

**SOUTH AUSTRALIA NORTHERN TERRITORY ASSOCIATION for CLINICAL PASTORAL
EDUCATION Inc. [SANTACPE]**

**A member Association of the AUSTRALIA AND NEW ZEALAND ASSOCIATION for CLINICAL
PASTORAL EDUCATION Inc. [ANZACPE]**

STANDARDS FOR CLINICAL PASTORAL EDUCATION

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Foundational CPE and Advanced CPE

Notes on terms used in these Standards:

- 1) *'Clinical'* relates to the location within which one's pastoral practice is conducted (e.g. a hospital, school, prison, aged care facility, congregation, parish, etc.), and this location is the essential resource for materials presented during the course of a CPE Unit.
- 2) *'Theology/Spirituality'* and *'Theological/Spiritual'* and *'Pastoral/Spiritual'* (being mindful that the terms 'theology' and 'pastoral' are not used in some faith traditions).
- 3) *'Foundational CPE'* replaces the term 'Basic CPE' or 'Level One CPE' (being mindful of the need to create a clearer distinction between CPE itself and CPE Supervisor training; and to emphasise the need to build firm foundations before embarking on 'Advanced CPE').
- 4) *'Advanced CPE'* replaces the term 'Level Two CPE' (being mindful of the need to create a clearer distinction between CPE itself and CPE Supervisor training; and to emphasise that usually a CPE participant needs to complete several Foundational CPEs before being ready for Advanced CPE).
- 5) *'Participant'*, as distinct from 'student' (being mindful that 'participant' more effectively conveys the intention of participatory and collaborative learning).
- 6) *'Pastoral Encounter Review' (PER)* replaces the term 'verbatim': (being mindful that 'Pastoral Encounter Review' more fully describes the actual conversation, the reflective analysis and the learning gained from a pastoral/spiritual encounter, whereas 'verbatim' more accurately describes only the 'word-for-word-conversation exchange').

Background and Necessary Conditions for Foundational CPE and Advanced CPE

Clinical Pastoral Education (CPE) is education and formation for the professional work of pastoral/spiritual care. CPE uses an educational methodology that combines knowledge of theology/spirituality (what we believe), with knowledge of education (how we learn), with knowledge of the behavioural sciences (who we are as human beings). CPE's methodology utilizes the *'action-reflection'* model of learning. The *'action'* component entails practical experience in the work of pastoral/spiritual care within a pastoral/spiritual care 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 experience, the dynamics present, and the theological/spiritual implications. This *'action-reflection'* process is integral to CPE participants' understanding and the formation of their pastoral/spiritual care identity and competence. CPE encourages learning from living human documents, i.e. a learning from one's own humanity and the humanity of others.

The specific content of a CPE Unit will depend upon the particular interests and needs of the participants and the context(s) in which they offer pastoral/spiritual care. The learning process allows for the addressing of the particular learning goals that each participant identifies. 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.

A CPE Unit is a total learning process of **at least 400 hours of supervised learning**, integrating clinical experience, group and individual supervision, personal and collegial reflection, and directed critical reading and recording.

For each CPE participant these **400 hours** include **AT LEAST**:

200 hours	practicum (i.e. clinical experience in a pastoral/spiritual care placement) of which at least 100 hours is actual face-to-face pastoral/spiritual care; 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 pastoral/spiritual encounter, writing notes regarding a pastoral/spiritual care encounter (notes that later may be shaped into a full PER), handover, statistical recording etc ...
70-90 hours	group supervision, and seminars/didactic-presentations (at least 80% attendance) <i>[Note: The minimum number of group hours is 70 hours, with the other possible 20 hours available as discretionary hours, depending on the number of participants and the length of the program.]</i>
10 hours	one-to-one supervision (or equivalents)
100-140 hours	reading, reflection, and preparation of written/videoed/oral material <i>[Note: These hours will vary from program to program, depending on the number of hours given to the group supervision, etc, listed above.]</i>

A CPE Unit can be completed over a minimum of 10 weeks or a maximum of 44 weeks.

A CPE Unit shall be supervised by at least one CPE Educator or Provisional CPE Educator.

A CPE Unit participant peer group shall consist of no fewer than three, and usually no more than six, participants.

The clinical context for a participant's practicum needs to be made in dialogue with the CPE Supervisor, as the placement can have a significant impact on a participant's learning in a CPE Unit.

Each CPE participant is required to prepare in written/visual/oral form **AT LEAST**:

1	personalised Learning Contract / Learning Goals Statement (mutually acceptable to participant and supervisor)
1	description of what their received theology/spirituality teaches about pastoral/spiritual care and how their own spiritual journey impacts the pastoral/spiritual care they offer [Faith-Life Statement]
9	Pastoral/Spiritual Encounter Reviews (PERs) (or equivalents)
1	Mid-Term Evaluation
1	Final Evaluation

Each CPE participant is required to present within the learning group at least 8 of the above 13 written/visual/oral materials for peer and supervisor feedback.

Participants may be asked to complete other papers, presentations and learning journals as required.

Foundational CPE

Foundational CPE requires of an applicant an awakened level of personal awareness, pastoral/spiritual formation, and professional competency. Further Foundational CPEs build on the awareness, knowledge and competencies achieved in Foundational CPE 1, further bolstering and extending these competencies.

Entry into Foundational CPE

Each Centre Director will determine the process by which a prospective participant is admitted into a CPE program. By way of guidelines, it is suggested that this process will include at least the following:

- 1) An application form seeking basic personal and professional information from the applicant, evidence of their experience of pastoral/spiritual care, their reasons for and expectations of participation in CPE.
- 2) An interview.
- 3) Where necessary, attending to any compliance requirements and issues.

Credit Guidelines for One Basic Unit

The following are guidelines for Centre Directors and Supervisors in giving credit for completion of a CPE unit. Participants shall be given such credit if they have demonstrated that they have:

- 1) completed the required hours of pastoral practice, individual and peer group supervision as prescribed above (Background notes);
- 2) engaged in a contracting process with the individual centre and fulfilled its requirements so that participant, Centre Director and Supervisor(s) are clear about issues of authorisation and accountability;
- 3) identified and worked towards goals mutually acceptable to participant and supervisor;
- 4) committed themselves to detailed reporting and evaluation of their practice by writing a minimum of eight PERs 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;
- 5) experienced first-hand being acknowledged as a pastoral practitioner;
- 6) in supervision, reflected upon the actual experiences involved in the varying tasks of pastoral practice, such as visiting, care offered to individuals and groups, pastoral/spiritual counselling, preaching/speaking, conducting worship, rituals, ethical decision making, administration, teaching etc.;
- 7) given evidence of an adequate theological understanding of their experience and the experience of those to whom they offer pastoral/spiritual care;
- 8) given time to reflect upon and evaluate the meaning of the pastoral role for the practitioner's own personal spirituality and formation, leading to self-supervision;
- 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 practice and its effect on others, and some demonstration of their ability to use the CPE process.

NOTE: A participant may need to complete several units of Basic CPE to meet the above objectives.

Competencies

As a participant in Foundational CPE you are required to be able to demonstrate professional experience and development in each of the following four dimensions of experiential learning:

Professional Practice

Demonstrates the capacity to:

- 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;
- 2) listen reflectively;
- 3) identify a person's pastoral/spiritual needs and attend appropriately;
- 4) initiate pastoral/spiritual caring relationships;
- 5) engage with inter-disciplinary staff;
- 6) manifest professional resilience;
- 7) function ethically as a pastoral/spiritual care practitioner.

Reflective Practice

Demonstrates the capacity to:

- 1) articulate, evaluate and reflect in writing (or by a means appropriate to your culture and language ability) on your pastoral/spiritual care practice and its effect on others;
- 2) engage in reflective conversation about your pastoral/spiritual care practice with peers and supervisor(s);
- 3) articulate how your assumptions, attitudes, values, personal story, strengths and limitations impact or influence your pastoral/spiritual care;
- 4) reflect upon relationships with peers, supervisors and inter-disciplinary staff (where applicable), and name the ways these relationships impact on self;
- 5) use the action-reflection model and evaluate progress towards your goals and objectives;
- 6) engage in self and peer supervision, i.e. the ability to hear, engage and reflect upon the support and feedback offered by the CPE supervisor(s) and/or your peer group;
- 7) reflect on the ethical considerations associated with pastoral/spiritual care.

Informed Practice

Demonstrates the capacity to:

- 1) reflect upon particular encounters and pastoral/spiritual experience within a theological/spiritual framework;
- 2) reflect upon and evaluate the meaning of your pastoral/spiritual role in relation to your theology/ spirituality and your identity as a pastoral/spiritual carer.

Evolving Practice

Demonstrates the capacity to:

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

You will usually have completed a number of Foundational CPE Units before being considered for Advanced CPE.

