



**ASSOCIATION  
FOR  
SUPERVISED AND CLINICAL  
PASTORAL EDUCATION  
IN VICTORIA INC.  
(ASACPEV Inc.)  
(Formally known as ASPEA Inc.)**

**STANDARDS FOR CLINICAL  
PASTORAL EDUCATION**

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# **1. CLINICAL PASTORAL EDUCATION**

## **Level 1 Clinical Pastoral Education Unit**

### **1.1 Programme Rationale**

Clinical Pastoral Education (CPE) is a programme of education and formation for pastoral care practitioners. The programme's methodology utilises the action reflection model of learning. The action component entails the actual provision of pastoral care within an appropriate setting. This care acknowledges and attends to the human condition, particularly life's religious and spiritual dimensions. The reflection component entails the exploration of the pastoral experience, the dynamics present, and the theological and spiritual dimensions. This action reflection process is integral to the participants' understanding and the formation of their pastoral identity and competence. CPE is "learning theology from the living human document" (Boisen).

The goal of the programme is that the participant will be acknowledged first hand as the bearer of the sacred and the distinctive provider of spiritual and pastoral care.

### **1.2 Requirements and assessment**

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

In the interests of health and safety of CPE participants the Course Coordinator and other supervisors it is essential that the following regulations are followed without exception.

- 1.2.1** A course will not commence unless it begins with four (4) participants. The course continues if it loses participants during the programme. If the number of participants is reduced to two (2) it is recommended that the course coordinator looks beyond the programme to provide broad peer support and/or consult with another Centre to provide a broader peer experience.
- 1.2.2** A course Coordinator working alone will supervise no more than 5 CPE participants.
- 1.2.3** Should the Course Coordinator have the assistance of additional supervisors the group can be increased up to a maximum of eight. The course coordinator may supervise up to a maximum of five (5) including a provisional pastoral supervisor . Any accredited

supervisors may supervise a maximum of four (4) participants. A provisional pastoral supervisor may supervise up to three (3) participants.

- 1.2.4 Where a group exceeds five (5) participants should a supervisor contracted for the course withdraw due to unavoidable circumstances and a replacement supervisor not be available in the Centre the Centre Director or Course Coordinator will approach the Association to provide supervisory and financial assistance.

## **Minimum requirements for the satisfactory completion of a CPE unit.**

### **1.3 Required Hours**

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

- 1.3.1 ten hours of individual supervision
- 1.3.2 a minimum of sixty hours of group supervision
- 1.3.3 two hundred hours in a clinical placement of which at least one hundred hours is the actual practice of pastoral care. This actual practice of pastoral care primarily occurs in the pastoral conversation and engagement with individuals and groups. It may also include preaching, conducting rituals, administration and education within a pastoral context. The hours over and above the actual practice hours may include research and preparation for religious services and rituals, interdisciplinary meetings, handover and statistical recording. The Centre Director will be the arbitrator in regards to interpreting this standard and its application.
- 1.3.4 sixty hours for personal written reflection on experience and written course requirements.

### **1.4 Required Presentations:**

- 1.4.1 a minimum of eight reports of the participant's pastoral practice
- 1.4.2 the participant's CPE goals
- 1.4.3 the participant's faith/spirituality journey
- 1.4.4 case study
- 1.4.5 midterm and final evaluations
- 1.4.6 participants may be asked to complete other papers, presentations, and journals as required.

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

Requirements 1.4.2 to 1.4.5 are to be presented in the learning group. The remaining requirements will be presented for written supervisory annotation and discussion in individual supervision.

## **1.5 The following are guidelines for the Centre Director in consultation with the course co-ordinator in accrediting a CPE unit.**

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

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

## **1.6 Objectives of CPE Level 1** **This level requires competency in each of the following dimensions.**

- 1.6.1 Actual Provision of Pastoral Care.**  
***This means demonstrating:-***
  - 1.6.1.1** the ability to engage in actual pastoral practice to people with varied experiences;
  - 1.6.1.2** a capacity to listen reflectively, identify the person's agenda and attend appropriately;
  - 1.6.1.3** the ability to initiate pastorally caring relationships;
  - 1.6.1.4** a developing capacity to engage with the inter-disciplinary staff;
  - 1.6.1.5** a capacity to consider and experiment with varied approaches to pastoral practice.

## **1.6.2 Reflective Observations on Pastoral Practice**

### ***This means demonstrating:-***

- 1.6.2.1** an ability to articulate, evaluate and reflect in writing on their pastoral practice and its effect on others;
- 1.6.2.2** the capacity to engage in reflective conversation about their pastoral practice with peers and supervisor;
- 1.6.2.3** growing awareness of how their assumptions, attitudes, values, story, strengths and limitations affect their pastoral care;
- 1.6.2.4** a capacity to evaluate their relationships with their peers, supervisors and inter-disciplinary staff;
- 1.6.2.5** some demonstration of their capacity to use the action reflection model and to evaluate progress towards their goals and objectives;
- 1.6.2.6** an ability to engage in self and peer supervision, that is, the ability to hear, engage and reflect upon the support and feedback offered by the CPE peer group.

## **1.6.3 Theological/Spiritual Reflection**

### ***This means demonstrating:-***

- 1.6.3.1** the capacity to reflect upon particular encounters and pastoral experience within a theological/spiritual framework;
- 1.6.3.2** the capacity to reflect upon and evaluate the meaning of the pastoral role in relation to the participant's theology/spirituality and identity as a pastoral carer;
- 1.6.3.3** the ability to explore how the insights gained from the participant's theological/spiritual reflection on pastoral experience can be incorporated into subsequent practice.

## **2.0 LEVEL 2 CLINICAL PASTORAL EDUCATION**

Certification of a Unit of Clinical Pastoral Education at Level 2 recognises that the candidate is competent to engage in pastoral practice that is informed by the experiential cycle of learning. The four phases of this cycle include concrete experience, reflective observation, pastoral and theological/spiritual conceptualisation, and active experimentation. To reach this level may require a number of units at Level 1 before acceptance into a level 2 unit. Acceptance into a Level 2 Unit is dependent on evidence of a developing capacity to fulfil the following and will be negotiated with your supervisor.

Candidates seeking this level of accreditation need to demonstrate the development of a clear pastoral identity, be competent in pastoral care practice, be able to constructively engage in peer relationships and interdisciplinary consultation, and engage effectively in the action-reflection model of learning.

This certification is achieved through demonstration of the above competencies, the completion of required written materials and engagement with a Review Committee. This committee will determine whether the candidate has satisfied the objectives for a Level 2 CPE Unit.

### **2.1 Pre-requisites**

**2.1.1** At least one certified CPE unit in ASACPEV Inc. recognised programmes.

**2.1.2** The intention to undertake a Level 2 CPE Unit must be negotiated with the Centre Director prior to the commencement of the Unit. The Candidate is required to outline their rationale for this request and their goals for the Unit.

When a candidate wishes to proceed to Level 2 in a new CPE centre, the Centre Director shall request a reference from the previous CPE Centre Director in regards to their readiness to undertake a Level 2 unit.

Those requesting to do a Level 2 unit of CPE need to demonstrate the capacity to function at Level 2 from the commencement of the unit as recognised by the Centre Director.

### **2.2 Requirements and assessment**

To complete a Level 2 CPE unit, the Candidate must fulfil all requirements for a CPE Unit (Standards 1.3 & 1.4) or as negotiated with and approved by the Centre Director.

The additional written requirements are outlined in Standard 2.7.

#### **Objectives of a Level 2 CPE Unit**

These objectives are based on the four phases of the learning cycle.

## **2.3 Concrete Experience as a competent Pastoral Care Practitioner**

This means:-

- 2.3.1** the ability to provide written documentation of effective pastoral practice to people with their unique experience, considering their cultural, religious/spiritual and social backgrounds;
- 2.3.2** demonstrating respect for the person's agenda through the use of various pastoral skills, including listening/attending, empathic reflection, conflict resolution/ confrontation, crisis management, and appropriate use of religious/spiritual resources;
- 2.3.3** the ability to assess spiritual and pastoral needs and to provide an effective pastoral response, including during critical incidents, whilst maintaining a clear pastoral identity;
- 2.3.4** being competent to work effectively with multidisciplinary staff, demonstrating a secure pastoral identity and personal authority; and in stressful situations, the capacity to care for others and self;
- 2.3.5** an ability to manage clinical practice and administrative functions in terms of accountability, priority setting, self-direction, and clear, accurate professional communication;
- 2.3.6** demonstrating a mutual respect and working alliance with CPE peers, and with the pastoral care team in the setting where they conduct their pastoral practice.

## **2.4 Reflective Observations on pastoral practice**

This means: -

- 2.4.1** the ability to evaluate and articulate;
  - i. the quality of pastoral care provided,
  - ii. relationships with peers, supervisors and professional colleagues, and
  - iii. progress towards goals and objectives;
- 2.4.2** an ability to engage in self supervision and peer supervision within the CPE Unit;
- 2.4.3** being competent in identifying and articulating a preferred pastoral care style, naming the skills used and assessing their appropriateness.

## **2.5 Abstract Pastoral and Theological/Spiritual Conceptualisation**

This means: -

- 2.5.1** a capacity to articulate an understanding of the pastoral role that is congruent with personal spiritual and cultural values, basic assumptions and personhood;
- 2.5.2** a capacity to identify general pastoral principles from the detail of individual conversations, engagements and case studies;



- 2.5.3 a capacity to consider and explore particular engagements and with the insights gained, be able to reframe or challenge an existing theological/spiritual understanding;
- 2.5.4 an ability to explore and articulate way(s) the particular situation informs future pastoral care practice;
- 2.5.5 a capacity, when involved in a disruption within a CPE group or pastoral care team, to explore theological/spiritual concepts in order to move from estrangement to reconciliation.

## 2.6 **Active Experimentation and Integration**

This means:-

- 2.6.1 an ability to incorporate new learning into subsequent pastoral practice and professional relationships, and then to evaluate the impact of this changed practice;
- 2.6.2 an ability to consider alternative approaches to pastoral practice, use a variety of pastoral stances with people, and develop a range of strategies.

## 2.7 **Written Requirements**

The Candidate will be required to provide the following materials typewritten, point 12 font, 1.5 spaced of no more than 10,000 words, plus Appendix, which is not included in the 10,000 words. The document needs to be securely bound and delivered to each member of the Level 2 Committee two weeks before the meeting. The Final Evaluation can be presented three days prior to the meeting should this document not be available at the distribution time of the written materials.

**The required written materials include:**

- 2.7.1 a brief statement of request to the Committee;
- 2.7.2 a report of a pastoral conversation or engagement that includes verbatim evidence, resources used with a person or persons, any ritual used, and an evaluation of the pastoral care given;
- 2.7.3 a comprehensive case study and evaluation of pastoral practice with one particular person or family; or the development of a pastoral theme over a number of encounters;
- 2.7.4 an essay, not exceeding 2,000 words, on a subject demonstrating the ability to reflect upon a single case or selection of cases, in a manner that shows integration of theology/spirituality with pastoral care practice;
- 2.7.5 Final Evaluation for the CPE Unit.
- 2.7.6 **Appendix**
  - i. Include Final Evaluations of other CPE Units,

- ii. An updated autobiographical statement, including an account of the candidate's spiritual journey and development,
- iii. A copy of this document (Level 2 CPE Guidelines)
- iv. When the Candidate has conducted their clinical practice in a context other than the Centre, a letter of support from their Pastoral Administrator.

## **2.8 Level 2 Review Committee Arrangements and Purpose**

The Centre Director, in consultation with the Candidate and Supervisor will be required to form a Review Committee of five professional people and to make the necessary arrangements. . Should a candidate be undertaking this Level 2 Unit for credit within the University of Divinity, at least one of the supervisors on the Committee, apart from the Candidate's Supervisor, needs to be an adjunct lecturer with the University of Divinity.

The Committee shall consist of:

- i the Candidate's supervisor
- ii. two ASACPEV Inc. Supervisors in addition to the Candidate's supervisor (with a maximum of one Provisional Pastoral Supervisor), one of whom to be from a different CPE Centre
- iii. a representative from the Candidate's practical placement (NB a CPE supervisor may fulfil this role)
- iv. a representative from the Candidate's spiritual tradition (NB a CPE supervisor may fulfil this role)

The Centre Director, in consultation with the Supervisor, determines who will Chair the committee. The Review Committee is required to ensure the candidate is competent in all four phases of the experiential cycle of learning; concrete experience, reflective observation, pastoral and theological/spiritual conceptualisation; and active experimentation as outlined in the Objectives for a Level 2 CPE Unit.

It is recommended that the Candidate pays an honorarium of forty dollars (\$40) to each member of the Committee to cover travelling and any out of pocket expenses.

### **3.0 ACCREDITATION FOR SUPERVISORY RESPONSIBILITIES FOR PASTORAL SUPERVISOR**

The Association for Supervised and Clinical Pastoral Education in Victoria Inc. welcomes your interest in supervisory education. If you are reading this section of our standards you may be considering progressing your CPE beyond basic and Advanced CPE into the area of Supervision.

ASACPEV Inc. supervisory education is based on experiential education. In order to gain accreditation at each of the three levels of supervision Supervisors act on a provisional basis under appropriate supervision until such time that they meet with and are accredited by an Accreditation Committee appointed by the Registration and Certification Committee of ASACPEV. The first level of accreditation is that of Pastoral Supervisor and Standard 3 provides a detailed account of the process to be undertaken if you decide to proceed down this path.

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

From the beginning you do need to understand the process will be demanding on your time and abilities. If you plan to be a Provisional Pastoral Supervisor in full-time CPE you will be required to be in training for nine to twelve months. Your involvement in part time CPE courses will require your engagement for at least eighteen months and possibly three years. You should check with the Director of the CPE Centre in which you will train to gain a clear understanding of the days and hours you will be required each week for your Provisional Pastoral Supervision training.

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

Registration and Certification Committee 2014

### **3.1 Prerequisites for entry to Provisional Pastoral Supervisor**

The pastoral practitioner who is discerning a vocation as a supervisor in Clinical Pastoral education will enter into discussions with their CPE Center Director who will advise them to gather documental evidence that they have met the following pre-requisites:

- 3.1.1** been admitted as a general member of the Association in accordance with the rules of the Association and whose membership name has been entered by the Registrar in the Register of members (Rules of the Association for Supervised Pastoral Education, Rule 5) and further that their membership fees have been paid for the current year;
- 3.1.2** been attested as in good standing for pastoral practice and understand and are committed to the “Code of Ethics” for Pastoral, Ministry or Spiritual Care Practice of the recognized Religious, Faith or Spiritual Community to which they belong;
- 3.1.3** attained certificates signed by a Centre Director or Course Coordinator indicating successful completion of at least three units of CPE one of which must be at **Level 2**. Candidates may request equivalency from other tertiary studies involving group and individual supervised pastoral practice. Candidates seeking equivalency need to document their case and submit this to the Registration & Certification Committee; including a supporting letter from their current Accredited Supervisor;
- 3.1.4** completed a unit of CPE within three years of application, or be actively employed as a pastoral carer and receiving regular professional supervision, or be actively involved in the Executive or a Committee of the Association;
- 3.1.5** gained a degree in Theology or have registered their two units of CPE, towards a bachelor degree or graduate diploma in theology, or studies recognised as equivalent by the University of Divinity. The candidate is also to be actively pursuing further theological studies at a tertiary level. Where the candidate for supervisory training comes from a major world faith or spiritual tradition other than Christianity, she or he, prior to commencing as a provisional Pastoral Supervisor shall have successfully completed study in that tradition and practice, equivalent to the number of hours of two units of a Bachelor of Theology. The peak body of that tradition in Australia must recognise the form and content of this study. The candidate shall also demonstrate their active pursuit of further studies in that tradition at tertiary or equivalent level;
- 3.1.6** negotiated with a Centre Director to pursue supervisory training within the Centre and received written confirmation of the contract of appointment including any fees charged and reimbursement to be paid for services to the Centre. The candidate will provide the Registration and Certification committee with a copy of the appointment letter and details of the contract arrangements. It should be noted that not all CPE

Centres provide Supervisory experience for Provisional Pastoral Supervisors;

- 3.1.7 read and have acknowledged in writing that they have understood and are committed to the ASACPEV Inc. Code of Ethics;
- 3.1.8 read and have acknowledged in writing that they understand and accept any relevant policies such as bullying and harassment and privacy and confidentiality that are set by the institution in which they will supervise;
- 3.1.9 met with a “Readiness to Commence Supervisory Training Committee” and gained in writing the recommendation that they are “ready to begin as a Provisional Pastoral Supervisor”.

### **3.2 Presentation to a “Readiness to Commence Supervisory Training Committee”**

- 3.2.1 The Committee shall be organized by the Director of the CPE Centre in which the candidate is seeking to work. The Committee shall consist of five members comprising:
  - i) the Candidate’s Centre Director or delegated representative, who will chair the Committee
  - ii) at least two ASACPEV Inc. provisional or accredited Clinical Pastoral Supervisors or Clinical Pastoral Educators at least one of whom is from another CPE Centre and
  - iii) at least two accredited Pastoral Supervisors at least one of whom is from another CPE Centre
- 3.2.2. The candidate is to provide the Treasurer of ASACPEV Inc. with payment for the prescribed fee two weeks prior to the review. The Centre Director will inform the ASACPEV Inc. Treasurer of the names of committee members for remuneration.
- 3.2.3 The candidate will demonstrate both in the written documents and in their engagement with the committee, evidence of their identity and competency as a pastoral carer, their readiness to begin the experience as a Provisional Pastoral Supervisor, their awareness of the current practices of clinical pastoral education and the supervisory responsibilities required by ASACPEV Inc. Standards.
- 3.2.4 **The Written Documents**

The candidate shall provide the following written documents to the Committee two weeks prior to the meeting:-

  - 3.2.4.1 A cover sheet containing such information as name, address, present position, religious or faith affiliation, relevant degrees, diplomas and certificates, relevant professional occupational background and experience in Clinical Pastoral Education;
  - 3.2.4.2 A statement of request by the candidate of this Review Committee;

- 3.2.4.3 An updated autobiographical narrative, including theological/philosophical reflection upon the candidate's spiritual journey;
- 3.2.4.4 A copy of the findings and recommendations from the candidate's presentation to any previous "Advanced" or "Readiness to commence as a Provisional Pastoral Supervisor Committee";
- 3.2.4.5 A copy of the candidate's most recent CPE Final Evaluation;
- 3.2.4.6 A paper of no more than 1500 words, addressing the candidate's understanding and experience of pastoral supervision within CPE. This paper will also explore why the candidate seeks to enter training and what the candidate brings to supervisory practice;

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

- 3.2.4.7 A comprehensive report and critical evaluation of the candidate's functioning as a pastoral carer over a seven-day period. The report of no more than 2500 words should include:-
- 3.2.4.8 The criteria used to determine daily pastoral priorities and how these priorities were followed through;
- 3.2.4.9 An evaluation of any tensions experienced between pastoral, administrative, priestly, prophetic and preaching responsibilities;
- 3.2.4.10 A description of how boundaries were discerned and established by the candidate and an evaluation of the candidate's capacity to stay within them;
- 3.2.4.11 A journal and evaluation of the relationships engaged in during one eight hour day of pastoral practice;
- 3.2.4.12 A report and assessment of one pastoral encounter of particular note, including theological/spiritual reflection of the encounter

**OR**

- 3.2.4.13 A comprehensive report and critical evaluation of the candidate's pastoral care of one person/s or place, over an extended period. The report of no more than 2500 words should include:
- 3.2.4.14 An assessment of the candidate's practice based upon clinical materials such as reports of pastoral conversations or critical incident reports;
- 3.2.4.15 A description of the manner in which particular pastoral issues were negotiated;

- 3.2.4.16 A description of how boundaries were discerned and established by the candidate and an evaluation of the candidate's capacity to stay within them;
- 3.2.4.17 An evaluation of the care offered, including consideration of the strengths and limitations of this care;
- 3.2.4.18 A theological/spiritual reflection on this evaluation.

