinical Supervisor or Clinical Pastoral Educator

3.5.3 during the acting period the candidate's experience in Pastoral Supervision should include the following:-

3.5.3.1 participation in the selection of CPE participants

3.5.3.2 the conduct of orientation seminars and institution tours

3.5.3.3 the leading of selected seminars in the presence of an acting or accredited Clinical Supervisor or Clinical Pastoral Educator

3.5.3.4 the provision of actual individual supervision in at least-two units of CPE

3.5.3.5 the provision of individual supervision for a minimum of four participants over two or more units of CPE

3.5.3.6 individual supervision of no more than two thirds of the participants in a group and in no case exceeding three participants in any one unit,

3.5.3.7 conjoint leadership of mid-unit and final evaluation seminars,

3.5.3.8 participation in the life of SANTACPE Inc.

3.5.3.9 ongoing applied pastoral ministry in a parish, institution, or community agency,

3.5.3.10 participation in in-service training and conferences for Supervisors

3.6 Apprenticeship in Pastoral Supervision: Reflective Observation in Pastoral Supervision

The candidate's supervision should include the following:

3.6.1 ten hours of individual supervision in each unit as an Acting Pastoral Supervisor. This supervision is to be provided by the Centre Director or a Clinical Supervisor or Clinical Pastoral Educator as delegated by the Centre Director.

3.6.2 appropriate involvement in post seminar and group reviews with supervisory colleagues participating in the unit of CPE

3.6.3 written evaluations of each unit as an Acting Pastoral Supervisor as required in the CPE program as described by 3.5.1-3.5.3.10. Each evaluation should include:

- 3.6.3.1** an evaluation of the Acting Pastoral Supervisor's relationship with the Centre Director, their supervisor, the Course Coordinator and course peer supervisors.
- 3.6.3.2** an evaluation of their supervisory relationship with each CPE participant individually supervised as distinct from the one page report of their supervision of the participant (see 3.6.3.4)
- 3.6.3.3** demonstration of their aptitude to function with respect to selected standards, outcomes and objectives for a Pastoral Supervisor as set out in 3.12.1-3.12.6.
- 3.6.3.4** a written one page report of their supervision of each participant supervised which will be maintained for five years in the files of the Centre Director.

3.7 Apprenticeship in Pastoral Supervision: Abstract Conceptualisation in Pastoral Supervision

In addition to the apprenticeship in supervision prescribed in 3.5 and 3.6 Acting Pastoral Supervisors are advised to gain the following Education in Supervision within SANTACPE Inc. prior to presentation for accreditation at this level:

- 3.7.1** Participation including presentations in supervisory sessions arranged by SANTACPE executive for the period of acting pastoral supervisor. The course curriculum shall provide the opportunity for supervisors in training to begin the process of conceptualizing their supervisory acts and share reporting of supervision.
- 3.7.2** Completion of a unit of ten hours of individual education in supervision with an accredited or Acting Clinical Pastoral Educator. This supervision would focus upon the education of the Acting Pastoral Supervisor with regard to the standards and tradition of SANTACPE Inc., the process of application for review and the preparation of written materials. This supervision would also explore a candidate's relationship with SANTACPE

3.8 Application for Accreditation as a Pastoral Supervisor

Written application by the candidate to the Executive committee of SANTACPE for permission to present for Review as a Pastoral Supervisor should be in the hands of the Committee Chairperson four months prior to the review date. The following information should accompany the written application:

- 3.8.1** Written documentation that the candidate has fulfilled the experience required under clauses 3.5.3.1 to 3.5.3.10, and clauses 3.7.1 and 3.7.2. Each clause should be addressed individually, including dates of units and names of CPE participants supervised.
- 3.8.2** The prescribed fee for the review shall be paid to SANTACPE upon notification from SANTACPE Executive of their acceptance of the application for a review.
- 3.8.3** Copy of a letter from the Secretary of the Executive of SANTACPE giving notice that the candidate has been registered as an Acting Pastoral Supervisor
- 3.8.4** Written Evidence of current good standing in a Faith/Religious Community
- 3.8.5** Evidence of current SANTACPE Inc. membership.
- 3.8.6** Letter of support from CPE Centre Director/s.

3.9 Accreditation Process: Preparation of Documentation

A Review Committee is concerned with the candidate's ability to demonstrate the personal and professional competence essential for the supervision of ministry. SANTACPE Inc. recognises supervision as a senior professional discipline and expects all materials to demonstrate that level of functioning. The following written materials are required:

- 3.9.1** A cover sheet containing name, address, present position, religious or faith affiliation, relevant degrees, diplomas and certificates, relevant professional occupational background and experience in CPE.
- 3.9.2** A statement of request by the candidate of this Review Committee.

3.9.3 An updated autobiographical statement.

3.9.4 A statement of, and theological reflection upon, the candidate's personal spiritual pilgrimage.

3.9.5 Copies of previous review committee findings.

3.9.6 A copy of the evaluation written by the candidate's supervisor of the concrete experience, active experimentation and reflective observation in supervision as required in 3.5 and 3.6.

3.9.7 A copy of the evaluations written by the candidate's Educator(s) of the "Education in Supervision within SANTACPE Inc." as advised in 3.7

3.9.8 The candidate's written evaluations of each unit as an Acting Pastoral Supervisor as required in 3.6.3 and written evaluation of their "Education in Supervision within SANTACPE Inc", as advised in 3.7.

3.9.9 A comprehensive report and critical evaluation of the supervision of one CPE participant engaged in a basic unit of CPE. The report should include:

3.9.9.1 The candidate's description of the participant, including a biographical sketch.

3.9.9.2 a) A description and evaluation of the candidate's own goal-setting process for their supervision and the supervision involved in assisting the CPE participant to set clear, realistic and achievable goals.

b) A description of any contribution by the candidate to planning of the CPE participant's ministry placement and/or definition of the work to be supervised;

c) A description of the planning of the educational programme to be undertaken in the group;

d) A description of the supervisory stances and attitudes anticipated to be important in supervising the CPE participant.

3.9.9.3 A description and evaluation of the supervision the candidate provided for the CPE participant and an assessment of the CPE participant's development personally and in ministry as demonstrated by clinical materials, the candidate's comments on verbatim reports and excerpts from supervisory conferences.

3.9.10 A summary description and evaluation (limited to one page each) of the candidate's supervision of one CPE participant from each unit in which the candidate has supervised.