Advanced CPE

Advanced CPE requires of an applicant a heightened level of personal awareness, pastoral/spiritual formation, professional competency, and may include the intention to seek professional development in a pastoral/spiritual care specialisation. Advanced CPE builds on all the competencies achieved in an applicant's preceding Foundational CPEs.

Admission into Advanced CPE

Admission to a program of Advanced CPE is based upon:

- 1) A completed application.
- 2) An admission interview with a qualified interviewer, usually with the CPE supervisor(s) of the CPE centre where application is made.
- 3) Meeting the objectives and competencies of Basic CPE and any other educational requirements established by the CPE centre.
- 4) Adequate experience which indicates readiness for Advanced CPE.
- 5) Acceptance by a CPE centre.

Competencies

As a participant in Advanced CPE you are required to be able to demonstrate advanced professional experience and development in each of the following four dimensions of experiential learning:

Professional Practice

Demonstrates the capacity to:

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

Reflective Practice

Demonstrates the capacity to:

- 1) evaluate and articulate:
 - a. the quality of pastoral/spiritual care provided;
 - b. relationships with peers, supervisors and professional colleagues; and
 - c. progress towards goals and objectives;
- 2) engage in self-supervision and peer-supervision within the CPE Unit;
- 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 styles and interventions;

- 4) reflect on the ethical considerations associated with pastoral/spiritual care, and function ethically as a pastoral/spiritual care practitioner.

Informed Practice

Demonstrates the capacity to:

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

Evolving Practice

Demonstrates the capacity to:

- 1) incorporate new learning into subsequent pastoral/spiritual practice and professional relationships, and then to evaluate the impact of this changed practice;
- 2) consider alternative approaches to pastoral/spiritual care, to use a variety of pastoral/spiritual stances with people, and to develop a range of strategies.

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

Pastoral Care Specialty Study

As a part of your learning in Advanced CPE you will also undertake a pastoral care specialty study, this study seeking to develop the following competencies:

- 1) familiarity with the theories and methods of the ministry specialty;
- 2) articulation of your own philosophy and methodology in relation to the ministry specialty;
- 3) demonstration of the significance of the ministry specialty;
- 4) pastoral competence in the practice of the ministry specialty.

Certification at the Advanced Level

To gain certification as having completed a unit of Clinical Pastoral Education at an Advanced Level you are required to meet with a selected review committee of professional people from the pastoral, supervisory and theological traditions. In consultation with your Supervisor and Centre Director you will invite five such people to be members of the committee, and will make the necessary arrangements. Your Centre Director will chair this committee.

The committee's task is to ensure that as a candidate for Advanced Level Certification you are competent at all four phases of the experiential cycle of learning listed in the Competencies above. At this meeting you 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 your ability to function in the absence of well-defined roles and boundaries.

Written materials for Review Committee

You are required to provide the following materials of no more than 10,000 words (not including Appendix, see below), 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.

- 1) A brief statement of request to the committee.
- 2) A PER of a pastoral conversation, including any prayer or other religious resources used with a person or persons, and evaluation of that ministry.
- 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.
- 4) An essay 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.
- 5) A report on your chosen pastoral care specialty.
- 6) Final Evaluation for the CPE unit.
- 7) **Appendix**
 - a. Include Final Evaluations of other CPE units.
 - b. An updated autobiographical statement, including an account of your faith journey and development.
 - c. A copy of the SANTACPE Standards for Foundational and Advanced CPE.
 - d. Should you have conducted your ministry in a context other than the Centre, a letter of support from your Pastoral Administrator.

NOTE: In exceptional circumstances, this review may be coordinated with requirements for moving into CPE Supervision.

Post Review Committee

Once the review committee has completed its work, the chairperson of the committee will write a report on the review process and outcome, together with your commendations and recommendations, and will forward this report to the SANTACPE Executive Committee for ratification and certification.

Preface to ANZACPE Supervisory Standards

ANZACPE has three Accreditation Levels:

Pastoral Supervisor



Pastoral Educator



Education-Consultant

Accreditation at each of these three Levels indicates ANZACPE's confidence in the competence and supervisory/educational capacity of an individual Supervisor/Educator/Education-Consultant.

Each Level brings its own valid and unique contribution to the provision of CPE within Australia and New Zealand.

Each Level has two steps towards Accreditation:

Provisional-Accreditation



Full-Accreditation

Provisional Accreditation

When you and SANTACPE believe that you are ready to present yourself for **Provisional Accreditation as a Pastoral Supervisor** you are reviewed by a

Committee that is organised by SANTACPE.

(See details of this review process later in the Standards, under *CPE Supervisor: Requirements for entry into supervisory CPE*)

When you believe you are ready to present yourself for **Provisional Accreditation as a Pastoral Educator** you are required to consult with others, as stipulated later in the Standards, under *CPE Educator: Entry into supervisory CPE as a CPE Educator.*

(The provisional status is a temporary status – a maximum of 4 years – before you either seek full-accreditation, or seek provisional status again, for a maximum of two years; otherwise the provisional status lapses.)



Full-Accreditation

When you and your CPE Association believe that you are ready to present yourself for
'Full-Accreditation'

you are reviewed by a

Committee that is organised by SANTACPE (for Level I)
or **by ANZACPE** (for Levels II and III.)

Your Review Committee,
cognizant of the ANZACPE Standards for that particular Level,
will be looking for evidence that you have demonstrated a
consistent and mature competence
in all the competencies expected of a person at that Level.

SANTACPE may then fully-accredit you at that Level.

You may stay working at that Level (being reviewed every 5 years), or work
towards Accreditation at the next Level.

Whilst holding the temporary status of Provisional as both a CPE Supervisor and
CPE Educator, a Supervisor must receive at least 10 hours of supervision from
either a CPE Educator or CPE Education Consultant during each Unit supervised.

Also whilst holding the temporary status of Provisional as both a CPE Supervisor
and CPE Educator, a Supervisor must participate in the Education-in-Supervision
programs later specified in these Standards under their respective headings.

All CPE Supervisors (whether Provisional or Accredited) must supply annually, to
the person designated by their Member Association, a document outlining
professional development (including education-in-supervision, individual
supervision, and peer supervision) undertaken throughout the year.

Each Review Committee will make its assessment of the readiness of an applicant
for accreditation. However it is the Member Association that ultimately grants the
status of 'Accredited.'

CPE Supervisor (Level I)

Requirements for Entry into Supervisory CPE

In order to commence acting as a CPE Supervisor you need to

- 1) be ordained, professed, commissioned, licensed or attested as in good standing by a recognised Religious/Faith Community for pastoral or spiritual practice;
- 2) hold current full membership with SANTACPE;
- 3) have successfully completed at least three units of CPE including at least one unit of Advanced CPE;
- 4) have completed a unit of CPE within three years of application, or be actively involved in the life of the Association;
- 5) demonstrate an awareness of the current practices of clinical pastoral supervision and the supervisory responsibilities required by SANTACPE Standards.

You also need to gain the recommendation 'readiness to act as a CPE Supervisor' by a Committee of Review.

To initiate the process for the Committee of Review you consult with the Centre Director in which you wish to act as a CPE Supervisor, establishing the arrangements under which you will act.

Once these discussions have been completed, the Committee shall be organised and chaired by the SANTACPE Centre Director of the Centre in which you have negotiated to act and shall include at least two additional accredited CPE supervisors all of whom shall receive an honorarium from either the CPE Centre or you.

NOTE: In exceptional circumstances this Review Committee may be combined with your Advanced Accreditation review.

Materials to be presented to the Committee

You are asked to provide written materials to the Committee two weeks prior to the meeting. The required materials should include the following:

- 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.
- 2) A statement of request of this Review Committee.
- 3) An updated autobiographical statement.
- 4) A statement of, and theological reflection upon, your personal spiritual pilgrimage.
- 5) A copy of the findings and recommendations from your presentation to any previous review committees.
- 6) A letter of endorsement of the 'Application to act as a CPE Supervisor' from an appropriate source within your ecclesiastical relationships or religious community.

You shall also provide EITHER

- 7) A comprehensive report and critical evaluation of your functioning as a pastoral practitioner over a seven-day period. The report should include:
 - a. The criteria by which daily pastoral priorities were established and how they were carried through.
 - b. An evaluation of any tensions experienced between the different aspects of your role (e.g. pastoral, spiritual, administrative, preaching/teaching, etc.).

- c. Delineation of limits established by you in your pastoral practice.
- d. An evaluation of the extent to which you were successful in staying within the limits set.
- e. A journal and evaluation of the interpersonal relationships engaged in during one eight hour day.
- f. A report and assessment of one pastoral conversation of particular note,

OR

- 8) A comprehensive report and critical evaluation of your pastoral practice or spiritual care of one particular person over an extended period. The report should include:
 - a. An assessment of your care based upon clinical materials such as reports of pastoral conversations or critical incident reports.
 - b. A description of the manner in which particular pastoral issues were negotiated.
 - c. Delineation of limits established by you in your provision of care.
 - d. An evaluation of the extent to which you were successful in staying within the limits set.
 - e. The outcome(s) of this service for the person to whom you offered care.