### **3.3 Registration with ASACPEV Inc. as a Provisional Pastoral Supervisor**

Having gained the recommendation from the "Readiness to Commence Supervisory Training Committee", the applicant shall apply by letter to the Chairperson of the Registration and Certification Committee. The letter of application shall include:-

- 3.3.1 Evidence that the candidate has fulfilled each of the pre-requisites in 3.1
- 3.3.2 When the candidate's application to begin as a Provisional Pastoral Supervisor has been approved by the Registration and Certification Committee and ratified by the Executive of ASACPEV Inc. the Association Secretary shall notify the applicant that Provisional Supervisory status has been approved. The secretary will also inform the Registrar who will make a note in the Association Register. (Rules of the association, rule 33)
- 3.3.3 On receipt of written advice of authorization, the successful candidate may begin as a provisional Pastoral Supervisor.

### **3.4 Training in Pastoral Supervision:**

It is important that provisional Pastoral Supervisors are engaged in the full cycle of experiential learning - Concrete Experience, Active Experimentation, Reflective Observation and Abstract Conceptualization. As a general guide the provisional Pastoral Supervisor is encouraged to begin by drawing on their own experience of supervision, employing what they found most helpful and exploring ways of changing what they found inhibited their learning. The following Standards provide a guide to the kind of experiences that supervisees in training have in the past found helpful. These Standards also provide a helpful guide for those directing the journey for Provisional Pastoral Supervisors namely Centre Directors, Course Coordinators, Clinical Pastoral Supervisors and Clinical Pastoral Educators. Different centres will provide different learning opportunities. Sometimes involvement in inter-centre activities such as HCCVI/SHV training days can widen the provisional supervisee's perspective.

#### **3.4.1 Concrete Experience and Active Experimentation as a Provisional Pastoral Supervisor.**

Provisional Pastoral Supervisors may train for up to three years from the commencement of the first unit, in the Centre(s) that has/have

accepted them in this role. A provisional pastoral supervisor shall do so with an accredited supervisor authorised to coordinate and conduct CPE units and will be supervised by a Clinical Pastoral Supervisor or Clinical Pastoral Educator. It is recommended that during the provisional period the candidate's experience in Pastoral Supervision includes the following experience: -

- 3.4.1.1 participation in the selection of CPE participants;
- 3.4.1.2 conducting orientation seminars and institution tours;
- 3.4.1.3 facilitation of selected seminars with a provisional or accredited Clinical Pastoral Supervisor or Clinical Pastoral Educator present;
- 3.4.1.4 provision of the required individual supervision in at least three and no more than four CPE units;
- 3.4.1.5 provision of individual supervision for a minimum of six participants over three or more units of CPE;
- 3.4.1.6 individual supervision of no more than two thirds of the participants in a group and in no case exceeding three participants in any one unit;
- 3.4.1.7 conjoint leadership of mid-unit and final evaluation seminars;
- 3.4.1.8 ongoing applied pastoral practice in a parish, institution, or community agency and participation in the life of ASACPEV Inc. e.g. programs of in-service attendance at approved workshops or conferences.

### 3.4.2 **Reflective Observation in Pastoral Supervision.**

Provisional Pastoral Supervisors write reports of the actual supervision they provide to supervisees and evaluate their supervision. The observation and reflection on the highs and lows, joys and sorrows of their supervisory experience, the writing of notes and discussions primarily with their supervisor but also with the Course Coordinator and Clinical Pastoral Educator and on occasions with supervisory peers is a basic ingredient in learning the art of supervision.

- 3.4.2.1 Reflective observation is provided through ten hours of individual supervision in each CPE unit, provided by the Centre Director or a Clinical Pastoral Supervisor or Clinical Pastoral Educator, as delegated by the Centre Director. This supervision will attend to the Provisional Pastoral Supervisor's practice of supervision of CPE participants, introducing the conceptual themes and ideas that emerge in the unit. Attention will be given to developing pastoral identity in supervisees, identifying learning needs and setting appropriate goals and objectives for supervision, initiating, developing and concluding the supervisory alliance, choices in supervisory stance and methodology, discerning teaching priorities and boundaries. Supervision will address areas such as the art of giving and receiving effective feedback, working with an hermeneutic of trust versus an hermeneutic of suspicion, exploring the



role of transference, counter transference and the parallel process in supervision, creative writing and imagery, and methods of self-supervision. The complexity of confidentiality and privacy, discernment of supervision from other disciplines such as spiritual direction, counselling or psychotherapy and supervising within multi-cultural and interfaith contexts may also be raised.

**3.4.2.2** The course coordinator will provide the Provisional Pastoral Supervisor an opportunity, post seminar and group meetings, to review and debrief with supervisory colleagues participating in the unit of CPE.

**3.4.2.3** The Provisional Pastoral Supervisor shall write a one page report (no more than 400 words) **evaluating their supervision** of each CPE participant supervised. The report will attest to the supervision of the CPE participant's learning needs, formulation of appropriate supervisory goals and interventions, and assessment of the outcomes of these. **A selection of these reports will be included in the supervisor's materials for accreditation.**

**3.4.2.4** The Provisional Pastoral Supervisor shall also write a one-page report (no more than 400 words) of **the progress and development of each CPE participant** supervised.. The report shall include their supervisee's goals and whether they were achieved, an assessment of their competence in the provision of pastoral care, ability to relate to their peers and their supervisors and confirmation or not that they completed the unit satisfactorily. Should the student claim they are ready to proceed to Level 2 or Supervisory CPE the supervisor's support or non-support for this claim needs to be noted. These reports will be included in and remain in the CPE Centre files for 5 years. **They will not be included in the Pastoral Supervisor's materials for accreditation.**

### **3.4.3 Abstract Conceptualization in Pastoral Supervision.**

Provisional Pastoral Supervisors conceptualize the competencies they have integrated into their practice of supervision; develop ideas and explore images about their own model of supervision; and track themes emerging in their supervision.

The Centre Director or supervisor or educator delegated to supervise the Provisional Pastoral Supervisor will provide the guidelines for an evaluation of each unit of training three weeks prior to the completion of each unit. Being mindful of the educational needs for provisional supervisors a maximum of six issues that are most relevant to the unit completed shall be included for evaluation in the guidelines.

#### **3.4.3.1 Evaluation of each Unit of Training**

At the conclusion of each unit the Provisional Pastoral Supervisor will provide his or her Centre Director and Supervisor with an evaluation that conceptualises themes that have emerged in the candidate's concrete experience, active experimentation and reflective observation in the particular unit of supervision completed. This evaluation will also

include evaluations of their relationships with the Center Director, their individual Supervisor, Clinical Pastoral Educator, Course Coordinator, and any course peer supervisors. Should an individual provide more than one of these roles consideration should be given to any experience of conflict of roles. These reports will be shared and discussed within the Centre. **These evaluations will not be included in the candidates accreditation materials but remain in the Centre files.**

**3.4.3.2** On receipt of the Provisional Pastoral Supervisors written evaluation of the CPE unit the candidate's supervisor will provide the candidate a written report / evaluation that addresses the candidate's achievement of goals, supervision of supervisees, relationship with the supervisor, course coordinator and the development in their professional identity. Copies of the reports written by the Candidate's Supervisor/Educator for the first and last CPE unit conducted as a Provisional Pastoral Supervisor will be included in the appendix of the Candidate's materials for Accreditation.

**3.4.3.3 Certificates of Completion of each unit of Supervisory Training**  
On satisfactory completion of each unit of training and receipt from the Provisional Pastoral Supervisor of 3.4.2.3; 3.4.2.4; 3.4.3.1 the Centre Director provides the Pastoral Supervisor with a Certificate of Completion of a Supervisory CPE Unit that is signed by the Centre Director and Course Coordinator.

### **3.5 Additional Education In Supervision**

In addition to the training in abstract conceptualization included within the CPE Center, provisional Pastoral Supervisors are required to engage in the following Education in Supervision within ASACPEV Inc. prior to presentation for accreditation at this level:

**3.5.1** Complete ten hours of individual Education in Supervision, within the context of a CPE unit, with an accredited or provisional Clinical Pastoral Educator. On receipt of the provisional Pastoral Supervisor's written evaluation of the CPE unit, the educator will provide a report / evaluation that addresses the candidate's achievement of goals, supervision of supervisees, relationship with their supervisor, the course coordinator, Centre Director, educator and the development in their professional identity.

**3.5.2** 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 ASACPEV Inc. levels of supervision. Participants may be provisional pastoral or clinical supervisors or accredited supervisors taking the course for professional development. A Clinical Pastoral Educator where possible assisted by a provisional Clinical Pastoral Educator will plan and conduct these courses. Where possible a course will involve participants from different centres to enhance collegiality within ASACPEV Inc. The course shall be of 15 hours duration. The course supervisors will provide an

evaluation /report for each candidate and if completed successfully, an ASACPEV Inc. certificate.

- 3.5.3** The curriculum for both the individual and group education shall build on the provisional supervisors' experience of their supervisory practice and individual supervision. (3.4.1, 3.4.2, 3.4.3) Curriculum content will address the integration of supervisory identity and encourage the articulation of the provisional supervisors' philosophy of supervision and educational theory foundational to their practice. Reflection and evaluation of the provisional supervisors' experience of supervision thus far will be considered in the light of presentations and selected reading materials that address current theories of supervision.

In addition the education would focus upon ensuring provisional pastoral supervisors have a sound knowledge of the Level 1, Advanced and Pastoral Supervisor levels of the ASACPEV Inc. standards, have written a draft of selected requirements of their application for review and are very familiar with what is required of them in their written materials for accreditation.

### **3.6 Completion of Pastoral Supervisory Training and Application for Accreditation as a Pastoral Supervisor**

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

Written application by the candidate to the Registration and Certification Committee for permission to present for Accreditation as a Pastoral Supervisor should be received by the Committee Chairperson three months prior to the review. The written application will include:

- 3.6.1** A copy of your individual ASACPEV Inc. Certificates for at least three and no more than four Supervisory CPE Units completed satisfactorily and signed by both the Centre Director and Course Coordinator.
- 3.6.2** A receipt from the ASACPEV Inc. Treasurer for the prescribed fee for the accreditation which includes a non-refundable application fee.
- 3.6.3** A copy of the letter from ASACPEV Inc. giving notice of the candidate's registration as a Provisional Pastoral Supervisor.
- 3.6.4** Evidence of current good standing for pastoral practice in the recognised Religious, Faith or Spiritual Community to which they belong.
- 3.6.5** Evidence of payment of ASACPEV Inc. general membership fee for the current year.

**3.6.6** Letter of support from the Director of the CPE Centre in which the Provisional Pastoral Supervisor has worked and will continue to function as a Pastoral Supervisor should their accreditation be successful.

### **3.7 Required Dissertation for Accreditation as a Pastoral Supervisor**

Accreditation as a Pastoral Supervisor is based on the candidate's ability to reflect upon, conceptualise and understand their experience as a Provisional Pastoral Supervisor. The required dissertation consists of four major papers and four one page reports. All documents relating to CPE participants are to be de-identified according to privacy policy. It will be **no longer than 11,000 words, typewritten, point 12 font, with a standard 2 cm margin**. It will be secured in a folder, and one copy circulated to each member of the appointed "Pastoral Supervisor Accreditation Committee" at least two weeks prior to the day of the candidates meeting with the committee.

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

**3.7.1 Paper 1** The candidate's life story:- (2000 words) This is a detailed yet succinct account of the candidate's life from birth until the beginning of their supervisory training. Out of their own subjective experience, the candidate is to select episodes from their life experience that will assist the members of the committee understand who they are and their life pilgrimage. One way to tackle this paper is to divide it into four sections: - i) childhood including education, ii) emerging adulthood including development as a single person, and if relevant marriages, developing formation as a partner, responsible parent and grandparent. iii) spiritual or religious development and emerging interest in a career in pastoral or spiritual care of others. iv) The final section of this paper will require the candidate to take a step back from themselves and write a theological/spiritual reflection upon the life story that has been shared.

**3.7.2 Paper 2** A comprehensive report and critical evaluation of the candidate's actual supervision of one CPE participant engaged in a CPE Unit. The report of no more than 2000 words will be evidenced by clinical episodes, the candidate's comments on verbatim reports and excerpt from supervisory conferences. The report should include:

- 3.7.2.1 a succinct description of the CPE participant and their placement
- 3.7.2.2 a description and assessment of the first scheduled conference and an account of how the candidate developed the supervisory alliance;
- 3.7.2.3 how the candidate assisted the supervisee formulate and evaluate clear, realistic and achievable goals;
- 3.7.2.4 reflection on the candidate's responses to the written requirements of the CPE participant;
- 3.7.2.5 the candidate's articulation and modeling of pastoral care and how this contributed to the development of the CPE participant's pastoral competency;
- 3.7.2.6 the candidate's leadership and supervision of a Seminar presentation by the chosen participant in the first half of the unit;
- 3.7.2.7 the candidate's recommendations to the participant at Mid Term Evaluations and an account of how the supervisee responded;
- 3.7.2.8 the candidate's supervision of a challenging conference meeting;
- 3.7.2.9 the candidates supervision in an individual conference in the second half of the unit;
- 3.7.2.10 the candidate's supervision of the final conference of the unit or an account of the ending of the supervisory relationship should the participant leave the course prior to the conclusion of the unit;
- 3.7.2.11 the candidate's supervisory stances and attitudes which were employed in supervision and their effectiveness in the emergence of the CPE participant's pastoral identity.
- 3.7.3 **Paper 3:** An essay (2000 words) that explores the candidate's theological/spiritual perspective in relation to their practice of pastoral supervision. The essay needs to be grounded in specific supervisory experiences and include an exploration of how their theology/spirituality informs, enlightens or challenges their supervisory identity or vice versa. A bibliography should be supplied if secondary resources are used.
- 3.7.4 **Paper 4:** Paper 4 (suggest 3000 words) will conceptualise and trace the themes the candidate identified in their final evaluation appraisals of their experience as a provisional pastoral supervisor. This paper will discuss concepts discovered in their experience as a supervisor with CPE participants and their own experiences of receiving supervision and training as a supervisor. In preparing to write this paper it will be helpful to review each of the evaluations the candidate has written for their Centre Director as part of their training. (3.4.3.1 and 3.4.2.3) and select from the supervisory reports they received in training (3.4.3.2)

ideas that were helpful and/or unhelpful. The candidate will conclude this appraisal with a statement addressing why they believe they have completed their training as a provisional pastoral supervisor.

**3.7.5 Paper 5:** Select five of the one page reports the candidate has written according to standard **3.4.2.3** of their actual supervision of CPE participants during their training. (The total words for these five reports should not exceed 2000 words).

**3.7.6** The candidate's dissertation will also include a front cover page containing name, address, present position as a pastoral caregiver and proposed position as a pastoral supervisor in a registered CPE center, spiritual/religious or faith affiliation, theological degree, diplomas, certificate or subjects completed towards a degree. A second page should include a statement of request by the candidate of this Accreditation Committee. A third page will include a list of contents.

**3.7.7 An Appendix** will include.

**3.7.7.1** Copies of committee findings from Advanced and any previous "Readiness to Commence Supervisory Training Committee" (3.1.9) and any prior application/s for accreditation as a pastoral supervisor.

**3.7.7.2** A copy of the Final Evaluations written by the CPE participants featured in the Candidate's "Paper 2" and "Paper 5"

**3.7.7.3** A copy of the consent forms of the CPE participants whose evaluations are included with this document (3.7.7.2), or a letter from the Centre Director, which declares that the consent forms are held in the CPE Centre files.

**3.7.7.4** A copy of the evaluations tabled by the candidate at the completion of their individual and peer group courses of "Education in Supervision"

**3.7.7.5** Copies of the reports written by the candidate's Supervisor/Educator for the first and last CPE unit conducted as a Provisional Pastoral Supervisor

### **3.8 Pastoral Supervisor Accreditation Committee**

When a candidate's application for an accreditation has been approved, the Registration and Certification Committee's appointed officer shall nominate a committee of five (5) supervisors drawn from different accredited centres, with only one representative from the centre in which the candidate is registered Each Accreditation Committee shall consist of at least one accredited Pastoral Supervisor, one Clinical Pastoral Supervisor and one Clinical Pastoral Educator, as well as the Director of the CPE Centre in which the Provisional Pastoral Supervisor has worked or the Director's delegated Clinical Pastoral Supervisor. Wherever possible the fifth member of the committee shall be another accredited Pastoral Supervisor. Each committee where

possible will include both male and female supervisors and a mix of spiritual/denominational traditions.

**3.8.1** The candidate in consultation with the Centre Director, ensures that the centre arranges a venue and hospitality, e.g. refreshments for the accreditation committee.

**3.8.2** The candidate is to include with the materials a covering letter indicating date, time, directions to the location of the committee, and the cost and availability of parking or public transport to the committee location.

### **3.9 Roles of the Committee Members**

One member, preferably a Pastoral Supervisor, shall be appointed presenter and shall provide a written review and evaluation of the candidate's materials. Copies of this report shall be provided for each member of the committee. Another member, other than the Centre Director and preferably a Clinical Pastoral Educator, or senior Clinical Pastoral Supervisor shall be appointed committee chairperson. The accreditation committee will consider the claims of the candidate regarding their supervisory identity and competency in order to determine their readiness to be accredited as a Pastoral Supervisor. This consideration can be undertaken in the light of the Assessment Tool for Accreditation as Pastoral Supervisor. The chairperson will record whether the decision has been unanimous and if not, record the numbers for and against the decision made. The chairperson shall provide a written report of the committee process and decision, commendations and recommendations conveyed verbally to the candidate to the next meeting of the Registration and Certification Committee. Copies of the Chairperson's report shall be available to the candidate on request to the R & C Committee.

### **3.10 Assessment of Competencies**

The committee can make either a unanimous decision to either accredit or not accredit the candidate. If the decision is not unanimous a majority of members will carry the decision and the numbers will be recorded in the Chairperson's report. The competencies set out below are to assist the committee discern what is required to accredit the candidate as a Pastoral Supervisor. Competency will be assessed from both written materials and engagement with the committee.

#### **3.10.1 Competency in pastoral practice**

Ability to model, articulate and evaluate the pastoral role in a professional context.

#### **3.10.2 Competency in pastoral supervision**

**3.10.2.1** Ability to broaden and deepen the vision of the CPE participant ;

**3.10.2.2** Ability to evoke and develop a sense of pastoral identity and professional self- worth within the CPE participant.

- 3.10.2.3 Ability to review CPE participants' written work, and to discuss and evaluate their pastoral engagements.
- 3.10.2.4 Ability to articulate and explore spirituality in the context of pastoral practice and supervision.
- 3.10.2.5 Ability to assist the CPE participant to clarify priorities and establish boundaries in their pastoral practice.
- 3.10.2.6 Ability to practice the art of theological/spiritual reflection
- 3.10.2.7 Ability to demonstrate within their pastoral practice, professional and ethical conduct that complies with the ASACPEV Inc. Code of Ethics.

### 3.10.3 **Competency in Theological/Spiritual Reflection**

- 3.10.3.1 Ability to assist CPE participants to consider how their theological/spiritual framework informs their pastoral practice and identity and vice versa.
- 3.10.3.2 Ability to articulate how their theological/spiritual framework informs their supervisory practice and identity.

### 3.11 **Unsuccessful Accreditation and Continued Provisional Status**

A candidate not accredited as a Pastoral Supervisor following assessment may be permitted to continue to act within approved programs of CPE, before a further accreditation assessment, for such periods, as the Registration and Certification Committee shall determine.