3.9.11 An essay of no more than 2000 words that indicates the supervisor's theoretical perspective in pastoral theology as it applies to their individual supervision of CPE participants. The essay offers the opportunity for the candidate to describe a vignette from their supervisory experience and explore how their theology informs, enlightens or challenges this experience in supervision or vice versa. The following may be used as guidelines:-

- How does the candidate's theology help in understanding the supervisory relationship?
- How does the candidate understand people as creatures of God and how does that understanding inform supervision?
- What theologians or theological resources inform the candidate's theological position?

3.9.12 An Appendix which includes:

3.9.12.1 Copies of the final evaluations written by the CPE participants referred to in 3.9.9 and 3.9.10.

3.9.12.2 A letter from the Centre Director/s which declares that consent forms from those CPE participants whose evaluations are included with this document are held in the Centre/s files.

3.10 Accreditation Process: Presentation of Documentation

The candidate's written documentation excluding final evaluations of CPE participants 3.9.9 and 3.9.10 and covers sheet shall not exceed 40,000 words. Copies shall be provided by the candidate to each of the five members of the Review Committee at least fourteen (14) days prior to the scheduled day of review.

3.11 Accreditation Process: Presentation of Documentation

Each Review Committee appointed by the SANTACPE Executive shall consist of five supervisors including the Director of the Clinical Centre in which the Acting Pastoral Supervisor has worked or the Director's delegated Clinical Supervisor and at least two additional Clinical Supervisors.

- 3.11.1** The committee shall normally comprise five (5) members drawn wherever possible from different accredited centres, gender and faith traditions. One member shall be appointed committee chairperson and shall provide a written report and recommendation to the next meeting of the SANTACPE Executive. Copies of the Chairperson's report shall be available to the candidate on request to the SANTACPE Executive

3.12 Accreditation Process: Presentation of Documentation

In order to be accredited as Pastoral Supervisor, a Candidate shall demonstrate aptitude in the following:-

3.12.1 Basic Supervision

Ability to evoke in the CPE participant a sense of pastoral identity and professional self-worth.

3.12.2 Clarity of Boundaries

Ability to discuss the pastoral role and professional identity. Ability to assist the participant to clarify priorities and establish boundaries in their ministry. Capacity to assist the participant to adjust to a variety of stressful circumstances in ministry.

3.12.3 Ministry Competence

Ability to model competence in Pastoral Ministry and demonstrate qualities and abilities that facilitate enjoyment and satisfaction in ministry.

3.12.4 Review of Written Work

Ability to review the written work of participants, and discuss the participant's intervention with clients, patients and/or parishioners.

3.12.5 Understanding of Professional and Ethical Conduct

Ability to assist participants to demonstrate within their practice of ministry the level of professional and ethical conduct in compliance with the ANZACPE. Code of Ethics.

3.12.6 Pastoral Supervisor's Faith Tradition

Ability to communicate an understanding of the supervisor's faith tradition referred to in 3.1.4 and demonstrate sensitivity to other faiths in the context of pastoral ministry and supervision.

3.13 Post Accreditation responsibilities and accountability

Following accreditation the Pastoral Supervisor is authorized to function under clearly defined supervision within a CPE program conducted by an accredited or Acting Clinical Supervisor or Clinical Pastoral Educator. This involves a complex network of responsibilities and accountability. The following sections are intended to provide guidelines for Pastoral Supervisors, Course Conductors and Centre Directors:-

3.13.1 Responsibilities of an Accredited Pastoral Supervisor

The emphasis for the Pastoral Supervisor is to assist the participant in gaining a sense of pastoral identity and professional self-worth. Pastoral Supervision aims to develop in participant's qualities and abilities which facilitate the enjoyment of, competence in and satisfaction with their pastoral ministry. In being free from the responsibilities for administration, group co-ordination, direction and education associated with accreditation as a Clinical Supervisor and/or Clinical Pastoral Educator, the Pastoral Supervisor provides:-

- 3.13.1.1** individual supervision for selected basic and where appropriate, post-basic and advanced CPE participants,

- 3.13.1.2** supervision of no more than two thirds of the participants in a group and in no case exceeding three selected participants in any one unit,

- 3.13.1.3** leadership within the context of clinical seminars and case conferences as specified by the course co-ordinator,

- 3.13.1.4** general assistance to the acting or accredited Clinical Supervisor or Clinical Pastoral Educator conducting the course,

- 3.13.1.5** a one page report of their supervision of each participant supervised to be maintained for five years in the files of the Centre Director.

3.13.2 Accountability of the Pastoral Supervisor

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

3.13.3 Responsibilities of the Course Conductor

Whilst the Pastoral Supervisor assists in supervision in the course the Course Conductor (accredited or Acting Clinical Supervisor or Clinical Pastoral Educator) shall:-

- 3.13.3.1** be recognised by the management of the institution in which the CPE participants are placed as responsible for the conduct of the CPE program.
- 3.13.3.2** attend and have oversight of all clinical seminars and case conferences in the unit.
- 3.13.3.3** conduct the opening seminar to welcome CPE participants to the program and orientate them to the CPE group.
- 3.13.3.4** lead all the groups conducted so as to develop the relationships between the group membership and observe and evaluate ongoing life of the group.
- 3.13.3.5** direct the work of the Pastoral Supervisor and consult directly with the Pastoral Supervisor on at least three occasions during each unit to plan, monitor and evaluate the CPE unit.
- 3.13.3.6** ensure that the Pastoral Supervisor writes a one page report of their supervision of each participant, to be maintained for five years in the files of the Centre Director, and the records of the acting or accredited Clinical Supervisor or Clinical Pastoral Educator conducting the course.
- 3.13.3.7** ensure that the Pastoral Supervisor receives ongoing individual and ~~for~~ peer group supervision appropriate to their professional development, and encouragement to undertake pastoral, theological, and supervisory education.

3.14 Continuation of Acting Status

A candidate not accredited as a Pastoral Supervisor following review may be permitted to continue to act within approved programs of CPE for such periods as the SANTACPE Executive shall determine.

3.15 Re- Accreditation

Accreditation as a Pastoral Supervisor is subject to ongoing review after five years or review at such other periods as the Executive of SANTACPE Inc. shall from time to time determine in particular instances. It is expected that the applicant shall be supervised in at least one accredited unit of CPE within the period under review. Re-accreditation will not be granted to a supervisor who has not fulfilled this requirement within a five year period.

3.15.1 Application for Re-accreditation

Written application for review of accreditation shall be made to the Secretary of the SANTACPE Executive in the fifth year in which accreditation is completed and four months prior to the review date, together with a cheque for the prescribed re-accreditation fee.