AND

- 9) An essay of no more than 1500 words addressing your understanding of CPE supervision, why you seek to enter supervisory CPE training and what you bring to the practice of CPE supervision.
- 10) A copy of your most recent CPE final evaluation.

Entry into Supervisory CPE: Application

Once the Review Committee has been completed, and has recommended that you are ready to act as a CPE Supervisor, you apply in writing to the Secretary of SANTACPE Executive Committee for their endorsement of your status as an 'acting CPE Supervisor. The letter of application shall include:

- 1) Evidence of the fulfillment of *Requirements for Entry into Supervisory CPE* listed above.
- 2) A copy of the recommendations from the Committee of Review.
- 3) A supporting letter from the Director of the CPE Centre in which you have negotiated to act as a CPE Supervisor.

When the application to act as a CPE Supervisor has been approved and ratified by the Executive of SANTACPE, you will be notified by the Secretary of SANTACPE that Acting Supervisory status has been registered with the Association.

Upon the receipt of written advice of registration you may begin to act as a CPE Supervisor on behalf of SANTACPE in a registered program of CPE.

Responsibilities of a CPE Supervisor

Your task, as a CPE Supervisor (or Provisional CPE Supervisor), is to assist CPE participants achieve the competencies of Foundational CPE(s).

Throughout your time as a CPE Supervisor you work in cooperation with a Provisional or Accredited CPE Educator or CPE Education Consultant (hereafter named 'Senior Supervisor') 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.

In a CPE Unit, as a CPE Supervisor, you are responsible for:

- 1) the individual supervision of selected CPE participants;
- 2) the individual 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) offering leadership as encouraged by the Senior Supervisor of the Unit;
- 4) working cooperatively with this Senior Supervisor;
- 5) writing a final one-page report (500 words max) of your supervision of each participant that you supervise;
- 6) writing a one page evaluation (500 words max) of your supervisory involvement within the Unit;
- 7) requesting a report from the Senior Supervisor of the Unit regarding your involvement in the Unit.

Education-in-supervision

In addition to the training in abstract conceptualization included within the CPE Centre as a part of your regular supervision, you are also required to engage in the following Education in Supervision within SANTACPE or ANZACPE prior to presentation for accreditation as a CPE Supervisor

- 1) Complete ten hours of individual Education in Supervision, within the context of a CPE unit, with an accredited or provisional CPE Education Consultant. On receipt of your written evaluation of the CPE unit during which this Education in Supervision was provided, the CPE Education Consultant will provide you with a report /evaluation that addresses your achievement of goals, supervision of supervisees, relationship with their supervisor, the course coordinator, Centre Director, Education Consultant and the development in your professional identity.
- 2) Complete a peer group course of supervisory education. It is recommended that such a course include a minimum peer group of three supervisors functioning at any of the SANTACPE levels of supervision. The course may include supervisors taking the course for professional development. A CPE Education Consultant, where possible assisted by a provisional CPE Education Consultant, will plan and conduct these courses. Where possible a course will involve participants from different centres to enhance collegiality within SANTACPE. The course shall be of 15 hours duration. The course supervisors will provide an evaluation /report for each candidate and if completed successfully, a SANTACPE or ANZACPE certificate.

The curriculum for both the individual and group education shall build on your experience of your supervisory practice and individual supervision. Curriculum content will address the integration of supervisory identity and encourage the articulation of your philosophy of supervision and educational theory foundational to your practice. Reflection and evaluation of your 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 that you have a sound knowledge of the SANTACPE Standards for Foundational and Advanced CPE and for the level of CPE Supervisor, that you have written a draft of selected requirements of your application for review and are very familiar with what is required of you in your written materials for accreditation.

Accreditation as a CPE Supervisor

As a Provisional CPE Supervisor you need to have supervised within at least three CPE Units and supervised at least six participants before presenting yourself for accreditation as a CPE Supervisor.

Accreditation as a CPE Supervisor is based on your ability to offer quality pastoral supervision to your CPE participants, and on your ability to reflect upon, conceptualise and understand your experience as a Provisional CPE Supervisor.

When you and your Supervisor(s) believe you are ready to be accredited as a CPE Supervisor you apply to the SANTACPE Executive Committee requesting the Executive to form a Review Committee. Your application is to be submitted no later than four months prior to the review date, and will include the following information:

- 1) Written documentation that you have fulfilled the requirements listed in the SANTACPE Standards for a CPE Supervisor.
- 2) Written evidence of your good standing in a Faith/Religious Community.
- 3) Evidence of your current SANTACPE membership.
- 4) A letter of support from your CPE Centre Director(s).

Once the SANTACPE Executive Committee notifies you of their acceptance of your application for a review, you pay the prescribed fee to the SANTACPE Treasurer.

Your Review Committee will consist of five Supervisors. You may wish to nominate one or more Supervisors for your Committee, on the understanding that the final formation of the Committee will be decided by the SANTACPE Executive Committee. Committee members may also include a Supervisor or Supervisors from other member Associations of ANZACPE.

The SANTACPE Executive Committee will appoint the chairperson for this committee, and if your current Supervisor is on the Committee it is strongly suggested that they be the chairperson.

Your Review Committee will be concerned with your ability to demonstrate the personal and professional competence essential for a CPE Supervisor.

You will need to demonstrate, both in the professionalism of your written materials and in your engagement with your Review Committee, evidence of your claims regarding your identity and competency as a Provisional CPE Supervisor, your readiness to be accredited as a CPE Supervisor, and your awareness of the current practices of CPE plus the supervisory responsibilities required by your Member Association.

To recommend that you be accredited as a CPE Supervisor, your Review Committee will be looking to see if you have mastery over the following competencies:

Competencies

Administrative Awareness and Competence

This means demonstrating a consistent capacity to:

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

Interpersonal Awareness and Competence

This means demonstrating a consistent capacity to:

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

Intrapersonal Awareness and Competence

This means demonstrating a consistent capacity to:

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

Educational Competence

This means demonstrating a consistent capacity to:

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

Theological/Spiritual Awareness and Competence

This means demonstrating a consistent capacity to:

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

In preparation for your Accreditation Review

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

As you assemble your five papers, bear in mind that your Review Committee will be looking for evidence that you have a consistent capacity in all the Competencies (see above) expected of a CPE Supervisor.

In all five Papers respect issues of confidentiality, and provide footnotes plus a bibliography if you use secondary resources.

Your Dissertation is to be typewritten, in font 11, with a 2 cm margin, and 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 your Review Committee at least three weeks prior to the day of your Review.

Your Dissertation should include a front page containing:

- 1) your name and contact details, your spiritual/religious or faith affiliation, theological/spiritual degree(s)/diploma(s)/certificate(s), or subjects completed towards a theology/spirituality qualification;
- 2) your CPE experience, as a CPE participant and as a Provisional CPE Supervisor, plus any previous Review Committee commendations and recommendations;
- 3) your statement of request of your upcoming Review Committee.

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

Paper Two - Your Evaluation of one Participant: (3000 words max) in which you report on and critically evaluate your supervision of one CPE participant. Your report needs to be evidenced by clinical data, your comments on PERs and excerpts from one-to-one supervision sessions with the CPE participant.

Your report should include:

- 1) a description of the CPE participant and their placement;
- 2) a description and assessment of the first one-to-one supervision session and an account of how you developed the supervisory alliance;
- 3) a description of how you assisted the participant to form and evaluate clear, realistic and achievable goals;
- 4) a description of the participant's learning issues, and how you worked with these issues;
- 5) your reflection on your responses to the CPE participant's written/oral/visual work;
- 6) your articulation and modelling of pastoral/spiritual care and how this contributed to the development of the CPE participant's pastoral/spiritual competency;
- 7) any recommendations you made to the participant during and after both their mid-term and final evaluations, plus an account of how the participant responded;
- 8) your supervision of a challenging one-to-one supervision session;
- 9) the stances and attitudes which you employed in supervision and their effectiveness in the emergence of the CPE participant's pastoral/spiritual identity;
- 10) a copy of the participant's final evaluation.

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

Paper Four - Your Learning as a Supervisor: (3000 words max) in which you describe the concepts and themes you have discovered in your experience of being a Provisional CPE Supervisor, plus your own experiences of receiving supervision and training as a Provisional CPE Supervisor. This experience also includes your education-in-supervision. In preparing to write this paper it will be helpful to review each of the one page evaluations you have written of your supervisory involvement within a Unit, plus each of the Supervisory Reports you have received from your Supervisor(s). You need to conclude your appraisal with a statement addressing why you believe you have completed your training as a Provisional CPE Supervisor.