### 3.12 **Successful Accreditation, ongoing accountability and responsibilities**

The secretary of the executive shall write to the Pastoral Supervisor with the official findings of the accreditation assessment. The secretary will also inform the Registrar in accordance with Rule 33 of the Association and the Registrar will note the supervisory accreditation in the Association Register. When the Pastoral Supervisor has received official notification from the Executive of ASACPEV Inc. of their successful accreditation they can personally designate themselves to be an ASACPEV Inc. accredited Pastoral Supervisor and their Centre Director can change their accreditation details on program announcements. ASACPEV Inc. recommends that following accreditation Centre Directors wherever possible offer an accredited Pastoral Supervisor an initial contract of appointment to participate in two further CPE units. The offer of further contracts may follow at the discretion of the Centre Director. The Pastoral Supervisor is authorised to supervise within CPE units, under supervision by an accredited or



Provisional Clinical Pastoral Supervisor or Clinical Pastoral Educator. The emphasis for the Pastoral Supervisor is to assist the CPE participant in gaining a sense of pastoral identity and professional self-worth. Pastoral Supervision aims to develop in participants' qualities and abilities, which facilitate the enjoyment of and competence in their pastoral practice. The responsibilities for administration, group co-ordination, direction and education associated with accreditation belong to other supervisory levels. In a CPE unit, the Pastoral Supervisor is responsible for:

- 3.12.1 individual supervision for selected level one and where appropriate, post level one and Advanced CPE participants;
- 3.12.2 supervision of no more than two thirds of the participants in a group and in no case exceeding three selected participants in any one unit;
- 3.12.3 leadership within the context of clinical seminars and case conferences as specified by the course coordinator;
- 3.12.4 active support to the Centre Director, provisional or accredited Clinical Pastoral Supervisor or Clinical Pastoral Educator conducting the course,
- 3.12.5 a one page report of each CPE participant supervised to be maintained for five years in the Centre files. (See 3.4.2.4)

### **3.13 Accountability of the Pastoral Supervisor to the Centre Director**

At all times the Pastoral Supervisor will be accountable to the Centre Director for functioning in the courses of CPE within the Centre. When a course within the Centre is coordinated by a Clinical Pastoral Supervisor other than the Center Director the Pastoral Supervisor is responsible to the Course Coordinator for the individual supervision they provide within the CPE Unit. The Centre Director ensures that the Pastoral Supervisor receives ongoing supervision in accordance with ASACPEV professional development standards. Relevant professional development, including pastoral, theological, and supervisory education, will also be encouraged by the Centre Director.

### **3.14 Accountability for Professional Development**

The pastoral supervisor must complete 20 hours of professional development per annum. Of this time 5 hours of committee involvement within ASACPEV Inc. 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 the supervisor's own practice. A professional Log book can be found in the Appendix III of the ASACPEV Standards. If these requirements are not met, the Pastoral Supervisor must justify this to the R&C Committee in order to maintain Accreditation.

### **3.15 Review of Accreditation**

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

### **3.16 Application for Review of Accreditation**

Written application for review of accreditation shall be made to the Chairperson of the Registration and Certification Committee by July 1 of the year in which the fifth year of accreditation is completed. This application will include a copy of the Supervisor's Professional Development Log Book, together with payment for the prescribed review fee. The review shall take place in the first half of the following year. It is understood that application for review provides conditional extension of accreditation up to the review date.

### **3.17 Review of Accreditation Committee**

The Review Committee shall be organised by the Chairperson or appointed officer of the Registration and Certification Committee in consultation with the ASACPEV Inc. President and the Supervisor to be reviewed. The five member Committee shall consist of a majority of supervisors accredited as Pastoral Supervisors, the Centre Director and other Consultants as required. The Review Committee shall be chaired by the President or delegated representative, who shall present a report and recommendation to the Registration and Certification Committee.

The candidate in consultation with the Centre Director ensures that the centre arranges a venue and hospitality, e.g. refreshments for the review committee. The candidate is to include with the materials a covering letter indicating date, time, directions to the location of the committee, and the cost and availability of parking or public transport to the committee location.

### **3.18 Materials for Review of Accreditation**

The following materials are required: and should **not exceed 5000 words, typewritten, point 12 font, with a standard 2 cm margin**. It will be secured in a folder, and one copy circulated to each member appointed to your review committee two weeks prior to the day you are to meet with the committee:-

- 3.18.1** An evaluation of the salient features of their professional experience since their last Accreditation. (1000 words);
- 3.18.2** Evaluations of the applicant's supervision of two CPE participants, ensuring that they include contrasting supervisory experiences. (400 words for each evaluation);
- 3.18.3** An evaluative statement attesting to the impact of professional development undertaken according to Standard **3.14** on the supervisor's practice. (500 words);
- 3.18.4** A statement addressing the Pastoral Supervisor's plans for the future. (500 words);
- 3.18.5** An essay integrating the candidate's ideas about individual Pastoral Supervision with a theme or concept from one of the following - theology, education, ecology, psychology, spirituality or another field of relevant study. (2000 words);
- 3.18.6** The candidate's presentation should include a front page containing name, address, present position as a pastoral caregiver and proposed position as a pastoral supervisor in a registered CPE center, spiritual/religious or faith affiliation, theological degree, diplomas, certificate or subjects completed towards a degree. A second page should include a statement of request by the candidate of the Review Committee. A third page will include a list of contents.
- 3.18.7 An Appendix will include**
  - 3.18.7.1** A copy of the most recent review committee findings
  - 3.18.7.2** A letter from the Centre Director in which the CPE units were conducted outlining the functioning of the candidate within the Centre
  - 3.18.7.3** Final evaluations of the two CPE participants written about in 3.18.2

## **4.0 ACCREDITATION FOR SUPERVISORY RESPONSIBILITIES AS A CLINICAL PASTORAL SUPERVISOR**

The Association for Supervised Pastoral Education in Australia Inc. recognises CPE supervision as a senior professional discipline. Accreditation as a Clinical Pastoral Supervisor is the accreditation required to conduct an independently registered programme.

### **4.1 Functions of the Clinical Pastoral Supervisor**

The Clinical Pastoral Supervisor is 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. The Clinical Pastoral Supervisor may supervise the work of level one, post level one and advanced students singly or in small groups. The Clinical Pastoral Supervisor may direct and co-ordinate the work of one or more Pastoral Supervisors, but is not authorised to provide "education in supervision" (See Sections 3.5, 3.6 and 3.12 of the Association Standards).

**4.1.1** Supervisory experiences at this level follow the decision to begin to act as a Clinical Pastoral Supervisor. Such a decision shall be taken in consultation with a supervisor accredited or provisional as a Clinical Pastoral Educator.

**4.1.2** Candidates intending to become a Provisional Clinical Pastoral Supervisor will have completed a bachelor degree in Theology. Prospective candidates who believe they have equivalent theological competence will need to demonstrate that to a Committee appointed by the Registration and Certification Committee before proceeding to act. Exception is made for candidates, who were accredited as Pastoral Supervisors prior to 1st January, 1993. The theological competence of these candidates will be assessed at the time of accreditation as a Clinical Pastoral Supervisor.

### **4.2 Period of Education**

A candidate may, after due notification to the Registration and Certification Committee, function as a provisional Clinical Pastoral Supervisor for a period of up to three years. Any extension beyond this period would require the application to, and the specific approval of, the Registration and Certification Committee.

### **4.3 Education in Supervision**

"Education in supervision" implies the specific education of the candidate in the philosophy and methodology of supervision by a Clinical Pastoral Educator or person Provisional at that level, as distinct from the candidate being supervised in supervision. It should be noted that if the Clinical Pastoral Supervisor is Provisional as a Clinical Pastoral Educator and providing the "education in supervision", the Clinical Pastoral Supervisor shall present for accreditation as an

Educator within three years or within six months of completing the required units of education in supervision referred to in 5.6.

#### **4.4 Peer group courses in Supervisory Education**

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

#### **4.5 Intention to practice as a Provisional Clinical Pastoral Supervisor**

The Chairperson of the Registration and Certification Committee should be notified of the supervisor's intention to practice as a Provisional Clinical Pastoral Supervisor with a supporting letter from the Centre Director in which the courses will be conducted and from the Clinical Pastoral Educator who will be conducting the "education in supervision".

#### **4.6 Required practical experience**

Following the preceding negotiations, the candidate may be a Provisional supervisor for a minimum of two and no more than four CPE units within three years. During the Provisional period, the candidate's experiences in supervision should include the following:

##### **4.6.1 Planning, Conducting and Evaluating**

Actual planning, conduct and evaluation of at least two courses, each of ten weeks duration or longer (or the equivalent in part-time courses) in a satisfactory manner and involving a minimum of three different students in each course (see 1.2) 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 Clinical Pastoral Supervisor is required.

##### **4.6.2 Integrating Education in Supervision**

One of the courses (4.6.1) shall be under the supervision of a Clinical Pastoral Educator for the purpose of further "education in supervision". It is recommended where possible that this supervision be independent of the clinical centre context in order that the focus is clearly upon integrating "education in supervision".

##### **4.6.3 Level One and Post Level One Units**

Actual supervision of participants in CPE Level One as well as participants undertaking units of CPE beyond the initial unit of training.

#### **4.6.4 Co-ordination of Pastoral Supervisors**

Actual co-ordination, direction and oversight of the work of one or more Pastoral Supervisors and/or Provisional Pastoral Supervisors. A candidate seeking accreditation as Clinical Pastoral Supervisor who has not coordinated, directed or had oversight of the work of one or more Pastoral Supervisor/s, is eligible for accreditation but shall demonstrate the possession of the skills and sensitivity needed for this task, as part of the review. (see **3.12.3.**)

#### **4.7 Application for Accreditation**

Written application by the candidate to the Registration and Certification Committee for permission to present for Accreditation as a Clinical Pastoral Supervisor should be in the hands of the Committee Chairperson on the 1<sup>st</sup> day of the month three months prior to the assessment for Accreditation.

##### **Checklist of Requirements to Accompany Application for Accreditation:**

- 4.7.1** Written demonstration that each of the requirements in 4.6 has been met.
- 4.7.2** Payment for the prescribed fee for the accreditation application which includes a non-refundable application fee.
- 4.7.3** Copy of Pastoral Supervisor Certificate.
- 4.7.4** Evidence of current ecclesiastical status or faith affiliation.
- 4.7.5** Evidence of current ASACPEV Inc. membership.
- 4.7.6** Copy of certificate for one unit of "peer group education in supervision" and a letter or certificate confirming that Standard **4.6.2** has been met.
- 4.7.7** Letter(s) from the Director(s) of the Registered CPE Centre(s) where the two (or more) courses of CPE were conducted.

#### **4.8 Guidelines for Candidates Preparing Materials for Accreditation Committee as a Clinical Pastoral Supervisor**

An Accreditation Committee is concerned with the Candidate's ability to demonstrate the personal and professional competence essential for practice as a Clinical Pastoral Supervisor. This includes, in addition to the supervision of individuals, the planning, conduct and evaluation of a CPE unit and the supervision of a CPE group and its processes. It is expected that all materials will demonstrate the level of functioning of a senior professional discipline. The following written materials are required:

- 4.8.1** A cover sheet containing name, address, present position, faith, tradition and/or spiritual affiliation, degrees, diplomas and certificates,

professional occupational background, experience in supervised pastoral education

- 4.8.2** A statement of the request by the Candidate of the Accreditation Committee.
- 4.8.3** An updated autobiographical statement combined with a statement of, and theological reflection upon, the Candidate's spiritual pilgrimage.
- 4.8.4** Copies of previous ASACPEV Inc accreditation and review committee findings.
- 4.8.5** A detailed reflective report including evaluation of the Candidate's supervision as a Provisional Clinical Pastoral Supervisor of one actual CPE Group. The report will include:
- 4.8.5.1** The Candidate's description of each participant included in the Unit and the selection process. The group selected for this write up should preferably include no less than four participants and no more than six. The description of each participant will be limited to 50 words.
- 4.8.5.2** An account of the Candidate's goals for each of the individual participants, including how and why these goals were derived. This account is to include the Candidate's plans and placement of the participants for their pastoral practice or the Candidate's understanding of their pastoral setting. The account for each participant will be limited to 50 words.
- 4.8.5.3** A summary description and evaluation of the Candidate's individual supervision of the participants in the CPE Unit under review. The description and evaluation of your supervision of each participant will be limited to 500 words and must include clinical evidence. (This excludes participants supervised by another supervisor.)
- 4.8.5.4** Should the Candidate coordinate a supervisor within the unit under review, a description of the issues attended to in this coordinating role. (Limit 500 words)
- 4.8.5.5** A description and evaluation of the Candidate's leadership and supervision of group process, including the following, each limited to 500 words,
- i. a description and assessment of the group's first meeting;
  - ii. the Candidate's leadership and supervision of a Seminar Presentation by one participant in the early part of the unit;
  - iii. the Candidate's recommendations to each participant at Mid Term Evaluations;
  - iv. the Candidate's leadership and supervision of a challenging group meeting;
  - v. the Candidate's leadership and supervision of a Seminar Presentation by one participant in the latter part of the unit;
  - vi. the Candidate's leadership and supervision of the final group of the unit.

- 4.8.6** An essay on a pastoral subject demonstrating the integration of Supervisory issues, sensitivity to the social sciences or personality theory and theological competence. (Limit 2,000 words)
- 4.8.7** A paper on the Candidate's methodology and understanding of Supervision and Educational Philosophy within the context of CPE. (Limit 2,000 words)
- 4.8.8** An evaluation of the Candidate's relationship with the Director of the Registered CPE Centre and Supervisors responsible for the Candidate's supervision with reference to specific participants, issues, themes, incidents, and the changes that have taken place in the relationship over the period of training. (Limit 1,000 words)
- 4.8.9** A statement regarding completion of the issues surrounding the Candidate's functioning as a Provisional Clinical Pastoral Supervisor, including how they have addressed recommendations from their previous committee and their plans for the future. (Limit 1,000 words)
- 4.8.10** In an **appendix** the Candidate will include:
- 4.8.10.1** A copy of the evaluations tabled by the Candidate at the completion of their individual and peer group courses of "education in supervision".
- 4.8.10.2** Copies of the final evaluations written by the participants who participated in the CPE unit presented by the Candidate being assessed.
- 4.8.10.3** A copy of the evaluation by the Candidate's Supervisor of their review and evaluation of the Candidate's conduct of CPE unit/s. Where the Candidate functioned under different Supervisors, a report from each Supervisor is to be included.
- 4.8.10.4** A copy of the evaluations by the Candidate's Educator/s for the units of individual (4.3) and peer group (4.4) "Education in Supervision".
- 4.8.10.5** A copy of the evaluation by the Centre Director, in which the course/s were conducted, of the functioning of the Candidate within the Centre.
- 4.8.10.6** A letter from the Centre Director/s which declares that consent forms from those CPE participants whose evaluations are included with this document are held in the Centre/s files.

## **4.9 Presentation of Materials**

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



#### **4.10 The Accreditation Committee**

Each accreditation committee, appointed by the Registration and Certification Committee, shall consist of a majority of supervisors accredited as Clinical Pastoral Supervisors.

**4.10.1** The committee shall normally comprise five (5) members drawn wherever possible from different accredited centres. One member shall be appointed presenter and shall provide a written review and evaluation of the candidate's materials. Copies of this report shall be provided for each member of the committee. Another member shall be appointed committee chairperson and shall provide a written report and recommendation to the next meeting of the Registration and Certification Committee. Copies of the Presenter's and Chairperson's report shall only be available to the candidate on the agreement of the accreditation committee.

**4.10.1.2** The candidate ensures that the centre be responsible for arranging a venue and hospitality, eg refreshments for the accreditation committee, in consultation with the Centre Director.

**4.10.1.3** The Candidate to include with the materials a covering letter indicating date, time, including directions to the location of the committee and the cost and availability of parking or travel arrangements.

#### **4.11 The Standards, Outcomes, and Objectives for a Clinical Pastoral Supervisor**

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

##### **4.11.1 Administrative Awareness**

Ability to plan, implement and evaluate a unit of CPE. This ability will be in regard to creation of a programme timetable, budget, recruitment, placement of participants, negotiation with management, awareness of the philosophy of the institution and maintenance of records.

##### **4.11.2 Interpersonal Awareness and Competence**

**4.11.2.1** Ability to relate pastorally to peers, participants, ecclesiastical and institutional authorities in the context of individual and group situations.

**4.11.2.2** Ability to recognise and value the cultural differences in relationships and willingness to use consultants in the clarification of issues.

**4.11.2.3** Ability to relate to other disciplines within the training context.

##### **4.11.3 Intrapersonal Awareness and Competence**

**4.11.3.1** Emotional and spiritual maturity.

**4.11.3.2** Personal integrity.

**4.11.3.3** Ability to use personal qualities, experience and self awareness in supervision.

#### **4.11.4 Educational Competence**

**4.11.4.1** Ability to conceptualise a personal philosophy of CPE as a learning theory, recognising the contribution of other educational theorists.

**4.11.4.2** Ability as an experiential educator, who recognises all aspects of the CPE experience as opportunities for learning and education.

#### **4.11.5 Theological Awareness**

**4.11.5.1** Ability to articulate clearly a personal theological identity.

**4.11.5.2** Ability to conceptualise a theology of pastoral practice as that theology is expressed in the candidate's supervisory practice.

**4.11.5.3** Ability to reflect theologically on experience, and experience theology in supervisory practice.

**4.11.5.4** Ability to help others reflect theologically on experience, and experience theology in the "practicum" of pastoral practice.

**4.11.5.5** Ability to draw together theory and practice in such a way that each informs the other.

### **4.12 Continuation of Provisional Status**

A person not accredited as a Clinical Pastoral Supervisor following the assessment for accreditation may be permitted to continue to supervise within approved programmes of CPE for such periods as the Registration and Certification Committee shall determine.

### **4.13 Ongoing professional accountability**

#### **4.13.1 Accountability for Professional Development**

Within the five year accreditation period, the Clinical Pastoral Supervisor must complete 20 hours of professional development per annum. Of this time 5 hours of committee involvement within ASACPEV Inc. 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 the supervisor's own practice.. A professional Log book can be found in the Appendix XI of the ASACPEV Standards. If these requirements are not met, the Clinical Pastoral Supervisor must justify this to the R&C committee in order to maintain Accreditation.

### **4.14 Review of Accreditation**

Accreditation as a Clinical Pastoral Supervisor is subject to ongoing review after five years or review at such other periods as the Executive of ASACPEV Inc. shall from time to time determine in particular instances. It is expected that the applicant has conducted at least one accredited unit of CPE and has met the Association's Professional

Development requirements for a Clinical Pastoral Supervisor (**4.13.1**), within the period under review. Accreditation will lapse for a supervisor who has not fulfilled this requirement within a five year period. Clinical Pastoral Supervisor's who are unable to meet this requirement must appeal in writing to the R&C Committee, detailing reasons to support their request for an extension of their accreditation. Where appropriate, this request must be accompanied by a letter of support from their Centre Director.

On completion of 15 years of practice as a Clinical Pastoral Supervisor and the completion of two accreditation reviews following accreditation as a Clinical Pastoral Supervisor, a supervisor shall not be required to present for Review of Accreditation unless they or ASACPEV Executive, request a review. The Clinical Pastoral Supervisor will report to R&C every five years on the professional development completed according to ASACPEV Inc. Standards.

The Registration and Certification Committee may recommend to the Executive that the Clinical Pastoral Supervisor be awarded an Honorary Fellowship.

A review will be requested by ASACPEV Executive if this body or the R&C Committee, have received written complaints from a Centre Director, or supervisory colleagues, or supervisees. The R&C Committee will recommend to the Executive whether the complaint can be appropriately addressed by either a review committee or the Ethical Standards Committee.

#### **4.14.1 Application for Review of Accreditation**

Written application for review of accreditation shall be made to the Chairperson of the Registration and Certification Committee by July 1 of the year in which the fifth year of accreditation is completed. This application will include a copy of the Supervisor's Professional Development Log Book, together with payment for the prescribed review fee. The review shall take place in the first half of the following year. It is understood that application for review provides conditional extension of accreditation up to the review date.

#### **4.14.2 Review of Accreditation Committee**

The Review Committee shall be organised by the Chairperson of the Registration and Certification Committee in consultation with the President of the Association and the supervisor to be reviewed, and shall consist of a majority of supervisors accredited as a Clinical Pastoral Supervisor. The Review Committee shall be chaired by the President, or delegated representative, who shall present a report and recommendation to the Registration and Certification Committee.

##### **4.14.2.1** The Candidate ensures that the centre be responsible for arranging a venue and hospitality, eg refreshments for the review committee, in consultation with the Centre Director.

**4.14.2.2** The Candidate to include with the materials a covering letter indicating date, time, including directions to the location of the committee and the cost and availability of parking or travel arrangements.