3.15.2 Re-accreditation Committee

The Re-accreditation Committee shall be organised by the Secretary of the SANTACPE Executive. The committee shall normally comprise five (5) members drawn wherever possible from different accredited centres, gender and faith traditions. The Re-accreditation Committee shall be chaired by the President or delegated representative, who shall present a report and recommendation to the Registration and Certification Committee.

3.16 Materials for Re-accreditation

The following materials are required:

- 3.16.1** A cover sheet and recommendations from the previous Committee. An evaluation (of no more than 5,000 words) of the salient features of their pastoral ministry, pastoral supervision, and relationships with CPE participants, Clinical Supervisors, Clinical Pastoral Educators, other Pastoral Supervisors, the Association, Institution and Church authorities of the Candidates faith tradition (since their last accreditation).
- 3.16.2** Two one page reports of supervision of participants, one of whom has been a pleasure to supervise, one whose supervision has been costly and painful.
- 3.16.3** A statement addressing the Pastoral Supervisor's plans for the future. (Limited to one A4 typed page).
- 3.16.4** Final Evaluations of each of the two participants referred to in 3.16.2.
- 3.16.5** A statement from the Centre Director verifying that the requirements of 3.13.3.7 have been addressed. This statement will identify the supervisors and the period of supervision contracted with each supervisor.
- 3.16.6** A report from the Centre Director, which addressed the professional supervisory practice of the Pastoral Supervisor within the Centre.

4.0 CLINICAL SUPERVISOR.

STANDARDS AND PROCEDURES FOR ACCREDITATION AS CLINICAL SUPERVISOR

These standards reflect current ANZACPE Inc. standards.
(ANZACPE numbering should be the same numbers after the 4)

4.1 In order to be accredited at the level of Clinical Supervisor, a candidate shall demonstrate the following minimum requirements:-

- Candidates will have practised supervision in and belong to a C.P.E. Centre, registered under the standards of their member organisation.
- Within this organisation the candidates will have previously demonstrated pastoral and supervisory competence in individual and group supervision and have gained accreditation/certification as Pastoral Supervisor (formally Level 1).
- ie. Candidates will have acquired the ability to supervise individual students giving attention to unique patterns of personal and professional development and assisting in the movement towards pastoral identity.
- Candidates shall have knowledge of and adhere to a Code of Ethics, accepted by the member organisation.
- Candidates shall have reached a minimum theological qualification accepted by the organisation.

It is recommended that candidates shall have conducted a minimum of four units of CPE as an Acting level 11 supervisor, individually supervising a minimum of eight (8) students in total. NSW candidates are recommended to have supervised a minimum of two (2) units, individually supervising a minimum of (5) students

Where a candidate has not met these recommendations, the member association shall give reasons, eg citing potential equivalence in learning, and attest to the person's readiness to present for accreditation review. This shall be included in the member association's letter of support for application for review to the ANZACPE Professional Standards Committee.

The candidate needs to ensure that the integration of any claims to such prior or contextual learning is clearly demonstrated to the review committee through written materials and engagement in the review process.

4.1.1. Administrative Awareness and Competence

Ability to plan, implement conduct and evaluate units of C.P.E.

This ability will be in regard to:

- creation of a program,
- recruitment, selection and placement of students,
- budgeting,
- negotiation with management and professional organisation,
- awareness of the philosophy and policies of the institution/agency,
- timetabling
- recording and maintenance of records
- ethical and professional standards of practise

4.1.2. Interpersonal Awareness and Competence.

4.1.2.1 Ability to relate empathetically and professionally as a caring person with colleagues, peers, students, authorities and church organisations / communities of faith, in the context of individual and group situations.

4.1.2.2 Ability to be articulate about these relationships.

4.1.2.3 Ability to recognise and value the culture and faith traditions in relationships and willingness to use consultants in the clarification of issues.

4.1.2.4 Ability to relate to supervisory colleagues and professionals from other disciplines within the training context.

Develop within the CPE program, the integration of resources present within the institution and beyond eg interdisciplinary staff, library and administrative structures, community resources and theological consultants.

4.1.3. **Intrapersonal Awareness and Competence.**

4.1.3.1 Emotional and spiritual integration

4.1.3.2 Personal integrity.

4.1.4 **Supervisory Awareness and Competence**

4.1.4.1 Ability to appropriately use personal qualities, experience and self awareness in supervision.

4.1.4.2 Ability to utilise awareness of individual histories, psychological patterns and learning styles to facilitate students' taking of responsibility for engagement with and development of their learning process and claiming of personal resources and pastoral identity.

4.1.4.3 Ability to define and evaluate students' pastoral and personal resources including the ability to utilise a variety of supervisory strategies and interventions.

4.1.4.4 Ability to facilitate the development of group interpersonal interaction.

4.1.4.5 Ability to attend to and distinguish between the differences in individual and group needs addressing these and other such boundary issues.

4.1.4.6 Ability to co-ordinate, supervise and direct the work of other supervisors supervising in the C.P.E. unit.

4.1.5 **Educational Awareness and Competence.**

4.1.5.1 Ability to conceptualise one's own philosophy of C.P.E. as a learning theory, recognising the contribution of other educational theorists.

4.1.5.2 Ability to integrate theories with supervisory practice.

4.1.5.3 Ability as an experiential educator, to use all elements of the C.P.E. experience as opportunities for learning and education.

4.1.6. **Theological Awareness and Competence**

4.1.6.1 Ability to articulate clearly the candidate's own theology.

4.1.6.2 Ability to conceptualise a theology of ministry as expressed in the candidate's supervisory practice.

4.1.6.3 Ability to reflect theologically on experience and demonstrate the integration of theology in supervisory practice.

4.1.6.4 Ability to help others reflect theologically on experience and to experience theology in the practice and context of ministry.

4.2 Materials required for an Application.

A Review committee is concerned with the candidate's ability to demonstrate the personal and professional competence essential for the supervision of ministry. It is expected that all materials will clearly demonstrate the level of functioning required of a senior professional discipline and respect the confidentiality of all persons who might otherwise be identified through the material.

Candidates' materials shall reflect and report evidence from current supervisory practice conducted during their period of acting at level 11. Candidates seeking accreditation are required to submit the following:

4.2.1 *Written materials shall not exceed 25,000 words in length, excluding the materials described in paragraphs 2.1.5, 2.1.6, 2.1.7 and 2.1.10. Materials shall be written in Times New Roman or Verdana script, font 12 with 1.5 spacing and minimum margin of 2 cms.*

4.2.1.1 A cover sheet containing name, address, age, present position, church denomination/faith community, degrees, diplomas and certificates, professional occupational background, experience in supervised pastoral education and results of previous reviews.