Paper Five - Your Work with Three Participants: (3000 words max) in which you include three of the 500 word Reports that you have written of your supervision of three CPE participants (other than the participant that you wrote about in Paper Two above.) Also include the evaluative feedback comments, regarding your supervisory contribution and CPE participation, written by your selected three participants in their Final Evaluations.

Finally attach:

- 1) copies of the Reports on your supervisory involvement written by the Supervisor(s) of each Unit in which you contributed as a Provisional CPE Supervisor;
- 2) copies of the Reports written by the Education Consultant(s) who supervised your education-in-supervision.

Should your Review Committee not recommend you for accreditation at the time of your Review, and should you wish to continue to seek Level 1 accreditation, you need to re-present to a Review Committee within two years.

Re-Accreditation as a CPE Supervisor

Your accreditation as a CPE Supervisor is subject to ongoing review after five years. In the period under review, you are expected to have supervised in at least one CPE Unit. Your accreditation will lapse if you have not fulfilled this requirement within a five year period. Your Member Association may grant you a dispensation from this time requirement, but only for very exceptional and extenuating circumstances.

In preparation for your Re-Accreditation Review you need to assemble a Dissertation consisting of five professionally presented Papers.

In all five Papers respect issues of confidentiality, and provide footnotes plus a bibliography if you use secondary resources.

Your 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 your Review Committee at least three weeks prior to the day of your Review.

Your Dissertation should include a front page containing:

- 1) your name and contact details, your spiritual/religious or faith affiliation, theological/spiritual degree(s)/diploma(s)/ certificate(s), or subjects completed towards a theology/spirituality qualification;
- 2) your CPE experience, as a CPE participant and as a CPE Supervisor, plus any previous Review Committee commendations/recommendations;
- 3) your statement of request of your upcoming Review Committee.

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

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

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

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

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

Finally attach:

- 1) a copy of your most recent Review Committee findings and provide a statement on how you have addressed that Committee's recommendations;

- 2) a statement from the Supervisor of the most recent CPE Unit in which you participated as a CPE Supervisor ;
- 3) the final evaluations of the two CPE participants that you wrote about in Paper Two (above).

Following your Review, your Review Committee will make its recommendations to the SANTACPE Executive Committee for its consideration and endorsement.

Ultimately it is SANTACPE that will accredit you.

Should your Review Committee not recommend you for re-accreditation at the time of your Review, and should you wish to continue to seek Level 1 Re-Accreditation, you need to re-present to a Review Committee within two years.

CPE Educator (Level II)

As a CPE Educator you are authorised to conduct and may be the Centre Director of an independently registered programme of CPE maintaining the Standards of the Association, and in dialogue and fellowship with supervisory colleagues. You may supervise the work of Foundational and Advanced participants, singly or in small groups, and you may direct, co-ordinate and supervise the work of one or more CPE Supervisors and Provisional CPE Educators, but you are not authorised to provide 'education in supervision'. You may also engage in peer supervision of other CPE Educators.

At this level of your supervisory training, it is important to pay special attention to all matters related to group work within CPE, as distinct from the focus in your previous learning upon individual participants.

Entry into Supervisory CPE as a CPE Educator

While it is technically possible to apply to move directly into acting as a Provisional CPE Educator once you have been accredited as a CPE Supervisor, it is strongly recommended that you supervise at least one CPE Unit as an accredited CPE Supervisor. This will provide you with a healthy breathing space in your supervisory development, and gives you the opportunity to consolidate your supervisory practice at that level.

The decision to act as a Provisional CPE Educator shall be taken in consultation with a supervisor accredited or provisional as a CPE Education Consultant or, failing that, with an experienced CPE Educator. You will also make this decision in consultation with the Centre Director in whose Centre you will be supervising. You are required to obtain a letter of support from the Centre Director, and a copy of this letter is to be included in your notification to the SANTACPE Executive of your intention to act (see below).

You also need to have completed or be working towards completing a bachelor degree in Theology, or its equivalent in your faith or other tradition. *[Note: At this level of supervision CPE is considered to have equivalency with tertiary education Standards. It is also at this level that ANZACPE and its Associations are increasingly seeking professional affiliation with various tertiary educational institutions. It is therefore important that at this level you are able to demonstrate [to both SANTACPE and any tertiary institution] your ability to work successfully at this level. Your studies in at least a bachelor degree program help to do that.]*

Following the consultation process described above, you are asked to notify the SANTACPE Executive Committee of your intention, and the Executive may ratify your status as a Provisional CPE Educator.

Thereafter, you may function as a Provisional CPE Educator for a period of up to three years. Any extension beyond this period would require the application to, and the specific approval of, the SANTACPE Executive Committee.

Education in supervision

'Education in supervision' implies your specific education in the philosophy and methodology of supervision by a CPE Education Consultant or person Provisional at that level, as distinct from being supervised in supervision.

The education in supervision of your learning at this level comprises two parts.

1) Peer group education

In preparation for your presentation for accreditation as a CPE Educator you are required to participate in a peer group course of supervisory education. If possible, this course should include a minimum peer group of three accredited or provisional CPE Educators 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 SANTACPE Standards and shall provide you with the opportunity to review materials you may be preparing for your review committee and/or detailed accounts of your supervision and evaluate their progress.

2) Individual education

As further preparation for your review you are required to undertake 10 hours of one-on-one supervision in education. The main purpose of this education in supervision is to assist you in the preparation of your papers for review. These sessions are not intended to provide you with an evaluation of your materials; rather they are to ensure that you are attending to what is required of you in your materials. A secondary purpose of this education in supervision is to supplement the curriculum and course undertaken in your peer group education in supervision.

Functioning as a Provisional CPE Educator

During the Provisional period of your acting as a CPE Educator your experiences in supervision should include the following:

- 1) The actual planning, conduct and evaluation of at least three 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 participants 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 a Provisional CPE Educator is required.
- 2) The supervision of Foundational and Advanced participants in CPE as well as participants undertaking units of CPE beyond the initial unit of training.
- 3) The co-ordination, direction and oversight of the work of one or more CPE Supervisors and/or Provisional CPE Supervisors. If you have not co-ordinated, directed or had oversight of the work of one or more CPE Supervisors you are still eligible for accreditation, but will need to demonstrate as part of the review that you possess the skills and sensitivity needed for this task.
- 4) Attention to the requirements for education in supervision described in the previous section of these Standards.

Application & Preparation for Accreditation Review

When you and your Lead Supervisor believe that you are ready to claim accreditation as a CPE Educator, you need to make that claim by first requesting an ANZACPE Review Committee. You do this through the SANTACPE Executive Committee.

In submitting your request you shall provide evidence that you have:

- 1) participated as a Provisional CPE Educator under the Standards and auspices of SANTACPE, supervising at least three Units of CPE, and providing individual supervision to a minimum of eight [** Note: this number is under review, 10/10/21*] participants in total in those units;
- 2) achieved the minimum academic qualification in the area(s) of theology/spirituality/philosophy/education/supervision accepted by SANTACPE;

- 3) participated in 30 hours of peer-group supervisory education (or an equivalent) and 10 hours of individual education in supervision.

Once the SANTACPE Executive Committee is satisfied that your application is complete, it will forward your request to the Chairperson of the ANZACPE Professional Standards Committee. Where you have not met all the above requirements, SANTACPE shall, in consultation with you, provide reasons for recommending a dispensation from a particular requirement i.e. citing potential equivalence in learning.

If you are requesting a Review immediately prior to an annual ANZACPE Conference, the SANTACPE Executive Committee shall write to the Chairperson of the ANZACPE Professional Standards Committee no later than April 1st, requesting the formation of a Review Committee on your behalf.

If you are requesting a Review at a time other than prior to an annual ANZACPE Conference, the SANTACPE Executive Committee shall write to the Chairperson of the ANZACPE Professional Standards Committee no later than four months prior to the requested time of review requesting the formation of a Review Committee on your behalf.

The SANTACPE letter of request and support shall contain:

- 1) your name and contact details;
- 2) verification that you have met the minimum requirements for an ANZACPE Review
- 3) your spiritual/religious or faith affiliation;
- 4) the names and contact details of up to three accredited CPE Educators or CPE Education Consultants from SANTACPE to be potential members of your Review Committee (having first obtained agreement from these supervisors to be members of that Review Committee).

It is an ANZACPE requirement that Accreditation Reviews for CPE Educators involve CPE Supervisors from other Member Associations.

During the process of forming your Review Committee, you shall be notified and given the opportunity to express reservations in relation to any proposed committee member. Should you have reservations, you need to express them and provide your reason(s) for reconsideration directly to the Chairperson of the Professional Standards Committee, who will give serious regard to your reservations.

You and the five members of your Review Committee shall be notified six weeks prior to the Review of the names and contact details of the members of your Review Committee, with the date, time and venue of the Review.

Your written materials shall be received by your Committee members three weeks prior to the Review date.

You shall forward to the ANZACPE Treasurer the cost for the Review three weeks prior to the Review.