#### **4.15 Materials for Review of Accreditation**

The following materials are required:

- 4.15.1** A cover sheet and recommendations from the previous Committee. An evaluation of the salient features of the candidate's work as a CPE supervisor during the past five years highlighting the high and low points in the candidate's relationship with participants, Pastoral Supervisors, other CPE Supervisors, Clinical Pastoral Educators, the Association, Institution and Church authorities. (The evaluation is to be limited to five A4 typed pages, not exceeding 2,500 words)
- 4.15.2** Evidence of professional development undertaken according to Standard 4.13 and a statement attesting to the impact of this professional development on the supervisor's practice.
- 4.15.3** A statement addressing the CPE supervisor's plans for the future (limited to one A4 typed page, not exceeding 500 words).
- 4.15.4** A paper relevant to supervisory issues of a standard suitable for submission in a peer reviewed journal. (Limited to 3,000 words)

## **5.0 ACCREDITATION FOR SUPERVISORY RESPONSIBILITIES AS A CLINICAL PASTORAL EDUCATOR**

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

### **5.1 Functions of the Clinical Pastoral Educator**

The Clinical Pastoral Educator is authorised to conduct an independently registered programme of CPE maintaining the Standards of the Association, and in dialogue and fellowship with supervisory colleagues. The Clinical Pastoral Educator may supervise the work of level 1, post level 1 and advanced students singly or in small groups. The Clinical Pastoral Educator may direct and co-ordinate the work of one or more Pastoral Supervisors and Clinical Pastoral Supervisors, and may provide education in supervision for Provisional Pastoral or Clinical Pastoral Supervisor; or Clinical Pastoral Educator.

### **5.2 Consultation**

Supervisory experiences at this level follow the decision to begin to act as a Clinical Pastoral Educator. Such a decision shall be taken in consultation with fellow Supervisors in the Association. The candidate aspiring to be an educator shall present for accreditation as a Clinical Pastoral Educator within three years of notifying the Registration and Certification Committee of their intention to practice as a Provisional Educator or within six months of completing the required units of education in supervision referred to in 5.6.

### **5.3 Intention to begin as a Provisional Clinical Pastoral Educator**

The Chairperson of the Registration and Certification Committee shall be notified of the Clinical Pastoral Supervisor's intention to practice as a Provisional Clinical Pastoral Educator. Notification shall include a supporting letter from the Clinical Pastoral Educator who will be consultant to the candidate during the period of being a Provisional Clinical Pastoral Educator.

### **5.4 Period of Education**

A candidate may, after due notification to the Registration and Certification Committee, be a Provisional Clinical Pastoral Educator for a period of up to three years. Extensions beyond this Provisional period shall be determined by the availability of supervisors seeking education in supervision and by application to, and the approval of the Registration and Certification Committee. The candidate shall demonstrate active pursuit of opportunities to conduct units of education in supervision and shall undertake to present for accreditation within six months of completing the required units (5.6).

## **5.5 Education in Supervision**

"Education in supervision" implies the specific education of Supervisors in the philosophy and methodology of supervision by a Provisional or Clinical Pastoral Educator. This education in supervision takes place both in the course work (5.6.3) and in the individual sessions with the Clinical Pastoral Educator (5.6.2).

## **5.6 Required Practical Experience**

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

### **5.6.1 Supervision of a Pastoral Supervisor**

Actual planning for, conduct and evaluation of the education in supervision of at least one Provisional Pastoral Supervisor leading to and including review as a Pastoral Supervisor. A written evaluation of each unit of as a Provisional Clinical Pastoral Educator.

### **5.6.2 Education of a Clinical Pastoral Supervisor**

Actual planning for, conduct and evaluation of education in supervision provided for a Provisional Clinical Pastoral Supervisor proceeding towards meeting the requirements of 4.6. The period of education in supervision shall be a minimum of thirty (30) hours. A written evaluation of each unit of being a Provisional Clinical Pastoral Educator.

### **5.6.3 Peer Group Courses in Supervisory Education**

Prior to their presentation for certification as an educator it is advised that candidates share in the leadership of a course of supervisory education with an accredited Clinical Pastoral Educator. Refer to 4.4. The details of this course to be conducted for Provisional Clinical Pastoral Supervision can be found in 4.4.

## **5.7 Application for Accreditation as a Clinical Pastoral Educator**

Written application by the candidate to the Registration and Certification Committee for permission to present for Accreditation as a Clinical Pastoral Educator should be in the hands of the Committee Chairperson on the 1<sup>st</sup> day of the month three months prior to the accreditation.

### **Checklist of Requirements to accompany Accreditation Application:**

**5.7.1** Written demonstration that the candidate has met each of the requirements in 5.6.

**5.7.2** Payment for the prescribed fee for the review and an additional non-refundable application fee.

**5.7.3** Copy of Clinical Pastoral Supervisor Certificate.

5.7.4 Evidence of current ecclesiastical status.

5.7.5 Evidence of current ASACPEV Inc. membership.

## **5.8 Guidelines for Candidates preparing materials for an Accreditation Committee as a Clinical Pastoral Educator**

An Accreditation Committee is concerned with the candidate's ability to demonstrate the kind of personal and professional competence essential for the education of supervisors of people engaged in pastoral practice. It is expected that all materials will demonstrate the level of functioning of a senior professional discipline.

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

5.8.2 Copies of previous ASACPEV Inc. accreditation and review committee findings.

5.8.3 A statement of the request by the candidate of the accreditation committee.

5.8.4 An updated autobiographical statement.

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

5.8.6 (A) report(s) from the Clinical Pastoral Educator(s) engaged as consultant(s) during the period of as a Provisional Educator.

5.8.7 A detailed evaluation report of the candidate's education as a Provisional Clinical Pastoral Educator of one supervisor engaged in the process of being a Provisional Clinical Pastoral Supervisor. The report should include:-

5.8.7.1 Candidate's description of the Provisional Clinical Pastoral Supervisor, including a biographical sketch, and giving attention to the candidate's assessment of the Provisional Clinical Pastoral Supervisor's faith development, learning style, orientation in spirituality and theology, and capacity for conceptual understanding at the commencement of the educational contract.

5.8.7.2 Candidate's description and evaluation of the negotiations towards the establishment of a contract for learning, with particular reference to:-

i. clarification of the boundaries surrounding the delegation of authority and responsibility to the Provisional Clinical Pastoral Supervisor to conduct a programme within the Registered Centre by that CPE Centre Director;

ii. details of the negotiations for a fee paid to the candidate for the provision of "education in supervision".

**5.8.7.3** In the case where the candidate is providing education of a Provisional Clinical Pastoral Supervisor within the candidate's Centre the report shall include:-

i. a description and evaluation of the planning and stepping back process by the candidate for the Provisional Clinical Pastoral Supervisor to plan and conduct a programme;

ii. an evaluation of the tensions experienced by the candidate and how they were addressed in either allowing the Provisional Clinical Pastoral Supervisor to function freely or follow established procedures in the Centre.

**5.8.7.4** A description and evaluation of the education of the Provisional Clinical Pastoral Supervisor, including:-

i. an assessment of the supervisor's development in supervision demonstrated by clinical materials;

ii. the candidate's comments on the supervisor's written reports;

iii. excerpts from educational conferences;

iv. the manner in which particular issues or incidents were addressed in education;

v. an assessment of the capacity of the Provisional Clinical Pastoral Supervisor to appropriate the "education in supervision".

**5.8.7.5** Evaluation of the Clinical Pastoral Educator's style and method of education and curriculum covered.

**5.8.7.6** A description and assessment of the Provisional Clinical Pastoral Supervisor's capacity to move towards peership with Clinical Pastoral Supervisors and continue to relate personally and professionally with Pastoral Supervisors, as well as an evaluation of the action taken by the candidate to help the Provisional Clinical Pastoral Supervisor to understand and make the transition.

**5.8.8.** A summary description and evaluation (limited to five A4 typed pages) of the candidate's supervision of a Provisional Pastoral Supervisor, while Provisional as a Clinical Pastoral Educator.

**5.8.9** Copies of an evaluation of the educational relationship written by the Supervisors referred to in **5.8.7.** and **5.8.8.** above.

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



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

- 5.8.11** A paper of a standard suitable for publication on a subject demonstrating the candidate's possession of:-
- 5.8.11.1** a clear theory of education;
  - 5.8.11.2** an appreciation of a significant theological writer, or the exegesis of a passage of scripture;
  - 5.8.11.3** the ability to practise the provision of "education in supervision" in the context of pastoral practice within the Church.
- 5.8.12** A report of the candidate's practice as a Provisional Clinical Pastoral Educator, including:-
- 5.8.12.1** an evaluation of the candidate's relationship(s) with the consultant(s) engaged during the period of as a Provisional Educator.
  - 5.8.12.2** an evaluation of the candidate's transition from a Clinical Pastoral Supervisor to a Clinical Pastoral Educator, including an assessment of significant peer relationships.
  - 5.8.12.3** a statement regarding completion of the issues surrounding the candidate's practice as a Provisional Clinical Pastoral Educator and plans for the future.

## **5.9 Presentation of Materials**

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

## **5.10 The Accreditation Committee**

Each accreditation committee appointed by the Registration and Certification Committee shall consist of a majority of Supervisors accredited as Clinical Pastoral Educators, together with a member of a Theological Faculty and or a senior representative of a discipline where supervision plays an integral part in professional formation.

- 5.10.1** The Committee shall normally comprise five members, drawn wherever possible from different accredited centres. One member shall be appointed presenter and shall provide a written review and evaluation of the candidate's materials. Copies of this report shall be provided for each member of the Committee. Another member shall be appointed Committee Chairperson and shall provide a written report and recommendation to the next meeting of the Registration and

Certification Committee. Copies of the Presenter's and Chairperson's reports shall only be available to the Candidate on the agreement of the Accreditation Committee.

- 5.10.1.1 The candidate ensures that the centre be responsible for arranging a venue and hospitality, eg refreshments for the Accreditation Committee, in consultation with the Centre Director.
- 5.10.1.2 The Candidate to include with the materials a covering letter indicating date, time, including directions to the location of the committee and the cost and availability of parking or travel arrangements.

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

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

### **5.11.1 Administrative Awareness**

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

### **5.11.2 Interpersonal Awareness and Competence**

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

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

5.11.2.3 Ability to co-ordinate multiple courses conducted simultaneously in one centre, region or organisation.

5.11.2.4 Accountability to the employer for time management and pastoral priorities, and to the employer or manager of a secular institution or organisation for the quality of pastoral and supervisory services for which the candidate is responsible, and for the demarcation of roles.

### **5.11.3 Intrapersonal Awareness and Competence**

Capacity to take appropriate responsibility for ongoing intrapersonal development.

### **5.11.4 Educational Competence**

5.11.4.1 Ability to co-ordinate and complement the work of people at various levels of training in pastoral practice and supervision as opportunities for experiential education.

5.11.4.2 Ability to disseminate state of the art information to students, supervisors and peers in the areas of pastoral practice, theology, pastoral and clinical supervision.

**5.11.4.3** Ability to apply the findings of research relevant to Clinical Pastoral Education.

**5.11.4.4** Ability to conceptualise the theological conflicts experienced in the demands by contemporary society for measurements of effectiveness in the fields of pastoral care and educational programme evaluation.

**5.11.5 Theological Awareness**

**5.11.5.1** Ability to conceptualise and synthesise propositions from the theological disciplines with the findings of social science and the practice of Clinical Pastoral Education.

**5.11.5.2** Awareness of the critical interrelatedness of faith development, theological orientation and indigenous spirituality in pastoral and supervisory formation.

**5.12 Continuation of Provisional Status**

A person not accredited as a Clinical Pastoral Educator following accreditation assessment may be permitted to continue to supervise within approved programmes of CPE for such periods as the Registration and Certification Committee shall determine.

**5.13 Review of Accreditation**

Accreditation as a Clinical Pastoral Educator is subject to ongoing review after five years or review at such other periods as the Executive of ASACPEV Inc. shall from time to time determine in particular instances. It is expected that the applicant shall have supervised in at least one accredited unit of CPE within the period under review and undertaken a minimum of twenty hours of professional development per annum. Of this time 5 hours of committee involvement within ASACPEV Inc. 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 the supervisor's own practice. A professional Log book can be found in the Appendix III of the ASACPEV Standards. If these requirements are not met, the Supervisor must justify this to the R&C committee in order to maintain Accreditation.

Accreditation will lapse if a supervisor has not sought a review of accreditation within a five year period since accreditation or the last review.

On completion of one accreditation review following accreditation as a Clinical Pastoral Educator, an Educator will not be required to present for Review of Accreditation unless they or ASACPEV Inc. Executive request a review. The Clinical Pastoral Educator will report to R&C every five years on the professional development completed according to the ASACPEV Standards.

The Registration and Certification Committee may recommend to the Executive that the Clinical Pastoral Educator be awarded an Honorary Fellowship.

A review will be requested by the Registration and Certification Committee if it has received written complaints from a Centre Director, or supervisory colleagues, or supervisees. The R&C committee will determine whether the complaint is addressed by a review committee or the Ethical Standards Committee.

#### **5.13.1 Application for Review of Accreditation**

Written application for review of accreditation shall be made to the Chairperson of the Registration and Certification Committee by July 1 of the year in which the fifth year of accreditation is completed. The review shall take place in the first half of the following year. It is understood that application for review provides conditional extension of accreditation up to the review date.

#### **5.13.2 Review of Accreditation Committee**

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

**5.13.2.1** The candidate ensures that the centre be responsible for arranging a venue and hospitality, eg refreshments for the review committee, in consultation with the Centre Director.

**5.13.2.2** The Candidate to include with the materials a covering letter indicating date, time, including directions to the location of the committee and the cost and availability of parking or travel arrangements.

#### **5.14 Materials for Review of Accreditation**

The following materials are required:

**5.14.1** A cover sheet and recommendations from the previous Committee. An evaluation (limited to five A4 typed pages) of the salient features of the work as a Clinical Pastoral Educator during the past five years, highlighting the high and low points in the Supervisor's relationship with students, Pastoral Supervisors, Clinical Pastoral Supervisors, other Clinical Pastoral Educators, the Association, Institution and Church authorities.

**5.14.2** Evidence of professional development undertaken according to Standard **5.13** and a statement attesting to its impact on the Educator's supervisory practice.

- 5.14.3** A statement addressing the Clinical Pastoral Educator's plans for the future (limited to one A4 typed page).
- 5.14.4** A paper relevant to supervisory and/or educational issues of a standard suitable for publication.

## **6.0 REGISTRATION, ADMINISTRATION AND DIRECTION OF CPE CENTRES**

### **6.1 Direction of Clinical Pastoral Education Centres**

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

**6.1.1** ASACPEV Inc. retains the right to define the qualifications required of a CPE Centre Director for the purpose of registration by ASACPEV Inc.

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

**6.1.3** In the event of a conflict arising when two different employing bodies recommend qualified persons working within the one public institution or organisation, the Executive of ASACPEV Inc. would make itself available to the management as a consultant and advisor.

### **6.2 Application for Registration**

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

**6.2.1** A written report demonstrating how the prescribed standards will be met within the proposed Centre.

**6.2.2** Details of the Centre's aims and objectives, with an outline of levels of training to be offered – level one, advanced, supervisory, full-time and part-time.

**6.2.3** A document demonstrating the approval by the employer of the CPE Centre Director designate regarding the time and duty commitment required by the CPE Centre Director and this to be included in their position description.

**6.2.4** A document demonstrating the understanding and approval by the management of the institution(s) or organisation(s) in which students shall be assigned to provide pastoral practice. The document shall indicate management support for:-

**6.2.4.1** the access of participants to patients, clients, parishioners and employees.

- 6.2.4.2 provision of institutional identification and access to regular staff facilities - eg. cafeteria, library, parking, photocopying.
- 6.2.4.3 access to relevant information about patients, clients, parishioners, and employees, whilst ensuring appropriate confidentiality.
- 6.2.4.4 the authority of the CPE Centre Director (should the CPE Centre Director not be employed or contracted by the Institution or Organisation, the person should receive honorary recognition as a member of staff).
- 6.2.4.5 provision of the prescribed registration fee. (A cheque for the prescribed registration fee for the first year of operation should be included. This will be refunded in full if registration is not effected).

### **6.3 Centre Director's authority over CPE Programme**

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

### **6.4 Renewal of Registration**

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

### **6.5 Centre Boundaries**

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

### **6.6 Letter of Registration**

The Registration and Certification Committee shall make recommendation to the Executive of ASACPEV Inc. that a CPE Centre be registered under the name of a CPE Supervisor or Clinical Pastoral Educator. When the decision is ratified by the Executive the Association Secretary shall forward to the C.P.E Centre Director a letter of Registration.

### **6.7 Accountability of the CPE Centre Director**

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

### **6.8 Notification of Changes in Centres**

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

## **6.9 Withdrawal from Supervisory Training**

**6.9.1** If after the completion of one or more CPE Units, a Provisional Pastoral or Provisional Clinical Pastoral Supervisor decides to discontinue their training, they and the Centre Director, will notify the Registration and Certification Chairperson of the decision to cease supervisory training.

In the event of a Provisional Clinical Pastoral Educator deciding to discontinue their provisional status after 24 months, notice shall be given to the Registration and Certification Committee in writing. All reports from education in supervision units conducted, and required by participating provisional supervisors for their accreditation processes shall be completed and forwarded to them.

**6.9.2** If after the completion of one or more CPE units a Provisional Pastoral Supervisor or Provisional Clinical Pastoral Supervisor ceases to supervise but intends to return to their training, the Provisional Supervisor will write to the Registration and Certification Chairperson requesting temporary leave. This request needs to include a supporting letter from the Centre Director.

**6.9.3** Should a Provisional Pastoral Supervisor or Provisional Clinical Pastoral Supervisor wish to resume their provisional status after a period of leave exceeding 24 months, it will be necessary to apply to the Registration and Certification Chairperson for an interim review. This request will include a supporting letter from the Centre Director. The committee will be arranged by the Registration and Certification Chairperson.

### **The review materials will include:**

**a.** A written evaluation of each unit as a Provisional Pastoral Supervisor,(3.4.3.1) Provisional Clinical Pastoral Supervisor (4.8.7)

**b.** A draft of the essay required for **3.7.3, 4.8.8**

**c.** A statement of the salient features of their pastoral practice, pastoral supervision and future directions.

Should a Provisional Clinical Pastoral Educator wish to resume their provisional status after withdrawing for a period exceeding 36 months, the provisional educator shall write to the Registration and Certification committee, giving a report detailing any Education in Supervision units previously provided and evidence of engagement with fellow Supervisors in the Association pertaining to the decision to resume their provisional status.

## **6.10 Keeping of Records**

The Centre Director undertakes to inform the Registrar of its CPE graduates on an annual basis that enables the Registrar to report activity to the AGM.

**6.10.1** The CPE Centre Director will maintain all material of participants for two years following completion of a CPE unit. After two years, only the



initial applications, participants' final evaluations and any supervisory reports need to be maintained for a further three years. After five years no records are required to be kept.

## **6.11 Privacy**

The Centre Director is responsible for ensuring the Centre has a Policy for the Management of Personal Information for CPE students, Pastoral Care Interns, Acting Pastoral Supervisors, Pastoral Supervisors and Acting CPE Supervisors in compliance with the requirements of the National Privacy Principles from the Privacy Amendment (Private Sector) Act 2000 and or the Health Records Act 2001 (Vic).

- 6.11.1** For the Supervisory Accreditation Review materials the Centre Director will complete and sign an ASACPEV 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 standard proposed by the Department of Human Services, Victoria, Australia: De-identifying personal Information ([www.dhs.vic.gov.au/privacy/ippg/concept/deidentpi/htm](http://www.dhs.vic.gov.au/privacy/ippg/concept/deidentpi/htm)).

## **6.12 Closure of Centre**

- 6.12.1** Employing body to notify R&C of ASACPEV Inc
- 6.12.2** The retiring Centre Director to advise R&C of arrangements for supervisory personnel
- 6.12.3** Forward records in accordance with Standard 6.10.1. to the Chair of R&C for archiving for the duration of the required five year period.
- 6.12.4** The employing body to reconcile to the Association any outstanding fees.