4.2.1.2 A statement of request by the candidate of the review committee.

4.2.1.3 An autobiographical statement.

4.2.1.4 A statement of, and theological reflection upon, the candidate's spiritual pilgrimage.

4.2.1.5 Copies of all previous review committee findings.

4.2.1.6 A copy of the evaluation(s) by the candidate's Supervisor(s) of the units of C.P.E. that the candidate has conducted since the previous accreditation.

4.2.1.7 From ASPEA and SANTACPE members and other candidates who have completed a unit of Education in Supervision, a copy of the evaluation by the candidate's educator of the unit of "Education in Supervision".

4.2.1.8 A detailed evaluation report (not exceeding 3500 words) of the candidate's supervision as an acting Level II supervisor of one student engaged in a unit of C.P.E. conducted during the past two years. The report shall include:

4.2.1.8.1 The candidate's description of the student including a biographical sketch.

4.2.1.8.2 The candidate's description and evaluation of the goal setting process.

4.2.1.8.3 The candidate's plans for the student's ministry placement and educational process.

4.2.1.8.4 The candidate's supervisory stances and attitudes anticipated to be important in supervising the student.

4.2.1.8.5 A description and evaluation of the supervision of the student, including:

- i) An assessment of the student's development demonstrated by clinical materials;
- ii) The candidate's comments on the clinical materials;
- iii) Excerpts from supervisory conferences;
- iv) The manner in which particular issues or incidents were addressed in supervision, with reference to standard 2.1.8.4

4.2.1.8.6 A description and evaluation of the peer group process particularly as it contributed to and/or interfered with the candidate's supervision and the student's development.

4.2.1.8.7 The candidate may choose to illustrate his/her evaluation report with audio or video tape vignettes.

4.2.1.8.8 Where audio or video tapes are being presented the following shall apply:

- i) The selected vignettes are no more than 5 minutes duration;
- ii) Transcripts of the material on the tapes be provided;
- iii) The candidate gives clear indication of what aspect of his/her supervisory qualities/stances the material illustrates and
- iv) A copy of the tape and transcript be provided to each member of the committee with the written materials.

4.2.1.9 A summary description and evaluation (limited to one page each) of the candidate's supervision of five students while acting as a Level II supervisor.

4.2.1.10 Copies of the final evaluations written by the students referred to in 2.1.8 and 2.1.9 above, having due regard to issues of confidentiality.

4.2.1.11 An essay on a pastoral subject demonstrating the integration of clinical pastoral data, sensitivity to the social sciences and theological competence.

4.2.1.12 A paper on the candidate's methodology and philosophy of supervision within the context of C.P.E.

4.2.1.13 A comprehensive report of the candidate's acting as a Level II supervisor, addressing the following specific areas:

- i) A description of the clinical setting(s) in which the program(s) took place, with particular reference to the implications of these settings for the student's learning.
- ii) A description and evaluation of programs the candidate has supervised with reference to specific students, issues, themes and incidents.
- iii) An evaluation of relationships with the C.P.E. centre director(s) or equivalent where applicable – and the candidate's supervisor(s) and mentors. (see 3.3.1)
- iv) A statement demonstrating the way the candidate has addressed the issues relating to professional identity and function as Level II supervisor including plans/goals for the future.

4.2.1.14 For ASPEA and SANTACPE applicants and other candidates who have completed a unit of "Education in Supervision" an evaluation of the candidate's participation in that unit including the relationships with the Level III supervisor, and an evaluation of the peer group course in supervision.

4.2.1.15 A statement by the candidate and co-signed by the Centre Director(s), verifying that a release form giving permission for the candidate to use students' taped vignettes and written materials in their accreditation process, has been signed by the student(s) concerned, and is stored in the Centre with the student(s') materials.

4.3 Provisional Accreditation

In the event of the candidate being unable to satisfy the ANZACPE standards for accreditation, the review committee may decide to recommend to the member association that provisional accreditation be granted for the period of one year.

- 4.3.1** The candidate shall undertake to fulfill the committee's recommendations in his/her supervisory practice and demonstrate the same to a subsequent review in twelve months
- 4.3.2** The member association shall retain the right to grant provisional accreditation.
- 4.3.3** The member association shall oversee and support the candidate's supervisory practice during the provisional period and shall be responsible for requesting the subsequent review.
- 4.3.4** Should the subsequent review not occur in the required time frame, accreditation shall lapse. The member association shall be responsible for notifying the ANZACPE registrar.
- 4.3.5** In the event of an extension to the period of provisional accreditation being required an appeal may be made to the member association in the first instance and to the ANZACPE professional standards committee in the second giving reasons for the request.
- 4.3.6** Any extensions will not exceed 24 months from the date of the first review.

4.4 RE-ACCREDITATION AS A CLINICAL SUPERVISOR

Re-accreditation reviews are to be held after every five (5) years with a maximum period of seven (7) years between reviews. A candidate seeking re-accreditation is required to clearly demonstrate and give evidence of functioning at a professional level of supervision in accordance with Standards 4.1.1- 4.1.6 above.

Re-accreditation materials shall include:

4.4.1 A cover sheet containing name, address, age, present position, church/faith community, degrees, diplomas and certificates, professional occupational background, experience in supervised pastoral education and results of previous reviews.

4.4.2 A statement of request by the candidate of the review committee.

4.4.3 A copy of the previous review committee's recommendations and a statement limited to one page focusing on the candidate's addressing of the same, making reference to professional development opportunities taken up and issues addressed in the candidate's own supervision.

4.4.4 An evaluation (limited to four A4 typed pages) of the salient features of the supervisor's work as a Level II supervisor during the past five years, highlighting the high and low point in the supervisor's relationships with students, supervisory colleagues, peers, Level I and Level III supervisors, the Clinical Pastoral Education organisation, Institution, church authorities and/or faith community.

4.4.5 An evaluation (limited to five A4 typed pages) of the supervisor's professional development in supervision undertaken since the last review. This should address challenges and insights gleaned from reflection on the supervisor's engagement in the supervisory process through his/her supervisory interventions, the supervisor's experience of receiving professional supervision and reading or study within the field.