Accreditation as a CPE Educator

Your Review Committee will be concerned with your ability to demonstrate the personal and professional competence essential for a CPE Educator. Therefore you will need to demonstrate, both in the professionalism of your written materials and in your engagement with your Review

Committee, evidence of your claims regarding your identity and competency as a Provisional CPE Educator.

To recommend that you be accredited as a CPE Educator, your Review Committee will be looking to see if you have consistent capacity in the following competencies:

Administrative Awareness and Competence

This means demonstrating the capacity to:

- 1) initiate and administer a CPE Unit e.g. create a programme; recruit, select and ministry-place participants; budget; negotiate with ministry-placement management; negotiate with professional associations; timetable; record and maintain records;
- 2) integrate, within a CPE programme, the resources present both within the ministry-placement(s) and beyond e.g. inter-disciplinary staff, administrative structures, community resources and theology/spirituality consultants;
- 3) practise ethically and professionally, within the SANTACPE Code of Ethics.

Interpersonal Awareness and Competence

This means demonstrating the capacity to:

- 1) relate empathically and professionally with colleagues, peers, participants, authorities and church associations/communities of faith; and to be articulate about these relationships;
- 2) recognise and value cultural and faith traditions in relationships, and to seek the advice of consultants in the clarification of issues;
- 3) relate to supervisory colleagues and professionals from other disciplines within the CPE training context.

Intrapersonal Awareness and Competence

This means demonstrating the capacity to:

- 1) be self-reflective about your own experience of receiving supervision;
- 2) seek supervision or consultation at appropriate times with appropriate people;
- 3) use new experiences and learning as a means of your growth, enrichment and self-awareness

Supervisory Awareness and Competence

This means demonstrating the capacity to:

- 1) utilise your personal qualities, experiences and self-awareness within the art of supervision
- 2) be aware of each of your participants' individual histories, psychological patterns and learning styles in order to facilitate their learning;
- 3) challenge your participants to take responsibility for their own learning and to claim their own pastoral and personal identity and resources;
- 4) utilise a variety of supervisory strategies and interventions;
- 5) facilitate the development of group inter-personal interaction;
- 6) distinguish between differences in individual and group needs, addressing these and other such issues;
- 7) co-ordinate, supervise and direct the work of other supervisors (e.g. CPE Supervisors) supervising within a CPE Unit

Educational Awareness and Competence

This means demonstrating the capacity to:

- 1) conceptualise your own philosophy of CPE as a learning theory, whilst recognising the contribution of other educational theorists;

- 2) integrate educational and supervisory theories within your supervisory practice;
- 3) demonstrate an ongoing commitment to professional formation throughout the various CPE course components

Theological Awareness and Competence

This means demonstrating the capacity to:

- 1) conceptualise and articulate your theology/spirituality of ministry as expressed in your supervisory practice;
- 2) help others reflect theologically/spiritually on their experience within the practice and context of their ministry.

In preparation for your Accreditation Review you need to assemble a Dissertation consisting of six professionally presented Papers.

As you assemble your six papers, bear in mind that your Review Committee will be looking for evidence that you have a consistent capacity in all the Competencies (see above) expected of a CPE Educator.

In each of the six papers respect issues of confidentiality, and provide footnotes plus a bibliography if you use secondary resources.

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

Your Dissertation should include a front page containing:

- 1) your name and contact details, your spiritual/religious or faith affiliation, theology/spirituality/philosophy/education/supervision degree(s) / diploma(s) / certificate(s), or subjects completed towards a theology/spirituality/philosophy/education/supervision qualification;
- 2) a summary list of all CPE Units in which you have participated in a supervisory capacity since being granted Provisional CPE Educator status (i.e. date and name of your Lead Supervisor);
- 3) your Statement of Request of your upcoming Review Committee.

Paper One - Your Autobiography: (3000 words max) in which you give an account of your life and spiritual journey from birth until now. Out of your own subjective experience, select episodes from your life experience in such a way that will assist the members of your Review Committee to understand your personal and professional values, attitudes and assumptions.

Paper Two - Your Evaluation of one CPE Unit: (3000 words max) in which you report on and critically evaluate your supervision as a Provisional CPE Educator of one CPE Unit (that preferably had no less than four participants.)

Your report needs to be evidenced by clinical episodes and to include:

- 1) a summary description of each participant and your selection process;
- 2) an account of your plan and placement of each participant for their pastoral practice, or your understanding of their pastoral setting;

- 3) a summary description and evaluation of your individual supervision of each participant in the Unit (excluding any participant supervised by another supervisor);
- 4) should you coordinate another supervisor (e.g. a Pastoral Supervisor) within the Unit, a description of the issues that you attended to in this coordinating role;
- 5) a description and evaluation of your leadership and supervision of the group process, including the following:
 - a. description and assessment of the group's first meeting;
 - b. your leadership and supervision of a presentation by one participant in the early part of the Unit;
 - c. your recommendations, if any, to each participant at Mid-Term Evaluations;
 - d. your leadership and supervision of a presentation by one participant in the latter part of the Unit;
 - e. your leadership and supervision of a challenging group meeting;
 - f. your leadership and supervision of the group's Final Evaluations and concluding meeting.

Paper Three - Your Work as a Provisional CPE Educator with Five Participants: (3000 words max) in which you select five CPE participants. Write a 600-word report on each of these five participants describing your supervision of each participant; include as a footnote to each report the sections from the Final Evaluation written by the participant where they evaluated their own learning, plus their evaluation of their relationship with you as supervisor.

Paper Four (3000 words max) in which you reflect on a pastoral subject demonstrating your integration of clinical pastoral data, the social sciences and theology/spirituality/philosophy/education/supervision.

Paper Five - Your Methodology and Philosophy of CPE Supervision (3000 words max) in which you describe your methodology and philosophy of supervision within the context of CPE.

Paper Six - Your Learning as a Provisional CPE Educator: (3500 words max) in which you describe your experience of being a Provisional CPE Educator in at least three CPE Units, plus your own experiences of receiving both supervision and training as a Provisional CPE Educator. In particular you need to address the following specific areas:

- 1) a description of the clinical setting(s) in which the three CPE Units took place, with particular reference to the implications of these settings for the participants' learning;
- 2) a description and evaluation of the CPE Units you supervised with reference to specific participants, issues, themes and incidents;
- 3) a summary of the constructive feedback about your supervision that you have received from the participants of each of the three CPE Units, plus a description of how you elicited the feedback, and how you have worked with it;
- 4) your evaluation of your relationship with your Lead Supervisor(s);
- 5) a statement and evaluation of your participation in Education-in-supervision, including an evaluation of your relationship with your CPE Education Consultant(s);
- 6) a statement demonstrating the way you have addressed the issues named by any previous Consultation/ Review Committees relating to your professional identity and function as a Provisional CPE Educator;
- 7) a statement describing your plans/goals for the future;
- 8) a statement that addresses why you believe that you have sufficiently addressed the learning requirements of a Provisional CPE Educator

Attach (as Appendices):

- 1) a copy of the report(s) written by your Lead CPE Supervisor(s) regarding your supervisory involvement in the three most recent CPE Units in which you contributed as a Provisional CPE Educator;
- 2) a copy of the report(s) and evaluation(s) from your Education Consultant(s) on your education-in-supervision at this level;
- 3) copies of all Consultation/Review Committee recommendations sent to you since you were granted Provisional CPE Educator status.

Following your Review, your Review Committee will make its recommendations to the Professional Standards Committee, who will then in turn make its recommendations to the SANTACPE Executive Committee.

Ultimately it is SANTACPE that will accredit you.

Provisional Accreditation

In the event of you being unable to fully meet the ANZACPE Standards for Accreditation, your Review Committee may decide to recommend to SANTACPE that you be granted Provisional Accreditation for a period of no more than two years.

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

Should the subsequent Review not occur in the required two years, your Provisional Accreditation shall lapse. In this event, SANTACPE shall be responsible for notifying the ANZACPE Registrar.

SANTACPE may grant you a dispensation from the two year requirement, but only for very exceptional and extenuating circumstances e.g. life threatening or serious physical/mental health illness; unemployment or financial situations which threatens loss of home; death of an immediate family member within 6 months prior to a scheduled review.

Re-accreditation as a CPE Educator

Your accreditation as a CPE Educator is subject to ongoing review after five years. In the period under review, you are expected to have supervised in at least one CPE Unit. Your accreditation will lapse if you have not fulfilled this particular requirement within a five-year period. SANTACPE may grant you a dispensation from this requirement, but only for very exceptional and extenuating circumstances e.g. life threatening or serious physical/mental health illness; unemployment or financial situations which threatens loss of home; death of an immediate family member within six months prior to a scheduled review.

Application & Preparation for a Re-Accreditation Review

You need to apply to the SANTACPE Executive Committee requesting a Re-Accreditation Review.