## **6.13 Resignation of Centre Director Completion Review**

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

## **7.0 STANDARDS FOR REGISTRATION OF CENTRES FOR CLINICAL PASTORAL EDUCATION**

- 7.1** The Centre has a Director recognised through ordination, commissioning or profession by an appropriate church body, who is also accredited by the ASACPEV Inc., as a Clinical Pastoral Supervisor or Clinical Pastoral Educator. In special circumstances on the recommendation of the Registration and Certification Committee, the Association may appoint a Provisional Clinical Pastoral 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 Pastoral Educator or Provisional Educator for each programme conducted in the Centre.
- 7.2** The Centre has a programme of pastoral practice 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 programme and its students, for example, by providing participant stipends, adequate secretarial services, meeting space, library facilities, and other means by which the Centre can carry on its educational function and the Supervisor fulfil the relevant professional obligations.
- 7.3** The Centre operates within a milieu that encourages human growth and dignity and engages the participant in interdisciplinary contact or team functioning, making provision for professional interchange, consultation and/or teaching in relation to persons representing other helping disciplines.
- 7.4** The Centre is able to provide significant opportunities for pastoral practice, and enables participants to function as staff members in the clinical practice of pastoral practice at a level appropriate to their experience and professional development.
- 7.5** The Centre is large enough to support at least three participants so that both peer group and individual supervisory learning can take place.
- 7.6** The Supervisors of the Centre shall engage in regular consultation with their immediate supervisory peers and with appropriate professional peers in their institution or organisation.
- 7.7** The Centre has a Privacy Policy that is made available to all participants accepted into the Centre for Level One, Advanced and Supervisory CPE. The Centre maintains a file of participant and any supervisory evaluations of each participant in the Centre's programme. Should a Centre cease operation, placement of these records shall be at the direction of the Registration and Certification Committee of the ASACPEV Inc.
- 7.8** Should staff currently employed in an institution/organisation enter into supervisory practise their position description and/or employment

- agreement needs to be modified to include their supervisory responsibilities.
- 7.9** The Centre Director will negotiate with the institution/organisation the status and recognition of supervisors who are not employed by the institution/organisation.
- 7.10** The CPE Centre Director is responsible to ensure that all people within the Centre adhere to the institution/organisation's policies and procedures.
- 7.11** **Participant Assignment Under Separate Administration**  
When a Centre has participants placed in assignments which are under separate administration from the Registered Centre e.g. placement in an area which could not by itself meet the minimum standards for registration as a Centre, the following additional requirements shall be met:-
- 7.11.1** There shall be evidence of clear communication between the Director of the Registered Centre and an appropriate representative of the affiliated institution and the chaplains of that institution;
- 7.11.2** It shall be demonstrated that there is in the placement, e.g. parish, organisation or other institution, opportunity for pastoral practice and education which will contribute sufficiently to the total education of the participant.
- 7.11.3** There shall be a contract between the Registered Centre and its affiliate which shall take into account:-
- 7.11.3.1** the amount of time the participant will devote to activities at the Registered Centre and at the placement;
- 7.11.3.2** the pastoral and other responsibilities the participant is expected to carry out in the placement;
- 7.11.3.3** the administrative person or committee in the placement to whom the student is accountable, and how this administrative oversight will be exercised;
- 7.11.3.4** the provision for regular consultation and communication between the Registered Centre and the placement, both to facilitate the placement contract and to review the participant's performance in the placement setting;
- 7.11.4** Participants shall only be placed in an institution where there is a Registered CPE Centre with the written approval of the Centre Director of that CPE Centre.
- 7.12** **Supervisory CPE**  
All Centres shall meet the basic standards listed above. In addition, Centres which conduct supervisory CPE shall:-

- 7.12.1 provide a peer group at least on a regional level meeting on a regular basis;
  - 7.12.2 have access to a Clinical Pastoral Educator or Provisional Educator for "education in supervision";
  - 7.12.3 offer didactic instruction appropriate to the learning of supervision;
  - 7.12.4 provide sufficient CPE participants for the training requirements of each Provisional Supervisor.
- 7.13 **Fees:** An annual registration fee and a participant levy shall be paid by the Centre to the Treasurer of the ASACPEV Inc. no later than 31st January each year.

## 8.0 CODE OF ETHICS AND PROFESSIONAL PRACTICE FOR SUPERVISORS AND MEMBERS OF THE ASSOCIATION FOR SUPERVISED AND CLINICAL PASTORAL EDUCATION IN VICTORIA INCORPORATED (ASACPEV INC.)

### 8.1 Pre-amble

Clinical Pastoral Education (CPE) is a program of education and formation for pastoral care practitioners. The goal of CPE is that the participant will be acknowledged first hand as the bearer of the sacred and the distinctive provider of spiritual and pastoral care. This takes place primarily in clinical settings where pastoral and spiritual care is practiced. Ethics and a Code of Practice were identified as key issues and became the focus of a future directions working party in 1991. However, it was not until 1997 that it became an urgent priority. Internationally there was a growing awareness of sexual abuse issues in the church and in universities and colleges. ASACPEV recognized the need for immediate action and a subcommittee convened by Ms. Lynne Robertson pioneered a code of ethical practice and complaints procedures that was accepted by the Association at the 1998 AGM.<sup>1</sup>

### 8.2 Status of the Code

In 2014 the ASACPEV Inc. Executive and Registration and Certification Committee decided it was time for a major revision of the Code of Ethics that had served the Association well for seventeen years. The new code is organized in two sections. Part A is clearly focused on ethics for all Provisional and Accredited ASACPEV Inc. Supervisory Members. Part B is for Associate and General Members of ASACPEV Inc. Many of the statements in the 1998 Code place responsibility on CPE participants as well as supervisors. ASACPEV does not have a student membership and cannot impose the ethics agreed to by Association members on those who are not members of a professional group. However ASACPEV Inc. does require that CPE Centres have a CPE Centre Code of Ethics for CPE participants and a model Code is found in appendix to Standard 8.

### 8.3 Ethical Principles underlying Supervision and Pastoral Practice

These Code of Ethics are based on ethical principles identified from ethical theories and frameworks. Principles such as:-

**Benefice.** Supervisors do what is beneficial for supervisees and assist supervisees to do what is good for the recipients of their care<sup>2</sup>

**Non-malevolence.** Supervisors do not do harm to supervisees and directs supervisees from actions that would harm the recipients of their care.

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<sup>1</sup> Joan M. Kenny “A Finger pointing to the Moon” (2003) John Garratt Publishing,, Mulgrave, Victoria, pp. 175-176.

<sup>2</sup> This can include patients, clients, church members

**Autonomy.** Supervisors assist supervisees to move towards autonomy and value freedom and choice. They oversee the supervisee's respect for the self-agency of the recipients of their care  
**Justice.** Supervisors are respectful, fair, unbiased and equitable in how they work with supervisees and assist supervisees to be respectful, just and impartial in their work so that the recipients of their care do not suffer because of their faith, gender, race, disability or sexual orientation.

**Fidelity.** Supervisors are faithful and loyal to the contracts that are entered into with supervisees and see that supervisees fulfil their responsibilities and keep their commitments to the recipients of their care.

#### **8.4 Declaration of Maintenance of Standards of Supervisory practice.**

At the time of payment of the annual membership fee and renewal of registration as an ASACPEV member for the following 12 months, supervisory members and ordinary members shall also sign a declaration that:

1. The current "Code of Ethics and Professional Practice" applicable to their membership has been read and is accepted by the member as their code of ethical practice;
2. Provide a declaration of professional conduct indicating either that no complaints have been received in the previous 12 months, or a complaint is currently being investigated, or if a complaint has been investigated a summary of the outcome;
3. That they have completed the required hours of professional development for their membership status.

#### **8.5 Part A: Code of Ethics and Professional Practice for Supervisory members -**

The purpose of this Code is to establish and maintain standards of ethical behavior for supervisors who are members of ASACPEV Inc. and to inform and protect participants seeking courses in Clinical Pastoral Education and practitioners seeking supervision. While this code cannot resolve all ethical and practice related dilemmas, it aims to provide a framework for addressing ethical issues in supervisor – supervisee relationships.

##### **8.5.1 Supervisory Responsibility for Ethical awareness of Supervisees**

This Code requires that ASACPEV Inc. Supervisors ensure that each CPE participant<sup>3</sup> they supervise will have received, read and signed a declaration that they have read the Code of Ethics and Professional practice of the CPE Centre in which they are training prior to their commencement in a CPE program. A CPE Centre Code of ethics will set out the ethical responsibilities of the CPE participant towards those to whom they offer pastoral care, CPE peers, Institutional staff, and themselves.

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<sup>3</sup> CPE participants may also be known as students or interns

### **8.5.2 Human rights of all individuals**

A fundamental principle that underlies all ASACPEV Inc. Supervisory practice is respect for the inherent dignity, worth, unique attributes and human rights of all individuals. CPE supervisors consider the needs and respect the values of the CPE participants they supervise, the people to whom the practitioners provide pastoral care and the CPE peers and other professional colleagues with whom the CPE participants work.

### **8.5.3 Limitations: personal awareness is important for Supervisors.**

CPE Supervisors are involved in the selection of those they will supervise. At the selection stage of the process the supervisor should seek from applicants information that will assist them to determine the supervisory issues that may be faced in order to assist the supervisor to assess their own capacity to manage the potential supervisory issues. This includes the CPE participants' capacity to manage themselves as caregivers when those they care for are experiencing trauma, emotional crisis, and extreme stress. Supervisors may request that applicants share their personal life story in their application for Clinical Pastoral Education. The Centre Director and Supervisor need to ask whether or not the supervisor has the capacity to endure the journey of the CPE unit with this CPE participant. Factors such as early formative experiences, culture, value systems, religious or spiritual beliefs, lifestyle, sexual orientation or gender expression, and primary language should be considered at this stage to determine the appropriate supervisory alliance or appropriate referral. ASACPEV Inc. is now a multicultural and multifaith organization committed to providing education and improving the quality of pastoral care offered by spiritual caregivers of all faiths. Supervisors should only include in a CPE unit people of different faiths if they are sure the CPE supervisors and peer group, can provide an emotionally safe environment for each member of the group.

### **8.5.4 An environment and culture of civility and kindness.**

As the CPE unit begins, the supervisor needs to establish a relationship of trust with the CPE participant, setting aside any bias or prejudice. The CPE Supervisor creates an ethical environment and culture of civility and kindness, treating CPE participants, employees, recipients of pastoral care, administrators, colleagues, referees and others with dignity and respect. This standard of conduct includes an affirmative duty to act to prevent harm. Bullying, exploitation, harassment, intimidation, manipulation, threats or violence are always morally unacceptable behaviors. These behaviours are distinct from the acknowledgement of differences, the sharing of stories and feelings, the presentation of contradiction, the request to provide clinical evidence that one has met a formulated goal, confrontation with a complaint from a recipient of care or an authority within the

clinical context, and the request for transparency in a peer group setting.

### **8.5.5 Forming intimate relationships**

A supervisor shall not become romantically or sexually involved with a CPE participant while they are engaged in a CPE unit even if both are single adults. A sexual relationship between a supervisor and a CPE participant is morally unacceptable behavior in this Association. The Association recommends that supervisors do not become romantically or sexually involved with a CPE participant following termination of the supervisory relationship until the same length of time has elapsed as the supervisory relationship had been in place.

### **8.5.6 Multiple relationships**

Supervisors are reminded that dual relationships can complicate and sabotage supervision. Being a line manager, psychotherapist, friend, priest or minister can bring complications to the supervision that may not be in the interest of either supervisor or CPE participant. In some situations and working on some issues, a workplace manager can provide excellent supervision, in other situations this can impede the supervisory process.

### **8.5.7 Disputes between ASACPEV members**

If you are a supervisory member of ASACPEV Inc. and you have a complaint against or dispute with another member of ASACPEV you should consult and follow the direction set out in Rule 8 of the Association, 'Disputes and Mediation'.

### **8.5.8 Initial Complaint Process**

As an important aspect of learning to find their own voice, CPE participants are expected to act in the spirit of collegiality and mutual respect in addressing any complaints within the conduct of a CPE unit. Supervisors, Course Co-ordinators and Centre Directors need to encourage and facilitate this process and be attentive to an individual's capacity to fulfill this expectation in the selection process for CPE groups.

A CPE participant who wishes to make a complaint about their CPE experience or Supervisor's behaviour is required to follow the steps outlined in these Standards (See flow chart in Appendix IX):

- 8.5.8.1** CPE participants are required to utilize their written evaluations of supervisory conferences, journal writing, Mid-Term Evaluations and Final Evaluations as opportunities to give open and honest feedback through the unit. Any complaint a CPE participant has about a task, supervisor, relationship or assignment allocated should be documented in one of these required ongoing evaluations. Any complaint will be addressed in supervision. Should a CPE participant consider that their complaint was not adequately addressed in



supervision, they will request a consultation session with another CPE supervisor of Centre Director.

- 8.5.8.2** If the CPE participant considers the complaint is still unresolved, the complaint needs to be made in writing to the Centre Director. The Centre Director will then discern the next appropriate course of action, and communicate this in writing to the complainant, bearing in mind and making reference to, actions taken to this point in time. Future action may include proceeding according to 8.5.8.3.

If the participant's supervisor is the Centre Director the participant may contact either the ASACPEV Inc. President, Vice President or Past President and request this ASACPEV Inc. representative chair a meeting with the Centre Director and themselves. Acknowledgement of receipt of written complaint and outline of process will be provided within 5 working days, informing complainant of ASACPEV's representative and suggested time frames.

- 8.5.8.3** At this stage the process of mediation between the complainant and person complained against will be utilized with the aim to bring about resolution of the complaint. Complaints about a supervisor will be managed by the Centre Director in consultation with two other Centre Directors or senior ASACPEV Inc. supervisors to determine the most appropriate process. Options may include: a change in supervisor, temporary suspension of the supervisor until the complaint is considered, or the Centre Director's attendance in any group in which the CPE participant is present until the complaint is satisfactorily resolved.

If the CPE participant's complaint relates to the performance of their supervisor, the Centre Director shall manage the Supervisor's performance. If the supervisor concerned is also the Centre Director, an ASACPEV Inc. Clinical Pastoral Educator will be appointed to monitor the conduct of the unit until the complaint is satisfactorily resolved.

Should the complaint pertain to the functioning of the Centre Director, ASACPEV Inc. shall engage two senior supervisors to determine the most appropriate process for resolution.

- 8.5.8.4** If the complaint is resolved to the satisfaction of the complainant and the supervisor, the Centre Director or ASACPEV Inc. representative will make a written one-page report of the process that will be signed by the three parties involved. A copy of this report will be kept in the Centre's file and included in the Centre Director's, Course Coordinator's and Supervisor's materials for their next reaccreditation review. For the purpose of confidentiality, the complainant will be de-identified in these materials.

- 8.5.8.5 Reimbursement for Professional Services.** If an ASACPEV Inc representative is engaged in the complaint process they will be paid \$85 for each 60 minute session. This shall be funded by ASACPEV

Inc. through the payment by CPE Centres of an additional \$100.00 annual levy. This amount will be reviewed annually.

**8.5.8.6** If the complaint is not resolved to the satisfaction of the complainant, the process is escalated to a Grievance procedure as set out in Standard 9. The Grievance procedure must be initiated within 5 working days of the completion of the Complaint process.

### **8.5.9 Maintaining Professional Relationships**

Supervisors will maintain good standing in their faith or spiritual tradition. They will abide by and accurately teach the professional standards and practices established by the Federal and State Governments and the institution in which they are employed. Supervisors shall not directly or by implication claim professional qualifications that exceed actual qualifications. Supervisors shall continue their professional education and development, including participation in the meetings and activities of ASACPEV Inc.

### **8.5.10 The Conduct of Business**

Supervisors will conduct their administrative responsibilities in a timely and professional manner. Centre Directors or supervisors responsible for budgets shall implement sound fiscal practices, maintain accurate financial records and protect the integrity of funds or grants entrusted to their care. They will accurately describe the CPE Centre and the educational programs offered. Publications advertising a Centre's programs shall accurately describe program expectations, including time requirements.

### **8.5.11 Confidentiality**

Supervisors shall respect the confidentiality of CPE participants. All pastoral and supervisory communications shall be held in the professional confidence of the ASACPEV Inc. context of case presentation training, interpersonal group processes, individual supervision, debriefing and processes of review and accreditation to the extent permitted by Federal or State laws. Supervisors shall respect the integrity and wellbeing of the CPE participants with whom they are working. At the commencement of a training unit, supervisors will negotiate a level of confidentiality within each individual training group that is acceptable to the immediate group. Supervisors shall follow established guidelines in the design of research involving human subjects and gain approval from the institutions human research ethics committee before conducting such research.

### **8.5.12 Privacy**

ASACPEV Inc. supervisors will respect and adhere to the Privacy Policy of the institution within which they are functioning. They will also familiarize themselves with the Privacy Legislation Act and the following three legislated ways in which pastoral practitioners, supervisors and participants in Clinical Pastoral Education programs can professionally gain supervision of their clinical work and also respect the privacy of individuals.

**8.5.12.1** The Health Records Act 2001 (Vic) does accept disclosures involved when health services providers seek supervision and consultation in the context of their training or employment.

**8.5.12.2** For the purposes of education where the documentation of cases is an essential learning process ASACPEV Inc. unambiguously recommends that it is the supervisor's responsibility to ensure that all documentation of cases be de-identified.

**8.5.12.3** The Association further recommends that supervisors in training gain the written consent of their CPE participants when they document their supervision for purposes of accreditation.

### **8.5.13 The "Right to Due Process" in response to unsatisfactory performance**

Underperformance, or unsatisfactory performance, is when a CPE participant is not performing their pastoral care duties in accordance with the ASACPEV standards, or not following hospital or institution policies, rules or procedures

If a CPE participant is underperforming, it is the responsibility of the supervisor to address this within supervision.

It is important that both supervisor and CPE participant have discussed and agreed on a proposed solution together, including clear and reasonable steps for improvement. The supervisor and CPE participant will document their understanding of the meeting and the outcomes; plus exchange their written evaluations of the meeting for ongoing discussion.

CPE supervisors will respect the rights of CPE participants by giving feedback, warning and education for improvement in a timely manner.

## **8.6 Part B: Code of Ethics and Professional Practice for ordinary members of ASACPEV**

The purpose of this Code is to establish and maintain standards of ethical behavior for ordinary members of ASACPEV Inc. and to inform and protect recipients of pastoral care. While this code cannot resolve all ethical and practice related dilemmas, it aims to provide a framework for addressing ethical issues within pastoral relationships.

### **8.6.1 Human rights of all individuals**

A fundamental principle that underlies all ASACPEV Inc. member practice is respect for the inherent dignity, worth, unique attributes and human rights of all individuals. ASACPEV Members consider the needs and respect the values of the recipients of their pastoral care and other professional colleagues with whom they work.

### **8.6.2 An environment and culture of civility and kindness.**

Members of ASACPEV Inc. promote an ethical environment and culture of civility and kindness, treating recipients of care, fellow employees, administrators, colleagues and others with dignity and respect. This standard of conduct includes an affirmative duty to act to prevent harm. Bullying, exploitation, harassment, intimidation, manipulation, threats or violence are always morally unacceptable behaviors.

### **8.6.3 Forming intimate relationships**

A member of ASACPEV Inc. shall not become romantically or sexually involved with a recipient of their pastoral care while they are the person's pastoral practitioner even if both are single adults. A sexual relationship between a pastoral practitioner and a recipient of pastoral care is morally unacceptable behavior in this Association. The Association recommends that members do not become romantically or sexually involved with a recipient of pastoral care following termination of the pastoral relationship until the same length of time has elapsed as the pastoral relationship had been in place.

### **8.6.4 Other multiple relationships**

Members are reminded that other dual relationships also complicate and can sabotage pastoral care. Being a business partner, line manager, psychotherapist, friend, priest or minister can bring complication to the pastoral care that may not be in the interests of either caregiver or cared for.

### **8.6.5 Disputes between ASACPEV Inc. members**

If you are a member of ASACPEV Inc. and you have a complaint against or dispute with another member of ASACPEV you should consult and follow the direction set out in the Rules of the Association 8 'Disputes and Mediation'.

### **8.6.6 Maintaining Professional Relationships**

Members will maintain good standing in their faith or spiritual tradition. They will abide by and accurately teach the professional standards and practices established by the Federal and State Government and the institution or hospital in which they are employed. Members shall not directly or by implication claim professional qualifications that exceed actual qualifications. Members shall continue their professional education and growth, including participation in the meetings and activities of ASACPEV Inc.

### **8.6.7 Confidentiality**

Members shall respect the confidentiality of recipients of their pastoral care. All pastoral communications shall be held in professional confidence to the extent permitted by Federal or State laws. Members shall follow established guidelines in the design of research involving human subjects and gain approval from recognized institutional review boards before conducting such research.