4.4.6 A statement addressing the Level II supervisor's plans for the future (limited to one A4 typed page).

4.4.7 A paper relevant to supervisory issues of a standard suitable for publication and of not more than 3000 words.

4.4.8 A letter of support for the candidate's request from his/her supervisor indicating the contractual agreement and areas of focus for the candidate's supervision since the last review.

5.0 ACCREDITATION FOR SUPERVISORY RESPONSIBILITIES AS CLINICAL PASTORAL EDUCATOR

The South Australia Northern Territory Association for Clinical Pastoral Education Inc. [SANTACPE] recognises education in supervision as a senior professional discipline. Accreditation as a Clinical Pastoral Educator is the accreditation required to provide education in supervision according to the standards and constitution of the Association.

5.1 Functions of the Clinical Pastoral Educator

The Clinical Pastoral Educator is authorised to conduct an independently registered program of CPE maintaining the Standards of the Association, and in dialogue and fellowship with supervisory colleagues. The Clinical Pastoral Educator may supervise the work of basic, post-basic and advanced students singly or in small groups. The Clinical Pastoral Educator may direct and co-ordinate the work of one or more Pastoral Supervisors and Clinical Supervisors, and may provide education in supervision for Supervisors acting at all levels.

5.2 Consultation

Supervisory experiences at this level follow the decision to begin to act as a Clinical Pastoral Educator. Such a decision shall be taken in consultation with fellow Supervisors in the Association.

5.3 Intention to Act

The SANTACPE Executive Committee shall be notified of the Clinical Supervisor's intention to act at Clinical Pastoral Educator level. Notification shall include a supporting letter from the Clinical Pastoral Educator who will be consultant to the candidate during the period of acting as Clinical Pastoral Educator.

5.4 Period of Education

A candidate may, after due consultation with the SANTACPE Executive Committee, act as a Clinical Pastoral Educator for a period of up to three years. Any extension beyond this period requires the application to, and the specific approval of, the SANTACPE Executive Committee.

5.5 Education in Supervision

'Education in supervision' implies the specific education of supervisors in the philosophy and methodology of supervision by a Clinical Pastoral Educator or person acting at that level. This education in supervision takes place both in the course work (5.6.3) and in the individual sessions with the Clinical Pastoral Educator (5.6.1 and 5.6.2).

5.6 Required Practical Experience

Following the preceding negotiations, the candidate may act for a period of up to three years. During the acting period the candidate's experiences in supervision and education should include the following:

5.6.1 Education of a Pastoral Supervisor

Actual planning for, conduct and evaluation of the education in supervision of at least one Acting Pastoral Supervisor leading to and including review at the level of Pastoral Supervisor. A written evaluation of each unit of Acting at Clinical Pastoral Educator level for supervisors preparing for accreditation [Standards 3.7 and 3.9.7], and for the use of the Acting Clinical Pastoral Educator in writing up their review materials.

5.6.2 Education of a Clinical Supervisor

Actual planning for, conduct and evaluation of education in supervision provided for an acting Clinical Supervisor proceeding towards meeting the requirements of *Appendix 1* at 5.15. The period of education in supervision shall be a minimum of thirty (30) hours. A written evaluation of each unit of Acting at Clinical Pastoral Educator level for supervisors preparing for accreditation [Standards 4.2.1.7], and for the use of the Acting Clinical Pastoral Educator in writing up their review materials.

5.6.3 Peer Group Courses in Supervisory Education

Prior to their presentation for certification as a Clinical Pastoral Educator, it is advised that candidates share in the leadership of a course of supervisory education with an accredited Clinical Pastoral Educator Supervisor. Refer to *Appendix 2* at 5.16.

5.7 Application to Review as a Clinical Pastoral Educator

Written application by the candidate to the SANTACPE Executive Committee for permission to present for review at Clinical Pastoral Educator level should be in the hands of the Committee Secretary no later than three months prior to the day of review.

5.7.1 Checklist of Requirements to accompany Review Application.

- 5.7.1.1** Written demonstration that the candidate has met each of the requirements in 5.6.
- 5.7.1.2** Payment of the prescribed review fee for disbursement to review committee members, refunded in full if the application is not accepted, or less 25% if the candidate withdraws.
- 5.7.1.3** Copy of Clinical Supervisor Certificate.
- 5.7.1.4** Evidence of current ecclesiastical status.
- 5.7.1.5** Evidence of current SANTACPE Inc. membership.

5.8 Guidelines for Candidates preparing materials for Review Committee:- Clinical Pastoral Educator

A review committee is concerned with the candidate's ability to demonstrate personal and professional competence essential for the education of supervisors of people engaged in pastoral ministry. The following written materials are required:

- 5.8.1** A cover sheet containing such information as name, address, age, present position, church denomination, degrees, diplomas and certificates, professional occupational background, experience in supervised pastoral education and results of previous reviews.
- 5.8.2** A copy of previous review committee report.

- 5.8.3** A statement of the request by the candidate of the review committee.
- 5.8.4** An updated autobiographical statement.
- 5.8.5** A statement of, and theological reflection upon, the candidate's spiritual pilgrimage.
- 5.8.6** (A) report(s) from the Clinical Pastoral Educator(s) engaged as consultant(s) during the period of acting at Clinical Pastoral Educator level.
- 5.8.7** A detailed evaluation report of the candidate's education as an Acting Clinical Pastoral Educator of one supervisor engaged in the process of acting at Clinical Supervisor. The report should include:-
- 5.8.7.1** Candidate's description of the Acting Clinical Supervisor, including a biographical sketch, and giving attention to the candidate's assessment of the Acting Clinical Supervisor's faith development, learning style, orientation in spirituality and theology, and capacity for conceptual understanding at the commencement of the educational contract.
- 5.8.7.2** Candidate's description and evaluation of the negotiations towards the establishment of a contract for learning, with particular reference to:-
- i. clarification of the boundaries surrounding the delegation of authority and responsibility to the acting Clinical Supervisor to conduct a program within the Registered Centre by that CPE Centre Director;
 - ii. details of the negotiations for a fee paid to the candidate for the provision of "education in supervision".
- 5.8.7.3** In the case where the candidate is providing education of an Acting Clinical Supervisor within the candidate's Centre the report shall include:-
- i. a description and evaluation of the planning and stepping back process by the candidate for the Acting Clinical Supervisor to plan and conduct a program;
 - ii. an evaluation of the tensions experienced by the candidate and how they were addressed in either allowing the Acting Clinical Supervisor to function freely or follow established procedures in the Centre.
- 5.8.7.4** A description and evaluation of the education of the Acting Clinical Supervisor, including:-
- i. an assessment of the supervisor's development in supervision demonstrated by clinical materials;
 - ii. the candidate's comments on the supervisor's written reports;
 - iii. excerpts from educational conferences;
 - iv. the manner in which particular issues or incidents were addressed in education;
 - v. an assessment of the capacity of the Acting Clinical Supervisor to appropriate the "education in supervision".
- 5.8.7.5** Evaluation of the candidate's style and method of education and curriculum covered.
- 5.8.7.6** A description and assessment of the Acting Clinical Supervisor's capacity to move towards peership with Clinical Supervisors and continue to relate personally and professionally with Pastoral Supervisors, as well as an evaluation of the action taken by the candidate to help the Acting Clinical Supervisor to understand and make the transition.
- 5.8.8.** A summary description and evaluation (limited to five A4 typed pages) of the candidate's supervision of an Acting Pastoral Supervisor, while acting as a Clinical Pastoral Educator.
- 5.8.9** Copies of an evaluation of the educational relationship written by the Supervisors referred to in 5.8.7 and 5.8.8 above.