If you are requesting a Review immediately prior to an annual ANZACPE Conference, SANTACPE shall write to the Chairperson of the ANZACPE Professional Standards Committee no later than April 1st,

requesting the formation of a Review Committee on your behalf. SANTACPE's letter of request and support shall contain:

- 1) your name and contact details;
- 2) your spiritual/religious or faith affiliation;
- 3) the names and contact details of up to three accredited CPE Educators or Level 3 CPE Education Consultants from SANTACPE as potential members of your Review Committee (having first obtained agreement from these supervisors and/or educators to be members of that Review Committee).

It is an ANZACPE requirement that Re-Accreditation Reviews for CPE Educators involve CPE Supervisors from other Member Associations.

During the process of forming your Review Committee, you shall be notified and given the opportunity to express reservations in relation to any proposed committee member. Should you have reservations, you need to express them and provide your reason(s) for reconsideration directly to the Chairperson of the Professional Standards Committee, who will give serious regard to your reservations.

You and the five members of your Review Committee shall be notified six weeks prior to the Review of the names and contact details of the members of your Review Committee, with the date, time and venue of the Review.

Your written materials shall be received by your Committee members 3 weeks prior to the Review date. You may ask the members of your Review Committee if any would prefer to receive your materials in digital form.

You shall forward to the ANZACPE Treasurer the cost for the Review three weeks prior to the Review.

***In preparation for your Re-Accreditation Review
you need to assemble a Dissertation consisting of six professionally presented Papers.***

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

Your Dissertation should include a front page containing:

- 1) your name and contact details;
- 2) your spiritual/religious or faith affiliation;
- 3) theology/spirituality/philosophy/education/supervision degree(s)/diploma(s)/certificate(s);
- 4) your Statement of Request of your upcoming Review Committee.

Paper One (1000 words max) in which you evaluate the salient features (the high points and low points) of your professional experience since your last Accreditation Review. Include your previous Review Committee's recommendations; describe how you have addressed those recommendations; make reference to professional development opportunities that have extended you; and describe issues that you have addressed in your own supervision.

Paper Two (3000 words max) in which you evaluate the salient features of your work as a CPE Educator during the past five years, highlighting the high and low points in your relationships with

participants, CPE Supervisors, CPE Educators, CPE Education Consultants, colleagues, CPE organizations, institutions, church authorities and religious/faith communities.

Paper Three (3000 words max) in which you evaluate your professional development in supervision undertaken since your last Review. Your evaluation should address challenges and insights gleaned from reflection on your engagement in the supervisory process through your supervisory interventions, your experience of receiving professional supervision, and any reading, study or training undertaken within the field.

Paper Four (500 words max) documentary evidence of professional supervisory contracts and any courses or training completed since the last Review. Include a letter of support for your request for Re-Accreditation from your current supervisor indicating your contractual agreement and the areas of focus for your supervision since the last Review.

Paper Five (500 words max) in which you describe your future plans as a CPE Educator.

Paper Six (3000 words max) a paper relevant to supervisory issues, of a standard suitable for publication.

Following your Review, your Review Committee will make its recommendations to the Professional Standards Committee, who will then in turn make its recommendations to the SANTACPE Executive Committee .

Ultimately it is SANTACPE that will re-accredit you.

Should your Review Committee not recommend you for re-accreditation at the time of your Review, and should you wish to continue to seek Re-Accreditation as a CPE Educator, you need to re-present to a Review Committee within two years.

Release from requirement for review

On completion of 15 years of practice as a CPE Educator and the completion of two accreditation reviews following initial accreditation as a CPE Educator, you are not be required to present for Review of Accreditation unless you or the SANTACPE Executive request a review. You will, however, report to the SANTACPE Executive every five years on the professional development you have completed according to SANTACPE Standards.

CPE Education Consultant (Level III)

Your responsibilities as an Education Consultant, or a Provisional Education Consultant, are to: 1) mentor CPE Supervisors and CPE Educators towards accreditation; and 2) to provide or to facilitate education and research of pastoral and spiritual care and supervision. This means that you may conduct an independently registered program of CPE, supervise the work of foundational and advanced students singly or in small groups, direct and co-ordinate the work of one or more CPE Supervisors and CPE Educators, and provide education in supervision for Supervisors acting at all levels. For a fuller description of your responsibilities see the Competencies expected of an Education Consultant described within these Standards.

Entry into Acting as a CPE Education Consultant

You make your decision to act as a Provisional Education Consultation in consultation with your fellow Supervisors. Once that decision has been made, you notify the SANTACPE Executive Committee for their endorsement. That notification shall include a supporting letter from the Education Consultant who will be your consultant during the period of acting as a Provisional Education Consultant.

Your period of acting as a Provisional Education Consultant should include the following activities:

Supervision of a CPE Supervisor

Actual planning for, conduct and evaluation of the education in supervision of at least one Supervisor or Provisional Supervisor leading to and including review at the level of Supervisor.

Education of a CPE Educator

Actual planning for, conduct and evaluation of education in supervision for at least one Educator or Provisional Educator proceeding towards meeting their education in supervision requirements.

Peer Group Course(s) in Supervisory Education

Sharing in the leadership of at least one peer group education in supervision course with an accredited Education Consultant.

A written evaluation of each unit of acting as a Provisional Education Consultant

Application and Preparation for an Education Consultant Accreditation Review

When you and your consultant believe that you are ready to claim accreditation as an Education Consultant, you need to make that claim by first requesting an ANZACPE Review Committee. You do this through the SANTACPE Executive Committee.

The SANTACPE Executive Committee will forward your request (using the *Request Form for Accreditation Review* found on the ANZACPE Website) to the Chairperson of the ANZACPE Professional Standards Committee.

If you are requesting a Review immediately prior to an annual ANZACPE Conference, SANTACPE will write to the Chairperson of the ANZACPE Professional Standards Committee no later than 1 April, requesting the formation of a Review Committee on your behalf.

If you are requesting a Review at a time other than prior to an annual ANZACPE Conference, SANTACPE will write to the Chairperson of the ANZACPE Professional Standards Committee no later

than four months prior to the requested time of review requesting the formation of a Review Committee on your behalf.

The SANTACPE letter of request and support will contain:

- 1) your name and contact details;
- 2) verification that you have participated as a Provisional Education Consultant under the SANTACPE Standards;
- 3) your spiritual/religious/faith affiliation and verification that a letter from a person in leadership within that affiliation attesting to your good standing has been received by SANTACPE;
- 4) the names and contact details of up to three accredited CPE Educators or Education Consultants from SANTACPE, excluding your current Supervisor/Educator/Centre Director) to be potential members of your Review Committee (having first obtained agreement from these people to be members of that Review Committee).

It is an ANZACPE requirement that Education Consultant Accreditation Reviews involve CPE Educators and Education Consultants from other Member Associations. The Review Committee shall comprise of a majority of Education Consultants.

During the process of forming your Review Committee, you shall be notified and given the opportunity to express reservations in relation to any proposed committee member. Should you have reservations, you need to express them and provide your reason(s) for reconsideration directly to the Chairperson of the Professional Standards Committee, who will give serious regard to your reservations.

You and the five members of your Review Committee shall be notified six weeks prior to the Review of the names and contact details of the members of your Review Committee, with the date, time and venue of the Review.

Your written materials shall be received by your Committee members at least three weeks prior to the Review date.

You shall forward to the ANZACPE Treasurer the cost for the Review at least three weeks prior to the Review date.

Accreditation as an Education Consultant

Your Review Committee will be concerned with your ability to demonstrate the personal and professional competence essential for an Education Consultant. Therefore, you will need to demonstrate, both in the professionalism of your written materials and in your engagement with your Review Committee, evidence of your claims regarding your identity and integrated competency as an Education Consultant.

Competencies

To recommend that you be accredited as an Education Consultant, your Review Committee will be looking to see if you have consistent and integrated capacity in the following competencies:

Administrative Awareness and Competence

This means demonstrating the capacity to:

- 1) educate CPE Supervisors and CPE Educators in the art of planning, organising, leading, co-ordinating and managing CPE Units, within the parameters set by SANTACPE;

- 2) coordinate and facilitate supervisory education for CPE Supervisors and CPE Educators.

Interpersonal Awareness and Competence

This means demonstrating the capacity to:

- 1) pastorally/spiritually relate with CPE Supervisors and CPE Educators for whom you have delegated responsibility;
- 2) reflect upon the issues and relationships (relating to these CPE Supervisors and CPE Educators) and to be articulate and responsive to them.

Intrapersonal Awareness and Competence

This means demonstrating the capacity to:

- 1) take appropriate responsibility for your own ongoing intrapersonal development;
- 2) seek regular supervision/consultation;
- 3) be self-reflective about experiences within such supervision/consultation and use these experiences as a means of self-awareness, growth and enrichment.