### **8.6.8 Privacy**

ASACPEV Inc. members will respect and adhere to the Privacy Policy of the institution within which they are functioning. They will also familiarize themselves with the Privacy Legislation Act and the following legislated ways in which pastoral practitioners, supervisors and participants in Clinical Pastoral Education programs can professionally gain supervision of their clinical work and also respect the privacy of individuals.

**8.6.8.1** The Health Records Act 2001 (Vic) does accept disclosures involved when health services providers seek supervision and consultation in the context of their training or employment.

**8.6.8.2** For the purposes of education where the documentation of cases is an essential learning process ASACPEV Inc. unambiguously recommends that all documentation of cases be de-identified.

### **8.6.9 Identification**

Pastoral Care practitioners will wear identification through which they are clearly identified as stipulated by the institution in which they work.

## **9.0 GRIEVANCE PROCEDURE**

### **Commencement of a Grievance Procedure.**

If, after following the guidelines for a complaint as set out in Standard 8.5.8, a CPE participant is not satisfied with the outcome, a Grievance procedure can be commenced. A grievance procedure needs to be initiated within 5 working days following notification of the outcome of the initial complaint process (8.5.8.4) (See flow chart Appendix X)

## **9.1 Lodgment of Grievance Notification Form**

A Grievance Notification Form (Appendix 5 of Standards) needs to be completed by the complainant stating the nature of the grievance, the identity of the respondent and the steps the complainant has taken to resolve the grievance through mediation.

Attached to the Grievance Notification Form, the complainant will provide a copy of their documented complaint sourced from their journal entries, evaluations of supervisory conferences, Mid Term Evaluation and Final Evaluation. These documents should also include any documented responses from the participant's individual Supervisor, and any additional documentation about the complaint received from the Course Coordinator or Centre Director.

These documents are to be lodged with one of the three Association's Grievance Officers<sup>4</sup>

## **9.2 Role of Grievance Officer**

The appointed Grievance Officer becomes the coordinator of the grievance process, appointing relevant consultants, committee members, support officers and informing insurers of the grievance process.(See Standard 9.3) and maintaining regular communication with complainant and person complained against.

## **9.3 Pre-Grievance Consultation**

Following the receipt of the Grievance notification form, the selected Grievance Officer will help facilitate a meeting between the complainant and a Pre-Grievance Consultant.

### **Role of Pre-Grievance Consultant**

The role of the Pre-Grievance Consultant is to provide an impartial forum for the complainant to explore further their complaint and to help determine if a formal grievance process is required.

### **Draft Reports**

Following this first meeting the Pre-Grievance Consultant will provide a draft report and recommendations for the complainant to the Grievance Officer. The Grievance Officer will provide feedback from

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<sup>4</sup> Each AGM, the Association appoints three Association Grievance officers who will be trained in Grievance resolution. Contact details are available on the ASACPEV Inc website.

this report to the complainant and ASACPEV Inc. Executive and suggest the process going forward.

In a follow up consultation the Pre-Grievance Consultant will provide feedback from the report to the complainant and later to the Executive.

#### **9.4 Notification of the Associations Insurer**

At this point the Association Grievance Officer will provide information of the Grievance to the Association's Insurer.

#### **9.5 Proceeding with the grievance**

If following the consultation with the Pre-Grievance Consultant, the complainant decides to proceed with the complaint, the Grievance Officer will recommend to the Executive the names of three members of ASACPEV Inc., or relevant representatives from University of Divinity<sup>5</sup> who will form a Grievance Committee to hear and adjudicate the grievance.

#### **9.6 The Grievance committee**

**Membership** :The Grievance Committee will comprise 3 current members of ASACPEV Inc. and/or relevant representatives from the University of Divinity as recommended by the Grievance Officer. (N.B. The Grievance Officer is NOT on this committee). The Grievance Officer will appoint the Chair of the Committee.

**Purpose:** The purpose of the Grievance Committee is to examine the grievance and decide whether the grievance is justified. If justified, the committee will decide what action will be taken. The Grievance Committee may take whatever steps they deem necessary to seek resolution of the grievance.

**Support Person:** The Grievance Officer will ensure that both parties have independent support if required.

**Declaration of interest:** Members of the Grievance Committee have a duty to declare any interest which may be considered to affect their impartiality, or likely to be thought so to do.

**Venue:** The Grievance Committee will determine the appropriate meeting place

**Support Persons:** When appearing at the Grievance Committee, the complainant and the member complained against may each be accompanied by a support person. The support person acts as an observer and does not participate in the committee discussion unless by invitation by the committee chair. Should the complainant or member complained against and or their respective support person require time for consultation with each other, this shall be requested of and granted by the Chair.

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<sup>5</sup> University of Divinity representatives will only be involved if the complainant is undertaking CPE for credit through the University of Divinity.

### **9.7 Report from Member complained against**

The Grievance Committee will provide the member complained against with a copy of the Grievance Notification Form. The member complained against will provide their written response to the Grievance to the committee within 10 working days of receipt of the grievance.

### **9.8 Preliminary Grievance Committee Meeting**

Following receipt of documents from complainant and member complained against, the Grievance Committee will hold a preliminary meeting to decide whether to accept the grievance, refer it back for further information/clarification, or reject it. The Grievance Committee will also determine whether reasonable steps have been taken to resolve the grievance through steps outlined in 8.5.8.

### **9.9 Outcome of Preliminary Grievance Committee Meeting**

The complainant and member complained against will be advised by the Grievance Committee of the outcome of their determination within 5 working days of receipt of the documentation.

If the grievance is rejected, the complainant and the member complained against will be formally notified in writing of the decision and the rationale of same. The decision of the panel will be final.

At the discretion of the Chair of the Grievance committee, further support may be offered to either party by referral to a consultant. The Association will bear the cost of this consultant for up to 3 sessions.

### **9.10 Grievance Committee Meeting**

If the grievance is accepted, the Grievance Committee will convene a meeting to further investigate the grievance, separately meeting with the complainant and the member complained against with their respective support persons. If appropriate, and at the discretion of the Chair of the Grievance Committee, the complainant and the person complained against may be offered an opportunity to meet together with the Grievance Committee.

**New Evidence:** Any new evidence brought to this meeting will be declared at the start of the meeting and the Chair of the Grievance Committee will determine if this new evidence will be accepted on the day. If accepted, the new evidence will be declared to all participants and a right of reply offered.

### **9.11 Failure to attend the Grievance Committee**

Where a complainant or member complained against fails or refuses without good reason<sup>6</sup> or notice to attend the Grievance Committee, the Chair of the Grievance Committee has the power to decide how to proceed.

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<sup>6</sup> What constitutes “good reason” will be solely at the discretion of the Chair of the Grievance Committee



### **9.12 Notification of findings**

The decision of the Grievance Committee, including any recommendations, will be forwarded in writing to the Grievance Officer. The Grievance Officer will then notify both parties of the outcome of the committee within 14 days of the committee meeting. The Grievance Officer will also notify ASACPEV Executive of the outcome.

**9.13** The Grievance Officer will offer a debrief process to all committee members.

### **9.14 Updating the Association's Insurer.**

The Association's Grievance Officer will update the Association's Insurer of outcome of the Grievance.

### **9.15 Appeal process**

A grievance proceeds to an appeal process if the complainant or member complained against writes to the President of ASACPEV seeking an independent review on the grounds that the process was flawed. The President of ASACPEV Inc. will appoint an independent ASACPEV Inc. member to review the process and report in writing to the President. The President must communicate the findings of this review to the complainant within 30 working days.

### **9.16 Reimbursement for Professional Services**

The Grievance Officer, Pre-Grievance Consultant and members of any formed Grievance Committee will be paid \$85 for each 60 minute session. This shall be funded by ASACPEV Inc. through the payment by CPE Centres of an additional \$100.00 annual levy. This amount will be reviewed annually.

## 10 ASACPEV Register of Professional Pastoral Supervisors in Private Practice

### **Supervisory Member as Supervisory Sole trader**

ASACPEV Inc. accredited Supervisors can nominate for Registration as ASACPEV Inc. supervisors willing to provide **private supervision** for clergy, theological students, chaplains, pastoral practitioners and other CPE supervisors.

According to ASACPEV Inc. standards:

**Pastoral Supervisors** are accredited to provide individual supervision for clergy, theological students, chaplains, pastoral practitioners;

**Clinical Pastoral Supervisors** are accredited to provide both individual and group supervision for clergy, theological students, chaplains, pastoral practitioners; and

**Clinical Pastoral Educators** are accredited to provide supervision for supervisors and provisional supervisors as well as individual and groups of clergy, theological students, chaplains and pastoral practitioners.

**To be registered by ASACPEV Inc. as willing to provide private supervision as a sole trader in this way, in addition to renewing their Association Supervisory membership prior to the AGM each year, a supervisory sole trader member is required to:-**

**(i)** Complete 20 hours of professional development per annum. Of this time 5 hours of committee involvement within ASACPEV Inc. 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 the supervisor's own practice.

**(ii)** Complete the following declaration form by the 31<sup>st</sup> October of each calendar year. If this is not received by the 30<sup>th</sup> November your name will be taken from the Register. No reminders will be sent.

**(iii)** Have an ABN number

**(iv)** Pay an additional annual registration fee of \$50

**(v)** Have a current Working with Children Card

## Declaration

1. I am currently a financial member of ASACPEV Inc
2. I have attached a copy of my Certificate demonstrating that my accreditation as an ASACPEV Inc supervisor is current for the next 12 months. **Please tick the appropriate box.**

**Pastoral Supervisor**

**Date on Certificate**

**Clinical Pastoral Supervisor**

**Date on Certificate**

**Clinical Pastoral Educator**

**Date on Certificate**

3. I have attached authorized copies of certificates or letters of authorization or other documents indicating I have met the required 10 hours of supervision by an appropriately qualified supervisor of my supervision of others in the past calendar year.
4. I have attached copies of documents certifying I have completed an additional 10 hours of Continuing Professional Development in the past calendar year.
5. I have attached a copy of my current certificate of currency of Combined Malpractice, Public and Products Liability Insurance.
6. My ABN number is
7. I have read the current standards for accreditation at my level of functioning as a supervisory sole trader and noted any changes that have been made.
8. I have attached a copy of my Working with Children Check.
9. I have read and agree to adhere to ASACPEV Inc. Standard 8: Code of Ethics and Professional Practice for Supervisors.
10. I have attached a cheque for \$50 being payment for 12 months registration.
11. I hereby declare that my responses to the questions above are true to the best of my knowledge.
12. I am aware the Association has no legal responsibility for the Supervision I provide in this practice as a sole trader.

**Print Full name**

**Signature**

**Date**

## **APPENDIX I**

### **Guidelines for Accreditation and Review Committees**

The purpose of the following guidelines is to assist committee members in their engagement with the candidate's materials.

All committees of Accreditation and Review of Accreditation within ASACPEV Inc. are appointed by the Registration and Certification Committee, which is a subcommittee of the Executive of the Association. All decisions and recommendations of an Accreditation or Review of Accreditation committee are processed by the R&C committee which then forwards its recommendations and commendations to the Executive for consideration and decision. The Executive of the Association then communicates to the Candidate the committee outcomes.

The Association will not include on a committee of Review a Supervisor about whom the Association is hearing a complaint. Any supervisor requested to participate in committee will absent themselves if they are currently involved in a complaint.

## **Roles and Responsibilities of ASACPEV Inc. Accreditation and Review of Accreditation Committee members**

- 1 To have read and considered the materials presented by the candidate before they come to the meeting, being aware of the standards against which the candidate is being assessed.
- 2 To develop a thoughtful understanding of the materials presented by the candidate, and to formulate questions that will invite and enable further elucidation of the candidate's understanding and practice.
- 3 Avoid any improper (or inappropriate) use of power, gender, theology/spirituality, group dynamics or therapeutic interventions.
- 4 To recognise and respond to the professional leadership of the Chairperson.
- 5 Through supportive engagement encourage the candidate to be clear and articulate in his/her responses.
- 6 Be accountable to the professional standards required of a CPE review committee and aware of their contribution as one member of a panel.
- 7 Following the review process, to request appropriate debriefing if required, being mindful of confidentiality.

## **Presenter's Written Report: A Working Document Only**

A copy shall be provided for each member of the committee and will include:-

1. A statement as to the candidate's fulfilment of the written requirements according to the standards, noting any exclusions.
2. Locate in the Candidate's materials that previous recommendations have been addressed.
3. A brief appraisal of the Candidate's strengths and weaknesses in their professional practice.
4. List issues for discussion by the committee.
5. A preliminary recommendation re accreditation may be made

## **Duties of the Committee Chairperson**

These are the things that need to be considered in the normal process of the committee: -

1. Ensure appropriate hospitality is afforded to the candidate and the committee.
2. Determine the manner in which the committee will proceed.
3. Facilitate the discussion and the determination of the appropriate time arrangements.
4. Inform the candidate of the time arrangements.
5. Facilitate communication within the committee and interaction between the candidate and committee members.
6. Complete assessment tool for accreditation (if the assessment of individual members differ indicate the split by numbers)
  - i. determine the vote of each committee member as to the candidate's accreditation.
  - ii. Work with the committee to formulate commendations and recommendations. (See guidelines)
7. Communicate outcome of the committee along with commendations and recommendation to the candidate.

When there is an unsuccessful outcome, the Committee Chairperson or another delegated to do so, will communicate this to the candidate prior to communicating the commendations and recommendations.

8. If necessary, arrange for debriefing of the candidate. This is to be done in consultation with the Registration and Certification Committee Chairperson..
9. If necessary, arrange for debriefing of committee members. This is to be done in consultation with the Registration and Certification Committee Chairperson
10. Ensure all candidate's materials are returned and all copies of the presenter's working document are shredded.
11. Compile a report to be forwarded to the Chairperson of the Registration and Certification Committee. The Report will include:
  - i. A brief summary of the proceedings

- ii. A brief summary of the issues discussed with the candidate and the interchange between the candidate and the members of the Committee.
- iii. The decision of the Committee and the voting pattern
- iv. The commendations and recommendations of the Committee

12 Forward to the Chairperson of the Registration and Certification Committee

- i. The Chairperson's report
- ii. The completed Assessment Tool for Accreditation

## **Proposed Process and Time Frame**

It is suggested that three hours be allocated for an Accreditation Review Committee and that Review of Accreditation committees are more likely to take two to two and a half hours.

A Suggested Time Frame:

5-10 minutes          The committee gathers.

Agreement is reached on the way the committee will operate, including the use of presenter's report and approximate time frame required.

The chairperson communicates this time frame to the candidate.

40-45 minutes          The presenter's report is read. The committee identifies and clarifies the issues to be explored with the candidate.

Up to 60 minutes      The committee engages with the candidate.

30 - 40 minutes      The committee generally meets without the candidate to vote on their decision regarding accreditation and to formulate commendations and recommendations.

5 minutes          The commendations and recommendations to be made to the Registration and Certification Committee are communicated to the candidate.

If required          Arrange for debriefing of the candidate and/or the committee.



## **Formulation of Recommendations**

Recommendations made by Review Committees will be according to the Standards, of the appropriate level of accreditation.

### ***Recommendations***

1. The first recommendation will state clearly the decision of the Review Committee in relation to the request of the candidate.

2. Recommendations will:

Be consistent with the post Accreditation responsibilities and accountability of the Level at which the supervisor is seeking accreditation.

Focus on professional development.

Be expressed in a language that is understandable to the candidate, by those outside C.P.E., by members of future review committees and by persons/professionals consulted by the candidate. Particular care needs to be taken if the candidate's own words are used.

Be stated in the third person.

## **TEMPLATE FOR CHAIRPERSON'S REPORT OF COMMITTEE OF REVIEW FOR ACCREDITATION & REVIEW OF ACCREDITATION.**

Review committees are entrusted with assessing a candidate's professional practice and suitability for the level of accreditation sought and recommending areas for ongoing development. In the interests of maintaining a fair and transparent process, a Chairperson's report needs to clearly outline the review process, issues identified and addressed with the candidate and the committee outcome, to enable ratification by the R & C and accreditation by the Executive of ASACPEV Inc.

Chairperson's are asked to prepare their report using the following guidelines:

### **TYPE OF REVIEW**

**NAME OF CANDIDATE** and accreditation level being sought

**COMMITTEE MEMBERSHIP** (including accreditation levels)

**CHAIRPERSON;**

**PRESENTER** (for Review for Accreditation)

**Other members.**

### **DATE, TIME AND PLACE OF REVIEW.**

1. Brief outline of proceedings, including time frames delineated for the committee process in discussion with the candidate and committee members.
2. Review Committee discussion and issues identified for further exploration with the candidate from presented materials.
3. Issues raised with the candidate: A summary of the interchange between the candidate and committee members from the materials presented and other issues identified by the committee as pertaining to supervisory practice at this level. Attention must be given to the candidate's capacity to offer clarity, reflection and evaluative comment on their supervisory development and practice.
4. Decision re candidate's request and voting pattern.
5. Commendations for the Candidate.
6. Recommendations for the Candidate's ongoing development.

## Appendix II

### Assessment Tool for Accreditation of Level 1 CPE unit

#### Guidelines for Supervisors

In order to be accredited for level 1 CPE a Candidate shall demonstrate competencies in the following:-	Does not meet the Standard	Meets the Standard	Exceeds the Standard
1.3 Required hours met			
1.4.2 fulfilled contract responsibilities			
1.4.3 identified and worked towards learning goals			
1.4.4 able to critically reflect on pastoral care experience			
1.4.5 Completed written requirements			
<p><b>1.5.1 Actual Provision of Pastoral Carer</b></p> <p><b>1.5.1.1</b> the ability to engage in actual pastoral practice to people with varied experiences;</p> <p><b>1.5.1.2</b> a capacity to listen reflectively, identify the person's agenda and attend appropriately;</p> <p><b>1.5.1.3</b> the ability to initiate pastorally caring relationships;</p> <p><b>1.5.1.4.</b> a developing capacity to engage with the inter-disciplinary staff;</p> <p><b>1.5.1.5</b> a capacity to consider and experiment with varied approaches to pastoral practice.</p>			
<b>1.5.2 Reflective Observations</b>			

<p><b>on Pastoral Practice</b></p> <p><b>1.5.2.1</b> an ability to articulate, evaluate and reflect in writing on their pastoral practice and its effect on others;</p> <p><b>1.5.2.2</b> the capacity to engage in reflective conversation about their pastoral practice with peers and supervisor;</p> <p><b>1.5.2.3</b> growing awareness of how their assumptions, attitudes, values, story, strengths and limitations affect their pastoral care;</p> <p><b>1.5.2.4</b> a capacity to evaluate their relationships with their peers, supervisors and inter-disciplinary staff;</p> <p><b>1.5.2.5</b> some demonstration of their capacity to use the action reflection model and to evaluate progress towards their goals and objectives;</p> <p><b>1.5.2.6</b> an ability to engage in self and peer supervision, that is, the ability to hear, engage and reflect upon the support and feedback offered by the CPE peer group.</p>			
<p><b>1.5.3 Theological/Spiritual Reflection</b>  <i>This means demonstrating:-</i></p> <p><b>1.5.3.1</b> the capacity to reflect upon particular encounters and pastoral experience within a theological/spiritual</p>			

<p>framework;</p> <p><b>1.5.3.2</b> the capacity to reflect upon and evaluate the meaning of the pastoral role in relation to the participant's theology/spirituality and identity as a pastoral carer;</p> <p><b>1.5.3.3</b> the ability to explore how the insights gained from the participant's theological/spiritual reflection on pastoral experience can be incorporated into subsequent practice.</p>			
	<p><b>Comments</b></p>		