- 5.8.10** A report from the Registered CPE Centre Director focusing on the quality of the service delivered by the candidate to the Supervisor(s) of the students and the students' service delivery to clients, patients, and parishioners.

In the event that the candidate is the Centre Director, a report addressing the quality of service delivery shall be sought by the candidate from a responsible person in the institution qualified to express such an opinion.

- 5.8.11** A paper of a standard suitable for publication on a subject demonstrating the candidate's possession of:-

5.8.11.1 a clear theory of education;

5.8.11.2 an appreciation of a significant theological writer, or the exegesis of a passage of scripture;

5.8.11.3 the ability to practise the provision of "education in supervision" in the context of pastoral ministry within the Church.

- 5.8.12** A report of the candidate's acting as a Clinical Pastoral Educator, including:-

5.8.12.1 an evaluation of the candidate's relationship(s) with the consultant(s) engaged during the period of acting at Clinical Pastoral Educator level.

5.8.12.2 an evaluation of the candidate's transition from a Clinical Supervisor to a Clinical Pastoral Educator including an assessment of significant peer relationships.

5.8.12.3 a statement regarding completion of the issues surrounding the candidate's acting as a Clinical Pastoral Educator and plans for the future.

5.9 Presentation of Materials

The candidate's written papers excluding evaluations and cover sheet material shall not exceed the equivalent of fifty (50) A4 single spaced typed pages. Copies shall be provided to each member of the review committee at least fourteen (14) days prior to the scheduled day of review.

5.10 The Review Committee

Each review committee appointed by the Executive Committee shall normally comprise five members, drawn wherever possible from different accredited centres, but with at least one member being a member of SANTACPE. The committee shall consist of a majority of Supervisors accredited at Clinical Pastoral Educator level, together with a member of a theological faculty and or a senior representative of a discipline where supervision plays an integral part in professional formation.

- 5.10.1** One member of the committee 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 shall be appointed committee chairperson and shall provide a written report and recommendation to the next meeting of the Executive Committee. Copies of the presenter's and chairperson's reports shall only be available to the candidate on the agreement of the review committee.

5.11 The Standards, Outcomes, and Objectives for a Clinical Pastoral Educator

In order to be accredited as a Clinical Pastoral Educator, a candidate shall demonstrate the following minimum requirements:-

5.11.1 Administrative Awareness

Ability to teach the planning, organisation, leading, co-ordination and control of CPE programs with particular focus upon the relationship and accountability to the Association, and to management structures in an institution, organisation or region.

5.11.2 Interpersonal Awareness and Competence

5.11.2.1 Ability to relate pastorally and with authority to students and supervisors to whom responsibility for pastoral ministry, pastoral supervision, and clinical supervision is delegated.

5.11.2.2 Accountability to the Association to ensure the standards of the Association are maintained in the conduct of CPE programs.

- 5.11.2.3 Ability to co-ordinate multiple courses conducted simultaneously in one centre, region or organisation.
- 5.11.2.4 Accountability to the employer for time management and ministry priorities, and to the employer or manager of a secular institution or organisation for the quality of pastoral and supervisory services for which the candidate is responsible, and for the demarcation of roles.

5.11.3 Intrapersonal Awareness and Competence

Capacity to take appropriate responsibility for ongoing intrapersonal development.

5.11.4 Educational Competence

- 5.11.4.1 Ability to co-ordinate and complement the work of people at various levels of training in pastoral ministry and supervision as opportunities for experiential education.
- 5.11.4.2 Ability to disseminate state of the art information to students, supervisors and peers in the areas of pastoral ministry, theology, pastoral and clinical supervision.
- 5.11.4.3 Ability to apply the findings of research relevant to Clinical Pastoral Education.
- 5.11.4.4 Ability to conceptualise the theological conflicts experienced in the demands by contemporary society for measurements of effectiveness in the fields of pastoral care and educational program evaluation.

5.11.5 Theological Awareness

- 5.11.5.1 Ability to conceptualise and synthesise propositions from the theological disciplines with the findings of social science and the practice of Clinical Pastoral Education.
- 5.11.5.2 Awareness of the critical interrelatedness of faith development, theological orientation and indigenous spirituality in pastoral and supervisory formation.

[Note: The review of March, 2014 concluded at this point, to allow require and immediate review processes to proceed. Therefore, 5.12-5.14 have yet to be worked on.]

5.12 Continuation of Acting Status

A person not accredited at Clinical Pastoral Educator level following review may be permitted to continue to act within approved programs of CPE for such periods as the Registration and Certification Committee shall determine.

5.13 Re-Accreditation

Accreditation as a Clinical Pastoral Educator is subject to ongoing review after five years or review at such other periods as the Executive of SANTACPE Inc. shall from time to time determine in particular instances. It is expected that the applicant shall have supervised in at least one accredited unit of CPE within the period under review. Re-accreditation will not be granted to a supervisor who has not fulfilled this requirement within a ten year period.

5.13.1 Application for Re-accreditation

Written application for review of accreditation shall be made to the Chairperson of the Registration and Certification Committee by July 3rd of the year in which the 5th year of accreditation is completed. The review shall take place in March of the following year. It is understood that application for review provides conditional extension of accreditation up to the review date.

5.13.2 Re-accreditation Committee

The Re-accreditation Committee shall be organised by the Chairperson of the Registration and Certification Committee in consultation with the President of the Association and the Supervisor to be reviewed, and shall consist of a majority of Supervisors accredited at Level III and other consultants as required. The Re-accreditation Committee shall be chaired by the President, or delegated representative who shall present a report and recommendation to the Registration and Certification Committee.