Educational Awareness and Competence

This means demonstrating the capacity to:

- 1) explore and use different educational methods to facilitate creative learning;
- 2) use resources and people (with different understanding and experience to yourself) in creative educational experiences;
- 3) hold in balance the experiential educational philosophy of CPE and the demands by contemporary society for measuring effectiveness (in the fields of pastoral/spiritual care and educational programme evaluation);
- 4) write and disseminate material that expands dialog regarding: 1) pastoral/spiritual care and practice, and 2) supervisory education and practice.

Theological/Spiritual Awareness and Competence

This means demonstrating the capacity to:

- 1) integrate faith development, theological/spiritual thought and a wide range of spiritualities in the supervisory education of CPE Supervisors and CPE Educators.

In preparation for your Accreditation Review

you need to assemble a Dissertation consisting of seven professionally presented Papers.

As you assemble your seven papers, bear in mind that your Review Committee will be looking for evidence that you have a consistent and integrated capacity in all the Competencies (see above) expected of an Education Consultant.

In each of the seven papers respect issues of confidentiality, and provide footnotes plus a bibliography if you use secondary resources.

Your dissertation is to be typewritten, in Font 11, with a 2 cm margin, and with each page numbered. It is to be presented in the following order, and one copy circulated to each member of your Review Committee at least three weeks prior to the day of your Review. You may ask the members of your Review Committee if any would prefer to receive your materials in digital form.

Your Dissertation should include a front page containing:

- 1) your name and contact details, your spiritual/religious or faith affiliation, theology/spirituality/ philosophy/education/supervision degree(s) / diploma(s) /

- certificate(s), or subjects completed towards a theology/spirituality/philosophy/education/supervision qualification;
- 2) a summary list of your involvement in the supervision/education of CPE Supervisors and CPE Educators since being granted Provisional Education Consultant status by SANTACPE;
 - 3) a declaration of any written or other formal complaints in regard to yourself, and the outcome of any investigation;
 - 4) a summary of your contribution to SANTACPE and/or ANZACPE;
 - 5) your Statement of Request of your upcoming Review Committee.

Paper One - Your Autobiography: (3000 words max) in which you trace your life story (from birth until now) from the perspective of supervision and education. Select experiences from your life and describe the impact of these experiences on your CPE Supervisory, CPE Education and Education Consultant formation journey:

e.g. you may wish to reflect on:

- 1) your relationships with parents, grandparents and other childhood carers;
- 2) your relationships with educators and caregivers during primary, secondary and tertiary education;
- 3) your relationships with siblings, peers, colleagues, partners and children in the contexts of family, work, professional education, and community (including faith communities);
- 4) your experiences of receiving supervision as a CPE participant;
- 5) your experiences of giving and receiving supervision as a CPE Supervisor and a CPE Educator;
- 6) your CPE journey and your theological/spiritual journey.

Paper Two - Your Evaluation of your Supervision/Education of one CPE Supervisor (3000 words max.)

In your Paper you need to demonstrate, with specific examples taken from your supervision/education of this CPE Supervisor, how you accompanied and supervised/educated them in the **Competencies expected of an accredited CPE Supervisor**, i.e. in the following areas 1) Administrative; 2) Interpersonal; 3) Intrapersonal; 4) Supervisory; 5) Educational; and 6) Theological/Spiritual.

[Note: Should you present in this paper your supervision/education of a peer group of CPE Supervisors, you will need to present your supervision/education of and individual CPE Educator in Paper 3.]

Paper Three - Your Evaluation of your Supervision/Education of one CPE Educator (3000 words max.)

In your Paper you need to demonstrate, with specific examples taken from your supervision/education of this CPE Educator, how you accompanied and supervised/educated them in the **Competencies expected of an accredited CPE Educator**, i.e. in the following areas 1) Administrative; 2) Interpersonal; 3) Intrapersonal; 4) Supervisory; 5) Educational; and 6) Theological/Spiritual.

[Note: Should you present in this paper your supervision/education of a peer group of CPE Educators, you will need to present your supervision/education of and individual CPE Supervisor in Paper 2.]

Paper Four – Your evaluation of a Group Educational Session that you designed and facilitated, either within SANTACPE or ANZACPE, in which you demonstrate your capacity to facilitate learning among your CPE Supervisor, CPE Educator or Education Consultant peers (3000 words max.)

Your paper should include: 1) a description of your educational goal(s); 2) a description of your educational process; 3) your evaluation of the process; and 4) evaluative feedback from the group members of their experience of the session, plus your engagement with them as an educator.

Paper Five – Your Theory of Education and Supervision (3000 words max) in which you enunciate a clear theory of education in supervision, being mindful of both one-to-one supervision/education and group supervision/education.

Paper Six – Your Theology/Spirituality (3000 words max) in which you write of your understanding and appreciation of *either* a significant theological/spiritual writer as she/he informs your educational philosophy and practice; *or* of a passage from your Scriptures/Sacred Texts, as it informs your educational philosophy and practice.

Paper Seven – A Portfolio of Various Documents, namely:

- 1) your evaluation of your relationship(s) with the supervisor(s)/educator(s)/consultant(s) that you engaged during your time as a Provisional Education Consultant;
- 2) an evaluation of your progress as a Provisional Education Consultant from the above supervisor(s)/ educator(s)/consultants(s);
- 3) your evaluation of your relating to significant peers (in particular, other CPE Educators and Education Consultants), during your transition from CPE Educator to Education Consultant;
- 4) a declaration that you hold consents from all the people who you have written about in your six professional Papers;
- 5) a statement demonstrating the way you have addressed the issues named by your most recent Review Committee relating to your professional identity and function as a Provisional Education Consultant;
- 6) a statement that addresses why you believe that you have sufficiently addressed the learning requirements of an Education Consultant;
- 7) a statement describing your plans/goals for the future.

Accreditation

Following your Review, your Review Committee will make its recommendations to the Professional Standards Committee, who will then in turn make its recommendations to SANTACPE.

Ultimately it is SANTACPE that will accredit you.

Provisional Accreditation

In the event of you being unable to fully meet the ANZACPE Standards for Accreditation, your Review Committee may decide to recommend to SANTACPE that you be granted further Provisional Accreditation as a Education Consultant for a further period of no more than two years.

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

Should the subsequent Review not occur in the required 2 years, your Provisional Accreditation shall lapse. In this event, SANTACPE will be responsible for notifying the ANZACPE Registrar.

SANTACPE may grant you a dispensation from the two year requirement, but only for very exceptional and extenuating circumstances e.g. life threatening or serious physical/mental illness;

unemployment or financial situations which threatens loss of home; death of an immediate family member within nine months prior to a scheduled review.

Review of your Accreditation as an Education Consultant

Your accreditation as an Education Consultant is subject to ongoing review after five years. In the period under review, you are expected to have supervised at least one CPE Unit, or have participated as an Education Consultant in a supervisory/educational programme authorised by either SANTACPE or ANZACPE. Your accreditation will lapse if you have not fulfilled this particular requirement within a five year period. SANTACPE may grant you a dispensation from this requirement, but only for very exceptional and extenuating circumstances e.g. life threatening or serious physical/mental illness; unemployment or financial situations which threatens loss of home; death of an immediate family member within nine months prior to a scheduled review.

Application and Preparation for a Review of your Accreditation as an Education Consultant

You need to apply to the SANTACPE Executive Committee requesting a Review of your Accreditation.

The SANTACPE Executive Committee will forward your request (using the *Request Form for a Review of Accreditation* found on the ANZACPE Website) to the Chairperson of the ANZACPE Professional Standards Committee.

If you are requesting a Review immediately prior to an annual ANZACPE Conference, SANTACPE will write to the Chairperson of the ANZACPE Professional Standards Committee no later than 1 April, requesting the formation of a Review Committee on your behalf.

If you are requesting a Review at a time other than prior to an annual ANZACPE Conference, SANTACPE will write to the Chairperson of the ANZACPE Professional Standards Committee no later than four months prior to the requested time of review requesting the formation of a Review Committee on your behalf.

The SANTACPE letter of request and support shall contain:

- 1) your name and contact details;
- 2) verification that you have met the minimum requirements for an ANZACPE Review
- 3) your spiritual/religious/affiliation;
- 4) a declaration of any written or other formal complaints in regard to yourself, and the outcome of any investigation;
- 5) the names and contact details of up to three Accredited CPE Educators or Education Consultants from SANTACPE to be potential members of your Review Committee (having first obtained agreement from these people to be members of that Review Committee).

It is an ANZACPE requirement that Reviews of Education Consultant Accreditation involve CPE Educators and Education Consultants from other Member Associations; the Review Committee shall comprise of a majority of Education Consultants.

During the process of forming your Review Committee, you shall be notified and given the opportunity to express reservations in relation to any proposed committee member. Should you have reservations, you need to express them and provide your reason(s) for reconsideration directly to the Chairperson of the Professional Standards Committee, who will give serious regard to your reservations.