**Assessment Tool for Accreditation of Level 2 CPE unit**  
Guidelines for Supervisors

In order to be accredited at Level 2 of CPE a Candidate shall demonstrate competencies in the following:-	<b>Does not meet the Standard</b>	<b>Meets the Standard</b>	<b>Exceeds the Standard</b>
<p><b>2.3 Concrete Experience As A Competent Pastoral Care Practitioner</b></p> <p>This means:-</p> <p><b>2.3.1</b> the ability to provide written documentation of effective pastoral practice to people with their unique experience, considering their cultural, religious/spiritual and social backgrounds;</p> <p><b>2.3.2</b> demonstrating respect for the person's agenda through the use of various pastoral skills, including listening/attending, empathic reflection, conflict resolution/ confrontation, crisis management, and appropriate use of religious/spiritual resources;</p> <p><b>2.3.3</b> the ability to assess spiritual and pastoral needs and to provide an effective pastoral response, including during critical incidents, whilst maintaining a clear pastoral identity</p> <p><b>2.3.4</b> being competent to work effectively with multidisciplinary staff, demonstrating a secure pastoral identity and personal authority; and in stressful situations, the capacity to care for others and self;</p> <p><b>2.3.5</b> an ability to manage clinical practice and administrative</p>			

<p>functions in terms of accountability, priority setting, self-direction, and clear, accurate professional communication;</p> <p><b>2.3.6</b> demonstrating a mutual respect and working alliance with CPE peers, and with the pastoral care team in the setting where they conduct their pastoral practice.</p>			
<p><b>2.4 Reflective Observations on Pastoral practice</b> This means:-</p> <p><b>2.4.1</b> the ability to evaluate and articulate; the quality of pastoral care provided, relationships with peers, supervisors and professional colleagues, and progress towards goals and objectives;</p> <p><b>2.4.2</b> an ability to engage in self supervision and peer supervision within the CPE Unit;</p> <p><b>2.4.3</b> being competent in identifying and articulating a preferred pastoral care style, naming the skills used and assessing their appropriateness..</p>			
<p><b>2.5 Abstract Theological And Pastoral Conceptualisations</b> This means:-</p> <p><b>2.5.1</b> a capacity to articulate an understanding of the pastoral role that is congruent with personal spiritual and cultural values, basic assumptions and personhood;</p>			

<p><b>2.5.2</b> a capacity to identify general pastoral principles from the detail of individual conversations, engagements and case studies;</p> <p><b>2.5.3</b> a capacity to consider and explore particular engagements and with the insights gained, be able to reframe or challenge an existing theological/spiritual understanding;</p> <p><b>2.5.4</b> an ability to explore and articulate way(s) the particular situation informs future pastoral care practice;</p> <p><b>2.5.5</b> a capacity, when involved in a disruption within a CPE group or pastoral care team, to explore theological/spiritual concepts in order to move from estrangement to reconciliation.</p>			
<p><b>2.6 Active Experimentation and Integration</b> This means:-</p> <p><b>2.6.1</b> an ability to incorporate new learning into subsequent pastoral practice and professional relationships, and then to evaluate the impact of this changed practice;</p> <p>;</p> <p><b>2.6.2</b> an ability to consider alternative approaches to pastoral practice, use a variety of pastoral stances with people, and develop a range of strategies.</p>			



	<b>Comments</b>
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### Assessment Tool for Accreditation of a Pastoral Supervisor

In order to be accredited as Pastoral Supervisor, a Candidate shall demonstrate competencies in the following:-	<b>Does not meet the Standard</b>	<b>Meets the Standard</b>	<b>Exceeds the Standard</b>
<b>3.8.1 Pastoral practice</b> Ability to model, articulate and evaluate the pastoral role in a professional context.			
<b>3.8.2 Pastoral supervision</b> Pastoral supervisory practice includes the following: <ul style="list-style-type: none"> <li>i Ability to evoke and develop a sense of pastoral identity and professional self-worth within the CPE participant.</li> <li>ii. Ability to review CPE participants' written work, and to discuss and evaluate their pastoral engagements.</li> <li>iii. Ability to articulate and explore spirituality in the context of pastoral practice and supervision.</li> </ul>			
<ul style="list-style-type: none"> <li>iv. Ability to assist the CPE participant:                             <ul style="list-style-type: none"> <li>• to clarify priorities and establish boundaries in their pastoral practice,</li> <li>• to function effectively within a variety of pastoral contexts.</li> <li>• to practice the art of theological/spiritual reflection</li> <li>• to demonstrate within their pastoral practice professional and ethical conduct that complies with the ASACPEV Inc. Code of Ethics.</li> </ul> </li> </ul>			
<b>3.8.3 Theological/Spiritual Reflection of pastoral</b>			

<p><b>supervisory practice:</b> Ability to:</p> <ul style="list-style-type: none"> <li>• reflect upon and evaluate particular supervisory experiences within a theological/spiritual framework</li> </ul>			
<ul style="list-style-type: none"> <li>• consider how their theological/spiritual framework informs their supervisory practice and identity</li> </ul>			
<p><b>Engagement with the Committee</b></p>	<p><b>Comments</b></p>		

Please note this document will be forwarded with the Chairperson's report to R&C where it will be kept for 5 years.

## Assessment Tool for Accreditation of a Clinical Pastoral Supervisor

<b>4.11 The Standards, Outcomes, Objectives for a CPE Supervisor:</b> In order to be accredited as a Clinical Pastoral Supervisor, a candidate shall demonstrate the following minimum requirements:-	<b>Does not meet the Standard</b>	<b>Meets the Standard</b>	<b>Exceeds the Standard</b>
<i>Ability to read, understand and address the written requirements as set out in the Standards;</i>			
<i>Ability to describe and evaluate both in detail and in summary form, the actual supervision of a selection of participants;</i>			
<i>Ability to demonstrate the integration of actual supervision, theological understanding and supervisory theory;</i>			
<i>Ability to discuss in writing and/or discussion the completion of the recommendations from previous Review Committees.</i>			
<b>4.11.1 Administrative Awareness</b> Ability to plan, implement and evaluate a Level One unit of CPE This ability will be in regard to creation of a programme timetable, budget, recruitment, placement of students, negotiation with management, awareness of the philosophy of the institution and maintenance of records.			
<b>4.11.2 Interpersonal Awareness and Competence</b> <b>4.11.2.1</b> Ability to relate pastorally to peers, students, ecclesiastical and institutional authorities in the context of individual and group situations.			
<b>4.11.2.2</b> Ability to recognise and value the cultural differences in relationships and willingness to use consultants in the clarification of issues.			
<b>4.11.2.3</b> Ability to relate to other disciplines within the training context.			
<b>4.11.3 Intrapersonal Awareness</b>			

<b>and Competence</b>			
<b>4.11.3.1</b> Emotional and spiritual maturity.			
<b>4.11.3.2</b> Personal integrity.			
<b>4.11.3.3</b> Ability to use personal qualities, experience and self awareness in supervision.			
<b>4.11.4 Educational Competence</b>			
<b>4.11.4.1</b> Ability to conceptualise a personal philosophy of CPE as a learning theory, recognising the contribution of other educational theorists.			
<b>4.11.4.2</b> Ability as an experiential educator, who recognises all aspects of the CPE experience as opportunities for learning and education.			
<b>4.11.5 Theological Awareness</b>			
<b>4.11.5.1</b> Ability to articulate clearly a personal theological identity.			
<b>4.11.5.2</b> Ability to conceptualise a theology of pastoral practice as that theology is expressed in the candidate's supervisory practice.			
<b>4.11.5.3</b> Ability to reflect theologically on experience, and experience theology in supervisory practice.			
<b>4.11.5.4</b> Ability to help others reflect theologically on experience, and experience theology in the "practicum" of pastoral practice .			
<b>4.11.5.5</b> Ability to draw together theory and practice in such a way that each informs the other.			
<b>Engagement with the Committee</b>	<b>Comments</b>		

Please note this document will be forwarded with the Chairperson's report to R&C where it will be kept for 5 years.

**Assessment Tool for Accreditation of a Clinical Pastoral Educator**

<b>5.11 The Standards, Outcomes, Objectives for a Clinical Pastoral Educator:</b> In order to be accredited as a Clinical Pastoral Educator, a candidate shall demonstrate the following minimum requirements:-	<b>Does not meet the Standard</b>	<b>Meets the Standard</b>	<b>Exceeds the Standard</b>
<b>5.11.1 Administrative Awareness</b> Ability to teach the planning, organisation, leading, co-ordination and control of CPE programmes with particular focus upon the relationship and accountability to the Association, and to management structures in an institution, organisation or region.			
<b>5.11.2 Interpersonal Awareness and Competence</b> <b>5.11.2.1</b> Ability to relate pastorally and with authority to students and supervisors to whom responsibility for pastoral practice , pastoral supervision, and clinical supervision is delegated.			
<b>5.11.2.2</b> Accountability to the Association to ensure the standards of the Association are maintained in the conduct of CPE programmes.			
<b>5.11.2.3</b> Ability to co-ordinate multiple courses conducted simultaneously in one centre, region or organisation.			
<b>5.11.2.4</b> Accountability to the employer for time management and pastoral priorities, and to the employer or manager of a secular institution or organisation for the quality of pastoral and supervisory services for which the candidate is responsible, and for the demarcation of roles.			
<b>5.11.3 Intrapersonal Awareness and Competence</b> Capacity to take appropriate responsibility for ongoing intrapersonal development.			
<b>5.11.4 Educational Competence</b> <b>5.11.4.1</b> Ability to co-ordinate and complement the work of people at			

various levels of training in pastoral practice and supervision as opportunities for experiential education.			
<b>5.11.4.2</b> Ability to disseminate state of the art information to participants, supervisors and peers in the areas of pastoral practice, theology, pastoral and clinical supervision.			
<b>5.11.4.3</b> Ability to apply the findings of research relevant to Clinical Pastoral Education.			
<b>5.11.4.4</b> Ability to conceptualise the theological conflicts experienced in the demands by contemporary society for measurements of effectiveness in the fields of pastoral care and educational programme evaluation.			
<b>5.11.5 Theological Awareness</b> <b>5.11.5.1</b> Ability to conceptualise and synthesise propositions from the theological disciplines with the findings of social science and the practice of Clinical Pastoral Education.			
<b>5.11.5.2</b> Awareness of the critical interrelatedness of faith development, theological orientation and indigenous spirituality in pastoral and supervisory formation.			
<b>Engagement with the Committee</b>	<b>Comments</b>		

Please note this document will be forwarded with the Chairperson's report to R&C where it will be kept for 5 years.

## Appendix III

### Draft assessment tool for Prospective Level 2 CPE candidates

The following is a checklist that indicates the readiness of a CPE participant to undertake CPE at Level 2. If the candidate completed Level 1 CPE in another Centre, a detailed reference check from the previous supervisor is required.

Checklist for beginning Level 2 CPE:

- 1) Does the Level 2 candidate have a satisfactory level of competence within and familiarity with the context within which they will undertake their clinical placement. (refer to Level 1 checklist)
- 2) Does their immediate past CPE Supervisor give support to the claim that there was an indication of potential functioning at an Level 2 in the candidate's pastoral care practice, their interpersonal relationships with peers and supervisors and in their reflective writing.
- 3) Does the Level 2 candidate have clear goals before the programme begins that reflect Level 2 CPE?
- 4) Can the Level 2 candidate provide a professional service of Pastoral Care and relate professionally to interdisciplinary colleagues?
- 5) Is there evidence that the Level 2 candidate can report clearly and reflect on their pastoral practice and evaluate its strengths and limitations?
- 6) Are there signs that the Level 2 candidate can relate pastoral practice to theology or sacred or foundational texts and consider and explore in what way the particular challenges or reframes a general theological/spiritual theme or concept or gives new life to understanding of foundational texts.
- 7) Can the Level 2 candidate hear and integrate constructive feedback and criticism from their peers and supervisor?
- 8) Has the Level 2 candidate read and do they understand the requirements of Level 2 unit.



## Appendix IV

### Model Code of Ethics for CPE participants

#### (Insert name of CPE Centre) Code of Ethics for Professional Practice of CPE Participants.

##### **Ethical Principles underlying Pastoral Practice**

This Code of Ethics is based on ethical principles identified from ethical theories and frameworks. Principles such as:

**Benefice.** CPE participants do what is beneficial for the recipients of their care.

**Non-malevolence.** CPE participants refrain from actions that would harm the recipients of their care and their CPE peers.

**Autonomy.** CPE participants move towards autonomy and value freedom and choice. They respect the self-agency of the recipients of their care.

**Justice.** CPE participants are fair, unbiased and equitable in how they work with recipients of their care and their CPE peers. They are just and impartial in their work so that the recipients of care and peers are not discriminated against because of faith, gender, race, disability, or sexual orientation.

**Fidelity.** CPE participants are faithful and loyal to the contracts that are entered into with the CPE Centre and keep their commitments to the recipients of their care.

The purpose of this Code of Ethics is to establish standards of ethical behaviour for Clinical Pastoral Education (CPE) participants while they are engaged in pastoral care education within the (insert name of CPE Centre).

CPE participants shall adhere to the following Code of Ethics:

##### **Human Rights of all individuals**

CPE participants shall maintain respect for the inherent dignity, worth, unique attributes and human rights of all individuals in their care and other professional colleagues with whom they work.

##### **An environment and culture of civility and kindness**

CPE participants shall promote an ethical environment and culture of civility and kindness, treating recipients of their pastoral care, supervisors, fellow CPE participants, administrators, colleagues and others with dignity and respect. This includes an affirmative duty to act to prevent harm. Bullying, exploitation, harassment, intimidation, manipulation, threats of violence are always morally unacceptable behaviours.

##### **Forming intimate relationships**

A CPE participant shall not become romantically or sexually involved with a recipient of their pastoral care even if both parties are single adults. A sexual relationship between a CPE participant and recipient of their pastoral care is morally unacceptable behaviour

within this CPE Centre. It is recommended that CPE participants do not become romantically or sexually involved with a recipient of their pastoral care following termination of the pastoral relationship for at least 6 months.

### **Multiple relationships**

CPE participants are reminded that dual relationships can complicate or sabotage their pastoral care. Being a relative or friend for example, can bring a lack of clarity to the pastoral care role and may not be in the best interests of either caregiver or cared for. It is recommended that the CPE participant refers the person on to a member of the pastoral care team.

### **Disputes**

A CPE participant who wishes to make a complaint about an ASACPEV Inc. Supervisor or needs to express a grievance towards an ASACPEV Inc. Supervisor is encouraged to take the steps as outlined in Standard 8.5.8 of the “Code of Ethics and Professional Practice for Supervisors and Members of the Association for Supervised Pastoral Education in Australia Incorporated”. This standard is provided in the CPE Centre Handbook.

### **Confidentiality**

A CPE participant shall respect the confidentiality of recipients of their pastoral care. All pastoral communications shall be held in professional confidence to the extent permitted by Federal State Laws

### **Privacy**

CPE participants will respect and adhere to the Privacy Policy of the institution within which they are attending for education or functioning within their placement/employment. CPE participants are also required to familiarize themselves with the Privacy Legislation Act. Pastoral practitioners, supervisors and participants in CPE programs can receive professional supervision of their clinical work whilst respecting the privacy of individuals as :-

1. The Health Records Act 2001 (Vic) does accept disclosures involved when health services providers seek supervision and consultation in the context of their training or employment.

and

2. For the purposes of education where the documentation of cases is an essential learning process ASACPEV Inc. unambiguously recommends that all documentation of cases be de-identified.

### **Identification**

CPE participants will wear identification through which they are clearly identified as stipulated by the CPE Centre and institution in which they work.

CPE participants will sign this document confirming they have read and understood the above Code of Ethics prior to CPE Commencement:

**(Insert name of CPE Centre) Code of Ethics Agreement**

I,..... confirm that I have read, understand and will adhere to (insert name of CPE Centre) Code of Ethics based upon the Association for Supervised and Clinical Pastoral Education Incorporated Standards (ASACPEV Inc.) during the (insert details of CPE unit, the dates of the program and where the program will be conducted) e.g. Second semester part-time program commencing July 2015 and concluding December 2015 conducted at hospital.

CPE Participant

Name.....

Signature.....

Date.....

Witness (CPE Supervisor or Centre Director)

Name.....

Signature.....

Date.....

## Appendix V

### Mediation Process Outline

*At this stage the process of mediation between the complainant and person complained against will be utilized with the aim to bring about resolution of the complaint.'*

*-- ASACPEV Inc Standard 8.5.8.3*

**Mediation** is a voluntary process of collaborative conflict resolution where two or more 'parties' meet with a mediator or a team of mediators to discuss issues, identify common ground, name and explore points of difference, listen to each other respectfully, and work together to find a resolution they both can live with. The mediator/s may meet separately with each party to hear their point of view, begin to identify potential areas for resolution, and test these ideas with the parties.

The mediator is impartial, and must be seen to be impartial by both parties. They need to be carefully chosen to avoid conflicts of interest. Using a team approach with two mediators who confer with each other and work well in tandem can help to achieve a balance of gender and other factors such as age or ethnicity.

If a support person is permitted for each party, their role is to accompany the party through the process, but not to speak for them. Support people need to be well chosen – someone who is close but not 'too close' emotionally to be able to hold silence even when they disagree with what is being said.

The complaints process is an integral part of the CPE process offering a way forward when disputes occur. It is important to maintain the values of ASACPEV Inc. and to honour the process of CPE while conducting the complaint process with integrity.

### The Process of Mediation

1/ Mediators meet with each party separately to identify issues, consider whether mediation will be appropriate, and if so begin to explore possible options for resolution. Factors to consider when deciding whether mediation will be appropriate include:

- *whether both parties genuinely want to resolve the dispute*
- *whether the parties are able to understand and participate in the mediation process*
- *the level of vulnerability of either party, e.g. mental health issues*
- *whether either party has expressed fear of the other party, or has been harmed or threatened with violence by the other party*
- *any previous failed attempts at mediation*

- *whether the issue is substantial enough to mediate*

Source: <https://www.disputes.vic.gov.au/about-us/mediation>

## 2/ Mediation Process:

- **Introduction** – the aim of mediation is to find a solution we all can live with
- **Ground rules to create and maintain a safe space** – respectful conversation, focus on the problem not the person, commitment to listen to each other, each party can request a break when they need one, mediators may stop conversation and meet with parties separately at any time, role of support person is to support but not speak for their party.
- **Confidentiality**.- The mediation process needs to be conducted in a confidential manner
- **Agenda** – having spoken with both parties separately, the mediator/s would be able to identify issues for discussion, including shared common ground. This can be made into an agenda of topics for discussion, which can then be offered to the parties for their agreement/approval at the beginning of the mediation session. The issues will be discussed in an orderly fashion.
- **Discussion** – mediators can take parties through a conversation about the issues, one at a time. Parties are encouraged to listen to each other without interrupting. The mediator/s ensure that personal attacks are not allowed.
- **Generating options** – how might we resolve the issues?

Options may include: a change in supervisor, temporary suspension of the supervisor until the complaint is considered, or the Centre Director's attendance in any group in which the CPE participant is present until the complaint is satisfactorily resolved. If the CPE participant's complaint relates to the performance of their supervisor, the Centre Director shall manage the Supervisor's performance. If the supervisor concerned is also the Centre Director, an ASACPEV Inc. Clinical Pastoral Educator will be appointed to monitor the conduct of the unit until the complaint is satisfactorily resolved. Should the complaint pertain to the functioning of the Centre Director, ASACPEV Inc. shall engage two senior supervisors to determine the most appropriate process for resolution.

(ASACPEV Inc. Standard 8.5.8.3)

- **Canvassing resolutions** – ‘reality testing’ to find outcomes that are clear, specific, easy to follow, and that will provide a lasting (durable) outcome.
- **Writing up the agreement** – both parties and mediator/s sign.

If the complaint is resolved to the satisfaction of the complainant and the supervisor, the Centre Director or ASACPEV Inc. representative will make a written one-page report of the process that will be signed by the three parties involved. A copy of this report will be kept in the Coordinator’s and Supervisor’s materials for their next reaccreditation review. For the purpose of confidentiality, the complainant will be de-identified in these materials.

(ASACPEV Inc. Standard 8.5.8.4)

## Appendix VI

### Grievance Notification Form

#### Details of Person making this report:

Surname

First Name

Contact Number

Email

CPE Centre

#### Respondent of Grievance:

Surname

First Name

Position

#### Statement of Grievance:

Please provide:

**1)** A Clear statement of the grievance

**2)** Outcome of mediation (Standard 8.5.8.3)

**3)** Any further suggested solutions which were not discussed at mediation which you believe will settle the grievance. The suggested solution focuses on continuing or restoring a productive working environment rather than apportioning blame

**4)** Evidence that Standard 8.5.8 was adhered to including the steps taken to resolve the grievance through mediation. Please attach a copy of your documented complaint sourced from journal entries, evaluations of supervisory conferences, Mid Term Evaluation and Final Evaluation. These documents should also include any documented responses from your individual Supervisor, and any additional documentation about the complaint received from the Course Coordinator or Centre Director.