5.14 Materials for Re-accreditation

The following materials are required:

- 5.14.1 A cover sheet and recommendations from the previous Committee. An evaluation (limited to five A4 typed pages) of the salient features of the work as a Clinical Pastoral Educator during the past five years,

highlighting the high and low points in the Supervisor's relationship with students, Pastoral Supervisors, Clinical Supervisors, other Clinical Pastoral Educators, the Association, Institution and Church authorities.

5.14.2 A statement addressing the Clinical Pastoral Educator's plans for the future (limited to one A4 typed page).

5.14.3 A paper relevant to supervisory and/or educational issues of a standard suitable for publication.

[Note: The following two appendices have been added because the current SANTACPE Standards do not specify the required practical and educational experience for an Acting Clinical Supervisor. The intention is that the Standards for the Clinical Supervisor will therefore be reviewed in due course, thus obviating the need for these appendices. Meantime they appear here as in interim measure, and are cross-referenced at 4.2.1.7 and 4.2.1.14 – [?]. The appendices are a modification of the ASPEA Standards, 4.6 and 4.4]

5.15 Appendix 1 [ASPEA Standards – Level II.... 4.6 modified.]

Required practical experience

An Acting Clinical Supervisor may be an Acting supervisor for a minimum of two and no more than four CPE units within three years. During the Acting period, the candidate's experiences in supervision should include the following:

1. Planning, Conducting and Evaluating

Actual planning, conduct and evaluation of at least two courses, each of ten weeks duration or longer (or the equivalent in part-time courses) in a satisfactory manner and involving a minimum of three different students in each course and under the oversight of the Director of the Registered CPE Centre in which the courses are being conducted. A written evaluation of each unit as an Acting Clinical Pastoral Supervisor is required.

2. Integrating Education in Supervision

One of the courses (1 above) shall be under the supervision of a Clinical Pastoral Educator for the purpose of further 'education in supervision'. It is recommended where possible that this supervision be independent of the clinical centre context in order that the focus is clearly upon integrating 'education in supervision'.

3. Level One and Post Level One Units

Actual supervision of participants at basic student level as well as participants undertaking units of CPE beyond the initial unit of training.

4. Co-ordination of Pastoral Supervisors

Actual co-ordination, direction and oversight of the work of one or more Pastoral Supervisors and/or Acting Pastoral Supervisors. A Candidate seeking accreditation as Clinical Supervisor who has not coordinated, directed or had oversight of the work of one or more Pastoral Supervisor/s, is eligible for accreditation but shall demonstrate the possession of the skills and sensitivity needed for this task, as part of the review.

5.16 Appendix 2

Peer group courses in Supervisory Education

1. For Acting Pastoral Supervisors

of SANTACPE Standards, 3.7.1. [And consider incorporating more of ASPEA Standards 3.5.12]

2. For Acting Clinical Supervisors [ASPEA Standards... 4.4...modified.]

Prior to presentation for certification as a Clinical Supervisor, it is considered desirable that candidates take a course of supervisory education. It is suggested that such a course include a minimum peer group of three Supervisors (possibly at various levels) and be of thirty hours duration. The course curriculum shall attempt to integrate the theory and practice of supervision. The course shall study relevant papers on the methodology, philosophy, spirituality, theology and practice of clinical pastoral supervision. It shall give attention to the study of the standards set by the Association (SANTACPE Inc.) and shall provide the opportunity for supervisors in training to review the written brief and/or detailed accounts of their supervision and evaluate their progress.

6.0 REGISTRATION, ADMINISTRATION AND DIRECTION OF CPE CENTRES

6.1 Direction of CPE Centres

In each SANTACPE Inc. Registered Centre there shall normally be one supervisor accredited at Clinical Supervisor or Clinical Educator authorised by SANTACPE Inc. to plan, organise, lead, and control clinical pastoral education programs within the centre. This person shall be called the CPE Centre Director. A Registered Centre shall not be duplicated in any one campus of a corporate body or structure.

- 6.1.1** SANTACPE Inc. retains the right to define the qualifications required of a CPE Centre Director for the purpose of registration by SANTACPE Inc.
- 6.1.2** An employing body shall advise SANTACPE Inc. the name of the person who, meeting these qualifications, shall be recognised by SANTACPE Inc. as the CPE Centre Director.
- 6.1.3** In the event of a conflict arising when two different employing bodies recommend qualified persons working within the one public institution or organisation, the Executive of SANTACPE Inc. would make itself available to the management as a consultant and advisor.
- 6.1.4** In recognising the unique context of conducting CPE programs in Northern Territory, the supervisor conducting the programs shall use SANTACPE standards and fulfill all responsibilities in the same way as a CPE Centre Director and be directly responsible and accountable to SANTACPE.

6.2 Application for Registration

A Supervisor accredited by SANTACPE Inc. at Clinical Supervisor level or Clinical Pastoral Educator level shall apply to the SANTACPE Executive by writing to the Chairperson, requesting that an SANTACPE Inc. CPE Centre be registered within a particular Institution, Organisation or Region. The application for Registration shall include:-

- 6.2.1** A written report demonstrating how the prescribed standards will be met within the proposed CPE Centre.
- 6.2.2** Details of the CPE Centre's aims and objectives, with an outline of levels of training to be offered - basic, advanced, supervisory, full-time and part-time.
- 6.2.3** A document demonstrating the approval by the employer of the CPE Centre Director designate regarding the time and duty commitment required by the CPE Centre Director and this to be included in their position description.
- 6.2.4** A document demonstrating the understanding and approval by the management of the institution(s) or organisation(s) in which students shall be assigned to provide pastoral ministry. The document shall indicate management support for:-
 - 6.2.4.1** the access of students to patients, clients, parishioners and employees.
 - 6.2.4.2** provision of institutional identification and access to regular staff facilities - eg. cafeteria, library, parking, photocopying.

- 6.2.4.3** access to relevant information about patients, clients, parishioners, and employees, whilst ensuring appropriate confidentiality.
- 6.2.4.4** should the CPE Centre Director not be an employee of, or contractor to the Institution or Organisation, the person should receive confirmation from the Institution or Organisation of their honorary recognition as a member of staff.

6.3 Centre Director's authority over CPE Program

All Supervisors working in an SANTACPE Inc. CPE Centre are accountable to the Centre Director for maintaining SANTACPE Inc. standards.