You and the five members of your Review Committee shall be notified six weeks prior to the Review of the names and contact details of the members of your Review Committee, with the date, time and venue of the Review.

Your written materials shall be received by your Committee members at least three weeks prior to the Review date.

You shall forward to the ANZACPE Treasurer the cost for the Review at least three weeks prior to the Review date.

In preparation for your Review of Accreditation

you need to assemble a Dissertation consisting of six professionally presented Papers.

In each of the six papers respect issues of confidentiality, and provide footnotes plus a bibliography if you use secondary resources.

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

Your Dissertation should include a front page containing:

- 1) your name and contact details, your spiritual/religious or faith affiliation, theology/spirituality/ philosophy/education/supervision degree(s)/diploma(s)/certificate(s);
- 2) a declaration of any written or other formal complaints in regard to yourself, and the outcome of any investigation;
- 3) your Statement of Request of your upcoming Review Committee.

Paper One (1000 words max) in which you evaluate the salient features (the high points and low points) of your professional experience since your last Accreditation Review. Include your previous Review Committee's recommendations; describe how you have addressed those recommendations.

Paper Two (1000 words max) in which you evaluate the salient features of your work as an Education Consultant during the past five years, highlighting the high and low points in your relationships with CPE Supervisor/CPE Educator/ Education Consultant colleagues, CPE organizations, institutions, church authorities and religious/faith communities.

Paper Three (1000 words max) in which you evaluate your professional development in supervisory education undertaken since your last Review. Your evaluation should address challenges and insights gleaned from reflection on your engagement in the supervisory/educational process e.g. through your supervisory/educational interventions, your experience of receiving professional supervision/education and any reading, study or training undertaken within the field.

Paper Four (1000 words max) documentary evidence of professional supervisory contracts and any courses or training completed since the last Review. Include a letter of support for your request for Reaffirmation of Accreditation from your current supervisor indicating your contractual agreement and the areas of focus for your supervision since the last Review.

Paper Five (1000 words max) in which you describe your future plans as an Education Consultant.

Paper Six (3000 words max) a paper relevant to supervisory/educational issues, of a standard suitable for publication.

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

Release from requirement for review

On completion of one accreditation review following initial accreditation as a CPE Education Consultant you will not be required to present for Review of Accreditation unless you or the SANTACPE Executive request a review. You are also asked to report to the SANTACPE Executive every five years on the professional development completed according to the SANTACPE Standards.

Professional Development

In line with current general educational practice, SANTACPE believes Professional Development is an integral aspect of the professional practice of its CPE Supervisors, Educators and Education Consultants.

The education in supervision requirements previously described in these Standards are deemed to be sufficient for purposes of Professional Development in those years when you are preparing materials for presentation to a Review Committee.

However, at other times, and when you have claimed release from the requirement for review (as detailed earlier in these Standards), SANTACPE requires you to complete 20 hours of professional development per year.

Of this time 5 hours of committee involvement within SANTACPE can be claimed, 5 hours of relevant reading, DVD 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 your own practice.

You will find a Professional Development Log Book in Appendix I of these Standards.

If you are not able to meet these requirements, you must justify this to the SANTACPE Executive Committee in order to maintain Accreditation.

Emeritus Status

A CPE Educator or CPE Education Consultant who does not meet the criteria for release from requirement for review, but who nevertheless desires to be involved in the life of SANTACPE and to make available their services on a limited basis, may choose to apply to the SANTACPE Executive Committee for Emeritus status within SANTACPE.

If you have been functioning as a CPE Educator, you may apply for status as an Emeritus CPE Educator after 15 years from the time you were granted status as a Provisional CPE Educator.

If you have been functioning as a CPE Education Consultant, you may apply for status as an Emeritus CPE Education Consultant after 7 years from the time you were granted status as Provisional Education Consultant.

Upon conferral of your rank as an **Emeritus CPE Educator** you are granted the following privileges:

- 1) to participate in all SANTACPE and ANZACPE supervisory workshops, study days, conferences and the like;
- 2) to accept requests or invitations for the casual supervision of individuals or groups involved in CPE, these to be contracted for a specific time and purpose;
- 3) to have your membership of ANZACPE and SANTACPE paid by SANTACPE, and thus to be covered by their insurance.

As an emeritus CPE Educator you are not permitted to be a CPE Centre Director or to conduct your own CPE programs/Units.

You are also requested to present a report to each SANTACPE Annual General Meeting.

Upon conferral of your rank as an **Emeritus CPE Education Consultant** you are granted the following privileges:

- 1) to participate in all SANTACPE and ANZACPE supervisory workshops, study days, conferences and the like;
- 2) to accept requests or invitations for the casual supervision of individuals or groups involved in CPE, these to be contracted for a specific time and purpose;
- 3) to conduct individual and group education-in-supervision as requested or invited, these to be contracted for a specific time and purpose;
- 4) to have your membership of ANZACPE and SANTACPE paid by SANTACPE, and thus to be covered by their insurance.

As an emeritus CPE Education Consultant you are not permitted to be a CPE Centre Director or to conduct your own CPE programs/Units.

You are also requested to present a report to each SANTACPE Annual General Meeting.

Registration of CPE Centres

[N.B. This whole section on the Registration of CPE Centres has been extrapolated from the 'old' SANTACPE Standards with only minor modifications. It requires significant further work.]

REGISTRATION, ADMINISTRATION AND DIRECTION OF CPE CENTRES

Directors of CPE Centres

In each SANTACPE Registered Centre there shall be one supervisor accredited as CPE Educator or CPE Education Consultant authorised by SANTACPE to plan, organise, lead, and control CPE 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.

SANTACPE retains the right to define the qualifications required of a CPE Centre Director for the purpose of registration by SANTACPE.

An employing body shall advise SANTACPE of the name of the person who, meeting these qualifications, shall be recognised by SANTACPE as the CPE Centre Director.

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 shall make itself available to the management as a consultant and advisor.

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.

Application for Registration

A Supervisor accredited by SANTACPE as a CPE Educator or CPE Education Consultant shall apply to the SANTACPE Executive by writing to the Chairperson, requesting that a SANTACPE CPE Centre be registered within a particular Institution, Organisation or Region. The application for Registration shall include:

- 1) A written report demonstrating how the prescribed Standards will be met within the proposed CPE Centre.
- 2) Details of the CPE Centre's aims and objectives, with an outline of levels of training to be offered - foundational, advanced, supervisory, full-time and part-time.
- 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.
- 4) A document demonstrating the understanding and approval by the management of the institution(s) or organisation(s) in which participants shall be assigned to provide pastoral care. The document shall indicate management support for:-
 - a. the access of participants to patients, clients, parishioners and employees;
 - b. provision of institutional identification and access to regular staff facilities - eg. cafeteria, library, parking, photocopying;
 - c. access to relevant information about patients, clients, parishioners, and employees, whilst ensuring appropriate confidentiality;

- d. 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.

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.

Renewal of Registration

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.

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.

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.

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.

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.

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.

- 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.

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)

- 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)

STANDARDS FOR REGISTRATION OF CENTRES FOR CLINICAL PASTORAL EDUCATION

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.

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.

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.

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.

The CPE Centre is large enough to support at least three students so that both peer group and individual supervisory learning can take place.

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.

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.

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.

The CPE Centre Director will negotiate with the institution/organisation the status and recognition of supervisors who are not employed by the institution/organisation.

The CPE Centre Director is responsible to ensure that all people within the CPE Centre adhere to the institution/organisation's policies and procedures.

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:-

- 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.
- 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.
- 3) There shall be a contract between the Registered CPE Centre and its affiliate which shall take into account:
 - a. the amount of time the student will devote to activities at the Registered CPE Centre and at the placement;
 - b. the ministry functions that the student is expected to carry out in the placement;
 - c. the administrative person or committee in the placement to whom the student is accountable, and how this administrative oversight will be exercised;
 - d. 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
- 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.

Supervisory CPE

All CPE Centres shall meet the basic standards listed above. In addition, CPE Centres which conduct supervisory CPE shall:

- 1) provide a peer group at least on a regional level meeting on a regular basis;
- 2) have access to a Clinical Pastoral Educator or Acting Clinical Pastoral Educator for education in supervision;
- 3) offer didactic instruction appropriate to the learning of supervision;
- 4) provide sufficient CPE students for the training requirements of each Acting Supervisor.

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.

SANTACPE Claim for Professional Development Record

Name : _____

Contact phone number: _____ (wk) _____ (ah)

Email _____

Type of activity: _____
(e.g. reading, audio-visual, internet learning, supervision, Committee membership, Publication, Workshop/Lecture Presentation)

Title of activity/resource: _____

Name of presenter/author/website: _____

Date activity completed: _____

Duration of activity: _____

Please give a brief outline of the content of the activity:

Briefly explain how this activity was relevant to your professional development:

Signed: _____ Date: _____