Signed

Date



## Appendix VII

### GRIEVANCE OFFICER CHECKLIST

	DATE and DETAILS
1)Receive Grievance Notification Form	
2)Facilitate meeting with Pre-Grievance Consultant	
3)Receive draft report from Pre-Grievance Consultant	
4)Ensure feedback from report is given to complainant and ASACPEV Exec	
5)Notify ASACPEV insurance	
6)If complainant decides to proceed, form Grievance Committee	
7) Appoint chair of committee	
8) Ensure both parties have independent support	
9) Assume role of consultant to committee if required	
10)Receive notification of committee findings	
11)Notify both parties of committee findings in writing within 14 days of meeting	
12) Notify ASACPEV Exec of outcome of committee findings	
13)Update ASACPEV insurance of outcome	
14) Offer debrief to all committee members	
15) Consider learning/action for feedback to ASACPEV Exec	

## Appendix VIII

### **GUIDELINES for a Grievance Committee Meeting – ASACPEV Inc. Standard 9.10**

**This process follows the Preliminary Meeting of the Grievance Committee in Standard 9.8.**

#### ***Preliminary Grievance Committee Meeting***

*Following receipt of documents from [the] complainant and member complained against, the Grievance Committee will hold a preliminary meeting to decide whether to accept the grievance, refer it back for further information/clarification, or reject it. The Grievance Committee will also determine whether reasonable steps have been taken to resolve the grievance through steps outlined in 8.5.8. – (ASACPEV Inc. Standard 9.8)*

**The Grievance Committee Meeting Process is outlined in Standard 9.10:**

*If the grievance is accepted, the Grievance Committee will convene a meeting to further investigate the grievance, separately meeting with the complainant and the member complained against with their respective support persons. If appropriate, and at the discretion of the Chair of the Grievance Committee, the complainant and the person complained against may be offered an opportunity to meet together with the Grievance Committee.*

***New Evidence:*** *Any new evidence brought to this meeting will be declared at the start of the meeting and the Chair of the Grievance Committee will determine if this new evidence will be accepted on the day. If accepted, the new evidence will be declared to all participants and a right of reply offered.*  
-- ASACPEV Inc. Standard 9.10

**Factors to consider when convening a Grievance Committee Meeting include:**

**Creating a safe space – building trust** – the Chair of the Committee is responsible for creating and maintaining a safe space. This means enforcing ground rules that include requesting that the parties listen to each other, and to the Committee, and refrain from personal attacks. Conflict of interest needs to be considered in choosing the members of the Committee so that fairness is maintained.

**The venue** – the venue needs to be neutral and accessible, private, with rooms where the Committee can meet each party separately with their support person, and another room where they can all meet together. Round tables are helpful as they are less hierarchical. Soundproofing needs to be considered. Parties should be able to

speak with the Committee without fear that the other party may hear the conversation.

**Stagger arrival/departure times** – invite Complainant and member complained against to come at different times, allocate separate rooms where each one can be with their support person. Ensure water, tissues, etc are in each room.

**The invitation letter** – This letter should offer a clear outline of the process and what the Committee hopes to achieve by conducting the meeting. Date, time, venue, transport/parking info, and expected start and end times should be clearly stated.

**1/ If new evidence - Grievance Committee meets alone to hear new evidence.**

Ideally this would be planned for, e.g. the Chair knows that new evidence has arisen since the Preliminary Meeting and he/she has determined whether the new evidence will be accepted, before any of the parties arrive at the venue. Otherwise this issue could keep parties waiting and create additional stress/anger on the day of the Committee meeting.

**2/ Grievance Committee meets separately with each party and their support persons to investigate the grievance**

First of all the Committee needs to present a united approach with clear authority. Inviting each member to introduce themselves to the complainant/ member complained about and their support person, along with a brief description of their experience/where they are from, can help. The Committee may need to ask questions of each party in order to clarify the information presented. Be mindful of time – ‘equal time’ is a good rule of thumb, as parties begin to worry about fairness and impartiality if the Committee gives more time to the other party.

If new evidence is to be discussed, it may be helpful for the Committee to explain this to the other party, as the separate conversation may take longer for this reason. Depending on what the new evidence is, a longer time may be required for a right of reply. This may delay the meeting but procedural fairness is vital to the integrity of the process.

While meeting with the parties separately, the Committee members will be able to discern whether it will be useful to invite the parties to meet with the Committee together, or whether it will be better to work with them separately. Factors that may influence this decision include the emotional fragility of either party, their willingness to listen and consider alternative points of view to their own, and the nature of the dispute itself. The Committee may like to ask each party whether they would like to meet face to face.

**Investigating a complaint**

Investigating a complaint with a view to making a determination about the outcome is different to mediation. For this reason it is particularly

important that both the complainant and the member complained about feel that they have been heard by the Committee. Instead of an agreed outcome, the Committee will make a decision as to how the matter will be resolved based on the evidence presented. Investigation relies on examining the evidence and asking questions to fill in any 'gaps' that remain after the Preliminary Grievance Meeting.

This is best done in separate meetings with each party. Separate meetings are a useful way to discuss sensitive matters and help reduce feelings of shame in front of the other party to the complaint. It is more likely that honest conversations will occur if there is a safe and confidential conversation that allows for 'saving face'. For example a supervisor's lapse in judgment may be discussed more openly without the complainant in the room. These meetings offer an opportunity for the Committee to identify potential recommendations, and if appropriate discuss them with one or both of the parties.

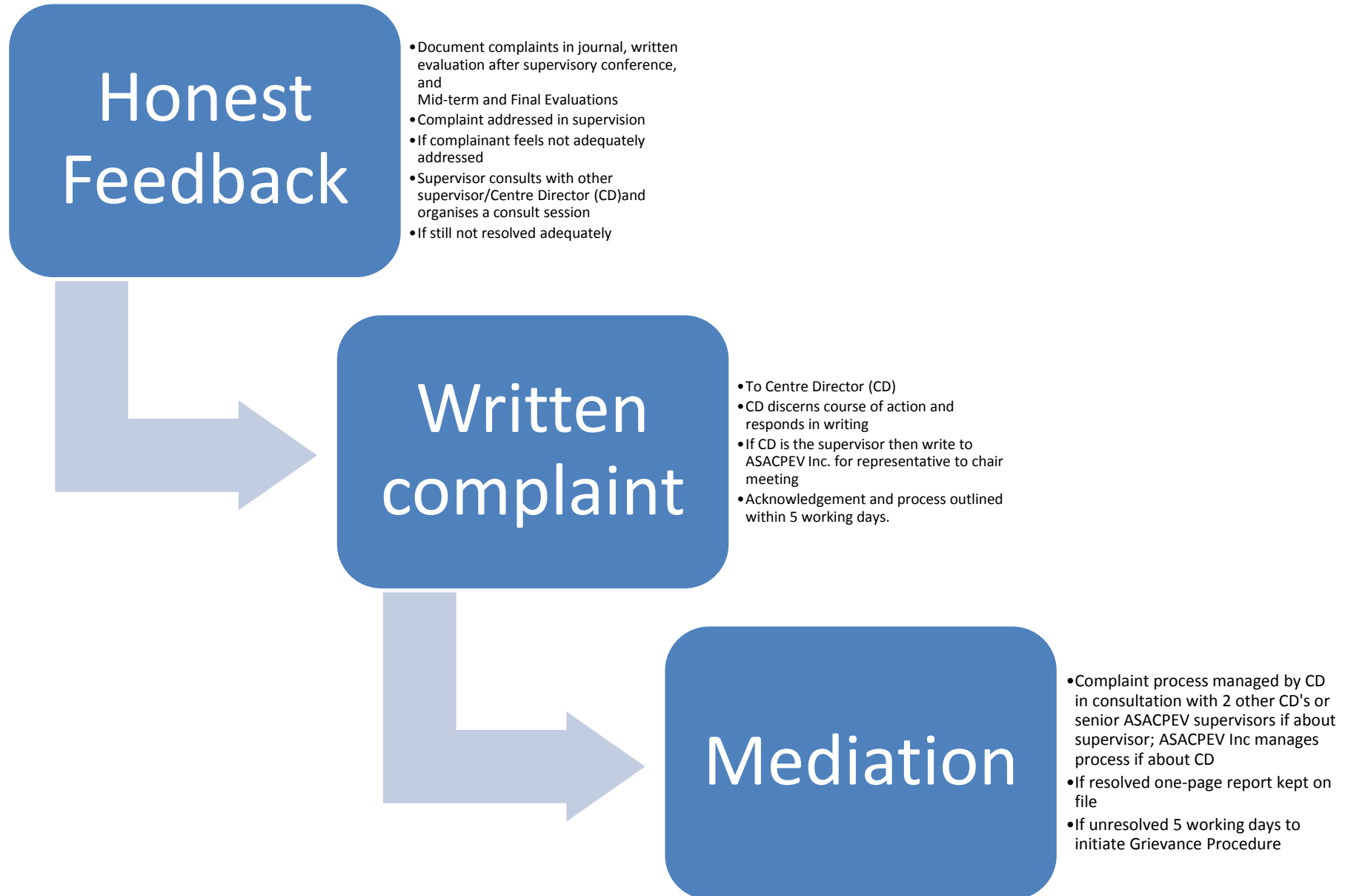
### **Concluding the Meeting**

Whether the parties meet separately or together, it will be important for the Committee to conclude the meeting on a positive note. Thanking the parties and their support people for engaging with the process, reassuring them that the process is confidential and encouraging them to maintain confidentiality, and checking in with them about any outstanding questions or issues can help them leave on a positive note. The aim is to move the process to a conclusion.

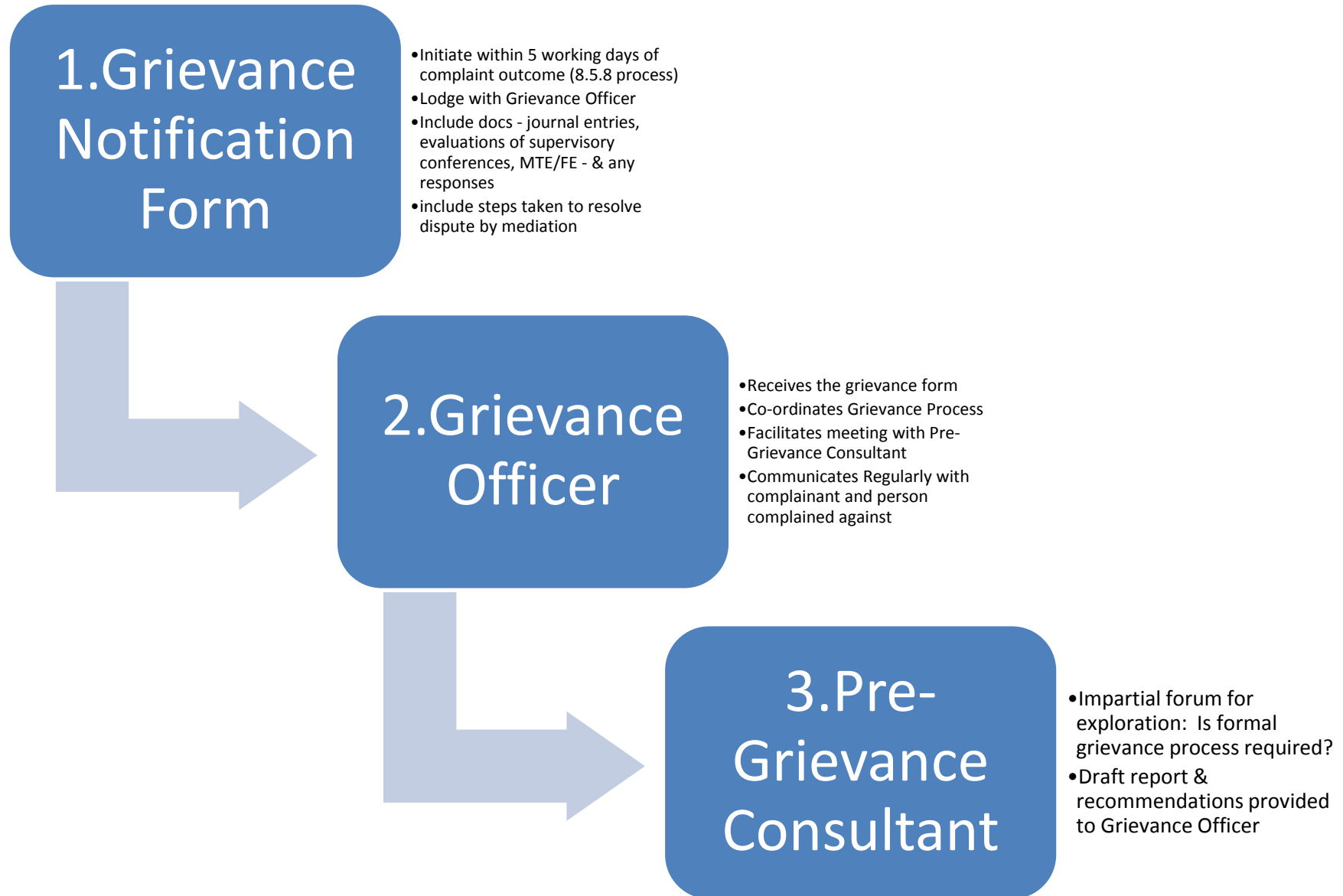
### **Writing up the findings**

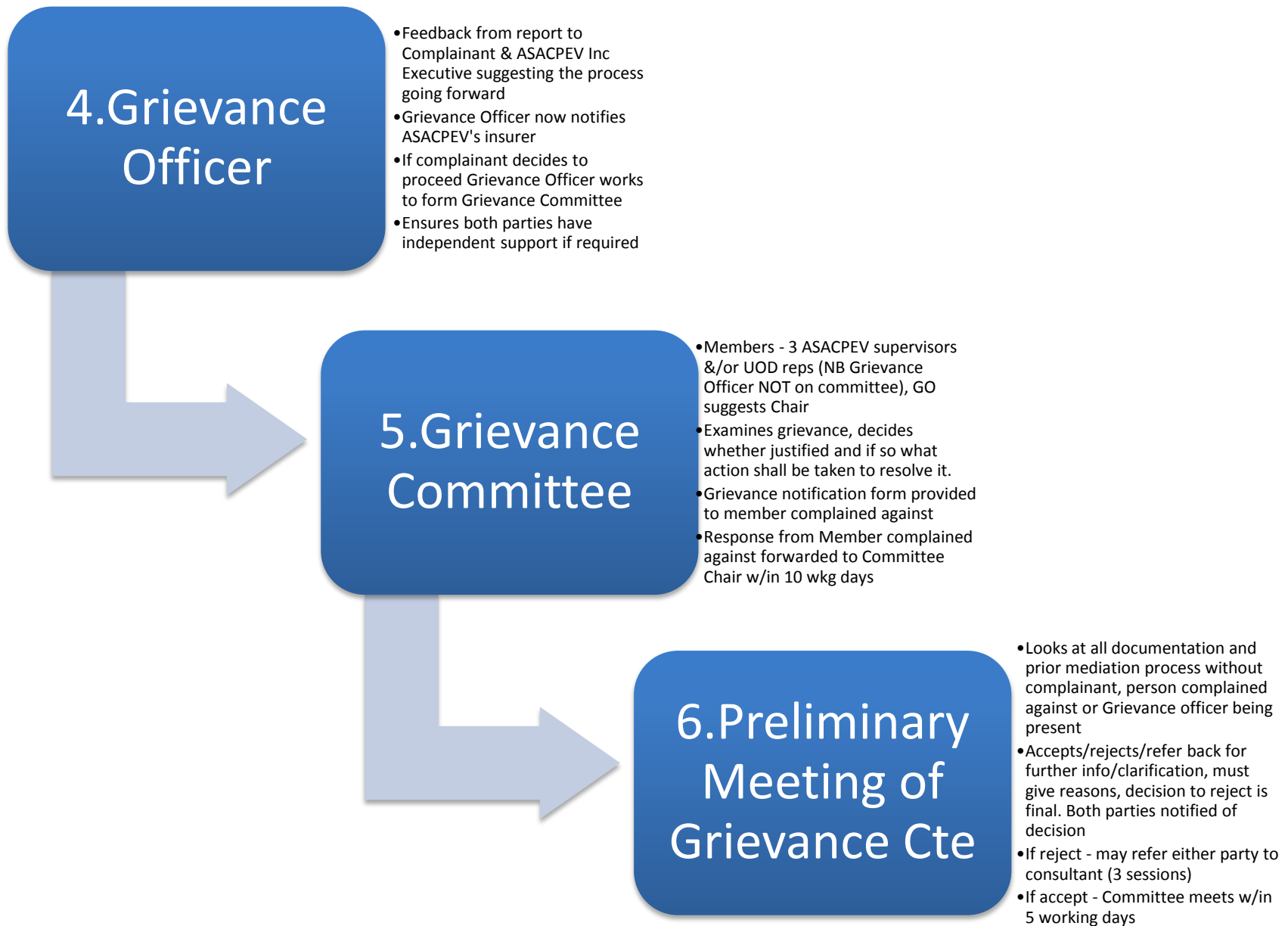
Written findings are due within 14 days, and these may include recommendations for action. Findings and recommendations should be specific, including a time frame for completion. They should not come as a surprise to the parties. A 'follow-up mechanism' to ensure recommendations are followed should be included in the process.

## Appendix IX Flow Chart of Complaint Process - Standard 8.5.8



## Appendix X Flow Chart of Grievance Process - Standard 9





## 7. Grievance Cte Meeting

- Investigates grievance with Complainant and Member complained against
- May hear new evidence, right of reply to be offered
- Failure to attend may render complaint null and void unless extenuating circumstances. Chair decides how to proceed
- Report of findings, including any recommendations, given to Grievance Officer

## 8. Grievance Officer

- Both parties notified in writing of committee findings within 14 days of meeting
- ASACPEV Exec notified of outcome
- Grievance Officer updates ASACPEV's insurer of outcome
- Offers debrief to committee members

## 9. Appeal Process

- Complainant or Respondent may appeal to President or other representative of ASACPEV Inc. on grounds that process was flawed (not on the outcome).
- President will appoint independent Member to review process and report in writing to President.
- President must communicate findings to complainant within 30 working days.



**Appendix XI**

ASACPEV Inc

Supervisor's Professional Development Log Book

**Accreditation date:** \_\_\_\_\_ **Year since Accreditation: 1 2 3 4 5 (Please circle)**

**Name (Please print):** \_\_\_\_\_

Date	Title of Activity	Duration	Activity Type	Hours Claimed

THIS FORM MAY BE PHOTOCOPIED IF ADDITIONAL SHEETS ARE REQUIRED TOTAL POINTS: \_\_\_\_\_

**Supervisor's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Duration:** e.g., 2 hours, half a day, full day, etc

**Activity Type:** seminar, lecture series, conference, workshop, supervision, etc

**Hours Claimed:** number of hours being claimed (see specific standard for allocation)

**ASACPEV 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:** \_\_\_\_\_

**APPENDIX XII  
CONFIRMATION OF INCLUSION OF NECESSARY CONSENT  
FORMS OR A STATEMENT BY THE SUPERVISOR IN TRAINING  
THAT PERSONAL INFORMATION HAS BEEN  
DE-IDENTIFIED**

I, \_\_\_\_\_ ,  
**CONFIRM THAT**

CENTRE DIRECTOR

\_\_\_\_\_  
SUPERVISOR IN TRAINING IN THIS CENTRE

HAS INCLUDED THE REQUIRED CONSENT FORMS FROM CPE STUDENTS WHOSE EVALUATIONS ARE INCLUDED WITH THESE MATERIALS ALONG WITH A CONSENT FORM FROM THE PARTICIPANTS REPORTED UPON IN SUPERVISION

**OR**

HAS DECLARED IN WRITING THAT THE SUPERVISORY CANDIDATE HAS DE-IDENTIFIED THE EVALUATIONS AND SUPERVISORY REPORTS OF CPE PARTICIPANTS INCLUDED WITH THESE MATERIALS.

\_\_\_\_\_  
CPE Centre Director

Date