6.4 Renewal of Registration

Noting 6.1.3, registration of the CPE Centre shall be renewed following each successful re-accreditation of the CPE Centre Director or a change of Centre Director, within a period not exceeding six months. The CPE Centre Director shall provide suitable documentation that the CPE Centre continues to meet the stipulated requirements.

6.5 Centre Boundaries

A Registered CPE Centre without a clearly defined institutional or organisational base wishing to place students with an institution or organisation for pastoral ministry shall have the written approval of the CPE Centre Director of the CPE Centre functioning within that Institution.

6.6 Letter of Registration

When the Executive of SANTACPE Inc. determines that a CPE Centre be registered under the name of a Clinical Supervisor or clinical Pastoral Educator, the Association Secretary shall forward to the C.P.E Centre Director a letter of Registration.

6.7 Accountability of the CPE Centre Director

The authorised CPE Centre Director shall be accountable to SANTACPE Inc. for maintenance of SANTACPE Inc. Standards for all CPE programs conducted in the Registered CPE Centre.

6.8 Notification of Changes in Centres

The CPE Centre Director is responsible for advising the Chairperson of the SANTACPE Executive of changes in supervisory personnel practising within the CPE Centre, or any other major changes or variations in the Centre's programs.

6.9 Keeping of Records

The Centre Director undertakes to inform the SANTACPE Executive secretary of its CPE graduates at the completion of each unit. The required form is to be completed and forwarded to the secretary for each candidate at the end of each unit.

- 6.9.1. The CPE Centre Director will maintain all material of students for two years following completion of a CPE unit. After two years, only the initial applications, students' 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.

6.10. Privacy

The CPE Centre Director is responsible for ensuring the CPE Centre has a Policy for the Management of Personal Information for CPE students, Pastoral Care Interns, Acting Pastoral Supervisors, Pastoral Supervisors and Acting Clinical Supervisors in compliance with the requirements of the Privacy Act 1988 (South Australia)

- 6.10.1. For the Supervisory Accreditation Review materials the CPE Centre Director will complete and sign an SANTACPE 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 in accordance with the Privacy Act 1988 (South Australia)

7.0 STANDARDS FOR REGISTRATION OF CENTRES FOR CLINICAL PASTORAL EDUCATION

- 7.1 The CPE Centre has a Director recognised through ordination, commissioning or profession by an appropriate church body, who is also accredited by the Association for Supervised Pastoral Education in Australia Inc, at clinical Supervisor or Clinical Educator level. In special circumstances on the recommendation of the SANTACPE Executive may appoint an Acting Clinical Supervisor as Acting Director of a CPE centre on the understanding that there is a clear contract for ten hours of individual supervision with a Clinical Educator or Acting clinical Educator for each program conducted in the CPE Centre.
- 7.2 The CPE Centre has a program of ministry integrated with the services of the institution, agency or parish of which it is a part, and the demonstrated commitment should include responsible support of the program and its students, for example, by providing meeting space, library facilities, and other means by which the CPE Centre can carry on its educational function and the Supervisor fulfil the relevant professional obligations.
- 7.3 The CPE Centre operates within a milieu that encourages human growth and dignity and engages the student in interdisciplinary contact or team functioning, making provision for professional interchange, consultation and/or teaching in relation to persons representing other helping disciplines.

- 7.4 The CPE Centre is able to provide significant opportunities for ministry, and enables students to participate as staff members in the clinical practice of ministry at a level appropriate to their experience and professional development.
- 7.5 The CPE Centre is large enough to support at least three students so that both peer group and individual supervisory learning can take place.
- 7.6 The Supervisors of the CPE Centre shall engage in regular consultation with their immediate supervisory peers and with appropriate professional peers in their institution or organisation.
- 7.7 The CPE Centre has a Privacy Policy that is made available to all students accepted into the CPE Centre for Basic, Advanced and Supervisory CPE. The CPE Centre maintains a file of student and any supervisory evaluations of each participant in the CPE Centre's program. Should a CPE Centre cease operation, placement of these records shall be at the direction of the SANTACPE Executive.
- 7.8 Should staff currently employed in an institution/organisation enter into supervisory practise their position description and/or employment agreement needs to be modified to include their supervisory responsibilities.
- 7.9 The CPE Centre Director will negotiate with the institution/organisation the status and recognition of supervisors who are not employed by the institution/organisation.
- 7.10 The CPE Centre Director is responsible to ensure that all people within the CPE Centre adhere to the institution/organisation's policies and procedures.
- 7.11 **Student Assignment Under Separate Administration**
When a CPE Centre has students placed in assignments which are under separate administration from the Registered CPE Centre e.g. placement in an area which could not by itself meet the minimum standards for registration as a CPE Centre, the following additional requirements shall be met:-
- 7.11.1 there shall be evidence of clear communication between the Director of the Registered CPE Centre and an appropriate representative of the affiliated institution and the chaplains of that institution;
- 7.11.2 it shall be demonstrated that there is in the placement, e.g. parish, organisation or other institution, opportunity for ministry and education which will contribute sufficiently to the total education of the student.
- 7.11.3 There shall be a contract between the Registered CPE Centre and its affiliate which shall take into account:-
- 7.11.3.1 the amount of time the student will devote to activities at the Registered CPE Centre and at the placement;
- 7.11.3.2 the ministry functions that the student is expected to carry out in the placement;
- 7.11.3.3 the administrative person or committee in the placement to whom the student is accountable, and how this administrative oversight will be exercised;
- 7.11.3.4 the provision for regular consultation and communication between the Registered CPE Centre and the placement, both to facilitate the placement contract and to review the student's performance in the placement setting;
- 7.11.4 students shall only be placed in an institution where there is a Registered CPE Centre with the written approval of the Centre Director of that CPE Centre.
- 7.12 **Supervisory CPE**
All CPE Centres shall meet the basic standards listed above. In addition, CPE Centres which conduct supervisory CPE shall:-
- 7.12.1 provide a peer group at least on a regional level meeting on a regular basis;
- 7.12.2 have access to a Clinical Pastoral Educator or Acting Clinical Pastoral Educator for "education in supervision";
- 7.12.3 offer didactic instruction appropriate to the learning of supervision;
- 7.12.4 provide sufficient CPE students for the training requirements of each Acting Supervisor.

7.13 Fees

The annual supervisor registration fee shall be paid by 30th May each year and the CPE Unit student levy shall be paid by the Centre one month prior to the completion of the CPE Unit. These monies to be paid to the Treasurer of SANTACPE Inc.